

Staff Senate Recommendation to the VP of Administration & Finance

Originating Body:	Staff Senate	Originator:	Vanessa Collins, SUSS Chair
Date Submitted:	2/24/2022	Requested Effective Date:	AY 2022-23

Background: According to Rankin & Associates “Assessment of Climate for Learning, Living, and Working” final report for Salisbury University, it was noted that 44% of staff seriously considered leaving SU. Refer to page 185, Figure 48; page 186, Table 96. Reasons Why Staff Respondents Considered Leaving Salisbury University. The top two reasons were equally reported as 53.2%. 1) “limited advancement opportunities” and 2) low salary/pay rate.

One key benefit provided to Salisbury University employees is tuition remission in order to take courses on a part-time basis to pursue a BS/BA or Graduate degree to enhance the prospects of advancing their careers. This benefit clearly demonstrates that SU (as well as all USM institutions) realizes opportunities to pursue higher education is at the heart of what we do while also providing opportunities for employees to advance in their careers. It is an important benefit that has served many SU employees well. However, there is still a high cost associated with pursuing a degree. Salisbury University employees of all levels should have access and affordability to classes offered at SU that will lead to a degree. The fees charged to employees is the same fee structure charged to all students. This includes the following:

	Undergraduate	Graduate
Technology Fee:	\$15	\$15
Athletics:	\$25	\$23
Facilities:	\$39	\$40
Student Life:	\$22	\$19
Student Activities:	\$6	\$10
Sustainability:	\$1	\$1
Total Fees:	\$108/credit hour	\$108/credit hour
3 credit class:	\$324	\$324
4 credit class:	\$432	NA in most cases

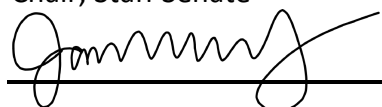
At the current rate without accounting for fee increases, for an employee to fully obtain a BS/BA degree by completing 120 credit hours, they will pay approximately \$12,960. This economic barrier cannot be overcome for many employees and may preclude them from pursuing a degree in higher education at the very institution at which they are employed. We feel many of these fees are duplicative for employees or are simply not applicable to employees who would like to take classes on a part-time basis. SU has always been an institution where obtaining a college degree is accessible and affordable for traditional students but may have

inadvertently overlooked the economic burden of paying required fees associated with pursuing a degree has on its employees.

Recommendation: To reduce economic barriers to SU employees in pursuing undergraduate and graduate degrees at SU that enables them to further their education, complete degrees, and advance in their careers, we propose forming a small working group, inclusive of a member of Staff Senate, to determine a reasonable fee structure for employees. We understand tuition and fees schedules are being finalized for the 2022-2023 AY but also understand that SU may have autonomy to reduce fees. Therefore, we recommend this revised fee structure be in place for the 2022-2023 AY and communicated to all employees in time to plan and register for the fall semester. We feel restructuring the fees may encourage more employees to take courses and seek degrees that will lead to increased opportunities to advance careers, earn higher salaries, and increase employee satisfaction.

**Attached: Pages 185-193 of the Campus Climate Assessment (Rankin & Associates)
2021-2022 Tuition and Fee Schedule**

Date Approved by the Staff Senate:

<i>Vanessa Collins</i>	2/24/2022
Chair, Staff Senate	Date
	2/24/2022
2nd Chair, Staff Senate	Date

Action Taken by VP of Administration & Finance

_____ Recommendation Accepted _____ Recommendation Not Accepted
_____ Recommendation returned to the Originating Body for further review (see attached)

Disposition for Approved Recommendation

_____ President	_____ VP Student Affairs
_____ Staff Senate Chair	_____ VP Admin & Finance
_____ Consortium Chair	_____ School Deans
_____ Webmaster	_____ AVP Institutional Equity

Faculty and Staff Respondents Who Have Seriously Considered Leaving Salisbury University

Thirty-two percent ($n = 710$) of all respondents seriously considered leaving Salisbury University. With regard to Employee respondents, 43% ($n = 113$) of Faculty respondents and 44% ($n = 154$) of Staff respondents had seriously considered leaving Salisbury (Figure 48).

