

ANNUAL REPORT 1971-72

to the President of the

University of Maryland

from UMBC

submitted by

Calvin B. T. Lee, Chancellor

The saga of the University of Maryland Baltimore County is to prepare students from metropolitan Baltimore to remain productive for the next 40 years. Hence, the intellectual architecture is being molded to thrust our students toward higher learning in the year 2000 and beyond.

Continued progress of UMBC was highlighted in the academic year 1971-72 with the appointment of a new Chancellor, Dr. Calvin B. T. Lee; the growth in student body from 2832 FTE to 3489 FTE and the construction of three new buildings to keep up with its enormous growth.

Challenges facing the new Chancellor ranged from relationships with the urban community to the development of academic programs for the young campus. Recognizing the urgent social questions confronting UMBC -- relationships to urban problems and the recruitment of minority students, faculty, and staff -- Dr. Lee sought qualified professionals who were also sensitive to such issues to join his administrative team. To fill the post of Vice Chancellor for Academic Affairs, Dr. Lee appointed Dr. Morton Baratz, a noted urban economist who, among other things, had made several studies about poverty in Baltimore. Miss Sallie Giffen, a fiscal officer with experience at the U. S. Office of Education and Boston University, has been appointed Vice Chancellor for Administration. Mr. William Hardy, a black public relations man from Indianapolis, was appointed Director of University Relations.

Academic Development 1971-72

The academic posture for 1971-72 was based on the central assumption that UMBC must be a distinctive entity in the University of Maryland system, not simply a carbon copy (faint or strong) of most other four-year institutions of its general kind.

Hence, we posed the question: What kinds of training should our current and prospective students require to perform their life-long civil and hedonic roles in a society characterized by rapid technological change, growing complexity and persistent challenges to established values, institutions, and procedures? Hopefully, the answers to this complex question will equip students with skills that will enable them to cope creatively with the ever-changing social context and help them to contribute perceptibly to the solution of society's problems and their own.

Understandably, it has not been possible to arrive in the space of a single academic year at a definitive set of answers to this question. We have begun, however, to design programs that appear to be appropriate. In the Division of Humanities, for instance, an ambitious scheme is being devised which will permit students to elect (a) a "standard" disciplinary curriculum, e.g., Music, Theater; (b) a bi- or tri-disciplinary program, e.g., Art-Film-Literature; or (c) a Humanities curriculum that focuses upon one or a combination of three broad areas -- Cultural Studies, Arts Studies, and Linguistics and Communications Studies.

A curriculum of comparable nature is under construction in the Social Sciences. Designed initially as an M.A.-Ph.D. program, but destined to include undergraduates within a few years, the curriculum will train policy scientists, men and women with a variety of concepts and skills drawn from economics, political science, organizational theory, statistics, computer sciences, mathematical programming and planning. Once armed with these tools, students will select an area of policy, whether of a governmental or a private nature, in which to do research. Examples of policy areas which might be selected are: housing policy, disarmament policy, conflict resolution. To the fullest possible extent, students will do their research as part- or full-time employees in an agency, department, or enterprise that is primarily concerned with the issues in question, e.g.,

a thesis on housing policy would be written by a student for the Baltimore City Department of Housing and Community Development or, alternatively, the Rouse Corporation.

An inter-disciplinary curriculum has now been constructed for the Afro-American Studies Program. The curriculum has been approved by UMBC's Senate and awaits approval by the Board of Regents and the Maryland Council for Higher Education. The curriculum is frankly experimental, in the sense that it differs markedly from most Black Studies curricula created around the country in the last few years. Unlike these other programs, UMBC combines African Studies and the African Diaspora, i.e., the Black Experience in the Americas and African Heritage. No mere collection of courses intended only to build black pride, the UMBC curriculum is built on a solid basis of scholarly analysis combining the contributions of two continents and cultures.

Other rather novel curricula are under development, including a Master's program in Community Clinical Psychology and an Institute of Educational Studies designed to link teacher-training programs of several colleges and universities in the Baltimore area.

To staff these new curricula, an aggressive recruiting campaign was launched, with a heavy emphasis upon candidates who were "double-" or "triple-threat" teacher-scholars, that is, men and women with training and experience, or both, in at least two disciplines. As is probably obvious, persons meeting this criterion are absolutely essential to the success of the cross-disciplinary effort, because experience indicates that "uni-disciplinary" faculty simply cannot contribute significantly to multi-disciplinary activities. Several outstanding appointments to UMBC's faculty have been made and also a number of other appointments that promise to be outstanding within a few years. In all cases, we must stress, the new appointees were judged as much for their potentiality (or past achievement) as teachers as for their scholarship.

Student Growth and Development

Careful planning for the present and future in Student Life meant ardent consideration of the pace in which the Baltimore County Campus of the University of Maryland should approach the tentatively approved population ceiling of 15,000 set by the Board of Regents.

1971-72 changes in the University's admission policies now make it possible to control, somewhat for the first time, the speed toward reaching any enrollment maximum.

Simultaneously, attention was given to creating a better multi-ethnic balance to ensure a more cosmopolitan campus population that reflects the metro constituency of Baltimore. Black student enrollment increased from 5.5% in 1970-71 to 7.2% during the year of this report. Thus, non-white or overall minority population is currently 8%. In addition, the creation of an Office of Minority Recruitment in the Office of Admissions will continue to emphasize this responsibility. Study of retention and remediation criteria during this year have given the promise of future success as the minority figures continue to improve.

While actual enrollment continued to exceed budgeted enrollment (3350 FTE budgeted vs. 3489 FTE actual), indications are that the tools described above can bring these figures closer together.

Fiscal and Physical Development

In order to remain abreast of the times and planning for the present and the future, our Administrative and Business Affairs prompted the retainment of a consulting firm for the design and implementation of a Business Information System. As campus growth continues, a computer-based business system will become increasingly important. Certain key information on a computer and additional budgetary support, the business system can be coordinated and integrated into a total Management and Information System. This innovation will become an important part of UMBC's ability to respond to its future plans acted upon by the members of the Board of Regents and the Maryland Council on Higher Education.

The University's budget was increased by \$1,892,350 in 1971-72. The bulk of our budget went to support the instructional budget. In addition, \$409,707 were used to purchase library books and materials and \$1,697,707 for facilities maintenance and operation. Until the campus becomes more established, we can expect these areas to receive continuous and substantial support.

Three new buildings have been completed and are ready for Fall occupancy. These are a third dormitory, the Humanities (Fine Arts) Building, and the new office building. The second Physical Education building was completed and is in use. Plans are underway for a new classroom building which will help to alleviate some of the pressure for more classrooms. Additional buildings will have to be planned each year to keep pace with the need for offices, classrooms and labs until we reach our stipulated enrollment limit.

Summary

During the year 1971-72 we have begun to realize the UMBC saga. Appreciative of the past six years of development, optimistic in the present and carefully planning for the future marked an innovative year for the youngest entity of the University of Maryland system.

The increasing stability of the administration, faculty and students will indicate that UMBC's predictive for success is favorable, as the campus strides "toward higher learning in the year 2000" at UMBC.

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