

4: Morris Campus

From the Chancellor

The University of Minnesota's Morris campus traces its origins through two predecessor institutions. First established by the Sisters of Mercy as a boarding school for American Indian boys and girls in 1887, the campus then became the West Central School of Agriculture from 1910 to 1960.

Although our college was completely reinvented as a rigorous liberal arts undergraduate campus of the University of Minnesota in 1960, we continue to take pride in the continuity of our service to non-traditional students and to the people of rural west central Minnesota.

UMM is one of a small but growing group of "public liberal arts colleges." We combine many of the most valuable attributes of, on the one hand, private liberal arts colleges and, on the other, public universities. So, we value small classes and intense, close, rigorous learning relationships between students, faculty, and staff. We create a deliberately integrated collegiate experience, in which student engagement is encouraged, rewarded, and practically required.

At the same time, we are devoted to serving our region through a wide range of programs and facilities. We cultivate diversity in our student body and our employees, and we place a high value on faculty who are outstanding scholar/researchers as well as undergraduate teachers second to none. Compared to private liberal arts colleges of comparable aspirations and quality, we are remarkably inexpensive. But we offer an educational experience of uncompromising quality: we are anything but "cheap."

This college is proud of its past, vigorous and ambitious in its present, and confidently assertive about its future. UMM offers a challenging, rewarding, and a "real" college experience of the highest order that is also a remarkable value to students and their families.

Sam Schuman
Chancellor
University of Minnesota – Morris

A. Campus Profile

The University of Minnesota – Morris is the undergraduate liberal arts campus of the University of Minnesota. Its mission is unique as an academically rigorous, public undergraduate liberal arts college. Since opening in 1960, the Morris campus has repeatedly received national recognition for its distinctive mission and strong academic quality. Feature articles in *U.S. News & World Report*, *Kiplinger's*, *Changing Times*, and rankings in *Peterson's Guide to Competitive Colleges* and the *Fiske Guide to Colleges* have all remarked on the quality of Morris's liberal arts education.

The campus's strength as a liberal arts institution comes primarily from three factors: a focused, narrowly defined mission which provides a rigorous liberal arts program; an intellectually gifted student body; and a faculty dedicated to teaching, to personal contact with students, and to research with full student participation. Ninety-eight percent of Morris's tenured and tenure-track faculty hold terminal degrees. Thirty faculty members are recipients of the University of Minnesota's highest teaching award, the Horace T. Morse-University of Minnesota Alumni Association Award – the largest percentage of any campus.

Founded

1960

Leadership

Samuel Schuman, Chancellor

Divisions

Education

Humanities

Science and Mathematics

Social Sciences

Degrees offered

Bachelor of Arts

Majors offered

Majors in 30 disciplines

7 pre-professional programs

Fall 2003 enrollment

Undergraduate	1,728
Non-degree	<u>133</u>
Total	1,861

Faculty Size (FY 2003)

Tenured/Tenure Track	102
Other Faculty	25

Student/Faculty Ratio (FY 2003)

Tenured/Tenure Track	18:1
All faculty	14:1

Undergraduate Degrees Awarded (FY 2003)

325

Alumni (FY 2003)

Nearly 17,000 (graduates and non-grads)

Staff (FY 2003)

Civil Service/ Bargaining Unit	199
Professional and Administrative	92

Number of buildings

32 (540,000 assignable square feet)

Expenditures (FY 2003)

\$36,906,827

B. Academic Priorities

Current academic priorities include:

- continuing to offer a high-quality undergraduate liberal arts education to students during a period of significant fiscal constraints;
- recruiting and retaining a diverse community of student learners and faculty teacher/scholars without peer in American undergraduate institutions;
- developing several new majors and minors, such as Native American studies;
- strengthening the first-year seminar and honors programs; and
- developing a universal international experience for all students for the May term of the sophomore year.

Based on an extensive self-study, the first-year seminar program was approved in 2003 as a permanent part of the universal undergraduate curriculum. Three new majors – women’s studies, anthropology, and statistics – have been added in the last few years, as well as a minor in African American studies. The campus continues to provide creative alternatives to students through programs of “areas of emphasis” and “areas of concentration” where students and faculty can develop their own custom-made majors and minors.

The Morris campus has provided important leadership across the University in student advising and has initiated a comprehensive assessment program for advising in the freshman year and in the major. The Council of Undergraduate Deans on the Twin Cities campus identified these programs as models for other units of the University.

The Morris campus recently joined the National Student Exchange (NSE) and placed its first student this year. (NSE is a national consortium of 177 higher education institutions that permits students from one member institution to study at another’s while paying their normal tuition and fees or the in-state tuition and fees rate of the host institution.) Participation levels are expected to grow, especially among students whose particular interest might lie in fields other than those represented on the Morris campus.

