Mission

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.

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Salisbury University: A Maryland University of National Distinction
Contemporary universities face several important challenges and opportunities in the next decade, as statewide and nationwide calls for increased accountability and degree production are accompanied by reduced or static public funding. The connection between degree attainment and a stable economic future has never been clearer; the widening gap between those Americans who have college degrees and those who do not highlights the critical role universities play in the country’s future. Reducing higher education to a simple transfer of information with a diploma at the end misses the unique place an alma mater can occupy in the hearts and minds of its graduates, however. The best universities challenge their students to view themselves and their world differently at the end of their academic program. At Salisbury University, we offer our students a transformative experience designed to create prepared, engaged, and knowledgeable citizens for the 21st century.

Public comprehensive universities like SU are uniquely positioned to address these challenges given their focus on teaching and affordability and the opportunity for their faculty to deeply engage with the regional community, public service, and education and business sectors. Salisbury University has made many advances over the past 10 years, including being among the top institutions in the state and its peers in four- and six-year graduation rates, developing several new programs to meet societal needs, making significant progress in closing the achievement gap, reaching students across the state through new technology, increasing our physical plant to support significant enrollment growth while winning awards for its sustainability efforts, and garnering national recognition for student and faculty achievement.

The activities described in this strategic plan position us for even greater achievement and educational value to students through reaffirming our commitment to educational excellence and innovation; producing graduates well prepared for career and life in the 21st century; better assessing, building, and deploying our resources; and fostering increased and more effective communication within our campus community and with external partners.

Salisbury University’s process in creating the 2014-2018 Strategic Plan brought together, over a period of six months, participants from across the entire campus in workshops designed to elicit feedback from as many voices as possible. In addition to these workshops, units as varied as Admissions, Honors, and the Sustainability Committee submitted their own strategic plans as a means of sharing their vision for goals and objectives specific to their areas within the University in the next five years. Finally, research and data indicating current and future trends affecting the University informed the development of each goal and recommendation.

What became clear in reviewing these sessions and studying the data was a general sense that the University community is proud of our current position as A Maryland University of National Distinction and is poised to move forward to achieve international distinction. To do so, the University must:

- **EDUCATE** students for success in academics, career, and life;
- **EMBRACE** innovation to enhance the Salisbury University experience;
- **FOSTER** a sense of community on campus and at the local, national, and international level; and
- **PROVIDE** appropriate programs, spaces, and resources for all members of the campus community.
The primary mission of Salisbury University is to **EDUCATE** our students for success in the classrooms, careers, and life. Engagement is our guiding educational principle. We are a student-centered university where students and faculty excel in the classroom and immerse themselves in activities beyond, adding value and enriching the academic experience and the larger community as a whole. SU’s reputation as a center for educational excellence is manifest in the high demand for admission even as the overall high school graduate pool has been declining. During the period encompassed in the last strategic plan, applications for admission rose significantly. Freshman applications increased 22.6%, transfers by 18.3% and graduate applications were up by 17.2% from 2008 to 2013. Not surprisingly, the increase in applications led to the matriculation of one of the most accomplished and diverse classes in SU’s history. The fall 2013 entering class had an average SAT of 1733 and an average weighted GPA of 3.71. This first-year class included students from 20 different states and 39 countries. With a first-year retention rate of 83.7% and a six-year graduation rate of 67% (highest among the University System of Maryland [USM] comprehensive universities), Salisbury University is prepared to play a significant role in helping the state and nation achieve the goal of 55% college degree completion by 2025.

Continuing in this direction over the next five years will present significant challenges. Recent projections indicate that Maryland will see a steady decline in the number of high school graduates, dropping by roughly 10% from its high point in 2008. The most dramatic decline will be in White non-Hispanic Maryland graduates, who are expected to drop by 19% in the next six years. Over the same period, the number of Black non-Hispanic graduates is expected to rise modestly, while Hispanic graduates will double. These demographic trends present a challenge and an opportunity for the University. With a growing population of first-generation college students, we expect that there will be a greater need to assist families in navigating the complexities of higher education. Student support services in Financial Aid, Campus Housing and Residence Life, the Center for Student Achievement, and the Student Disability Support Services will become even more critical in ensuring our student success. At the same time, growing diversity among our students, faculty, and staff is central to the University’s mission, and it is a value we fully embrace.

As the number of undergraduate students stays essentially flat, we expect the demand for our graduate programs to increase. Salisbury University will remain first and foremost an institution offering excellent undergraduate programs, but growth in graduate education is critical to meet the needs of the state and nation. The “traditional” graduate student who takes a full-time load during the day is a rapidly vanishing entity; we must adapt our graduate programs to meet the requirements of the modern graduate student in content and delivery. During the years encompassed in this strategic plan, SU will have launched its first two doctoral programs – the Doctor of Nursing Practice and the Doctor of Education - Contemporary Curriculum Theory and Instruction: Literacy – and is striving to expand the reach of master’s-level programs in business, geographic information systems, and social work. The University must continue to assess whether existing programs are sufficient to meet statewide and national goals and should provide appropriate support to increase graduate programming without taking away from the academic excellence of the undergraduate mission.

