

Program/Unit Proposal

For Reviewers: Each submitted proposal includes:

1. responses to the questions for a given program or unit
2. applicable supporting documents available for download.

The status of the proposal is seen by toggling the **View** from "Review" to "Status" at the top of the page.

Please contact curriculum@utah.edu if you have any questions about this form.

Type of Proposal *

New Graduate Certificate

Proposal Instructions

New Graduate Certificate Proposal Instructions

Required Documents

- Letters of Support
 - Dean
 - Department Chair
 - Senior Vice President of Health Science Center (if applicable)
 - Interdisciplinary programs (if applicable)
 - Community/Industry (if applicable)

Submission

Proposals should be through the Department and College approvals at least 10 business days prior to the [Graduate Council due dates](#).

Approval Process

1. **Department/Faculty Committee** Approval
2. **College Committee** Approval
3. **Graduate Council** Approval
4. **Executive Committee/Academic Senate** Approval
5. **Board of Trustees** Approval
6. **Senior Vice President for Academic Affairs** (SVP-AA) Approval
7. **Commissioner of the Utah System of Higher Education** (USHE) Notification
8. **Northwest Commission on Colleges and Universities** (NWCCU) Notification

Proposal Presentation

1-2 individuals will be asked to present the proposal at the Graduate Council and at the Executive Committee/Academic Senate.

Final Approval/Advertising

Following the final approval of your proposal, campus will be notified and ONLY at that point can you begin operations or advertisement.

Tracking

The status of this proposal can be tracked after submission at <https://utah.kuali.co/app/builder/#/list/approval-process>.

Policies

Graduate Certificate Policies

Review the [University policy for Graduate Certificates](#) in the Regulations Library.

Additional requirements:

Graduate certificates can be offered to non-matriculated students on a stand-alone basis (meaning they are not enrolled in any other degree seeking program). However, the students must be made aware ahead of time that:

- As a non-matriculated student they are not eligible for federal aid.
- If they wish to continue on with a subsequent master's degree (or PhD) , then only 9 credit hours of their certificate coursework may count towards their future degree.

If your intent is to allow students to pursue the graduate certificate on a stand-alone basis, make this clear in your proposal.

Proposal Information

If applicable, include emphases in the **Program/Unit Title(s)** field below.

Proposal Submitter

Keith Bartholomew

Submitter Email

bartholomew@arch.utah.edu

Questions about this proposal can also be directed to:

Please indicate 1-2 other individuals who are able to answer questions about this proposal:

Program/Unit Title(s) *

Community Engaged Practices Graduate Certificate

Sponsoring School/College

College of Architecture + Planning

Sponsoring Department/Program

Is this a Health Sciences proposal?

No

Participating Interdisciplinary Program(s)

Proposed Effective Semester

Fall

Proposed Effective Year

2020

Program/Unit Description

Present a brief proposal description.

The Graduate Certificate in Community-Engaged Practices prepares future leaders in architecture, community development, design, sustainability, urban planning, public policy and other domains of social change to engage and work with currently underserved populations through sustainable, human-centered, participatory practices. Activities within the Certificate program aim to co-create applicable knowledge and build capacity among all stakeholders.

Community engagement requires collaborative, reciprocal processes that recognize, respect, and value the knowledge, perspective, and resources shared among partners. Through academic studies and hands-on experience in the field, students work directly with communities that have been affected by systemic inequalities. Challenges addressed by the College in the past have included inadequate shelter, food and water scarcity, disaster preparedness and recovery, cultural resilience, and economic well-being. The Certificate focuses on critiquing theories of change and leadership models while developing the specialized skills to build community capacity through dialogue and collaborative processes.

Classification of Instructional Program (CIP) Code

For CIP code classifications, visit <https://nces.ed.gov/ipeds/cipcode/Default.aspx>.

50.1301

Minimum Credit Hours Required

16

Maximum Credit Hours Required

16

Are you interested in offering this program online?

No

Would you consider offering this program online in the next 5 years?

No

Will any part of this program be offered as an out-of-service area delivery program?

Examples of out-of-service areas include the Asia Campus, Ghana Campus, etc.

