

## **MISSION**

Salisbury University is a premier comprehensive Maryland public university, offering excellent, affordable education in undergraduate liberal arts, sciences, pre-professional and professional programs, including education, nursing, social work, and business, and applied master's and doctoral graduate programs. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.

Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff are viewed as learners, teachers/scholars, and facilitators, and where a commitment to excellence and openness to a broad array of ideas and perspectives are central to all aspects of University life. Our learning community is student-centered, where students are taught by professional educators in small classroom settings, where faculty serve as academic advisors, and where virtually every student has an opportunity to undertake research or experiential learning with a faculty mentor. We foster an environment where individuals make choices that lead to a more successful development of social, physical, occupational, emotional, and intellectual well being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States, and around the world, supporting all members of the University community as they work together to achieve institutional goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation.

### *Values*

The core values of Salisbury University are excellence, student-centeredness, learning, community, civic engagement, and diversity. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. The goals and objectives of our strategic, academic, facilities, and enrollment plans, as well as our fiscal commitments, reflect our fundamental values. In addition to these principal values, the University embraces the long-honored tradition of honesty and mutual regard that is and should be a defining characteristic of higher education. The "Salisbury University Promise" is a statement of integrity and respect for others to which we ask all new students to commit as a way of highlighting the University's values and expectations.

### *Vision*

Salisbury University, *A Maryland University of National Distinction*, will be acknowledged by its peers as a globally oriented, widely recognized comprehensive university for excellence in education both in and out of the classroom and for its commitment to model programs in civic engagement. Undergraduate research, international experiences, and a broad range of

internships and community outreach activities will be the hallmark of the institution, enriching the traditional academic curriculum and enabling students to connect research to practice and theory to action. Salisbury University will grow to meet the educational and workforce needs of the State by providing nationally distinguished undergraduate programs as well as specialized master's and doctoral programs that uniquely serve the region. We will attract superior students who are academically exceptional and who embrace their role as involved citizens. We will empower students for a life of leadership and cultural appreciation through their participation in campus artistic and athletic activities and in campus clubs and organizations. We will graduate students who are recruited by the best employers and graduate schools and who will contribute to the economic and social vitality of the State and the nation.

## **INSTITUTIONAL IDENTITY**

Salisbury University unites highly qualified and diverse faculty, staff, and students to create a learning community firmly grounded in a liberal arts education. The University is increasingly internationally oriented and prepares its students for careers in a global economy, for graduate education, and for meeting the State's workforce needs. Opportunities to study abroad are encouraged to facilitate greater student understanding of the differences and similarities among peoples of the world. An English Language Institute provides a pathway for increased numbers of international students to enter academic programs at SU. Additionally, the ability to support J-1 visas for visiting international scholars creates new opportunities for Maryland students to learn from a more diverse faculty. Diversity among campus members, ideas, and perspectives is highly valued as the underpinning of an informed education and the basis of understanding in an increasingly interdependent world.

At Salisbury University, particular emphases are placed on active learning and the preparation of students for engaged citizenship with the ability to pursue personal and professional education throughout their lives. The University's Thomas E. Bellavance Honors Program offers an academically enriched schedule of classes enhanced by many cultural events and activities for talented and high-achieving students. As a vital resource and economic engine, the University promotes and supports applied research, targeted outreach programs, K-16 partnerships, wide-ranging cultural events that are open to the community, nationally competitive Division III athletics, and the active engagement of faculty, staff, and students in all aspects of community life.

As a predominantly undergraduate institution, Salisbury University offers degree programs in the liberal arts, science and technology, nursing and health sciences, teacher education, professional studies, business, and information systems. Graduate programs are chiefly applied, with degrees offered in business, nursing, education, English, applied health physiology, social work, applied biology, geographic information science, conflict resolution, and history with an emphasis on Chesapeake studies. In response to regional and statewide workforce needs, the University explores the potential for new programs or partnerships with other institutions and examines community demands for new or expanded undergraduate programs as well as targeted master's and doctoral programs in such areas as nursing, K-12

curriculum design, and conflict resolution. Academic programs are offered primarily on our 157-acre campus, which is highly praised for its attractive open spaces, easy pedestrian circulation, and numerous outdoor sculptures. The campus is a designated arboretum for the scientific study and public display of various species of woody and herbaceous plants. Programs such as social work, elementary education, and respiratory therapy are offered through a variety of media at satellite campuses throughout Maryland.

