



1. OVERVIEW OF THE INSTITUTION

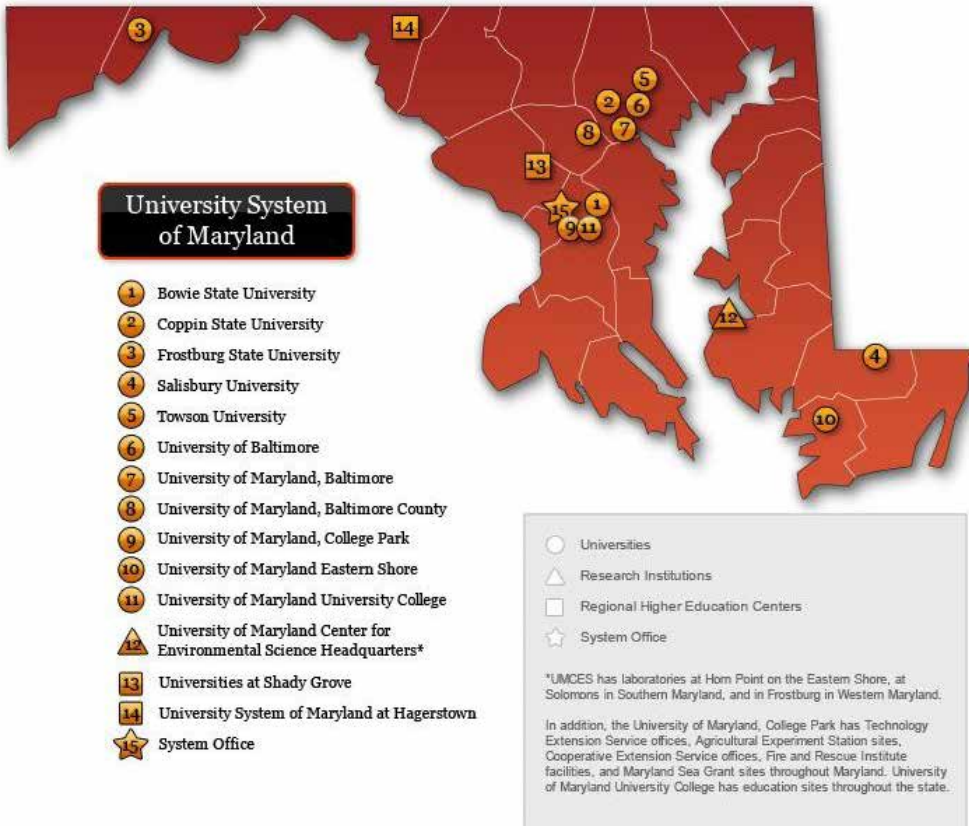
THE UNIVERSITY SYSTEM OF MARYLAND

The University System of Maryland (USM) is a public corporation and a charter system consisting of 12 institutions and two major research and public service components. USM enrolls approximately 150,000 students worldwide and employs nearly 35,000 faculty and staff. It is governed by a 17 member Board of Regents, appointed by the Governor of Maryland, and approved by the Maryland General Assembly. The Board, operating through the System's Chancellor and administrative staff, is responsible for setting policy for the institutions within the System. The Board of Regents is also responsible for selecting the President of each of the System's institutions.