The Morris campus has also begun to work with faculty and students to compete for national scholarships, such as Rhodes, Truman, Goldwater, and Fulbright scholarships. Success to date has been modest but the campus is striving to become a leader in this area. Other areas of excellence include:

- revitalizing the honors program, offering students an interdisciplinary experience to accompany the traditional major;
- increased success in raising money for scholarships through the University’s Capital Campaign;
- recruiting and retaining a diverse faculty, including the addition of Native American women in the English and anthropology programs; and
- the continued success of Morris faculty winning the Horace T. Morse Award for undergraduate teaching.

Academic Rankings

The University of Minnesota – Morris is ranked by the Carnegie Commission among 217 liberal arts colleges across the country that emphasize undergraduate education and award at least half of their degrees in the liberal arts disciplines. Twenty-one of these colleges are

public institutions, and the University of Minnesota – Morris was ranked third among them by *U.S. News & World Report*, as shown

in Table 4-1. UMM is the only Midwestern institution in the top five of the nation’s public liberal arts colleges.

Table 4-1. Ranking of University of Minnesota – Morris among top public liberal arts colleges by *U.S. News & World Report*.

Rank	Institution
1	Virginia Military Institute – Lexington, Virginia
2	St. Mary’s College – St. Mary’s City, Maryland
3	University of Minnesota – Morris
4	University of North Carolina – Asheville
5	Richard Stockton College – Pomona, New Jersey

Source: *America’s Best Colleges: 2004, U.S. News & World Report*.

Undergraduate Improvement Efforts

Programs to improve the undergraduate experience include:

Study Abroad: The Morris campus leads the University of Minnesota in study abroad participations rates.

Undergraduate Research Opportunities Program (UROP): The campus has high UROP participation rates and also makes funds available to support 24 students in conducting research in conjunction with a faculty member under the Morris Academic Partners Program. Another 30 students serve various campus offices as Morris Administrative Interns, gaining practical knowledge while enhancing their undergraduate education.

Service Learning: The campus has an extensive repertoire of service-learning courses. For the past three years a grant from Learn and Serve America has been used to enhance service learning on campus, with over 300 students participating. Forty-eight people from the Morris community, representing community programs, agencies, and religious institutions, also participated.

The campus was recently chosen by Learn and Serve America to receive a second three-year

grant to develop more service-learning courses. This grant will focus on more fully incorporating service learning into the academic core of the campus by creating four areas of interest: regional /sustainable agriculture, youth mentorships, elder partnerships, and arts and culture opportunities. Community partners in each area will work with faculty teaching courses in those areas to develop service-learning opportunities across the curriculum. The result will be a hybrid between traditional service-learning opportunities and learning communities.

Public Engagement

UMM provides a variety of educational opportunities for citizens of all ages and interests. These opportunities include:

- continuing education and summer session classes for all ages;
- Creative Study Institute for talented youth;
- Summer Scholars program for high school students; and
- summer workshops for teachers.

UMM serves area communities while providing learning experiences for students. Some recent activities include:

- voter registration;
- Campus Compact involvement (tree planting, leaf raking, snow shoveling, special senior citizen presentations); and
- Center for Small Towns projects (helping school districts with tutoring, cultural exchanges, strategic planning, Web site development).

UMM is a willing and cooperative partner in city, county, and regional projects that benefit citizens:

- partnership with Morris Area School District to create a regional fitness center;
- media services productions;
- research collaboration with the U.S. Department of Agriculture and the City of Morris; and
- holiday food drive for the Stevens County Food Shelf.

UMM plays an important role in providing or hosting cultural and educational experiences for citizens. These include:

- student and faculty science programs for elementary school children;
- children's theater productions;
- Big Friend/Little Friend activities;
- performing arts series and exhibits;
- free residencies, workshops, and classroom visits by visiting artists and speakers;
- special exhibits such as the AIDS Memorial Quilt; and
- Christmas Carol Concert and Jazz Fest open to the community.

UMM provides facilities, expertise, and resources to the community:

- business incubator (e.g., Info-Link Internet provider, West Central Environment Consultants);
- faculty experts, speakers, and moderators;
- graduate and in-service professional development for educators; and
- area high school athletic tournaments hosted by Physical Education Center.

