

## **Chapter 1 – Administration**

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# Chapter 1 – Administration

## UNIVERSITY SYSTEM OF MARYLAND

### *{USM Constituent Institutions}*

Salisbury University is a member of the University System of Maryland (USM). In addition to Salisbury University, constituent institutions in the University System of Maryland include:

**Bowie State University**  
**Coppin State University**  
**Frostburg State University**  
**Towson University**  
**University of Baltimore**  
**University of Maryland, Baltimore**  
**University of Maryland, Baltimore County**  
**University of Maryland, College Park**  
**University of Maryland, Eastern Shore**  
**University of Maryland, University College**

#### **Research Centers:**

**University of Maryland Center for Environmental Science**  
**University of Maryland Biotechnology Institute**

#### **System-wide Education Centers:**

**USM Shady Grove Education Center, Montgomery County**

The University System of Maryland is governed by a Board of Regents and all relevant. Board of Regents policies apply to Salisbury University.

### *{USM Bylaws, Policies and Procedures}*

The Board of Regents BOR of the University System of Maryland has the responsibility for managing the System under Title 12 of the Education Article of the Maryland Annotated Code. In order to carry out this responsibility the Board has developed regulations for the System and published these in the document entitled *Bylaws, Policies and Procedures of the Board of Regents: University System of Maryland*. This information is online and can be located at: <http://www.usmd.edu/regents/bylaws/bylaws.html>.

The president and the administration of Salisbury University manage the institution by implementing institutional policies and procedures that reflect both the requirements of the Board of Regents of the University System of Maryland and the unique character of Salisbury University. Salisbury University's policies and procedures are presented on the following pages. At the end of each policy is a code indicating the Board of Regents' policy to which it relates.

### *{SU Policy on Faculty Membership in the Council of University System Faculty}*

As members of the University System of Maryland, Salisbury University's faculty send institutional representatives to the Council of University System Faculty.

**The most current policy of the Constitution for the Council is found on the web at:**

[http://www.umbi.umd.edu/%7Ecollins/CUSF/John\\_Collins/home.htm](http://www.umbi.umd.edu/%7Ecollins/CUSF/John_Collins/home.htm).

## SALISBURY UNIVERSITY

### *{SU Mission Statement}*

#### **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 a limited number of applied 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 teachers, scholars, and learners, 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 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 for our students.

## **Vision**

Salisbury University, Maryland’s 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 education and workforce needs of the State by providing nationally distinguished undergraduate programs as well as specialized master 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. 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, 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 masters and doctoral programs in such areas as K-12 curriculum design and conflict resolution. Academic programs are offered primarily on our 145-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.

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 & Culture, an outreach center dedicated to collecting, preserving, and providing access to records and artifacts that illustrate the rich historical and cultural heritage of the greater Delmarva region. The institution’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 venture, Salisbury University partners with Chesapeake College, Cecil Community College, the University of Maryland Eastern Shore, Washington College, and Wor-Wic Community College. 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.

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 Multi-Ethnic 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 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 Teacher Education and Technology Center.

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 nearly half a century ago, the administration and faculty have strongly endorsed the construction of a new library that will benefit 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 a hub for academic discussion and discovery and will blend space for public events, community outreach, quiet study, research assistance, 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 recently-launched 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, and some present at professional meetings within their discipline. The University is honored to be selected for a second time by the National Conferences on

Undergraduate Research (NCUR) to host its 2008 national student convention, where over 5,000 students from across the country will join 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 health, environmental sciences, and biology are particularly meaningful. 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 dynamically engaged in every aspect of K-12 education in the region and seeks new and creative ways to address local and State educational needs. The School is home to several nationally accredited undergraduate and graduate programs in teacher preparation, social work, and athletic training. The recently approved Master of Social Work program is the second of its kind in the State of Maryland and the only such program on the Eastern Shore. The Seidel School has partnered with local school districts to create over 30 Professional Development Schools and has developed the Academy for Leadership in Education to meet the educational needs of future school principals and administrators. Faculty members in all three Seidel departments work closely with community and local school personnel to prepare teachers, social workers, and health, physical education and human performance professionals.