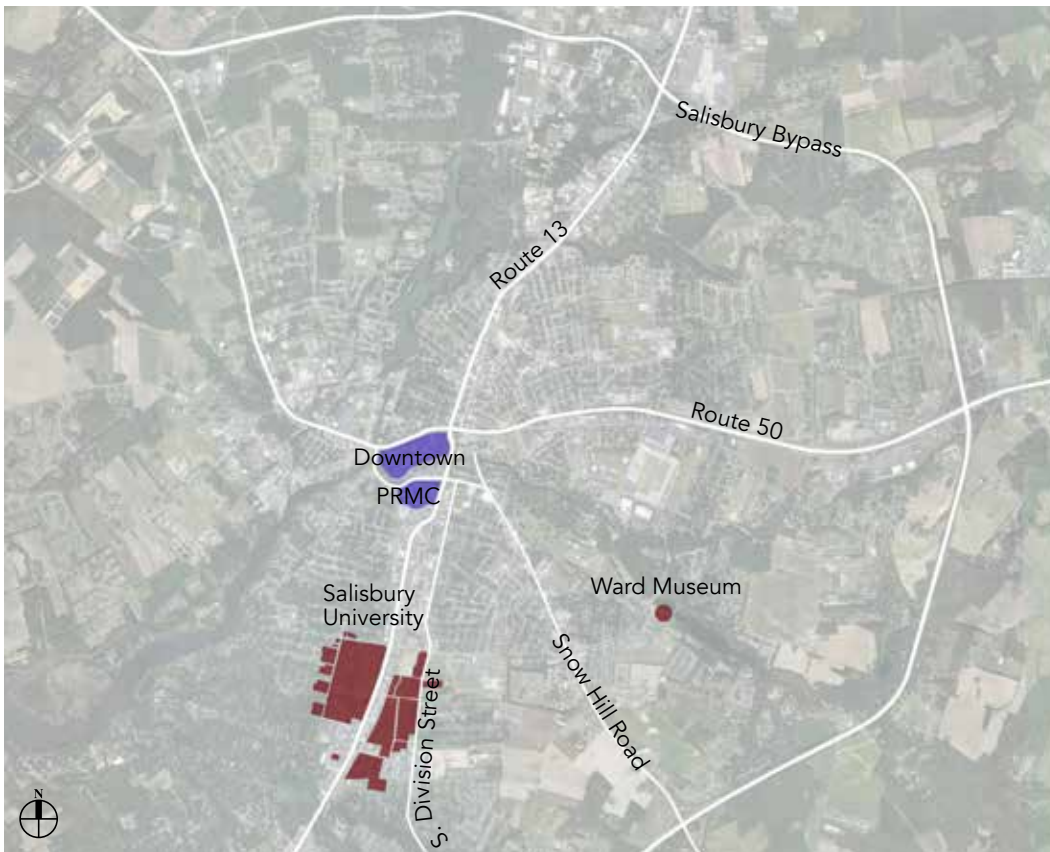
OVERVIEW OF SALISBURY UNIVERSITY

Salisbury University is a nationally accredited, four-year comprehensive university offering 43 distinct undergraduate degree programs, 14 graduate degree programs, and two doctoral programs. Serving over 8,600 students, Salisbury University is the largest of six higher education institutions on Maryland's Eastern Shore. As the City of Salisbury's second largest employer, the University is a major economic driver of the Lower Eastern Shore.

The University's 183-acre campus is located along U.S. Route 13 on the southern edge of Salisbury in Wicomico County, Maryland. The maps on the following page show the relationship of the campus to the state and Metropolitan Salisbury.



1.1 UNIVERSITY SYSTEM OF MARYLAND*



1.2 REGIONAL CONTEXT MAP

*http://mediad.public-broadcasting.net/p/wsd/files/styles/x_large/public/USMSystemMap.jpg



1.3 UNIVERSITY SEALS THROUGHOUT THE YEARS

1.4 HISTORIC PHOTO*

*<http://www.salisbury.edu/Library/archives/sup/holloway.htm>



HISTORY AND CHARACTER

In 1922, a commission established by the Maryland General Assembly chose Salisbury as the site for a new two-year teachers college. The new college, created to train elementary school teachers, began operations as the State Normal School at Salisbury in September 1925.

The School became a three-year college in 1931 and a four-year institution in 1934. In 1935, it was renamed the State Teachers College at Salisbury by the General Assembly and authorized to grant the Bachelor of Science degree. The teacher education program expanded in 1947 to include preparation for junior high school teachers, and again in 1960 to include teachers for the high school level. Authorization was received to grant the Master of Education degree in 1962 and subsequently the Doctor of Education degree in 2014.

In 1963, the five state teacher colleges in Maryland became state colleges. With the word “teachers” deleted from the name, the State Teachers College

at Salisbury was renamed Salisbury State College. For the next 25 years, the institution expanded rapidly, increasing its enrollments and stabilizing its academic programs.

Salisbury State College became one of 12 degree-granting institutions of what is now known as the University System of Maryland when the System was formed in 1988. That same year, Salisbury State College was renamed Salisbury State University. In 2001, Salisbury State University became Salisbury University.

Recognized as an outstanding public education institution, SU has been ranked for 17 years in the top ten public comprehensive universities in the north by U.S. News & World Report. Although it is a predominately undergraduate liberal arts university, Salisbury offers graduate programs, mainly in applied disciplines. Salisbury University’s students represent every region in the State of Maryland.



1.5 HOLLOWAY HALL AND NANTICOKE HALL WERE SOME OF THE EARLIEST BUILDINGS ON THE CAMPUS*

THE UNIVERSITY SETTING

Salisbury University's campus is situated just south of the city of Salisbury's business district. Its location, along with its rich history and traditions, make SU an integral part of the local and regional community.

Metropolitan Salisbury, Maryland, (Wicomico County) has a population of 125,000 people and lies 30 miles west of Ocean City, Maryland; 115 miles southeast of Baltimore, Maryland, and Washington, D.C.; 125 miles south of Philadelphia, Pennsylvania; and 125 miles north of Norfolk, Virginia. Salisbury is the county seat of Wicomico County as well as the commercial and government center for Maryland's Lower Eastern Shore.

The Salisbury area is a center of business and agriculture with high technology industry, top quality medical care, institutions of higher learning, museums, libraries, the Salisbury Symphony Orchestra, and many other cultural, social, and recreational activities. Maryland's second largest airport is located in Salisbury. The metropolitan area has secluded harbors, waterfront parks and trails, and waterways for hiking and biking, fishing, canoeing, and kayaking. One of the nation's most exciting ocean resorts, Ocean City, is only 30 miles away.

Although located in a developing and progressively urban setting, Salisbury University remains strongly rooted in the communities and rural heritage of the Lower Eastern Shore as do the City of Salisbury and Wicomico County.

