

4: University of Minnesota Morris

The mission of the University of Minnesota Morris is to provide an undergraduate liberal arts education of uncompromising rigor to students from around the region, the nation, and the world. This tightly focused mission as a public honors college has been at the core of the Morris campus since it opened its doors in 1960.

It is UMM's vision to be the best public liberal arts college in America. UMM values students who exhibit high academic potential and high motivation, and who are hard working and self-starters; faculty who excel as undergraduate teachers and successfully pursue a serious scholarly agenda, with measurable results; and staff who understand their important role in

the educational process and do their work with prideful excellence.

UMM's culture is characterized by an unwavering commitment to the liberal arts and to undergraduate learning and teaching, significant diversity (especially recognizing Native American heritage), the thoughtful integration of the curricular, co-curricular and extracurricular aspects of the student experience, and service to the community. The UMM experience requires a faculty dedicated to excellent classroom teaching and significant scholarship, and a curriculum traditional in its basic shape, but innovative in many of its particulars.

Morris Campus At A Glance

Founded

1959

Leadership

Jacqueline Johnson, Chancellor

Divisions

Education
Humanities
Interdisciplinary Studies
Science and Mathematics
Social Sciences

Degrees Offered

Bachelor of Arts

Academic Programs Offered

31 majors; 8 pre-professional programs

Fall 2006 Enrollment

| | |
|---------------|------------|
| Undergraduate | 1,567 |
| Non-degree | <u>180</u> |
| Total | 1,747 |

Faculty Size (FY 2006)

| | |
|----------------------|-----|
| Tenured/Tenure Track | 114 |
| Other Faculty | 14 |

Undergraduate Degrees Awarded (FY 2006)

374

Living Alumni (FY 2007)

18,462 (graduates and non-grads)

Staff (FY 2006)

| | |
|---------------------------------|-----|
| Civil Service/ Bargaining Unit | 198 |
| Professional and Administrative | 99 |

Number of Buildings

28 (561,000 assignable square feet)

Expenditures (FY 2006)

\$38,285,737

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As a public liberal arts college, UMM is committed to offering access to students from all economic, social, and cultural backgrounds. UMM is deeply connected to its region and its people. UMM's students, faculty, and staff must reflect the diversity of the public in its region, state, and nation. UMM will maintain and enhance its national status even as it strengthens its deep regional links.

UMM's strategic plan builds on its national reputation as a nationally ranked public liberal arts college and as a leader in environmental and sustainability issues. UMM provides an undergraduate liberal arts education of uncompromising rigor for a diverse student body. UMM is committed to outstanding teaching and learning, research, genuine outreach, engagement, and diversity. UMM's residential academic setting fosters authentic relationships, and the University serves as an educational and cultural resource for the region, nation, and world. A personalized educational experience prepares graduates to be global citizens who are inter-culturally competent, civically engaged, and effective stewards of their environments.

The student-centered goals of the UMM strategic plan build on the exceptionally high participation rates and success of students in: study abroad, research and creative activities (including publications and presentations), service learning, civic engagement, leadership experiences, co-curricular activities, and graduate and professional study.

UMM will build on the strengths articulated above and to position itself in the top tier of national liberal arts colleges. To be successful in reaching this vision and ensuring relevance in the 21st century, UMM will pursue:

Exceptional undergraduate education by enhancing academic programming and student support, as well as by investing in recruitment

and marketing, increased scholarship funding, and improved retention. UMM will:

- Develop a cohesive, yearlong First Year Experience.
- Create the Academic Center for Enrichment to better align services and provide opportunities for all students to participate in activities to enrich academics, research, and outreach in a personally engaging community environment.
- Increase our system-leading participation rates in study abroad and undergraduate research.
- Enhance and document participation in service learning and leadership opportunities.
- Expand the Undergraduate Research Symposium and the Undergraduate Research Opportunities Program and improve the Morris Academic Partner and Morris Student Administrative Fellowship program.
- Increase student participation and success in national scholarship competitions.
- Increase available scholarship and research funds to attract high-ability students through targeted fundraising efforts.
- Build upon its diverse student population and prepare for changing student demographics in Minnesota.
- Continue its legacy of high enrollment (highest in the system) of American Indian students and ensure adequate support to retain and graduate these students.
- Increase the percentage of students from outside Minnesota from 13 to 25 percent, including more international students.

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- Increase first-year retention from 86 to 90 percent, and second-year retention from 77 to 85 percent.
- Increase the four-year graduation rate from 40 to 60 percent, the five-year rate from 56 to 75 percent, and the six-year rate from 57 to 80 percent.

Exceptional faculty and staff. The Morris campus has extraordinarily gifted and dedicated faculty and staff. To build upon this tradition of excellence, UMM's goals are to:

- Provide competitive compensation.
- Increase support for faculty research and travel and encourage collaborative activity comparable to that of other top-tier liberal arts institutions.
- Enhance recruitment and retention efforts by exploring joint appointments and other creative approaches to attract the highest caliber faculty.
- Provide formal mentoring and professional development programs for all faculty and staff to enhance effectiveness and to help new faculty strengthen their teaching skills.

