

SALISBURY UNIVERSITY

WOMEN'S SOCCER

THE BLUEPRINT

CHASE HUMPHREY

THE

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THE INTRO

The success of Salisbury Women's Soccer will be shaped by what we do every day, not simply what we hope to accomplish at the end of a season. The standards we establish, the relationships we build, and our commitment to developing student-athletes will influence how we prepare, compete, and respond when challenged. I embrace the competitive expectations that come with representing Salisbury University, and I recognize my responsibility to create an environment where our players can pursue those expectations together.

This blueprint reflects my approach to that responsibility. My philosophy begins with the understanding that every student-athlete deserves to be valued, challenged, and given an opportunity to contribute to something greater than themselves. Through *Conscious Coaching*, *Empathetic Transparency*, purposeful development, and a culture grounded in shared values, I intend to establish a foundation that supports both individual growth and collective achievement. The sections that follow explore how those principles will influence our recruitment, competitive identity, relationships with the community and alumni, and the decisions I make as a leader. They also outline how I would begin putting them into practice during my first 90 days.

Our success should be reflected in the degrees our student-athletes earn, the progress they make, the relationships they carry beyond graduation, and the championships we pursue. I want our players to experience the joy of competing at the highest level while understanding the significance of representing their university and the opportunities their education provides. These ambitions belong together, and I intend to approach each with the same commitment, accountability, and care.

The principles outlined throughout these pages reflect my experiences in coaching and the work I am prepared to undertake at Salisbury University. My goal is to help build and lead a program that consistently competes for championships, fosters academic excellence, provides a meaningful experience for every student-athlete, and leaves a foundation that those who follow can continue to strengthen.

THE PHILOSOPHY

Coaching is a privilege that comes with tremendous responsibility. Student-athletes place their trust in us during some of the most formative years of their lives. The influence we have on their confidence, development, and love for the game can extend far beyond their collegiate careers. Two principles developed throughout my coaching career guide how I approach that responsibility: *Conscious Coaching* and *Empathetic Transparency*.

Conscious Coaching:

A head coach's decisions often influence more than the individual directly involved. Words, tone, body language, and actions can affect the confidence, motivation, and sense of belonging of the student-athletes entrusted to our care. A substitution, starting lineup, or disciplinary decision rarely affects only one player. Teammates are watching, interpreting those decisions, and considering what they mean for their own roles within the program. *Conscious Coaching* is my commitment to recognizing that ripple effect. It means approaching decisions with intention, remaining mindful of their impact, and demonstrating the same accountability expected of our student-athletes. This does not mean avoiding difficult decisions or attempting to please everyone. Disappointment is part of competition, and leadership sometimes requires making unpopular choices. My responsibility is to make those decisions thoughtfully, communicate them respectfully, and remain consistent with the standards and expectations established throughout our program.

Empathetic Transparency:

Our student-athletes deserve honesty, particularly when conversations are difficult. *Empathetic Transparency* is my commitment to communicating openly while respecting the feelings, circumstances, backgrounds, and aspirations of the person receiving that message. Honesty should never become an excuse to diminish someone's confidence or disregard their feelings. The timing of a conversation, the setting in which it takes place, and the tone and words we choose all influence how our message is received. Approaching those conversations with genuine care and respect gives us a better opportunity to understand one another, even when the message is difficult to hear. That same commitment must extend to my coaching staff as well as university administration. I cannot expect to build mutual respect with my student-athletes if I fail to demonstrate that same respect and honesty in my relationships with those I work alongside.

When a student-athlete is struggling, disappointed, or uncertain about their development or role, they deserve to understand where they stand while knowing that their coaching staff remains invested in their well-being and improvement. Honest feedback will be accompanied by individualized development objectives and continued opportunities to improve. The goal is not to eliminate disappointment. It is to establish an environment where student-athletes feel comfortable approaching their coach, trust the honesty of those conversations, and know their development matters regardless of their role on the pitch. The expectations established for our student-athletes are also the same ones I must first demonstrate myself. Mistakes, difficult decisions, and moments that challenge my own judgment will be inevitable. How I respond to those moments will influence the trust and respect we build together both individually and throughout our program.

THE CULTURE

Culture is one of the most frequently discussed aspects of collegiate athletics, yet one of the most difficult to establish. A program can create mottos, develop acronyms, and display inspirational quotes throughout its facilities, but none of those things guarantee that a meaningful culture exists. Culture is created through the everyday experiences of the people within a program, shaped by the values they share and the standards they uphold. It begins with me. The way I prepare, communicate, respond to adversity, and treat our student-athletes will influence how they approach their own responsibilities and one another. Passion, accountability, respect, and humility cannot simply be demanded of players. Those values must be consistently demonstrated by the people responsible for leading them.

