



2. SPACE NEEDS ASSESSMENT

ACADEMIC PROGRAMS

Salisbury University directly contributes to the quality of life, not only on the Eastern Shore, but also throughout the State of Maryland. It does so by preparing its graduates to be productive members of society with careers in a global economy. The University offers a varied curriculum and other learning opportunities that will help build a vibrant community and will help each student to begin focusing on a lifetime of learning.

INSTRUCTIONAL ORGANIZATION

Four endowed schools, each headed by a Dean, offer the instructional programs for Salisbury University: the Fulton School of Liberal Arts, the Henson School of Science and Technology, the Perdue School of Business, and the Seidel School of Education and Professional Studies. These schools, along with the Library and Office of Graduate Studies and Research, which are also headed by Deans, have direct responsibility for implementing the University's curricula.

FULTON SCHOOL OF LIBERAL ARTS

The Charles R. and Martha N. Fulton School of Liberal Arts is the largest and most diverse of the endowed schools within Salisbury University. Endowed and named in 1989, the Fulton School offers disciplinary programs leading to careers within, and built upon, the fine arts, humanities, and social sciences. The Fulton School is the central provider of Salisbury University's liberal education offerings.

With 13 academic departments, the Fulton School offers 18 undergraduate degree and three graduate degree programs.

UNDERGRADUATE DEGREE PROGRAMS

- Art
- Art (BFA)
- Communication Arts
- Conflict Analysis & Dispute Resolution
- English
- English for Speakers of Other Languages
- Environmental Issues
- French

- History
- Interdisciplinary Studies
- International Studies
- Music
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish
- Theatre

GRADUATE DEGREE PROGRAMS

- English (M.A.)
- History (M.A.)
- Conflict Analysis and Dispute Resolution (M.S.)

HENSON SCHOOL OF SCIENCE AND TECHNOLOGY

The Richard A. Henson School of Science and Technology was endowed in 1988. Its curricula provide sound foundations for health science, nursing, science, mathematics, and computer science majors. The Henson School also provides courses that support the University's general education requirements as well as core courses in science for programs in the other schools.

The Henson School has seven academic departments offering ten undergraduate degree programs, six graduate, and one doctoral degree program.

UNDERGRADUATE DEGREE PROGRAMS

- Biology

- Chemistry
- Medical Laboratory Science
- Computer Science
- Earth Science
- Geography
- Mathematics
- Nursing
- Physics
- Respiratory Therapy

GRADUATE DEGREE PROGRAMS

- Applied Health Physiology (M.S.)
- Applied Biology (M.S.)
- Nursing (M.S.)
- GIS Management (M.S.)
- Mathematics Education (M.S.) [Joint program with Seidel School]

DOCTORAL DEGREE PROGRAM

- Doctor of Nursing Practice

PERDUE SCHOOL OF BUSINESS

The Franklin P. Perdue School of Business was established in 1986 and has become the largest college-level center for business education and development in the region. In addition to providing business programs for degree and non-degree seeking students, the school offers management development programs, consulting activities, and publication of studies vital to the economic growth of the region. The school's Applied Business Learning Experience (ABLE) program provides internship opportunities, in a “real-world” setting, by linking highly qualified business students with local and regional businesses.

The Perdue School has four academic departments that offer seven undergraduate degree programs and one graduate degree program.

UNDERGRADUATE DEGREE PROGRAMS

- Accounting
- Business Administration
- Economics
- Finance
- Information Systems
- Management
- Marketing

GRADUATE DEGREE PROGRAM

- Business Administration (M.B.A.)

SEIDEL SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

The Samuel W. and Marilyn C. Seidel School of Education and Professional Studies was endowed and named in 1997. The Seidel School's origins, however, can be traced to 1925 when the State Normal School at Salisbury opened as a two-year college for elementary school teachers. The primary objectives of the School are to provide initial and continuing education that ensures professionally competent teachers, health fitness providers, social workers, and school administrators.

The Seidel School's four academic departments offer seven undergraduate, seven graduate, and one doctoral degree program.