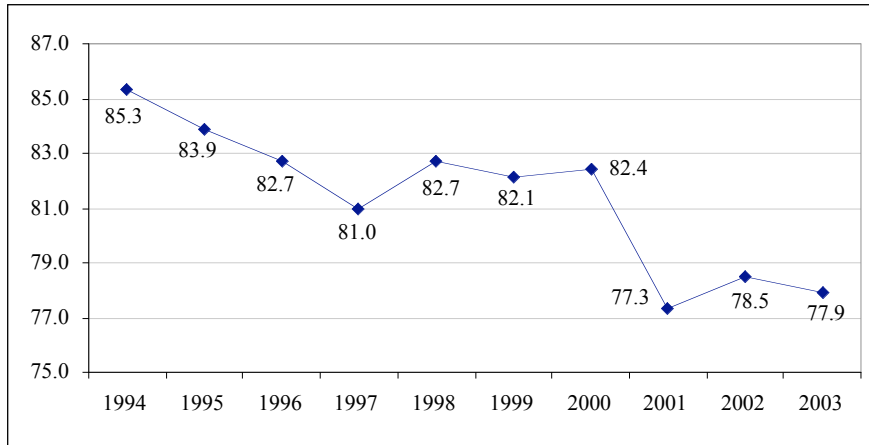
C. Students

UMM's entering students are among the top in the state, judging by standard quantitative measures such as ACT scores and high school class rank. Their retention to graduation rate is the highest of any University of Minnesota campus. The college's commitment to diversity – recognizing its location in a rural, small town in a region of racial, ethnic, and

religious homogeneity – is reflected in a student body that is nearly 14 percent students of color.

Figures 4-1 – 4-2 and Tables 4-2 and 4-3 provide detailed information on the demographics of UMM students over the past decade.

Figure 4-1. Average high school rank percentile of new, entering freshmen, University of Minnesota – Morris, 1994-2003.



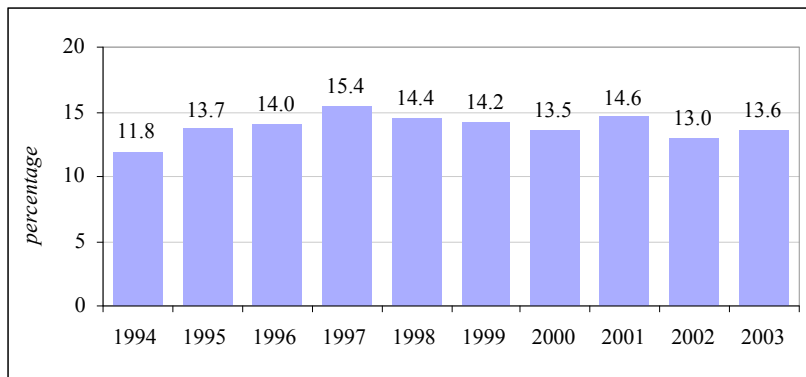
Source: Office of Institutional Research and Reporting, University of Minnesota.

Table 4-2. High school rank of freshmen, University of Minnesota – Morris, 1994-2003.

Rank	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
90-99%	54%	45%	44%	39%	44%	43%	41%	32%	33%	32%
75-89	28	34	33	33	30	31	33	31	33	32
50-74	16	18	19	24	23	22	22	28	26	28
1-49	2	3	5	4	3	3	3	9	8	8

Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 4-2. Percentage of entering freshmen of color, University of Minnesota – Morris, 1994-2003.



Source: Office of Institutional Research and Reporting, University of Minnesota.

Table 4-3. Proportion of students by racial/ethnic group, University of Minnesota – Morris, 1997-2003.

	1997	1998	1999	2000	2001	2002	2003
Caucasian	84.4%	83.3%	82.8%	83.0%	81.6%	81.9%	82.4%
American Indian	5.0	5.5	6.5	6.8	6.0	6.6	6.7
African American	4.2	5.6	5.5	5.2	5.6	4.9	3.5
Asian/Pacific Islander	3.1	2.4	2.7	2.5	2.6	2.8	2.8
Chicano/Hispanic	1.9	1.6	1.1	1.2	1.4	1.4	1.6
International	0.9	1.3	0.4	0.8	0.3	0.8	1.1
Not Reported	0.5	0.4	0.9	0.5	2.5	1.6	1.9

Source: Office of Institutional Research and Reporting, University of Minnesota.

Retention and Graduation Rates

Figures 4-3 and 4-4 show UMM’s retention rates over the past decade.

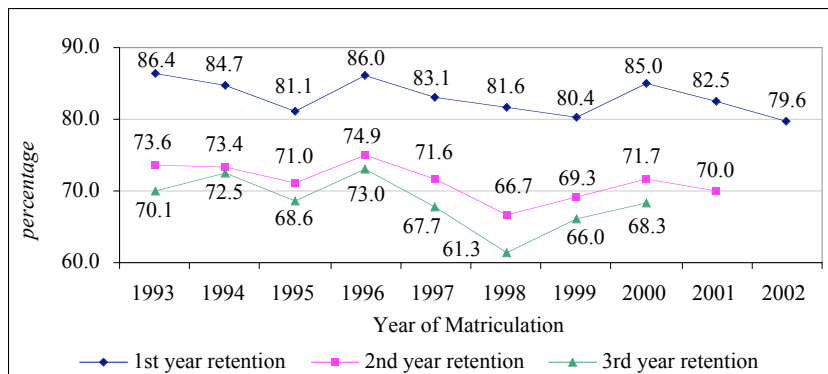
Figures 4-5 and 4-6 provide information on graduation rates over the same period.

