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Report on Giving

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2011 Report on Giving

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UNIVERSITY OF MINNESOTA
MORRIS

A renewable, sustainable education.



The Incredible Power of Philanthropy

2011 REPORT ON GIVING

The Incredible Power of Philanthropy

Incredible students.

Incredible faculty.

Incredible donors.

Incredible gifts and heartfelt gratitude

—Chancellor Jacqueline Johnson

The University of Minnesota, Morris,
an incredible place...

...a public liberal arts college, undergraduate-focused, residential, ranked in the top 10 among its public liberal arts peers in the country; ranked as one of the top 100 “best values” in the country; an extraordinary value; a gem on the prairie; an incredible campus.

...using natural resources—wind, sun, biomass—in innovative ways to provide local solutions to global challenges; serving as a model for others to emulate; an extraordinary vision; a laboratory for learning; an incredible place.

...populated by curious, unassuming, smart, leading, learning, acting, serving students, many the first generation in their families to attend college; nurtured by dedicated and accomplished faculty and staff; incredible minds; incredible accomplishments.

...supported by alumni and donors, loyal, proud; grateful, giving, a generous collection of individuals who recognize the extraordinary nature of this campus and who choose to support it and its students; incredible gifts from you and heartfelt gratitude from me for your commitment and your generosity.





Maria Brun '08 (right) has established the Brun Scholarship for Environmental Studies. Naomi Wente '12, (left), Dodge Center, environmental studies major, is the first recipient. Young alumna and student are both thankful for the Morris experience.

"Morris may teach you to be a brilliant statistician, a thoughtful educator, or an inspired artist, but it also teaches you how to grow into yourself, your potential, and how to live well, to strive for your goals without fear, to be responsible, informed global citizens, and to focus on the bigger picture and greater good, to not get lost in what is, but what could be."

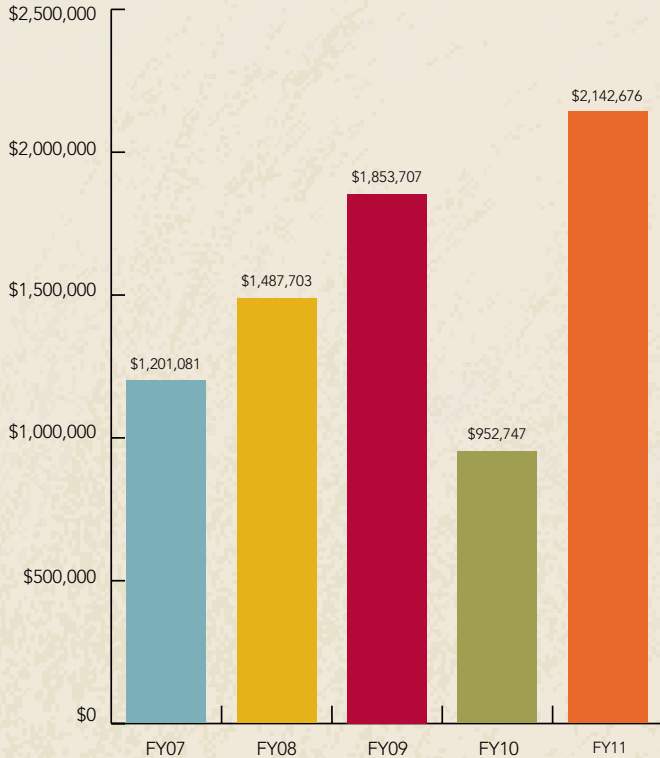
—Maria Brun '08

"I am absolutely honored to receive this scholarship. This scholarship will allow me to continue to obtain my liberal arts education while focusing on the environment, preparing me to shape an environmentally responsible future. I would like to thank Maria, and I cannot stress enough how much I agree with her in that we must consider our role in and impact on the environment as we make our decision."