No

Proposal Justification

Program/Unit Rationale

Present a brief program/unit description. Describe the institutional procedures used to arrive at a decision to offer the program/unit. Briefly indicate why such a program/unit should be initiated. State how the institution benefits by offering the proposed program/unit. Provide evidence of student interest and demand that supports potential program/unit enrollment. Include information about which population(s) will be served by the program/unit.

The Graduate Certificate in Community-Engaged Practices prepares future leaders in architecture, community development, design, sustainability, urban planning, public policy and other domains of social change to engage and work with currently underserved populations through sustainable, human-centered, participatory practices. Activities within the Certificate program aim to co-create applicable knowledge and build capacity among all stakeholders.

Community engagement requires collaborative, reciprocal processes that recognize, respect, and value the knowledge, perspective, and resources shared among partners. Through academic studies and hands-on experience in the field, students work directly with communities that have been affected by systemic inequalities. Challenges addressed by the College in the past have included inadequate shelter, food and water scarcity, disaster preparedness and recovery, cultural resilience, and economic well-being. The Certificate focuses on critiquing theories of change and leadership models while developing the specialized skills to build community capacity through dialogue and collaborative processes.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program/unit. Occupational demand, wage, and number of annual openings information may be found at sources such as [Utah DWS Economic Data](#) and the [Occupation Outlook Handbook](#).

The Bureau of Labor Statistics (2019) estimates a 13% growth in jobs for Social and Community Service/Outreach Managers between 2016 and 2026, substantially higher than the national average increase in employment. Current median salary for these positions is \$65,320. We anticipate that this will translate into greater student interest in acquiring the skills that will equip them for working in municipalities, nonprofit organizations, and private sector firms. For a number of these students, the opportunity for dual credentialing—such as with architecture or planning in our College—will provide excellent preparation for these positions. In an informal survey of architecture firms, a credential in Community-Engaged Practices was reported to be of high value as these skills of facilitating participatory processes are increasingly essential in the field and yet traditional education does not provide for those client and community-facing skills. The Young Architects Forum of Utah identified that this would be a welcome offering for critical career credentialing as these skills are increasingly called upon in senior positions within firms.

The proposed Graduate Certificate in Community Engaged Practices program works toward achieving the 66% by 2020 state goal by providing a supplemental credential. Additionally, it is anticipated that the program will help encourage more Utahns to seek training through the Department of City & Metropolitan Planning and the School of Architecture to take advantage of employment opportunities in architecture and/or planning-related fields.

Given these trends, we anticipate that the certificate will consistently draw 3 to 5 students entering the program, annually, after an initial start-up period.

Consistency with Institutional Mission and Impact on Other USHE Institutions

Explain how the program/unit is consistent with the [institution's mission and goals](#). Indicate if the program/unit will be [delivered outside of designated service area defined by USHE](#) in R315; provide justification.

The mission of the University of Utah is "to foster[] student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens." This proposed Community Engaged Practices Graduate Certificate is consistent with this mission as it prepares students for becoming leaders in communities across Utah and the West.

We know of no equivalent graduate offering across USHE institutions and we believe it will serve as a differentiator for both the College of Architecture and Planning as well as the University of Utah.

Finances

What costs or savings are anticipated in implementing the proposed program/unit? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

We do not expect more than minimal financial impacts as the result of this program. There are two identifiable expenses associated with the proposed program: an adjunct salary to offset the tenure-line faculty member assigned to the new course CAP 6010 and a stipend for the Certificate Coordinator. We anticipate these costs to be \$12,000 annually. As this is a certificate within the College of Architecture and Planning, its courses would be subject to the Differential Tuition already approved for all graduate offerings in the college (\$272.51/SCH). Thus an enrollment in 45 total SCH throughout the certificate will pay for the anticipated expense. Other support functions, such as marketing and administrative processes, will be absorbed by the College's departments.

Curriculum

List program curriculum *OR* attach curriculum document below.

- Include all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours.
- Indicate new courses with an asterisk (*).
- The total number of credit hours should reflect the number of credits required.