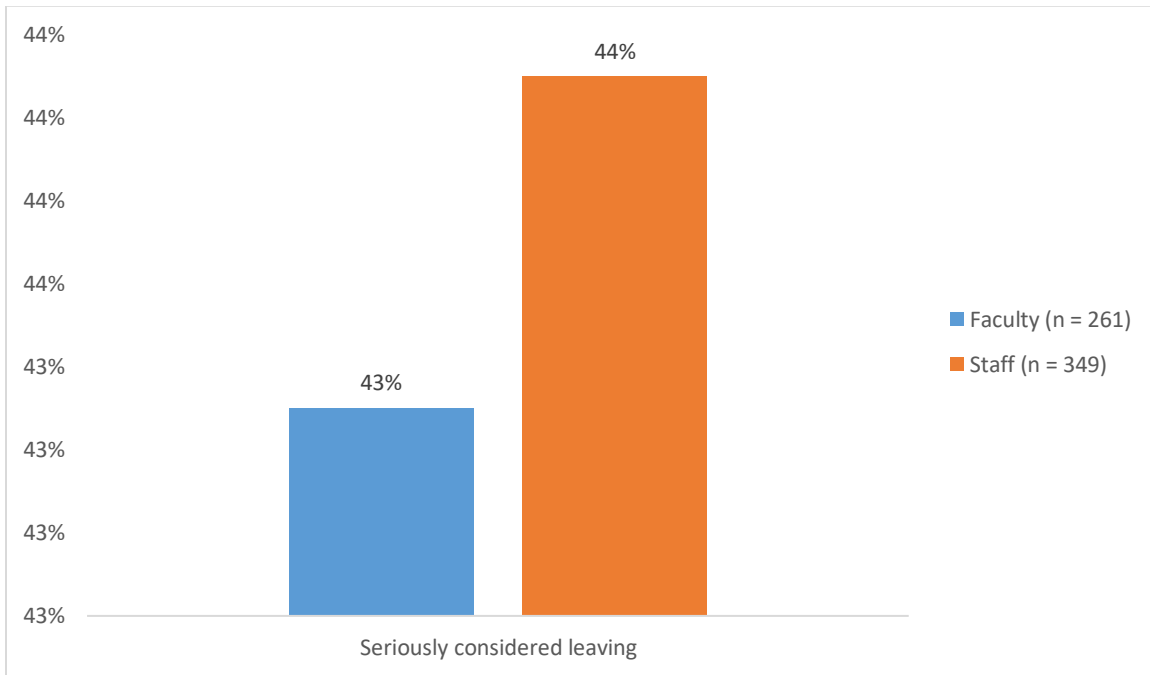


Figure 48. Employee Respondents Who Had Seriously Considered Leaving Salisbury University (%)

Fifty-three percent ($n = 82$) of those Staff respondents who seriously considered leaving did so each for low salary/pay rate and limited opportunities for advancement (Table 96). Thirty-seven percent ($n = 57$) of those Staff respondents who seriously considered leaving did so based on tension with their supervisors/managers. Other reasons included increased workload (33%, $n = 51$), lack of professional development opportunities (25%, $n = 39$), and recruited or offered a position at another institution/organization (23%, $n = 35$). “Response choices not listed” submitted by respondents included “cronyism,” “local community seems so full of anger,” and “reverse racism.”

Table 96. Reasons Why Staff Respondents Considered Leaving Salisbury University

Reason	<i>n</i>	%
Limited advancement opportunities	82	53.2
Low salary/pay rate	82	53.2
Tension with supervisor/manager	57	37.0
Increased workload	51	33.1
Lack of professional development opportunities	39	25.3
Interested in a position at another institution	35	22.7
Lack of a sense of belonging	34	22.1
Tension with coworkers	31	20.1
Recruited or offered a position at another institution/organization	27	17.5
Campus climate unwelcoming	26	16.9
Institutional support (e.g., technical support, laboratory space/equipment)	20	13.0
Personal reasons (e.g., medical, mental health, family emergencies)	11	7.1

Note: Table reports only responses from Staff respondents who indicated on the survey that they had seriously considered leaving Salisbury University (*n* = 154). Percentages may not sum to 100 as a result of multiple response choices. For a list of all responses, see Table B46 in Appendix B.