*<https://www.salisbury.edu/library/archives/sup/blackwell.htm>

MISSION STATEMENT

SALISBURY UNIVERSITY IS A PREMIER COMPREHENSIVE MARYLAND PUBLIC UNIVERSITY WITH FOUR PRIVATELY ENDOWED SCHOOLS, OFFERING EXCELLENT, AFFORDABLE EDUCATION IN UNDERGRADUATE LIBERAL ARTS, SCIENCES, BUSINESS, NURSING, EDUCATION, AND SOCIAL WORK AND APPLIED MASTER'S AND DOCTORAL 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, faculty serve as academic advisors, and 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.

VISION STATEMENT

SALISBURY UNIVERSITY, A MARYLAND UNIVERSITY OF NATIONAL DISTINCTION, WILL BE ACKNOWLEDGED BY ITS PEERS AS A GLOBALLY ORIENTED, COMPREHENSIVE UNIVERSITY WIDELY RECOGNIZED 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 masters 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 possess 21st century skillsets that make them agile and adaptive thinkers capable of participating in a global workforce.

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 through its shared governance bodies 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.

STRATEGIC INITIATIVES

The campus community has been engaged in a process to update the University's strategic plan and to develop a strategic enrollment plan simultaneously with this facilities master planning process. A draft plan was presented to the campus community for input and discussion in November 2013 and finalized in January 2014.

The Salisbury University Strategic Plan 2014-2018 identifies the following goals for the next five years:

Goal 1: **EDUCATE** students for success in academics, career, and life

Goal 2: **EMBRACE** innovation of the Salisbury University Experience

Goal 3: **FOSTER** a sense of community on campus and at the local, national, and international level

Goal 4: **PROVIDE** appropriate programs, spaces, and resources for all members of the campus community

ACADEMIC PROGRAMS

A wide range of undergraduate and graduate degree programs, doctoral programs, continuing education programs, and flexible personal and professional development education programs are offered at Salisbury University. Degrees awarded in undergraduate programs include Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Arts in Social Work. Degrees awarded in graduate programs include Master of Education, Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Science, and Master of Social Work. Degrees awarded in Doctoral Programs include Doctor of Nursing Practice and Doctor of Education. A Post-Baccalaureate Certificate is awarded in several areas. A variety of non-credit programs and special courses of varying lengths that are not part of the regular undergraduate or graduate degree programs are also offered. A more thorough examination of Salisbury University's academic programs is presented in Chapter 2. Salisbury University is fully accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.



Programs within the University are fully approved or accredited as follows:

- Department of Chemistry: American Chemical Society Committee on Professional Training (ACS)
- Respiratory Therapy: Commission on Accreditation for Respiratory Care (CoARC)
- Exercise Science: Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Athletic Training: Commission on Accreditation of Athletic Training, Education (CAATE)
- Social Work: Council on Social Work Education (CSWE)
- Business: The Association to Advance Collegiate Schools of Business (AACSB)
- Medical Laboratory Science: National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- Nursing: Commission on Collegiate Nursing Education (CCNE)

- Teacher Education: National Council for Accreditation of Teacher Education (NCATE)
- Music: National Association of Schools of Music. (NASM)

GOVERNANCE AND ORGANIZATION

The USM Board of Regents is the governing authority for Salisbury University. The Board is responsible for setting policy for the institutions within the System as well as for selecting the President of each of the System's institutions. The President has overall operational authority and responsibility for Salisbury University and as such, exercises general supervision of all departments. Four vice-presidents having a broad range of administrative responsibilities report to the President. Students, faculty and staff also participate in the governance of the University through standing and ad hoc committees.

CAMPUS CONSORTIUM – SHARED GOVERNANCE

STUDENT GOVERNMENT

Salisbury University encourages students to assume the responsibilities of self-government, recognizing this as an important facet of higher education. The Student Government Association (SGA) serves as “the voice of the student.” Managing and directing many activities associated with undergraduate campus life, the SGA consists of a Senate of elected representatives from the freshman, sophomore, junior, and senior classes, and an Executive Board. The Executive Board of the SGA includes the President, Executive Vice President, Vice President of University Affairs, Vice President of External Affairs, Vice President of Public Relations, Vice President of Sustainability, Vice President of Diversity, Parliamentarian, Treasurer, Speaker of the Senate, and non-voting advisors. SGA members play a significant role in representing the student body on various University committees that help improve the overall quality of student life.

The Graduate Student Council (GSC) serves a similar function for the graduate students on campus. The GSC advocates on behalf of the graduate students, and addresses their concerns with University administration and shared governance groups, USM officials, the Board of Regents, and lawmakers. The GSC consists of an Executive Council, the Assembly, and the General Membership. The GSC Executive Council is comprised of an elected President, Vice President, Treasurer, and Secretary, as well as an appointed Social Coordinator and Public Relations Coordinator. Each graduate degree program will have the opportunity to elect two students to represent their issues on the Assembly.

FACULTY AND STAFF

As of fall 2014, Salisbury University employed 408 full-time faculty, and 177 part-time faculty. The Faculty Senate is the recognized voice of the faculty at Salisbury University. The Faculty Senate represents all faculty through the process of shared governance. The Senate seeks ways to improve communication and collaborative decision making between all levels of the University. In addition, the Senate acts as an advisory and consultative body to the President on all matters that may affect the attainment of the University's educational objectives and goals. The Adjunct Faculty Caucus (AFC) similarly represents the interests of the adjunct faculty.