UNDERGRADUATE DEGREE PROGRAMS

- Athletic Training
- Early Childhood Education
- Elementary Education
- Exercise Science
- Health Education (Community Health)
- Physical Education
- Social Work



GRADUATE DEGREE PROGRAMS

- Education – Curriculum and Instruction (M.Ed.)
- Educational Leadership (M.Ed.)
- Mathematics Education (M.S.) [Joint program with Henson School]
- Education – Reading Specialist (M.Ed.)
- Social Work (M.S.W.)
- Teaching (M.A.T.)

DOCTORAL DEGREE PROGRAM

- Doctor of Education (Ed.D)

LIBRARY

Blackwell Library supports the learning and instructional needs of the students, faculty, and community by providing both physical and virtual environments that allow and encourage independent study and pursuit of knowledge. Blackwell Library houses 284,605 bound volumes, 202,172 government documents, 718,554 microforms, 873 periodical subscriptions, and an array of electronic resources and databases. Blackwell Library incorporates the Teaching Learning Network, a faculty development initiative

that supports faculty in the use and development of traditional and technological based methods of teaching, learning, and research.

The Edward H. Nabb Research Center for Delmarva History & Culture, a central repository of primary research materials, is located in the East Campus Complex. This endowed program offers students, faculty, and the community a resource to conduct research and study the historical, archaeological, and cultural heritage of Delmarva.

The Patricia R. Guerrieri Academic Commons is currently under construction and is anticipated to be completed in summer of 2016. It will include the library, the Edward H. Nabb Research Center for Delmarva History and Culture, academic centers serving students, a flexible assembly hall accommodating up to 400 people, art display space, and a Wi-Fi cafe.

Blackwell Library also supports the learning resource needs of the students of nearby Wor-Wic Community College.

PLANNED ACADEMIC DIRECTION

ENHANCEMENT OF PROGRAMS

Salisbury University anticipates marginal enrollment increases over the next 10 years, though the percentage increase will be dependent upon funding levels. A number of program enhancements and additions at the University are in the development stage at any given time.

New program ideas and academic program review typically begin with individual faculty. The process requires a needs assessment and thorough documentation of rationale that is submitted for comprehensive review by the academic department and its curriculum committee. After departmental approval, proposed new programs are submitted to the school for its review and approval, and then later to the University Curriculum Committee. After approval by the University, program proposals ultimately require official approval by the Maryland Higher Education Commission (MHEC) before becoming part of the University catalog.

Salisbury anticipates no immediate deletions from its current program. Rather than becoming obsolete, existing programs are evolving to take advantage of changes in instructional delivery methodology and technology. Each of the schools has identified opportunities for growth in the following programs:

- Fulton School of Liberal Arts:
Fine Arts
- Henson School of Science and Technology:
Engineering, Biology, and Medical
Technology

- Perdue School of Business:
MBA, Finance, and Information Systems
Management
- Seidel School of Education and Professional
Studies:
MSW, Teacher Education, Health Education,
and Secondary Education

MODERNIZATION OF INSTRUCTIONAL DELIVERY

Due to ever-changing technology for both teaching and learning, much of higher education must rethink its learning environments. Although the lecture/lab instructional mode will continue to be used, colleges and universities will increasingly supplement that methodology with specialized learning environments that allow for both scheduled and unscheduled instruction and learning in discipline-related simulated environments.

Contemporary learning environments are required to stay competitive by attracting and retaining a representative level of the region's and the State's available student population. Salisbury University will stress renovating and rehabilitating existing facilities, as well as providing new facilities.

Contemporary teaching/learning environments include the provision of detailed and unique needs for classroom, laboratory, library/study, and office space, as well as ancillary spaces required for supporting future programmatic impetus.

Future environments should eliminate the distinction between a computer lab and a lecture classroom because the technology and

furnishings will be unobtrusive but available on demand. All furnishings will be easily movable or the instructional area will automatically be able to configure the furnishings based upon immediate need. With the exception of science labs, physical education spaces, and some visual and performing arts studios, the idea of rooms belonging exclusively to an instructional area should disappear.

Electronic presentation that allows integration and manipulation of complex data in the learning environment is becoming more and more the norm. Teleconferencing and online capabilities will make learning partnerships with other schools and businesses, even ones in other countries, commonplace.

