
Salisbury University
Mission Statement
in response to the
2000 Maryland State Plan for Postsecondary Education (October 2000)

INSTITUTIONAL IDENTITY

Founded in 1925 as a college for the preparation of teachers, Salisbury University has progressed to become a comprehensive regional university emphasizing undergraduate liberal arts, sciences, pre-professional, and professional programs, with several select, mostly applied, graduate programs. Although historically the largest proportion of students came from the Eastern Shore of Maryland, currently the largest proportion of the University's students come from the counties of the Western Shore of Maryland, Baltimore City, and from other states and nations. Salisbury University remains staunchly loyal to the Eastern Shore, its communities, and its heritage, yet recognizes that its appeal and service, both now and for the near future, are to a widely diverse region. In recent years, the University has achieved both regional and national distinction among its peers and has been acknowledged in several national publications as one of the best public universities in its class.

Salisbury University unites highly-qualified and diverse faculty, staff, and students to create a student-centered learning community firmly grounded in a liberal arts education and rooted in excellence. 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. Particular emphases are afforded active learning and the preparation of students for engaged citizenship with a passion for life-long learning. As a vital regional resource, the University promotes and supports applied research, targeted outreach programs, K-16 partnerships, cultural events, and 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, education, professional studies, business, and information systems management. Graduate programs are largely applied, with degrees offered in business, nursing, education, English, applied health physiology, 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 enrollments in critical programs to determine their capacity for growth.

INSTITUTIONAL CAPABILITIES

Salisbury University will continue as a comprehensive 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. With its strong commitment to active learning, the University will pursue outstanding faculty and staff who encourage and support student participation in

Salisbury University maintains a productive collaborative relationship with the University of Maryland Eastern Shore, a Historically Black University located nearby. The two universities serve the Maryland Eastern Shore and the region and mutually benefit from a positive partnership that broadens diversity, permits the sharing of resources, and allows for collaborative educational programming. Salisbury University and the University of Maryland Eastern Shore jointly support a common academic calendar, undergraduate dual degree programs, a joint master's program, dual registration, shuttle service, and other cooperative activities. Additionally, in response to the needs of the burgeoning regional electronics industry, the two universities collaborate with the University of Maryland, College Park, offering a model electrical engineering degree program that will augment the number of engineering graduates.

The University is a participant in the Eastern Shore Association of College Presidents (ESACP), which includes the presidents of Chesapeake College, Salisbury University, the University of Maryland Eastern Shore, Washington College, and Wor-Wic Community College. The focus of this regional partnership is to identify strategies that ensure that regional educational needs are met by regional institutions through connected programs, collaborative programs, distance education, and other opportunities. The first major initiatives of the group include the development of a higher education center at Chesapeake College and a grant-funded technology training initiative for faculty at all five institutions. The higher education center at Chesapeake College will serve the regional population and offer upper-division and graduate courses.

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, the University is considering new and creative efforts to increase the diversity of faculty, staff, and students. Salisbury University values the outstanding, highly-committed faculty and staff who work together to create a robust learning environment that emphasizes the sense of community and quality that are at the core of the University initiatives.

internships, international experiences, undergraduate research, service learning, and leadership opportunities. These activities are vital components of the learning experience and of preparation for engaged citizenship. Research, scholarship, and creative activity remain fundamental to University life and are integral to both the teaching and learning process. Faculty are encouraged and supported for engaging students in research, scholarship, and

creative endeavors. In light of the rich and diverse ecosystem of the Eastern Shore, the University's research emphases on environmental health, environmental sciences, and biology are particularly meaningful. Moreover, applied research in other disciplines contributes significantly to the solution of community problems. The University also houses the Research Center for Delmarva History and Culture, a major resource on Maryland colonial history. Building on areas of academic strength in its undergraduate and master's curriculum, Salisbury University is interested in exploring the possibility of offering doctoral programs, preferably in collaboration with other institutions.

As a comprehensive institution, Salisbury University assumes a critical role in responding to the educational, economic, cultural, and social needs of the region. For example, the School of Education and Professional Studies is actively engaged in every aspect of K-12 education in the

region and continues to seek new and creative ways to address the teacher shortage. The School of Business includes a number of outreach programs that serve the business community and provide support for the many small businesses in this largely rural community. Salisbury University is the cultural hub of the region and has recently acquired the Ward Museum of Wildfowl Art, which owns one of the most comprehensive collections of wildfowl art and carvings in the world. Students, faculty, and staff annually contribute thousands of volunteer hours in community service and the University hosts a number of service learning programs, including Learn and Serve, AmeriCorps, Habitat for Humanity, and Shore CAN—the local citizens' action network. The University will continue to monitor regional educational needs and will consider programmatic and partnership efforts, including the possibility of doctoral programs which may address those needs. A realistic enrollment growth plan will be developed that is responsive to State enrollment projections yet sensitive to present geographic and physical constraints.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

Salisbury University is increasingly outcomes-oriented and reports these measures 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 well as the Managing For Results

(MFR) process. Although the strategic goals and objectives of the University are considered dynamic, changing according to the needs of its stakeholders and the creativity of institutional leaders, the strategic goals and objectives are derived from the *2000 Maryland State Plan for Postsecondary Education*. Salisbury University's current goals and objectives are:

Goal 1. Maintain a superior, active, and engaged learning community.

