




TO: Kenyon Chan, Chancellor

FROM: Susan Jeffords, Vice Chancellor for Academic Affairs 

DATE: June 1, 2010

SUBJECT: Reauthorization of the Center for University Studies and Programs Charter

ATTACHMENTS: EC CUSP Recommendations, 4/13/10  
CUSP Review Report, 8/20/09

Kenyon, I have reviewed and recommend approval of the attached EC CUSP Recommendations, which call for reauthorization of the Center for University Studies and Programs Charter and suggest revisions to improve its activities and administration to support the ongoing growth and development of lower division programs at UW Bothell.


The recommendations have broad support from the faculty and campus constituents, having resulted from a series of collaborative processes beginning with the formal CUSP Review completed in August of 2009. Jointly appointed by me and the GFO Executive Council (EC), the review committee sought input through interviews and research, a faculty survey, a campus retreat discussion, and other sources, in order to develop the comprehensive report that has informed the EC deliberations over the course of the 2009-10 academic year. In formulating its recommendations, the EC has engaged faculty from all programs in reflection and deliberation on the CUSP Review Report through discussions within the programs, as well as use of a Catalyst discussion site, a general GFO meeting devoted exclusively to CUSP, other campus conversations, and extensive discussion at EC meetings.

Implementation of recommended revisions to CUSP will begin immediately and continue throughout a 2010-11 transition year; therefore, I am requesting that you formally take two actions:

- 1) Extend the current CUSP Charter (approved 11/3/2005) for one year, with the EC CUSP Recommendations serving as an amendment; and
- 2) Reauthorize the CUSP Charter for a second three-year period beginning in Fall 2011, contingent upon a) completion of an addendum to the charter articulating the changes implemented, and b) approval of the addendum by the EC and VCAA.

I am appointing a CUSP Implementation Task Force (CITF) to begin work this spring to build on the accomplishments of CUSP and guide the implementation of recommended enhancements. At the end of the transition period and based on the guidance of the CITF, the CUSP Director and FOCUS will complete an addendum reflecting the changes implemented; together the Charter and the approved addendum will become the formal documents guiding CUSP for next three years. The next CUSP review will be held at the end of that period.

I look forward working with you to support this exciting work as we continue to develop the distinctive lower division programs that are central to UW Bothell's vision for the future.

Approved   
Kenyon Chan, Chancellor

Date: June 5, 2010



TO: Kenyon Chan, Chancellor

FROM: Susan Jeffords, Vice Chancellor for Academic Affairs

DATE: March 10, 2010

SUBJECT: Completion of the Implementation Process for the Reauthorization of the Center for University Studies and Programs (CUSP) Charter

ATTACHMENTS: CUSP Implementation Task Force (CITF) Report, 9/28/10  
Reauthorization of the CUSP Charter, approved 6/5/10  
Original CUSP Charter, approved 11/3/05

I am pleased to share with you the attached CUSP Implementation Task Force (CITF) Report, which outlines the completion of the implementation process called for in the Reauthorization of the CUSP Charter (also attached). In keeping with the process specified, the GFO Executive Council (EC) and I have reviewed the report and approved it as an addendum to the original CUSP Charter (attached). Together, the Charter and the CITF Report will serve as the formal documents to guide CUSP for the three-year period beginning Fall 2011.

The CITF was appointed last June to implement the recommendations developed through a series of collaborative processes involving faculty and staff across campus, beginning with the formal CUSP review in 2009 and culminating in the EC CUSP Recommendations, completed in April 2010. Since that time, the CITF has completed its charge, resulting in:

- An expanded model for FOCUS membership to support broad campus involvement in lower division programs, with elections under the new model to take place in Spring 2011
- Additional curricular and extra-curricular options for the common first-year experience that do not exclude or conflict with other pathways to degrees
- Collaborative process to allow, but not require, programs to offer first-year classes that primarily serve the requesting program's needs
- Recommendations to strengthen budgetary mechanisms to insure full-time faculty participation in CUSP, including links between full-time program hires and staffing for CUSP courses

I look forward to working with you and the campus community to build on this work as we continue the development of our distinctive lower-division programs and the broader four-year undergraduate experiences that are central to achieving our mission and the goals of the *21<sup>st</sup> Century Campus Initiative*.