In addition, the University employed 622 full-time staff and 236 part-time staff. The Staff Senate makes recommendations directly to the President on issues related to the administration of the University and on the functional support aspects of academic matters. Its responsibility is to consider and make recommendations on University issues affecting non-faculty employees, to communicate employee concerns to the President, and to inform non-faculty employees of the University's related actions.

CAMPUS FACILITIES

BUILDINGS

In spring 2014, the campus facilities inventory included 75 buildings that contain approximately 2,158,078 gross square feet (GSF) of space. The University classifies these buildings into four categories: state supported (1,054,902 GSF), non-state supported/auxiliary (1,077,269 GSF), Foundation (21,107 GSF) and leased (4,800 GSF). Land controlled by the University consists of 182.99 acres of University-owned land, 6.62 acres of Foundation-owned land and 8.22 acres of leased land.

PARKING

Salisbury University currently has 37 parking lots, including a parking garage, that can accommodate approximately 3,682 cars. Current parking lots are designated into 2,184 student parking, 1,159 faculty/staff parking, 218 State vehicle parking, 119 ADA parking, and 7 medical parking. The University also has 109 parking spaces dedicated to scooters through out the campus.

OUTDOOR ATHLETIC FACILITIES

In addition to campus buildings, the University has 40 acres of athletic fields. The outdoor athletic facilities are located on the East Campus including the 2,500 seat Sea Gull Stadium, a 400-meter, eight-lane track with grass infield, a baseball field, a softball field, two soccer fields, two practice fields, two intramural fields, and 12 tennis courts.

