Greetings from Dean Comer

Congratulations to the class of 2013!

While we have had to face many challenges this semester, the College still has much to be thankful for. This spring we hosted our second annual Evening of Thanks, which is an event to celebrate and thank close friends, alumni and donors of the College. The evening is a chance for us to showcase how important private philanthropy is to our students, faculty and programs.

The theme of the evening was represented by a quotation of Robertson Davies, “Those who can get beyond the fashionable learning of their day are few.” Featured faculty speaker Dr. Julia Baldwin, professor in the Department of Geosciences, has a teaching philosophy of discovery-based learning that fit perfectly with our theme. She spoke to the guests in attendance about this philosophy and approach as a teacher, as well as her research and projects, including managing technology in the classroom and the use of iPads in her labs and cutting edge analytical tools in research. She offered a faculty perspective on philanthropy, closing with a quotation by Miriam Beard, “The results of philanthropy are always beyond calculation.”

Featured student speaker Julie DeSoto, BA Political Science ’12 and Masters Public Administration ’13, spoke about what a difference private support has made in her UM career and all the opportunities it has offered, “These achievements would not have been possible without the generous support of donors and the mentorship provided at this university. Each scholarship has allowed me to pursue my academic and professional goals more effectively.”

This issue features many examples of how our students and faculty are constantly pushing beyond the classroom and what is considered “fashionable” learning. As always, we want to stay connected and hear your story as well. Please visit our website www.cas.umt.edu for College news and events and if you haven’t yet, like us on Facebook (College of Arts and Sciences, University of Montana). Thank you for staying connected and for your support of the College.

Cheers,

The College of Arts and Sciences hosted the first “Dialogue on Intellectual Diversity” this spring, featuring a discussion of the concept of human nature between Regents Professors Emeriti Paul Lauren, a historian, and Fred Allendorf, a biologist. The dialogue was moderated by UM Environmental Studies faculty member Rosalyn LaPier.

“This was a first for the College of Arts and Sciences, and we are very excited about it,” said Dean Comer. “It was a night to celebrate some of our most distinguished faculty and discuss larger intellectual issues that we all care about – faculty, students, staff and the community.”

The event had a great response, filling the Interdisciplinary Science Building lecture hall, and featured lively questions from audience members. If you were unable to attend, a recording of the Dialogue has been posted on the CAS website. The success of the first Dialogue has laid a foundation for what we look forward to becoming a regular spring event for the College.

From left to right: Fred Allendorf, Chris Comer, Paul Lauren

2nd Annual Evening of Thanks Dinner at the Payne Family Native American Center

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Abigail Nastan, Geosciences

Abby Nastan, from Everett, Washington, started her undergraduate career at UM in the autumn of 2009. She is finishing her Bachelor of Science degree in International Field Geosciences with minors in Astronomy and Irish Studies this spring. A National Merit and Presidential Leadership Scholar, Abby will graduate with high honors and the University Scholar distinction. Her degree is jointly awarded by the University of Montana and University College Cork in Ireland, where she studied her junior year. As part of the International Field Geosciences program, she took field courses on the Isle of Mull, Scotland, and in southern France. While at the University of Montana, Abby has won a variety of scholarships and awards, including the undergraduate awards for both the Mineralogical Society of America and the Mineralogical Society of the UK and Ireland, the Montana Space Grant Consortium scholarship and research grant, and the Outstanding Senior award for geosciences. While completing her degree, Abby became interested in planetary sciences, the study of other planets. She was awarded a Research Experience for Undergraduates last summer at the SETI Institute, a premier planetary research center near San Francisco. During her senior year Abby continued her research, which concerns climate change on Mars more than three billion years ago and how it can be studied using sites on Earth. In December she presented her research as a poster at the annual Fall Meeting of the American Geophysical Union in San Francisco and also presented at UMCUR this spring, winning the best presenter award for physical sciences. After graduation, Abby will be starting her PhD in planetary sciences at Caltech in the Fall. “I’m incredibly grateful that my experiences at the University of Montana have allowed me to explore all my interests. So many professors are due thanks for this, not least Johnnie Moore and Nate McCrady for their excellent guidance on a research project quite outside their usual field of study; Diane Friend of Physics and Astronomy who first got me interested in planetary science; and others such as Donna Mendelson of the Davidson Honors College and Professor Drake of history who have impacted my ideas in a profound way on many subjects.” Moore, Professor and Chair of the Department of Geosciences, has high praise for Abby, “Abby is a dedicated and insightful student. She is not afraid to tackle difficult problems, like deciphering the climate on Mars, and puts her whole mind and heart into her work. She will go on to solve important problems in geoscience whether it is on Mars or Earth.” Abby would like to give back to the university by supporting multidisciplinary studies, such as helping to start a forum where students from disciplines across the campus can meet to discuss issues. She would also like to support programs such as International Field Geosciences which allows students from the sciences to study abroad.