Program Curriculum

CORE COURSE

CAP 6010 Community Engagement: Theory and Practice*

METHODS SELECTIVE (Complete 1 Course)

ARCH 6816 Community Engaged Design-Build

CMP 6430 Community Engagement in Planning

WORKSHOP/PRACTICUM SELECTIVE (Complete 1 Course)

ARCH 6005 Chicago/Puerto Rico Lab

ARCH 6018 Graduate Studio

CMP 6280 Graduate Workshop

Electives (6 Credits/2 Courses)

Elective selections/approval will then be evaluated in relation to furthering these 5 identified learning outcomes. The number of elective credits are approximate as the workshops range in credit load from 3-5 credits. If the workshop taken is 3 credits, 7 elective credits are necessary to earn the certificate; if workshop is 4 credits, it would require 6 credits of electives (as shown), and if the workshop is 5 credits, 5 elective credits would be needed.

Potential Electives (subject to approval of student programs of study by the certificate coordinator) include:

FROM COLLEGE OF ARCHITECTURE AND PLANNING

CMP 6030 - Leadership and Community Engagement

CMP 6140 - Planning for Disasters and Environmental Change
CMP 6620 - Negotiation & Dispute Resolution
CMP 6971 - Professional Project II
ARCH 6236 - Cultures & Architecture of the Southwest
ARCH 6581 - Main Street Revitalization
ARCH 6850 - Gender, Race, Queer & Disability Theories in Architecture

OUTSIDE OF COLLEGE

ECS 7665 Visual Arts & Social Justice
ECS 7826 Youth & Action Research
ECS 6822 Pacific Islander Indigenous Education
ECS 6857 Education and Sustainability in Biocapitalist Society
ELP 6260 Critical Race Theory
ELP 6290 Community Engaged Partnership
ENTP 6800 Poverty Alleviation and Entrepreneurship
ETHNC 5300 US Latino Diaspora
ETHNC 5350 Transnationalism, Migrant & Diasporic Communities
ETHNC 5900 Ethnic Studies Methodology
ETHNC 5950 Black Queer Studies
FCS 6730 Community Development & Environmental Chang
FCS 6400 Nonprofit Community Organizations
FINAN 6715 Innovations in Affordable Housing
GNDR 5665 Gender on the Hill
GNDR 5*** Gender Theory & Community Organizing (course pending approval)
GNDR 6120 Gender & Nature
GNDR 6500 Debates in Gender Studies
GNDR 6800 Interdisciplinary Studies
NURS 7510 Social Determinants of Health
OCTH 6720 Immigration & Resettlement
PADMN 6530 Nonprofit Board Governance
PRT 6046 Advanced Culture Studies
PRT 6680 Parks & Community Relations
PHIL 6710 International Human Rights
POL 6550 Nonprofit and Nongovernmental Organizations
POL 6540 Nonprofit Advocacy
SOC 6050 Classical Social Theory
SOC 6674 Global Health
SOC 6085 Cities & Communities
SUST 6870 Environmental Justice
SW 6800 Social Justice Seminar: Engaging Organizations and Communities in Social Change

Program Curriculum and/or Supporting Documents

No file attached

Program Requirements

Admission Requirements

Admission Requirements

Admissions to the CEP program will use normal university graduate admissions standards, which require that applicants have an undergraduate GPA of at least 3.0.

Graduation Requirements

To complete the certificate, students in the CEP program must satisfy the course requirements listed in the program, receiving grades that satisfy the Graduate School standards for minimum grades.

Advising Plan

In addition to the **Advising Plan**, include the answers to the following questions:

- How closely does the proposed curriculum align with current curriculum for advisors?
- What is the ratio of students to advisors?
- Will advisors be expected to participate in marketing, promotion, and recruitment of students?

For students matriculated in a graduate degree program, advising will occur through the student's home department. Non-matriculated students will be advised by CA+P faculty.

Learning Outcomes

Learning Outcomes

All proposals must include the expected learning outcomes. [Guidance on learning outcomes](#) is available from the Office of Learning Outcomes Assessment.

Students who complete the Certificate coursework will have interdisciplinary knowledge of the field, obtain practical community engagement skills, and develop intercultural competency. These values inform the following five learning outcomes:

Outcome Arena 1: Theory, Concepts, and Social Responsibility (Knowledge and Values)

- 1.1. Students will comprehend the significance and potential outcomes of community engagement practices through theories of practice, case studies and application opportunities.
- 1.2 Students will develop and be able to describe their mindset of learning localized knowledge from communities to inform action-taking through active learning coursework.
- 1.3 Students will analyze practices and propose improvements through reflection on embedded intersectionality intrinsic to community interrelationships.

