

4: Morris Campus

A. Campus Profile

The University of Minnesota – Morris is the academically rigorous, public undergraduate liberal arts campus of the University of Minnesota and a public honors college for the state. The Morris campus has repeatedly received national recognition for its distinctive liberal arts mission and strong academic quality 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*. The campus's

strength comes primarily from: a focused, narrowly defined mission; 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.

Founded

1960

Leadership

Samuel Schuman, Chancellor

Divisions

Education

Humanities

Interdisciplinary Studies

Science and Mathematics

Social Sciences

Degrees Offered

Bachelor of Arts

Academic Programs Offered

30 majors; 7 pre-professional programs

Fall 2004 Enrollment

Undergraduate	1,685
Non-degree	<u>154</u>
Total	1,839

Faculty Size (FY 2004)

Tenured/Tenure Track	110
Other Faculty	15

Undergraduate Degrees Awarded (FY 2004)

350

Living Alumni (FY 2004)

17,397 (graduates and non-grads)

Staff (FY 2004)

Civil Service/ Bargaining Unit	194
Professional and Administrative	88

Number of Buildings

28 (561,000 assignable square feet)

Expenditures (FY 2004)

\$36,219,565

B. Academic Priorities

Current academic priorities include:

- continuing to offer an uncompromisingly 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 selected new majors and minors, such as Native American studies;
- strengthening the first-year seminar and honors programs; and
- strengthening the international component of a UMM education, through study abroad, exchange programs, etc.

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 majors – women’s studies, anthropology, and statistics – have been added in the last few years, as well as an African American studies minor. 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 last 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 more systematically for national scholarships, such as Rhodes, Truman, Goldwater, and Fulbright scholarships. Other areas of excellence and emphasis 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 “promise of tomorrow” 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 Foundation for the Advancement of Teaching among 217 national-level liberal arts colleges across the country that emphasize undergraduate education and award at least half of their degrees in the liberal arts disciplines. Of these colleges, 21 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, the same rank

as the previous year. 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: 2005, 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. Using national measuring standards, 48 percent of UMM graduates will study abroad during their collegiate careers.

Undergraduate Research Opportunities Program (UROP): The campus has high UROP participation rates and also provides supporting funds for 24 students to conduct research with faculty members under the Morris Academic Partners Program. Another 30 students serve various campus offices as administrative interns, gaining practical knowledge while enhancing their education.

Service Learning: The campus has an extensive repertoire of service-learning courses. For three years a grant from Learn and Serve America was used to enhance service learning on campus, with over 408 students participating. Over 560 people from the Morris community, representing 15 community programs, agencies, and religious institutions, also participated.

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

to develop more service-learning courses. This grant focuses 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.

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;
- summer workshops for teachers; and
- the TREC (Tutoring, Reading, Enabling Children) program which offers tutorial assistance at the local elementary school.

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

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

UMM partners with city, county, and regional projects that benefit citizens:

- partnership with Morris Area School District to create a regional fitness center;
- a projected new campus-community athletic stadium;
- 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;
- annual youth art exhibit;
- 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 (e.g., AIDS Memorial Quilt); and
- concerts open to the community.

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

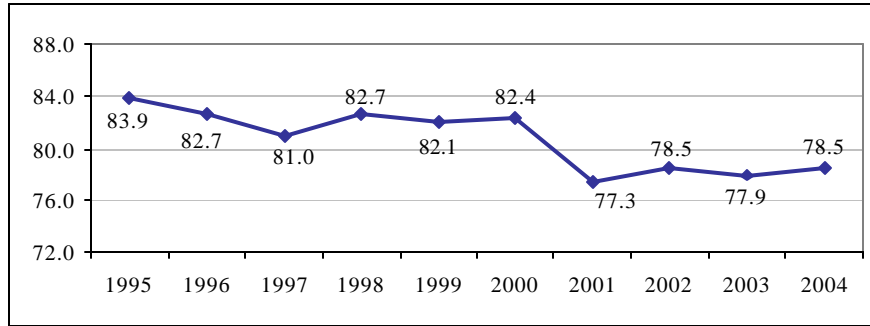
- business incubator (e.g., Info-Link Internet provider, West Central Environment Consultants);
- faculty experts, speakers, and moderators;
- graduate and in-service professional development for educators; and
- area high school athletic tournaments hosted by Physical Education Center.