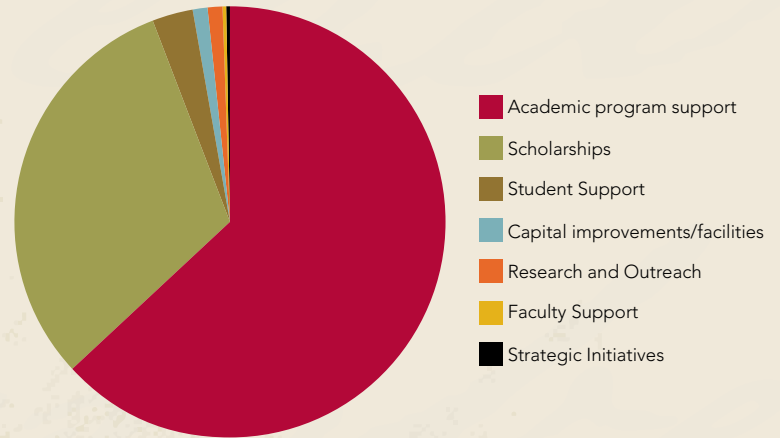
—Naomi Wente '12

View Wente and Brun's 2011 Scholarship Jubilee reflections at morris.umn.edu/ondemand.

Overall Giving at Morris

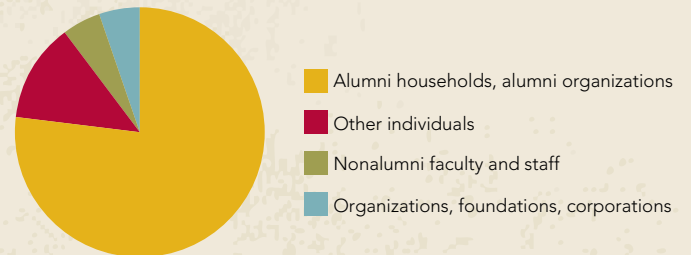


Fiscal Year 2011 Morris Gift Use*



*based on total number of gifts designated for each category

Fiscal Year 2011 Morris Donors



Fiscal Year 2011: incredible

—a message from Maddy Maxeiner
associate vice chancellor for external relations



The 2011 fiscal year was incredible. We celebrated UMM's 50th birthday and the 100th anniversary of the founding of the West Central School of Agriculture (WCSA). We developed virtual and real campus and green tours, available via the Internet, by iPod download, or by mobile apps. Proceeds from purchases of Media Services' award-winning campus history documentary created a new Promise of the Prairie Scholarship. With two wind turbines now generating electricity, we produce more than we use! Enrollment is robust and diverse. And last, but not least, Morris achieved an all-time high in private giving.

In the "new higher education normal" we cannot look to public funds to provide the same support as in the past. This year, the state's investment falls below 2000-01 levels in actual dollars, not inflation-adjusted. The convergence of a stumbling economy, reduced state appropriations, decreasing federal student aid, and declining discretionary income has spiked the share of costs born by students and families. On top of this, demand for post-secondary education is increasing. National projections show 70 percent of Minnesota jobs will require a post-secondary degree by 2018, up from today's 40 percent. Morris experienced an all-time high in applications for admission and more than 90 percent of students qualify for financial aid—the highest percentage in the University system. The challenge is clear. Scholarships are our highest priority as we aspire to maintain access and excellence in our academic mission.

How do you follow an incredible year? By leveraging this incredible moment to serve students and faculty as a national leader in a distinctive liberal arts education.

Your gifts in the past year inspire us to reach even higher. Thank you.

Fiscal year 2011 highlights

- current and deferred gifts reached an all-time high of \$2,142,676, an increase of 125 percent over fiscal year 2010
- 88 percent of new gift commitments, total dollars and pledged gifts, dedicated to scholarships and student support
- \$840,579 disbursed from private gift funds
- More than \$500,000 disbursed to students in scholarships and awards
- Awarded more than 200 privately funded scholarships
- \$10,086,825 endowment fund balance, an increase of 16 percent, as a result of new gifts and improved investment performance

The Shirley Stewart Skoog Scholarship is awarded to new students with academic promise majoring in two of her passions, education and/or theatre. Preference will be given to students who are "older than average," as was Skoog during her Morris days.