Our student-athletes will have a genuine sense of belonging while understanding that belonging comes with great responsibility. Every player deserves to be valued, heard, and challenged, regardless of class year, position, or playing time, while also accepting responsibility for contributing to the environment we are creating together. Our training environment will be designed to give players something to look forward to, even when the work is physically and mentally demanding. Competing fiercely, challenging teammates, celebrating one another's accomplishments, and recognizing that improvement requires commitment and patience will become part of their everyday experience. The competition we create in training will give every player an opportunity to contribute to our success on matchday. When we celebrate a victory, we will recognize the players who challenged and prepared their teammates throughout the week, including those who never stepped onto the field. Our official matches will symbolize the honor and pride our student-athletes have in representing their university, their families, themselves, and their teammates on the sideline. The excitement, engagement, and energy of our bench will reflect a collective commitment to one another, regardless of who is on the field.

Every player deserves a meaningful voice in the program. Their perspectives will be heard, their ideas encouraged, and opportunities for ownership made available throughout their experience. Leadership will not be reserved for captains or upperclassmen. Every player has something meaningful to contribute. The relationships built within Salisbury Women's Soccer will extend beyond the pitch. Years after graduation, I hope our players remember the people who believed in them, the teammates who supported them, and the joy they found in being part of something together.

The culture I envision for Salisbury Women's Soccer will be built consciously, strengthened through shared values, and experienced through the everyday actions of the people who call this program home. It will never be something we simply claim to have. My hope is that when a prospective student-athlete visits Salisbury and asks one of our players to describe our culture, they will speak with pride about what it means to be part of this team. And when words alone cannot fully capture that experience, they'll simply say, "You just have to come and experience it."

THE DEVELOPMENT

Player development has been at the center of my coaching career since 2015. Through my private soccer training program, I have worked with hundreds of players across the Eastern Shore and helped more than 50 continue their playing careers at the collegiate level. Working with players of different ages, abilities, and aspirations has taught me that development is never identical from one individual to the next. Some players need technical refinement, others need a greater understanding of the game, and some simply need someone who recognizes abilities they have not yet learned to see in themselves. Confidence can influence a player's development just as much as technical ability. When players believe in their potential and trust the people helping them pursue it, they become more willing to challenge themselves, make mistakes, and continue improving.

At Salisbury, that same individualized attention will remain a priority throughout each student-athlete's collegiate career, regardless of recruiting profile, class year, or current role within the team. Our development approach will emphasize:

- **Individual assessment:** Recognizing each player's technical, tactical, physical, and personal strengths while identifying opportunities for improvement.
- **Purposeful training:** Designing sessions that challenge players, encourage problem-solving, and connect individual improvement to our collective playing identity.
- **Personalized feedback:** Using *Empathetic Transparency* to communicate honestly about progress, expectations, and opportunities while providing actionable guidance.
- **Continued evaluation:** Revisiting individual goals throughout the season and recognizing progress beyond match statistics or playing time.
- **Development for every player:** Ensuring that every student-athlete receives individualized instruction, consistent attention, and opportunities to compete and improve.

A player's role will never be permanently defined by where they begin a season or how many minutes they played in the previous match. Opportunities must be earned, and roles will remain open to change as players develop, challenge themselves, and demonstrate their readiness to contribute to our team's success. Some of the most valuable contributions come from players whose names may rarely appear in the match statistics. The student-athlete who challenges a teammate in training, encourages others through adversity, or prepares with the same commitment despite limited playing time is helping our entire program improve. Their contributions deserve recognition and respect, even when they are not reflected on the scoreboard. Our program will be driven by competition and commitment throughout the roster, with every player challenging those around them to improve. Rather than relying on the players at the top to pull the team forward, we will build an environment where everyone contributes to raising our collective standard. Salisbury will be known as a program where talented players become exceptional players, overlooked potential is recognized, and every student-athlete knows their coach is invested in their growth both on and off the pitch.

THE RECRUITMENT

Salisbury University has the opportunity to attract student-athletes who want to compete at a high level without sacrificing the academic, social, and personal experiences that make Division III athletics so meaningful. Our recruiting efforts will identify players capable of elevating the program's competitive level while embracing the responsibilities that come with representing Salisbury University. My experience at the Division I level has shaped my expectations for preparation, training, and competition. Those standards will help create a demanding and purposeful soccer environment while respecting the balance that makes the Division III experience unique.