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 18 percent students of color.

Figures 4-1 – 4-3 and Tables 4-2 and 4-3 provide detailed information on the demographics of UMM students over the past decade. In fall 2004, Morris freshmen had the highest average ACT composite score of any University of Minnesota campus. Over the past 10 years, over 62 percent of each freshman class at Morris has come from the top quarter of their high class.

Figure 4-1. Average high school rank percentile of new, entering freshmen, University of Minnesota – Morris, 1995-2004.



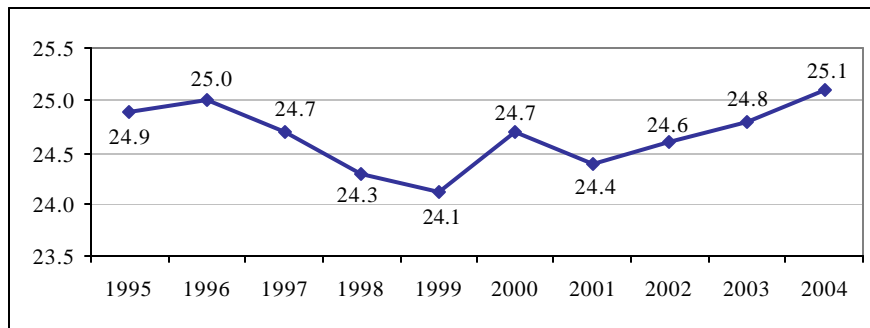
Source: Office of Institutional Research and Reporting, University of Minnesota.

Table 4-2. High school rank of freshmen, University of Minnesota – Morris, 1995-2004.

Rank	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
90-99%	45%	44%	39%	44%	43%	41%	32%	33%	32%	35%
75-89	34	33	33	30	31	33	31	33	32	31
50-74	18	19	24	23	22	22	28	26	28	25
1-49	3	5	4	3	3	3	9	8	8	8

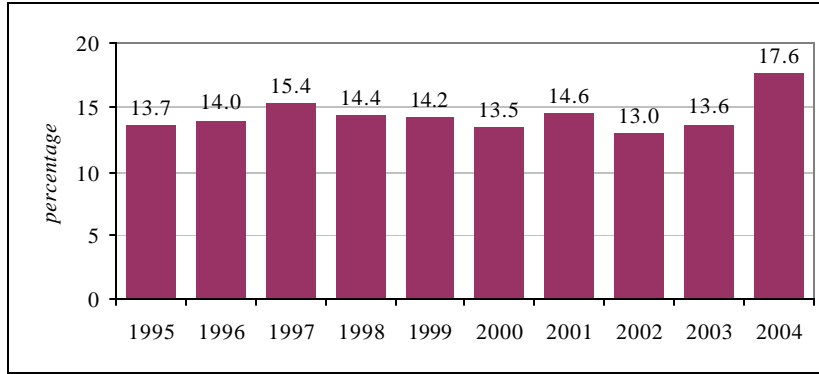
Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 4-2. Average ACT score of new, entering freshmen, University of Minnesota – Morris, 1995-2004.



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

Figure 4-3. Percentage of entering freshmen of color, University of Minnesota – Morris, fall 1995 – fall 2004.



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

Table 4-3. Proportion of students by racial/ethnic group, University of Minnesota – Morris, fall 1996 – fall 2004.

	1996	1997	1998	1999	2000	2001	2002	2003	2004
African American	4.2%	5.6%	5.5%	5.2%	5.6%	4.9%	3.5%	2.8%	2.2%
American Indian	5.0	5.5	6.5	6.8	6.0	6.6	6.7	7.2	7.8
Asian/Pacific Islander	3.1	2.4	2.7	2.5	2.6	2.8	2.8	3.1	3.1
Caucasian	84.4	83.3	82.8	83.0	81.6	81.9	82.4	80.4	79.3
Chicano/Hispanic	1.9	1.6	1.1	1.2	1.4	1.4	1.6	1.5	1.5
International	0.9	1.3	0.4	0.8	0.3	0.8	1.1	1.1	1.2
Not Reported	0.5	0.4	0.9	0.5	2.5	1.6	1.9	3.9	4.8

