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Chapter 1 – Administration

UNIVERSITY SYSTEM OF MARYLAND

USM Constituent Institution

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

Bowie State University
Coppin State University
Frostburg State University
Towson University
University of Baltimore
University of Maryland, Baltimore
University of Maryland, Baltimore County
University of Maryland, College Park
University of Maryland, Eastern Shore
University of Maryland University College
University of Maryland Center for Environmental Science

System-wide Education Centers:

Universities at Shady Grove
USM at Hagerstown

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

USM Bylaws, Policies and Procedures

The Board of Regents (BOR) of the USM has the responsibility for managing the System under Title 12 of the Education Article of the Maryland Annotated Code. To carry out this responsibility the Board has developed regulations for the System and published these in the document entitled *[Bylaws, Policies and Procedures of the Board of Regents: University System of Maryland](#)*.

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

SU Policy on Faculty Membership in the Council of University System Faculty

As members of the University System of Maryland, Salisbury University's faculty send institutional representatives to the Council of University System Faculty. The most current policy of the [Constitution for the Council](#) is found on the USM's Web site.

SALISBURY UNIVERSITY

SU Mission Statement-pending approval by MHEC 9/21/18

MISSION

Salisbury University is a premier comprehensive Maryland public university offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, health sciences, social work, and education 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. Students learn from professional educators in small classroom settings, faculty and professional staff serve as academic advisors, and virtually every student has an opportunity to undertake research or experiential learning with a faculty mentor. Through our four privately endowed Schools, the College of Health and Human Services and the Honors College, we foster an environment where individuals prepare for career and life, including their social, physical, occupational, emotional, and intellectual well-being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland and the United States and from around the world, supporting all members of the University community as they work together to achieve institutional goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation.

Values

The core values of Salisbury University are excellence, student centeredness, learning, community, civic engagement, and diversity and inclusion. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. The goals and objectives of our strategic, academic, facilities, and enrollment plans, as well as our fiscal commitments, reflect our fundamental values. In addition to these principle values, the University embraces, through its shared governance bodies, the long-honored tradition of honesty and mutual regard that is and should be a defining characteristic of higher education. The "Salisbury University Promise" is a statement of integrity and respect for others to which we ask all new students to commit as a way of highlighting the University's values and expectations. Salisbury University Promise states "As a Salisbury University student, I will connect what I learn to how I live; I will demonstrate personal and academic integrity; I will respect diverse groups and individuals; and I will strive to bring honor to myself and the University."

Vision

Salisbury University, *A Maryland University of National Distinction*, will be acknowledged by its peers as a globally oriented, comprehensive university widely recognized for excellence in education both in and out of the classroom and for its commitment to model programs in civic engagement. Undergraduate research, international experiences, and a broad range of internships and community outreach activities will be the hallmark of the institution, enriching the traditional academic curriculum and enabling students to connect research to practice and theory to action. Salisbury University will grow to meet the educational and workforce needs of the State by providing nationally distinguished undergraduate programs as well as specialized Masters and Doctoral programs that uniquely serve the region. We will attract superior students who are academically exceptional and who embrace their role as involved citizens. We will empower students for a life of leadership and cultural appreciation through their participation in campus artistic and athletic activities and in campus clubs and organizations. We will graduate students who are recruited by the best employers and graduate schools and who will possess 21st century skillsets that make them agile and adaptive thinkers capable of participating in a global workforce.

INSTITUTIONAL IDENTITY

Salisbury University unites highly qualified and diverse faculty, staff, and students to create a learning community firmly grounded in a liberal arts education. The University is increasingly internationally oriented and prepares its students for careers in a global economy, for graduate education, and for meeting the State's workforce needs. Opportunities to study abroad are encouraged to facilitate greater student understanding of the differences and similarities among peoples of the world. An English Language Institute provides a pathway for increased numbers of international students to enter academic programs at SU. Additionally, the ability to support J-1 visas for visiting international scholars creates new opportunities for Maryland students to learn from a more diverse faculty. Diversity among campus members, ideas, and perspectives is highly valued as the underpinning of an informed education and the basis of understanding in an increasingly interdependent world.

At Salisbury University, we emphasize active learning and the preparation of students for civic engagement with the ability to pursue personal and professional education throughout their lives. The University's Honors College offers academically enriched curricula enhanced by many cultural events and activities for talented and high-achieving students. As a vital resource and economic engine, the University promotes and supports applied research, targeted outreach programs, PK-16 partnerships, wide-ranging cultural events open to the community, nationally competitive Division III athletics, and the active engagement of faculty, staff, and students in all aspects of community life.

As a predominantly undergraduate institution, Salisbury University offers degree programs in the liberal arts, science and technology, nursing and health sciences, teacher education, social work, business, and information systems. Graduate programs are chiefly applied with degrees offered in business administration, applied health physiology, athletic training, nursing and nursing practice, social work, education and literacy, teaching, mathematics education, applied biology, geographic information systems management, English, conflict analysis and dispute resolution, and history with an emphasis on Chesapeake studies. In response to regional and statewide workforce needs, the University explores the potential for new programs or partnerships with other institutions and examines community demands for new or expanded undergraduate and graduate programs. Recent additions of applied doctorates in nursing and education address specific pressing needs of our region. Academic programs are offered primarily on our 218-acre campus, which is highly praised for its attractive open spaces, easy pedestrian circulation, and numerous outdoor sculptures. The campus is a designated arboretum for the scientific study and public display of various species of woody and herbaceous plants. Programs such as social work, elementary education and exercise science are offered through a variety of media at satellite campuses throughout Maryland and in Europe. The development of online programs allows SU to offer programs beyond our campus and internationally.

