Vision and promise
March 31, 1993

President Alistair McCrone
Siemens Hall
Humboldt State University
Arcata, CA 95521

Dear President McCrone:

The members of the Humboldt State University Charter Campus Study Group wish to thank you for inviting us to work together on this most exciting and important project. By creating such a diverse and representative Study Group and by allowing each member a voice in these beginning deliberations, you fostered the philosophical essence of our Charter Campus discussions and recommendations.

Many of the ideas in our report are not at all new and stem from seeds planted or actions taken over the years by our colleagues, both present and past. We gratefully acknowledge our debt to these people as well as to your leadership, and extend thanks to the many others, faculty, students, staff and community members, who contacted us by phone or letter to share their suggestions for the design of a Charter Campus. Energized by the concept, by your trust, and by the thoughtful exchanges we had amongst ourselves and with others about the possibilities of HSU becoming a Charter Campus, we present this document and stand ready to serve this cause in any way we can.

To you and all members of the University community, we make this most enthusiastic recommendation: Let us build on the extraordinary history and spirit of Humboldt State University, take confidence in our collective strength, integrity and imagination, and move forward vigorously in our design and implementation of a Charter Campus.

Yours sincerely,

Karen Carlton
Ken Combs
Fred Cranston
Gail Pults
William Herbrechtsmeier
Phillip Humphreys
M. Lagace
Terrie Jordan
Burt Nordstrom
Sherry Jones
Julie Stenger
David Somerville
Laurie Takao

Arcata, California 95521
The California State University
Report of the Humboldt State University
Charter Campus Study Group

VISION AND PROMISE:
THE HUMBOLDT STATE UNIVERSITY
CHARTER CAMPUS

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Arcata, California
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I. INTRODUCTION TO THE CHARTER CAMPUS CONCEPT

The concept of transforming HSU into a Charter Campus presents members of our community with an extraordinary opportunity. Rather than continuing to submit to the ongoing erosion of our programs by a fiscal crisis that shows little sign of abating and that threatens to destroy the integrity of the academy and the values it serves, we--students, faculty, staff, administration, and community members--may now assume a more active stance in reshaping the future of HSU.

To make clear that we intend this document to initiate free and frank discussion, those of us on the HSU Charter Campus Study Group wish to introduce our report with a series of questions:

- What will it mean to be a truly educated person in the 21st century?
- Whom are we at HSU attempting to educate?
- How does learning best occur?
- What are the means by which students can be empowered to become competent, lifelong learners?
- What can be done to better emphasize the teaching of a student-centered curriculum?
- What human and technological resources are needed?
- How can the University be restructured so that it best fulfills the highest potential of all its members?

The HSU Charter Campus Study Group realizes that HSU’s limited monies and growing needs must be met with a most imaginative and creative response. We understand that changes in our structures, organization, curriculum, and procedures are inevitable. Moreover, we also believe that such changes ought to be shaped by HSU students, faculty, staff, administration, and community members rather than imposed from without. Thus, by regarding the Charter Campus concept as an opportunity for HSU students and personnel to actively and boldly participate in the University’s transformation, the Study Group hopes to allay some of the fears that always surround change.

The aim of our document is to sketch a new picture, one more reflective of the realities of our world and our economy, yet one which will produce more learning for more students. And like all sketches, we have made no attempt to present a finished product. Rather, we have attempted to provide a preliminary definition of “Charter Campus,” to examine CSU System opportunities and constraints, to explore some of the issues to be considered in developing a Charter Campus, to reflect on the benefits of such an enterprise, to address some concerns surrounding it, and to suggest ways of proceeding in the design of a Charter Campus petition.