While Salisbury University can take pride in its excellence, resting on past accomplishments will not move us forward to become an exemplary 21st century campus. Indeed, we must **EMBRACE** innovation in all areas, from academic programming to classroom technology, from research to facilities, in order to continue to provide our students with an outstanding educational experience. In the next five years, SU will face a new kind of competition for students from universities (both for-profit and non-profit) offering programs and degrees entirely online. While we are confident that SU offers the highest level of academic excellence across the
board and can compete in the academic marketplace with any institution of higher education, the University must look to develop an innovative curriculum and class schedule that meets the needs and expectations of a variety of students. We already have begun to make progress in modernizing our academic programs through redesigned courses and “flipped” classrooms, flexible laboratory space and online support. New technologies offer the opportunity to extend our reach throughout the world, but we must do so while maintaining the highest academic integrity.

Just as we seek to make classrooms and course design relevant for today’s students through innovative approaches, so too must we commit to updating the University’s website to reflect the vibrancy of Salisbury University. As the digital front door to Salisbury University, the website receives thousands of hits a day. On average, the website has 30,000 or more visits daily, with over 19,000 unique visitors and 90,000+ page views. Faculty, staff, students, alumni, donors, and prospective students from around the world use the website daily for varying reasons, and we must develop a more modern site that can serve all of these users with equal facility.

As modern technologies have made the world increasingly flat, Salisbury University’s responsibility to FOSTER a sense of community on campus and at the local, national, and international level has taken on a new importance. We must continue to work to better communicate our goals, activities, and policies to all members of the campus community and to actively support the campus tradition of shared governance. Faculty, staff, and students must be able to celebrate both our diversity in its broadest definition as well as elements of a common identity as members of the Salisbury University community. Just as we expect our students to be engaged in the classroom, we also are cognizant of the University’s role in preparing students to be engaged citizens. Cultural Affairs events and the Cultural Laureate Program can expose students to artists, musicians, and lecturers from around the world without ever having to leave the campus. Student participation in community outreach programs such as The Big Event or afterschool tutoring can help them to develop a sense of responsibility for, and identification with, the people and neighborhoods surrounding the University.

While SU has a strong record of social and academic programming designed to help first-year students feel engaged with the University and local community, we have made little concerted effort to address the specific needs of students in their critical second year. The sophomore residency requirement that begins in fall 2014 helps students maintain and further develop a close connection to the SU community. The Sophomore Year Experience Committee, comprised of representatives from Academic Affairs and Student Affairs, will lead the way in researching best practices and providing programming designed to assist students in making the transition from first to second year.

The University itself has a civic responsibility to the community where we reside. Students, faculty, and staff have devoted time and energy toward improving the Salisbury area. The recent opening of a Salisbury University art gallery in the downtown can be viewed as a first step in working alongside other civic-minded individuals and organizations to transform the area into a more vibrant part of the community. By integrating community action into academic programming where it makes sense to do so, the University can simultaneously expose our students to real-world scenarios while doing greater good for the community.

Finally, none of the above goals will be attainable without PROVIDING the resources required to achieve them. The University must continue its efforts to secure the funding necessary to implement the strategic plan in a fiscally responsible and transparent manner. Since the writing of the last strategic plan, SU has been allowed to increase tuition and fees modestly to cover costs, but we remain significantly behind other USM institutions in the amount of state appropriation dollars per full-time equivalent student (FTES). We have the ability to produce an increased number of Science, Technology, Engineering, and Math (STEM) graduates to meet statewide demand, but STEM students are an expensive investment – without sufficient laboratory space and faculty with specialized knowledge we cannot grow these programs. SU must also provide sufficient support for critical areas of the University, including Information Technology, whose reach extends across campus and across the world.
Goals for the Next Five Years

Goal 1: EDUCATE Students for Campus, Career, and Life

Focus Area 1: Academic Programming
Salisbury University has earned national recognition for its outstanding academic programming designed to fulfill the University’s mission 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.” Our General Education program is designed to expose all SU students to a common core of liberal arts and sciences courses while also providing foundational knowledge and skills that can be applied in any degree program, including the pre- and professional programs at SU. Faculty work directly with students to seek greater understanding of their academic discipline and to address complex problems that often require an interdisciplinary approach.

SU is also responding to workforce needs by focusing more attention on students in STEM fields. Collectively, enrollments in STEM majors have increased by more than 28% over the past four years, from 1,073 in fall 2009 to 1,380 in fall 2013. Based on workforce needs and thanks to support from the National Science Foundation, we continue targeting recruitment of computer science, chemistry, math, earth science, and physics majors, including those interested in teacher education. Our efforts are paying off in that enrollments in computer science, math, and physics have increased significantly over the past four years (up 75%, 58%, and 48%, respectively). Overall, the number of STEM graduates has increased by more than 30% the past four years, from 207 in FY10 to 270 in FY13. We also continue to broaden support of STEM fields in all areas of campus; for example, SU recently created a new interdisciplinary Environmental Studies Department and a new minor in middle school science education.