Modernization of instructional delivery requires that instructional spaces be configured relative to future disciplinary and programmatic goals whose objectives and functions dictate more efficient organization and utilization of space. And finally, consistent with any efforts to increase space utilization, office configurations should be in keeping with global considerations as well as providing for accessibility and administrative functions.

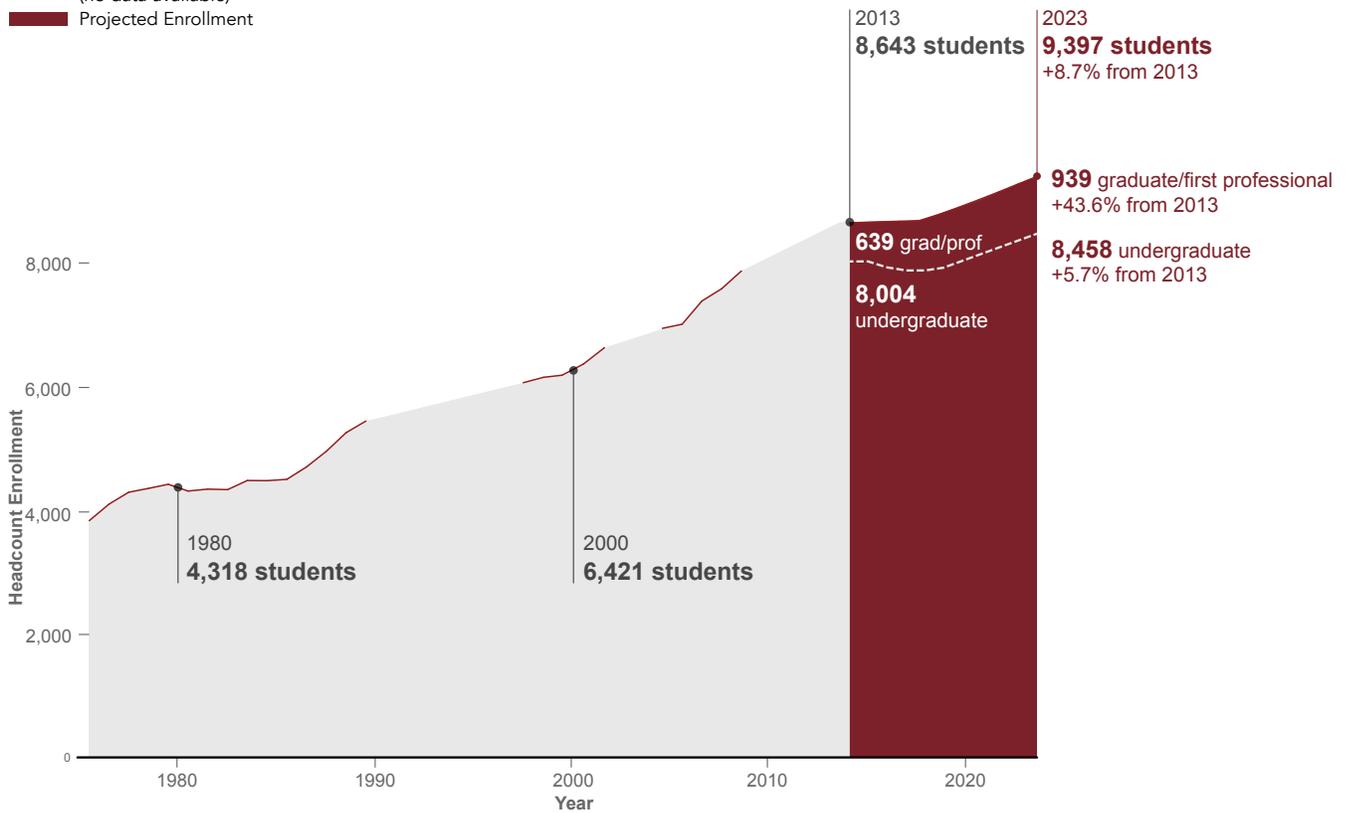
ENROLLMENT

From 2000 to 2013, the University experienced a significant growth in student enrollment. For the next decade, enrollment is projected to grow more modestly. Projected growth is weighted towards increasing the percentage of graduate and first professional students: Of 754 new students projected over the next decade, 454 will be undergraduates and 300 will be in graduate or

first professional programs. This would increase graduate student representation from seven percent of the student population to ten percent. The University is also anticipating growth in international enrollment to provide a richer cultural context and experience for the campus community.