Skylar Joseph '15, Elbow Lake, the 2011-12 Shirley Stewart Skoog Scholar, and Shirley Stewart Skoog '70

Shirley Stewart Skoog: an engaged and engaging personality

Even a brief conversation with Shirley Stewart Skoog '70 reveals that she no longer possesses the shy personality of her childhood. A love of learning moved Skoog from timid child to enthusiastic participant in all of life's exciting experiences. With each step on her journey, she becomes more engaged and delightfully bold. Her scholarship gift to Morris will encourage current and future students to do the same.

Skoog graduated from Lyon County rural schools at 16, the result of finishing two grades in one year. She completed a two-year teaching degree at Mankato Normal School by 18, then taught in a variety of institutions that included a one-room rural school, a parochial school, and the Minneapolis Public School District. Skoog and her family settled in Ortonville where she taught elementary school. As the years progressed, she and other two-year degree teachers were sometimes criticized for not holding a four-year degree. So, Skoog acted. She hired her own substitute teacher for her classroom and enrolled fulltime for summer and fall sessions at Morris—where she flourished!

"Because I had so many education courses completed," she remembers, "I was able to take many electives. I graduated just short of a minor in theatre arts. I loved drama and public speaking courses."

Skoog also discovered a passion for botany and geology. She says with a smile, "I guess I need to know what kind of soil I'm putting my roots into."

One of her favorite Morris stories illustrates Skoog's zest for learning...and for fun. With a twinkle in her eye, she shares, "I was taking botany, and we joined up with a geology class. We identified

land forms and native plants. One of my assignments was to gather local plants and identify them. I drove out to a friend's grove, gathered plants that I would identify later, and threw them in my trunk. Well, I got home and realized that one of the plants looked a lot like marijuana. I took it to class, and Professor Bower agreed. He asked the class who would like to make a citizens arrest, since I had transported contraband across county lines!"

On another occasion, Skoog organized a field trip to Browns Valley and Ortonville to explore the glacial Lake Agassiz, an area of "fascination" for Skoog that she shared with her Morris classmates. "We visited the granite quarries where we found sharks teeth," she recalls. "Those were fun times."

While Skoog's exuberance includes all fields of study, drama holds a special place in her heart because of the strong connection she feels between the art of theatre and the art of teaching—engaging one's audience. Skoog has participated in theatre from her Morris days, her teaching years, and throughout her lifetime. She is a Center Stage theatre group member in Arizona where she enjoys her winters. She loves learning lines, directing, and singing in the chorus, noting *Brigadoon* and *South Pacific* as her favorite productions.

"On stage, I put myself aside," says Skoog. "I assume a persona. I make it fun, and I don't get nervous. Teaching skills and the performing arts are a great combination. In some ways, I'm playing a role as a teacher. I perform in the classroom. I engage an audience so they want more, and they want to be involved—that's real learning."



Gratitude inspires Richard Hargrave's scholarship

When Rick Hargrave '71 enrolled at Morris, he had math in mind but soon encountered a related interest. "I got interested in philosophy by taking a logic course, really enjoyed it, took another. I developed a friendship with Dr. Donald Norris in philosophy. Through math, I met Dr. Gill Gallagher, who offered a self-study course in mathematical logic—that's the tie in between my two majors."

After graduating, Hargrave attended Bowling Green State University and earned a master of accountancy. As a grad student, he taught computer programming. His first position was with an auditing firm. "At the time," he remembers, "computer auditing was coming into prominence, and I was hired to lead their effort. My first client was Sandusky International."

Ten years later, Sandusky, an international company specializing in papermaking machinery, offered him its director of finance and data processing position. In 1990, he was elected vice president and chief financial officer and oversees financial reporting, data processing, tax, risk, and cash management, purchasing, benefits, banking and legal relationships, and finances for operations in Glenrothes, Scotland; Manchester, England; Melbourne, Australia; Johannesburg, South Africa; and the Virgin Islands.