Andrea Gammon, Philosophy

Andrea Gammon, a native of Portland, Maine, earned a B.A. in Philosophy and a B.S. in Biology from the University of Maine in 2010 by way of Knox College (Illinois) and the University of Dar es Salaam (Tanzania). Her graduate degree has been less convoluted: she began the M.A. program in Environmental Philosophy at the University of Montana in 2011 and she will complete the degree in the spring of 2013. While at UM, Andrea has worked as a graduate research assistant with Christopher Preston, Dane Scott, Laurie Yung, and Wylie Carr on a National Science Foundation project on the Ethics of Climate Engineering. Andrea’s major project as part of this team has been the creation and maintenance of the Ethics of Geoengineering Online Resource Center (http://www.umt.edu/ethics/resourcecenter). Additionally, she assisted Christopher Preston, her advisor, on his edited anthology, Engineering the Climate: The Ethics of Solar Radiation Management. "Andrea has excelled in every aspect of her work at UM, from writing and editing professional level papers and books to coordinating out-of-state visitors and logistics. We will miss her terribly." With Christopher she co-authored a paper on the gender aspects of geoengineering ethics that has been accepted to the feminist philosophy journal Hypatia and that she presented at the 2013 Association of American Geographers’ Annual Meeting in Los Angeles. Andrea is currently writing her master’s thesis, which re-imagines climate and climate change in the style of Jane Bennett’s vital materialism, that is, in a way that pays attention to the varied and dynamic ways that human and more-than-human forces combine as climate. Thinking about climate as a lively assemblage that humans already participate in instead of as a separate entity in the background of human lives might help us reconsider how we can live in a changing climate and if we want to entertain ideas like climate engineering. Upon graduation, Andrea will move to the Netherlands to join another interdisciplinary research team and begin her Ph.D. at Radboud University Nijmegen. Andrea is one of two doctoral researchers in philosophy working with environmental philosopher Martin Drenthen on a project applying hermeneutics to environmental ethics. Andrea’s project in particular deals with the ethics of ecological restoration, or “rewilding,” in cultural landscapes. Andrea credits the M.A. in Environmental Philosophy with preparing her for this next step: “The program is rigorous but has also provided flexibility, allowing me to ground issues that are important to me in the philosophical tradition. I’m fortunate to have had such generous support from the University of Montana and from the philosophy department faculty, particularly Christopher Preston.” While in Missoula, Andrea has also worked as a Program Coordinator for the Mansfield Ethics and Public Affairs Program, an AmeriCorps Intern at the Zootown Arts Community Center, and as a Research Associate for the Legal Atlas Project.

“T’m fortunate to have had such generous support from UM and from the philosophy department faculty”
Emma Jaqueth, Environmental Chemistry

Emma Jaqueth was born and raised in Missoula and began attending the University of Montana in the fall of 2009. She always had a passion for chemistry, but chose to get a degree in the newly revamped speech pathology program. An introductory biology course was a requirement for the speech pathology program and when she got a small dose of elementary chemistry again, she knew what she needed to do. A week later she was marching up the steps to the chemistry building to declare herself a chemistry major.

The University of Montana Chemistry Department has provided Emma with a unique opportunity that most likely would not have been available at many other universities. The general chemistry course taught her how to learn, and when she joined the chemistry peer leader program in 2011 she developed an even deeper passion for learning and teaching chemistry. She became the coordinator of the peer leader program in 2012 and continues to implement small improvements to the program. She also has been conducting research in Michael DeGrandpre’s lab in the chemistry building since 2011. She is now developing methods to purify various pH indicators in order to develop more accurate pH measurements of the world’s oceans.

