Students enjoy a warm spring evening on the Oval. The image is taken from a new H&S promotional video series being produced by students and faculty in the Film Studies Program in the College of Humanities and Sciences.
Greetings from Dean Comer

This spring, the College has much about which we can be excited—including a new name.

After receiving approval from the Montana Board of Regents in January, the College of Arts and Sciences has officially been renamed the College of Humanities and Sciences. This new name does not indicate a shift in academic focus. Rather, it better reflects who we are, and more accurately portrays the identities of the College’s departments and programs. After all, we are the shining beacon of the humanities in Montana. We wanted the name of the College to reflect that.

The formal announcement of the name change took place at the second annual Dialogue on Humanities and Sciences. The theme of this year’s Dialogue was shaped in large part by the commemoration of the 100th anniversary of Woman Suffrage in Montana. Moderated by Women’s and Gender Studies Co-Director Anya Jabour, it featured enlightening presentations by Communication Studies Professor Sara Hayden and Anthropology Professor Kimber McKay. They examined the ways in which gender identities and gender assumptions shape daily experiences in a variety of places and contexts.

What followed was a powerful conversation on the still challenging perceptions of gender that engaged UM students, faculty and administration. We are incredibly fortunate to have such exceptional faculty in the College. The program in Gender and Women’s Studies continues to contribute in significant ways to our conversations of equity and diversity on the campus and in the greater community.

In the following pages, you will meet equally impressive H&S students, faculty and alumni who continue to rise to the challenges of our era. I invite you to read and enjoy their stories. As always, we want to stay connected and hear your story as well. Please visit our website www.hs.umt.edu for College news and events. You can also like us on Facebook by visiting www.facebook.com/HandSNews. Immense congratulations to the Class of 2014, and thank you to our many friends for continued support of H&S.

Cheers,

[Signature]

Pictured: Dr. McKay (left) and Dr. Hayden (right) present unique perspectives on gender in everyday life. Below, Drs. Jabour, Hayden and McKay field questions from members of the audience.
Introducing

Dr. Terry Payne

Terry Payne, founder of Terry Payne & Co. Inc and one of the most successful businessmen ever to graduate from the University of Montana, received an Honorary Doctorate of Humane Letters during Commencement ceremonies on May 17.

Payne’s contributions to the College of Humanities and Sciences have been paramount. He and his family were the primary financial backers for The Payne Family Native American Center, a signature UM building completed in 2010 that provides a centralized home for Native American Studies, American Indian Student Services and related programming. He and his family then provided further support for the Elouise Cobell Land and Culture Institute in the garden level of the Payne Center, which is in the final stages of construction. The new institute will provide technology for teaching geographic information systems and interacting with indigenous people worldwide. It also will house a theater for film studies and a technology-rich classroom equipped for distance learning.

Payne also funds several scholarships, including a Presidential Scholarship, the Don McGonigle Memorial Scholarships and the Elouise Cobell Memorial Scholarship. He was honored with UM’s Distinguished Alumni Award in 2006, and received the Neil Bucklew Presidential Service Award in 2008.

Emma’s Dress

The University of Montana made a valuable addition to its collection related to Native American heritage this spring. On May 5th, the College of Humanities and Sciences officially unveiled a ceremonial Native American dress that dates back to the 1900s.

“The Payne Family Native American Center on our campus was always intended to stimulate interactions with the community and new opportunities to learn about Native American history and tribal cultures,” Dean Comer said of the event. “We are so grateful to the Braig family for reaching out to UM and our College so that we can create opportunities for students and visitors to see this important and beautiful item. We also were lucky to have the Grizzly Riders International help us to create a secure, custom designed case for Emma’s dress so that visitors can see it up close.”

The dress originally belonged to Emma Sansaver, a Chippewa-Cree woman who attended the Fort Shaw Industrial Indian School during her formative years. She also happened to be quite the basketball player, and was a member of the Fort Shaw women’s basketball team that became world champions at the 1904 World’s Fair in St. Louis. Her remarkable story is featured in the book, Full-Court Quest: The Girls from Fort Shaw Industrial Indian School Basketball Champions of the World, written by Linda Peavy and Ursula Smith.