## **Charter**

### **Center for University Studies and Programs**

#### **1. Statement of General Purpose**

The Center for University Studies and Programs (CUSP) exists to (a) manage coursework and student learning assessment associated with UW Bothell's lower division core and distribution course requirements and (b) facilitate coordination of academic programs, student life, and academic services for lower division students before they are accepted to majors. The CUSP is intended to serve as a support system for individual students, a focal point for collaboration among the faculty of the various academic programs and the staff of student and academic services. The CUSP supports innovations in curriculum, teaching, assessment, and student support and ensures that the overall academic experience at UW Bothell achieves the goals of a broad liberal education and allows students to fulfill the requirements of the various majors.

#### **2. Statement of Congruence with Role and Mission**

The CUSP helps UW Bothell implement campus goals and legislative directives associated with establishing a lower division program that serves the Eastside and North Sound regions. The Center will provide an organizational focus on lower division programs while allowing academic programs to maintain a balanced emphasis on native and transfer students.

#### **3. Definitions**

A "University Studies student" is any student who has been admitted to UWB but not yet admitted to a specific major.

"University Studies courses" are defined for this policy as all 100-level courses, except those that are prerequisite to a single major and those 200-level courses that are required for students in more than one program.

The "University Studies Program" consists of the courses, advising, and other services offered by the CUSP. The University Studies Program includes CUSP activities funded by grants and contracts as well as those supported through the regular campus budget process.

#### **4. Center Authority and Responsibilities**

The Center works within the framework of shared governance at the University of Washington and the policies of the campus and university. The authorized

activities of the CUSP include, but are not limited to:

- Provide advising and academic counseling services to all University Studies students. In addition, academic programs will continue to offer information and advice to students who are interested in exploring specific majors.
- Manage all funds allocated by the campus for University Studies courses and FTE in order to meet enrollment targets within available resources.
- Determine priorities for and schedule University Studies courses.
- Arrange for faculty to teach University Studies courses. This may be done in three ways: (a) by contracting with a UWB academic program for a temporary or permanent instructional responsibility in exchange for funding or shifts in student FTE targets; (b) by appointing part-time lecturers consistent with the role of the Faculty Oversight Committee for University Studies (FOCUS); and (c) by entering into agreements with Cascadia Community College, University of Washington, Seattle, or other institutions to share or provide instruction for courses. Details of how each of these arrangements will work are included in the attached policies.
- Develop and recommend approval for courses to be offered in the University Studies program. Processes for faculty development and approval of these courses are detailed in the attached policies.
- Collaborate with the Associate Vice-Chancellors for Academic Affairs (Directors of Student Affairs and Academic Services) to ensure a coordinated set of academic advising, student life, and academic services for University Studies students.
- Seek and manage externally sponsored projects that improve the quality of services to general studies students.
- Take primary responsibility for evaluation of UWB's general education program, including program-wide assessment of student learning, assessment of how well student experiences match UWB values and commitments, and overall satisfaction of all constituents with the Center's operations.
- Prepare an annual report on student learning, curriculum, and program operations in the University Studies program. The annual report will include copies of all agreements with academic programs for faculty assignments to provide a continuing record of these mutual commitments.

**Note Regarding Scope of CUSP Responsibility:** Under special circumstances, 100-level courses that are primarily associated with one professional or degree program, but are also required by another program or concentration may be offered by an academic program rather than the CUSP. Decisions regarding responsibility will be made on a case-by-case basis by the Vice Chancellor for Academic Affairs on the recommendations of the academic Program Director and CUSP Coordinator. Criteria to be considered include whether faculty expertise for teaching the course exists in more than one program and the centrality of the course in the prerequisites of a single program.

## **5. Administrative Structure of the Center for University Studies**

A. Placement in the UWB Organizational Structure. The CUSP will function as a part of the Office of the Vice Chancellor for Academic Affairs (VCAA), with the Center Coordinator reporting to the VCAA.