While STEM programs have garnered significant national attention as areas of critical need for the workforce, other programs such as social work are in high demand as well and are adjusting their course delivery to meet the needs of the state and nation. Our Social Work Department offers the Bachelor and Master of Social Work at satellite sites across Maryland. Most recently, the University signed an MOU to partner with University of Maryland University College (UMUC) to offer our social work programs at military bases in Germany. These types of collaborations will be increasingly important as the University enters the global marketplace for students.

The Bellavance Honors Program is an integral part of SU’s effort to recruit and retain high-achieving students. Students participating in the Honors Program are retained at higher rates than their peers, have a shorter time-to-degree completion, and are engaged in undergraduate research across campus. Honors students have won nationally competitive scholarships and regularly present their work at regional and national conferences. Despite the clear successes and importance in attracting excellent students, the Honors Program remains undersized relative to our peers. The National Collegiate Honors Council recommends an Honors Program comprise approximately 6-8% of the undergraduate student body. To do so, SU’s program needs to recruit an incoming class that equals 10% of the incoming freshman class. The profile of the Honors Program should reflect the larger student body in overall numbers, diversity, and majors within schools. To reach these goals, the Honors Program must examine its academic programming to ensure that students in every major can participate in Honors and must have sufficient staffing to grow its ranks.

Graduate education in the U.S. continues to play a critical role in advancing all fields of study and producing vibrant leaders, innovators, creative scholars and researchers. Our graduates are more prepared than ever to contribute to a global knowledge-based economy. According to the Council of Graduate Schools 2012 report, Pathways Through Graduate School and Into Careers, there is an ever-growing need for producing graduate degree holders and “between 2010 and 2020, about 2.6 million new and replacement jobs are expected to require an advanced degree.” To meet this demand, SU must grow its graduate programs in the next five years.

Graduate study at Salisbury University provides baccalaureate degree holders from the U.S. and abroad with opportunities for professional advancement and personal enrichment. The graduate curriculum is designed to assist

1 http://pathwaysreport.org/
students in attaining greater mastery of their specialized fields, improving skills in pursuing independent study, and increasing professional knowledge and ability through the study of new findings in areas of special interest.

1.1: Evaluate entire curriculum, including General Education and existing majors, to determine whether the curriculum continues to meet the demands of the contemporary workforce and an increasingly diverse student body.
   a. Support curricular innovation to meet changing individual, societal, workforce needs.
   b. Ensure every undergraduate at SU has the opportunity to participate in enriching experiences outside the classroom that will promote engaged citizenship and bolster their opportunities for future employment and success.
   c. Continue to work to provide internship opportunities for students in all disciplines.

1.2: Produce graduates with strong digital citizenship skills, including digital access, literacy, etiquette, health and wellness, and online security.
   a. Work with professionals in Information Technology, Information Literacy, and academic departments to educate students about digital citizenship generally and more specifically within their chosen discipline.

1.3: Create a Center for Student Academic Engagement.
   a. Centralize campus efforts to promote and support undergraduate research and creative activities as well as support service-learning.
   b. House Nationally Competitive Scholarship Program.
   c. Catalog existing experiential learning opportunities.
   d. Coordinate Living Learning Communities.

1.4: Provide high-quality graduate programs and course offerings in formats suitable, convenient, and relevant to students and faculty and in line with workforce needs.
   a. Centralize graduate admissions under the Office of Graduate Studies and Research.
   c. Assess whether the current graduate offerings continue to meet workforce needs.
   d. Increase graduate enrollment to 10% of the student body.
   e. Determine whether creating a School of Graduate Studies is desirable.

1.5: Support a vibrant Honors Program that becomes integral to the entire campus.
   a. Hire a full-time Assistant Director.
   b. Increase the number of students participating in Honors to 6-8% of the student body.
   c. Integrate the program fully into all four schools.
   d. Work with the development office to increase the Honors endowment.

Focus Area 2: Recruit and Retain a Diverse Group of Students

Salisbury University’s admissions staff have done a remarkable job in recruiting high-achieving and increasingly diverse students. While other universities have struggled to meet enrollment goals, SU has been able to remain selective in building its first-year and transfer classes. The demographic trends identified above will present a significant challenge going forward, however. The Strategic Enrollment Steering Committee and the Strategic Enrollment Planning Committee have worked together to develop an Enrollment Master Plan with eight goals in the coming years: continue to increase the academic quality of students at SU; build a diverse enrollment portfolio of students; better align enrollment initiatives and academic programs; create sustainable resources to achieve enrollment goals; enhance recruitment and retention initiatives to help the University meet state and federal goals; increase the numbers of graduate and international students; create outcomes information to better explain the return on investment for an SU education; and expand and enhance SU’s reputation nationally and internationally, building on our unique history and sense of place. Meeting these goals will require commitment and collaboration across the entire campus.