In all of our deliberations, we turned again and again to Humboldt’s strengths and to ways they might be enhanced. We reflected on HSU’s unique student population, its
exceptional faculty and staff, its extraordinary geographical location. If positioned and organized effectively, HSU stands to enjoy great gain from the conjunction of its strengths with national as well as international concerns. Few institutions offer so much to people interested in teaching, business, environmental studies, and multicultural education. It is therefore with confidence in Humboldt’s present and future reality, in the power of its history, spirit and vision, that we offer our ideas.
II. DEFINITION OF THE CHARTER CAMPUS CONCEPT AT HSU

The Charter Campus concept rests on the idea that locally controlled institutional communities can operate more efficiently and with greater imagination than those institutions bound by the administrative regulations that govern large bureaucracies. The intention behind this concept is to free selected campuses from the worst aspects of an over-centralized, highly bureaucratic system while preserving the best features of state support. Specifically, a CSU Charter Campus would be free from the constraints of the centralized system but would remain a state-funded institution. With increased flexibility and self-determination, such a campus could respond to challenges and take advantage of opportunities in the most timely and effective manner.

The designation of HSU as a Charter Campus would allow us as a community to institute exciting and innovative programs, to provide a model for state funded education into the 21st century. It would enable us to make the best use of available funds (from both state and non-state sources) to educate the people we serve. Together we could define our vision of education and determine how that vision would be carried out in the everyday activities of the institution and larger communities. Together we would write our "charter," decide how it would be enacted, and determine how we would evaluate our progress.

The Study Group regards the following features as essential to the character of an HSU Charter Campus:

- The financial support given to the school would be relatively free from bureaucratic attachments, both as regards the disbursement of funds for goods and services necessary for the running of the institution, and also for the establishment of curriculum and educational programs.

- Being free from the bureaucratic hierarchy of the CSU, HSU would establish its own internal governance along non-hierarchical lines. The managerial style would support an institutional culture based on consultation, encouragement, and mutual support; campus administrators would see themselves as servants to the students, staff, and faculty. As a part of the CSU system, and as a state-funded institution, HSU would remain accountable to the Board of Trustees and state and federal laws.

- Recognizing that certain reforms can be accomplished only gradually with the collaboration of many groups in the campus community, the restructuring of programs, curriculum, and administrative structure would take place over a minimum of five (5) years, during which time funding would remain (at least) constant. Only with this stability could intelligent and inclusive planning take place.
III. CSU SYSTEM OPPORTUNITIES AND CONSTRAINTS

The Charter Campus Study Group discussed the importance of holding to the positive dimensions of the HSU/CSU relationship. Clearly, a Humboldt Charter Campus would need to remain a state-funded institution, accountable to the Board of Trustees and the requirements of state and federal laws. In addition, we would want to maintain personnel employment agreements, collective bargaining, membership in the Academic Senate, and other such beneficial connections or opportunities associated with the CSU.

A few of the constraints of the system that would be removed, were HSU to become a Charter Campus, are as follows: (The list is not inclusive.)

- Budget policies would be changed to remove restrictions on fiscal affairs. A Charter Campus would use funds in a manner that would best serve its needs.

- Admission policies would be altered to permit HSU to determine its benchmark student population, to require confirmation deposits from admittees, to determine admissions criteria (graduate/undergraduate).

- The calendar year would be modified to allow HSU year-around operation, weekend and between-term mini-courses, as well as summer field work.

- Curriculum regulations and requirements stemming from the Post-Secondary Commission on Higher Education and from the Legislature as well as from the CSU system would be dissolved, allowing HSU to design and implement its own criteria for curriculum, degree programs, and grading system.

- The definition of faculty work-load could be made more flexible, in order to reflect accurately the demands of teaching, scholarly and creative activities, committee assignments, advising and special projects.
IV. ISSUES AND IMPLICATIONS OF AN HSU CHARTER CAMPUS

A. Financing

Throughout the country and especially in California, state and federal funding for universities is being reduced by millions of dollars each year. Since many of the costs associated with higher education are increasing faster than inflation, the typical public-funded institution is now in an uncertain state. Humboldt, like most other universities facing budget cuts, has reacted by restructuring, eliminating programs and classes, reducing services, deferring maintenance, and freezing salaries. All of this has been done just to survive each coming academic year. Every decision associated with the University budget is evaluated, debated, and reviewed; then recommendations are written and sent on to the next administrative level. This process entails thousands of hours of faculty, staff and student time, hundreds of meetings at all levels of the University, and untold volumes of program justification reports. Could this time be better spent?