B. Center Coordinator. The CUSP Coordinator will be a UWB faculty member who is appointed by the Vice Chancellor for Academic Affairs, subject to advice of the faculty, the Academic Council, and approval of the Chancellor. The Center Coordinator's responsibilities include:

- Overall leadership for the University Studies program, including strategic planning, budget development, communication of priorities and needs within the UWB community, and representation of the Center on the Academic Council.
- Appointment of staff in the Center with the approval of the VCAA and Chancellor and part-time lecturers with approval of the FOCUS.
- Management of the Center's fiscal resources within campus and university policies.
- Scheduling of University Studies courses in consultation with other Program Directors.
- Ensuring a coordinated set of academic advising, student life, and academic services for University Studies students in consultation with Student Affairs and Academic Services.
- Development of a data and reporting system that provides for regular data-based review of program efficiency and quality and supports regular improvements.

C. Faculty Oversight Committee for University Studies (FOCUS). The FOCUS will provide faculty leadership and decision-making in the CUSP.

- Membership. The FOCUS will consist of five to seven full-time faculty members who have teaching assignments in the University Studies program. Committee members will be appointed to staggered two-year terms and will represent at least three academic programs during any given year. Serving as ex officio members designated without vote, the Director of the Teaching and Learning Center and a Librarian assigned by the Library Director will work closely with the oversight committee to help coordinate services with academic coursework and support evaluation of student learning and may serve as ex-officio members of the Committee on matters not directly related to faculty governance of the academic program.
- Selection of FOCUS Members. Charter members of the FOCUS will be appointed by the Vice Chancellor for Academic Affairs with the concurrence of the Academic Council and the GFO Executive Council. Thereafter, one half of the all FOCUS members will be elected each spring for two-year terms. Members will be nominated by the voting faculty who have taught university studies courses during the academic year and elected by the full voting faculty of UWB.
- Responsibility and Authority of the FOCUS. The FOCUS shall have the responsibilities and authority to appoint part-time lecturers for University Studies courses consistent with University faculty appointment policies and procedures. In addition, the FOCUS will have authority for curriculum development normally assigned to departmental faculties under University policies, including recommendation of University Studies courses for approval by the UWB Curriculum Committee. The exercise of these authorities is expected to involve extensive consultation with faculty members across all UWB academic programs who have disciplinary expertise associated with course approvals or appointment of part-time lecturers under consideration. (See attached policy on course approvals.)

D. Program Support. The Center for University Studies will include a counseling services coordinator and such office and other staff as are necessary to fulfill the mission and goals of the Center.

## **6. Center Policies**

A. Operation of the Center will be guided by this Charter, the policies of the University of Washington and the UWB campus, with the Center Coordinator having responsibilities normally assigned to department chairs and the FOCUS

having responsibilities normally assigned to departmental faculties.

B. CUSP policies that affect how faculty members are funded, assigned, and evaluated as they teach University Studies courses require approval by the FOCUS, the concurrence of the VCAA after review by the Academic Council and GFO Executive Council.

C. The initial policy on faculty teaching assignments is attached with this Charter and approved in conjunction with the Charter approval.

D. The initial policy on approval processes for CUSP courses is also attached with this Charter and approved in conjunction with the Charter approval.

## 7. Resource Implications

Establishment of the Center will require an initial budget allocation sufficient for a part-time Center Coordinator (a faculty member released from at least two courses annually plus summer salary and an annual administrative supplement), a counseling services coordinator and a secretary/office assistant.

As the Center's Coordinator and staff compete successfully for external grants and contracts to support the University Studies program, the indirect cost returns that would normally be allocated to academic programs will be assigned to the Center.