Founded in 1925 as a college for the preparation of teachers, Salisbury University today attracts the majority of its students to the Lower Eastern Shore from the Maryland counties west of the Chesapeake Bay and Baltimore City as well as from other states and nations. Salisbury University serves and supports the Eastern Shore, its communities, and its heritage, as demonstrated by its commitment to the University's Ward Museum of Wildfowl Art, the most comprehensive collection of wildfowl carving in the world, and the Nabb Research Center for Delmarva History and Culture dedicated to collecting, preserving, and providing access both to the oldest, continuous written records in British speaking America and to the documents and artifacts illustrating the greater Delmarva region's rich historical and cultural heritage. The University's many outreach groups support the people and businesses of our home community while providing service learning opportunities for our students, faculty, and staff.

Salisbury University is the cultural center for the region, providing numerous programmatic offerings of cultural affairs, theatre, music, dance, and art exhibitions that are enjoyed annually by thousands of campus and community members. At the same time, the University recognizes that its appeal and service, both now and in the future, are to a broad and diverse student population. In recent years, the University has achieved both State and national distinction among its peers and has been acknowledged as one of the best public universities in its class. This reputation extends into all areas of campus life, including our Division III athletics program that affirms academics as the highest priority in the life of student-athletes yet, year-in and year-out, fields nationally competitive teams and athletes who consistently rank among the best, athletically and academically, in the country.

A major presidential initiative focuses on the relationship between the University and its community neighbors and partners in order to strengthen and invigorate town/gown synergies. Salisbury University also collaborates with the University of Maryland Eastern Shore, a Historically Black University located in neighboring Somerset County. This relationship broadens diversity, permits the sharing of resources, and allows for joint educational programming. Additionally, Salisbury University affiliates with the University of Maryland College Park, Old Dominion University, and Widener University in dual-degree physics/engineering programs.

The University is a stakeholder in the Eastern Shore Higher Education Center (ESHEC) at Wye Mills, with the authority to offer baccalaureate and master's degrees at that location. In this venue, Salisbury University partners with Chesapeake College, Cecil College and the University of Maryland Eastern Shore. The focus of this broad partnership is to ensure that regional educational needs are met by regional institutions through articulated and

collaborative programs, distance education, and other opportunities. The University is also a partner institution at the Universities at Shady Grove (USG) in Rockville, MD, where it delivers a B.S. in respiratory therapy. Students in the program pursue didactic courses at USG via two-way video and complete their clinical courses at Shady Grove Adventist and other hospitals. Additionally, SU offers its social work program at the University System of Maryland's Hagerstown site and at Cecil College.

Believing that a diverse community of individuals and ideas greatly enriches the campus learning environment and is critical to preparing students for life in a global society, Salisbury University makes a conscious effort to promote diversity on campus and supports activities that bring awareness and understanding of different cultures and groups. The University created both the Office of Diversity and the Office of Multicultural Student Services to develop programs and opportunities to increase the diversity of faculty, staff, and students and ensure a welcoming and open campus environment. Its highly committed and diverse faculty and staff work together to generate a robust learning environment that emphasizes the sense of community and excellence that are at the core of University initiatives.

## **INSTITUTIONAL CAPABILITIES**

The University has worked diligently to enhance the high quality of academic programming even in times of State fiscal constraints and without undue burden on our students and their families. Ever watchful to meet the high standards expected by our students, faculty, and other stakeholders, the institution has planned prudently for future enrollment growth and facility improvement and expansion. Increasingly, we look to our Alumni Association and Salisbury University Foundation, Inc. Board to assist the University in raising the necessary resources to ensure adequate scholarships for our students, development support for our faculty, and capital funds to support new buildings and renovations, such as our new and much anticipated Perdue School of Business building.