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

Retention and Graduation Rates

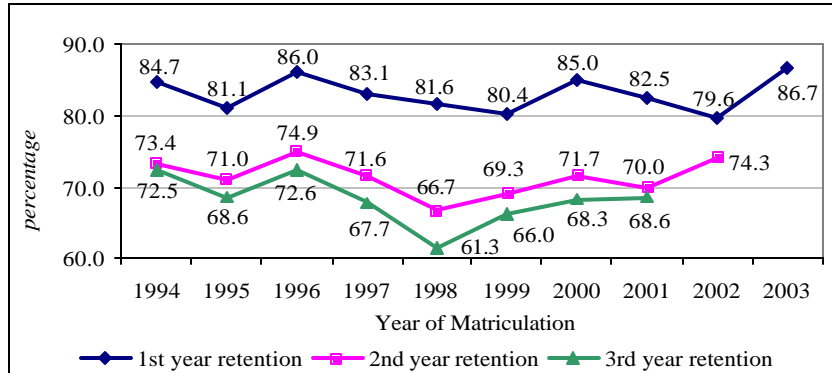
Figures 4-4 and 4-5 show UMM’s retention rates over the past decade. First-, second-, and third-year retention rates at Morris peaked for students matriculating in 1996 then fell for several years, but are now rebounding. First-year retention at Morris is up 7 percentage points over last year; its 86.7 percent rate is the highest of any University of Minnesota campus. Retention rates for students of color lag those of all students by at least 6 percent.

Figures 4-6 and 4-7 provide information on graduation rates over the same period. Four-, five-, and six-year graduation rates at UMM

have traditionally been the highest of any University of Minnesota campus; the rates are also high on a national scale for public institutions. However, the trend over the past eight years has been generally downward and the most recent rates are below those of students who matriculated in 1992. Four-year graduation rates for students of color are up nearly 10 percent over last year.

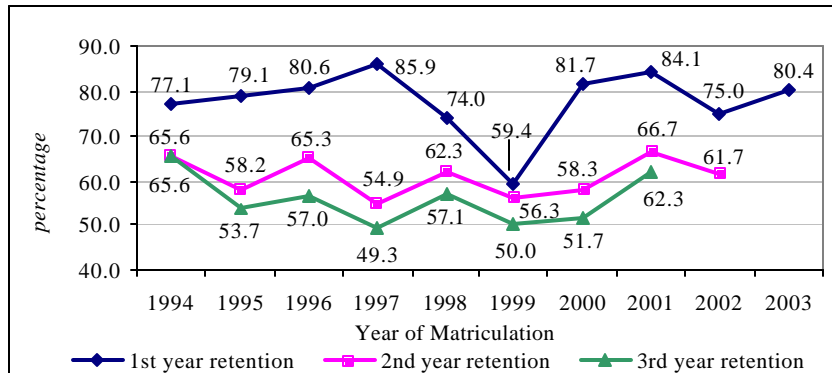
UMM has set four-, five-, and six-year graduation rate goals for 2012 of 52 percent, 66 percent, and 68 percent, respectively.

Figure 4-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Morris, 1994-2003.



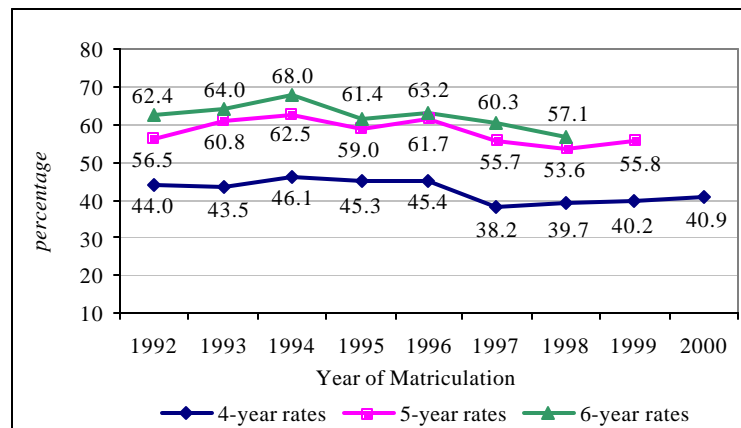
Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 4-5. 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, 1994-2003.