1.6 PHYSICAL FACILITIES INVENTORY, SPRING 2014

Bldg. #	Building Name	Id	Use	Year Built	Year Renovated	Year demolished	Total Square Footage		Owner
							Assignable	Gross	
001	HOLLOWAY HALL	IH	Classrooms/Offices	1924	1976	--	64,193	118,127	State Supported
002	WICOMICO HALL	WI	Dormitory	1951	2009	--	13,607	21,735	Auxiliary
003	CARUTHERS HALL	CH	Classrooms/Offices	1955	2008	2014	0	0	State Supported
004	BLACKWELL LIBRARY	BL	Library	1958	1975	--	33,839	67,125	State Supported
005	MANOKIN HALL	MK	Dormitory	1964	2010	--	13,612	21,735	Auxiliary
006	POCOMOKE HALL	PO	Dormitory	1967	2009	--	13,599	21,735	Auxiliary
007	DEVILBISS SCIENCE	DH	Classrooms/Offices/Lab	1967	2003	--	40,373	61,932	State Supported
008	NANTICOKE HALL	NA	Dormitory	1968	2011	--	28,968	42,600	Auxiliary
009	CHOPTANK HALL	CK	Dormitory	1972	--	--	32,135	48,118	Auxiliary
010	CHESTER HALL	CR	Dormitory	1974	--	--	32,291	48,118	Auxiliary
011	CHESAPEAKE HALL	CP	Dormitory	1977	--	--	30,828	45,116	Auxiliary
012	MAGGS GYM	MC	Classrooms/Offices	1977	--	--	52,730	113,904	State Supported
013	ATHLETIC TEAM BLDG	AB	Sports/Maintenance	1984	--	--	2,178	3,403	Auxiliary
014	MAGGS ANNEX	MX	Offices	1984	--	--	1,225	1,792	State Supported
015	DOGWOOD VLG (A)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
016	DOGWOOD VLG (B)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
017	DOGWOOD VLG (C)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
018	DOGWOOD VLG (D)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
019	DOGWOOD VLG (E)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
020	DOGWOOD VLG (F)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
021	DOGWOOD VLG (G)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
022	DOGWOOD VLG (H)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
023	DOGWOOD VLG - SUPPORT	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
024	DOGWOOD VLG (J)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
025	DOGWOOD VLG (K)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
026	DOGWOOD VLG (L)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
027	DOGWOOD VLG (M)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
028	DOGWOOD VLG (N)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
029	DOGWOOD VLG (O)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
030	ST. MARTINS HALL	SM	Dormitory	1986	2009	--	42,824	54,205	Auxiliary
031	GUERRIERI UNIV. CTR.	GC	Student Act.	1988	--	--	36,126	72,718	Auxiliary
032	SEVERN HALL	SV	Dormitory	1990	--	--	31,952	48,118	Auxiliary
033	FULTON HALL	FH	Classrooms/Offices	1991	--	--	49,703	95,000	State Supported
034	FULTON HALL ANNEX	FX	Class Lab	1991	--	--	410	560	State Supported
035	POLICE SUBSTATION	PS	Police Office	1991	2011	--	228	250	State Supported
036	INDOOR TENNIS CTR.	IC	Athletics	1975	--	--	19,500	20,000	State Supported
037	PRESIDENT'S RES.	PR	Residential	Est. 1930	1994	--	4,474	5,264	State Supported
038	REGENTS RETREAT	RR	Residential	Est. 1965	1996	--	922	1,080	State Supported
039	PACE HOUSE	PA	Offices	1947	1993	--	1,839	2,000	State Supported
040	UNIV. ANALYSIS REPTG.	UA	Offices	1937	--	--	1,388	3,085	State Supported
041	STUDENT ART CENTER	SA	Offices	1942	--	--	1,535	2,457	State Supported
042	CONFLICT RESOLUT.	RC	Offices	1934	1994	--	1,410	2,917	Foundation
043	CENTER FOR INTERNATIONAL ED	IE	Offices	1943	1995	--	1,233	2,559	Auxiliary
044	HONORS HOUSE	HO	Classrooms/Offices	1956	1994	--	3,590	3,946	State Supported
045	PHILOSOPHY HOUSE	PL	Classrooms/Offices	1928	--	--	1,958	3,340	Foundation
046	ALUMNI HOUSE	AH	Alumni Support	1996	--	--	3,490	7,818	State Supported
047	DIVISION ST. BLDG. 1	DI	Offices/Lab	Est. 1950	2009	--	1,208	1,535	Foundation
048	HEALTHY "U"	HU	Offices	Unknown	--	--	723	924	Foundation
049	FOUNDATION CENTER	FC	Offices	1925	2000	--	2,435	5,468	Foundation
050	COMMONS BLDG.	CB	Dining Hall	1997	--	--	70,462	124,589	Auxiliary
051	ADMISSIONS HOUSE	AD	Offices	1930	1998	--	4,337	7,700	State Supported
052	CARRIAGE HOUSE	CG	Residential	1930	--	--	1,148	1,409	Auxiliary
053	EAST CAMPUS COMPLEX	EC	Classrooms/Offices	1989	2006	--	25,176	30,695	State Supported
054	CAMDEN HOUSE	CN	Offices	Est. 1940	2002	--	2,083	2,680	Foundation
055	WARD MUSEUM	WM	Museum	1992	--	--	21,000	30,000	Auxiliary
056	GROUNDS STORAGE	GS	Storage	1999	--	--	1,678	1,875	Foundation
057	ATHLETIC STORAGE	AS	Storage	1999	--	--	1,825	2,250	Auxiliary
058	SCARB. LDRSHIP CTR.	SC	Student Organizations	2001	--	--	5,124	8,400	Auxiliary
059	HENSON SCIENCE CTR	HS	Classrooms/Offices/Lab	2002	--	--	78,031	144,723	State Supported
060	INTERNATIONAL FACULTY HOUSE	IF	Offices	Est. 1940	2011	--	1,657	2,368	Foundation
061	SUPPORT SVCS.	SB	Office/Warehouse	Est. 1960	2002	--	14,876	15,200	State Supported
062	TETC	TE	Classrooms/Offices/Labs	2008	--	--	93,840	162,283	State Supported
063	WAYNE ST. GARAGE	WG	Parking	2009	--	--	200	218,000	Auxiliary
064	BATEMAN ST. BLDG. 1	BI	Office/Warehouse	1950	2009	--	12,737	14,477	State Supported
065	UNIVERSITY FITNESS	UF	Student Act.	1978	2011	--	11,517	15,034	State Supported
066	MAINTENANCE BUILDING	MB	Maintenance	2006	2010	--	32,000	36,000	State Supported
067	GREENHOUSE	GH	Horticulture	2010	--	--	5,000	5,000	State Supported
068	GROUNDS BUILDING	GB	Offices	1951	2010	--	671	768	State Supported
069	PINE BLUFF(Medical Simulation Center)	PI	Classroom/Labs/Offices	1950	2011	--	3,300	4,860	State Supported
070	PERDUE HALL	PH	Classrooms/Offices	2011	--	--	64,800	112,800	State Supported
071	SEA GULL SQUARE	SG	Dormitory/Retail	2011	--	--	157,000	232,000	Auxiliary
072	VISITOR STATION	VS	Office	2011	--	--	35	25	State Supported
073	FUELING STATION	FS	Fuel Equipment	2011	--	--	300	325	State Supported
	STORAGE FACILITY	SI	Leased Storage	--	--	--	1,680	4,800	Leased
074	DELMARVA PUBLIC RADIO	DR	Offices	2013	--	--	589	672	State Supported
075	ATHLETIC TEAM BUILDING	AT	Athletics	2012	--	--	2,380	2,573	Auxiliary
076	STADIUM PRESS BOX	SX	Athletics	2014	--	--	470	1,008	Auxiliary
Total Footage							1,200,692	2,158,078	
Salisbury University Buildings: 65									
SUF Buildings: 8									
Leased Buildings: 1							Auxiliary	559,212	1,077,269
Parking Garage: 1							State Supported	626,648	1,054,902
Total Buildings: 75							Foundation	13,152	21,107
							Leased	1,680	4,800
Acres University Owned							182.99		
Acres Foundation Owned							6.62		
Acres Leased by University*							8.22		
University Park - PPP (Bldgs = 12)							0		

* SU leases 3 Parking Areas , 2 parking lots from Dresser and 1 parking lot from Asbury Church. SU also leases the property that is associated with the Storage Facility