Our academic programs can contribute to recruiting diverse students as well. In addition to building new programs based on anticipated workforce needs, SU should examine whether there are new curricular offerings that might be of interest to a diverse student body. For example, an interdisciplinary Hispanic studies minor might draw new students to campus as well as prepare current students for emerging trends in the workplace.
Support programs such as the Center for Student Achievement (CSA), Office of Student Disability Support Services (OSDSS), and the Writing Center, as well as other valuable programs, can play a critical role in recruiting and retaining SU students. The CSA offers academic skills workshops throughout the year, provides tutoring for numerous courses, and is the home for the successful Supplemental Instruction program. SU has long embraced the concept that every course should have a significant writing component (Writing Across the Curriculum); more recently, the Writing Center has become an important resource for students to learn how to improve these skills. Both of these programs serve students who are struggling academically and those who are thriving but are looking for greater achievement. Given the current staffing levels, however, the CSA and the Writing Center cannot offer their services consistently throughout the year. As SU is increasingly becoming a 12-month campus, we must ensure that these centers can operate year round. Additionally, the OSDSS provides a critical service for a growing population of students with documented disabilities and must be sufficiently staffed to continue to do so.

1.6: Implement Enrollment Master Plan.
   a. Increase communication between Admissions and academic programs to align enrollment and academic initiatives.
   b. Increase marketing resources as funds are available.

1.7: Fully support programmatic initiatives for retention, including the CSA and the Writing Center, Living Learning Communities, Math Placement initiatives, TRiO programs, and mid-semester reporting and advising initiatives.
   a. Provide resources to assure these services are successful and fully functional.
   b. Provide appropriate staffing so that the CSA and Writing Center are open throughout the year.
   c. Ensure that the OSDSS is sufficiently staffed to serve students with documented disabilities.

Focus Area 3: International Students and Study Abroad

International students’ presence on SU’s campus can enrich undergraduate education and provide a global perspective for students who are unable to study abroad. Creating an atmosphere that welcomes students from many different cultures is critical if we are to grow our international enrollment. The creation of the English Language Institute (ELI) in 2010 was a significant step forward in providing a foundational learning experience for international students who are not yet prepared to matriculate at an American university; we must continue to build the ELI strategically and align its academic programming with University programs if we are to fully realize its potential.

International students can also play a significant role in the University’s efforts to increase graduate enrollment. While the national average for international student enrollment in graduate programs is roughly 15%, SU’s international student enrollment in its graduate programs has never exceeded 2%. During AY 2012-13, international student enrollment in graduate programs was below 1%. SU must assess whether our current graduate programs present unintentional barriers for international students seeking degrees in the U.S. or if they are appealing and well-advertised to an international audience.

While increasing international students is important for the entire campus community, it is also important for SU students to study abroad to be able to engage in global citizenship. Many of our students take advantage of short-term study abroad programs in the winter or summer sessions, but a fully immersive experience requires a lengthier stay. We must continue to encourage our students to take advantage of the semester-long programs at our partner universities, and we must identify obstacles that prevent students from going abroad. Students in professional or highly prescribed programs should be encouraged to travel early in their academic careers so that they, too, may have the benefits of a long-term study abroad experience without increasing their time to degree.

1.8: Create an engaged global learning environment in which all students develop international and cross-cultural skills and an enhanced global consciousness in order to thrive as professionals, citizens, and individuals in an increasingly interdependent world.
   a. Partner with academic schools to determine strategic alliances with international universities and programs.
b. Increase percentage of students studying abroad on semester or year-length programs from 18% to 40% of total students studying abroad.

c. Increase the number of matriculated international students.

d. Design academic programs of interest to an international market at the undergraduate and graduate level.

e. Continue to develop ELI as a pathway for international students to become full-time students at SU.

f. Collaborate with the ELI to establish defined “Pathways” to bring international students into graduate programs through the ELI as an alternative to traditional TOEFL or IELTS testing.

Focus Area 4: Recruit, Support, and Retain Faculty

SU’s faculty are world-renowned scholars and artists, leaders in civic engagement and international programs, and above all else, outstanding teachers. In the next five years, Salisbury University could potentially face a significant turnover in its faculty ranks due to retirements. By 2017, 21.5% of the 371 faculty currently on PIN lines will be eligible to retire (based on reaching the age of 65). Combined with the usual turnover of faculty moving to other universities, the loss of tenured or tenure-track professors could easily top 25%. Faculty fully engaged in teaching, research, and service are critical in sustaining the academic mission of the University. High turnover or increased reliance on adjuncts can dilute the quality of our programs and undermine the entire enterprise.

1.9: Recruit, support, and retain high-quality teacher-scholars with the knowledge and skills to direct students in the increasingly knowledge-based economy.

a. Commit to replacing vacant full-time tenure-track (FTTT) faculty with tenure-track positions in programs where current and/or expected enrollment levels and/or faculty workload support the need.

b. Aim to staff academic programs so that at least 75% of instruction is delivered by tenure-track faculty.

c. Continue to work toward increasing salaries to 75% of peer comparisons.

d. Continue to support recruiting international scholars under the J-1 visa program.

1.10: Grow support for faculty scholarship, research, and creative activities.

a. Grow internal faculty grants programs (i.e. Faculty Mini-Grants, travel grants, etc.).

b. Bolster outreach from central research administration to faculty and increase participation in sponsored (external funding) programs.

c. Improve and streamline support for sponsored programs administration throughout the campus.

d. Continue to support faculty in applying for and serving as Fulbright Scholars.

e. Explore options for flexibility in faculty contracts and workload calculations.