The key elements necessary for Humboldt to create sound fiscal management are State general fund support, research grants, development, and independence to use funds in a manner which is in the best interests of Humboldt. Education does not need to be extremely expensive. It takes good teachers, eager students, decent classroom space, adequate labs, and a first-rate library to provide a quality, learning environment. And yet the annual budget crisis which Humboldt endures has become such an imposing distraction to the University community that we are losing sight of our primary purpose, which is to educate and to serve the students.

Should HSU choose to become a Charter Campus, we could have less crisis management; we could develop a consistent plan of fiscal action; we could focus better on our educational responsibilities and opportunities. Such financial discretion and freedom would allow HSU to budget two or four years into the future by making reasonable assumptions about the University’s general fund support, development, inflation, and enrollment. With this information the campus could set its own priorities to map the future and avoid the destructive atmosphere of the annual budget exercise.

The Study Group concluded that a Charter Campus designation would allow the HSU community to avoid the waste inherent in a central system bureaucracy and to properly manage University funds. It suggested the following changes in existing fiscal policies and procedures:

- Develop a two-year budget cycle that includes long-term plans and goals five to ten years into the future.
- Review all purchasing procedures, especially the "low-bid awarded" policy, and purchase locally whenever possible.
• Allow the campus more freedom to manage its own construction projects from beginning to completion.

• Save money over the long term by placing a priority on campus recycling.

• Allow Plant Operations to set its own maintenance priorities without strings attached to the funds or site review by the Chancellor's Office.

• Maintenance funds should be returned to the University based on size and age of the physical plant.

• State general fund money should be sent to the campus in one lump sum based on enrollment. The campus would have total discretion on how the funds would be spent.

• The University President would be responsible for overall University performance and accountability. There should be an independent audit of the campus Fiscal Affairs every two or three years.

• Student fees could be assessed on a differential scale, based upon program demand, delivery costs, or a student's ability to pay.

• Develop a state-of-the-art Financial Aids Office that is properly funded with quick processing abilities and more one-on-one financial counseling.

• Emphasize a customer-service philosophy throughout the University service and support units.

• Review all paper work and reporting procedures in order to eliminate all duplication or unnecessary work.

• Give the campus more autonomy in the selection of engineers, consultants, and other professionals.

• Increase funding for Special Repairs (deferred maintenance). Allow the campus to select the priority of utilizing the money to address deferred maintenance.

• Increase the allowable level of funding for Major Capital Outlay projects to reflect higher construction costs on the North Coast.

• Relax or eliminate the CSU formulas which drive space utilization and major capital outlay funding to recognize the liberal arts emphasis and high quality of the instructional experience at HSU.
• Allow appropriations to carry over to become two-year funds instead of one.

• Provide State support over a five-year transition period for the funding of development activities to allow the campus to identify and cultivate donations from foundations, corporations and individuals donors.

B. Governance

The removal of state regulations would give HSU much more structural freedom than it has at present, requiring its members to establish guidelines for self organization and regulation. As a campus community we would have to agree on a constitution and/or other foundational documents that would define our institutional framework. We would need to develop procedures for the regulation of our interactions on campus, and systems for guaranteeing accountability of the University to our local community, to the CSU, and to the taxpayers of California. The preliminary questions we would need to consider include the following:

• What does autonomy imply for our own self-governance?

• How would (or should) power be distributed, regulated, and contained?

• What sorts of governance structures and procedures would promote a favorable institutional culture?

In discussing possible responses to these questions, the Study Group agreed that:

• The design for our system of self-governance as a Charter Campus should be created by a committee (or committees) representative of every segment of the University community, including administration, faculty, staff, students, and people from the local area. Perhaps a preliminary organizing committee should be formed to decide how such a group would be composed and what sorts of procedures it should follow.

• As a community we should feel free (but not obliged) to revise the current administrative structure radically, including not only the existing chain of command, but even the idea of hierarchy itself, in order to create the kind of self-governance that would best facilitate our goals as a charter campus.

• The process of establishing governance should be directed towards the creation of an open and democratic campus in which every member of the campus feels included and represented. Likewise, the process through which the governance system is designed and ratified should operate according to these same principles.
Administrative Style. The Study Group envisioned the institutional culture of a Charter Campus as one in which openness, participation, consultation, dissent, and self-control would be encouraged at every level of campus life. Administrators and supervisors in all areas of University life would respect the professional commitment of the people whose work they coordinate and provide them with every opportunity for self-responsibility and governance.