Founded in 1925 as a college for the preparation of teachers, Salisbury University today attracts the majority of its students to the Lower Eastern Shore from the Maryland counties west of the Chesapeake Bay and Baltimore City as well as from other states and nations. Salisbury University serves and supports the Eastern Shore, its communities, and its heritage, as demonstrated by its commitment to the University's Ward Museum of Wildfowl Art, the most comprehensive collection of wildfowl carving in the world, and the Nabb Research Center for Delmarva History and Culture dedicated to collecting, preserving, and providing access both to the oldest, continuous written records in British-speaking America and to the documents and artifacts illustrating the greater Delmarva region's rich historical and cultural heritage. The University's many outreach groups support the people and businesses of our home community while providing service learning opportunities for our students, faculty, and staff.

Salisbury University is the cultural center for the region, providing numerous programmatic offerings of cultural affairs, theatre, music, dance, and art exhibitions that are enjoyed annually by thousands of campus and community members. At the same time, the University recognizes that its appeal and service, both now and in the future, are to a broad and diverse student population. In recent years, the University has achieved both State and national distinction among its peers and has been acknowledged as one of the best public universities in its class. This reputation extends into all areas of campus life, including our Division III athletics program that affirms academics as the highest priority in the life of student-athletes. The athletic

programs SU annually field nationally competitive teams and athletes who consistently rank among the best in the country, both athletically and academically.

A major presidential initiative focuses on the relationship between the University and its community neighbors and partners in order to strengthen and invigorate town/gown synergies. SU also collaborates with the University of Maryland Eastern Shore, a Historically Black University located in neighboring Somerset County. This relationship broadens diversity, permits the sharing of resources, and allows for joint educational programming.

The University is a stakeholder in the Eastern Shore Higher Education Center (ESHEC) at Wye Mills, with the authority to offer baccalaureate and master's degrees at that location. In this venue, SU partners with Chesapeake College, Cecil College and the University of Maryland Eastern Shore. The focus of this broad partnership is to ensure that regional educational needs are met by regional institutions through articulated and collaborative programs, distance education, and other opportunities. The University is also a partner institution at the Universities at Shady Grove (USG) in Rockville, MD, where it delivers a B.S. degree in exercise science and a Masters of Arts degree in applied health physiology is planned for delivery in 2019. Additionally, SU offers its social work program at the University System of Maryland's Hagerstown site, at Cecil College, at the Higher Education Center in Southern Maryland, and, in a unique partnership with the University of Maryland University College, at Ramstein Air Force Base in Germany.

Believing that a diverse community of individuals and ideas greatly enriches the campus learning environment and is critical to preparing students for life in a global society, SU makes a conscious effort to promote diversity and inclusion on campus and supports activities that bring awareness and understanding of different cultures and groups. The University created both the Office of Institutional Equity, Fair Practices, Diversity & Inclusion, Office of Veterans' Services, and the Office of Multicultural Student Services to develop programs and opportunities to increase the diversity of faculty, staff, and students and ensure a welcoming and open campus environment. Its highly committed and diverse faculty and staff work together to generate a robust learning environment that emphasizes the sense of community and excellence that are at the core of the University's initiatives.

INSTITUTIONAL CAPABILITIES

The University has worked diligently to enhance the high quality of academic programming even in times of State fiscal constraint and without undue burden on our students and their families. Ever watchful to meet the high standards expected by our students, faculty, and other stakeholders, the institution has planned prudently for future enrollment growth and facilities improvement and expansion. Increasingly, we look to our Alumni Association and Salisbury University Foundation, Inc. Board to assist the University in raising the necessary resources to ensure adequate scholarships for our students, development of support for our faculty, and capital funds to support new building and renovation, such as our new Guerrieri Academic Commons, the Center for Entrepreneurship planned for downtown Salisbury, and expanded student housing south of campus.

STUDENT SUCCESS

With its strong commitment to active learning, the University will continue to recruit, support and develop outstanding faculty and staff who encourage and facilitate student participation in internships, international experiences, research, service learning, and leadership development opportunities. Salisbury University's Presidential Citizen Scholar program has earned praise for actively preparing and encouraging students to be responsible and contributing members of their local and national communities. The University's Scarborough Student Leadership Center is acknowledged as one of the first free-standing buildings in the nation dedicated to the leadership development of members of our social and honorary societies and other student groups. These activities are vital components of the collegiate learning experience and the preparation of engaged citizens.

Research, scholarship, and creative activity remain fundamental to university life and are integral to both teaching and learning. Salisbury faculty members, who are teacher/scholars engaged in both pure and

applied research, are encouraged and supported to include students in research, scholarship, and creative endeavors. In support of the State's Innovation Goal and Strategies, the University has provided support for faculty to communicate their accomplishments in these areas through a web-based activity reporting solution (Digital Measures). This innovative tool supports the redesign of faculty profiles to a standard format which will allow students and external audiences to more easily identify faculty with research and service interests similar to their own. Hundreds of students present findings at the University's 20-year old annual research conference. Additionally, scores of Salisbury students present their work at professional meetings within their disciplines, the National Conference on Undergraduate Research (NCUR), case competitions, and regional Honors conferences.

The alignment of the University's own student success *Strategic Plan* goal with the *2017-2021 Maryland State Plan for Postsecondary Education* student success goal are apparent. Salisbury's Nationally Competitive Fellowships Office supports students seeking scholarships and fellowships such as Fulbright, Marshall, Rhodes, Gates, Mitchell, Goldwater, Udall, and Boren. Since its establishment in 2011, Salisbury students have won prestigious Gates Cambridge, Gilman, German Academic Exchange Service (DAAD), Environmental Protection Agency fellowships and the campus was recognized by the U.S. Department of State's Bureau of Educational and Cultural Affairs as a top producer of Fulbright students for 2017-2018. Additionally, the University created the Office of Undergraduate Research and Creative Activity (OURCA) to cultivate a vibrant environment of undergraduate scholarship through supporting faculty-student mentorships and an Undergraduate Research Fellows Program.