Focus Area 5: Student Advising Process

Student advising has emerged as a critical component of retaining and graduating students in a timely manner. Salisbury University’s advising model was designed for a university of 2,500 students and it is time to assess whether it continues to be the most effective model for a university with over 8,600 undergraduate and graduate students. As academic programs become increasingly complex, so do the challenges involved in balancing students’ aspirations with degree requirements. Advising procedures need to be in place so that students can meet their educational goals efficiently within the expected four-year degree time frame. The University recently purchased the Education Advisory Board product to provide detailed metrics on student academic performance and predictive modeling for students in any given degree program. This product can be a significant resource for students, staff, and faculty, but it will not replace the importance of establishing a quality advising relationship.

1.11: Assess whether the current student advising process continues to be effective and implement any recommended changes to ensure SU offers the highest quality academic advising.

a. Implement Education Advisory Board product to develop accurate predictive analytics for student advising.

b. Form campus wide committee to examine best practices in advising and make recommendations.
Goal 2: EMBRACE Innovation of the Salisbury University Experience

By the end of the period covered in this strategic plan, Salisbury University will be nearing the 100th anniversary of its founding. Despite the natural tendency to use this occasion to reflect on our roots and our past, it is imperative to be forward-looking and to continue to innovate to maintain currency. The new Academic Commons is scheduled to be constructed and open for business during this time; we must utilize this state-of-the-art facility to its utmost capacity, investing in the human and physical resources to make it the symbolic and literal center of the campus.

As the University increasingly encourages innovation in our curriculum and course delivery, we must do so with rigor, academic integrity, and best practices in mind. Faculty engaged in developing online or hybrid courses must be given the professional training and support necessary to do so without sacrificing quality. Our satellite sites throughout the state serve a critical function in bringing high-demand university programs to areas without local four-year universities; we must ensure that the student experience at these sites is of the same quality as at the home campus.

Salisbury University also has a largely untapped ability to create profit centers to benefit the University and the surrounding community. There are significant efforts already underway: during FY12, the Maryland Small Business and Technology Development Center (SBTDC) in the Perdue School of Business assisted 408 clients with consulting services, resulting in 38 businesses, creating 177 jobs, and producing over $14 million in capital. The Business Economic and Community Outreach Network (BEACON) initiatives include projects as varied as addressing the needs of the growing Hispanic population on the Eastern Shore to providing detailed trending analysis for businesses throughout the region, but there are others that could be explored. The Eastern Shore Regional GIS Cooperative (ESRGC) is already deeply engaged in bringing state-of-the-art Geographic Information Systems technology to the local region.

Leveraging faculty and staff expertise to create outreach organizations and entrepreneurial incubators has the potential to raise financial resources while giving students experience in real-world situations. The University should encourage these opportunities where they exist by offering creative incentives and support.

2.1: Construct and open the new Academic Commons.
   a. Realize the potential of the Academic Commons facility as a hub of academic activity and a symbol of the importance of higher education in the broader community and in a knowledge-based economy.
   b. Assess how the SU libraries support the teaching, learning, and research needs of faculty and students through their collections and services.
   c. Through greater engagement of librarians with faculty, establish priorities for building collections and develop services to support emerging needs in areas such as institutional repositories, data curation, and visual resources.
   d. Begin increasing library spending with a goal of achieving the median total library spending per FTES of SU’s performance peers.

2.2: Create the Office of Innovation in Teaching and Learning.
   a. Foster teaching excellence through mentoring and adaptation of effective technologies.
   b. Increase opportunities for interdisciplinary teaching and research collaboration.
   c. Explore additional online offerings for select programs and ensure the academic integrity of those that exist.
   d. Provide professional development opportunities for faculty engaged in teaching innovation.
   e. House the Office of Instructional Delivery and Design.

2.3: Ensure that innovative programs such as satellite campuses maintain the same quality as the home campus.
   a. Commit to adequately staffing satellite sites.
   b. Ensure that technology is appropriate to offer a high-quality educational experience.

2.4: Continue to encourage and support an entrepreneurial spirit in our faculty, including working with fellow USM offices and potential partners outside the University setting.
Goal 3: FOSTER Community

Salisbury University’s mission statement identifies our core values as “excellence, student centeredness, learning, community, civic engagement, and diversity.” We embrace these values in everything we do at the University, and we must continue to foster an environment where our differences are celebrated as much as our commonalities. Diversity should be broadly defined, including the traditional categories of race, class, gender, national origin, and sexual orientation, but also embracing diversity of thought and experience. Respect for difference appears to be increasingly elusive in the public discourse, and if we are to graduate students with civic engagement as a core value, we must model respectful behavior on our campus.

One of the major issues facing the University and indeed the world in the next decade will be the changes created by climate change. As a member of the global community, the University must participate in sustainability efforts locally and educate our students about their role in the larger world. In 2007, President Janet Dudley-Eshbach signed the Presidents’ Climate Commitment, a pledge that Salisbury University would embark on a path toward climate neutrality. As a result, the University Sustainability Committee was formed and charged with creating a Climate Action Plan for the campus. This committee comprised of students, staff, and faculty has developed a series of recommendations that will help lead us into a more sustainable future.