Outcome Arena 2: Communication and Creative and Critical Thinking (Skills)

- 2.1 Students will be able to both explain and then demonstrate practical engagement skills including: facilitation, co-creation, conflict resolution, writing (including grant writing), public speaking, strategic planning techniques, and visualization.
- 2.2 Students will summarize the criteria of effective communication across different cultures. (e.g. intercultural competency)

These learning outcomes will be assessed in the following courses through instructor evaluation of student work (through instructor feedback and grades) and in peer and professional assessment of student work products (particularly in the workshop/practicum courses):

Learning Outcomes Assessment

Learning Outcomes Assessment

Include how the program will analyze evidence and evaluate the learning outcomes.

These learning outcomes will be assessed in the following courses through instructor evaluation of student work (through instructor feedback and grades) and in peer and professional assessment of student work products (particularly in the workshop/practicum courses):

CORE COURSE

CAP 6010 Community Engagement: Theory and Practice Outcomes 1.1, 1.3 and 2.2

METHODS SELECTIVE

Outcomes 2.1 and 2.2

ARCH 6816 Community Engaged Design-Build

CMP 6430 Community Engagement in Planning

WORKSHOP/PRACTICUM SELECTIVE

Outcomes 1.2 and 2.1

ARCH 6005 Chicago/Puerto Rico Lab

ARCH 6018 Graduate Studio

CMP 6280 Graduate Workshop

Elective selections/approval will then be evaluated in relation to furthering these 5 identified learning outcomes.

Documentation

Faculty Consultation

Describe the process by which faculty in the participating departments or programs were consulted in the preparation of the proposal in 1-2 sentences.

The CEP program was developed by a college-wide committee of faculty. The program was reviewed and received critical comment through departmental faculty meetings. It was presented at no fewer than three college council meetings and was approved unanimously by the council at its March 4, 2020 meeting.

Letters of Support

Department Chair/Director Letter of Support

No file attached

College Dean Letter of Support

[Diaz Moore CEP certificate.pdf](#) (81.0 kB)

Optional letter(s) of support:

Interdisciplinary Program(s) Letter(s) of Support

[gcert_CEP-LOS.pdf](#) (1.7 MB)

Community/Industry Letter(s) of Support

No file attached

Optional additional documents:

No file attached

Workflow Questions

Select the council(s) that apply to this proposal: *

Graduate Council

Select all that apply: *

None of the above

This form is submitted by: *

Keith Bartholomew

For Internal Use Only

Full Proposal Download

No file attached

NWCCU Approval Notification

No file attached

Curriculum Administration at the University of Utah

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(801) 587-7843 | curriculum@utah.edu

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5 March 2020

Dr. David Kieda, Dean
Graduate School
University of Utah

Re: proposed Community-Engaged Practices Graduate Certificate

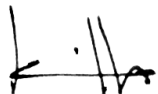
Dear Dean Kieda,

It is my pleasure to write in support of the proposal to create a new Community-Engaged Practices Graduate Certificate in the College of Architecture + Planning. This proposal builds upon the expertise in community engagement in the College, but seeks to offer a certificate available across the university.

The Graduate Certificate in Community-Engaged Practices prepares future leaders in architecture, community development, design, sustainability, urban planning, public policy and other domains of social change to engage and work with currently underserved populations through sustainable, human-centered, participatory practices. Within our own professions, community-engaged skills are of increasing value and often allow young professionals to move into project leader roles. The certificate also expands horizons as more and more of our graduates are dedicating themselves to community service. BLS states that such positions, namely Social and Community Service/Outreach Managers, are growing substantially higher than the national average increase and the median salary is over \$65,000.

With our letters of support, we are confident that this certificate will certainly also serve students across campus, providing a credential in the important soft skill of community engagement. We believe this certificate will galvanize the College's leadership in this area, providing a platform by which to receive national recognition. I hope my letter conveys the excitement our College has for this proposal and I am happy to answer any questions you may have. I hope the Graduate Council will support this proposal.