Subsequent analyses were run for Staff respondents by staff status, gender identity, racial identity, sexual identity, military status, and ability status. No statistical differences were found between groups.

Fifty-four ($n = 61$) percent of those Faculty respondents who seriously considered leaving did so each for low salary/pay rate (Table 97). Forty-two percent ($n = 47$) of those Faculty respondents who seriously considered leaving did so because of an increased workload. Other reasons included limited advancement opportunities (37%, $n = 27$), campus climate unwelcoming (35%, $n = 40$), and lack of sense of belonging (35%, $n = 40$). “Response choices not listed” submitted by respondents included “administrative corruption/lack of shared governance,” “colleagues’ egos,” and “immigration issues.”

Table 97. Reasons Why Faculty Respondents Considered Leaving Salisbury University

Reason	<i>n</i>	%
Low salary/pay rate	61	54.0
Increased workload	47	41.6
Limited advancement opportunities	27	36.9
Campus climate unwelcoming	40	35.4
Lack of a sense of belonging	40	35.4
Tension with supervisor/manager	34	30.1
Tension with coworkers	33	29.2
Local community did not meet my (my family) needs	32	28.3
Interested in a position at another institution	29	25.7
Local community climate not welcoming	25	22.1
Recruited or offered a position at another institution/organization	25	22.1
Lack of professional development opportunities	20	17.7
Institutional support (e.g., technical support, laboratory space/equipment)	18	15.9

Note: Table reports only responses from Faculty respondents who indicated on the survey that they had seriously considered leaving Salisbury University ($n = 113$). Percentages may not sum to 100 as a result of multiple response choices. For a list of all responses, see Table B46 in Appendix B.

Subsequent analyses were run for Faculty respondents by faculty status, gender identity, racial identity, sexual identity, military status, and ability status. Higher percentages of Tenured Faculty respondents (47%, $n = 55$) and Tenure-Track Faculty respondents (55%, $n = 33$) than Adjunct Faculty respondents (21%, $n = 9$) seriously considered leaving Salisbury University (Non-Tenure-Track Faculty respondents (38%, $n = 13$) were not statistically different from the other groups).^{ciii} Sixty-three percent ($n = 17$) of Queer-spectrum (including Bisexual) Faculty respondents, compared with 38% ($n = 83$) of Heterosexual Faculty respondents seriously considered leaving Salisbury University.^{civ}

Qualitative Comment Analyses

One hundred and four Employee respondents elaborated on why they had seriously considered leaving Salisbury University. One theme emerged from Faculty responses: compensation. Two themes emerged from Staff respondents: career advancement and increased workload without fair compensation.

Faculty

Compensation. Faculty Respondents stated that compensation made them seriously consider leaving Salisbury University. Respondents shared, “Massive salary compression and salary inequity between schools, and in the school (Fulton) that is paid less than all others,” “It seems like my department is continually trying to nickel and dime faculty versus showing appreciation with pay practices,” and “Lack of pay raises. Overload pay is too low and takes advantage of faculty. Campus keeps expanding administrative positions, yet we see more and more cuts to faculty development.” Other respondents added, “Again, the low pay and heavy teaching workload without much faculty support has been extremely disappointing. In this respect SU needs to improve,” “The pay is the number one issue along with lack of leadership by the administration. Over the years I have worked hard and advanced to full professor. That being the case, I have not been adequately been compensated for my hard work and dedication. There is not transparency in pay between schools and based on MD state data I am making significantly less than many junior faculty. I also do not make as much as I would if I left the university and went into the private sector,” and “Salary is below several measures of median salary for position.”