“I want the dress to be on display, not as an ancient relic, but as an inspiration to Native students and all students,” said Beverly Braig, speaking on behalf of her family. “This little girl, who was taken from her family to the boarding school and made a life for herself – her spirit still lives 110 years later.”
Abigail Mayhugh was born and raised in the desert community of Ridgecrest, California, where she attended Cerro Coso College before transferring to the University of Montana in the fall of 2011.

“I chose UM because of its small, tight-knit Russian program,” Abigail said. “I was never disappointed with my choice. Not only is the Russian program filled with kind, thoughtful students; it is also led by amazing mentors like Dr. Renner and Dr. Walker and often collaborates with faculty in other departments, such as Dr. Greene in the History Department. That the University is nestled in Missoula’s mountain community is also certainly a bonus.”

From her first semester at UM, faculty in the Russian program encouraged her to take advantage of relevant extracurricular opportunities. These opportunities have included participating in a national Russian essay contest by the American Council of Teachers of Russian, writing to and having Skype conversations with a Russian pen pal, and participating in a Russian poetry recitation contest hosted by UM’s Russian Club. Each of these experiences helped develop her language skills and to appreciate different aspects of Russian culture.

Abigail feels that studying Russian, like any foreign language and culture, is increasingly important in today’s technological era. She said her studies in Russian have given her powerful tools to have more meaningful and productive conversations with Russians, and it has also taught her to be more culturally sensitive when interacting with people of other cultures.

“People of my generation have daily opportunities to interact with people from other cultures over social media,” she said. “We do not always relate to them in an effective way. Studying a language and culture and traveling abroad are the best methods to combat this problem of miscommunication.”

Working her way through school as an IT specialist in the H&S Dean’s Office, Abigail hopes to have an opportunity to teach English at a Russian university next year. She also plans on continuing her studies in graduate school, where she will study lesser-known languages and dialects spoken throughout Russia and the former Soviet Union.

Regardless of where her talents take her, Abigail will always remember her time at UM. “I would love to give back to UM’s Russian program by connecting students with Russian groups and resources,” she said. “I hope to help more UM students take advantage of the opportunities to work, volunteer and study abroad in the largest country in the world.”
Volodymyr Shemayev, a 28-year-old Ukraine native, had already established an impressive resume before joining the Economics Department at the University of Montana as a graduate student in 2012. His accomplishments included graduating with excellence from Kharkiv National University of Economics in Ukraine and working with the Department of International Technical Cooperation of the Ukraine’s Ministry of Economy.

In 2011, he was selected to the Ukrainian Presidential Cadre Reserve, which provided an opportunity to complete a management and leadership course at Harvard Kennedy School.

“That was the turning point,” Volodymyr said. “I realized then that I wanted to study in the United States to get a quality education in economics.”

After returning to Kyiv from Boston, he promptly applied for the Edmund Muskie Scholarship and six months later was offered the opportunity to study economics at UM. With the help of his academic advisor, Dr. Derek Kellenberg, Volodymyr designed a unique academic plan that combined courses from both the Economics Department and School of Business Administration.

The aggressive course-load paid off. After only a year at UM, Volodymyr secured a summer internship with the Information & Communication Unit of the World Bank in Washington, D.C., where he interacted with interns from Harvard, Stanford, Princeton, Penn and Syracuse.

“I didn’t feel any difference in the level of skills,” he said. “It was an eye-opener to realize that a UM economics student can compete with Ivy League graduates.”

He also interned at the Montana World Trade Center, where he advised local firms on ways to promote their products in Eastern Europe, and received a prize from the University of Montana Diversity Council.

“All that progress could not have happened without great support from amazing faculty members and constantly being challenged by my peers,” Volodymyr said, adding that he learned a lot from Derek Kellenberg, Helen Naughton, Amanda Dawsey, Doug Dallenberg and Brian Jenkins.

After graduation, Volodymyr hopes to find a new role with an international finance organization or Ukrainian government when he returns home. “I wish I could pursue an Econ Ph.D. at UM,” Volodymyr said. “Unfortunately no such program exists. Maybe one day...”