High on our list of capital needs is a new library. While our Blackwell Library is challenged by the limitations of a current facility built more than half a century ago, the students, the administration, and faculty have strongly endorsed the construction of a new library befitting the quality of education, programs, and students that make up the Salisbury University of today. A high priority in the Facilities Master Plan, a future library will be the hub of an Academic Commons building designed to promote academic discussion and discovery and to blend space for public events, community outreach, quiet study, collaborative team work, research assistance, scholarly resources, specialized materials and local archives, and the creation of digital publications. Salisbury University is also planning for other academic buildings to meet current and future enrollment growth.

Salisbury University will thrive as a premier comprehensive public institution that is recognized as a model by regional and national peers. Learning is at the heart of University life, and teaching effectiveness is a principal criterion in faculty recruitment, promotion, tenure, and merit decisions. Our annual survey of extra-institutional activity confirms the high productivity of our current faculty in terms of numerous publications and creative endeavors,

hundreds of undergraduate research projects, and thousands of public service days. With its strong commitment to active learning, the University will pursue outstanding faculty and staff who encourage and support student participation in internships, international experiences, research, service learning, and leadership opportunities. Salisbury University's Presidential Citizen Scholar program has earned praise for actively preparing and encouraging students to be responsible and contributing members of their local and national community, while the University's Scarborough Student Leadership Center is acknowledged as one of the first free-standing buildings in the nation dedicated to the leadership development of members of our social and honorary societies and other student groups. These activities are vital components of the college learning experience and the preparation for engaged citizenship.

Research, scholarship, and creative activity remain fundamental to University life and are integral to both teaching and learning. Faculty, who are teacher/scholars engaged in both pure and applied research, are encouraged and supported for including students in research, scholarship, and creative endeavors. Many of their students present findings at the University's annual research conference. Some present at professional meetings within their discipline and at the National Conference on Undergraduate Research (NCUR). The University was honored to be selected for a second time by NCUR to host its 2008 national student convention, where over 5,000 students from across the country joined together to share their undergraduate research scholarship and creative activity. In light of the rich and diverse ecosystem of the Eastern Shore, the University's research emphases on environmental sciences and biology are particularly meaningful. In 2010, two undergraduates were selected for the prestigious Environmental Protection Agency (EPA) Fellowship to conduct research in environmental science. Moreover, applied research in many disciplines contributes significantly to the solution of community problems.

Salisbury University faculty have a tradition of service to the campus. Every full-time student is assigned a faculty advisor, and our freshman orientation program includes a summer reading program, initiated by our faculty, which is designed to introduce students to the academic life of the campus before they arrive. Such efforts contribute enormously to the outstanding four-, five-, and six-year graduation rates that Salisbury University students have achieved. Moreover, faculty, students, and staff actively participate in the University's shared governance system.

As a comprehensive institution with four endowed schools, Salisbury University assumes a critical role in responding to the educational, economic, cultural, and social needs of the region.

The **Seidel School of Education and Professional Studies** is home to professional programs in education, social work, and health and sport sciences. All programs in Seidel departments are nationally accredited and individual teacher preparation programs are also nationally recognized by their Specialized Professional Associations. Both the bachelor's and master's degree programs in social work are offered on campus and by distance at three other Maryland satellite locations. The elementary education and the school leadership programs are offered at the Eastern

Shore Higher Education Center. Clinical preparation is a trademark for all Seidel School majors. The Seidel School partners with seven regional school districts to create 35 Professional Development Schools. These partnerships provide the foundation for collaborative work between experienced teachers and school leaders with Salisbury students and faculty in education, school leadership, and reading to improve PK-12 student achievement. Students in social work, community health, exercise science, and athletic training gain real-world experience with partners in multiple settings that include social work agencies, sports medicine clinics, hospitals, fitness clubs, and universities. All Seidel students complete internships with trained professionals. The Seidel School sponsors the nationally distinguished Pauline Riall Lecture Series where recognized leaders in the field of education address Salisbury University students, faculty, public school colleagues, and community members. Now in its new home in the 165,000 square foot Teacher Education and Technology Center, the Seidel School is poised to provide state-of-the-art instruction in all its disciplines. In addition, the Seidel School partners with all of the other Salisbury University academic schools to enhance opportunities for students in the liberal arts and in the critically important Science, Technology, Engineering, and Mathematics (STEM) areas of science and mathematics teaching.