A projected annual budget is provided below:

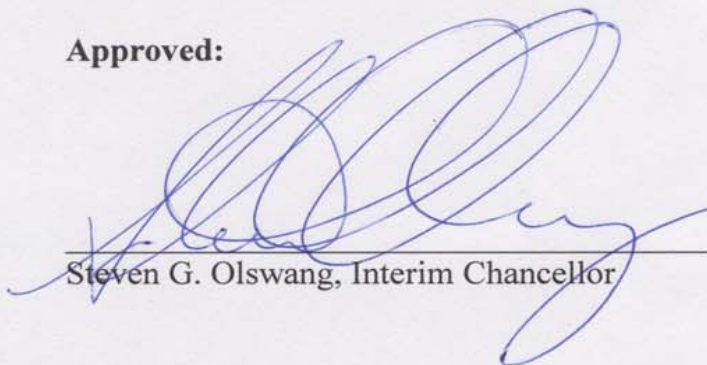
Category	Description	Estimated Budget
Director	Release time	12,000
	Summer appointment	24,000
	Benefits	8,352
	<b>Sub-total</b>	<b>44,352</b>
Office Assistant (OA-3)	Salary	31,284
	Benefits	9,635
	<b>Sub-total</b>	<b>40,919</b>
Advisor	Salary	42,000

		Benefits	11,382
	<b>Sub-total</b>		<b>53,382</b>
Operations support	6 faculty at standard rates		24,750
Faculty support at dept level	4 faculty at average rates (\$63K)		252,000
Faculty support -temporary	2 temporary faculty at average rates		126,000
		Benefits	87,696
	<b>Total</b>		<b>629,099</b>
Surplus (deficit)			
Summary		Total-Direct	512,034
		Total Benefits	117,065
<p>Note: 1 New permanent faculty time is calculated at a \$63,000 average nine-month salary</p> <p>Note 2: Release time for the CUSP Coordinator is calculated at \$6,000 per course.</p>			

## 8. Center Review

An early review of the CUSP and the provisions of this Charter is scheduled so that the campus can adapt quickly to initial experience as lower division programs are developed. A comprehensive review will be conducted in the third year (at the end of the 2008-2009 Academic Year). The General Faculty Organization and the Vice Chancellor for Academic Affairs will be jointly responsible for conducting the review and making recommendations for modifications to the Chancellor.

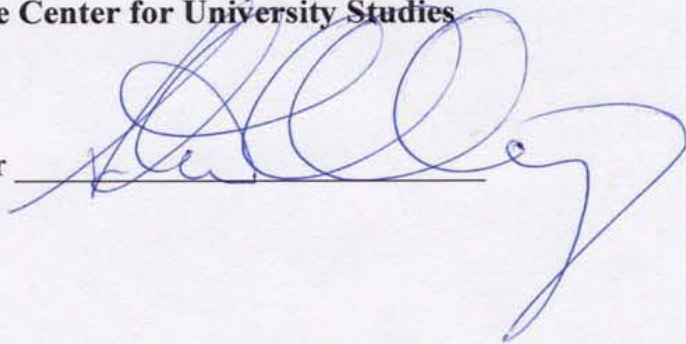
**Approved:**

  
 Steven G. Olswang, Interim Chancellor

11/3/05  
 Date

**Policy: Faculty Teaching Assignments in the Center for University Studies and Programs**

**Approved by:** Steven G. Olswang, Chancellor



**Date:**

**Purpose**

This policy governs the use of instructional funds by the Center for University Studies and Programs (CUSP) and establishes how those funds can be used to support instruction in university studies courses. The intent of the policy is to implement recommendations of the GFO Executive Council, including:

- That a faculty member's service and instruction in lower division courses be given the same consideration and value as assignments within an academic program when a faculty member's performance is evaluated for merit or promotion.
- That the campus rely primarily on tenured faculty for instruction in lower division courses.
- That all full-time faculty members be appointed in the regular academic programs.
- That no full-time faculty member be assigned teaching and service work exclusively in the lower division program.

**Policy**

A. *Agreements between the CUSP and an Academic Program for instruction associated with a full faculty FTE.* This agreement transfers funds from the CUSP to an academic program so that the program can hire an additional faculty member. Such agreements must be signed by the CUSP Coordinator, the Academic Program Director, the Academic Program Faculty, and the VCAA. While some modifications may be appropriate for unique circumstances in the various programs, all such agreements will contain the following provisions:

1. The CUSP:

- (a) Retains responsibility for production of student FTE associated with faculty positions

(c) Transfers funds to the academic program that will support one faculty hire at the assistant professor level.