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

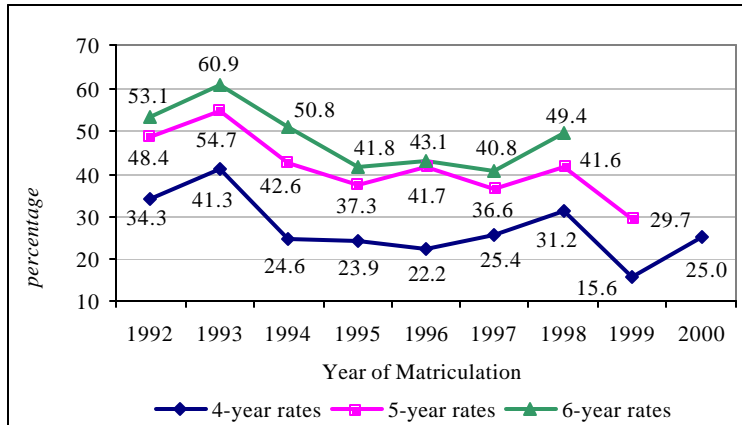
Figure 4-6. 4-, 5-, and 6-year graduation rates, University of Minnesota – Morris, 1992-2000.



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 4-7. Graduation rates for students of color, University of Minnesota – Morris, 1992-2000.



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. UMM students report the highest level of satisfaction of any within the University of Minnesota.

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 4-8. Undergraduate student experiences survey results, University of Minnesota – Morris, 1997-2003.