Sincerely,



Dr. Keith Diaz Moore, Dean
College of Architecture + Planning

January 17, 2020

Dave Kieda, Dean
Graduate School
University of Utah

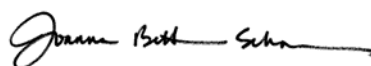
Re: Community-Engaged Practices Graduate Certificate

Dear Dean Kieda and the Graduate Council,

I am writing to encourage the approval of the proposal to create a graduate certificate in Community-Engaged Practices in the College of Architecture and Planning. The University of Utah is one of only 69 universities in the nation to have the Carnegie designations of both R1 and community-engaged. Relatedly, one of the University's strategic goals aims to "Engage Communities to Improve Health and Quality of Life." While some faculty and programs work towards this objective across campus and in the community, there has not yet been an academic focus on best practices for community engagement. The creation of this graduate certificate will help further that important development. The College of Architecture and Planning is recognized for its leadership in this area. In this graduate certificate, they have crafted a curriculum which is flexible to the needs of other graduate programs on campus as well. With its focus on practice methods, the core of the curriculum aims to be practical and include coursework across the campus. Such structure would make this certificate is accessible to a variety of graduate students. The College of Social Work's Social Justice Seminar (SW 6800) would likely fit well as a course within this graduate certificate. The seminar's course description includes, "[T]his will be an integrative capstone seminar centered on an experiential social change project in the local community. The seminar will focus on building sustainable change, collaborating with coalitions and partnerships, developing social marketing campaigns, and related leadership skills."

For students in the College of Social Work, community-engaged practices are key as our academic programs train students to address needs in a diversity of communities. Valuing the best practices for engaging communities in a manner that values local knowledge and the spirit of co-creation will only enhance our graduates' abilities to better serve populations at risk. I encourage the Graduate Council to approve this unique and timely proposal.

Sincerely,



Joanna Bettmann Schaefer, Ph.D, LCSW
Professor, Associate Dean for Academic Affairs

Kathryn Bond Stockton
Distinguished Professor of English
Dean, School for Cultural and Social
Transformation

2 January 2020

Dave Kieda
Dean, Graduate School
University of Utah

Re: Community-Engaged Practices Graduate Certificate

Dear Dean Kieda and Graduate Council,

I've joked in the past that CEL (Community-Engaged Learning) is Transform's tattoo.

So dearly do we hold it—and practice it in courses—we are pleased to back it wherever it grows. The proposal before you promises a flourishing. No surprise, then, I am writing to urge the approval of this plan: to create a graduate certificate in Community-Engaged Practices within the College of Architecture and Planning.

As we know, the University of Utah is distinctively one of only 69 U.S. universities to bear the Carnegie designations of both R1 and community-engaged. We are pledged to “Engage Communities to Improve Health and Quality of Life,” as stated in the University’s strategic goals. While there is strength in this activity across our campus, there is not a coalesced graduate concentration on furthering best practices, let alone on developing the next practices in community engagement. The creation of this graduate certificate will further these important developments.

To this end, the College of Architecture and Planning—well recognized for its leadership in this area—has crafted a curriculum that is flexible to the needs of other graduate programs on our campus. With its focus on method, alongside practice, as the core of the curriculum, and with its flexibility to include coursework across the U, this certificate is accessible to a variety of graduate students and will be enhanced by an interdisciplinary mix of courses.

Embracing smart practices for engaging communities in a manner that values local knowledge and the spirit of co-creation will advance our graduates’ abilities to serve underserved populations. I ask the Graduate Council to approve this proposal, timely and significant as it is.

Warmly yours,

A handwritten signature in dark ink, consisting of stylized, overlapping loops and strokes that form a cursive representation of the name Kathryn Bond Stockton.

Kathryn Bond Stockton
Distinguished Professor of English
Dean, School for Cultural and Social Transformation



**COLLEGE OF SOCIAL
AND BEHAVIORAL SCIENCE**

Departments

Anthropology
Economics
Family & Consumer Studies
Geography
Political Science
Psychology
Sociology

Programs

Criminology
Environmental &
Sustainability Studies
Health, Society & Policy
Master of Public Administration
Master of Public Policy
Master of Science in International
Affairs and Global Enterprise

ROTC

Aerospace Studies
Military Science
Naval Science

Institutes and Centers

Archaeological Center
Child & Family Development Center
DIGIT Center
National Center for Veterans Studies
NEXUS
Tanner Human Rights Center