UMM’s graduation rates are the highest of any University of Minnesota campus; the rates are also high on a national scale for public

institutions. Nevertheless, the campus aspires to increase retention and graduation rates to the level of the nation’s top private liberal arts colleges.

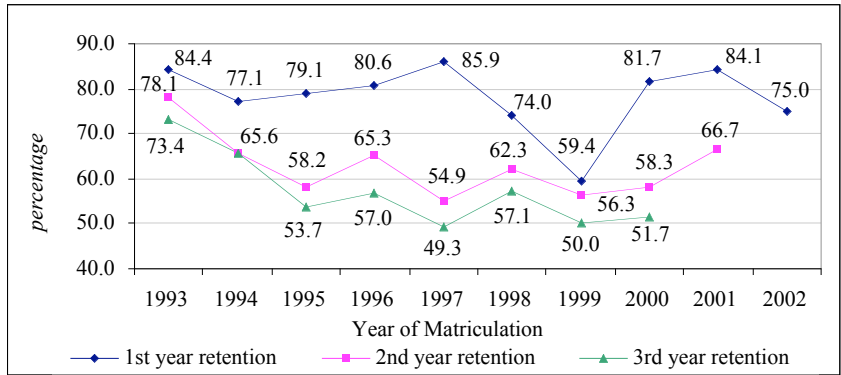
UMM has set four-, five-, and six-year graduation rate goals for 2012 of 52 percent, 66 percent, and 68 percent, respectively.

Figure 4-3. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Morris, 1993-2002.



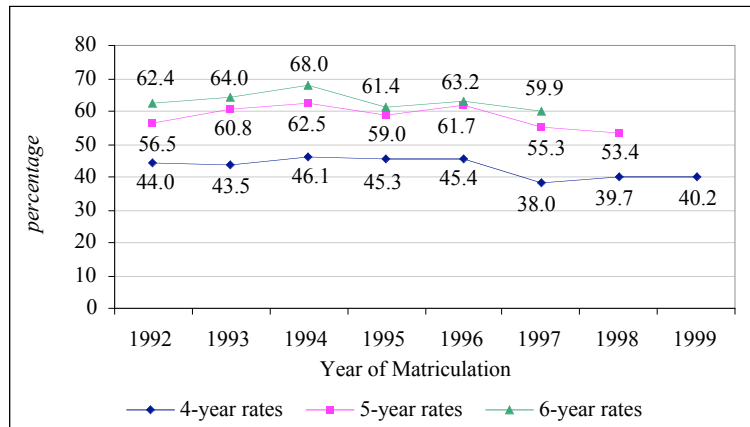
Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 4-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students of color, by year of matriculation, University of Minnesota – Morris, 1993-2002.



Source: Office of Institutional Research and Reporting, University of Minnesota.

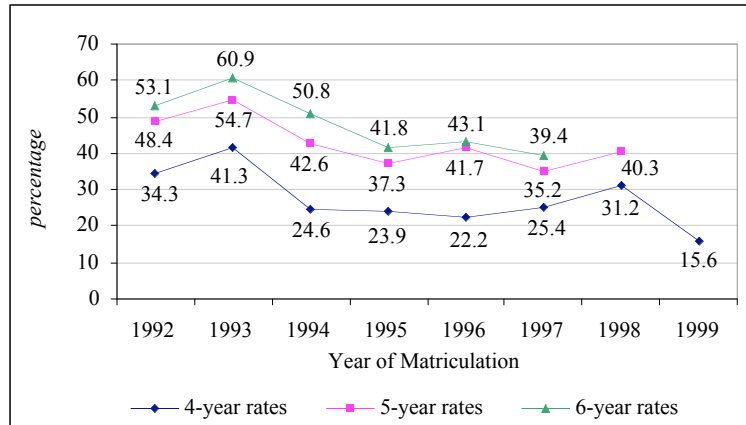
Figure 4-5. 4-, 5-, and 6-year graduation rates, University of Minnesota – Morris, 1992-99.



Source: Office of Institutional Research and Reporting, University of Minnesota.

Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Morris and graduated from the Twin Cities is counted as a Morris graduate). The University also reports graduation rates to a national database (IPEDS); it includes only students who matriculated at and graduated from the same campus; these rates are somewhat lower than those shown above.

Figure 4-6. Graduation rates for students of color, University of Minnesota – Morris, 1992-99.