Emma would not be where she is today without the support and opportunity that her mentors provided, including Mark Cracolice, Professor and Chair, Department of Chemistry & Biochemistry. “Emma is a remarkable student with a broad range of talents. She possesses keen intellectual abilities, a sound work ethic, outstanding interpersonal skills, and she is a respected leader among her peers.

“Mark Cracolice has been a remarkable mentor by teaching me the importance of knowing how to learn rather than just memorize.”

I am certain that she will be a valued member of her community when she enters the profession of her choosing.”

“Mark Cracolice has been a remarkable mentor by teaching me the importance of knowing how to learn rather than just memorize, while sharing his vast knowledge of the academic and real world. He has provided me the chance to learn the organizational and communication skills necessary for everyday success.” Michael DeGrandpre has also been a great teacher to Emma. “He allowed me to work on independent projects, which taught me self-discipline and time management.” Her scientific skills have greatly progressed through the careful guidance of Dr. DeGrandpre and, through her research at the University, she has developed her specific interest areas.

After graduation Emma plans to pursue a Ph.D. in aquatic chemistry with possibly a focus in environmental and water policy. She plans on giving back to the Chemistry department through offering general chemistry tutoring as well as helping out at Study Jams. She hopes to continue to stay connected with the peer leader program by staying updated with improvements and progression of the program. If she finds herself in Missoula again she would like to help implement or continue to assist in keeping up a “Chemistry Club” where undergraduate chemistry students would have the opportunity to hear guest speakers and ask questions regarding the immense directions and possibilities a chemistry degree offers.

To help support student experiences like these please visit www.cas.umt.edu and note CAS Student Experiences in your gift
Don Graves, ’92, was a two letter, award winning player for the Grizzly football team. The 1989 team which was the first team in school history to win a playoff game and first team to make it to the semi-final round of the playoffs, having lost to Georgia Southern, the eventual 1989 national champions. The team still holds the Big Sky conference record for interceptions in a game with 10 against Boise State. Featured in a 1989 Kaimin article, Graves spoke about his transition to Montana from California. At the time, of the more than 9,000 students enrolled that quarter, only 40 were black. Graves came to UM on an athletic scholarship, playing defensive back for the football team. He won both the 1989 Pat Norwood award and the 1990 Golden Helmet award. “At the time I signed my letter of intent to play for the University of Montana, I was taking 23 transferable credits to earn my Associates of Arts degree. Robin Pfugrad, who recruited me, had been to my home in Newark, California, attended the San Jose Bowl to watch me play and encouraged me to obtain my two year degree. I heard good things about Montana from former Chabot College football players that preceded me: Quentin Richardson, Joe Farrish and Todd McGrew so I was anxious to visit the campus. Once I saw the campus and met the coaches, I knew I wanted to be a part of the Griz family.”

“I aspired to become a probation officer after graduation so I selected Sociology with an emphasis in Criminology as my major. As life would have it, I landed a job in a group home upon my return to California and remained on the child welfare side of the profession. A decision that I’m thankful for each and every day.”

Graves’ true success comes off the football field, where he has been instrumental in improving child welfare policy and practice in the United States. He credits UM for his 21 year career in child welfare. As the Program Coordinator for the Contra Costa County Children and Family Services’ Independent Living Skills Program, Graves works with young adults who are preparing to leave the foster care system and helps prepare them for adulthood.

Under Graves’ watch, the program experienced its greatest expansion and moved into a 10,000 square foot facility, becoming a central hub for foster youth in need of services. The ILSP offers a range of services to adolescents ages 15.5 through 21 years old. These services include daily living skills, money management, career and educational planning, and housing assistance. The program also assists with college visits, selection and application for financial aid for those young adults who are moving on to higher education. “It is truly a blessing to see a young adult reach their full potential. From being reserved, shy and unsure to confident, empowered and accomplished is the true reward. To pay it forward and to give back what was given to me is the driving force behind my dedication to this field.”

Graves’ passion for his work and the University of Montana is obvious as soon as you step into his office. He has pictures of his time on the UM football team, pictures from his influential career including pictures with Hillary Clinton and one of his young adults sitting next to Bill Clinton during the bill signing of the John H. Chafee Foster Care Independence Act of 1999. What stands out the most and is the biggest testament to his success is a collage of photos of all the young adults Graves has worked with and helped throughout his career. “I believe I’ve been called to do this work,” he said. “We have a moral obligation to look after these young adults.”