It is also important that as we emphasize our responsibility to the greater community we do not neglect the value of fostering a sense of community identity unique to Salisbury University. University traditions from freshman convocation to commencement have a powerful hold on our students and alumni, and they should not be diminished. Just as we seek to inculcate a sense of civic engagement, we should celebrate those attributes that make us Salisbury University Sea Gulls.

We also must pay attention to the health and wellness of our SU community. In addition to offering basic health care at the Student Health Center, SU has a responsibility to its employees and students to develop programming to promote wellness in mind, body, and spirit.

Finally, SU must continue to be a responsible neighbor and an important change agent within the City of Salisbury and the surrounding region. The University and its outreach centers are central to the academic and non-academic culture on the Eastern Shore, and we must remain committed to programs that enhance the quality of life in the greater community.

3.1: Increase the diversity of students, faculty, and staff.
   a. Continue to recruit and graduate a diverse student body.
   b. Explore the creation of selected post-doctoral teaching appointments to help increase the diversity of our faculty.
   c. Determine whether Fulbright professorships, visiting professor appointments, or partnerships with external groups such as the “Ph.D. Project” can assist in diversifying faculty.
   d. Continue to implement strategies to diversify staff.

3.2: Centralize administrative functions related to equity and diversity on campus through creating the Office of Institutional Equity (OIE).
   a. Provide training and enforcement of fair practices and Title IX regulations.
   b. House the Office of Diversity.

3.3: Continue to improve town/gown relationships.
   a. Continue to work to establish a limited presence for SU downtown and continue to work with city residents, businesses, and government to create a healthy, thriving downtown area.
   b. Provide continued support for community outreach through arts programming, academic speakers, and community-based education such as the Ward Museum and Nabb Research Center.
   c. Continue to support Delmarva Public Radio.
   d. Consider pursuing Carnegie Classification as a Community Engaged University.

3.4: Incorporate sustainability throughout the curriculum and as a core value of the University.
   a. Continue to implement Climate Action Plan.
   b. Expand academic programming around issues of sustainability and support interdisciplinary academic programming.
3.5: Build upon more SU “traditions” and provide opportunities to develop affinity groups so students will connect and maintain the connection as alumni.

3.6: Continue to develop wellness programs for the SU community.
   a. Improve infrastructure to make SU a “bike friendly” campus.

3.7: Ensure SU Police have adequate resources for campus safety.

3.8: Develop mechanisms to support student identity, inclusiveness, engagement, and success.

Goal 4: PROVIDE Appropriate Programs, Spaces, and Resources for All Members of the Campus Community

Focus Area 1: Financial Resources

While SU has made significant strides in increasing tuition revenues in the last five years, we cannot continue to place the burden of securing adequate financial resources on the backs of our students. State Education and General (E&G) appropriations per FTES for Salisbury University continue to lag behind those of other USM institutions. Given that SU produces degrees at the lowest cost in the state in terms of General Fund support and time-to-degree, a larger state investment in the University would be a wise expenditure of taxpayer dollars. The University must commit to making budgetary and resource allocation decisions transparent to demonstrate to the community that SU is a good steward of resources.

4.1: Seek increases in state appropriations and tuition revenue to meet existing needs.

4.2: Continue to work with the SU Foundation to support the goals and objectives of Salisbury University.
   a. Increase the percentage of students who receive scholarship support from the Foundation by 15% during the next five years.
   b. Garner support for endowed professorships and build awareness among potential significant donors. Set a stretch goal of attracting an endowed professorship for each academic school at the University.
   c. Obtain financial support for Physical Plant projects that are priorities for Salisbury University, including a Fine and Performing Arts Complex and a new athletic stadium and field house.

4.3. Increase the transparency of budget and resource allocation across the University.

Focus Area 2: Recruiting, Retaining, and Supporting Staff

Salisbury University’s staff provide critical support toward the overall achievement of the University mission. Staff members regularly win awards and recognition for their outstanding work in all divisions within the campus; their efforts have a significant impact on the well-being and success of our students as well as the effectiveness and efficiency of University operations. SU must continually strive to recruit and retain the best employees.

4.4: Continue to recruit, retain, and support high quality staff across campus.
   a. Progress toward exempt staff salaries reaching the 65th percentile of their peer comparisons.
   b. Address the critical need for additional staff, specifically in areas where student-to-staff ratios are extremely high as compared with other USM institutions.

Focus Area 3: Spaces

Salisbury University has had considerable success in recent years in obtaining the funding necessary for much needed new buildings on campus. The Academic Commons will be a state-of-the-art facility housing the library, Nabb Research Center, Center for Student Achievement, the Math Emporium, and the Writing Center and will undoubtedly become a focal point for the
Strategic Plan

1.1: Campus Master Plan

With the recently constructed Teacher Education and Technology Center and Perdue Hall and the renovations of student housing, the campus has seen significant improvements in the last decade. Still, there are areas that require attention if we are to meet the larger goals of the University.

Increasing the number of STEM graduates is a critical goal of the state and the nation, but we are limited in the necessary laboratory space for our classes. Additionally, Devilbiss Hall, which houses our nursing, respiratory therapy, medical laboratory sciences, and applied health physiology programs, is in need of significant renovation if we are to continue to provide top-quality healthcare programming. Providing a flexible laboratory space that could be used by multiple programs would allow the University to grow STEM programs selectively, responding to the dynamic needs of the greater community.