In fall 2016, the Academic Advising Center was established and professional academic advisors were hired to primarily assist with the advising of incoming freshmen. These new professional academic advisors utilize the Education Advisory Board's (EAB) Student Success Collaborative (SSC) as an early warning system to assist in course selection, selection of a major, and early indicators of academic success. Each first-year student is assigned an academic advisor to assist them with understanding degree requirements, planning coursework, and developing an understanding of opportunities available across the university. The services provided through EAB's SSC also complement services already being offered by Career Services, the Center for Student Achievement (CSA), the Writing Center, TRiO, and Residence Life. All of these services are aligned with the State's own strategies (6 and 7) which highlight mechanisms that facilitate prompt completion of degree requirements and enhance academic advising and career planning.

Salisbury University's faculty and staff have a tradition of service to the campus and meaningful engagement with students. A recent example of faculty and staff engagement and innovation is the University's first-year-student orientation which will include a civic reflection program initiated by our faculty with the aim of introducing students to the academic environment, civil discourse, the value of knowledge and the importance of struggling with and contextualizing ambiguity. Such efforts contribute enormously to the outstanding four-, five-, and six-year graduation rates and post-graduate success that Salisbury University students have achieved. Students are also supported by programs in the University's Counseling Center, Student Health Services, Center for Student Leadership and Involvement, Disability Support Services, and Multicultural Student Services. Moreover, faculty, students, and staff actively participate in the University's shared governance system.

FACULTY EXCELLENCE

Salisbury University will thrive as a premier comprehensive public institution that is recognized as a model by regional and national peers. All academic programs and curricula are the purview of the faculty, who design, deliver and regularly assess all aspects of the academic enterprise. Learning is at the heart of university life, and teaching effectiveness is a principal criterion in faculty recruitment, promotion, tenure, and merit decisions. Our annual survey of extra-instructional activity confirms the high productivity of our current faculty in terms of numerous publications, grant awards, and creative endeavors; hundreds of undergraduate research and community projects; and thousands of public service days.

ACADEMIC AND OTHER PROGRAMMING

As a comprehensive institution, Salisbury University assumes a critical role in responding to the educational, economic, cultural, and social needs of the region. There are four endowed schools at Salisbury University plus the Honors College, which was established in 2016. In July 2018, the new College of Health and Human Services began its inaugural year. Below are short descriptions of the University's academic, educational, and outreach units. A complete list of academic degrees is provided in Appendix I.

The **Fulton School of Liberal Arts**, with 12 academic departments, is the largest and most diverse of the academic divisions within the university. The Fulton School encompasses the visual and performing arts, humanities, and social sciences, and supports a broad range of academic programs aimed at developing knowledge and skills essential to professional success in a globalized and knowledge-based economy, including information literacy, critical thinking, and oral and written communications. The School implemented a full reform of its curriculum in 2008, revising or restructuring each of its majors and minors and deepening the learning experience by expanding most courses from three to four credit hours. By expanding opportunities for undergraduate research, service learning, internships, civic engagement, and study abroad, the reform has enabled faculty and students alike to fulfill the University's mission in ways that increasingly distinguish the Salisbury University experience both nationally and internationally. Through the University's General Education curriculum, in which the Fulton School plays a significant role, all Salisbury students have the opportunity to develop an understanding of the history and diversity of the world's cultures, including the political, economic, and cultural contours of the contemporary world. Students deepen this knowledge through completion of majors and minors in the traditional disciplines in the arts, humanities, and social sciences, and also in interdisciplinary and applied areas such as environmental studies, conflict resolution or media production. All programs recognize the importance of identifying professional goals, but all equally recognize the importance of educating the whole person for life in a complex and changing world. The Fulton School also houses the Institute for Public Affairs and Civic Engagement (PACE) which provides training for students, faculty and community members so they can hone skills for constructive dialogue about challenging topics. [PACE](#) also supports the [Presidential Citizen Scholars Program](#). Its academic emphases place the Fulton School in a unique position to support programs and activities that enhance the cultural life of the University and broader community, that promote active and engaged citizenship in a democratic society, and that celebrate the diversity of cultures both globally and locally.

The **Henson School of Science and Technology** provides students with the knowledge and skills needed to become professionals within their disciplines and to be informed citizens on issues of science, mathematics, and technology. The School utilizes a variety of resources including inter-departmental and inter-institutional collaborations, as well as industry-sponsored and community-based learning. With dozens of state-of-the-art laboratories supporting the work of computer scientists, biologists, chemists, engineering physicists, and geologists, Henson Science Hall continues to be a hub for hands-on, experiential undergraduate and graduate research, which in turn deepens the ability of faculty in the classroom to convey the dynamic nature of scientific and mathematical disciplines. The establishment of the High Performance Computer Lab not only supports the work of the computer scientists interested in parallel computing and big data, but also the biostatisticians, meteorologists, and computational chemists who need massive computing power to unlock particularly complex solutions. The Henson School's Eastern Shore Regional GIS Cooperative, located in downtown Salisbury, provides mapping technology and support to businesses and governments alike. The wetland ecology lab at the Nanticoke River Center in Riverton, Maryland provides a unique ecological research setting. Finally, the Henson School has actively and successfully supported State and national goals for increasing STEM graduates through: supporting content mastery for pre- and in-service teachers; engaging pre- college students in STEM majors and careers through outreach programs; increasing access and support for community college students; creating excitement about our programs through more effective marketing and distinctive branding; and supporting and engaging STEM majors throughout their academic careers

The **Perdue School of Business** is the largest university-level center for business education and development in the region. Both the business and accounting programs are accredited by AACSB