Hargrave's gratitude—for studying at a small campus conducive to students and faculty interaction and for scholarships and work study—is reflected in the Richard A. Hargrave Promise of Tomorrow Scholarship. He says, "Creating a scholarship is an opportunity to give back and to assist students in pursuing a quality education. I hope recipients look back at their time at Morris as one that helped them grow and prepare for vocations, and that someday, they, too, will be in positions to help future students."

Robert and Diane Peterson's scholarship reflects the meaning of place in shaping one's destiny

The Robert and Diane Peterson Promise of Tomorrow Scholarship reflects the meaning of place in shaping one's destiny. Although neither graduated from Morris, the Petersons' time on campus was long enough to lay a solid foundation for a lifetime of family, career fulfillment, and faith in the liberal arts mission.

Diane attended Morris in the early 1960s before completing a physical therapy degree at the Twin Cities campus. A Morris native, Bob's transition to University life was tempered by a familiar atmosphere, but his journey was anything but smooth. The first in his family to attend college, a small scholarship helped. After two years, Bob transferred to the Twin Cities to attend dental school. Dentistry proved not to be "him," however, and he found himself gravitating toward business. He sold his dental equipment and "invested" in an engagement ring for Diane, who he had met in biology lab at Morris.

After receiving a business administration doctorate in 1970, Diane and Bob moved to Austin, Texas. Bob holds the John T. Stuart III Centennial Chair in Business Administration at the University of Texas at Austin and is associate vice president for research. Managing several international research programs and technology transfer projects keeps him traveling. He has co-founded companies, consulted with governments and companies around the globe, and published nearly 200 scholarly books and articles.

But Morris was his springboard, Bob says. "At this point in time, we believe it is imperative to focus on providing academic opportunities for future generations." Their scholarship will assist Morris students majoring or interested in science, technology, pre-engineering, or math.



Longtime donors Cathy and Ernest “Ernie” Kemble have established the Ernest Kemble Scholarship at Morris.

Ernie, professor emeritus of psychology, earned a bachelor of arts from Memphis State University. He remembers his undergraduate career in the early 1960s as a financial struggle. “I had no ‘financial advantage,’” recalls Ernie. “One semester, I could only afford four credits. That early experience convinced me that if at some point I could do something to help students along, I would—deferred payment.”

Throughout Ernie’s long career at Morris, he retired in 1992, he was an advocate for and an example of the value of involving students in research, in direct opposition to his own experience. “I recognized my lack of research experience at the undergraduate level and that made me realize its importance.”

Cathy graduated from Morris with an elementary education major in 1982. She enjoyed a career at the Morris Area Elementary School and Morris Area Community Education until her retirement in 1995.

The Kembles’ own experiences as undergraduate students, as a research scholar, and as lifelong learners inspired their scholarship gift and their desire to support students as they pursue their educational goals.



Kemble scho Boo Schliep

Karl “Boo” Schliep was the recipient of the scholarship. He learned I would be receiving it and it gave me an extra surge of energy for chemistry and mathematics. Boo has had a major impact on my work with polymers, and I received a grant for characterizing nanopolymers at State University fabricated by Morris, which I used in the high school. Boo gave a research presentation at the conference.

Schliep says that he is enjoying “the experience of graduate schools.” After working abroad and then to attend a doctorate in chemical engineering or industry.”

An active participant in the choir to Chemistry Club, Anna, a 2008 graduate, was a first-year student at Morris.

“My older siblings are professors, the cool ones,” he says. “We’re a family of U of M graduates. Long after we’ve all graduated, the Kembles have really inspired me to someday make a similar contribution.”