Recruiting the right player begins with understanding the person behind the kit. Technical ability, athleticism, and tactical intelligence are important, but character, accountability, work ethic, and the willingness to contribute to something larger than oneself deserve equal consideration. Academic preparation and ambition will also play a paramount role in our recruiting evaluations. I want to identify student-athletes who have demonstrated a commitment to their education and whose academic interests and aspirations align with the opportunities Salisbury University can provide. How prospective student-athletes respond to adversity, treat their teammates, and approach opportunities for personal growth can tell us a great deal about what they would bring to our program.

My experience in player development has given me confidence in helping student-athletes improve, and that responsibility will not diminish once they arrive at Salisbury. Every incoming recruiting class will be expected to challenge the players who came before them, just as returning players will have opportunities to continue developing and competing for their roles. Recruiting and development will work together rather than compete for our attention. A student-athlete who demonstrates the character, commitment, and values we seek will never be overlooked simply because certain aspects of their game remain unfinished. Technical and tactical weaknesses will be addressed through purposeful training, honest feedback, and a genuine investment in their improvement. The responsibility to develop our players will remain just as important as the responsibility to recruit them. My years working with players throughout the Eastern Shore have allowed me to develop meaningful relationships with student-athletes, families, and members of the soccer community. Those connections, combined with my experience helping players pursue collegiate opportunities, provide a valuable foundation for identifying talent and communicating what Salisbury can and will offer.

THE RECRUITMENT

Giving Our Student-Athletes a Voice in Recruiting:

Current student-athletes can take a more active role in welcoming and connecting with prospective members of our program. Too often, a recruit's interaction with future teammates is limited to a brief campus visit, followed by months without further contact before arriving for preseason. Those relationships have the potential to begin much earlier.

One initiative I would seek to introduce, in coordination with our athletic department's compliance staff, is a voluntary Recruitment Committee. Interested student-athletes would have opportunities to contribute their perspectives during approved recruiting discussions, begin building relationships with prospective teammates, and take greater ownership in welcoming each incoming class. Our coaching staff would retain responsibility for recruiting evaluations and final roster decisions; however, our players will recognize that their perspectives matter and that they have a role in helping shape the future of the program. That investment creates something valuable on both sides. Returning players develop a sense of pride and responsibility for the teammates joining them, while incoming student-athletes begin their collegiate experience with relationships, familiarity, and a greater sense of belonging.

Recruiting does not end when a student-athlete commits to our program. Retention is earned through the experience we provide once they arrive. Our student-athletes should remain at Salisbury because they value the education they are pursuing, recognize the opportunities their degree can provide, and believe in the people and the athletic program supporting them along the way. Their academic ambitions, career aspirations, and personal development must remain central to the experience we create. Players also deserve honest communication, meaningful development opportunities, consistent expectations, and the confidence that their contributions are valued, regardless of playing time. While we cannot eliminate disappointment or guarantee every player the role they desire, we can approach those challenges with respect, honesty, and a shared commitment to improvement. Years after graduation, I hope our student-athletes look back on their time at Salisbury with gratitude for the relationships they built, the experiences they shared, and the education that helped prepare them for their futures.

The greatest trophy we can help our student-athletes earn will not be awarded on the pitch. It will be the degree they receive when they walk across the graduation stage at Salisbury University.

THE PLAY

A coach's responsibility is to recognize the strengths, abilities, and potential of the players within their program, as well as develop a system that gives them the greatest opportunity to succeed. Committing to a particular formation or style of play without first evaluating the personnel available would place the system ahead of the student-athletes entrusted to it. Our tactical approach may evolve as our roster develops, but the principles behind how we compete will remain consistent.

Salisbury Women's Soccer will play entertaining, purposeful football fueled by passion, intelligence, grit, and creativity. Our players will be encouraged to compete with courage and composure, recognize opportunities to take calculated risks, and trust their ability to make decisions under pressure. Our movement will be fluid, with every player understanding their responsibilities while having the freedom to express their strengths. Structure will provide clarity and organization without eliminating creativity or individual decision-making. Our approach to player development will reflect the importance of learning in an academic classroom. Understanding why we ask our players to do something will be just as important as understanding what we ask them to do. By encouraging questions, problem-solving, and independent thinking, we will help our student-athletes develop a greater understanding and appreciation for the game. Developing their knowledge will also allow them to recognize situations, solve problems, and make adjustments without relying on constant instruction from the sideline.