Environmental Studies and Geography major Mara Menahan won a Truman Scholarship, a prestigious national award that provides top U.S. university student leaders up to $30,000 for graduate or professional school. Menahan, who is also a Davidson Honors College student with minors in Climate Change Studies and Wilderness Studies, is UM’s 14th Truman Scholar.

Philosophy majors Hayden Hooker and Joel Johnson, along with Journalism major Alan Rolph and coach Neil Bennett (graduate student in Economics) won the 18th annual International Intercollegiate Ethics Bowl. They defeated teams from 32 other schools, including Villanova, Duke and Wake Forest universities.
Missoula native Sara Thane first became interested in government and politics after spending time working as a United States Senate Page in high school.

“As a Page I was completely immersed in the day-to-day functions of the U.S. Senate,” said Sara. “I was able to interact with senators and staff, work on historic votes, and attend the State of the Union Address. Through these experiences, I became interested in learning more about how the American political system functions.”

It was that interest that first brought Sara to the University of Montana in 2011, sparking an ambitious academic career that included a summer working as a White House Intern in the Office of Presidential Correspondence. This December she will graduate with a Bachelor of Arts in Political Science with an American Politics Option, a minor in International Development Studies, and a Peace Corps Prep Certificate, all while being recognized as a Davidson Honors College University Scholar.

In looking back at her time at UM, Sara feels fortunate to have taken part in such a wide variety of activities. In 2011, she volunteered as a manager from the UM football team. She has also been a member of the Arabic Language and Culture Club, a conversation partner with students studying in the English Language Institute, and a student mentor for the Davidson Honors College.

“On numerous occasions, my professors went above and beyond to assist with internship applications and offer career advice,” she said. “My favorite part of being a student in the political science department has been the freedom to choose from a variety of courses, everything from Politics of China to American Constitutional Law, taught by professors who are genuinely excited to help students both during and outside of class.”

Although Sara worked her way through school, earning paychecks as an office assistant at the Bureau of Business and Economic Research and a swim instructor at the Grizzly Pool, she also received several financial awards along the way. These awards include the Montana University System Honors Scholarship, the Haynes Foundation Scholarship, and the Henry and Fannie Clift Kain & Daniel and Jessie McKay Scholarship. She was also recently awarded the Going-to-the-Sun Grant, which she and her sister Abby (Physics, ’13) will use to travel to Italy and Morocco in May 2014.

While Sara is unsure which path she will take upon graduation, she is currently considering a variety of opportunities, including Peace Corps, Teach for America or possibly enrolling in law school. Regardless of what she ultimately chooses, Sara is truly thankful for all the financial and academic support she received from UM.
In 2010, at the age of 24, Joshua Bartz decided to quit his job and use the GI Bill to enroll in University of Montana’s Computer Science Department.

“I reasoned that because I had always been good with computers, it would be pretty easy,” Joshua said. “While that thought was quickly proven wrong, the last four years have been the most rewarding of my life.”

Joshua still remembers the first time he ventured into the Computer Science lounge to see if anyone could help him with an assignment. Until then, he admittedly had a difficult time immersing into the college lifestyle. He lived off campus and was older than many of his classmates, and had long refused to ask for help with anything related to academics.

“I was amazed to see a large group of people exchanging ideas about how to solve various problems,” Joshua said. “Upper classmen were genuinely interested in helping out their fellow students. That day, I put my competitiveness aside and realized that we were all in this together.”

From that point on, Joshua embraced being a part of the Computer Science community. He began to collaborate with his peers and engaged in enlightening conversations with his professors. It quickly paid off.

In 2013 Joshua was granted an internship in the Summer of Networking program at Indiana University, where he was exposed to cutting-edge technologies that are poised to revolutionize computer networking as we know it. The following fall, he was approached by Dr. Joel Henry about taking a job with his new company, Agile Legal Technology. Joshua accepted, and is now working on an application that allows legal professionals to easily sort their documents to determine which ones are most relevant for a case.