The visual and performing arts play a vital role in the life of the University and community. High on the list of new facilities needs is a Fine and Performing Arts Complex to support both the work of faculty and students in our academic programs in the arts and the rich diversity of cultural events we bring to Salisbury University in support of all of our academic programs. The arts are a critically important point of contact with the community; yet, we have seen no significant expansion of venues for events in the past 20 years, and none specifically dedicated to music, theatre, or dance. While Holloway Hall Auditorium, for example, has historic charm and beauty, it has limited functionality. Our largest indoor space (except for Maggs gymnasium), the auditorium seats less than 10% of our total student body; greatly limiting its utility for major campus events.

Athletic spaces on campus are also in need of attention. Recreation facilities are limited and largely outdated for today’s students. The Maggs Physical Activity Center was constructed in 1977, when the student body was less than half its current size.

The acquisition of the University Fitness Center was a significant improvement, but it is already at capacity. The East Campus athletic facilities are also inadequate; SU’s varsity teams have no locker room facilities or training rooms near the fields where they compete.

4.5: Develop and implement the next Facilities Master Plan, including adding additional academic space and upgrading of athletic and recreational facilities.

Focus Area 4: Information Technology and Web Development

As more of the daily work of a University takes place in a virtual space, Information Technology and the Web Development Office take on a greater importance to all campus stakeholders. Many academic programs rely heavily on IT on a daily basis, and students expect support every hour of every day. SU’s business operations rely heavily on technology and web interfaces, as does every office on campus. At the same time that our reliance on IT and web-enabled processes has increased, so too have the threats from outside forces. Maintaining cyber security at SU must be a major emphasis in the coming years.

4.6: Ensure Information Technology (IT) and Web Development Office have sufficient resources to support growing technological needs of the campus.

a. Ensure sufficient IT and Web Development Office staffing to address the IT needs of the campus.
b. Provide 24/7 support at the IT HELPDESK
c. Ensure HELPDESK staff are properly trained and enabled to assist in MyClasses and other common teaching platforms.
d. Implement a Content Management System and initiate a website redesign to provide a better customer service experience for all constituents.

4.7: Explore products to move faculty tenure, promotion, and reporting process to an online environment.

4.8: Move all University documents to electronic formats, including academic and non-academic forms.
Goal Implementation Leaders

Goal 1: EDUCATE Students for Campus, Career, and Life

Focus Area 1: Academic Programming
1.1: Evaluate entire curriculum, including General Education and existing majors, to determine whether the curriculum continues to meet the demands of the contemporary workforce and an increasingly diverse student body.
   Implementation Leader: Provost

1.2: Produce graduates with strong digital citizenship skills, including digital access, literacy, etiquette, health and wellness, and online security.
   Implementation Leaders: Provost, Vice President of Administration and Finance

1.3: Create a Center for Student Academic Engagement.
   Implementation Leaders: Provost, Vice President of Student Affairs

1.4: Provide high-quality graduate programs and course offerings in formats suitable, convenient, and relevant to students and faculty and in line with workforce needs.
   Implementation Leader: Provost

1.5: Support a vibrant Honors Program that becomes integral to the entire campus.
   Implementation Leaders: Provost, Vice President of Advancement and External Affairs

Focus Area 2: Recruit and Retain a Diverse Group of Students
1.6: Implement Enrollment Master Plan.
   Implementation Leader: Vice President of Student Affairs

1.7: Fully support programmatic initiatives for retention, including the CSA and the Writing Center, Living Learning Communities, Math Placement initiatives, TRiO programs, and mid-semester reporting and advising initiatives.
   Implementation Leaders: Provost, Vice President of Student Affairs

Focus Area 3: International Students and Study Abroad
1.8: Create an engaged global learning environment in which all students develop international and cross-cultural skills and an enhanced global consciousness in order to thrive as professionals, citizens, and individuals in an increasingly interdependent world.
   Implementation Leader: Provost

Focus Area 4: Recruit, Support, and Retain Faculty
1.9: Recruit, support, and retain high-quality teacher-scholars with the knowledge and skills to direct students in the increasingly knowledge-based economy.
   Implementation Leader: Provost

1.10: Grow support for faculty scholarship, research, and creative activities.
   Implementation Leaders: Provost, Vice President of Advancement and External Affairs

Focus Area 5: Student Advising Process
1.11: Assess whether the current student advising process continues to be effective and implement any recommended changes to ensure SU offers the highest quality academic advising.
   Implementation Leaders: Provost, Vice President of Student Affairs

Goal 2: EMBRACE Innovation of the Salisbury University Experience

2.1: Construct and open the new Academic Commons.
   Implementation Leaders: Provost, Vice President of Administration and Finance

2.2: Create the Office of Innovation in Teaching and Learning.
   Implementation Leader: Provost

2.3: Ensure that innovative programs such as satellite campuses maintain the same quality as the home campus.
   Implementation Leaders: Provost, Vice President of Student Affairs, Vice President of Administration and Finance

2.4: Continue to encourage and support an entrepreneurial spirit in our faculty, including working with fellow USM offices and potential partners outside the University setting.
   Implementation Leaders: Office of the President, Provost, Vice President of Advancement and External Affairs
Goal 3: FOSTER Community