An exceptional organization that enhances the student experience and better aligns faculty and staff resources with student enrollment and program needs. This will result in better academic and student services and greater efficiency and resource utilization. UMM also is planning new investments in state-of-the-art, flexible-use facilities to enhance student recruitment, facilitate community building and co-curricular activities, and better connect the campus with the external community. To achieve these goals UMM will:

- Update the Campus Master Plan, including environmental and technological master plans.

- Update residential life facilities to meet student expectations.
- Place units that interact with external audiences in a renovated Community Services Building.
- Renovate facilities including the dining, conferencing, and library facilities to meet the needs of students and improve their experience.
- Offer facilities and grounds comparable to top-tier national liberal arts colleges.
- Complete the Humanities/Fine Arts complex to support our commitment as a regional cultural center.

Exceptional innovation, including the development of academic infrastructure to further advance the honors experience; increased support for faculty research, scholarship, and creative endeavor; and partnerships with other academic institutions, government and research organizations. Specifically, UMM will:

- Create the Academic Center for Enrichment to provide enhanced opportunities to build on UMM's core values and increase visibility, participation, and program coordination.
- Initiate an academic program to develop student leadership skills and formally recognize their accomplishments.
- Add a digital institutional repository to achieve greater visibility for and national recognition of faculty research efforts and successes.
- Encourage and facilitate greater faculty participation and success in external scholarly awards, honors, and grants.
- Leverage UMM's green campus initiatives and energy research platform to become a model energy-self-sufficient campus through wind generation, bio-

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mass heating and cooling, and expanded use of 'green' vehicles.

- Aggressively pursue nontraditional revenue sources such as the wind farm initiative to generate energy for resale.
- Provide innovative solutions to the economic, demographic, and energy challenges of West Central Minnesota.
- Build on relationships with universities in China, South Korea, Japan, and other nations.
- Develop and expand partnerships with other campuses in the University system and entities such as the West Central Research and Outreach Center and the Office of Public Engagement.
- Enhance summer and break programs such as Summer Scholars, Henjum Institute for Creative Study, and Symposium on Small Towns to increase facility use and serve the West Central Minnesota region.

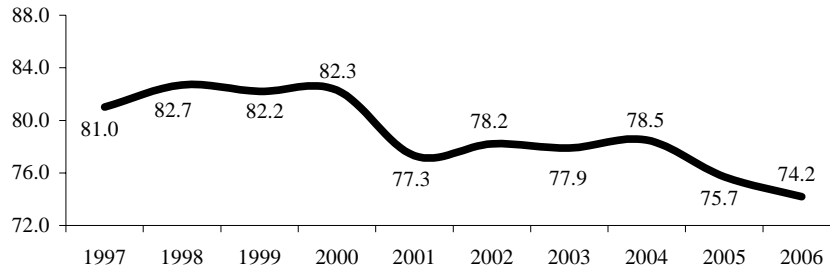
- Incorporate civic engagement into teaching, learning, and research activities by providing opportunities for students to engage with regional communities through programs such as the existing K-12 Tutoring, Reading, Enabling Children (TREC) program.
- Enhance opportunities for lifelong learning for area residents.

Students

Figures 4-1, 4-2, and 4-3 and Tables 4-1 and 4-2 provide detailed information on the demographics of UMM students over the past decade. Recent declines in new entering student profiles are being addressed in UMM's new strategic planning efforts.

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 17 percent students of color. Over 21 percent of 2006 freshmen were students of color.

Figure 4-1. Average high school rank percentile of new, entering freshmen, University of Minnesota Morris, 1997-2006.



Source: Office of Institutional Research, University of Minnesota.

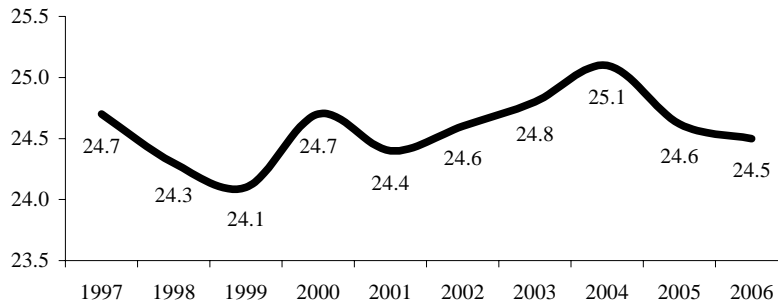
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Table 4-1. High school rank of freshmen, University of Minnesota Morris, 1997-2006.

| Rank | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|----------------|------|------|------|------|------|------|------|------|------|------|
| 90-99 % | 39% | 43% | 43% | 41% | 32% | 33% | 32% | 35% | 32% | 28% |
| 75-89 | 33 | 30 | 31 | 33 | 31 | 33 | 32 | 31 | 28 | 28 |
| 50-74 | 24 | 23 | 22 | 22 | 28 | 26 | 28 | 25 | 28 | 31 |
| 1-49 | 4 | 3 | 3 | 3 | 9 | 8 | 8 | 8 | 12 | 13 |