Scholarship supports and inspires '12

Schliep '12, Howard Lake, was “blown away” when he learned he had won the 2011 Ernest Kemble Scholarship. He says, “When I received the scholarship, it made me feel accomplished and gave me a sense of passion to finish my undergraduate career strong.” A chemistry major, Schliep says that conducting research at Morris State University had a positive impact on his academic career. “I researched organic photovoltaic cells and received two internships, one in Duisburg, Germany, focusing on particle synthesis via a plasma reactor, the other at Arizona State University working on fabricating microelectromechanical system temperature sensors, and geothermal hot springs of Yellowstone National Park.” This summer, he presented his research at a conference presentation that was webcast to professors around the world. “The Ernest Kemble Scholarship is helping at an important time when I am under a lot of extra strain on my financial situation because of applying to graduate school. After graduation, he hopes to conduct another internship and attend graduate school. “My ultimate goal,” he says, “is to get a Ph.D. in chemical engineering and to become a researcher either in academia

or industry. I am a participant on campus in activities ranging from intramurals to sports. As a member of the Student Club, Schliep learned about Morris's attributes from sister schools like the University of Minnesota, and brother Kurt, a 2010 graduate. Brother Paul is a member of the Morris.

“The staff has taught me all the insider perks of UMM—the great staff and the traditions, clubs, and all the activities and opportunities,” says Schliep. “I am proud to be a UMMer. We've got a legacy going, and I believe that someday, when I graduate, the legacy will return with our children. And the staff has inspired me. Their actions have motivated me to set a goal to win the Ernest Kemble scholarship for undergraduates here at Morris.”



Anonymous foundation establishes fund in support of environmental studies



Barbara Freese
coal and climate
policy expert

With gratitude, the University of Minnesota, Morris reports a generous gift from an anonymous foundation donor to establish a fund supporting the environmental studies program on the Morris campus.

The environmental studies major draws heavily from courses in the social sciences and sciences, in particular biology, geology, political science, but also sociology, economics, anthropology, psychology. Students are exposed to humanist perspectives on the environment through a required humanities core class, and a creative writing course is an elective.

Because of the interdisciplinary nature of the environmental studies major, many Morris students and faculty benefitted from the first event made possible by the new fund. Coal and climate policy expert Barbara Freese spoke on campus in April 2011. An author, attorney, speaker, and policy advocate, her

address was titled “Power Struggle: Slowing Global Warming and Building Clean Energy in a Shifting Political Landscape.”

“Freese’s work on both a regional and national level is really a model for how intelligent public policy should be formulated,” says Arne Kildegaard, professor of economics and management. “Her analysis is based on fundamentally sound science, but also attuned to the economics of hard choices and the political ‘art of the possible.’”

The new fund will continue to support speakers, projects, and programs far into the future. Margaret Kuchenreuther, professor of biology and program coordinator, says, “The Environmental Studies Program is thrilled to have received this generous gift. It has allowed us to endow a Scholar in Residence program that brings someone who has thought deeply about the environment to campus each year to spend several days with students and faculty in the classroom and at informal events. The visit of our first scholar, Barbara Freese, was a tremendous success, stimulating lots of discussion about effective approaches to environmental advocacy and building a path to a sustainable future.”

Visit the University of Minnesota Foundation website at giving.umn.edu for an interactive photo of Morris’s green initiatives, including the Environmental Studies Program.

Barbara Freese’s presentation can be viewed at morris.umn.edu/ondemand.



Kildegaard



Kuchenreuther



Gift from Fond du Lac Band of Lake Superior Chippewa

The Fond du Lac Band of Lake Superior Chippewa understands the challenges facing American Indian college students. The band's gift to the University of Minnesota, Morris made possible the newly created American Indian Legacy Scholarship and a matching gift from the American Indian Education Foundation. The gift acknowledges the need for support of Native students and affirms the campus's strengths for serving Native students.

Each year, the American Indian Education Foundation (AIEF), offers a Challenge Grant to donors who wish to support Native students at selected colleges, including Morris. Karen Diver, Fond du Lac Band chairwoman, says that the AIEF match was an opportunity to leverage the band's philanthropic giving to serve more Native students.



“Morris has a tradition and legacy for encouraging Native students,” says Diver. “The campus provides cultural and academic support, which increases student success. Our sincere wish is that our gift removes barriers to higher education for Native Americans and their descendants.”