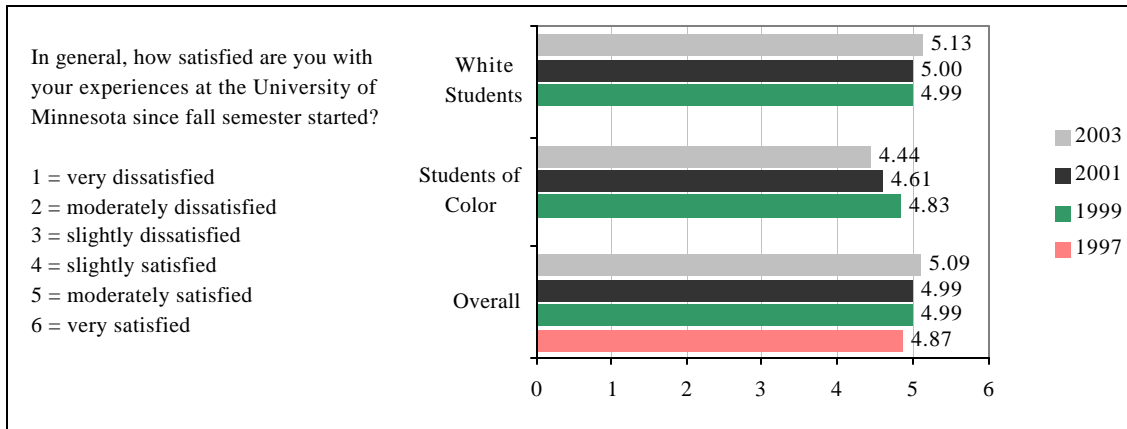
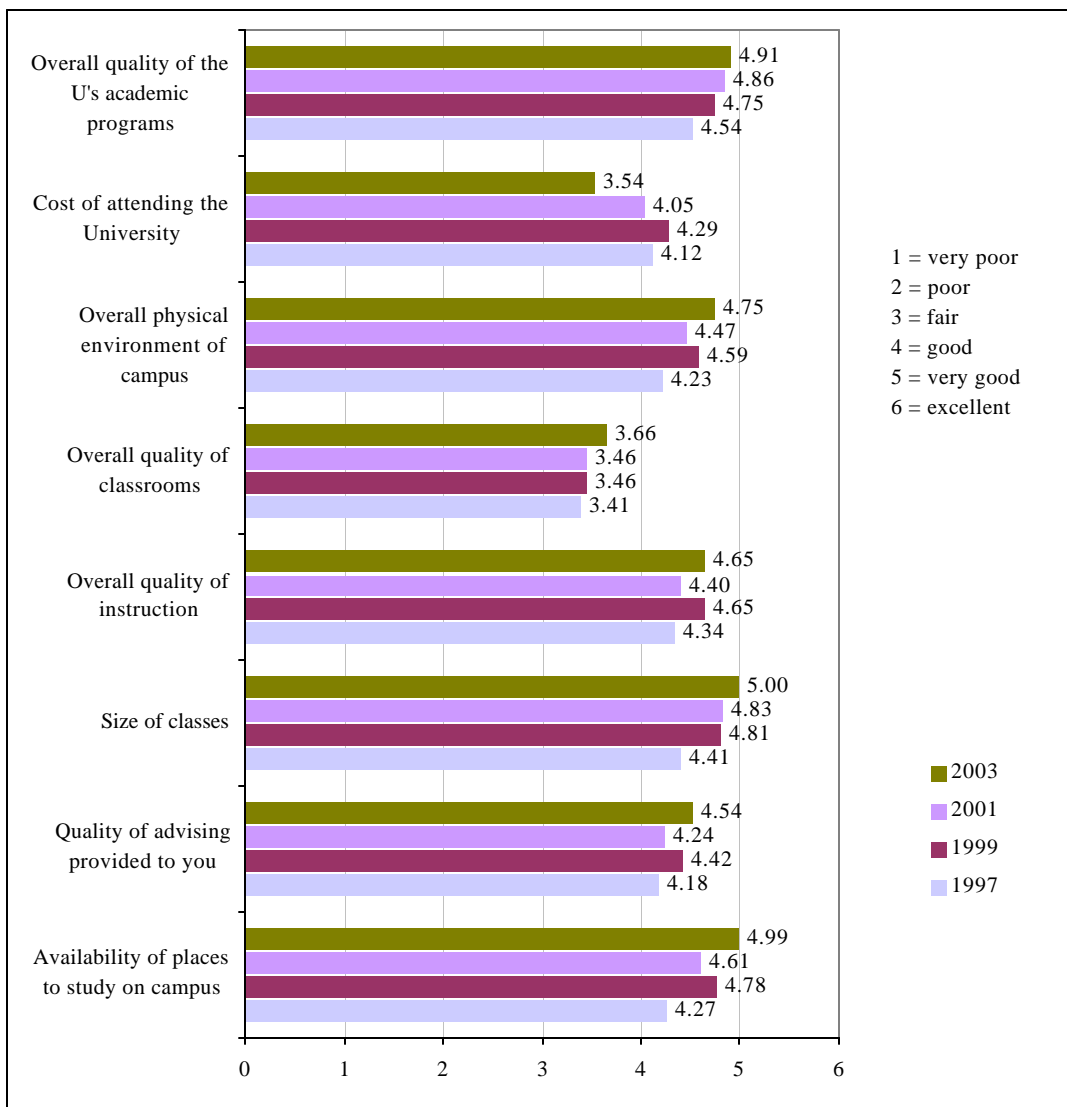
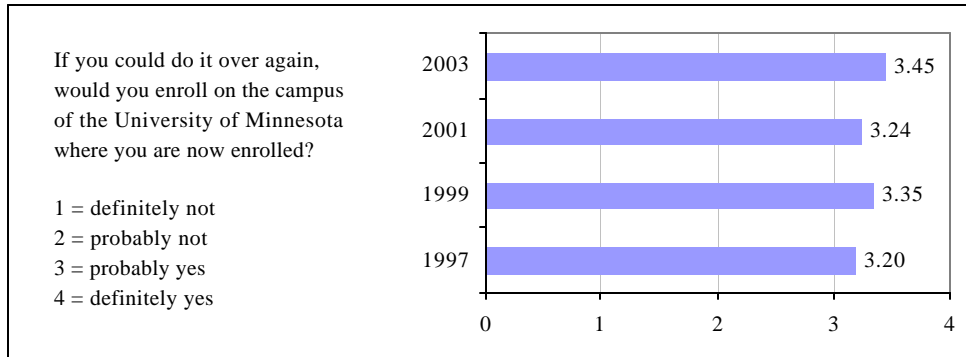


Figure 4-7 (continued). Morris campus undergraduate student experiences survey results.



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

Table 4-4. On-campus criminal offenses at University of Minnesota – Morris, 1999-2003.

Offense	1999	2000	2001	2002	2003
Murder	0	0	0	0	0
Robbery	0	0	0	0	0
Aggravated assault	1	0	0	1	1
Sex offenses (non-forcible and forcible)	4	0	4	2	0
Burglary	3	9	4	13	0
Motor vehicle theft	0	0	0	0	0
Arson	0	0	0	0	0
Alcohol arrests	20	33	21	14	8
Drug arrests	5	1	3	0	4
Weapons arrests	0	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.