Staff

Career Advancement. Staff respondents shared that career advancement opportunities were a reason they seriously considered leaving Salisbury University. One respondent shared, “I have held the same position for many years and there is no opportunity for advancement. Many promises have been made over the years regarding advancement that have been subsequently forgotten/ignored while others have been promoted. It is painfully demoralizing. In the process of attempting to find other employment to break free from this difficult and dishonest department, I’ve realized that my many years with no advancement means I’m only eligible for

low-level jobs - SU killed my career.” Another respondent added, “Limited opportunities for advancement within my department don’t always make staying an appealing option. I have goals to further my career in the future and have definitely considered leaving in order to do this.” Other respondents noted, “There wasn’t any room for advancement, and it was/is difficult to get a reclassification approval from HR,” “Opportunities for growth originally discussed during interview/on boarding process not honored. In fact, the position was in practice downgraded (although not on paper) after the first year with opportunities for engagement with peers and administration taken away,” and “Looking for a position that would be considered an advancement - not a lateral move.”

Increased Workload Without Fair Compensation. Staff also noted they seriously considered leaving Salisbury University owing to an increased workload without fair compensation. Respondents stated, “Constant budget constraints; lack of merit/bare minimum raises; increased work load, with no admin support; seeing other departments expand with resources and personnel, while ours is continually required to shrink despite University growth and the increased workload that follows,” “My job has ‘secondary duties’ assigned and my secondary duties do not align with my coworkers in number of hours required or responsibility level. In addition, I make considerably less money than professional staff that I supervise. There is no incentive as a staff member to do more or try harder because you can never get ahead,” and “I have considered leaving SU due to an overwhelming workload which has required me to sometimes work outside of my 40 hour schedule (weekends/evenings) to get my work done. My salary does not pay my general bills and provide a sense of security.” Other respondents noted, “Under-valued and too much responsibility for the pay,” and “I was very underplayed for what my job included.”

Summary

The results from this section suggest that most Employee respondents generally held positive attitudes about Salisbury University policies and processes. With regard to discriminatory employment practices, 25% ($n = 153$) of Employee respondents had observed unfair or unjust hiring, 13% ($n = 76$) had observed unfair or unjust disciplinary actions, and 28% ($n = 168$) had observed unfair or unjust promotion, tenure, and/or reclassification. Gender/gender identity, length of service at Salisbury University, job duties, position status, racial identity, ethnicity and

nepotism/cronyism were the top perceived bases for many of the reported discriminatory employment practices.

Most Staff respondents agreed that they had supervisors or colleagues/coworkers who gave them job/career advice or guidance when they needed it; that their supervisors provided adequate support for them to manage work-life balance; that they were given a reasonable time frame to complete assigned responsibilities; that their supervisors were supportive of their taking leave; that they felt valued by coworkers in their department/outside their department and by their supervisors/managers/directors; and that their skills and work were valued. Less than positive attitudes were also expressed by Staff respondents. For example, some Staff respondents felt that their workload increased without additional compensation as a result of other staff departures and that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. Differences by staff status existed insofar as Non-Exempt Staff respondents disclosed less positive perceptions of the campus climate than did their Exempt Staff respondent counterparts, and Women Staff respondents disclosed less positive perceptions than did their Men Staff respondent counterparts.

A majority of Tenured and Tenure-Track Faculty and Non-Tenure-Track Faculty respondents agreed that their teaching and research was valued by Salisbury University, but some expressed views that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations and that faculty opinions were not taken seriously by senior administrators. Non-Tenure-Track and Adjunct Faculty respondents, in particular, indicated that they performed more work to help students than did their colleagues and that they felt pressured to do extra work that was uncompensated. Most Faculty respondents felt valued by faculty in their department/program, by their department chair or school director, by other faculty, and by students in the classroom.

Nearly half of Faculty respondents (43%, $n = 113$) and Staff respondents (44%, $n = 154$) had seriously considered leaving Salisbury University in the past year. The top reasons why Faculty and Staff respondents had seriously considered leaving included low salary/pay rate, limited opportunities for advancement, tension with supervisor/manager, campus climate not welcoming, and increased workload.