International, the world's premier business education accreditation organization. The Perdue School of Business was established in 1986 through a multimillion-dollar fund created to provide the Dean with resources to ensure excellence in the academic programs of the School. The Perdue School provides undergraduate and graduate academic programs that meet the highest standards of business education and provide students with the essentials for success in a globally driven environment. Curricular and co-curricular programs are designed to encourage students to develop and use critical thinking skills, demonstrate sound judgement, communicate verbally and in writing, hone interpersonal skills, and make rational decision in challenging situations. They also provide student with the ethical and motivational foundations underlying service to business, government, and the community. The Perdue School has four academic departments (Accounting and Legal Studies, Economics and Finance, Information and Decision Sciences, and Marketing and Management) and offers the Bachelor of Arts, Bachelor of Science, and Master of Business Administration (online and face-to-face) as well as a certificate in Fraud and Forensic Accounting and a two-week intensive course for SAP TERP10 certification. The Perdue School is also known for its signature Applied Business Learning Experience (ABLE) program, which links business students with internship opportunities to create real-world settings for students to apply their academic education. The School's diverse undergraduate and graduate student body is supported by a faculty balancing excellence in teaching, an outstanding record of scholarship, and service to the University and the community.

Salisbury University's entrepreneurship outreach programs have established the University as an important partner in revitalizing the businesses and industries of our region. Since 1987, Salisbury University's Franklin P. Perdue School of Business has awarded nearly \$1,000,000 in total prize money to student and community start-ups as a part of its annual entrepreneurship competitions. And with the help of a \$1 million gift by the Baltimore-based Philip E. and Carole R. Ratcliffe Foundation, since 2013, the University has awarded up to \$200,000 annually to entrepreneurs from across the Mid-Atlantic region seeking start-up funding and business mentorship as part of our Shore Hatchery competition. During last fall's event, the Ratcliffe Foundation announced a second \$1 million gift to continue the competition through 2023. The University was also were proud to serve as the first small-market site for the hit ABC show Shark Tank for two years, drawing hundreds of businesses from across the United States to audition on the campus. In the meantime, the Innovation, Entrepreneurship and Economic Development Hub was established on campus in the Perdue School of Business. "The Hub" features the work of budding entrepreneurs while providing educational programming and resources for those who have a business idea to launch. When it comes to the workforce and other needs of the State of Maryland, Salisbury University is offering our students significant and creative opportunities to excel and is producing graduates who are poised to become the economic drivers and leaders of our State in the future.

The **Seidel School of Education** is home to initial and advanced certification programs as well as additional graduate programs in education including a doctoral program in Contemporary Curriculum Theory and Instruction: Literacy. All certification programs are nationally accredited and have state approval and the doctoral program is a member of the Carnegie Project on the Education Doctorate. The Elementary Education program is offered both on main campus and at the Eastern Shore Higher Education Center. The Seidel School partners with seven regional school districts to create thirty seven Professional Development Schools or partner schools. These partnerships provide the foundation for collaborative work between experienced teachers and school leaders with Salisbury students and faculty in education, leadership, and reading to improve PK-12 student achievement. In addition, the Seidel School partners with the Fulton and Henson Schools to enhance opportunities for students in liberal arts and science, technology, engineering, and mathematics (STEM) areas to pursue careers in teaching. Salisbury University launching initiatives to reverse the national and regional trend of enrollment decline in teacher preparation programs, and while Elementary Education enrollment is down, our Early Childhood Education, Master in Education and Education Doctorate (Ed.D.) programs are all experiencing increased enrollments. The Ed.D. was established in fall 2014 to meet the needs of educators on the Eastern Shore and beyond for applied education in contemporary curriculum theory and literacy instruction. The University also has established agreements with all Maryland school districts that have Teacher Academy of Maryland (TAM) programs, which provide all students completing TAM with three college credits and a \$500 scholarship. In our home county of Wicomico, Salisbury has hosted all four TAM programs for the day, allowing those students to attend classes and meet with faculty and Admissions. The Seidel School sponsors the nationally

distinguished Riall Lecture Series in which recognized leaders in the field of education address Salisbury University students, faculty, public school colleagues, and community members. The school is housed in the 165,000 square foot Conway Hall which includes instructional spaces, as well as the Dr. Ernie Bond Curriculum Resource Center. The School supports teacher preparation and reading and literacy development for children in kindergarten through 8th grade with tutoring offered through its endowed May Literacy Center, also located in Conway Hall.

The **College of Health & Human Services** was launched in 2018 in response to the societal importance of and workforce demands for healthcare and human services-related graduates. The College provides high quality programs that prepare students for productive healthcare and human services careers, all of which meet national standards for excellence. The programs support undergraduate degrees in community health, exercise science, medical laboratory science, nursing, respiratory therapy, and social work; master's programs in applied health physiology, athletic training, nursing, and social work; and a doctoral program in nursing practice. The programs are distributed across three Schools: Health Sciences, Nursing, and Social Work. All programs include didactic and laboratory or practical components, as well as internships, clinical, or field experiences designed to develop profession-related competency and dispositions. Each program boasts above-average pass rates on national certification and/or state licensing exams. All program within the College are fully accredited by their respective agencies [Commission on Accreditation of Athletic Training Education (CAATE), Commission on Accreditation of Allied Health Education Programs (CAAHEP), National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), Commission on Accreditation for Respiratory Care (CoARC), Commission on Collegiate Nursing Education (CCNE), and Council on Social Work Education (CSWE)] with the exception of Community Health which has initiated the process with the Council on Education for Public Health. Social Work offers their B.A.S.W. and M.S.W. programs at satellite sites including the Eastern Shore Higher Education Center, Cecil College Northeast Campus, University System of Maryland-Hagerstown, and the Southern Maryland Higher Education Center. Grant and private funding has allowed the College to expand clinical education and develop high-fidelity simulation resources in the Richard A. Henson Medical Simulation Center. In addition, the School of Social Work established The Child and Adolescent Behavioral Health Education Initiative (CABHEI) which seeks to enhance the capacity of professionals from multiple disciplines to promote the mental health and resiliency of children and adolescents residing in rural locales. Two successful grant-funded programs associated with CABHEI are the Behavioral Health Integration in Pediatric Primary Care (BHIPP) Program and the Lower Shore Early Childhood Mental Health Consultations. The School of Social Work also oversees the grant-funded HOPECorps (Heroin Opioid Prevention & Education Corps) with the mission to strengthen the capacity of community organizations working to tackle the heroin and opioid epidemic in Maryland. Finally, The School of Nursing oversees The Eastern Shore Faculty Academy and Mentorship Initiative (ES-FAMI), a collaborative effort led by Salisbury University with Chesapeake College and Wor-Wic Community College which prepares experienced B.S., M.S., and D.N.P.-prepared registered nurses for new roles as part-time clinical nursing faculty.