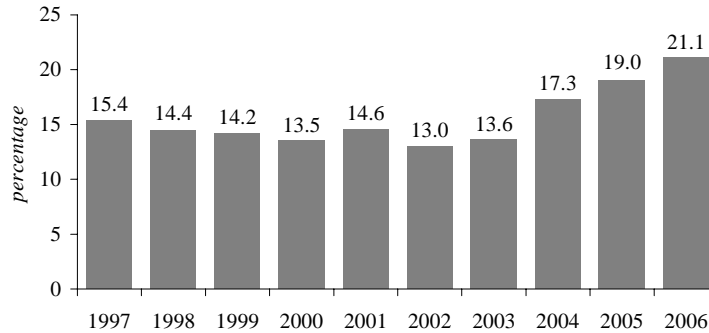
Source: Office of Institutional Research, University of Minnesota.

Figure 4-2. Average ACT score of new, entering freshmen, University of Minnesota Morris, 1997-2006.



Source: Office of Institutional Research, University of Minnesota

Figure 4-3. Percentage of entering freshmen of color, University of Minnesota Morris, 1997-2006.



Source: Office of Institutional Research, University of Minnesota

Table 4-2. Proportion of students by racial/ethnic group, University of Minnesota Morris, 1997-2006.

| | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|-------------------------------|------|------|------|------|------|------|------|------|------|------|
| African American | 5.6% | 5.5% | 5.2% | 5.6% | 4.7% | 3.4% | 2.8% | 2.2% | 1.9% | 2.1% |
| American Indian | 5.5 | 6.5 | 6.7 | 5.9 | 6.4 | 6.5 | 7.2 | 7.8 | 8.8 | 10.2 |
| Asian/Pacific Islander | 2.4 | 2.7 | 2.5 | 2.6 | 2.9 | 2.7 | 3.1 | 3.1 | 2.7 | 3.5 |
| Caucasian | 83.3 | 82.8 | 82.9 | 81.5 | 80.4 | 80.7 | 80.4 | 79.3 | 78.0 | 74.5 |
| Chicano/Hispanic | 1.6 | 1.1 | 1.2 | 1.4 | 1.4 | 1.6 | 1.5 | 1.5 | 1.4 | 1.5 |
| International | 1.3 | 0.4 | 0.8 | 0.3 | 0.8 | 1.1 | 1.1 | 1.2 | 1.1 | 1.7 |
| Not Reported | 0.4 | 0.9 | 0.7 | 2.7 | 3.4 | 3.9 | 3.9 | 4.8 | 6.1 | 6.5 |

Source: Office of Institutional Research, University of Minnesota

Retention and Graduation Rates

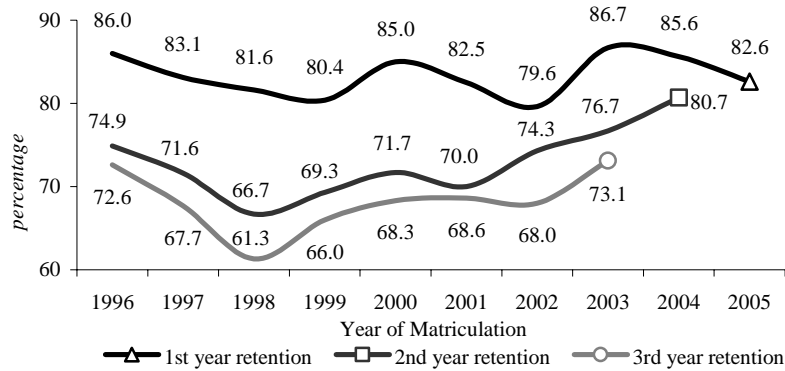
Figures 4-4 and 4-5 show UMM’s retention rates over the past decade. Second- and third-year retention rates at Morris rose to new highs (4 percentage points and 5.1 percentage points over the previous year, respectively) while first-year retention was down 3 percentage points. Retention rates for students of color continue to lag those of all students, although second- and third-year rates have shown marked improvement.

Figures 4-6 and 4-7 provide information on graduation rates for students matriculating dur-

ing 1993-2002. Four-, five-, and six-year graduation rates at UMM have traditionally been high on a national scale for public institutions. However, the trend over the past eight years has been generally flat, although showing slight improvement in the last several years. Graduation rates for students of color have declined during the period.

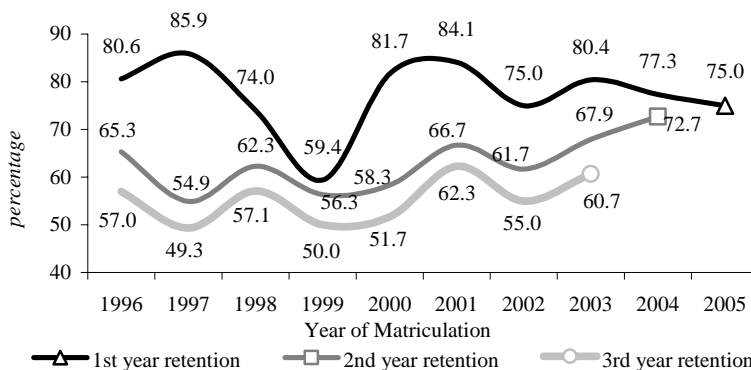
UMM has set four-, five-, and six-year graduation rate goals for 2012 of 60 percent, 75 percent, and 80 percent, respectively.