-
- ^{xlvi} A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they observed unfair hiring practices by faculty status: $\chi^2(3, N = 254) = 12.2, p < .01$.
- ^{xlix} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by gender identity: $\chi^2(1, N = 576) = 4.5, p < .05$.
- ^l A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by racial identity: $\chi^2(3, N = 576) = 12.3, p < .01$.
- ^{li} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by sexual identity: $\chi^2(1, N = 564) = 5.8, p < .05$.
- ^{lii} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by disability status: $\chi^2(2, N = 596) = 9.6, p < .01$.
- ^{liii} A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices by faculty position status: $\chi^2(3, N = 255) = 21.9, p < .001$.
- ^{liv} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices by sexual identity: $\chi^2(1, N = 564) = 6.1, p < .05$.
- ^{lv} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed employment-related discipline or action by racial identity: $\chi^2(1, N = 573) = 4.0, p < .05$.
- ^{lvi} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed employment-related discipline or action by sexual identity: $\chi^2(1, N = 563) = 3.9, p < .05$.
- ^{lvii} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that the criteria for tenure were clear by faculty status: $\chi^2(4, N = 177) = 12.8, p < .05$.
- ^{lviii} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated the department specific criteria for tenure were clear by faculty status: $\chi^2(4, N = 176) = 11.2, p < .05$.
- ^{lix} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated they felt both supported and mentored during the tenure-track years by faculty status: $\chi^2(4, N = 176) = 11.6, p < .05$.
- ^{lx} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated they felt supported and mentored during the tenure-track years by faculty status: $\chi^2(4, N = 174) = 11.8, p < .05$.
- ^{lxi} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that Salisbury University faculty who qualified for delaying their tenure-clock felt empowered to do so by gender identity: $\chi^2(4, N = 12.8) = 170, p < .05$.
- ^{lxii} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations by faculty status: $\chi^2(4, N = 176) = 11.8, p < .05$.
- ^{lxiii} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations by gender identity: $\chi^2(4, N = 171) = 11.8, p < .05$.
- ^{lxiv} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who would like more opportunities to participate in substantive committee assignments by faculty status: $\chi^2(4, N = 177) = 9.6, p < .05$.
- ^{lxv} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that they had job security by faculty status: $\chi^2(4, N = 175) = 18.4, p < .001$.
- ^{lxvi} A chi-square test was conducted to compare percentages of Faculty respondents who indicated that salaries for tenure-track faculty positions were competitive by faculty status: $\chi^2(12, N = 253) = 72.5, p < .001$.
- ^{lxvii} A chi-square test was conducted to compare percentages of Faculty respondents who indicated that health insurance benefits were competitive by gender identity: $\chi^2(4, N = 242) = 16.2, p < .01$.
- ^{lxviii} A chi-square test was conducted to compare percentages of Faculty respondents who indicated that retirement/supplemental benefits were competitive by gender identity: $\chi^2(4, N = 238) = 16.6, p < .01$.

^{lxi} A chi-square test was conducted to compare percentages of Faculty respondents who indicated their colleagues included them in opportunities that would help their careers as much as others in their position by racial identity: $\chi^2(4, N = 244) = 18.5, p < .001$.

^{lxx} A chi-square test was conducted to compare percentages of Faculty respondents who indicated that the performance evaluation process was clear by faculty status: $\chi^2(12, N = 255) = 39.2, p < .001$.

^{lxxi} A chi-square test was conducted to compare percentages of Faculty respondents who indicated that the performance evaluation process was clear by racial identity: $\chi^2(4, N = 245) = 11.1, p < .05$.

^{lxxii} A chi-square test was conducted to compare percentages of Faculty respondents who indicated that Salisbury University provided them with resources to pursue professional development by faculty status: $\chi^2(12, N = 255) = 38.1, p < .001$.

^{lxxiii} A chi-square test was conducted to compare percentages of Faculty respondents who felt positive about their career opportunities at Salisbury University by racial identity: $\chi^2(4, N = 244) = 20.9, p < .001$.

^{lxxiv} A chi-square test was conducted to compare percentages of Faculty respondents who were inclined to recommend Salisbury University as a good place to work by racial identity: $\chi^2(4, N = 244) = 23.4, p < .001$.

^{lxxv} A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by Salisbury University senior administrators by faculty status: $\chi^2(12, N = 255) = 23.2, p < .05$.