The **Fulton School of Liberal Arts**, with 12 academic departments encompassing the visual and performing arts, humanities, and social sciences, supports a broad range of academic programs aimed at developing knowledge and skills essential to professional success in a globalized and knowledge-based economy, including information literacy, critical thinking, and oral and written communications. The School implemented a full reform of its curriculum in 2008, revising or restructuring each of its majors and minors and deepening the learning experience by expanding most courses from three to four credit hours. By expanding opportunities for undergraduate research, service learning, civic engagement, and study abroad, the reform has enabled faculty and students alike to fulfill the University's mission in ways that increasingly distinguish the Salisbury University experience both nationally and internationally. While teaching excellence remains the prime factor governing decisions on tenure and promotion, impressive annual lists of faculty publications, presentations, performances, and exhibits demonstrate the vital role that scholarly and creative activity plays in fostering that excellence. Through the University's General Education program, in which the Fulton School plays a significant role, all SU students gain an overview and understanding of the history and diversity of the world's cultures, including the political, social, economic, and cultural contours of the contemporary world. Students deepen this knowledge through completion of majors and minors in the traditional disciplines in the arts, humanities, and social sciences, but also in interdisciplinary and applied areas such as environmental studies, conflict resolution or media production. All recognize the importance of identifying professional goals, but all equally recognize the importance of educating the whole person for life in a complex and changing world. Its academic emphases place the Fulton School in a unique position to support programs and activities that enhance the cultural life of the University and broader community, that promote active and engaged citizenship in a

democratic society, and that celebrate the diversity of cultures both globally and locally.

The **Henson School of Science and Technology** provides students with the knowledge and skills needed to become professionals within their disciplines and to be informed citizens on issues of science and technology. The School utilizes a variety of resources including inter-departmental and inter-institutional collaborations, as well as industrially sponsored or community-based experiential learning. The extensive laboratory facilities and equipment of the new Henson Science Hall permit state-of-the-art teaching and applied research opportunities for students and faculty. Recent grant funding has allowed the Henson School to expand clinical education and simulation resources for our departments of nursing and health sciences at a time of great demand for these graduates. The Henson School's nursing program is one of the highest producers of nurses in the State, and the expansion in our respiratory therapy program has led to a unique collaboration between that department and the Peninsula Regional Medical Center in Salisbury as well as degree delivery at the Universities at Shady Grove in Rockville, MD. The University recently was approved to offer a Doctorate of Nursing Practice, which will be the first doctoral degree offered at Salisbury University. Additionally, the School is a leader in advancing the science and mathematics readiness of Lower Eastern Shore middle and high school students for college and STEM education and workforce development.

The **Perdue School of Business** is the largest college-level center for business education and development in the region and the only accredited business program on the Delmarva Peninsula. The School is accredited by AACSB International, the world's premier business education accreditation organization. In addition, the Perdue School was the first U.S. institution to earn the Network of International Business Schools (NIBS) international accreditation. The School provides undergraduate and graduate academic programs that meet the highest standards of business education and provide students with the essentials for success in a globally driven environment. Curricular and co-curricular programs are designed to encourage students to develop and use critical thinking skills, demonstrate sound judgment, communicate verbally and in writing, hone interpersonal skills, and make rational decisions in challenging situations. They also provide students with the ethical and motivational foundations underlying service to business, government, and the community. The Perdue School is known for its signature Applied Business Learning Experience (ABLE) program, which links business students with internship opportunities to create real-world settings for students to apply their academic education. The School's diverse undergraduate and graduate student body is supported by a faculty balancing excellence in teaching, an outstanding record of scholarship, and service to the University and the community.