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, 1996-2005.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

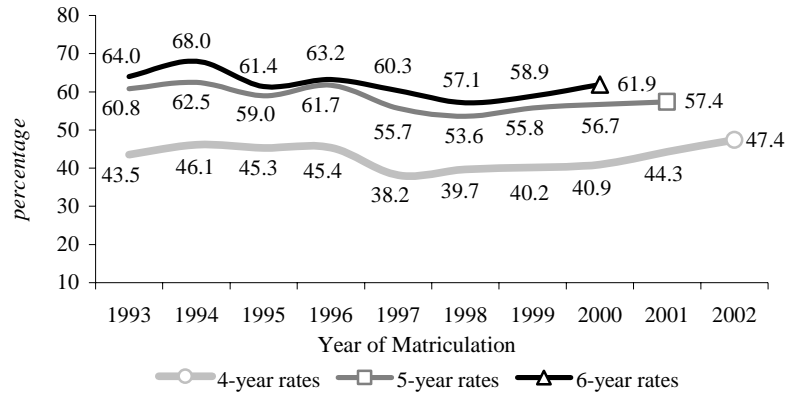
Figure 4-5. University of Minnesota Morris first-, second-, and third-year retention rates (percentage) for students of color, 1996 – 2005.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

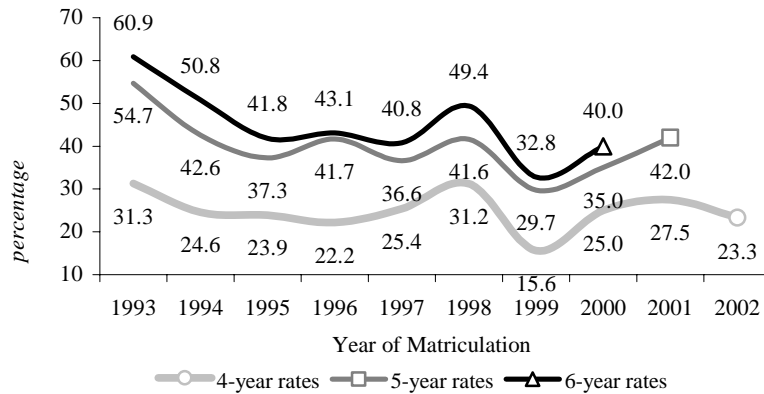
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Figure 4-6. 4-, 5-, and 6-year graduation rates, University of Minnesota Morris, 1993-2002.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report
 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. 4-, 5-, and 6-year student of color graduation rates, University of Minnesota Morris, 1993-2002.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

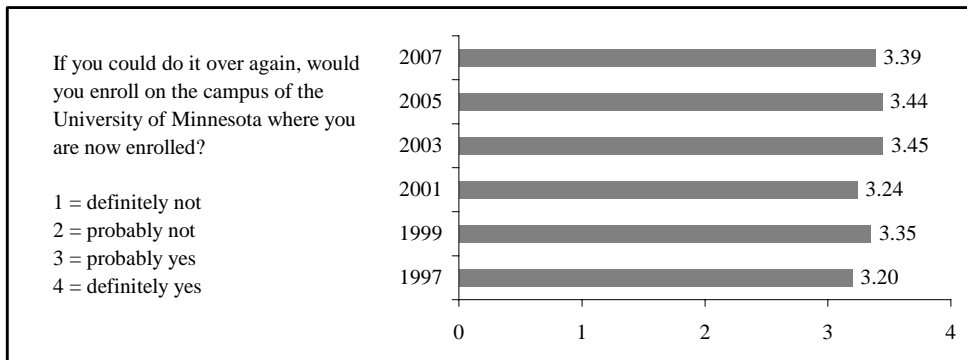
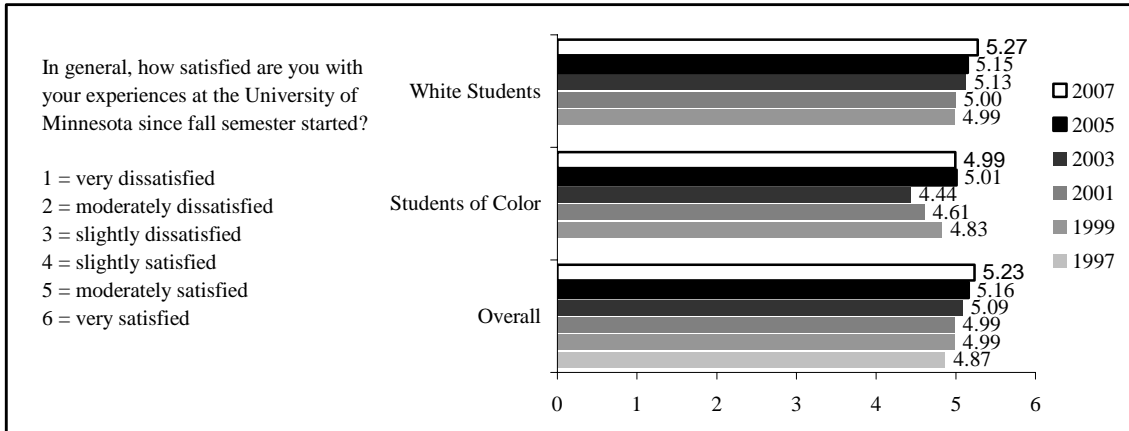
Student Satisfaction

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 system.