Source: Office of Institutional Research and Reporting, University of Minnesota

Student Satisfaction

Over the past 10 years the University has placed increased emphasis on improving the student experience. A variety of programs have been launched to achieve this objective, and the Student Experiences Survey has been administered periodically since 1997 to measure results.

Figure 4-7 summarizes the responses in 10 key areas at the University of Minnesota – Morris campus.

In addition, Table 4-4 shows the safety and security record of the Morris campus over the past four years.

Figure 4-7. Undergraduate student experiences survey results, University of Minnesota – Morris, 1997-2003.

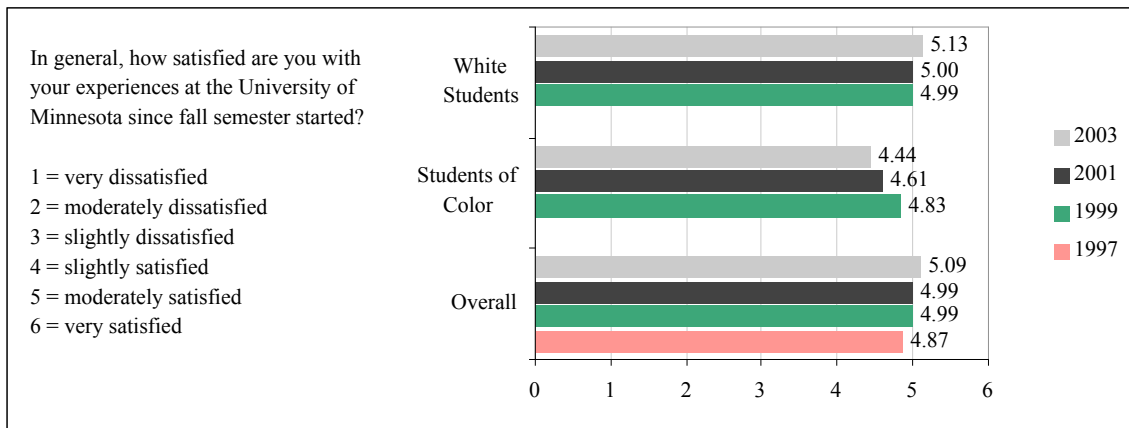
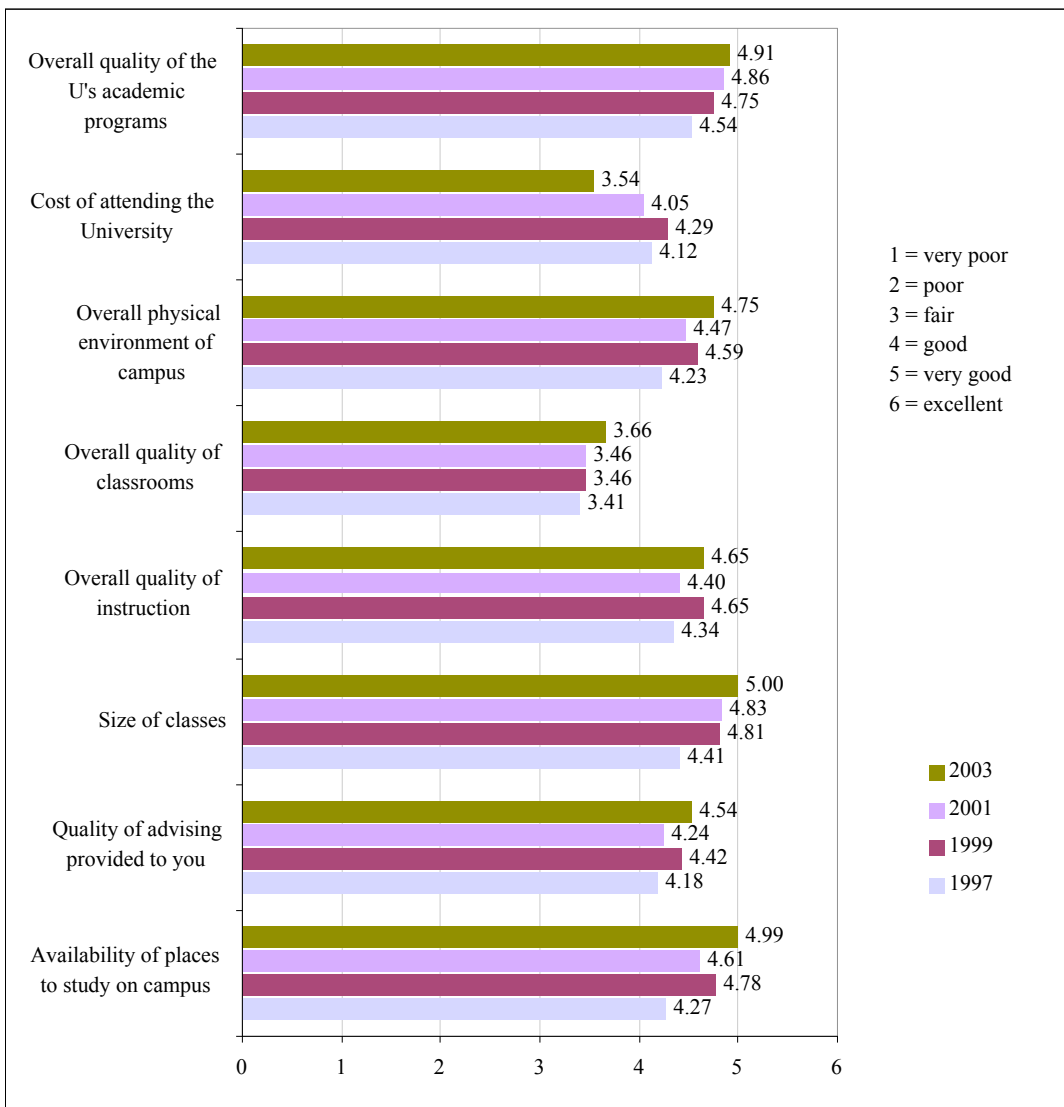
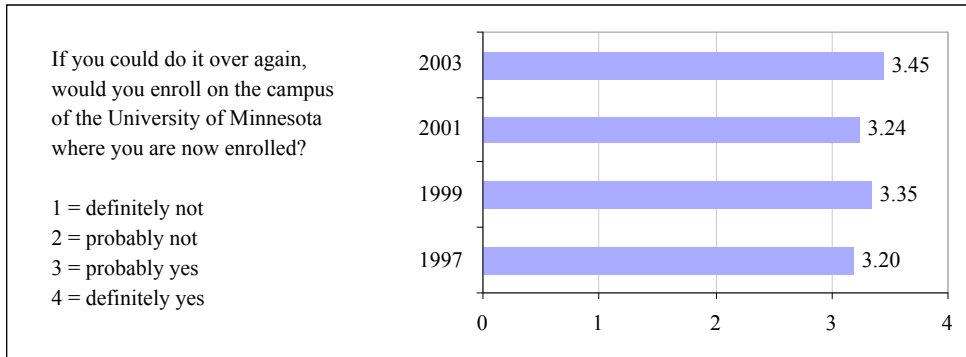