Each of the Schools contributes significantly to the welfare of the campus and the community through its outreach programs, centers, and institutes. For example, the Lower Shore Child Care Resource Center within the Seidel School promotes the professional development and

certification of child care service providers. The Eastern Shore Regional GIS Cooperative, housed in the Henson School, provides access to Geographic Information System (GIS) technology, data, technical support, and training to the local governments of Maryland's Eastern Shore, the State, and other entities seeking geospatial support. Also sponsored by the Henson School is the State's designated laboratory for Bacterial Source Tracing (BST), which serves to identify the source of coliform bacteria in surface waters within the State. Within the Perdue School, the Business, Economic, and Community Outreach Network (BEACON) has led the coordination of regional area transportation, developed an umbrella organization of agencies supporting the growing Hispanic population on the Lower Shore, and provides quarterly regional business trends analysis. The School's Small Business Development Center offers a variety of management and technical assistance programs designed to help small business owners establish and expand their companies. The Fulton School hosts the Institute for Public Affairs and Civic Engagement (PACE), which serves the Eastern Shore and students and faculty of Salisbury University by enhancing, in a non-partisan way, a more informed and responsible citizenry and by promoting ethics and good government at the local and State levels. The School's nationally recognized Center for Conflict Resolution is a dynamic community outreach program where students, faculty, and professional staff collaborate on service programs and research projects located all over the world.

Salisbury University students, faculty, and staff annually contribute thousands of volunteer hours in community service, and the University hosts a number of service learning programs, including AmeriCorps and Habitat for Humanity. The Volunteer Center connects students to volunteer opportunities on the Eastern Shore. The campus is the home of Public Radio Delmarva, two public radio stations offering classical music, news, and public affairs programming, and PAC 14, a public, educational, and government access television channel serving the Wicomico County area. The University also hosts the Maryland Summer Center for the Arts, a residential program for middle and high school students offering intensive study in the fine and performing arts, an area math competition for high school students, and will host the Eastern Shore regional Science Olympiad. A recent monetary impact study indicates that Salisbury University generates over \$350 million annually for the local and regional economy, an extraordinary sum that does not include such well-attended events as the Sea Gull Century, one of the top 10 bicycle rides in the country, and the state-wide respiratory therapy conference.

The University will respond to regional and statewide educational needs and create specialized programs at the undergraduate, master's, and doctoral level as demand requires and resources allow. The Institution has grown in enrollment by 20 percent over the past five years and is prepared to grow more provided there is sufficient funding. Additionally, we have identified areas of growth and access issues as well as the resources needed to accommodate increased enrollment, particularly in high need areas such as teacher education. Realistic enrollment plans are continually monitored and adjusted in response to State enrollment projections yet are sensitive to present fiscal, geographic, and physical constraints. Foremost, Salisbury University is unswerving in its dedication to enhance its reputation for excellence in education and student development. Minimum State funding thresholds would help to bolster growth and support student access through increased need-based scholarship



awards and, more importantly, would allow the University to do what it does best—produce skilled graduates to successfully enter Maryland’s workforce and be actively engaged in community life.

## **INSTITUTIONAL OBJECTIVES AND OUTCOMES**

Salisbury University is outcomes-oriented and reports results to internal academic and administrative leadership, the State of Maryland’s governing branches and agencies, regional and specialized accrediting agencies, and other primary stakeholders. The Institution is committed to a Strategic Plan and outcomes that support the State of Maryland’s objectives for higher education as stated in the 2009 Maryland State Plan for Postsecondary Education as well as the Managing For Results (MFR) process and the University System of Maryland (USM) Strategic Plan. The University’s most recent Strategic Plan, developed through a campus-wide collegial process that considered the views and perspectives of students, faculty, and staff, was completed in 2009 and reflects the spirit and emphasis of the State Plan. Salisbury University’s current strategic goals and objectives are:

**Goal I: Provide exceptional contemporary liberal arts education and academic and professional programs that are aligned with an increasingly competitive, global, and knowledge-based economy.**