2.1 HEADCOUNT ENROLLMENT

- Historic Enrollment (actual data)
- Historic Enrollment (no data available)
- Projected Enrollment



Historical Enrollment Data Source: 1990 Facilities Master Plan, 2003 Facilities Master Plan, 2009 Facilities Master Plan.
 Projection Source: USM Enrollment Projections, Kara Siegert, PhD, Institutional Effectiveness and Assessment, Feb. 6, 2014.

Fall Student Data												Change From	
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Fall 2013 to Fall 2023	Number
Headcount Total	8,643	8,650	8,660	8,670	8,680	8,780	8,895	9,015	9,140	9,270	9,397	754	8.7%
Undergraduate Total	8,004	8,008	7,916	7,864	7,856	7,902	8,006	8,114	8,226	8,343	8,458	454	5.7%
Full-time	7,374	7,382	7,297	7,249	7,242	7,284	7,380	7,480	7,583	7,691	7,797	423	5.7%
Part-time	630	626	619	615	614	618	626	634	643	652	661	31	4.9%
Grad./First Prof. Total	639	642	744	806	824	878	889	901	914	927	939	300	46.9%
Full-time	291	276	320	347	355	378	383	388	393	399	404	113	38.9%
Part-time	348	366	424	459	469	500	506	513	521	528	535	187	53.7%
FTDE or FTNE Students	7,015	6,950	6,958	6,966	6,974	7,045	7,137	7,233	7,333	7,438	7,540	525	7.5%

Fiscal Year Full-Time Equivalent Data												Change From	
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	FY14 to FY24	Number
FTE Students	7,879	7,885	7,894	7,904	7,913	7,992	8,097	8,206	8,320	8,438	8,554	675	8.6%
University Centers	47	54	59	59	59	59	-	-	-	-	-	12	24.8%
U at Shady Grove	27	33	36	36	36	36	-	-	-	-	-	9	35.4%
Hagerstown	21	22	23	23	23	23	-	-	-	-	-	2	14.9%

2.2 SALISBURY UNIVERSITY ENROLLMENT PROJECTIONS

FACULTY AND STAFF PROJECTIONS

The University will strive to achieve a student/faculty ratio of 16 to 1. This ratio is projected for the year 2023. For master planning purposes, a conservative annual increase of 0.7% is projected for staff.

With this substantiating data, it is possible to apply statistical measures to known characteristics of the student population in order to quantify space needs of the future student clientele. This information will require further development

during individual project programming. It is important for the reader to understand that the preceding calculations do not, by themselves, constitute justification to construct any new facilities. The importance of the process is to serve as a basis for examination of other investigations, including interviews with each academic department, administrative function, and support group.

FACULTY & STAFF REQUIRING OFFICE SPACE		FALL 2013	10 YRS HENCE
a.	FT Faculty	410	470
b.	PT Faculty	252	175
c.	Grad/Rsch Assts, not in lab space	26	26
d.	Other Grad Stdnts, not in lab space	0	0
e.	FT Staff	626	747
f.	PT Staff incl Stdnt Workers	523	420
g.	FTE Faculty	480	520
h.	FTE Staff	757	852

2.3 FACULTY AND STAFF PROJECTIONS

SPACE GUIDELINES ALLOWANCE

2.4 SPACE NEEDS

2013 Academic Need:

160,916 NASF

Total Need:

220,239 NASF

2023 Academic Need:

120,026 NASF

Total Need:

148,240 NASF

EXISTING (2013)