The **Honors College** brings together high-achieving students and dedicated faculty in a small university environment, and as a result, allows motivated students to become exceptional graduates. The College recruits well over 10% of entering undergraduates each year, has dedicated housing and space on campus, and fosters close individual contact between students and faculty. Honors courses and extracurricular activities are intended to enrich and complement other educational opportunities and include Living Learning Communities, Community Engagement Projects, support for nationally competitive scholarships such as the Gates Cambridge and Fulbright, and extensive undergraduate research and creative activity. The Honors College includes the endowed Bellavance Honors Program, the School of Business Honors Program, and, soon, a Science & Mathematics Honors Program made possible with the support of a recent endowment. The Honors College has been recognized for its student-run newsletter (top in the nation) and the active role of its founding dean and students within the national and regional Honors education communities. The Honors College benefits from the leadership of the Honors College Dean and Faculty Director, instruction by visiting professors and affiliated faculty from across the campus, and dedicated scholarship and other financial resources.

The **Office of Graduate Studies and Research** supports university faculty and students so that they can be successful in graduate education, research, and scholarly activities. The Office of Graduate Studies and Research fosters a spirit of collaboration and strives to provide service excellence in research and graduate studies administration and is dedicated to development, implementation and maintenance of effective policies and procedures that create an atmosphere for success of our faculty and students. The Office of Graduate Studies and Research is responsible for all aspects of sponsored research administration and research compliance and provides the administrative home for undergraduate student research and graduate education. Since 2013, graduate student enrollment at Salisbury University has grown by 46%.

Salisbury University Libraries cultivate and sustain a superior learning community by providing user-centered services and information resources in an engaging environment dedicated to the free exchange of ideas and excellence in learning, teaching, scholarship, creativity, and service. The Libraries comprise three units: the main campus library and the Nabb Research Center for Delmarva History and Culture, both located in the state-of-the art Guerrieri Academic Commons, and the Curriculum Resource Center. The Libraries support each student—freshman through graduate, on-site and distant—and every academic program. Librarians teach students to find the best information for their needs; collaborate with faculty on course assignments and instruction; serve as research advisors in online classes and in Living Learning Communities; contribute to faculty research; acquire materials appropriate to the University’s needs; and promote scholarly communication and activities. The Nabb Center is the Libraries’ special collections and university archives and the primary local history repository on the Eastern Shore. In addition to maintaining archives and artifact collections, it sponsors lectures and conferences, develops and hosts exhibits, and publishes a magazine and books.

The **Center for International Education** was founded in 2006 and currently includes the International Student and Scholar Services Office, the Office of Study Abroad, and the English Language Institute. The Center manages hundreds of globally mobile students incoming and outgoing each year, hosts numerous visiting Global Scholars through the J-1 Exchange Visitor program each year, and manages dozens of institutional partnerships around the world that enhance global learning on main campus in Salisbury. “The New Global Salisbury University: From Coastal Maryland to the World” was published in 2017 in partnership with the Center for International and Global Engagement (CIGE) at the American Council on Education (ACE) and charts a bold path forward for growing comprehensive internationalization at Salisbury University. The **English Language Institute’s** (ELI) mission is to provide high quality English language courses and a smooth transition to U.S. culture for international students, professionals and other non-native speakers of English. Since its creation in 2010, more than 800 students and dozens of Global Scholars from around the world – averaging more than 100 each year -- have studied English in one of the ELI’s three programs. More than 150 students have begun their studies in the ELI and then continued into undergraduate degree programs at Salisbury University, greatly enhancing the international diversity of academic programs throughout main campus in Salisbury, exposing Maryland students to languages, cultures, religions, and peoples from around the world.

Each of the schools and colleges at Salisbury University as well as other offices significantly contributes to the welfare of the campus and the community through outreach programs, centers, and institutes including the following entities:

- **Delmarva Public Radio** operates two public radio stations (WSCL 89.5 and WSDL 90.7) which together offer classical, contemporary, folk and jazz music; NPR and local news programming, and public affairs programming.
- A **student-run radio station** (**WXSU 96.3**) and public access television station (**PAC-14**) also connect the University to the regional community.
- The **Ward Museum of Wildfowl Art** advances the understanding of wildfowl art and the interrelationships of art, nature and culture. The educational programs, exhibits and events the Ward Museum builds greater understanding of the human relationship to the natural world. The Ward Museum is a premier educational facility for the study of material culture, living traditions, and environmental concerns for the school children, scholars, and artists who are a part of the community the museum serves and has achieved accreditation from the American Association of Museums (AAM), the highest national recognition for a museum. Accreditation signifies the Ward