^{lxxvi} A chi-square test was conducted to compare percentages of Faculty respondents who believed that Salisbury University encouraged free and open discussion of difficult topics by faculty status: $\chi^2(12, N = 255) = 28.4, p < .01$.

^{lxxvii} A chi-square test was conducted to compare percentages of Faculty respondents who believed that Salisbury University encouraged free and open discussion of difficult topics by racial identity: $\chi^2(4, N = 245) = 15.0, p < .01$.

^{lxxviii} A chi-square test was conducted to compare percentages of Faculty respondents who believed that Salisbury University values viewpoint diversity by faculty status: $\chi^2(12, N = 252) = 26.0, p < .05$.

^{lxxix} A chi-square test was conducted to compare percentages of Faculty respondents who believed that Salisbury University values viewpoint diversity by racial identity: $\chi^2(4, N = 242) = 11.3, p < .05$.

^{lxxx} A chi-square test was conducted to compare percentages of Faculty respondents who felt that their research/scholarship was valued by faculty status: $\chi^2(12, N = 254) = 26.4, p < .01$.

^{lxxxi} A chi-square test was conducted to compare percentages of Staff respondents who had supervisors who gave them job/career advice or guidance when they needed it by gender identity: $\chi^2(4, N = 330) = 12.1, p < .05$.

^{lxxxii} A chi-square test was conducted to compare percentages of Staff respondents who felt Salisbury University provided adequate support to help them manage work-life balance by gender identity: $\chi^2(4, N = 329) = 15.2, p < .01$.

^{lxxxiii} A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by staff status: $\chi^2(4, N = 343) = 10.4, p < .05$.

^{lxxxiv} A chi-square test was conducted to compare percentages of Staff respondents who indicated that their workload was increased without additional compensation due to other staff departures by racial identity: $\chi^2(4, N = 331) = 13.7, p < .01$.

^{lxxxv} A chi-square test was conducted to compare percentages of Staff respondents who felt pressured by departmental work requirements that occurred outside of their normally scheduled hours by staff status: $\chi^2(4, N = 345) = 20.8, p < .001$.

^{lxxxvi} A chi-square test was conducted to compare percentages of Staff respondents who felt hierarchies existed within staff positions that allowed some voices to be valued more than others by sexual identity: $\chi^2(4, N = 319) = 9.8, p < .05$.

^{lxxxvii} A chi-square test was conducted to compare percentages of Staff respondents who felt Salisbury University provided them with resources to pursue training/professional development opportunities by staff status: $\chi^2(4, N = 349) = 11.0, p < .05$.

^{lxxxviii} A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor provided them with resources to pursue training/professional development opportunities by staff status: $\chi^2(4, N = 347) = 10.9, p < .05$.

^{lxxxix} A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor provided them with resources to pursue training/professional development opportunities by gender identity: $\chi^2(4, N = 330) = 12.0, p < .05$.

^{xc} A chi-square test was conducted to compare percentages of Staff respondents who indicated that Salisbury University policies were fairly applied across the institution by staff status: $\chi^2(4, N = 347) = 10.9, p < .05$.

^{xcⁱ} A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal time packages were competitive by staff status: $\chi^2(4, N = 346) = 9.6, p < .05$.

^{xcⁱⁱ} A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal time packages were competitive by racial identity: $\chi^2(4, N = 330) = 14.2, p < .01$.

^{xcⁱⁱⁱ} A chi-square test was conducted to compare percentages of Staff respondents who thought retirement benefits were competitive by staff status: $\chi^2(4, N = 343) = 17.9, p < .001$.

^{xc^{iv}} A chi-square test was conducted to compare percentages of Staff respondents who thought retirement benefits were competitive by racial identity: $\chi^2(4, N = 327) = 11.8, p < .05$.

^{xc^v} A chi-square test was conducted to compare percentages of Staff respondents who indicated Staff opinions were valued on Salisbury University committees by staff status: $\chi^2(4, N = 347) = 12.4, p < .05$.

^{xc^{vi}} A chi-square test was conducted to compare percentages of Staff respondents who indicated that Staff opinions were valued by Salisbury University faculty by staff status: $\chi^2(4, N = 347) = 20.1, p < .001$.