E. Human Resources

Faculty Salary and Compensation

The American Association of University Professors (AAUP) conducts annual salary and compensation surveys of full-time instructional faculty (excluding medical school faculty).

Comparing salaries and compensation across institutions and campuses, however, is inherently imperfect because they differ in many ways, e.g., mission, public vs. private, size, mix of disciplines, etc. Cost-of-living, tax burden, and variations in fringe benefits only add to the imperfection.

In addition, it is important to emphasize that changes in average salary reflect not only

salary increases for continuing faculty but also are influenced by retirements, promotions, and new hires. Thus, percentage changes will be different than those stipulated in an annual salary plan. This is true for all campuses nationwide. These differences will vary from year to year, and they can be very significant when the cohort sizes are relatively small.

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.

As Tables 4-5 and 4-6 indicate, faculty salaries at all levels 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.

In FY 2004, however, the University of Minnesota – Morris lost ground compared to its peer group in average salary and average compensation for professors at all levels.

Average compensation for UMM assistant professors is now only \$100 above the peer group average; for full professors it fell to \$300 less than the peer group. Only associate professors continue to have an average compensation that is considerably higher than that of the peer group.

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. From 2002-03 to 2003-04:

- At the full professor level, the University of Minnesota – Morris dropped from 7th place to 9th place in average salary among its peers and remained in 5th place for average compensation.
- At the associate professor level, the Morris campus dropped from 8th to 10th place in average salary among its peers and remained in 4th place for average compensation.
- At the assistant professor level, there was no change in Morris’s ranking among its peers for average salary and average compensation.

Peer Group Comparisons

Table 4-5. Average faculty salary for University of Minnesota – Morris and peer group institutions, 1999-00 – 2003-04.

Average Salary

Category	1999-00	2000-01	2001-02	2002-03	2003-04	Five-Year Change
Full Professor						
Peer Group Average* % Change	\$65,800	\$68,500 + 4.1%	\$71,800 + 4.8%	\$73,600 + 2.5%	\$74,900 + 1.9%	+ \$9,100 + 13.8%
UM – Morris % Change	\$67,200	\$66,700 - 0.7%	\$68,900 + 3.3%	\$70,900 + 2.9%	\$70,000 - 1.2%	+ \$2,800 + 4.2%
Associate Professor						
Peer Group Average* % Change	\$51,900	\$53,800 + 3.7%	\$55,300 + 2.8%	\$57,000 + 3.0%	\$57,700 + 1.3%	+ \$5,800 + 11.2%
UM – Morris % Change	\$51,400	\$53,300 + 3.7%	\$53,900 + 1.1%	\$55,200 + 2.5%	\$53,900 - 2.3%	+ \$2,500 + 4.9%
Assistant Professor						
Peer Group Average* % Change	\$41,100	\$42,800 + 4.1%	\$44,300 + 3.5%	\$45,700 + 3.1%	\$46,800 + 2.5%	+ \$5,700 + 13.9%
UM – Morris % Change	\$38,700	\$38,700 --	\$39,700 + 2.6%	\$41,000 + 3.1%	\$41,500 + 1.2%	+ \$2,800 + 7.2%

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

*Average excluding University of Minnesota – Morris

Associate Professors

Table 4-8. Associate professor average salary and compensation for University of Minnesota – Morris and peer group, 2003-2004.

Average Salary			2003-04	Average Compensation		
Rank	Peer Group Institution	Salary	Rank	Peer Group Institution	Comp	
1	Ramapo College of New Jersey	\$71,900	1	Ramapo College of New Jersey	\$92,900	
2	Macalester College	69,600	2	Carleton College	91,200	
3	Carleton College	67,500	3	Macalester College	90,700	
4	St. Olaf College	57,900	4	University of Minnesota – Morris	75,500	
5	Hamline University	57,200	5	Hamline University	73,600	
6	College of St. Benedict	56,100	6	St. Olaf College	73,000	
7	St. John’s University	56,000	7	St. John’s University	71,800	
8	Gustavus Adolphus College	55,000	8	College of St. Benedict	70,700	
8	St. Mary’s College of Maryland	55,000	9	St. Mary’s College of Maryland	70,100	
10	Mary Washington College	53,900	10	Mary Washington College	69,200	
10	University of Minnesota – Morris	53,900	11	Gustavus Adolphus College	69,000	
12	Concordia College – Moorhead	52,500	12	Concordia College – Moorhead	65,100	
13	University of North Carolina – Asheville	52,000	13	University of North Carolina – Asheville	64,100	
14	University of Maine – Farmington	45,500	14	University of Maine – Farmington	61,700	

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, 2003-2004.