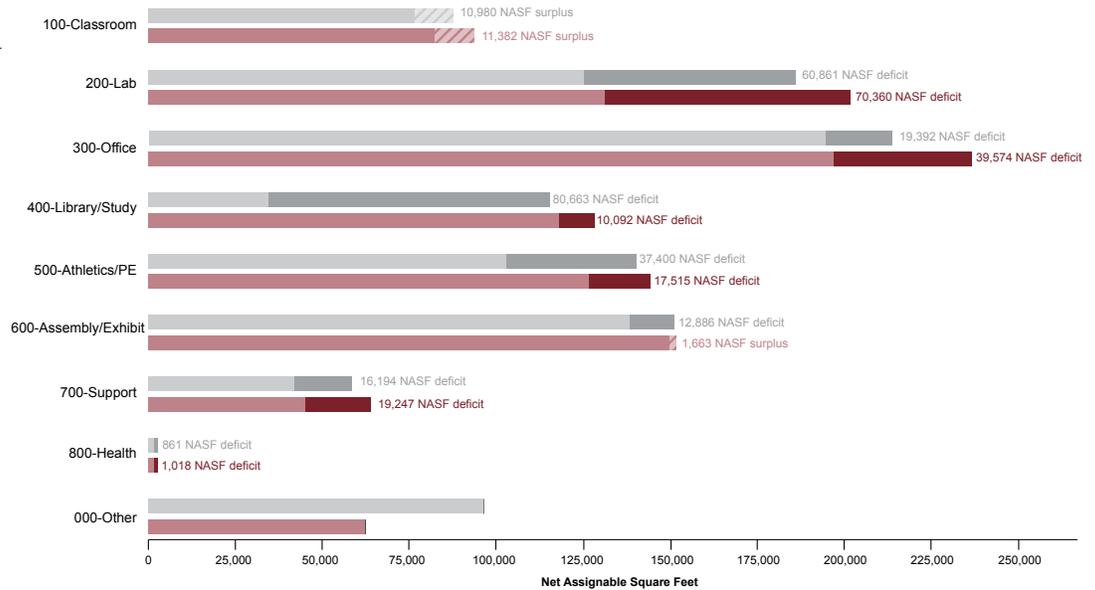
8,643 HEADCOUNT

Existing Space
Need
Surplus

PROJECTED (2023)*

9,397 HEADCOUNT

Projected Space
Need
Surplus



Source: USM Space Planning Guidelines Data Sheet, Ray Cho, Feb. 19, 2014.

* Projected(2023) includes Demolition of Caruthers, New Academic Commons, New Stadium, Demolition of Blackwell, Maggs PAC Renovation and Addition

GUIDELINES CALCULATIONS

The Maryland Department of Budget and Management's Space Planning Guidelines, in conjunction with Salisbury University's student enrollment and program projections, provide an initial assessment of facilities needs for the SU campus.

By applying information about the type of space required to teach the various courses to the projected enrollments, it is possible to determine the amount of space that is allowed using the Space Planning Guidelines. Then by applying current space inventory data, it is possible to determine the current and projected space surpluses and/or deficits.

These Space Guidelines calculations are used only as an aid to analyze campus-wide amount of space

needs by room use category. Quality of spaces is not considered when using these guidelines and these guidelines are not used in individual project planning.

GUIDELINES ANALYSIS

The Space Guideline Application Program (SGAP) indicates significant deficiencies in lab, office, library and athletic space.

LAB: HEGIS CODE 200 SERIES

Even with marginal growth in overall student enrollment numbers, STEM major student enrollment is projected to grow as part of the USM strategic initiative. Henson Hall is currently at capacity for lab space and class lab (210) as their utilization numbers run high throughout the academic year.

Research labs (250) are even more significantly deficient. Research labs are much needed to attract high quality faculty members and for graduate students in science disciplines.

OFFICE: HEGIS CODE 300 SERIES

SU has grown nearly double in student enrollment and building gross square footage in the last decade. During this time, two major academic buildings, Perdue Hall (School of Business) and Teachers Education and Technology Center (School of Education and IT) have been constructed. Although many faculty/staff offices have been added, there is still a major shortage in faculty office space.

The two largest schools, Fulton School of Liberal Arts and Henson School of Science and Technology, have outgrown their physical needs not only in classrooms and labs, but also in academic support space and faculty offices.