The American Indian Legacy Scholarship provides support for education-related expenses other than tuition for Morris American Indian students enrolled or eligible for tribal membership. For example, the scholarship may be used for room, board, books, research, or conference travel.

Morris is the only university in the upper Midwest qualifying for designation as an American Indian Serving Non-Tribal Institution. American Indian students comprise more than 12 percent of the Morris student body and graduate at a rate higher than the national average for four-year colleges.

Photo above: Karen Diver, chairwoman Fond du Lac Band of Lake Superior Chippewa

Fiscal Year 2011 annual giving

Annual giving is a broad term for all the programs at Morris that encourage gifts on an annual basis from alumni, faculty, staff, parents, and other supporters of the campus mission. Gifts from numbers of donors are pooled together, either directed to the Alumni Annual Fund or designated to various other programs. Together those gifts form a strong philanthropic foundation at Morris. Thank you to all donors who made annual gifts to the University of Minnesota, Morris.

Faculty and Staff Giving Program update

Annual giving participation by Morris faculty, staff, and retirees continues to grow. Giving rate has increased from 23 percent in fiscal year 2007, the start of the Faculty and Staff Giving Program, to 30 percent in fiscal year 2011.

“We are proud of this commitment from ‘the inside,’ from those who are here every day supporting Morris’s distinctive mission,” says Carla Riley, director of alumni relations and annual giving. “Thank you!”



Goodnoughs: the impact of giving spirits

Jennifer and Troy Goodnough's giving to Morris celebrates all the goodness in their lives—past, present, and future. Important people in their lives have exemplified giving spirits, and they hope to do the same.

Jennifer, an associate professor of chemistry, says she felt instantly at home on the Morris campus when she arrived in 2002. “It reminded me of my undergraduate experience at St. Francis University, a private liberal arts school in Pennsylvania, the same as Morris in commitment to liberal arts and undergraduate research, and about the same size. The fantastic colleagues and students with whom I interact keep me here. Senior colleagues Jim Togeas and Nancy Carpenter, professors of chemistry, have led by example in how to give and provide service. Perhaps this also goes back to St. Francis, where I heard, “It is in giving that we receive.” Morris students are a real source of inspiration and motivation for giving. When Troy and I see their efforts and passion, it's hard not to get caught up and share in their energy.”

Troy serves as the campus sustainability coordinator. “The late Tom McRoberts was director of the department in which I work, the Center for Small Towns. He was also my mentor. Seeing his generous spirit and his approach to helping and giving was truly an inspiration. Jenn and I continue to be inspired by

examples in our community. The sense of community is strong at Morris, and giving of our time and talent has made us feel even more a part of that Morris family. I am also inspired by community partners, often nameless, who support student engagement and scholarships through ongoing giving. It is important to have mentors and examples throughout one's lifetime.”

Reflecting Morris's mission, the Goodnoughs' gifts support a “second-to-none” public liberal arts experience for students. “The brief time students spend in college can shape a lifetime of learning and citizenry,” they say. “Every year, we meet new students who inspire us. We are proud that our students are motivated to do ‘good.’ They come to Morris because they want a rigorous education, they want to be engaged, and they want to help shape the future.”

The Goodnoughs believe that Morris will continue to grow as a model institution of higher education, sustainability, and community. “We hope that Morris continues to be a place that develops leaders that ask big questions and create solutions. We know that the gifts we give back to our community advance that vision. We try to model the type of citizen behavior we hope our son Ely will have some day.”

At left, Troy, Ely, and Jenn Goodnough



First Promise of the Prairie Scholar

The Promise of the Prairie Scholarship was created with donations from purchases of a DVD of the documentary by the same name and other private support. Alyssa Chaplin '15, White Bear Lake, (left) was awarded the inaugural scholarship. She said, "It was a really big honor."

Chaplin, who is studying psychology and biology with the hope of becoming a neuroscientist, chose to attend Morris after visiting because she loved the friendly environment at the small campus. Receiving the scholarship, Chaplin explains, has helped her feel even more connected to the history and shaping of the Morris campus.