(d) Provides written evaluations of faculty members' teaching and service in the CUSP, if requested by either the faculty member or responsible committee, for consideration in merit, promotion, and tenure reviews.

2. The Academic Program Director:

(a) Commits to providing faculty to teach six five-credit course sections annually. (The written agreement may specify a different number of course sections when circumstances in a program warrant consideration of different teaching commitments for a faculty member, and when both the Academic Program Director and CUSP Coordinator agree to the adjustment.) The individuals assigned to CUSP teaching must be mutually acceptable to the Program Director and CUSP Coordinator and must reflect a distribution of ranks that is no less senior than the overall distribution of faculty members in the program. (For example, if one-fourth of a program's faculty are Professors, one fourth Associate Professors, one fourth Assistant Professors, and one-fourth Lecturers, then instructional assignments in the CUSP would not exceed these percentages for those at lower ranks.)

(b) Commits to assigning at least one faculty member who has teaching responsibilities in the CUSP to serve as an initial member of the FOCUS.

3. The Academic Program Faculty:

Commits to a policy of considering service and instruction in the CUSP as equal in value to instruction and service in the program itself.

4. The Vice Chancellor for Academic Affairs:

(a) Approves the transfer of funds and any change in FTE targets.

(b) Approves any special provisions of the agreement.

5. All parties to the agreement:

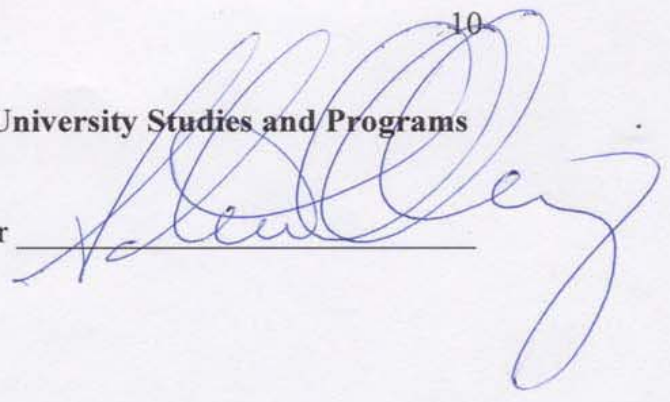
(a) Agree to reconsider the agreement every time the academic program has a faculty vacancy. Reconsideration at this time will allow a vacancy to be transferred back to the CUSP without affecting the employment status of the individual who was hired with funding from the original agreement. Either the Center Coordinator, the Academic Program Director, or the VCAA can request termination of an agreement when such a vacancy exists.

*B. Agreements between the CUSP and an Academic Program for instruction associated with a portion of a faculty member's FTE.* Such an agreement will normally be for one academic year or less and will involve either temporary transfer of funds from the CUSP to the academic program or temporary transfer of responsibility for student FTE from the program to the CUSP. In either case, the cost (in funding or FTE responsibility) will be negotiated on a case-by-case basis between the Program Director and CUSP Coordinator. As with the above agreement, a provision will be included to ensure that instruction and service in the CUSP will be evaluated on the same basis as work within the academic program.

*C. Direct hire of temporary and part-time faculty.* The CUSP Coordinator may hire part-time lecturers to teach CUSP courses. When this is done, the Faculty Oversight Committee for University Studies (FOCUS) will serve as the departmental faculty responsible for recommending such appointments or authorizing the CUSP Coordinator to act on its behalf. Such approval will involve consultation as needed with faculty members across programs who have expertise in the various academic areas involved.

**Policy: Course Approval in the Center for University Studies and Programs**

**Approved by:** Steven G. Olswang, Chancellor



**Date:**

**Purpose**

This policy establishes processes for course review and approval in the Center for University Studies and Programs (CUSP). The intent of the policy is to ensure broad consultation with UWB faculty with expertise in a relevant discipline when courses are recommended for approval.