Figure 4-8 summarizes the responses in 10 key areas at UMM. Major gains were achieved in overall satisfaction, classroom quality, availability of places to study, overall physical environment, and cost of attendance. The level of overall satisfaction among students of color was virtually unchanged as was all students' satisfaction with academic quality.

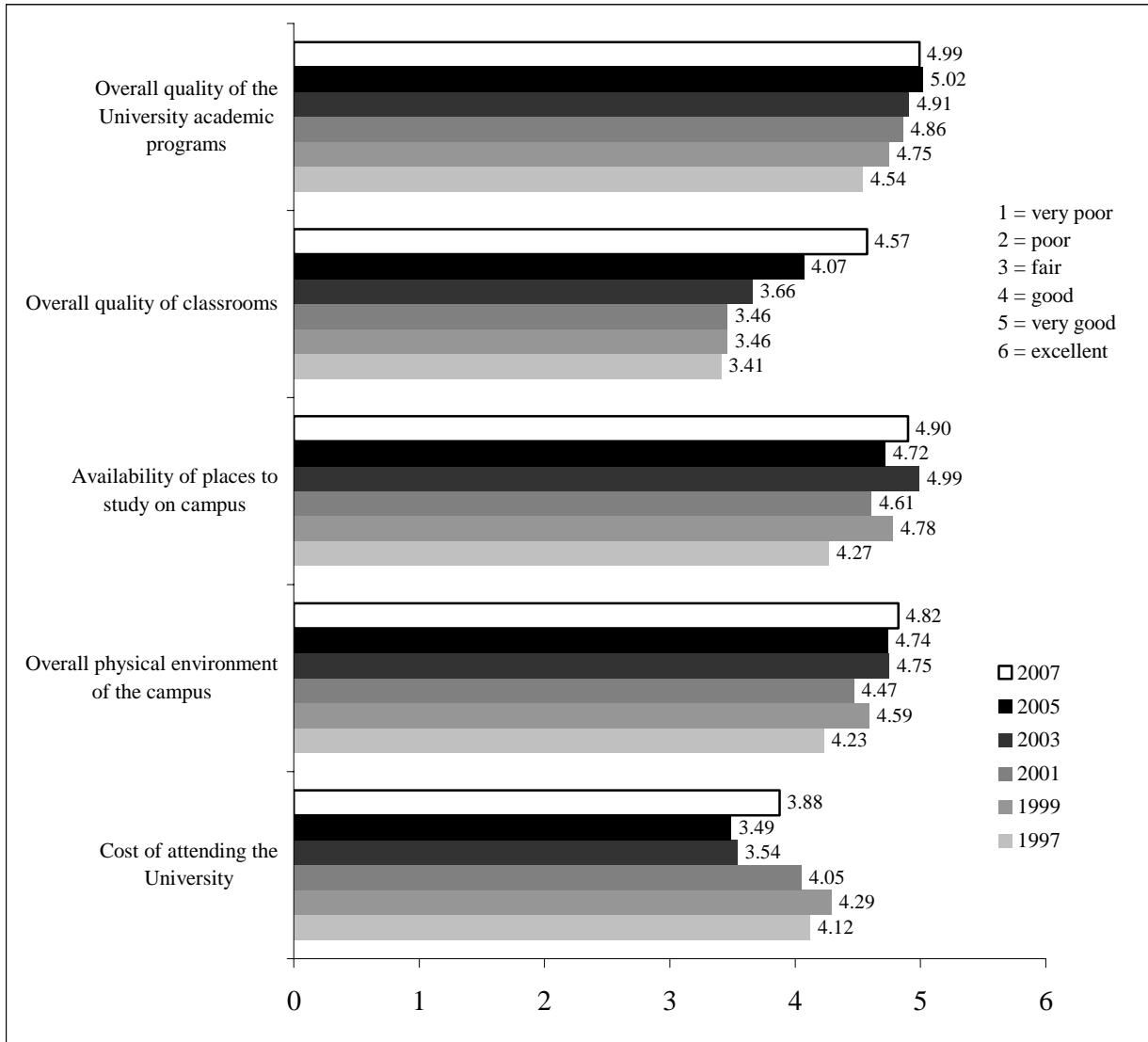
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Figure 4-8. Undergraduate student experiences survey results, University of Minnesota Morris, 1997-2007.