- Museum has met and exceeded the highest standards of the museum field and is among the best institutions in the country.
- The **Institute for Public Affairs and Civic Engagement** (PACE) provides non-partisan programming to support the development of an informed, responsible citizenry and by promoting good government on campus and at the local, state and federal levels. The University recently joined the Nonprofit Leadership Alliance through which PACE offers the Certified Nonprofit Professional credential.
 - The **Bosserman Center for Conflict Resolution** is an internationally recognized outreach program where students, faculty and professional staff collaborate on service programs and research projects across the region, nation, and globe. In spring 2018, the United Nations Educational, Scientific and Cultural Organization (UNESCO) hosted two Salisbury students as inaugural Bosserman Fellows at their headquarters in Paris.
 - The **Lower Shore Child Care Resource Center** promotes the professional development and certification of childcare providers.
 - The **Eastern Shore Regional GIS Cooperative** (ESRGC) provides geographic information systems (GIS) support and training and data visualization to a wide array of agencies at the local, state, and federal level.
 - The **Bacterial Source Tracking Lab** (BSTL) analyzes samples from regional waters for harmful and naturally occurring bacteria.
 - The **Henson Medical Simulation Center**, established in 2011 with a \$1M naming gift, not only serves students within Salisbury University's new College of Health & Human Services, but also provides training to practicing healthcare professionals and students at UMES as well as outreach to a number of community groups.
 - **Salisbury's Art Galleries and Collection** enrich the cultural environment of the University, the city, and Maryland's Eastern Shore by encouraging the appreciation and understanding of art and its role in society. The University Art Galleries is comprised of two on-campus galleries (The Electronic Gallery dedicated to new media art and the University Gallery dedicated to bringing important national and international artist's work to campus) and two off-campus galleries (a Downtown Gallery dedicated to connecting Salisbury University's mission to the community and the 303 Gallery dedicated to student artworks).
 - The **Business, Economic, and Community Outreach Network** (BEACON) has a dual mission of providing Perdue School of Business students with a wide variety of experiential learning opportunities and providing our region's public- and private-sector decision-makers with the business and economic development data, information, skills and know-how they need through targeted outreach programs, applied research, trend and scenario analyses, demand forecasting, strategic planning, feasibility studies, and modeling for resource allocation, process improvement, and economic impact studies.
 - A **Center for Entrepreneurship** is planned for development in downtown Salisbury supported in part by a \$5 million gift from Dave and Patsy Rommel. Currently in design, the Rommel center will provide accelerator, incubator and co-working space, paired with business support services in Salisbury's Gallery Building on Main Street.
 - The Eastern Region of the Maryland **Small Business Development Center** (SBDC) is dedicated to helping establish and expand small businesses all over Maryland's Eastern Shore. Through professional training for start-up/growth ventures and its no-cost confidential business consulting service, the SBDC helps develop and refine business plans, solve problems, find sources of capital and develop strategies to support growth and profitability. The SBDC at Salisbury University has helped launch among the highest number of start-up businesses in the State of Maryland in recent years.
 - The **Center for Extended and Lifelong Learning** (CELL) connects the community and the University through professional and leadership development programs and an array of enriching lifelong learning programs covering a variety of interests.

Salisbury University students, faculty and staff annually contribute thousands of volunteer hours and the University hosts a number of community-engaged learning programs, including the University's Student Chapter of the United Way of the Lower Shore, Americorps and Habitat for Humanity. The University's

Volunteer Center connects students to a variety of service opportunities on the Eastern Shore. A recent monetary impact study indicates that Salisbury University generates over \$480 million annually for the local and regional economy, an extraordinary sum that does not include such well-attended events as the Sea Gull Century, on the top 10 bicycle rides in the country, and the state-wide respiratory therapy conference.

Of special note is the upcoming National Folk Festival to be held in Salisbury in 2018 through 2020. Over 110,000 people from around the State and nation are expected to attend each year (Governor Hogan serves as co-chair of the program). The Baltimore Folk Festival will be folded into this program, and in three years, the program will result in a Maryland Folk Festival. Salisbury University is a key member of the planning team and our students, faculty, and staff will be active in supporting the Festival activities.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

Salisbury University is increasingly outcomes-oriented and reports these measures to internal leadership, the State of Maryland's governing branches and agencies, regional and specialized accrediting agencies, and other primary stakeholders. The institution is committed to a Strategic Plan and outcomes that support the State of Maryland's objectives for higher education as stated in the *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt* as well as the Performance Accountability/Managing for Results (MFR) process and the University System of Maryland 2020 Strategic Plan, *Powering Maryland Forward*. The University's most recent Strategic Plan, developed through a campus-wide collegial process that considered the views and perspectives of students, faculty, and staff, was launched in 2014 and reflected the spirit and emphasis of the last State Plan. Salisbury University's current Strategic Plan Goals.

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.
- 1.2 Produce graduates with strong digital citizenship skills including digital access, literacy, etiquette, health and wellness, and online security.
- 1.3 Create a Center for Student Academic Engagement.
- 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.
- 1.5 Support a vibrant honors program that becomes integral to the entire campus.

Focus Area 2: Recruit and retain a diverse group of students

- 1.6 Implement Enrollment Master Plan
- 1.7 Fully support programmatic initiatives for retention, including: the Center for Student Achievement and the Writing Center, Living Learning Communities, Math Placement initiatives, TRIO programs and mid-semester reporting and advising initiatives.

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.

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 an increasingly knowledge-based economy.

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

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.

Goal 2: EMBRACE innovation of the Salisbury University Experience

- 2.1 Construct and open the new Academic Commons.
- 2.2 Create the Office of Innovation in Teaching and Learning.
- 2.3 Ensure that innovative programs such as satellite campuses maintain the same quality as the home campus.
- 2.4 Continue to encourage and support an entrepreneurial spirit in our faculty, including working with fellow System offices and potential partners outside the university setting.