**Policy**

- A. The Charter for the CUSP gives the Faculty Oversight Committee for University Studies (FOCUS) authority to act as the departmental faculty in course approval matters.
- B. Prior to taking any course approval action, the FOCUS will consult with faculty members in all academic units whose primary academic disciplines would normally be responsible for the course under consideration.
- C. Proposals to establish or revise courses and to determine whether courses meet campus criteria for lower division distribution requirements will be circulated to faculty possessing relevant disciplinary expertise with at least two weeks allowed for written responses.
- D. When course approvals are recommended by the CUSP to the UWB Curriculum Committee, the request for action will include the written responses of the disciplinary faculty and a description of how these responses were addressed in the final course recommendations. The Curriculum Committee will use this information as a part of its evaluation of the course.



**Center for University Studies and Programs**

To: Susan Jeffords, Vice Chancellor of Academic Affairs  
 From: The CUSP Implementation Committee

Mary Baroni  
 Warren Buck  
 Bruce Burgett  
 David Goldstein  
 Chuck Jackels  
 Gray Kochhar-Lindgren (Chair)  
 Bruce Kochis  
 Andrea Kovalesky  
 Sandeep Krishnamurthy  
 Sarah Leadley  
 Brad Portin  
 Mike Stiber

RE: Implementing GFO/EC Recommendations Accepted by the VCAA

September 28, 2010

Our group engaged in a spirited debate not only about the individual issues that we were tasked to decide upon, but around larger issues of how we might structure the next three-year phase of CUSP's work in order to insure that it become an even more coherent, vibrant, and distinctive first year and pre-major program.

The themes that surfaced most clearly were a desire for cross-campus collaboration and coordination around quality assurance for first year and pre-major teaching, assessment, and faculty development; differentiating the responsibility for some of the courses currently administered by CUSP; making sure all students have clear pathways to the degrees of their choice; and developing our capacities to provide students with the highest quality of integrated (inter)disciplinary learning.

The most pressing challenge among the group was twofold: 1) to answer the question of where courses, especially but not only the introductory sequences in chemistry and physics, would administratively reside (recognizing that the EC has given guidance about "lower division disciplinary courses"), and 2) how we might best hardwire more horizontal collaboration and coordination into the teaching, assessment, and governance system of the campus at the first year level.

Given the significance of the issues involved, we urge the VCAA to respond to these recommendations by the end of fall quarter and also suggest that the CUSP Director report to the AC and EC in the spring quarter to evaluate the progress made on the changes undertaken.

The following are the particular tasks you asked us to address, followed by the Committee's recommendations:

- **identify a range of credit options for the common first-year experience that does not “exclude or conflict with other pathways to degrees”**

To meet student needs for different curricular pathways and to continue to offer a coherent experience of interdisciplinary team-teaching—for both students and faculty—we recommend that FOCUS develop a system for the Discovery Core I that includes an option for students to take either a 5 credit course or a team-taught 10 credit course. The DC series, with credits ranging from 15 (5-5-5) to 25 (10-10-5), would continue to be required of all students (with a maximum of one DC III). FOCUS should develop a sophisticated Call for Proposals for the DCs, and, as part of this process, there should be a discussion with each program director about types of courses that would be most energizing for their faculty and programmatic needs. FOCUS should also review the policy about the number of entering credits necessary for students to forego parts or all of the series; address the need to stagger sections of I, II, and III for students entering at different points of the year; and decide how best to respond if a student fails a DC course.

- **develop an expanded model for FOCUS membership**

We recommend that FOCUS membership be open to all full-time faculty, that the lower-division leadership functions of FOCUS be made clearer, that each elected member serve a three-year term, and that each member receive an annual review letter from the CUSP Director or Associate Director for their merit and/or P&T file. We propose that one FOCUS member be elected by and from each of the undergraduate degree-granting programs (for a total of four), to be joined by an additional two at large members elected by the EC, after conferring with the CUSP Director on particular lower division needs. Members from TLC and the Library would continue to serve as ex-officio members. In addition, we suggest that selected FOCUS members be given 2-4 weeks of summer salary to fund necessary work on issues such as program assessment.