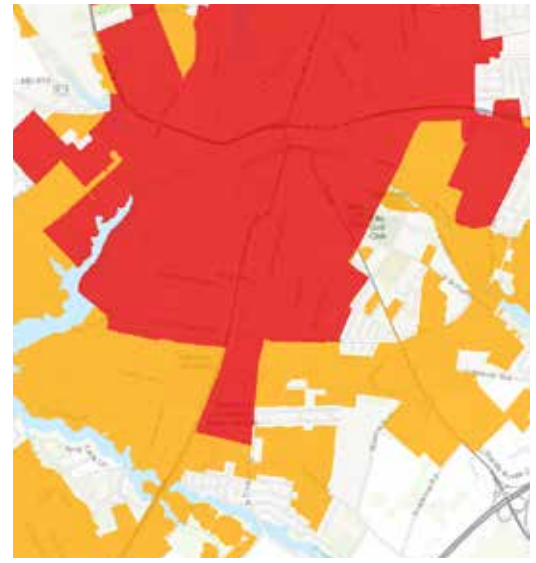
SUSTAINABILITY

INTRODUCTION

The importance of sustainability in the development of the Facilities Master Plan continues to grow as the need to reduce the impact of the built environment increases. The wise use of land, as conceptualized by the Maryland Department of Planning in its PlanMaryland Final Plan, is critical in Salisbury University's ability to sustainably address the facilities needs for the next ten years and beyond. Additionally, constructing and renovating buildings to reduce greenhouse gases through the use of the United States Green Building Council's LEED certification program is a primary component of the University's Climate Action Plan, which was originally released in 2010 and updated in 2014. The Climate Action Plan also includes efforts to develop sustainable operating policies, reduce solid waste and increase recycling, expand sustainable education opportunities, and reduce the carbon footprint from transportation.

PLANMARYLAND

On December 19, 2011, Governor Martin O'Malley accepted "PlanMaryland," the State's first long-range plan for sustainable growth, from Secretary Richard Eberhart Hall of the Maryland Department of Planning, achieving a vision first laid out by the General Assembly a half-century ago. The Governor also filed an Executive Order to provide an overview of the process for implementation of the plan. PlanMaryland is an executive policy plan that better coordinates the smart growth efforts and programs of state government. The Governor filed the Plan with the Secretary of State, as required by law. State



1.8 SMART, GREEN & GROWING ATLAS

- Targeted growth and revitalization area
- Established community areas

agencies will work to identify changes in strategy to achieve the goals of the plan, and to work with local governments on delineating areas for future growth and preservation.

The PlanMaryland Final Plan is the culmination of more than three years of collaborative effort between the Maryland Department of Planning, other state agencies, local governments and the public. An extensive outreach process involved more than 50 stakeholder organizations and feedback from more than 2,000 people representing a diverse cross-section from throughout Maryland.

PlanMaryland provides a framework, process, and actions for furthering Smart Growth and for implementing the 12 Planning Visions that Governor O'Malley signed into law in the Smart, Green & Growing Legislation of 2009. The three primary goals of the plan are centered on growth, preservation, and sustainability. The "growth" goal is to concentrate development and redevelopment in towns, cities, and rural centers where there is existing and planned infrastructure. The "preservation" goal is to preserve and protect environmentally sensitive and rural lands and resources from the impacts of development. The "sustainability" goal is to ensure a desirable quality of life in our communities and rural areas while preserving the significant natural and cultural resources that define Maryland.

The Plan's framework lays out policies to guide state agencies toward smart growth. It establishes clearly defined geographic areas where growth and preservation will be treated as highest priorities. It also provides predictability and direction for local jurisdictions by identifying state policy areas for growth and preservation. Local jurisdictions will be asked to review and consider the PlanMaryland geographies when updating their own plans and will be provided opportunity to designate local areas that are consistent with State planning areas.

Maryland has collected significant information on policies that affect land use in the State. Much of this information is available through the State's Smart, Green and Growing initiative, and is visually represented by three land use mapping tools known as GreenPrint, AgPrint, and GrowthPrint. These tools are designed to incorporate the best available data and are updated as new information is made available.

The Salisbury University campus is identified on the GrowthPrint map. GrowthPrint areas are subsets of Priority Funding Areas and are comprised of geographies that constitute locally designated areas that receive State funding and/or program assistance. The existing programs that reflect GrowthPrint areas are Sustainable Community Areas (former Community Legacy and former Neighborhood Revitalization Areas, BRAC Zones, designated Transit Oriented Development Areas) and Enterprise Zones. GrowthPrint is a valuable tool for identifying these and other areas that are suitable for infill development, revitalization and redevelopment.

Further, the campus falls under two Planning Area categories: Targeted Growth and Revitalization Areas and Established Community Areas in Priority Funding Areas (PFAs). The majority of Main Campus, properties west of Camden Avenue, University Park, and Maintenance Building are part of the Established Community Areas in PFAs. The intent of Established Community Areas in PFAs is to:

- provide diverse, stable places in which residents and businesses continue to live, work, and play and support the stability of property values;
- maintain the quality of life, social and economic function, and protect the character of existing residential and commercial neighborhoods;
- maintain public facilities and services;
- support the infrastructure and service needs of the community, addressing existing deficiencies, without expanding the public facilities and service capacities that encourage significant new growth;
- promote sustainability enhancements where possible.