Figure 4-7 (continued). Morris campus undergraduate student experiences survey results.



Source: Office of Institutional Research and Reporting, University of Minnesota.

Table 4-4. On-campus criminal offenses at University of Minnesota – Morris, 1999-2002.

Offense	1999	2000	2001	2002
Murder	0	0	0	0
Robbery	0	0	0	0
Aggravated assault	1	0	0	1
Sex offenses (non-forcible and forcible)	4	0	4	2
Burglary	3	9	4	13
Motor vehicle theft	0	0	0	0
Arson	0	0	0	0
Alcohol arrests	20	33	21	14
Drug arrests	5	1	3	0
Weapons arrests	0	0	0	0

Source: Campus Police, University of Minnesota – Morris

D. Intercollegiate Athletics

The University of Minnesota – Morris competes in eight men’s and 10 women’s sports. Fifty-five percent of varsity athletes are males. The campus has recently transferred from the Northern Sun Intercollegiate Athletic Conference, and NCAA Division II league, to the Upper Midwest Athletic Conference, in Division III.

This new affiliation is more in keeping with UMM’s size, institutional type, and finances.

Intercollegiate athletics teams have proven highly competitive at the Division III level. Several teams already have won UMAC conference championships, e.g., golf, soccer, and volleyball in 2003.

E. Human Resources

Faculty Salary and Compensation

Comparisons based on American Association of University Professors (AAUP) annual surveys cover full-time instructional faculty and exclude medical school faculty. The Morris campus’s peer group of 14 public and private institutions nationwide is representative of the kinds of campuses with which UMM competes in recruiting and retaining faculty.

burden, and variations in fringe benefits only add to the imperfection.

As Tables 4-5 and 4-6 indicate, faculty salaries at the University of Minnesota – Morris are below average among a comparison group of public and private small liberal arts colleges, but UMM faculty compensation is higher than average in its peer group.

However, comparing salaries and compensation across campuses is inherently imperfect because campuses differ in many ways, e.g., mission, public vs. private, size, mix of disciplines, etc. Cost-of-living, tax

Tables 4-7 – 4-9 show UMM faculty salary and compensation averages at the full-, associate-, and assistant-level ranks in comparison with the campus’s peer group institutions.