“It’s been an incredibly valuable experience,” Joshua said. “I’m excited to remain in this amazing community, and hope that I’ll be able to utilize my services at Agile Legal Technology for a long time.”

Joshua said he hopes to one day be able to give back to the Computer Science Department.

“I would be honored if I were asked to speak to a class,” he said. “As somebody who came into the program with no experience whatsoever, I feel uniquely qualified to offer advice to new students and help them get through the program.”

The last four years have been the most rewarding of my life.

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2014 Richard Drake Writing Award Recipients

**Undergraduate Award**

**Eamon Ormseth**

**History**

**Winning Essay:** The Cry of the 99%: The Evolution of Political Dissent in the 1894 March on Washington

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**Graduate Award**

**Kayla Blackman**

**History**

**Winning Essay:** The Formation of the American Social Hygiene Association at Home and Abroad, 1914-1916

The Richard Drake Writing Award honors writing excellence in the humanities, and is awarded annually to an undergraduate and graduate student in H&S.
Dr. Erick Greene - Division of Biological Sciences
College of Humanities and Sciences Teaching Across the Curriculum Award

Erick Greene, known for being one of the most accomplished and passionate teachers in the Division of Biological Sciences, is this year’s recipient of the University of Montana College of Humanities and Sciences Award for Teaching Across the Curriculum.

In his 23 years at UM, Greene has become one of the most talented educators on campus. He teaches large enrollment general education courses as well as upper-division and graduate level courses, including a unique field course in Tropical Ecology taught in the Peruvian rainforest to students from UM and Peru.

“The natural world is endlessly fascinating and awe-inspiring,” Greene said. “I design my classes to make them fun, interactive and to give the students a chance to ask their own questions and explore their own interests and passions. But teaching is definitely a two-way street. I have to say that I get as much energy and infectious enthusiasm as I hope they get from me.”

His innovative approach to teaching has earned him high praise from colleagues, and students continually emphasize his winning combination of passion, knowledge, humor, real-world experience and caring for the success of each student. Greene is also heavily involved in the Montana Osprey Project, a long-term study of osprey ecology and heavy metal contamination in Montana’s upper Clark Fork River and its tributaries. The project has become famous for its live online feeds, which observe the nests 24 hours a day.

Now in its second year of existence, the Award for Teaching Across the Curriculum recognizes a faculty member for his or her excellence in teaching at all levels, and was founded by the College of Humanities and Sciences External Advisory Board.

Dr. Kyle Volk - American History
Winston and Helen Cox Educational Excellence Award

Kyle Volk is a demanding and inspiring teacher with high expectations, bottomless energy and infectious dynamism. So it was no surprise to his students and colleagues when he was announced as the 2014 recipient of the College of Humanities and Sciences Helen and Winston Cox Educational Excellence Award.

An associate professor in the History Department, Volk specializes in the political and legal history of nineteenth-century America and is in the process of publishing his first book on this topic. His course “Intoxication Nation” was named by the Montana Kaimin as one of five courses that every UM student should take, and is one of several new classes Kyle has designed that examine big themes in American history in innovative and exciting ways.

“I push students to ask their own historical questions with major stakes that matter for how we see the past as well as the present,” said Volk. “It’s important to develop students’ intellectual capacities—active reading, critical thinking, informed discussion, deep research, and compelling writing—so that they may begin to answer such questions in creative and complex ways.”

Outside the classroom, Volk is involved in a variety of activities. He serves as the director of undergraduate studies in history, coordinates biweekly seminars, mentors undergraduate and graduate students, and advises the UM chapter of the history honors society Phi Alpha Theta. According to Department of History Chair Robert Greene, “There is no other professor in this department who spends more time advising students, providing them with feedback on their papers and drafts and helping them improve their writing skills than Dr. Volk.”

The Helen and Winston Cox Educational Excellence Award is made annually to non-tenured faculty in the College of Humanities and Sciences who demonstrate superior teaching, advising and mentoring of students at UM.
Q: In your opinion, why is the study of linguistics important for today’s society?