^{xc^{vii}} A chi-square test was conducted to compare percentages of Staff respondents who felt valued by coworkers outside their department by racial identity: $\chi^2(4, N = 333) = 10.8, p < .05$.

^{xc^{viii}} A chi-square test was conducted to compare percentages of Staff respondents who had supervisors who felt valued by Salisbury University senior administrators by gender identity: $\chi^2(4, N = 325) = 12.5, p < .05$.

^{xc^{ix}} A chi-square test was conducted to compare percentages of Staff respondents who thought that coworkers in their work unit prejudged their abilities based on a perception of their identity/background by racial identity: $\chi^2(4, N = 332) = 12.2, p < .05$.

^c A chi-square test was conducted to compare percentages of Staff respondents who believed that their department encourages free and open discussion of difficult topics by gender identity: $\chi^2(4, N = 330) = 10.7, p < .05$.

^{ci} A chi-square test was conducted to compare percentages of Staff respondents who believed that their Salisbury University valued viewpoint diversity by racial identity: $\chi^2(4, N = 331) = 10.6, p < .05$.

^{cⁱⁱ} A chi-square test was conducted to compare percentages of Staff respondents who felt that their skills were valued by racial identity: $\chi^2(4, N = 333) = 11.8, p < .05$.

^{cⁱⁱⁱ} A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving Salisbury University by faculty status: $\chi^2(3, N = 254) = 13.9, p < .01$.

^{c^{iv}} A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving Salisbury University by sexual identity: $\chi^2(1, N = 243) = 6.0, p < .05$.



**ESTIMATED SCHEDULE OF TUITION AND MANDATORY FEES
UNDERGRADUATE AND GRADUATE: ACADEMIC YEAR 2021 – 2022**

Note: Notwithstanding any other provision of this or any other University publication, the University reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by SU and/or USM BOR.

<u>Tuition and Mandatory Fees (Full-Time Undergrad)</u>	<u>Semester</u>	<u>Year</u>
Tuition Resident	\$3,704	\$7,408
Tuition Non-Resident	8,839	17,678
Tuition Non-Resident Regional Hagerstown (USMH)	5,839	11,678
Mandatory Fees		
Technology Fee	\$179	\$358
Athletics	340	680
Facilities Fee	530	1060
Student Life (Union, Recreation, Intramurals)	264	528
Student Activities Fee	65	130
Sustainability Fee	12	24
Total Full-Time Mandatory Fees	\$1,390	\$2,780
Total Resident Tuition & Mandatory Fees	\$5,094	\$10,188
Total Non-Resident Tuition & Mandatory Fees	\$10,229	\$20,458
Total Non-Resident Tuition & Mandatory Fees-USMH	\$7,229	\$14,458

Full time semester/year rates are only applicable to the spring and fall semesters.

Mandatory Fees are predicated on the costs of supporting the various departments and programs of the University.

Tuition (Part-Time Undergraduate) Per Credit Hour

Undergraduate Resident	\$303
Undergraduate Non-Resident	730
Undergraduate Non-Resident Regional Hagerstown	480

Mandatory Fees (Part-Time Undergraduate) Per Credit Hour

Technology Fee	\$15
Athletics	25
Facilities Fee	39
Student Life (Union, Recreation, Intramurals)	22
Student Activities Fee	6
Sustainability Fee	1

Tuition-Graduate Per Credit Hour (excluding DNP, Ed.D, GIS, Online MBA, Online MSW, Athletic Training)

Graduate Resident	\$420
Graduate Non-Resident	760
Graduate Non-Resident Regional Hagerstown	505

Tuition-DNP Per Credit Hour

Graduate/DNP Resident	\$665
Graduate/DNP Non-Resident	840

**ESTIMATED SCHEDULE OF TUITION AND MANDATORY FEES
UNDERGRADUATE AND GRADUATE: ACADEMIC YEAR 2021 – 2022**

Tuition-Education Doctorate (Ed.D) Per Credit Hour

Graduate- Education Doctorate Resident	\$560
Graduate- Education Doctorate Non-Resident	975