Peer Group Comparisons

Table 4-5. Average faculty salary for University of Minnesota – Morris and peer group institutions, 1998-99 – 2002-03.

Average Salary

Category	1998-99	1999-00	2000-01	2001-02	2002-03
Full Professor					
Peer Group Average*	\$64,100	\$65,800	\$68,500	\$71,800	\$73,600
UM – Morris	64,900	67,200	66,700	68,900	70,900
Associate Professor					
Peer Group Average*	\$50,600	\$51,900	\$53,800	\$55,300	\$57,000
UM – Morris	49,400	51,400	53,300	53,900	55,200
Assistant Professor					
Peer Group Average*	\$40,000	\$41,100	\$42,800	\$44,300	\$45,700
UM – Morris	37,800	38,700	38,700	39,700	41,000

Source: Office of Institutional Research and Reporting, University of Minnesota.

*Average excluding University of Minnesota – Morris

Table 4-6. Average faculty compensation for University of Minnesota – Morris and peer group institutions, 1998-99 – 2002-03.

Average Compensation

Category	1998-99	1999-00	2000-01	2001-02	2002-03
Full Professor					
Peer Group Average*	\$79,200	\$82,200	\$85,700	\$90,200	\$92,500
UM – Morris	84,600	88,700	89,300	93,100	96,000
Associate Professor					
Peer Group Average*	\$62,500	\$64,800	\$67,700	\$70,100	\$72,600
UM – Morris	65,900	69,600	73,100	75,000	77,100
Assistant Professor					
Peer Group Average*	\$49,400	\$50,900	\$53,700	\$56,100	\$58,300
UM – Morris	51,900	54,300	55,500	57,900	59,900

Source: Office of Institutional Research and Reporting, University of Minnesota.

*Average excluding University of Minnesota – Morris

Full Professors

Table 4-7. Full professor average salary and compensation for University of Minnesota – Morris and peer group, 2002-03.

Average Salary			2002-03	Average Compensation		
Rank	Peer Group Institution		Rank	Peer Group Institution		
Salary			Comp			
1	Carleton College	\$94,800	1	Carleton College	\$122,500	
2	Macalester College	88,700	2	Macalester College	111,400	
3	Ramapo College of New Jersey	88,500	3	Ramapo College of New Jersey	109,900	
4	St. Mary's College of Maryland (est.)	78,800	4	St. Mary's College of Maryland (est.)	98,100	
5	Hamline University	73,900	5	University of Minnesota – Morris	96,000	
6	Mary Washington College	72,700	6	Hamline University	93,400	
7	University of Minnesota – Morris	70,900	7	St. John's University	89,600	
8	University of North Carolina – Asheville	69,600	8	Mary Washington College	89,400	
9	St. John's University	69,500	9	St. Olaf College	87,700	
10	St. Olaf College	69,300	10	Gustavus Adolphus College	85,300	
11	Gustavus Adolphus College	67,700	11	University of North Carolina –	84,000	
12	College of St. Benedict	65,500	12	Asheville College of St. Benedict	83,800	
13	Concordia College – Moorhead	62,800	13	Concordia College – Moorhead	75,600	
14	University of Maine – Farmington	54,900	14	University of Maine – Farmington	72,400	

Source: Office of Institutional Research and Reporting, University of Minnesota.

Associate Professors

Table 4-8. Associate professor average salary and compensation for University of Minnesota – Morris and peer group, 2002-03.

Average Salary			2002-03	Average Compensation		
Rank	Peer Group Institution		Rank	Peer Group Institution		
Salary			Comp			
1	Ramapo College of New Jersey	\$69,400	1	Carleton College	\$88,600	
2	Macalester College	67,100	2	Macalester College	88,100	
3	Carleton College	66,800	3	Ramapo College of New Jersey	86,100	
4	St. Mary's College of Maryland (est.)	59,700	4	University of Minnesota – Morris	77,100	
5	St. Olaf College	57,300	5	St. Mary's College of Maryland (est.)	75,100	
6	Hamline University	55,800	6	St. Olaf College	71,900	
7	Mary Washington College	55,700	7	Hamline University	71,600	
8	University of Minnesota – Morris	55,200	8	College of St. Benedict	70,900	
9	College of St. Benedict	54,500	9	Gustavus Adolphus College	70,000	
10	Gustavus Adolphus College	54,400	10	Mary Washington College	69,600	
10	St. John's University	54,400	11	St. John's University	68,800	
12	Concordia College – Moorhead	51,900	12	Concordia College – Moorhead	63,100	
13	University of North Carolina – Asheville	50,400	13	University of North Carolina –	61,400	
14	University of Maine – Farmington	43,100	14	Asheville	58,600	
				University of Maine – Farmington		

Source: Office of Institutional Research and Reporting, University of Minnesota.