### Programs of National Distinction

Three top programs at The University of Montana – Creative Writing, Organismal Biology and Ecology, and Wildlife Biology – recently were named Programs of National Distinction (PoND). The three were selected by UM’s Office of the Provost and Vice President for Academic Affairs for the honor, which aims to maintain or stimulate development of programs of national or world-class excellence. All three programs are affiliated with the College of Arts and Sciences!!

In Glacier National Park looking towards Bird Woman Falls and the McDonald Valley. The results of the work of massive glaciers that carved almost every square inch of Glacier can be seen here. This mountain stronghold was named for the process that shaped it rather than for the approximately 150 glaciers that existed when Glacier was established in 1910. Should we then call it Glaciated National Park as soon the glaciers will disappear?
Cox Award for Teaching Excellence

The Helen and Winston Cox Educational Excellence Award is an award made annually to UM faculty in the College of Arts and Sciences who are not yet tenured based on superior contributions to the education of UM students. This award was established by the Cox children in honor of their parents and has been given annually since 1996. The 2013 award recipients are:

Daisy Rooks, Assistant Professor, Department of Sociology, and

Tobin Shearer, Assistant Professor, Department of History and Director of African American Studies.

Professor Daisy Rooks is an outstanding teacher who enthusiastically pursues academic excellence. Students find her classes interesting, stimulating and challenging. Her colleagues remark on the number and variety of pedagogical innovations that she uses in her courses.

For example, her class entitled Inequality and Social Justice is a service learning course taught onsite at the Poverello Center, a homeless shelter in Missoula. In this class, Professor Rooks teaches her students about poverty and homelessness, how to conduct qualitative research and the value of serving one’s community. Outside of the classroom, Professor Rooks has played a key role in the development of the Global Leadership Initiative, a central component in UM’s Strategic Plan, as well as the faculty development program, the Pedagogy Project.

Excellence Award for Teaching Across the Curriculum

The College of Arts and Sciences Excellence Award for Teaching across the Curriculum was established to recognize a faculty member for his or her excellence in teaching at all levels of the curriculum. This award was created in 2013 by the College External Advisory Board. The award was designed to recognize those individuals who demonstrate superior teaching at the upper level as well as the introductory level of the curriculum. The 2013 award recipient is:

Nate McCrady, Assistant Professor, Physics and Astronomy.

Dr. Nate McCrady teaches large-enrollment general education courses as well as upper-division astronomy and physics courses. His classroom is a dynamic learning environment and his commitment to teaching excellence is evident to his colleagues and students alike. Professor McCrady is a talented lecturer with seemingly unbounded enthusiasm and energy, but he also challenges his students to push themselves to achieve their full potential. Nate’s department chair remarks “It is a rare gift for a teacher to be able to convince his students to work hard and enjoy doing so. Nate clearly has this gift.”

Faculty and Staff Awards

The University also recognizes the contributions of the faculty and staff at two separate awards ceremonies. The first, Charter Day, celebrates the founding of the University. The second, UM Employee Recognition Day, recognizes the service and dedication of all UM employees as well as the teaching and research prowess of the faculty. The list below shows those awards received by faculty and staff in the College of Arts and Sciences. Congratulations to all!

2013 Charter Day Awards

George M. Dennison Presidential Faculty Award for Distinguished Accomplishment - Joel L. Harper, Department of Geosciences

2013 UM Employee Recognition Day Faculty and Staff Awards

Distinguished Scholar Award - Anya Jabour, Department of History

Distinguished Service to International Education Award - Leonid Kalachev, Department of Mathematical Sciences

Graduate Assistant Teaching Award - Michael King, Department of Sociology

Most Inspirational Teacher of the Year Award - Doug Dalenberg, Department of Economics

Outstanding Teamwork Award - Christine Fiore, Beth Hubble Rick Hughes, Robert Squires, & Danielle Wozniak, PETSA Team
In this installment of the CAS bookshelf, we highlight the most recent work of the faculty in the Department of English. The department, one of the largest in the College, houses faculty who study literature, creative writing, film studies, Irish studies, English education, and linguistics. We include here a small sample of these prolific scholars.