Tuition-Masters Athletic Training Per Credit Hour

Graduate-AT Resident	\$625
Graduate-AT Non-Resident	780

Mandatory Fees - Graduate Per Credit Hour (excluding GIS, Online MBA, Online MSW)

Technology Fee	\$15
Athletics	23
Facilities Fee	40
Student Life (Union, Recreation, Intramurals)	19
Student Activities Fee	10
Sustainability Fee	1

Online Graduate Programs-Inclusive of All Tuition and Fees; Application Fee Still Applies; One Credit Hour Rate Regardless of Residency

Graduate-Online Geographic Information Science Management	\$675
Graduate-Online Masters Business Administration	775
Graduate-Online Masters Social Work	775

Room Rates

	<u>Semester</u>	<u>Year</u>
Single Occupancy Rooms (9-Month):		
Apartment- Dogwood	\$3,710	\$7,420
Apartment- Chesapeake	4,000	8,000
Apartment -Sea Gull Square (10-month)	4,170	8,340
Suite (Manokin, Pocomoke, Nanticoke, Wicomico, Choptank, Chester, Severn)	4,100	8,200
St. Martin, Global Village	3,750	7,500
Double Occupancy Rooms (9-Month):		
Apartment (Chesapeake)	3,600	7,200
Suite (Manokin, Pocomoke, Nanticoke, Wicomico, Choptank, Chester, Severn)	3,650	7,300
St. Martin	3,300	6,600
Triple Occupancy Rooms (9-Month):		
Suite (Chester, Choptank, Severn)	3,100	6,200
Sea Gull Square (12-Month):		
4 Bedrooms/2 Bathrooms (Per Bed)	4,350	8,700
4 Bedrooms/4 Bathrooms (Per Bed)	4,600	9,200
2 Bedrooms/2 Bathrooms (Per Bed)	4,600	9,200
2 Bedroom/1 Bathroom (Per Bed)	4,375	8,750
1 Bedroom/1 Bathroom (Per Bed)	4,600	9,200

ESTIMATED SCHEDULE OF TUITION AND MANDATORY FEES UNDERGRADUATE AND GRADUATE: ACADEMIC YEAR 2021 – 2022

Sea Gull Square is the only main campus residence hall with a 12-month annual lease.

<u>Meal Plan Rates</u>	<u>Semester</u>	<u>Year</u>
All Access-Unlimited Meals	\$2,600	\$5,200
200 Meals to Use Any Time	2,500	5,000
125 Meals to Use Any Time	1,750	3,500
75 Meals to Use Any Time	1,150	2,300
45 Meals to Use Any Time	650	1,300

Students living on campus (Chester, Choptank, Dogwood Village, Manokin, Nanticoke, Pocomoke, Severn, St. Martin, and Wicomico) must choose either the All Access meal plan or the 200 Meals to Use Any Time.

Students living in Chesapeake, Sea Gull Square, University Park, or other off campus housing and commuters may choose any meal plan, or no meal plan at all. First year students living in Chesapeake or Sea Gull Square are required to select a meal plan other than the 45 Meals to Use Any Time.

Other Expenses

(This list is not inclusive of all fees that the University may charge.)

Admissions Deposit	\$300
Application Fees (Undergraduate, Readmission)	50
Application Fee (Graduate)	65
Breach of Housing Contract	800
Course Fees	10 to 200
For detail, see http://www.salisbury.edu/cashiers/docs/ay18_coursefees.pdf	
Deferred Payment Fee	75
Golf Greens Fee	42
Late Payment Fee	75
Late Registration Fee	75
Liability Insurance (Certain Programs)	10 to 40
Lost Gull Card Fee	25
Meal Plan Adjustment Fee	25
Music Lab Fee (per credit)	200
Nursing Lab Fee (per course)	65 to 100
Orientation Fee (Freshmen/Transfer)	150
Physical Examination Fee	30
Returned Check/ACH Fee	35
Student Teaching Fee (per experience)	225
Vehicle Registration Fee	
Students – East Campus	75
Students – Parking Garage	90
Students – Main Campus	110
Students – Evening	35