Language interests people in lots of everyday contexts: hearing how their friends or relatives from various places talk, experiencing how difficult it is to learn foreign languages, noticing how the same word is used differently from place to place, etc. But there are a lot of myths about language and studying linguistics helps us to dispel these myths and realize what language really is: how it works, how it is used, and how it is developed. Studying linguistics provides us with knowledge about how we perceive our world, how we encode our experience in language, how we are similar yet diverse in terms of language. This can be an eye-opening experience to many people in today’s world.

Q: What work is currently being done in the Blackfoot Language Group and what do you feel is the most important aspect of this work?

The Blackfoot Language Group is my research lab consisting of two types of activities: research and applied projects. Funded by a National Science Foundation Grant, my current work falls on the research component, which focuses on documenting and analyzing the pitch accent pattern of Blackfoot verbs. The Blackfoot verb structure is extremely complex as it is often the equivalent of a whole sentence in English. How pitch patterns behave has not been researched in depth in extended data. By linguistically analyzing pronunciation, we can explicitly identify the kind of sound pattern that makes for native-like pronunciation.

There are many aspects to my work, but the one I believe to be most important is that it strives to bridge research and application. There are several works on Blackfoot grammatical structure and theoretical analyses. But these are not accessible in terms of language pedagogy. My project aims to contribute not only to academic research but also to language community members by making the audio files of native speakers’ pronunciations available for language education. This is especially important because the Blackfoot language is critically endangered and this type of pedagogical material will be useful for language revitalization efforts.

Q: What do you enjoy most about teaching students at UM?

To me, teaching is an activity in which I learn things together with my students. I encourage them to think actively when they read course material and listen to lectures. I often invite my students to share their opinions and stories in classroom discussions. I enjoy teaching students at UM because I learn about new perspectives and ways of thinking from these discussions and I see my students’ enthusiasm when they find something exciting about language and linguistics. I also enjoy the fact that the field touches so many students and their lives even after they graduate.
The Baldridge Book Subvention Fund was established to support the publication of scholarly books by faculty in the humanities. In a time when libraries are purchasing fewer books, it is often the case that publishing houses require that publication fees are provided by the authors. To aid faculty in the production of scholarly works, most Universities have established subvention funds. To date, the Baldridge Fund has supported the publication of six books. In the 2012 spring newsletter, two of these books were highlighted, *The Motherless Child in the Novels of Pauline Hopkins*, 2012, by Jill Bergman and *Imago Mortis: The Mediating Image of Death in Late Medieval Culture*, 2013, by Ashby Kinch. On the following page are four additional titles that have recently received support from the Baldridge Fund.

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**Featured Alum**

**Sam Baldridge ‘78, History**

A couple years ago, I sat down with Dean Comer and asked what H&S needed. At the time I didn’t even know what a subvention fund was. After thinking for a moment, he told me that graduate students and faculty often need support to publish their works. We had been talking about History Professor Dave Emmons’ recent book, *Beyond the American Pale: The Irish in the West, 1845-1910*, an important book for the History Department and UM that added greatly to the conversation of the political, economic and cultural issues involved. For me, supporting the Book Subvention Fund isn’t so much giving back but is a way to give forward.

I grew up in Billings, and graduated from UM in 1978 with a degree in History and a minor in Philosophy. I had just finished my first year as a graduate student in American History when I was offered a job as a petroleum landman. I accepted, and immediately began researching titles and negotiating contracts that allowed oil and gas companies to drill minerals in privately-owned properties. I also earned a new name, an oil crew preferring ‘Sam’ to Summerfield in 1981.

What seemed an odd fit initially soon became an obvious career. My time in the History and Philosophy Departments taught me to listen, analyze, listen some more, read, and then effectively communicate what was learned. As a result, I was fully prepared to communicate persuasively with all types of people in settings charged with competition, money and environmental concern.

Such communication is vital in my field moving forward, and perhaps is why I was drawn to Dean Comer’s suggestion of the Book Subvention Fund. The years I spent as a student participating in and being exposed to such rigorous study and communication were invaluable to my career path. That background allowed me to meet opportunity with patience and confidence (I’ll never forget the Symbolic Logic course in which Professor Dick Walton took up three chalkboards to explain why 2+2=4!), and for this reason I continue to value my connections to UM and H&S and support higher education. It is always important to allow new ideas the opportunity to bolster understanding.