**The Fulton School of Liberal Arts**, with 10 departments spanning the arts, humanities, and social sciences, is the largest and most programmatically varied of SU's four schools, providing courses and curricula central to the mission of the University that foster critical thinking and effective and coherent writing and speaking. The School's faculty combine classroom excellence with scholarly productivity, publishing in one recent year alone nine books and over 100

articles. Two Fulton faculty were named USM Elkins Fellows for two consecutive years. The School strongly encourages students to conduct faculty-mentored research, to display their artistic talents in the Bobbi Biron Theatre Program, Salisbury Symphony, SU Dance Company, and Senior Art Show, among other campus venues, and to gain real-world experience through internships. Recently, the Fulton School has made its curricula more rigorous and relevant. For example, modern languages requires study abroad; political science now coordinates an interdisciplinary major in international studies; sociology has added a major in conflict resolution; and English has established undergraduate and graduate degree programs in English for Speakers of Other Languages (ESOL).

**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 renovations in Devilbiss Hall provide quality space 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. Additionally, the School participates in activities with the Mid-Atlantic Institute for Space Technology (MIST) and is a leader in advancing the science and mathematics readiness of Lower Eastern Shore middle and high school students for college.

**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 Maryland's Eastern Shore and the Delmarva Peninsula. Both the baccalaureate and master's programs are accredited by AACSB International, the world's premier business education accreditation organization. The School provides 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 think clearly, demonstrate sound

judgment, communicate verbally and in writing, develop 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 with excellent academic qualifications and an outstanding record of scholarship. The faculty's top priority is teaching.

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. 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, Habitat for Humanity, and Shore CAN—the local citizens' action

network. 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, and is a college partner in the Somerset County GEAR UP program, "Excelling in Math and Science." A recent monetary impact study indicates that Salisbury University generates over \$300 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, masters, and doctoral level as demand requires and resources allow. The institution has grown by 15% over the past five years and is prepared to grow more. 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 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 stated in the 2004 Maryland State Plan for Postsecondary Education as well as the Managing For Results (MFR) process and the 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 2004 and reflects the spirit and emphasis of

the State Plan. Salisbury University's current strategic goals and objectives are:

**Goal I: The University will enhance an academic and learning environment that promotes intellectual growth and success.**

- A. Advance academic excellence as the defining attribute of all academic programs and student learning.
- B. Enhance General Education as the necessary foundational experience for students.
- C. Offer each student opportunities for experiential learning, including but not limited to: service learning; civic engagement; volunteering; internships; student research; study abroad; and community outreach activities.
- D. Provide resources, including a new facility and an enhanced operating budget, to make the library a focal point of learning, scholarship, interaction, and invention among students, faculty, and staff.
- E. Ensure resources support and strengthen current academic programs, while exploring opportunities to offer new graduate and undergraduate programs.
- F. Promote student technology fluency, as well as relevant faculty and staff development, in the use of technology in teaching and services.
  - 1. Provide effective and reliable classroom and computer lab technology and campus telecommunications infrastructure.
- G. Recruit and retain highly qualified faculty and staff.
  - 1. Develop and implement workload standards that are comparable to institutional peers.
  - 2. Develop and implement mechanisms for enhancing faculty and staff rewards and support.
  - 3. Strengthen available resources for scholarship, research, sabbatical leaves, professional activities, and other faculty development opportunities.
  - 4. Commit to having the vast majority of instructional staff consist of tenured and tenure-track faculty, and strive to provide healthcare, pension, and other benefits to all full-time faculty and staff.
  - 5. Improve faculty and staff salaries and benefits to levels that are comparable to AAUP (for faculty) and CUPA (for staff) peers.

**Goal II: The University will advance a student centered environment.**

- A. Increase the level of funding for need- and merit-based undergraduate and graduate scholarships.
- B. Develop "Student Academic Enrichment Centers" to assist the academic achievement of students of all abilities.
- C. Improve the high quality of advising, individualized for undergraduates and graduates.
  - 1. Establish faculty/adviser ratios at levels consistent with BOR policies and school guidelines.
  - 2. Ensure that a full-time advising coordinator is on staff in all schools.
- D. Elevate student access to campus services and activities.
  - 1. Improve recreational, wellness, and fitness services, programs, and facilities.
  - 2. Examine and implement alternative scheduling options and support services to meet the needs of our students.
- E. Sustain quality theatre, leadership, Division III athletics, and other extracurricular programming while affirming academics as the highest priority in the lives of students.
- F. Provide classrooms and other settings that foster effective faculty-student connections and engaged, interactive student learning, and strengthen student and faculty exchanges.
- G. Develop and implement a more comprehensive orientation program for freshman and transfer students that improves academic, personal, and intercultural transitions and deepens their connections with their peers and the University.