The northern most section of Main Campus and East Campus are within the Targeted Growth and Revitalization Areas. The purpose of the Targeted Growth and Revitalization Areas is to provide focal points for dense, mixed-use growth, economic development, and revitalization; accommodate a significant portion of a jurisdiction's growth; increase the supply of desirable residential and commercial development within a jurisdiction, and minimize market pressure for growth outside PFAs; and integrate transportation and land use to provide a high level of accessibility to goods, services, and resources, and to facilitate non-motorized travel, and, where appropriate, transit.

This Facilities Master Plan takes these principles into account and is compatible with the objectives set forth in the PlanMaryland Plan. By focusing new facilities on East Campus and redevelopment on main campus, the vision of PlanMaryland will be achieved through the implementation of the Facilities Master Plan. The Main Campus will remain a diverse, stable place which maintains public facilities and services and support the stability of property values. The planned East Campus growth will provide a focal point for more dense, mixed-use development and revitalization.

CLIMATE ACTION PLAN OVERVIEW

The Climate Action Plan (CAP) was initiated in 2007 when Salisbury University President Janet Dudley-Eshbach signed the Presidents' Climate Commitment, a pledge that Salisbury University would embark on a path toward climate neutrality. Released in 2010, the CAP provided a roadmap for the SU campus to reduce carbon emissions to a net of zero and achieve carbon neutrality by the year 2050. Implementation of the CAP and related sustainability initiatives is guided by the University Sustainability Committee (USC). The USC was

established by President Dudley-Eshbach in 2008 and is a team comprised of students, faculty and staff representing schools and departments from across the campus. The CAP 2014-2017 establishes new University-wide goals and documents the successes achieved by the original CAP.

CLIMATE ACTION PLAN GOALS

The CAP establishes six sustainability goals to be achieved over the course of the five-year plan: 1) develop administrative policies to facilitate sustainable operations on campus, 2) increase campus building efficiency and reduce carbon footprint from campus operations, 3) continue to reduce solid waste and increase the campus recycling rate, 4) expand sustainability education and research opportunities, 5) reduce carbon footprint from transportation, and 6) enhance communications and outreach to the campus and surrounding community.

GREENHOUSE GAS EMISSIONS

In 2008, a group of students from Salisbury University's Small Business and Technology Development Center (SBTDC) and the Business, Economic and Community Outreach Network (BEACON) conducted a comprehensive inventory of greenhouse gas emission sources in accordance with the requirements of the Presidents' Climate Commitment. The scope of the inventory included collecting data associated with electricity, fuel combustion, commuting, air travel, fleet vehicles, solid waste, refrigerants and certain other chemicals associated with global warming. The greenhouse gas (GHG) inventory, also referred to as a "carbon footprint," was developed using the Clean Air-Cool Planet (CA-CP) Campus Carbon Calculator tool, which converts GHG data into metric tons carbon dioxide equivalent emissions, or "MTeCO₂".

Emission data from FY05 was selected as the baseline from which progress toward carbon neutrality would be measured. In large part, FY05 data was selected because Maryland energy reduction requirements also use FY05 as the baseline. Interim milestones for emissions were established as follows:

GREENHOUSE GAS SUMMARY

In fiscal year 2012, there was a net reduction of 2,027.38 metric tons of carbon dioxide equivalent greenhouse gases, which represents a 7.6 percent reduction in comparison to the 2005 baseline emissions. While the 7.6 percent GHG emission reduction appears modest, campus enrollment increased by 25.6 percent during this period and total building square feet increased by 52.7 percent. This normalized data affirms a significant improvement in building energy efficiency as a result of the comprehensive housing renovation projects and new construction to LEED Silver or Gold levels.

LEED PROJECTS 2010 TO 2013

Pocomoke Hall (2010) – This major renovation project was constructed in accordance with U.S. Green Building Council guidelines and was awarded LEED Gold certification. Some notable project features include a high-efficiency HVAC system, water and energy conserving fixtures, daylight harvesting automated lighting controls, a green housekeeping program and 75 percent recycling of construction waste.

Manokin Hall (2010) – This major renovation project was constructed in accordance with U.S. Green Building Council guidelines and was awarded LEED Gold certification. Some notable project features include a geothermal HVAC

system, geothermal domestic hot water, water and energy conserving fixtures, daylight harvesting automated lighting controls, a green housekeeping program and 75 percent recycling of construction waste.

Wicomico Hall (2011) – This major renovation project was constructed in accordance with U.S. Green Building Council guidelines and was awarded LEED Gold certification. Some notable project features include a geothermal HVAC system, geothermal domestic hot water, water and energy conserving fixtures, daylight harvesting automated lighting controls, a green housekeeping program and 75 percent recycling of construction waste.

Nanticoke Hall (2011) – This major renovation project was constructed in accordance with U.S. Green Building Council guidelines and was awarded LEED Gold certification. Some notable project features include a geothermal HVAC system, a solar domestic hot water, stormwater recovery and reuse for irrigation, a sustainability education kiosk, water and energy conserving fixtures, daylight harvesting automated lighting controls, a green housekeeping program and 75 percent recycling of construction waste.

Sea Gull Square (2011) – This building was constructed in accordance with U.S. Green Building Council guidelines and was awarded LEED Silver certification. Some notable project features include a high thermal efficiency glass, reserved spaces for low emitting and hybrid vehicles, stormwater capture and infiltration system, indoor bicycle storage area, water and energy conserving fixtures, daylight harvesting automated lighting controls, a green housekeeping program and 75 percent recycling of construction waste.