Average Salary			2003-04	Average Compensation		
Rank	Peer Group Institution	Salary	Rank	Peer Group Institution	Comp	
1	Carleton College	\$59,600	1	Carleton College	\$80,600	
2	Ramapo College of New Jersey	55,600	2	Ramapo College of New Jersey	71,900	
3	Macalester College	53,400	3	Macalester College	67,600	
4	Gustavus Adolphus College	47,400	4	University of Minnesota – Morris	60,400	
5	St. John’s University	46,400	5	St. Mary’s College of Maryland	58,800	
6	College of St. Benedict	45,400	6	Gustavus Adolphus College	58,700	
7	St. Mary’s College of Maryland	45,200	6	St. John’s University	58,700	
8	St. Olaf College	45,000	8	College of St. Benedict	58,200	
9	University of North Carolina – Asheville	44,800	9	St. Olaf College	57,800	
10	Concordia College – Moorhead	44,700	9	University of North Carolina – Asheville	56,300	
11	Hamline University	42,400	11	Hamline University	55,600	
12	University of Minnesota – Morris	41,500	12	Concordia College – Moorhead	55,500	
13	Mary Washington College	40,800	13	Mary Washington College	53,500	
14	University of Maine – Farmington	37,900	14	University of Maine – Farmington	51,100	

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

Faculty and Staff Diversity

Figure 4-8 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1996-2004. Between 1996 and 2004, the total faculty at UMM increased by eight; seven of these were female faculty positions.

Figure 4-9 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period.

Figure 4-10 shows the ethnic and racial diversity of the UMM faculty.

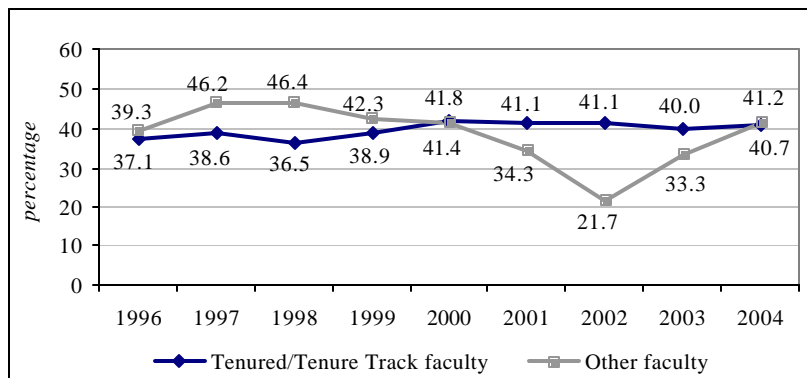
Figures 4-11 and 4-12 show the percentage of female staff and staff of color, respectively, during the period 1996-2004 for each of the three staff classifications.

In 2004, the University of Minnesota – Morris had 284 staff in the Executive, Professional and Administrative (P&A), and Civil Service/Bargaining Unit (CS/BU) classifications. Of these, 59.9 percent were female, the highest percentage of any

University of Minnesota campus. This percentage increased from 57.6 percent in 1996.

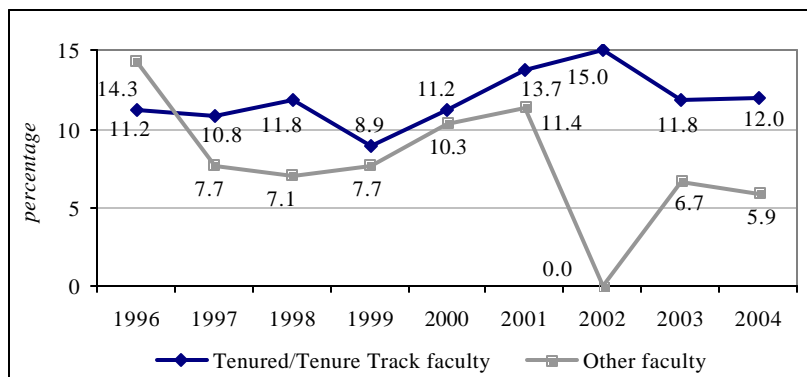
The number of staff of color was the same in 2004 as in 1996, although the percentage dropped slightly. In 2004, 2.1 percent of UMM’s staff members were Hispanic, the highest percentage of any University of Minnesota campus.