- **provide guidance to CUSP regarding the development of additional forms of first-year classes, including but not limited to: first-year seminars, FIGS, or other common experiences as identified by pedagogical research and national best practices; provide guidance on how CUSP can collaborate with programs to provide a seamless transition experience for students moving from first- to second-year classes and then into upper division programs**

The most basic of these questions has been resolved by opening up the Discovery Core to a mixed structure, although there is still a desire to build more “common experiences.” CUSP

already hosts classes around “Learning Strategies” and “Navigating the University” and works extensively with the academic programs at the director and advising level, as well as with admissions and student life. An extended orientation co-organized by CUSP and Student Life would be useful. FOCUS should continue to explore the question of how best to accomplish more common experiences such as through interest groups, first year seminars, and related ideas. In terms of their transition to majors, students are already being carefully advised and tracked.

- **articulate how the programs and CUSP should collaborate or coordinate to offer courses for which the programs have specific and relevant expertise, and in appropriate cases, for which they are accepting responsibility**

The goals of this discussion were to connect our desires around individual degree offerings to UW Bothell’s commitment to accessible, high-quality education for all first-year students and to insure that cross-programmatic interest in the lower division courses remains strong. We recommend that academic programs (or a consortium of programs) be allowed, but not required, to house classes that primarily serve a particular program’s needs.

The recommended procedure to request responsibility for classes would be submission of a memo, early in the fall quarter, from the program director(s) to the VCAA and the CUSP Director. This memo would include the rationale for such a change; any required changes in course title, numbering, prefix, or description; an indication of how the courses were to be staffed; and evidence of consultation with impacted programs, including CUSP. After consultations among all the relevant programs, there would be a sign-off on the form by the CUSP Director, Academic Program Director(s), and the VCAA. If disputes between programs arose during the process, the VCAA would mediate those differences. If the differences proved irreconcilable, the VCAA should work with the GFO leadership to resolve the matter. The CUSP staff, coordinating with the program staff and the registrar’s office, would submit any necessary paperwork for the transfer.

As the institution reshapes itself, we also want to emphasize the need for continued coordination of the first-year experience across campus and therefore propose ongoing consultations between CUSP and the programs on hiring, assessment, faculty development, and the inclusion of best national practices for first-year education. FOCUS should take the lead in providing this coordination and articulating both annual and strategic priorities. As one aspect of this, FOCUS should be charged to establish assessment priorities and processes for all the lower division classes, regardless of whether those are housed in CUSP or in the academic programs. The assessment process would include the Discovery Cores, Writing and Communication, Math and Quantitative Reasoning, and the electives representing the Areas of Knowledge (NW, IS, and VLPA). Such an assessment would, in consultation with the relevant programs, develop a review protocol based on the learning objectives, which would inform the teaching of future iterations of the courses. All of these measures would enable us to continue to create a strong cross-campus lower-division culture of teaching and related activities.

- **advise the VCAA regarding a resource model to insure full-time faculty participation in CUSP.**

We recommend that the VCAA, during the fall quarter of 2010 and in consultation with the CUSP and program directors, establish a transparent and predictable budgetary mechanism that insures a link between full-time program hires and a commitment to staff a certain number of courses in CUSP with full-time faculty. This would entail the movement of appropriate funds from the CUSP budget into the programs to support full-time hires, and, if there are particularly good reasons, for some full-time hires with their budget lines retained in CUSP but with a faculty home in the programs. We recommend that this policy include clear guidelines about cost-sharing and buy-out arrangements. The specific course and faculty needs would need to be negotiated between the CUSP and program directors, but the VCAA would help to build a campus-wide culture grounded in the principle that lower division teaching is an embedded responsibility for all the programs and faculty members (taking into account particular program constraints such as size, lack of an undergraduate major, etc). This would all be dependent on assuring CUSP and programs the budget resources to staff the necessary range of courses.

These are our suggestions for the implementation of your charge letter, which reflects the EC/GFO recommendations for reauthorization of the charter that will govern CUSP until the next campus-wide review in three years. Thank you for your consideration and for your ongoing support of lower-division education.