### **Focus Area 1: Academic Programming**

- 1.1 Elevate and modify as necessary our current General Education and majors’ curricula to ensure the variety of academic programs that best prepares an increasingly diverse student body for 21<sup>st</sup> century employment.
- 1.2 Maximize students’ competency in an information-based economy, ensuring their understanding and use of information resources and information technologies.
- 1.3 Strengthen and expand graduate program offerings in response to student, State, and regional needs.
- 1.4 Recruit, develop, and retain a faculty of teacher-scholar-citizens who provide a personal and integrated educational experience in the best liberal arts tradition while preparing students for work in an increasingly knowledge-based economy.
- 1.5 In recognition of the increasing growth of science and technology employment in our State and region, as well as the expressed priorities of the University System of Maryland, build science and related STEM programming to increase the number of students that graduate in these areas.
- 1.6 Provide the charge and leadership to the Academic Long-Range Planning Committee to develop a system for analyzing existing academic programs and planning for new programs that will achieve the recommendations above.

1.7 Increase support to professional programs to enable those to continually meet accreditation requirements while developing the resources, partnerships, and professional program relationships that are required to build the relevance and excellence of these programs.

1.8 Create additional distance learning programs in appropriate areas of study that will serve a new market of students as well as address sustainability goals and facility limitations on campus.

1.9 Continue to build upon the strengths of the Bellavance Honors Program to attract and retain well-qualified students.

## **Focus Area 2: General Education and Program Assessment**

1.10 Under the direction of the Provost, University Analysis, Reporting, and Assessment (UARA) should work with appropriate governance bodies and committees to implement the goals of the UARA five-year plan and improve assessment efforts of General Education and academic majors programs across campus.

## **Focus Area 3: International Students and Study Abroad**

1.11 Increase international students and faculty on the SU campus and study abroad opportunities abroad.

**Goal II: Continue to attract and retain quality students.**

### **Focus Area 1: Future Enrollment**

2.1 Implement the Strategic Enrollment Plan to ensure that SU retains and increases its market share of undergraduate students and graduate students.

### **Focus Area 2: Closing the Achievement Gap**

2.2 Continue to retain and address the needs of students by creating systems that will close the achievement gap and build engagement of students in their field of learning and in the campus community.

**Goal III: Promote and develop a student culture that places the highest priority on academic engagement and personal growth by leveraging the SU “small school feel” and strong student/faculty/staff interactions.**

### **Focus Area 1: Engagement/“Small School Feel”**

3.1 Build stronger first-year engagement, beginning with students prior to their entering the University.

- 3.2 Continue to build opportunities that encourage positive peer and social engagement among students.
- 3.3 Build living-learning environments within on-campus housing.
- 3.4 Improve the physical environment and operations to support student engagement.
- 3.5 Continue to build an inclusive campus environment.
- 3.6 Increase classroom engagement.
- 3.7 Build external support for student engagement.

## **Focus Area 2: Diversity**

- 3.8 Continue to promote diversity on our campus in order to strengthen our appeal, relevance, and support among the next generation of high school graduates and to better prepare SU students for their future in a diverse society.

**Goal IV: Continue to build the resources—human, financial, physical, and external—that support student academic and engagement needs.**

## **Focus Area 1: Financial Resources**

- 4.1 Seek increases in State appropriations and tuition revenue to provide more adequate support to meet the needs of SU's student body, academic programs, and overall operations.

## **Focus Area 2: Facilities**

- 4.2 Continue to build and renew facilities to provide a physical environment that meets the academic, recreational, and residence needs of the University's student body.

## **Focus Area 3: Sustainability**

- 4.3 Implement the sustainability goals of the Facilities Master Plan and the President's Climate Commitment and continue to give major focus to identifying and implementing sustainability initiatives over the coming years.

## **Focus Area 4: Human Resources**

- 4.4 Develop a five-year HR plan which addresses the need to continue working toward raising faculty salaries, completing an exempt staff salary study, and identifying goals and a timetable for taking systematic steps to improve salaries of exempt staff, while addressing the recruitment, hiring, and retention of a quality, diverse faculty and staff.

## **Focus Area 5: Community Outreach and Partnership**

4.5 Continue to build community relations and relationships with neighbors and businesses that are mutually beneficial.