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Figure 4-8 (continued). Morris campus undergraduate student experiences survey results, 1997-2007.



Source: Office of Institutional Research, University of Minnesota.

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Faculty Salary and Compensation

The American Association of University Professors (AAUP) conducts annual salary and compensation nationwide 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.

UMM's comparative group of 13 public and private institutions nationwide is representative of the kinds of campuses with which UMM competes in recruiting and retaining faculty.

As Tables 4-3 and 4-4 indicate, UMM faculty salaries at all levels are below the average of its comparative group, while compensation is above the comparative group average at all levels except full professor.

Table 4-3. Average faculty salary for University of Minnesota Morris and comparative group institutions, 2004-05 – 2006-07.

Average Salary

| Category | 2004-2005 | 2005-2006 | 2006-2007 |
|----------------------------|-----------------|-----------------|-----------------|
| <u>Full Professor</u> | | | |
| Comparative Group Average* | \$76,296 | \$78,732 | \$82,120 |
| % Change | | +3.2% | +4.3% |
| UM – Morris | \$70,130 | \$72,536 | \$73,563 |
| % Change | | +3.4% | +1.4% |
| <u>Associate Professor</u> | | | |
| Comparative Group Average* | \$59,176 | \$60,602 | \$63,368 |
| % Change | | +2.4% | +4.6% |
| UM – Morris | \$54,910 | \$56,847 | \$59,732 |
| % Change | | +3.5% | +5.1% |
| <u>Assistant Professor</u> | | | |
| Comparative Group Average* | \$48,673 | \$50,160 | \$52,882 |
| % Change | | +3.1% | +5.4% |
| UM – Morris | \$42,555 | \$44,727 | \$48,243 |
| % Change | | +5.1% | +7.9% |

* Average excluding University of Minnesota Morris.

Source: Association of American University Professors Faculty Compensation Survey.

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Table 4-4. Average faculty compensation for University of Minnesota Morris and comparative group institutions, 2004-05 – 2006-07.

Average Compensation

| Category | 2004-2005 | 2005-2006 | 2006-2007 |
|----------------------------|-----------------|------------------|------------------|
| <u>Full Professor</u> | | | |
| Comparative Group Average* | \$97,443 | \$100,825 | \$105,402 |
| % Change | | 3.5% | +4.5% |
| UM – Morris | \$96,021 | \$100,399 | \$104,421 |
| % Change | | +4.6% | +4.0% |
| <u>Associate Professor</u> | | | |
| Comparative Group Average* | \$75,889 | \$78,108 | \$81,768 |
| % Change | | +2.9% | +4.7% |
| UM – Morris | \$77,536 | \$81,407 | \$87,678 |
| % Change | | +5.0% | +7.7% |
| <u>Assistant Professor</u> | | | |
| Comparative Group Average* | \$62,637 | \$64,496 | \$68,073 |
| % Change | | +3.0% | +5.5% |
| UM – Morris | \$62,531 | \$66,736 | \$73,771 |
| % Change | | +6.7% | +10.5% |

* Average excluding University of Minnesota Morris.

Source: Association of American University Professors Faculty Compensation Survey.

Tables 4-5, 4-6, and 4-7 show UMM faculty salary and compensation averages at the full-, associate-, and assistant-level ranks relative to its comparative group. For 2006-07, while average salary ranked in the bottom half at the

full, associate, and assistant professor levels, average compensation ranked in the top third at all levels.

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Full Professors

Table 4-5. Full professor average salary and compensation for University of Minnesota Morris and comparative group, 2006-2007.

| Rank | Institution | Salary | Rank | Institution | Compensation |
|-----------|---|---------------|----------|---|----------------|
| 1 | Carleton College | \$105,028 | 1 | Carleton College | \$135,778 |
| 2 | Macalester College | 103,032 | 2 | Ramapo College of New Jersey | 135,149 |
| 3 | Ramapo College of New Jersey | 100,296 | 3 | Macalester College | 131,989 |
| 4 | St Mary's College of Maryland | 82,693 | 4 | University of Mary Washington | 108,194 |
| 5 | St. Olaf College | 81,871 | 5 | St. Olaf College | 106,023 |
| 6 | University of Mary Washington | 81,669 | 6 | University of Minnesota-Morris | 104,421 |
| 7 | University of North Carolina at Asheville | 77,920 | 7 | St Mary's College of Maryland | 102,350 |
| 8 | Saint Johns University | 76,295 | 8 | College of Saint Benedict | 98,942 |
| 9 | College of Saint Benedict | 76,166 | 9 | Saint Johns University | 98,017 |
| 10 | Gustavus Adolphus College | 76,082 | 10 | Gustavus Adolphus College | 97,507 |
| 11 | University of Minnesota-Morris | 73,563 | 11 | University of North Carolina at Asheville | 96,679 |
| 12 | Concordia College at Moorhead | 71,999 | 12 | Hamline University | 87,971 |
| 13 | Hamline University | 69,916 | 13 | Concordia College at Moorhead | 86,492 |
| 14 | University of Maine at Farmington | 64,593 | 14 | University of Maine at Farmington | 85,133 |