In Dark Again in Wonder: The Poetry of René Char and George Oppen 2012 by Robert Baker

At the center of In Dark Again in Wonder are readings of René Char (1907–88) and George Oppen (1908-84). Both of these poets achieved recognition at a young age, Char among the French surrealists in the 1930s, Oppen among the American objectivists in the same decade. Both were independent individuals who, having found their way to communities of inventive writers, stepped back and shaped their own idiosyncratic paths. Char and Oppen are both poets concerned with the old philosophical questions that are still with us – nature of spiritual freedom, the gathering of the self in relation to death and the meditation on the whole.

The Motherless Child in the Novels of Pauline Hopkins 2012 by Jill Bergman

Well known in her day as a singer, playwright, novelist, and editor of the Colored American Magazine, Pauline Hopkins (1859-1930) has been the subject of considerable scholarly attention over the last twenty years. The Motherless Child, the first book-length study of Hopkins’s major fictions, fills this gap, offering a sustained analysis of motherlessness in Contending Forces, Hagar’s Daughter, Winona, and Of One Blood. The motif, Bergman asserts, resonated profoundly for African Americans living with the legacy of abduction from a motherland and familial fragmentation under slavery. This illuminating study opens new terrain not only in Hopkins scholarship, but also in the complex interchanges between literary, African American, psychoanalytic, feminist, and postcolonial studies.

Science and Religion in Neo-Victorian Novels: Eye of the Ichthyosaur 2013 by John Glendening

This book discusses novels in which nineteenth-century science, including geology, paleontology, and evolutionary theory; interacts with religion through accommodations, conflicts, and crises of faith. In general, these texts abandon conventional religion but retain the ethical connectedness and celebration of life associated with spirituality at its best. Registering the growth of nineteenth-century secularism and drawing on aspects of the romantic tradition and ecological thinking, they honor the natural world without imagining that it exists for humans or functions in reference to human values. In particular, they enact a form of wonderment: the capacity of the mind to make sense of, creatively adapt, and enjoy the world out of which it has evolved – in short, to endow it with meaning. Protagonists who come to experience reality in this expansive way release themselves from self-anxiety and alienation.

Imago Mortis: Meditating Images of Death in Late Medieval Culture, Ashby Kinch argues for the affirmative quality of late medieval death art and literature, providing a new, interdisciplinary approach to a well-known body of material. He demonstrates the surprising and effective ways that late medieval artists appropriated images of death and dying as a means to affirm their artistic, social, and political identities. The book dedicates each of its three sections to a pairing of a visual convention (deathbed scenes, the Three Living and Three Dead, and the Dance of Death) and a Middle English literary text (Hoccleve’s Lerne for to die, Audelay’s Three Dead Kings, and Lydgate’s Dance of Death).

Four Swans 2012 by Greg Pape

These are mature poems, meditative, curious about the world of wild mountains and streams, about death and blessing, about the resonant past that is with us yet. And they are about a kind of stillness that has become rare in modern life, the stillness of a man who actually inhabits his senses. Greg Pape has published eight books of poems. For his work he has received a Discover/The Nation Award, a Pushcart Prize, and two fellowships from the National Endowment for the Arts.

Undergloom 2013 by Prageeta Sharma

Taking its title from the descent into Hell in the opening passage of Homer’s Iliad - “and crowded brave souls into the undergloom” - Prageeta Sharma’s fourth collection chronicles personal and internal wars using the American frontier as a central metaphor to address questions of community and belonging, outsiderdom, and the inevitability of a racialized self. The first-generation child of a South Asian immigrant family and a native of Framingham, Massachusetts, Prageeta Sharma is the author of Bliss to Fill, The Opening Question (selected by Peter Gizzi for the 2004 Fence Modern Poets Prize), and Infamous Landscapes.

The Opening Question 2013 by Prageeta Sharma

In this expansive way release themselves from self-anxiety and alienation.