Goal 3: FOSTER Community

- 3.1 Fair Practices: Design, develop, implement, and evaluate programs/plans and services in support of fair practices, equal employment and educational opportunity to foster a more equitable, diverse, and inclusive campus community. Continue to enhance SU policies, procedures, and education to ensure legal and regulatory compliance.
- 3.2 Diversity: Improve the representation of women and minorities at all levels of the organization and integrate people with disabilities and veterans by driving talent acquisition and management practices to achieve results.
- 3.3 Inclusion: Create an inclusive work environment that fosters creativity and innovation while promoting engagement through awareness and inclusive leadership skills training.
- 3.4 Communications: Ensure that Fair Practices, Diversity, and Inclusion initiatives, actions, and results are transparent to all key stakeholders.
- 3.5 Internal and External Relations: Engage various external stakeholder groups that support and serve Salisbury University's values and interests. Enhance the participation of the Consortium Committee on Diversity and Inclusion and convene the group to receive input on initiatives and practices.
- 3.6 Training and Development: Continue to build upon training opportunities campus-wide on Fair Practices, Diversity, and Inclusion topics. Offer continuous training opportunities on Diversity and Inclusion, Title VII, Title IX, and other relevant topics; continue identifying and facilitating training for to all key stakeholders.
- 3.7 Accountability: Hold campus community accountable for Fair Practices, Diversity, and Inclusion goals and objectives.
- 3.8 Continue to improve town/gown relationships. Salisbury University's campus community will continue to work to improve town/gown relationships.
- 3.9 Build upon more Salisbury University "traditions" and provide opportunities to develop affinity groups so students will connect and maintain the connection as alumni.
- 3.10 Determine whether Salisbury University's Police Department has the adequate resources and support to ensure campus safety.

- 3.11 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

- 4.1 Seek increases in State appropriations and tuition revenue to meet existing needs. Maximize auxiliary opportunities for additional revenue resources to meet existing and future growth needs.
- 4.2 Continue to work with the SU Foundation to support the goals and objectives of SU.
- 4.3 Increase the transparency of budget and resource allocation across the university.

Focus Area 2: Recruiting, Retaining and Supporting Staff

- 4.4 Continue to recruit, retain and support high quality staff across campus.

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.

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.
- 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.

Approved by Board of Regents on 6/27/2014

Approved by MHEC on 1/19/2019

University Administration

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

The design for administration leadership developed by the president of Salisbury University is depicted in the University's [organizational chart](#).

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

Public Relations (SU)

The Salisbury University Public Relations Office is responsible for informing external audiences, through the media in most instances, of the on-going events, achievements, policies and operations of the University. This includes announcements of University news and upcoming events associated with the University, as well as responses to media inquiries and sending all the media to Media Relations for their review.

It is the office's job to devise and carry out programs that will gain wide and favorable interpretation of these policies and operations.

The tools used to accomplish this task include press releases, feature stories, advertisements, press conferences, frequent contact with representatives of print and digital media, radio and television stations,. Profnet, an electronic media clearinghouse, is an expertly effective communication vehicle to reach audiences beyond the Eastern Shore.

The Public Relations Office is ready to assist faculty/staff members in publicity efforts. The office can also assist in arranging interviews and other contracts with the media. In general faculty/staff are encouraged to use the Public Relations Office's resources as much as possible, but going through this office is not a necessary condition for communicating with the media, so long as a faculty/staff member is speaking as a citizen and not as a spokesperson for the University. The mere identification that one is an employee of the university does not make one a spokesperson for the university. Each faculty/staff member is reminded that he/she has special obligations in communicating with the media as a citizen: to be accurate, to show respect for the opinions of others and to make every effort to indicate that he/she is not an institutional spokesperson.

When a faculty/staff member is speaking as a spokesperson for the University, all contact with the media should be routed through the Public Relations Office.

All campus publications intended for an audience outside the campus community should be routed through the Public Relations/Publications Office. The Publications Office has final approval for all of these "external" publications. This policy ensures all campus publications have a common "look" and they adhere to any university, state or referral requirements for certain publications. All advertising (display or classified) must go through the Public Relations Office.

Administration of the Academic Program

The academic program at Salisbury University is administered by the provost and senior vice president for academic affairs who has responsibility for development of the overall curriculum and management of the fiscal resources and faculty that support and implement the program. The provost delegates responsibility for administering the academic program to the deans of the schools of the University who are in turn assisted in operationalizing the academic program by the department chairs of the schools. The structure of the provost's responsibility for the academic program is depicted in the University's organizational chart (see above).

The Division of **Academic Affairs** is one of four divisions within the University (others are Administration & Finance, Student Affairs, and Advancement & External Affairs). Academic Affairs includes all academic programs and outreach entities within the College of Health & Human Services, Fulton School of Liberal Arts, Henson School of Science & Technology, Honors College, Perdue School of Business, and Seidel School of Education as well as the Academic Advising Center, Center for Instructional Design & Delivery, Center for International Education, Cultural Affairs, Office of Graduate Studies & Research, Office of Nationally Competitive Fellowships, Registrar's Office, SU Libraries, University Analysis, Reporting & Assessment, and University Writing Center.

Deans' responsibilities include personnel and resource management, curriculum development and general administration. Deans implement these responsibilities cooperatively with department chairs and

determine in consultation with them the specific activities that they will carry out as part of the day to day operation of the academic program. Complete and detailed descriptions of the roles and responsibilities department chairs may be found in Chapter 2 of this handbook.

Governance

Faculty Senate

The Faculty Senate is the recognized voice of the faculty at Salisbury University. The Faculty Senate represents all faculty through the process of [shared governance](#). The Senate seeks ways to improve communication and collaborative decision-making between all levels of the University. In addition, the Senate acts as an advisory and consultative body to the Provost on all matters that may affect the attainment of the University's educational objectives and goals. The most current [Bylaws](#) of the Salisbury University Faculty Senate are found on their website.

University Consortium

The [Governance Consortium](#) facilitates and coordinates communication among the faculty, staff, and students of Salisbury University for the purpose of ensuring timely information sharing and shared decision making among the representative bodies when issues affect the broad campus community and collective interest. The constituent organizations of the Governance Consortium include the Faculty Senate, the Staff Senate, the Student Government Association, the Graduate Student Council, the Adjunct Faculty Caucus, University Committees and the Consortium Coordinating Committee. When deemed necessary, the President, the Provost or the Coordinating Committee can call a general meeting of all the constituents of the university community. This coming together of all members of the campus community will comprise the University Assembly.