The Study Group agreed that the powerful on campus should embrace the most inclusive managerial style so that those people who often feel excluded would participate in creating a more democratic atmosphere on campus. In short, students and staff should be able to work in an environment where their intelligence, responsibility, and creativity are respected and applied; administrators, supervisors, and faculty should see themselves as servant-leaders.

With regard to any future planning of a Charter Campus, the Study Group recommends to the President that he actively encourage and protect the participation of all members of the University community. Specifically this means that staff be allowed to participate on committees as a part of their work schedule, and that students be allowed to miss class in order to participate in the process.

Personnel. With full awareness that the strength of HSU resides in its members and that the methods for selecting people for inclusion in the University are critical, the Study Group discussed the importance of designing admission, hiring, and retention policies that would facilitate wise personnel decisions.

Similarly, we emphasized the need for encouraging quality participation of personnel in the University through evaluation policies that offer positive incentives rather than the threat of punishment. Such policies would also provide a means for helping to reform those individuals who take their responsibilities too lightly or who are otherwise a negative influence on the campus.

The general principles governing evaluation, retention, promotion, and dismissal from the University should apply equally to all members (administration, faculty, staff, and students), though, of course, specific standards and procedures for evaluation would vary from area to area.

Form of Self-Governance. The process of converting HSU to a Charter Campus would involve two stages of self-governance, and the form of both, the Study Group agreed, should be decided as part of a deliberative, consultative, and democratic process. First, the HSU community would need to define itself and its Charter Campus constitution for Chancellor Munitz and the Legislature. Should we receive a mandate from the Legislature to proceed, the HSU community would next begin to implement its constitution and the form of self-governance articulated therein. The Study Group observed that any system of self-governance would help meet two general needs:
- It would safeguard the democratic, consultative, creative environment we would create and maintain at HSU through the regulation of our own interactions on campus.

- It would provide a means of establishing accountability for University operations as a whole to the local community, the CSU, and the State of California.

C. Admission

As a Charter Campus, HSU would be free to decide how and which students are admitted. Rather than being constrained or limited by the CSU criteria (four years of English, three years of math, one year of science w/lab, two years of foreign language, one year of visual or performing arts and three years of electives), HSU could adjust admission standards and requirements to reflect its own unique goals and values.

Because academic standards vary widely within the California school systems, grades are not equivalent, making standardized criteria less than effective. More important, current standards serve to reduce the richness and diversity of our constituency, the students. Should HSU become a Charter Campus we would have the opportunity to revise admission standards so that they would allow for the acceptance of:

- older students whose outdated records do not reflect their current abilities;
- students who do not perform well on standardized tests or whose abilities are not reflected by grades;
- students who are poorly prepared academically but who are highly motivated to learn;
- students with significant life experiences (travel, work, artistic or scientific accomplishments) who may be lacking in test scores, grades or school credits;
- alternatively prepared students, such as students from foreign countries; and,
- all minority students dedicated to pursuing a high quality education.

In short, admission to an HSU Charter Campus could be based on materials other than or in addition to a student’s GPA and standardized test results. We could invite students to present alternative evidence of their educational readiness, such as videos, interviews, or a portfolio of work.
D. Technology

In order to maintain the high quality of education presently offered at HSU, a commitment to the acquisition, training, and incorporation of information technology for the entire campus community is critical. Responding to this reality, the Study Group agreed that any restructuring of HSU into a Charter Campus would require the best in information and computing technology. In addition to helping instructors from all disciplines keep current in their studies, good technology would enable the University to succeed in efforts to recruit a diverse faculty and student body. Other benefits of improved technological resources include:

- greater access to computing technology for students, faculty, and staff;
- multimedia access and design facilities to encourage creative instruction and alternative study methods;
- information dispersal and collaboration opportunities through electronic connections;
- enhanced connections with the world community; and,
- increased productivity and "smarter" work.