**Goal III: The University will foster inclusiveness as well as cultural and intellectual pluralism.**

- A. Provide multicultural and sensitivity education and activities for the campus community.
- B. Examine and align the weight of the current, multiple admissions factors, particularly standardized tests, in line with institutional priorities and values.
- C. Foster the growth of a more diverse student and employee population.

- D. Enhance and create support programs to increase the retention and graduation rates of those identified student groups whose retention and graduation rates are below those of other groups.
- E. Expand academic and social practices/support for the integration of international students into Salisbury University and the local community.
- F. Enhance University linkages to immigrant communities.
- G. Promote international educational opportunities as a means of broadening life experience and cross-cultural understanding for students and faculty.
- H. Enhance multiculturalism throughout the curriculum.
- I. Work cooperatively with K-12 institutions and community colleges to enhance the success of underrepresented groups.

**Goal IV: The University will utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.**

- A. Align Salisbury University strategic collaborations and targeted community outreach activities with institutional priorities.
- B. Enhance the University's ability to respond to the region's business, economic, community, and workforce development needs through its academic and extra-curricular activities.
- C. Develop and implement an effective, efficient, integrated, comprehensive University marketing plan.
- D. Encourage and support the development of grant and sponsored research projects and programs that support the University's mission.
- E. Encourage and support the development of non-credit programs as self-supporting revenue generating sources.
- F. Recognize and reward students, faculty, and staff involved in University strategic collaborations and targeted community outreach.
- G. Establish and enhance collaborations with the private sector, schools, community, government, and non-government organizations. Enhance private and public fundraising for projects and programs that support the academic objectives, capital initiatives, and other priorities identified in the Facilities Master Plan, with particular attention to funding a new library facility.

Approved by Board Of Regents on 12/9/05  
Approved by MHEC on 2/15/06

***{University Administration}***

The president of the university, as its chief executive officer, is responsible for the administration and supervision of the institution. As a part of this overall administrative and supervisory responsibility, the president makes all administrative appointments at the university. Administrative positions at the university are twelve month appointments unless otherwise specified.

The design for administration leadership developed by the president of Salisbury University is depicted in the president's organizational chart that is available upon request in the President's Office.

The organizational chart shows the distribution of university leadership to a provost and vice presidents of administration and finance, student affairs, and university advancement and each with responsibility for the administration and supervision of a major aspect of the university's operation. Provost and vice presidents are assisted by administrators of specific campus units. The organizational design shows formal authority flowing in a direct line from the president to the provost and the vice presidents, and from the provost and the vice presidents to administrators in the components for which the provost or the vice presidents have responsibility. In addition to a hierarchical structure of authority, Academic Affairs' organizational chart shows that direct, cross cooperation between the units which comprise Academic Affairs and Administration is expected because of the shared responsibility of these units for students' experiences at the university.

***{Administration of the Academic Program}***

The academic program at Salisbury University is administered by the provost who has responsibility for development of the overall curriculum and management of the fiscal resources and faculty that support and implement the program. The provost delegates responsibility for administering the academic program to the deans of the schools of the university who are in turn assisted in operationalizing the academic program by the department chairs of the schools. The structure of the provost's responsibility for the academic program is depicted in the Academic Affairs' organizational chart that is available upon request in the Provost Office.

Deans' responsibilities include personnel and resource management, curriculum development and general administration. Deans implement these responsibilities cooperatively with department chairs and determine in consultation with them the specific activities that they will carry out as part of the day to day operation of the academic program. Complete and detailed descriptions of the roles and responsibilities department chairs may be found in Chapter 2 of this handbook.

**{Governance}**

**Faculty Senate**

The most current Bylaws of the Salisbury University Faculty Senate are found on the web at:  
<http://www.salisbury.edu/campusgov/facsenate/06-07/bylaws.html>.

**University Forum**

The most current Bylaws of the Salisbury University Forum are found on the web at:  
[www.salisbury.edu/campusgov/bylaws.htm](http://www.salisbury.edu/campusgov/bylaws.htm).

**Process for Academic Issues at Salisbury University**

**Issues Raised by:**