LIBRARY/STUDY: HEGIS CODE 400 SERIES

With the completion of the new Patricia R. Guerrieri Academic Commons building anticipated in summer 2016, the library/study space needs will be addressed.

ATHLETICS/PHYSICAL EDUCATION: HEGIS CODE 500 SERIES

The Maggs Physical Activity Center opened in 1977 when enrollment was approximately 3,700 students. 37 years later, the University's enrollment has grown to over 8,600 students. The utilization of the space is split among academics, athletics and recreation. Between the Health and Sport Sciences Department, twenty-one intercollegiate athletics teams, fourteen club sport teams,

nineteen indoor and outdoor intramural sport leagues, and the campus community, the demand for physical activity space has far exceeded supply for many years.

HOUSING: HEGIS CODE 900 SERIES

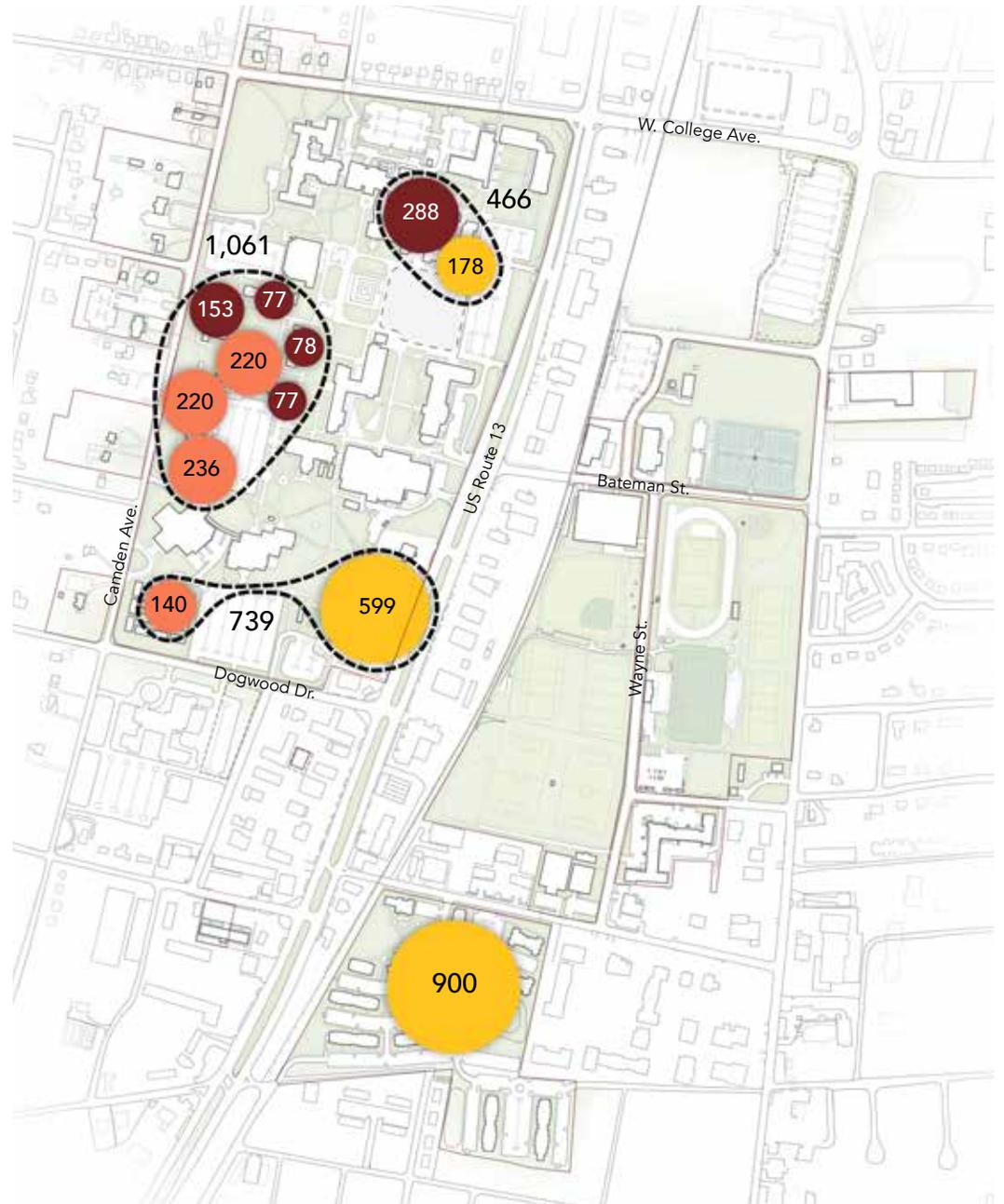
The campus core is a residential college environment: 2,266 students (28% of all undergraduate students as of Fall 2013) live west of US Route 13 on the Main Campus. Many other students live in the mix of public-private partnership and private housing complexes east of US Route 13, including 900 students living in University Park. To maintain the current percentage of students living on campus as undergraduate enrollment grows to 8,458, the University will need to add 100 beds in the next 10 years. Slight increases in the percentage of students who live on campus may be desirable if capacity allows.