The confidence to play freely must also be developed through preparation. Our training environment will challenge players to think, communicate, and make decisions at the speed the game demands. Mistakes will be part of that process, and players will approach them as opportunities to learn rather than reasons to stop taking initiative. Above all, we will be a team that competes fearlessly, plays for one another, and takes genuine pride and joy in the opportunity to represent Salisbury University.

THE COMMUNITY

I was born and raised on the Eastern Shore. This community has been part of my life long before I became a coach, and the relationships I've built here are among the things I value most. Growing alongside this community, learning from the people within it, and eventually finding opportunities to give back through the game I love have been blessings throughout my life. Since beginning my private training and coaching career in 2015, I have built relationships with hundreds of student-athletes and their families throughout the region. Among those families are local business owners, community leaders, and proud Salisbury University alumni. Many of these relationships began through soccer, but they have grown into connections that extend far beyond the pitch. Those connections represent a tremendous opportunity for Salisbury Women's Soccer and the university as a whole.

Strengthening Our Community Connections:

Salisbury Women's Soccer has the potential to become an even more recognizable and active presence throughout the Eastern Shore. Our student-athletes have opportunities to influence young players who look up to them, support organizations doing important work in our communities, and represent Salisbury University in ways that extend beyond competition.

Expanded involvement in local service initiatives, youth soccer events, school visits, and community outreach programs will strengthen those relationships. Through these experiences, our players will have opportunities to discover the fulfillment that comes from giving their time to others while developing connections with the people who support our university. As a program, we also want to continue to compete nationally for the Service Hour Challenge. My existing relationships with local soccer clubs, schools, coaches, and families provide a valuable foundation for that outreach. Our program will welcome young players throughout the region, create opportunities for them to attend matches and interact with our student-athletes, and introduce them to Salisbury University as a place where they may one day continue pursuing their own dreams.

Creating Opportunities Through Relationships:

There is also potential to expand our program's fundraising efforts and strengthen relationships with local businesses and Salisbury alumni. Throughout my coaching career, I have had the opportunity to connect with families whose businesses are deeply invested in the success of our community. Those relationships, alongside new partnerships, would help support Salisbury Women's Soccer through fundraising initiatives, sponsorship opportunities where permitted, alumni engagement, and community events. Any such efforts would be developed in coordination with Salisbury University's athletic department and appropriate university offices, respecting established policies and fundraising procedures. Community support should be built on mutual investment and appreciation. When local businesses, alumni, families, and community organizations invest their time or resources in Salisbury Women's Soccer, they should feel connected to the student-athletes and university they are helping support.

A Program Our Community Can Embrace:

Relationships cannot be measured solely by the financial opportunities they may create. Their greatest value comes from the trust, goodwill, and shared sense of purpose that develop over time. Our home matches will bring together families, youth players, alumni, and members of the Eastern Shore community. Our student-athletes will recognize the people supporting them in the stands and understand that representing Salisbury University carries meaning beyond the final score. This community has given me opportunities, relationships, and experiences that I will forever cherish, and I want my student-athletes to benefit from those as well. Leading the Salisbury Women's Soccer program would provide another opportunity to return that investment through the university and student-athletes I have the privilege of serving.

I am not coming to Salisbury hoping to establish roots in this community. My roots are already here. I want to use them to help our program grow and flourish.

THE ALUMNI

Every student-athlete who has worn a Salisbury Women's Soccer jersey has contributed to the history of this program. Their experiences, relationships, accomplishments, and challenges have helped shape the program our current players have the privilege of representing. Those connections will remain meaningful long after a student-athlete plays their final match. During my four years as an assistant coach, our annual alumni match has provided an opportunity for former players to return, reconnect with teammates, and spend time with the current program. It is a tradition worth preserving, and one that can serve as the foundation for stronger alumni involvement throughout the year.

Building Relationships Across Generations:

Our current student-athletes are part of a program whose history extends far beyond their own four years at Salisbury. The women who came before them have experiences, perspectives, and lessons that can help our players navigate the challenges and opportunities of collegiate athletics. Preseason letters, virtual and in-person conversations, alumni presentations, career building, and mentorship opportunities would create meaningful connections between former and current players. A former student-athlete sharing what she wishes she had understood during her freshman year would offer a perspective that resonates differently than advice from a coach. Another discussing the transition from collegiate athletics into a professional career would help our players recognize the opportunities and challenges awaiting them after graduation. These interactions would not need to be elaborate or time-consuming to make a difference. A conversation, a letter of encouragement, or an opportunity to ask questions would establish relationships that continue well beyond a single season.