Figure 4-9. Female faculty at University of Minnesota – Morris, 1996-2004.



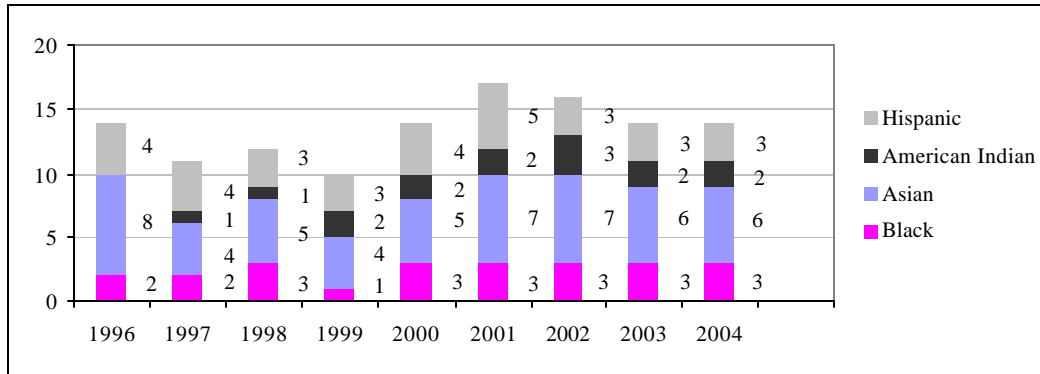
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 4-10. Faculty of color at University of Minnesota – Morris, 1996-2004.



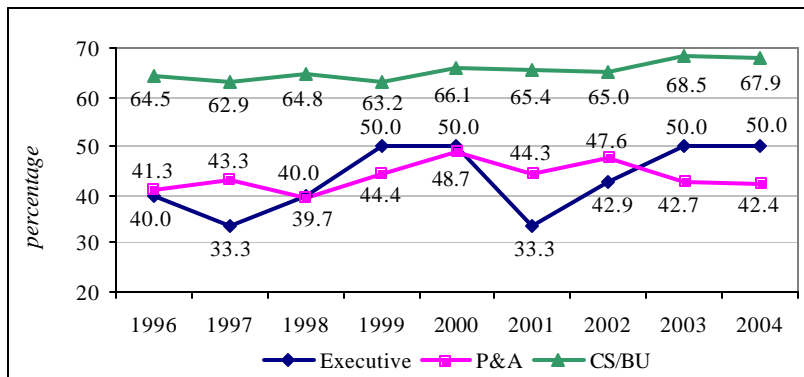
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 4-11. Faculty diversity at University of Minnesota – Morris, 1996-2004.



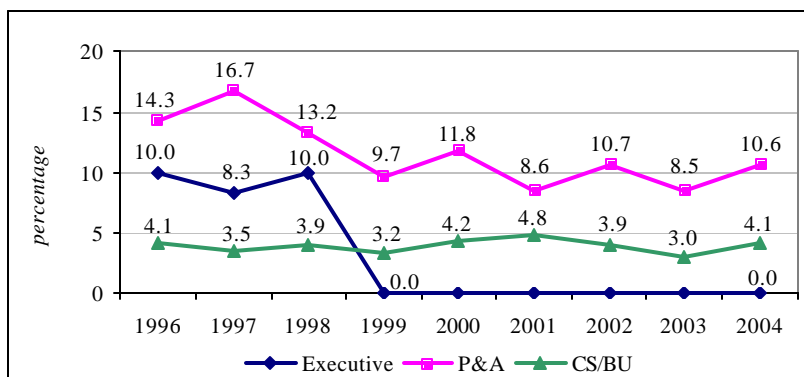
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 4-12. Percentage of female staff employees, University of Minnesota – Morris, 1996-2004.



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

Figure 4-13. Percentage of staff of color, University of Minnesota – Morris, 1996-2004.



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