Assistant Professors

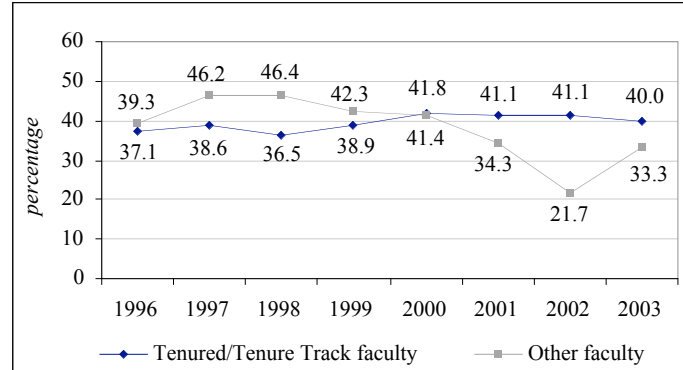
Table 4-9. Assistant professor average salary and compensation for University of Minnesota – Morris and peer group, 2002-03.

Average Salary			2002-03	Average Compensation		
Rank Salary	Peer Group Institution		Rank Comp	Peer Group Institution		
1	Carleton College	\$59,200	1	Carleton College	\$79,000	
2	Ramapo College of New Jersey	54,000	2	Ramapo College of New Jersey	67,100	
3	Macalester College	51,100	3	Macalester College	64,500	
4	Gustavus Adolphus College	46,000	4	University of Minnesota – Morris	59,900	
5	St. Mary's College of Maryland (est.)	45,200	5	Gustavus Adolphus College	59,300	
6	St. John's University	44,700	6	St. Mary's College of Maryland (est.)	57,700	
7	St. Olaf College	44,500	7	St. Olaf College	56,700	
8	College of St. Benedict	44,300	8	St. John's University	56,000	
8	Concordia College – Moorhead	44,300	9	Hamline University	55,400	
10	University of North Carolina – Asheville	42,700	9	College of St. Benedict	55,400	
11	Hamline University	42,000	11	Concordia College – Moorhead	53,300	
12	University of Minnesota – Morris	41,000	12	University of North Carolina –	52,800	
13	Mary Washington College	39,400	13	Asheville Mary Washington College	50,400	
14	University of Maine – Farmington	36,600	14	University of Maine – Farmington	50,200	

Source: Office of Institutional Research and Reporting, University of Minnesota.

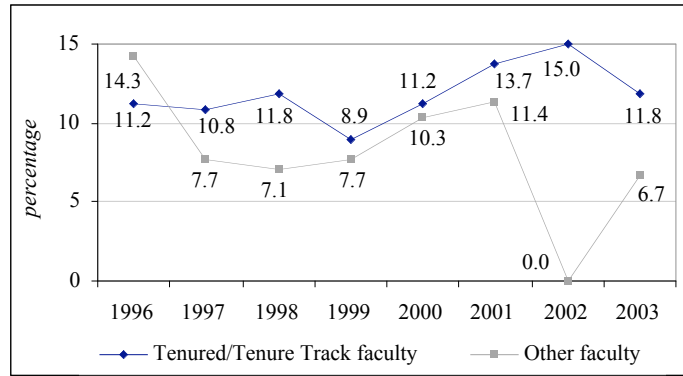
Faculty and Staff Diversity

Figure 4-8. Female faculty at University of Minnesota – Morris, 1996-2003.



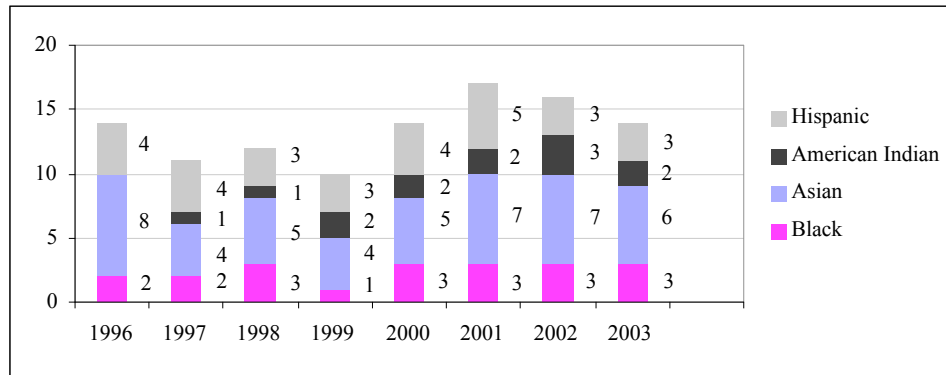
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 4-9. Faculty of color at University of Minnesota – Morris, 1996-2003.



Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 4-10. Faculty diversity at University of Minnesota – Morris, 1996-2003.



Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.