A Network That Extends Beyond Soccer:

Our alumni also represent an opportunity to support student-athletes as they prepare for life after Salisbury. Former players have pursued different academic disciplines, professional careers, and personal ambitions. Their experiences would provide valuable guidance to current student-athletes exploring career paths, preparing for internships, considering graduate school, or navigating the transition into professional life.

Voluntary alumni mentorship, professional presentations, and career conversations would connect interested student-athletes with former players willing to share their experiences and guidance. These opportunities would be developed in coordination with appropriate university personnel and alumni engagement resources. The responsibility of a collegiate program extends beyond helping players succeed during their four years on campus. Connecting them with people who understand their experiences and can offer guidance as they pursue their futures is another way to support their development.

A Sisterhood That Continues:

Graduating from Salisbury Women's Soccer should never feel like leaving the program behind. Our alumni will feel welcomed, appreciated, and connected to the student-athletes who follow them. Current players will recognize the women who helped establish the traditions they now represent and understand that they, too, will eventually have an opportunity to support the next generation. The annual alumni match can remain an important part of that connection, while relationships between past and present players become something we nurture throughout the year.

Four years may define the length of a collegiate playing career, but they should never define the length of a player's relationship with Salisbury Women's Soccer.

THE LEADERSHIP

My four years as an assistant coach at Salisbury University have provided firsthand experience with the program, its student-athletes, and the expectations of collegiate competition. Those years have also strengthened my understanding that leading a collegiate soccer program requires attention to responsibilities extending far beyond training sessions and match days. Recruiting, scheduling, travel coordination, budgeting, NCAA compliance, academic support, and staff development all contribute to the experience we provide our student-athletes. Each responsibility deserves thoughtful oversight, consistent communication, and the same preparation and accountability expected on the pitch.

A coaching staff should operate as a team. Assistants deserve to feel valued, contribute their perspectives, and receive support in their professional development. Clear responsibilities and collaboration will guide our work together, with final accountability for the program resting with me as head coach. The transition into that role would include working closely with athletic department personnel to understand Salisbury's established procedures, financial expectations, and operational priorities. Existing systems will be evaluated, practices that serve our student-athletes well preserved, and opportunities for improvement identified. My familiarity with the program provides a valuable starting point, but assuming responsibility for its daily operations will require continued learning and collaboration.

Academic Success and Life Beyond Salisbury:

The word student must always come first in student-athlete. Our players have chosen Salisbury University to pursue an education that can influence the opportunities available to them long after their soccer careers end. Clear academic expectations, encouragement to use university resources, and appropriate communication with campus support personnel can help student-athletes fulfill that commitment. Our team has earned the United Soccer Coaches Team Academic Award in each of the past two years, with a team grade point average of 3.43, and that standard will remain. Their interests, ambitions, and identities also extend beyond soccer. Academic pursuits, career preparation, and personal growth deserve the same genuine encouragement provided for their development on the pitch. Our responsibility is not simply to help student-athletes remain academically eligible to compete. It is to support them as they work toward earning their degrees and preparing for lives and careers beyond collegiate athletics.

Representing Our University and Community:

Salisbury Women's Soccer will have a meaningful presence within the university and throughout the Eastern Shore. Community engagement, relationships with local youth players, and opportunities to represent Salisbury beyond competition can strengthen the connection between our program and the people who support it. The relationships I've been blessed to build throughout this community provide another opportunity for our student-athletes to experience the pride and responsibility that come with representing a university that means so much to the region.

Leadership requires consistency between what we ask of others and what we demonstrate ourselves. The expectations established throughout our program must be reflected in our preparation, communication, decisions, and willingness to accept responsibility. The standards of our program must begin with the person responsible for leading it.

THE FIRST 90

The first 90 days as head coach would provide an opportunity to demonstrate the leadership principles outlined throughout this blueprint while establishing clear priorities for the future of Salisbury Women's Soccer. My four years as an assistant have given me familiarity with the university, its student-athletes, and the program. However, assuming the head coaching position requires a broader perspective, and that transition deserves urgency, humility, and a willingness to learn. The priorities outlined below would be shaped by the time of year, immediate recruiting needs, and the responsibilities requiring attention upon appointment. This timeline represents my approach to the transition while remaining flexible to the program's circumstances and NCAA requirements.