Perdue Hall (2011) – This building was constructed in accordance with U.S. Green Building Council guidelines and was awarded LEED Gold certification. Some notable project features include four electric car charging stations, a geothermal HVAC system in the Perdue Museum, a sustainability education kiosk, water and energy conserving fixtures, daylight harvesting automated lighting controls, a green housekeeping program and 75 percent recycling of construction waste.

Chester Hall (2012) – This major renovation project was constructed in accordance with U.S. Green Building Council guidelines and is seeking LEED Gold certification. Some notable project features include installation of an HVAC energy recovery system, improved indoor air quality, water and energy conserving fixtures, daylight harvesting automated lighting controls, a green housekeeping program and 88 percent recycling of construction waste.

Choptank Hall (2013) – This major renovation project was constructed in accordance with U.S. Green Building Council guidelines and is seeking LEED Gold certification. Some notable project features include installation of an HVAC energy recovery system, improved indoor air quality, water and energy conserving fixtures, daylight harvesting automated lighting controls, a green housekeeping program and 88 percent recycling of construction waste.

ADDITIONAL ACCOMPLISHMENTS 2010 TO 2013

The Princeton Review included SU in the 2013 Guide to Green Colleges, the third consecutive year Salisbury University has received this

accolade for teaching and demonstrating environmental responsibility. Salisbury University is also an active participant in the College Climate Action Group along with representatives from 19 other Maryland schools to discuss ways to reduce greenhouse gas emissions. The Climate Change Division of the Maryland Department of Education's Air and Radiation Management Administration created the panel.

Beginning in January 2012, Salisbury University initiated a food waste composting program, which engaged the services of a local company, Blue Hen Organics. The composting program reduced waste sent to the landfill by 304 tons in FY12. The conversion of this material into a soil amendment represents a 30 percent reduction in the total amount of landfilled material over FY11.

In an effort to reduce plastic bottle waste on campus, campus students requested water bottle filling stations. A pilot project was initiated in fall 2011. Due to the favorable reception by students, faculty and staff, the program has been expanded to 22 filling stations across campus, and additional locations will be developed as budgets allow. The University marked a milestone in its recycling program in 2012. The campus achieved a 51 percent recycling rate, up from 27 percent in 2011. This dramatic increase is credited to a combination of the Student Government Association's aggressive Recycle Madness campaign, Residence Life's participation in Recycle Mania, and a 30 percent decrease in solid waste attributed to the composting program. Motorpool has acquired 10 hybrid vehicles and, based on the fuel efficiency and reliability of these vehicles, plans to continue to purchase hybrids as older vehicles are replaced. University

Police reported an average increase from 10 to 20 miles per gallon using their hybrid police vehicle compared to a traditional police vehicle.

Salisbury University joined with the City of Salisbury and Bike SBY, a community group, to develop a bike path which connects the campus with the Salisbury Downtown Plaza. Leveraging funds from Salisbury University and Sea Gull Century, Bike SBY was able to secure matching funding from the Maryland Department of Transportation. Termed the “Orange Route” by Bike SBY, the path is the first phase of a formal plan to develop better and safer connectivity for community cyclists. The Orange Route officially opened on September 5, 2013.

Salisbury University’s non-recyclable materials are disposed at Newland Park Landfill. Wicomico County has an agreement with Ingenco to use methane gas from the Newland Park Landfill to produce renewable energy. In an effort to offset the carbon emission from the decomposition of this trash, the University has committed to purchase 8,000 renewable energy credits (RECs) produced at the landfill in 2013. The estimated landfill gas being destroyed to produce 8,000 RECs is the environmental equivalent of the annual greenhouse gas emissions from 7,552 passenger vehicles, the carbon dioxide emissions from burning 210 railcars of coal, or the energy benefit of powering 539 homes.

Salisbury University has developed and expanded several academic and research programs that directly relate to sustainability and climate issues. These include the establishment of the Department of Environmental Studies and

related-faculty hires; development of the Blackwell Library Sustainability Research Guide (www.salisbury.libguides.com/sustainability); several new courses and a sustainability-related course list; expansion of SU’s Green Living-Learning Community and clubs and organizations related to sustainability; growth of research and outreach centers like the Eastern Shore Regional GIS Cooperative (www.esrgc.org/) and Shore Energy (www.salisbury.edu/shoreenergy) and research programs on smart growth, biofuels, and sustainable agriculture and land-use; and an assessment of and recommendations for the campus relative to AASHE’s STARS criteria (conducted by Environmental Studies students as their capstone experience).

Salisbury University’s Residence Life and Sustainability offices purchased and installed four bicycle “Fixit” stations on campus. Each Fixit station includes all the tools necessary for cyclists to perform basic repairs and maintenance. There is also a quick read (QR) code to access detailed maintenance instructions on smart phones.

In 2013, the Maryland Department of the Environment recognized Salisbury University with the Maryland Green Registry Leadership Award. Each year, the award is presented to a K-12 or higher education organization that demonstrates a commitment to environmental performance, a green team that meets regularly, annual environmental goals and measurement of results.