Academic Freedom (Passed CUSF May 18, 2012)

Academic freedom is the liberty that faculty members must have if they are to practice their scholarly profession in accordance with the norms of that profession. It is based in the institutional structure of this and other universities and is fundamental to their common mission of promoting inquiry and advancing the sum of human knowledge and understanding. It is a condition of employment. Although some aspects of academic freedom are also protected by the First Amendment to the United States Constitution, academic freedom exists, independent of any external protection, as a basic prerequisite for universities to fulfill their mission to our society.

Generally, academic freedom is the freedom to teach, both in and outside the classroom, to conduct research and to engage in other scholarly or creative activities, to publish or otherwise disseminate the results, and to control promotion and tenure standards. Academic freedom also encompasses the freedom to address, or not address, any matter of institutional policy or action whether or not one is a member of any agency of institutional governance. Faculty have the freedom to address the larger community with regard to any social, political, economic, or other interest. Administrations should not place impediments – technical or otherwise – between faculty, all faculty should have the freedom to connect with their peers.

Academic freedom is most commonly exercised by individual faculty members, but remains a professional prerequisite of faculty members as a group. Academic freedom extends to all faculty whether full time or part time, tenured or non-tenured, adjunct or contingent. Faculty must be free from any censorship, threat, restraint, retaliation, or discipline by the University with regard to the pursuit of truth in the performance of their teaching, research, publishing or service obligation. Faculty also have the right to review and be reviewed by peers and thereby to control the standards and expectations for promotion and tenure.

The policy on shared governance in the University System of Maryland concurs, stating that “[f]aculty and staff who do not hold administrative appointments, and all students, may express their opinions freely on all shared governance matters without retaliation.”

Academic freedom includes the following specific freedoms:

- freedom of research and publication. Within the broad standards of accountability established by their profession and their individual disciplines, faculty members must enjoy the fullest possible freedom in their research and in circulating and publishing their results. This freedom follows immediately from the University's basic commitment to advancing knowledge and understanding. Faculty must control their own scholarship and must be able to determine the content, format, wording, methodology, tone, et cetera, of their own work.
- freedom to determine standards Faculty are uniquely qualified to determine the directions and standards of their profession. Such expectations are determined by colleagues in the disciplines, including both faculty working in creative fields and faculty performing traditional research.
- freedom of teaching. This freedom is an outgrowth of the previous one. Faculty members must be able not only to disseminate to their students the results of research by themselves and others in their profession, but also to train students to think about these results for themselves, often in an atmosphere of controversy that, so long as it remains in a broad sense educationally relevant, actively assists students in mastering the subject and appreciating its significance.
- freedom of internal criticism. Universities promote the common good not through individual decision or bureaucratic calculation, but through broad-based engagement in the scholarly endeavor. Faculty members, because of their education and their institutional knowledge, play an indispensable role as independent participants in university decision making. By virtue of this role, they are entitled to comment on or criticize the University's policies or decisions, either individually or through institutions of faculty governance.
- freedom of participation in public debate. Both within and beyond their areas of expertise, faculty members are generally entitled to participate as citizens in public forums and debates without fear of institutional discipline or restraint, so long as it is clear that they are not acting or speaking for the University. Faculty are not institutional representatives unless specifically authorized as such.

Numerous positive outcomes flow from these freedoms. The historical model for education in the U.S. has been one shared governance where the faculty are major contributors to the operation of the institution. When faculty play a major role in ensuring quality of education the competitive advantage necessary for freedom of thought and creativity is assured. Faculty spend much time and effort bringing their disciplinary perspectives and institutional experience to bear on curricular and other decisions within the academy, and must be allowed to speak freely on these issues. Conversely faculty cannot be made to speak when they do not wish to. (One effect of this – implicitly and explicitly – is that faculty advocate for effective use of taxpayer funding within the institution and system.) They must be assured the ability to function in these roles without fear of retaliation for the expression of their views, whatever they might be.

This policy does not protect plagiarism, abuse, or any illegal activities or speech.

Academic freedom is essential to the fulfillment of the purposes of the University. The parties acknowledge and encourage the continuation of an atmosphere of confidence and freedom while recognizing that the concept of academic freedom is accompanied by a corresponding concept of responsibility to the University and its students. It is of critical importance that any restrictions to academic freedom required – such as those delineated in a particular professional ethics statement or any university standards pertaining to disruptive behavior – be drawn up and implemented with substantial faculty input, in such a way as to minimize infringement of academic freedom. In large part, this goal should be accomplished by ensuring that institutional discipline of faculty members is in proportion to the severity and persistence of misconduct, and by insisting that alleged offenses be handled with appropriate standards of due process, including, wherever possible, the judgment of competent peers. For the rest, however, it must be recognized that contemporary threats to academic freedom are constantly evolving. This University — its

faculty, administration, and students alike —must exercise constant vigilance in resisting such threats, whether they arise within the university or from outside.

Submitted by the Faculty Senate
April 17, 2015

ACADEMIC CALENDAR (BOR III-5.00)

In the matter of the academic calendar, Salisbury University operates under **BOR III - 5.00 UNIVERSITY SYSTEM OF MARYLAND POLICY ON ACADEMIC CALENDAR**. The University's calendars include [Academic Calendar Highlights](#) and the [Final Exam Schedule](#).

Revised September 1998
Revised April 6, 2001

ROLE OF FACULTY IN THE DEVELOPMENT OF ACADEMIC POLICY (BOR II-3.00)

The Bylaws of the Salisbury University Faculty Senate establishes an Academic Policies Committee which ensures a faculty role in the development of academic policy at the university. The role and function of the Academic Policies Committee is described in the [Faculty Senate Bylaws](#).