Source: Association of American University Professors Faculty Compensation Survey, 2006-2007

Associate Professors

Table 4-6. Associate professor average salary and compensation for University of Minnesota Morris and comparative group, 2006-2007.

| Rank | Institution | Salary | Rank | Institution | Compensation |
|-----------|---|---------------|----------|---|---------------|
| 1 | Ramapo College of New Jersey | \$81,978 | 1 | Ramapo College of New Jersey | \$110,465 |
| 2 | Macalester College | 76,262 | 2 | Carleton College | 98,925 |
| 3 | Carleton College | 74,629 | 3 | Macalester College | 97,338 |
| 4 | St. Olaf College | 65,332 | 4 | University of Minnesota-Morris | 87,678 |
| 5 | St Mary's College of Maryland | 61,428 | 5 | St. Olaf College | 86,194 |
| 6 | College of Saint Benedict | 61,407 | 6 | University of Mary Washington | 80,864 |
| 7 | Saint Johns University | 61,145 | 7 | Saint Johns University | 80,423 |
| 8 | University of Mary Washington | 61,045 | 8 | College of Saint Benedict | 78,978 |
| 9 | Gustavus Adolphus College | 60,494 | 9 | Gustavus Adolphus College | 76,575 |
| 10 | University of Minnesota-Morris | 59,732 | 10 | St Mary's College of Maryland | 76,500 |
| 11 | University of North Carolina at Asheville | 59,491 | 11 | University of North Carolina at Asheville | 74,765 |
| 12 | Concordia College at Moorhead | 57,049 | 12 | Concordia College at Moorhead | 68,960 |
| 13 | Hamline University | 54,085 | 13 | Hamline University | 68,074 |
| 14 | University of Maine at Farmington | 49,433 | 14 | University of Maine at Farmington | 65,315 |

Source: Association of American University Professors Faculty Compensation Survey, 2006-2007

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Assistant Professors

Table 4-7. Assistant professor average salary and compensation for University of Minnesota Morris and comparative group, 2006-2007.

| Rank | Institution | Salary | Rank | Institution | Compensation |
|-----------|---|---------------|----------|---|---------------|
| 1 | Carleton College | \$65,697 | 1 | Carleton College | \$87,532 |
| 2 | Macalester College | 61,799 | 2 | Ramapo College of New Jersey | 79,995 |
| 3 | Ramapo College of New Jersey | 59,366 | 3 | Macalester College | 78,510 |
| 4 | St. Olaf College | 52,771 | 4 | University of Minnesota-Morris | 73,771 |
| 5 | Gustavus Adolphus College | 52,722 | 5 | St. Olaf College | 68,457 |
| 6 | College of Saint Benedict | 52,722 | 6 | College of Saint Benedict | 68,345 |
| 7 | University of North Carolina at Asheville | 52,579 | 7 | University of North Carolina at Asheville | 66,750 |
| 8 | St Mary's College of Maryland | 51,906 | 8 | Gustavus Adolphus College | 66,185 |
| 9 | Saint Johns University | 50,189 | 9 | St Mary's College of Maryland | 65,397 |
| 10 | Concordia College at Moorhead | 49,567 | 10 | University of Mary Washington | 64,669 |
| 11 | University of Mary Washington | 48,830 | 11 | Saint Johns University | 63,878 |
| 12 | Hamline University | 48,645 | 12 | Hamline University | 61,227 |
| 13 | University of Minnesota-Morris | 48,243 | 13 | Concordia College at Moorhead | 59,477 |
| 14 | University of Maine at Farmington | 40,025 | 14 | University of Maine at Farmington | 54,530 |

Source: Association of American University Professors Faculty Compensation Survey, 2006-2007

Faculty and Staff Diversity

Between 1997 and 2006, the total faculty at UMM increased by 14; 13 of these were female faculty positions, mostly in non-tenured positions. Figure 4-9 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1997-2006.

Figure 4-10 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period.

Figure 4-11 shows the ethnic and racial diversity of the UMM faculty.

Figures 4-12 and 4-13 show the percentage of female staff and staff of color, respectively,

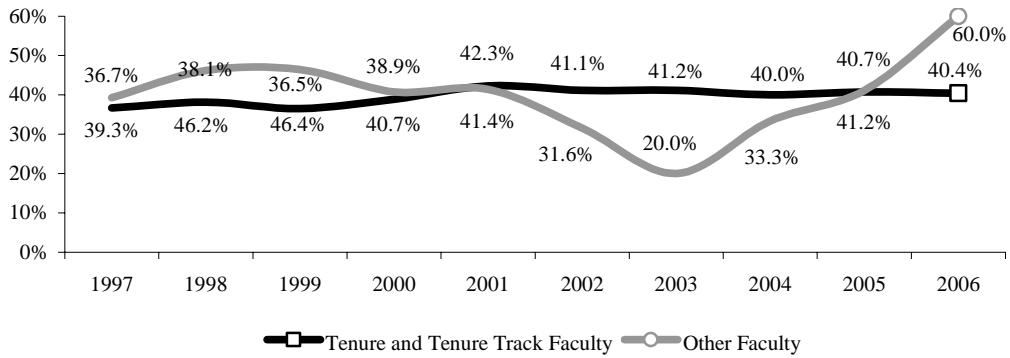
during the period 1997-2006 for each of the three staff classifications.