Days 1 – 30 | Listen, Evaluate, and Establish

Understanding the immediate needs of our student-athletes and ensuring continuity in the program's operations would be the initial priorities.

- Meet individually with returning student-athletes to understand their experiences, academic and athletic goals, concerns, and expectations.
- Meet with athletic department leadership and relevant personnel to review budgets, NCAA compliance, scheduling, recruiting, and operational responsibilities.
- Evaluate the returning roster, current recruiting commitments, and immediate recruiting priorities.
- Establish clear coaching staff responsibilities and consistent communication.
- Introduce *Conscious Coaching* and *Empathetic Transparency* through my actions and conversations with our student-athletes.

Days 31 – 60 | Develop, Connect, and Implement

Building upon those initial conversations and evaluations, the next phase would focus on implementing priorities that support individual development and the long-term direction of the program.

- Establish individual player-development objectives informed by evaluations and student-athlete input.
- Continue recruiting efforts while identifying opportunities to involve current student-athletes in approved recruiting activities.
- Develop a training framework that reflects our roster's strengths and encourages competition, creativity, and tactical understanding.
- Establish consistent staff meetings and procedures for overseeing operational responsibilities.
- Work with appropriate university personnel to support academic progress and identify opportunities for community engagement.

Days 61 – 90 | Assess, Refine, and Prepare

The final phase would focus on evaluating initial progress, making necessary adjustments, and establishing priorities for the months ahead and leading into summer.

- Review individual development objectives and gather feedback from student-athletes and staff.
- Assess recruiting progress and establish short- and long-term roster priorities.
- Evaluate our training environment and identify opportunities for improvement.
- Review operational procedures to ensure responsibilities are clearly assigned and deadlines are being met.
- Establish measurable goals for academic achievement, player development, competitive performance, and the overall student-athlete experience.

I do not expect to transform an entire program in 90 days. I do expect to strengthen relationships, demonstrate consistency, and begin earning the trust and confidence of our student-athletes as we pursue the future of Salisbury Women's Soccer together.

The first 90 days would be more than just introducing my philosophy; they would be an opportunity to begin living it.

THE VISION

The Eastern Shore is home. It is where I have built my life, pursued my passion for the beautiful game, and had the privilege of helping others pursue theirs. For more than a decade, soccer has given me the opportunity to build meaningful relationships with players and families throughout our community, connections I value far more than anything accomplished on the pitch. Being entrusted with even a small role in so many journeys has been a blessing, and honoring that trust has become part of my life's purpose.

For the past four years, Salisbury University has been part of that journey as well. I have celebrated victories with our student-athletes, shared in their disappointment after difficult defeats, and witnessed firsthand how much their collegiate experience can influence their lives. Those moments have strengthened my connection to Salisbury and my belief in what this program can accomplish. I want our student-athletes to experience the excitement of competing for championships, the pride of representing their university, and the satisfaction of knowing they have given everything they can to the pursuit of a common goal.

Some of the most difficult conversations I've had throughout my coaching career have been with players who have lost their love for a game they once couldn't imagine living without. I think about the years they dedicated to soccer, the sacrifices their families made, and the excitement they once felt simply stepping onto the pitch. Those experiences have shaped the coach I strive to be and strengthened my commitment to creating an environment where our players feel valued, supported, and challenged. I want them to compete fiercely, embrace the demands of collegiate athletics, and continue finding joy in the game throughout their time at Salisbury.

Competitive success grows from the environment we create. When trust, respect, accountability, and genuine care are reflected in our daily actions, players have the opportunity to develop with confidence and compete with freedom. I want Salisbury Women's Soccer to pursue championships with conviction while recognizing that our accomplishments will also be reflected in the degrees our student-athletes earn, the relationships they build, and the lives they lead after graduation. Years after their final match, I hope they remember the victories they celebrated together, the challenges they overcame, and the people who made their experience meaningful.

This opportunity means more to me than simply becoming Salisbury's next head coach. It is an opportunity to give back to the community that has given me so much, serve a university I already care deeply about, and continue supporting student-athletes I have come to know, care for, and love as they pursue their dreams. I recognize the responsibility that comes with leading this program, and I am prepared to embrace the work, challenges, and expectations that accompany it.

My heart is here. My roots are here. And I want to build something at Salisbury that our student-athletes, our university, and our Eastern Shore community can believe in.