March 1, 2020

Dave Kieda, Dean
Graduate School
University of Utah

Re: Community-Engaged Practices Graduate Certificate

Dear Dean Kieda and the Graduate Council,

I am writing to encourage the approval of the proposal to create a graduate certificate in Community-Engaged Practices within the College of Architecture and Planning. The University of Utah is one of only 69 universities in the nation to have the Carnegie designations of both R1 and community-engaged. As such, there is tremendous dedication to “Engage Communities to Improve Health and Quality of Life” as stated in the University’s strategic goals. While there is strength in this activity across the campus, there is not a coalesced concentration on furthering best practices, let alone developing the next practices in community engagement. The creation of this graduate certificate will help further that important development in the domain. The College of Architecture and Planning is well recognized for its leadership in this area, but they have crafted a curriculum that is flexible to the needs of other graduate programs on campus. With its focus on method, or practice, as the core of the curriculum and its flexibility to include coursework across the campus, this certificate is accessible to a variety of graduate students and will be enhanced by such an interdisciplinary mix.

For students in the College of Social and Behavioral Science, community-engaged practices are particularly important as their careers addresses needs in a diversity of communities. Valuing the best practices for engaging communities in a manner that values local knowledge and the spirit of co-creation will only enhance our graduates’ abilities to better serve populations at risk. It will be a welcome opportunity for our graduate students to consider to enrich their educational portfolio. I encourage the Graduate Council to approve this unique and timely proposal.

Sincerely,

Richard R. Forster
Associate Dean of Research and Graduate Studies

Office of the Dean

Gardner Commons Suite 3725
260 South Central Campus Drive
Salt Lake City, Utah 84112



Friday, January 24, 2020

To whom it may concern:

I am delighted to see the development of a Graduate Certificate in Community-Engaged Practices. As the Director of Sustainability Education, I see this certificate as a way to build expertise and develop necessary skills in community engagement as well enhancing the coursework embedded in our Interdisciplinary Graduate Certificate in Sustainability. The selected courses and proposed certificate resonate deeply with the equity elements of sustainability as they are centered in recognizing the value of local knowledges and will serve our environmental justice curriculum well.

I am aware of many students on campus who would like to engage more deeply with community and lack the pathway for sustained engagement. From my perspective, this certificate will serve these students well and enhance the University's overall ability to craft and sustain meaningful partnerships. As such, I fully support this certificate and am anxious to see it come on line.

Sincerely,

Adrienne M. Cachelin, Ph.D.
Associate Professor, Environmental & Sustainability Studies
Sustainability Education Director, Sustainability Office

12 February 2020

Members of the Graduate Council:

I am writing to express my support for the proposed interdisciplinary Graduate Certificate in Community Engaged Practices sponsored by the School of Architecture and Planning. This certificate clearly meets the regional needs for training in support of responsible and sustainable development in the region. David Eccles School of Business students would benefit from having this program available. We see potential for a mix of MRED and MBA students pursuing this unique certificate.



Mark Parker, PhD
Associate Dean for Specialized Masters Programs
Professor Lecturer of Operations Management
David Eccles School of Business

Dear Dr. Facelli & Academic Senate:

10 January 2020

I write to provide my enthusiastic support for the proposed Community-Engaged Practices Graduate Certificate sponsored by the College of Architecture + Planning. This proposal will support graduate students in their pursuit of a quality education and careers as professionals armed with theory, practice, sense of civic responsibility, and deeper understanding of the needs of their communities. I believe that a graduate certificate focused on the practice of community engagement will enhance and complement any degree that it might accompany or provide essential professional development for post-graduates working in the field. The proposed learning outcomes are sound and beneficial. As with all of the University's community engagement endeavors, we hope to educate informed, empathetic and committed graduates who possess the competencies to be active and engaged members of society. This proposed certificate will complement a range of specialties within the College of Architecture + Planning.

There are very few graduate certificates in community engagement across the country and I don't know of any in the Rocky Mountain West. The University of Utah would be the first institution, and it would fulfill its priority to engage communities for health and quality of life. This certificate supports and advances the University mission to support student to lead "lives of impact as leaders and citizens."

The Bennion Center is thrilled to support the College of Architecture + Planning and this certificate moving forward. We believe it has great potential for the future of our students, faculty, staff, and the larger community. I trust that this graduate certificate will serve as a marvelous hallmark of the University of Utah.

Sincerely,



Dr. Dean McGovern
Executive Director