In 2006, the University of Minnesota Morris had 179 staff in the Administrative, Professional, and Civil Service/Bargaining Unit (CS/BU) classifications. Of these, 60.3 percent were female, the highest percentage of any University of Minnesota campus. This percentage increased from 57.5 percent in 1997.

The number of staff of color was about the same in 2006 as in 1997, although the percentage dropped slightly.

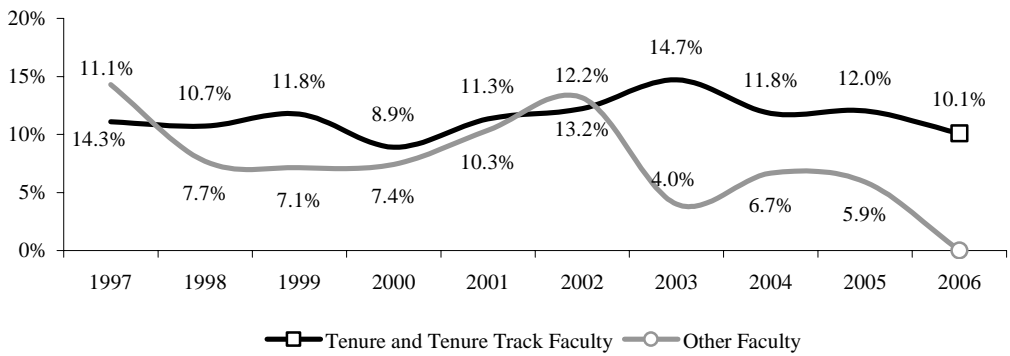
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Figure 4-9. Female faculty at University of Minnesota Morris, 1997-2006.



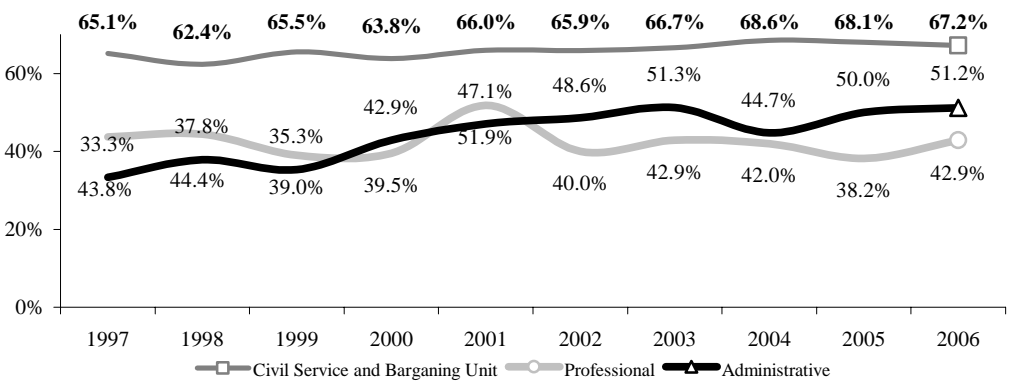
Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 4-10. Faculty of color at University of Minnesota Morris, 1997-2006.



Source: Office of Institutional Research, University of Minnesota Planning Data.

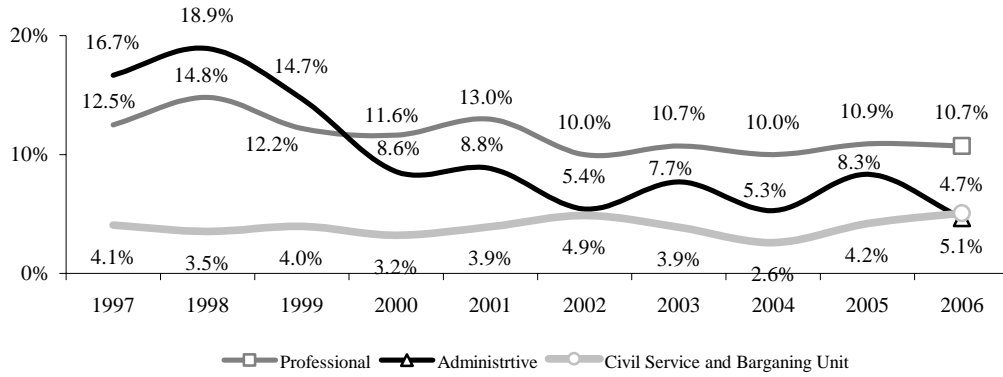
Figure 4-11. Percentage of female staff employees, University of Minnesota Morris, 1997-2006.



Source: Office of Institutional Research, University of Minnesota Planning Data.

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Figure 4-12. Percentage of staff of color, University of Minnesota Morris, 1997-2006.



Source: Office of Institutional Research, University of Minnesota Planning Data.

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