Promise of the Prairie: Education in Three Acts, created by Media Services, received the 2011 University of Minnesota Communicators Forum's Gold Award. It explores the three educational institutions that have made their home on the Morris campus: an American Indian boarding school; the West Central School of Agriculture; and the University of Minnesota, Morris. For more information about purchasing a DVD and contributing to the scholarship, call 320-589-6386 or email koldenj@morris.umn.edu.

—Story and photo by Courtney Driessen '12,
Blooming Prairie

Looking back and giving forward

Nora Sandstad '01 and Nathan LaCoursiere '02, at right, with baby Henry, are two of many who supported students through a gift to the Promise of the Prairie Scholarship.

Sandstad was attracted to Morris because she was seeking an academically challenging setting where she “wouldn’t get lost in the crowd.” As a high school senior, LaCoursiere was drawn to Morris as a Summer Scholar experiencing Professors Dwight Purdy and Roland Guyotte’s Growing Up American course.

As Morris students, their expectations were realized. “We found that the intimate classes offered us the opportunity to get to know our classmates and professors very well,” they share. “We made connections that continue to provide remarkable ongoing opportunities and friendships.”

LaCoursiere, English and political science, says he was privileged to have professors who were supportive of his career goals. He moved directly from an honors political science course on campus into a campaign and congressional internship with Congressman David Minge. Sandstad, history and social science, also had a political science course turn into an “amazing” Washington, D.C. internship. They say, “We’ve been influenced and assisted into more than one job and eventually into law school by our ‘adopted’ advisers, the late Tom McRoberts '68 and Professor Paula O’Loughlin.”

Looking back and looking forward inspires Sandstad and LaCoursiere’s giving. “We owe to Morris where we are today as professionals and engaged citizens in our community. Our hope for



Morris is to solidify its national reputation as a rigorous and financially accessible public liberal arts institution. And for Morris to continue to secure faculty who are dedicated to seeing their students succeed. Our dream is that Morris continues preparing each new generation of students to participate with confidence in their community.”

Sandstad and LaCoursiere are graduates of the University of Minnesota School of Law and currently practice with the law firm of Hanft Fride in Duluth.



Giving to honor campus relationships

Jayne Blodgett, Rodney A. Briggs Library librarian and metadata and technical services coordinator, at left, faithfully donates annually to a number of Morris annual funds as a means to express her relationship to the campus.

“I give to UMM because I care about the success of the campus. I feel that giving to the Briggs Library Associates, as well as to various scholarship funds, contributes to student success. I give because it honors people who are important to me. And I give because it makes me feel good knowing that I’m helping a place that I care about deeply and that has allowed me to flourish and grow.”

—Jayne Blodgett

At right, J.J. Borash and Whitney White

Alumni Annual Giving

Alumni annual giving supports a variety of projects including the University of Minnesota, Morris Alumni Association First-Year Academic Scholarship. Through alumni collective efforts in fiscal year 2011, three first-year students received the scholarship this academic year.

“This scholarship has helped me greatly. To the alumni who made this possible, I say thank you. It makes me happy to know that alumni care about new incoming students.”

—Victoria D. Carrillo '15, El Paso, Texas

“When I first found out about this scholarship I didn't realize that only three people got this award. I guess keeping your grades up in high school truly helps in the long run. I feel very privileged to discover I was part of the awarding donations from the alumni even when they have no idea who I am. Thank you so much.”

—Jacob J. J. Borash '15, Harris

“Receiving this scholarship is ‘pretty sweet.’ It is nice for my family to have help with paying for my college. It is very much appreciated—definitely!”

—Whitney M. White '15, Belgrade



In partnership with the University of Minnesota Foundation, 100 percent of all gifts designated to Morris are received by and invested in the Morris campus. The Foundation serves as the legal, charitable entity for the University system.

The Morris campus welcomes all forms of financial gifts in any amount in support of its mission. There are many ways to give, and we are happy to assist you in determining the best way based on your individual situation. Contact a development team member for a personal consultation.

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