- continue to offer a selective undergraduate education that emphasizes the critical thinking, writing, communication, and professional and technical competencies of SU graduates; and
- ensure that undergraduates are well-prepared for graduate school, and increase the proportion of those who attend graduate or professional schools; and
- maintain and expand professional accreditation in disciplines eligible for specialized accreditation, holding to the rigorous standards of excellence demanded by accrediting bodies; and
- maintain virtually perfect student licensure and passing rates in those professional disciplines that require certified competencies to practice in the chosen profession; and
- continue to prepare students for employment within and beyond their chosen disciplines, emphasizing both the theoretical and applied components of education with opportunities for internships, undergraduate research experiences, leadership experiences, international experiences, and service learning opportunities; and
- establish clear expectations for faculty concerning the use and adoption of new technologies to enhance learning; and
- expand institutional support of instructional technology programs for faculty, and gradually increase participation in online courses; and
- regularly assess institutional performance in providing a diverse, high-quality educational experience.

Goal 2. Provide an educational environment that promotes student success.

- expand and/or maintain a campus culture that reflects greater diversity; and
- expand opportunities for qualified students from within and outside of the State of Maryland—and increasingly from typically underserved groups—to attain a superior college education; and
- maintain selectivity for incoming freshmen while simultaneously strengthening articulation programs for transfer students; and
- increase advising, counseling, and mentoring initiatives to enhance the retention and graduation rates of all students, particularly students who have been traditionally at risk or underserved; and
- continue to embrace and expand collaborative relationships with neighboring institutions to open opportunities for diversity and the sharing of valuable educational, programmatic, and personnel resources; and

- increase the number of lower-division courses taught by core faculty and assure that students are increasingly satisfied with their level of access to faculty; and
- increase opportunities and experiences for minority students that will encourage them to continue their education at the graduate school or professional level; and
- continue to modernize library information technology services, enhancing materials and improving circulation; and
- prepare teachers education graduates to help all students succeed in increasingly diverse educational systems.

Goal 3. Continue to be active partners in responding to the educational, economic, cultural, and social needs of the region and the State.

- pursue periodic input from regional employers regarding the quality of SU graduates, the importance of various skills and competencies in specific professions, and the performance of SU graduates relative to other graduates in those competencies; and
- proactively respond to the workforce needs of the State and the region, to offer or expand approved programs in high demand areas, such as information technology, teaching, and nursing; and
- expand opportunities for community outreach through increasing grant and sponsored program activities that respond to community needs; and
- proactively engage the community in the preparation of underserved and underrepresented students for college; and
- continue participation with the Eastern Shore Association of College Presidents (ESACP) to develop a higher education center at Chesapeake College that will provide upper-level and graduate programs to the Eastern Shore region; and
- continue to collaborate with Ocean City/Worcester County to meet regional education needs; and
- continue to collaborate with ESACP partners as well as institutions in neighboring Delaware and Virginia to offer articulated (2+2) programs; and
- participate in MarylandOnline in areas where the University has expertise; and
- integrate existing material culture and historical research resources to become a State leader in Chesapeake Bay history and culture; and
- ensure that all graduates are fluent with information technology commensurate with the needs of the market in their chosen majors; and
- increase distance courses and programs, including those offered at regional community colleges, centers, and other locations; and
- experiment with developing courses that operate according to non-traditional semesters; and
- promote the commercial applications of academic research and institution-developed technology; and
- support faculty, staff, and students who utilize research and professional expertise to engage in objective public policy examination and discourse; and
- collaborate with business to identify and take advantage of opportunities to stimulate or reinforce the growth of the regional economy.

Goal 4. Build a diverse and satisfied student body and workforce.

- embrace diversity as a guiding principle of an SU education; and
- ensure that the demographic profile of the University's faculty, staff, and students more closely reflect the diversity foundation of the state and region; and
- initiate active and creative efforts to enhance the educational opportunities afforded people who have been typically underserved; and
- develop and refine a multi-criteria admissions profile of a richly diverse student body while maintaining standards of high quality; and
- maintain and expand current partnership programs that focus on early contact with and support of minority high school students; and
- allocate a greater portion of State funds to need-based financial aid.

Goal 5. Strengthen the University's resources.

- continue to enhance resources and revenue streams, increasing both the variety and amounts of funding from alternative sources; and
- remain committed to attracting and retaining the best qualified personnel and providing competitive compensation/benefits within the limits of fiscal resources; and
- proactively prepare for lean fiscal periods by expanding reserve funds for sustaining future initiatives; and
- continue to pursue funding from generous institutional supporters who are committed to assisting the fiscal future of the institution through restricted and unrestricted giving, gifts-in-kind, and donations of property; and
- increase the alumni giving rate.