View the electronic bookshelf by visiting the CAS website at www.cas.umt.edu
Faculty News: Professor Studies Herstory

Anya Jabour, Department of History & Co-Director of Women's and Gender Studies

The 2013 UM distinguished scholar is historian Professor Anya Jabour. A scholar of Women's History, Dr. Jabour is the author of three books: *Marriage in the Early Republic; Scarlett's Sisters: Young Women in the Old South;* and *Topsy-Turvy: How the Civil War Turned the World Upside Down for Southern Children.* Additionally, she has edited a collection on *Major Problems in the History of American Families and Children* and another on *Family Values in the Old South;* she has also published numerous articles and essays. Broadly speaking, her research focuses on the lives, experiences and relationships of 19th Century southern women and children. Dr. Jabour has recently received two grants from the National Endowment of the Humanities to support her current work, a biography of educator and reformer Sophonisba Preston Breckinridge.

Dr. Jabour is also an accomplished teacher, each year teaching the popular US women's history course. In this course Jabour gives students an introduction to women's history and attempts to broaden their definition of history, from the study of wars, dates and political figures, to the study of people – men, women and children. Dr. Jabour remarks that she herself was interested in women's history long before she knew what to call it. Both in her research and teaching, Jabour uses primary resources to learn more about women and children from the past. She comments that such resources are often difficult to find as "women are barely visible [in history] and children even more so." It is no wonder that she gets excited when she comes across the grade reports of students in a 19th century girls academy or a collection of letters from students to their parents written during the Civil War. Her expertise on the subject of Civil War era children was recently noticed by PBS, who hired her as a consultant for a PBS drama series on the Civil War. Whether she is consulting for TV, teaching her classes or writing her latest book, Dr. Jabour demonstrates to all of us how “exciting studying the past is!”

Elouise Cobell Land and Culture Institute

Jonas Rides At The Door Delivers Speech at Cobell Institute Dedication

March 6, 2013

Hello and good afternoon,

I want to welcome you here to The Payne Family Native American Center, and also to the traditional territory of the Salish and Kootenai people.

My name is Jonas Rides At The Door, and I am a student here. I am majoring in Native American Studies and Political Science, and I am in my 4th year here now. I am a member of the Blackfeet Nation and a veteran of the Marine Corps.

First, I want to talk about the positive impacts that The Payne Family Native American Center has had on students and the community.

From my personal perspective, when I first came to UM 4 years ago, the Native American Studies Department was housed in that 4-bedroom log cabin right down the road. It was just a place of come and go, there was no room to hang out, study, or meet people, particularly other natives. I felt out of place, but not so much that I wanted to go back to Browning.

It wasn't until this place was built, that I felt like I belonged, that I felt accepted in a place where I felt comfortable. I made this place my second home. I remember during the grand opening, thinking as I counted coup on this building with Joe Medicine Crow's coup stick, that this place is going to be much more than just another academic department at the University of Montana.

The Center is an intellectual breeding ground for our future leaders of Indian Country. Here they come to meet, to learn, to exchange ideas and experiences, and this strengthens the self-determination of Indian people in Montana and around the country. The instruction and environment definitely provides the fuel for the inner fire, indeed to take on the issues and struggles that one may take on in Indian country.

This building is not only important to Native Americans, but to everyone else as well. For hundreds of years, Native Americans have been stereotyped through the grinder time and time again, to the point that American history has been misconstrued. Taking classes here, a person will receive what I call, the real American history. This is essential in the healing process of that which is called de-colonization, and it's only respectful to learn about the people's land in which you now live.

When I first heard about the plan to include a Land and Culture Institute named in honor of Elouise Cobell, I thought there is no better place to put it than The Payne Family Native American Center, at the University of Montana. Here I believe it will thrive beyond its expectations, much like Elouise Cobell did, when she won her settlement case against the most powerful government in the world. The institute will provide students the opportunity to get an in-depth look at contemporary Native American lands and resources and their issues, and here it will be possible to find solutions to these issues, and continue to fight for our rights, as Elouise put it.
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We are happy to provide you with information about our giving programs including the Dean's Opportunity Fund, annual gifts, the President's Club, setting up a scholarship, endowments, or including the College of Arts and Sciences in your will or estate plans.

Coming to Campus?
The College and The University of Montana have various events, lectures, programs and classes going on all the time.
Please contact us if you would like to visit the College, get a tour of the new buildings on campus,
attend a class, meet the Dean, or chat about your time here.