Here’s to giving forward!

Summerfield ‘Sam’ Baldridge ’78, History

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**About the Baldridge Book Subvention Fund**

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**Interested in supporting H&S?**

Alumni and friends like Summerfield ‘Sam’ Baldridge, Terry Payne and Beverly Braig are vital in providing faculty, staff and students with the resources they need to achieve. Gifts to H&S enhance the student experience, improve academic programs, further research efforts and enrich the culture and community of UM and Missoula. Contact Cassie Strauss at cassie.strauss@mso.umt.edu or (406) 243-2568 to find out how you can contribute in a way that is meaningful to you!
**Engineering the Climate: The Ethics of Solar Radiation Management**
Edited by Christopher J. Preston, Associate Professor, Philosophy
2012
Containing essays written by thirteen experts in the field of geoengineering, including UM Regent Professor Albert Borgmann, this book discusses the ethical issues associated with deliberately engineering a cooler climate to combat the effects of global warming.

**Creole Renegades: Rhetoric of Betrayal and Guilt in the Caribbean Diaspora**
Bénédicte Boisseron, Associate Professor, French and Francophone Studies
*To appear 2014*
In Creole Renegades, Bénédicte Boisseron looks at exiled Caribbean authors—Edwidge Danticat, Jamaica Kincaid, V. S. Naipaul, Maryse Condé, Dany Laferrière, and more—whose works have been well received in their adopted North American countries but who are often viewed by their home islands as sell-outs, opportunists, or traitors.

**These Living Songs: Reading Montana Poetry**
Co-Edited by Brady Harrison, Professor, English
*To appear 2014*
This is the first anthology of essays exclusively showcasing the superabundance and quality of Montana poetry. The contributors offer engaging essays on a wide range of Montana poets that are sure to usher new readers into the pleasures of a limited number of outstanding poems.

**Determining Our Own Destiny: American Indians in Chicago, 1893-1934**
Rosalyn R. LaPier, Assistant Professor, Environmental Studies
David R.M. Beck, Professor, Native American Studies
*To appear 2015*
Historians Rosalyn R. LaPier and David R.M. Beck tell the captivating story of American Indian men and women migrating to Chicago from across America. From the 1893 World’s Columbian Exposition to the 1934 Century of Progress Fair American Indians in Chicago developed into individual leaders who built the city’s first American Indian organizations.
Congratulations, Class of 2014!
It has been a privilege and pleasure to be a part of your academic career.

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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
Humanities 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 throughout the year.
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 experience at the University of Montana.

EMPLOYEE RECOGNITION DAY AWARDS

Americans with Disabilities Act Award
Tom Seekins, Professor of Psychology & Director of the RTC
Distinguished Scholar Award
John Maron, Professor, Division of Biological Sciences
Distinguished Service to International Education Award
Elizabeth Ametsbichler, Chair, Department of Modern and Classical Languages and Literatures
Distinguished Teaching Award
Douglas Emlen, Professor, Division of Biological Sciences
Graduate Assistant Teaching Award
Randall Williams, Graduate Teaching Assistant, Department of History
Montana Faculty Service Award
Greg Machek, Associate Professor, Department of Psychology
Most Inspirational Teacher of the Year Award
Kelly Dixon, Associate Professor, Department of Anthropology
Nancy Borgmann Diversity Award
Beth Hubble, Adjunct Assistant Professor, Liberal Studies; Co-Director, Women’s and Gender Studies

CHARTER DAY AWARDS

Robert T. Panzer Presidential Humanitarian Award
Kimber Haddix McKay, Professor, Department of Anthropology
George M. Dennison Presidential Faculty Award for Distinguished Accomplishment
Anya Jabour, Professor, History, Co-Director, Women’s and Gender Studies
George M. Dennison Presidential Staff Award for Distinguished Accomplishment
Jodi Normand Todd, Grant Support Specialist, College of Humanities and Sciences
Tom Boone Town and Gown Award
Erick Greene, Professor, Division of Biological Sciences – co-recipient