While new construction and renovations have provided many high quality housing options on campus, Dogwood Village, Chesapeake Hall, and St. Martin Hall are candidates for replacement due to their condition and prominent location on campus. This need for replacement adds to the total need for new housing.

Freshman and sophomore students under the age of twenty-one, single, and maintaining permanent residence outside of the surrounding counties are required to live on campus. On-campus unit-type options include suites (two bedrooms sharing a bathroom), clusters (several bedrooms sharing a bathroom), and apartments. Typically, freshman students live in shared living situations like suites and clusters and progress to more independent

2.5 RESIDENCE LIFE *

- "Suite" - Semi-suites
- "Cluster" - Suites with no living area
- Apartment



* Circle size based on number of beds.

unit types like apartments later in their college experience. The completion of Sea Gull Square added a significant number of new apartment units to the campus core, supplementing the other private complexes to the east. To support the residential experience for lower division students, the University desires new residence halls with living learning communities to provide a mix of traditional hall style (shared bathroom) and suite style units.

As the University's international student population continues to grow, the necessity to create a "Global Village" becomes more critical. A place where additional support and services can be provided in order to ease their transition and facilitate their matriculation into degree-granting programs is needed. This could be achieved through new housing, public/private partnerships, or master leases at existing off-campus housing complexes.

QUALITATIVE INDICATORS OF SPACE USED

A variety of qualitative or non-statistical environmental characteristics have an impact on the space needs of Salisbury University. These global space needs are summarized here by the following functions:

- Instruction
- Academic Support
- Student Services
- Institutional Support
- Auxiliary Enterprise
- Housing
- Outdoor
- Parking

Summaries of qualitative indicators of current conditions and program characteristics and

future space needs/desires are a culmination of observations by the consultants and of views expressed by University personnel during interviews with the consultants and via written statements.

This listing is by no means all-inclusive. Future architectural programming for individual new or renovated facilities at Salisbury will require, in each instance, a thorough review and analysis of each of the subject function's component activities to determine a specific justification and rationale for new or reconfigured spaces.

INSTRUCTION

- The fine arts and performing arts facilities are inadequate. The Art Department has had no new space in more than 10 years.
- There is a need for highly flexible instructional spaces, now and in the future.
- There are insufficient collaborative learning environments on campus.
- Functions that should be co-located are often separated and distributed throughout the campus. There is a need for physical proximity with respect to spaces within the various schools.
- With growth in Honors program part of the strategic plan, the facilities dedicated for honor's course instruction are at capacity.
- The English Language Institute (ELI) has no dedicated classroom space.

ACADEMIC SUPPORT

- There is insufficient office space for full-time faculty and some occupy spaces that were originally designed for other purposes.
- There is insufficient research labs for full-time faculty to conduct research.

- Office space for adjunct faculty is lacking.
- There is insufficient space for required long-term storage of research data and records.