3.1: Increase the diversity of students, faculty, and staff.
   Implementation Leaders: Office of the President, Provost, Vice President of Student Affairs, Vice President of Administration and Finance

3.2: Centralize administrative functions related to equity and diversity on campus through creating the Office of Institutional Equity (OIE).
   Implementation Leader: Office of the President

3.3: Continue to improve town/gown relationships.
   Implementation Leaders: Office of the President, Provost

3.4: Incorporate sustainability throughout the curriculum and as a core value of the University.
   Implementation Leader: Vice President of Administration and Finance

3.5: Build upon more SU “traditions” and provide opportunities to develop affinity groups so students will connect and maintain the connection as alumni.
   Implementation Leaders: Vice President of Student Affairs, Vice President of Advancement and External Affairs

3.6: Continue to develop wellness programs for the SU community.
   Implementation Leaders: Vice President of Administration and Finance, Vice President of Student Affairs

3.7: Ensure SU Police have adequate resources for campus safety.
   Implementation Leader: Vice President of Administration and Finance

3.8: Develop mechanisms to support student identity, inclusiveness, engagement, and success.
   Implementation Leaders: Office of the President, Provost, Vice President of Student Affairs, Vice President of Administration and Finance, Vice President of Advancement and External Affairs

Goal 4: PROVIDE Appropriate Programs, Spaces, and Resources for All Members of the Campus Community

Focus Area 1: Financial Resources

4.1: Seek increases in state appropriations and tuition revenue to meet existing needs.
   Implementation Leaders: Office of the President, Vice President of Administration and Finance

4.2: Continue to work with the SU Foundation to support the goals and objectives of Salisbury University.
   Implementation Leader: Vice President of Advancement and External Affairs

4.3: Increase the transparency of budget and resource allocation across the University.
   Implementation Leader: Vice President of Administration and Finance

Focus Area 2: Recruiting, Retaining, and Supporting Staff

4.4: Continue to recruit, retain, and support high quality staff across campus.
   Implementation Leader: Vice President of Administration and Finance

Focus Area 3: Spaces

4.5: Develop and implement the next Facilities Master Plan, including adding additional academic space and upgrading of athletic and recreational facilities.
   Implementation Leader: Vice President of Administration and Finance

Focus Area 4: Information Technology and Web Development

4.6: Ensure Information Technology (IT) and Web Development Office have sufficient resources to support growing technological needs of the campus.
   Implementation Leaders: Vice President of Administration and Finance, Vice President of Advancement and External Affairs

4.7: Explore products to move faculty tenure, promotion, and reporting process to an online environment.
   Implementation Leader: Provost

4.8: Move all University documents to electronic formats, including academic and non-academic forms.
   Implementation Leader: Vice President of Administration and Finance
Strategic Planning and Budgeting Committee (2014)

Dr. Janet Dudley-Eshbach.................................................................President
Dr. Diane Allen.................................................................Provost and Senior Vice President for Academic Affairs
Betty Crockett ...............................................................Vice President of Administration and Finance
Dr. Dane Foust ...............................................................Vice President of Student Affairs
T. Greg Prince ...............................................................Vice President of Advancement and External Affairs
Amy S. Hasson .................................................................Chief of Staff
Robert Sheehan ...........................................................Deputy Chief of Staff and Director of Government and Community Relations
Dr. Melanie Perreault ..........................................................Associate Provost
Dr. Clifton Griffin ............................................................Dean of Graduate Studies and Research
Dr. Beatriz Hardy .............................................................Dean of Libraries and Instructional Resources
Dr. Cheryl Parks ..............................................................Dean of Seidel School of Education and Professional Studies
Dr. Maarten Pereboom ........................................................Dean of Fulton School of Liberal Arts
Dr. Karen Olmstead ..............................................................Dean of Henson School of Science and Technology
Dr. Bob Wood .................................................................Dean of Perdue School of Business
Simeon Ananou .............................................................Chief Information Officer
Alan Selser .................................................................Chief Budget Officer
Dr. Kara Siegert ...........................................................Special Assistant to the President, Institutional Effectiveness and Assessment
Humberto Aristizabal ............................................................Associate Vice President of the Office of Institutional Equity
Eric Berkheimer ..........................................................Associate Vice President of Facilities and Capital Management
Aaron Basko .............................................................Assistant Vice President for Enrollment Management
Jason Curtin .................................................................Assistant Vice President for Development and Alumni Relations
Dr. Brian Stiegler ..........................................................Assistant Provost for International Education
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Dr. Jason McCartney ..........................................................Faculty, Fulton School of Liberal Arts
Dr. Elizabeth Ragan ............................................................Faculty, Fulton School of Liberal Arts and President of the Faculty Senate
Timothy Robinson ..........................................................Representing the Adjunct Faculty Caucus
Steven Blankenship ..........................................................Representing the Staff Senate
Tabatha Beck .................................................................Representing the Graduate Student Council
Julius Jones .................................................................Alumni Association Board
Evan Miller .................................................................Student Government Association
Michael Bengtson .................................................................Student
Rachel Doyon .................................................................Student