STUDENT SERVICES

- The University is discussing a one-stop student center to centralize many student services functions.
- The Commons and Guerrieri University Center are not functionally efficient or effective student centers. There are not enough good places on campus for students to socialize. There is a need for student areas that are more inviting for enjoyment, relaxation, individual study, and group learning. There is also a need for more informal spaces as students tend to avoid the more formal spaces that currently exist in The Commons or the Guerrieri University Center.
- There is insufficient and inadequate student lounge, meeting, fitness, recreational, and student organization office space. There is a particular need for commuter lounges and other spaces that allow commuting students to experience the culture of the campus.
- There are too few suitable spaces for conducting interviews and consultations with students in a confidential setting.
- The need for a multi-cultural/multi-ethnic center is evidenced by the lack of such facilities given the growing diversity of the University's community.
- There is a need for spaces with docking stations for personal laptops.
- There is a need for facilities and spaces that address the needs of students with families.
- Student organizations do not have enough space; there are 110 organizations (plus

Greeks) and only 20 cubicles for use by them. There is no storage space and no work space.

- There is insufficient space for Student Health Services to meet the needs of our student population. The current location is not ideal.
- There is need for diverse dining experiences on campus.
- International students have no dedicated gathering space.

INSTITUTIONAL SUPPORT

- There is insufficient and inadequate space for large assemblies, events, and theatrical performances. There is limited performance space and only one multi-purpose room (Wicomico Room in Guerrieri University Center). The Holloway Hall auditorium is dominated by music & theater, but it only has a 710-seat capacity. A multi-purpose concert/performance facility is needed with a capacity of 1800-2000. There is currently no space large enough to put the entire freshman class inside for convocation, aside from the main gymnasium.
- Facilities for counseling, human resources, and other areas that need confidential space are inadequate.
- Lack of storage space is a significant problem throughout the campus buildings, resulting in inappropriate storage of records, furniture and equipment, books, academic and administrative supplies, and custodial supplies.
- With 7-10% annual growth in the number of servers, the Data Center is rapidly becoming inadequate. A larger center is needed. Some redundancy is desirable for data security.
- Because of insufficient office space, some individuals are cramped into areas that were

designed as closets and alcoves. Creating office space for new personnel is extremely difficult.

- There is a need for break rooms and social spaces for staff and faculty.
- There are insufficient numbers of conference spaces and meeting rooms. Many faculty and staff meetings take place in classrooms or other spaces that are inappropriate for such activities.
- There is a need for personal fitness or “wellness” facilities that accommodate one-on-one instruction.
- Deficiencies and inadequacies in the following spaces make marketing difficult:
 - Residence halls
 - Bathrooms
 - Traditional rooms
 - Space for Socializing
 - Recreational space
 - Red Square
 - Maggs Gym
 - Route 13 (commercial zone)
 - East Campus Athletics Facilities
- A Welcome Center would allow for improved programs for prospective students and their families

AUXILIARY ENTERPRISES

- Textbook storage and merchandising space in the Bookstore are insufficient. The location of the bookstore is questionable; it is off the beaten track and is prone to flooding.
- The outdated Maggs Gymnasium is woefully inadequate in terms of size, configuration, and climate control for use as a contemporary combination academic, athletic, and recreational facility.
- There is a need for an increased number of modern conferencing facilities.

HOUSING

- Demand for the new and newly remodeled student housing exceeds available facilities.
- Some residence hall rooms are too small to accommodate students’ computer stations, clothes, storage, etc. in the older residence halls.
- Access to laundry areas is not convenient in all residence halls.
- There is a glut of off-campus, private housing due to the recent completion of several master projects, in addition to several more that are being planned.

OUTDOOR

- There are relatively few open leisure and activity spaces for students and other users of the campus. The spaces that exist are overused and hard to maintain.
- Extensive enhancements are needed for the Sea Gull Stadium and other outdoor athletic and recreation facilities.
- ROTC returned to campus in fall 2008; it may require an obstacle course or marching space.
- There is insufficient University identity on the East Campus.

PARKING

- There is an insufficient number of convenient parking spaces to serve the needs of the Salisbury campus.
- Parking for events held at Holloway Hall is inadequate and insufficient. There is only one entrance/exit point for this lot and the lot is not large enough.
- Construction of parking lot H will add 169 surface parking spaces.