E. Educational Program

Given the high quality of instruction and curriculum at HSU, the Study Group discussed both how a Charter Campus might preserve the integrity of existing academic programs and how it might make HSU an even more productive place for all its members. We agreed that instruction and curriculum should be student-centered and that the primary focus of restructuring efforts should be on improving teaching and learning. We agreed that an HSU education should be about creating culture in addition to knowledge acquisition. Our collective thinking amounted to a call for more:

- challenging content and standards for all students;
- active recruitment of minority students and faculty;
- responsiveness to the diversity of our students;
- learning opportunities and educational choices;
- effective class size and student/teacher ratio;
- inclusive and innovative teaching methods;
- emphasis on international education and languages;
- performance based accountability systems;
- problem-solving and critical and creative thinking;
- learning for understanding, rather than for grades;
- faculty development and improvement;
- student/faculty designing of courses and curriculum;
- integration of subject fields and team-teaching; and,
- community service, partnerships, internships.
The Study Group observed that if HSU were to become a Charter Campus, it would have the freedom to design and implement (or abandon) degree programs without the approval of CSU or the Post-Secondary Commission on Higher Education. It could design and implement the general education program without Legislature or Chancellor's Office interference. Without restriction, HSU could determine its calendar year, expand its instructional days to include weekend workshops, and develop innovative summer programs that would attract not only HSU students but other populations, such as teachers returning to school for in-service training (building on the established California Math and Writing Projects as well as on the Summer Arts Program), and exceptional high schools students wishing to take courses for college credit.

As a Charter Campus, HSU could offer short courses during Winter and Spring breaks; it could increase the offerings of evening and extension courses; it could extend credit for travel and work experience, community service, and artistic or scientific accomplishments. Optional unit awards could be given for the same course; for example, a 4-unit course in which a student is about to obtain a D grade could be reduced to a 2 unit course for the grade of C.

Most important, perhaps, HSU Charter Campus could award academic credit to students for what they already know, providing they pass their knowledge on to others. For example, HSU has 52 foreign students from 22 countries enrolled for the 1992-93 school year, all of whom could be encouraged to participate for course credit or fee deferment in classes with a focus on multicultural or global perspectives. In these ways, HSU could offer students greater flexibility in course and schedule selection, in earning credits, and thus provide many people with the opportunity to graduate in three years.

F. Relations to UC/CSU/Community Colleges/High Schools

The Study Group explored ways in which HSU as a Charter Campus could allow for more active partnerships with other educational institutions. Through curricular cooperation and portfolio assessment, for example, college credits could be given to students taking designated courses taught at local high schools. Similarly, strong high school students could be encouraged to enroll in HSU courses, particularly lower division G.E. courses in Languages, English, Math, or Speech Communication. In short, students who are worthy could apply their tuition and time wherever they might get the most benefit and thus take advantage of the broad range of fine courses, programs, and instructors available in the county. To support such educational mobility, HSU could provide free transportation between campuses and workplaces involving internship or apprenticeship programs.

To further strengthen HSU relations with local schools, including our local community college, there might be more teacher exchanges and three or four-way partnership programs with the community (i.e. service-oriented projects involving literacy, health, refugees, the homeless, or even sister city programs in other countries.)
Because the Study Group envisioned a Charter Campus as extremely active in helping students prepare for the workplace or for graduate school, close working relations with UC and CSU campuses would be imperative.

In all its relations with other institutions, an HSU Charter Campus would attempt to be as flexible as possible without compromising its academic standards. That is, HSU would wish to maintain the high level of reciprocity that presently exists, in terms of the transfer of courses and credits, and, if possible, increase the ease with which students can transfer in and out of the University.

G. Student Affairs

Student Affairs is integral to the mission of HSU and the educational experiences of its students. In concert with the faculty, it promotes the growth and development of the whole person, enhancing all aspects of student life. HSU has an obligation to provide more extensive support services than most other CSU campuses because of its distinctive character as a rural, residential campus with a unique sense of community, one which draws students from great distances and from a wide variety of backgrounds. As a Charter Campus, HSU could rethink and positively restructure Student Affairs services in the following ways:

- reestablish our psychological services and thereby act on our concern for each student’s total well being;
- promote a student employment link with the community to help some students remain in school;
- strengthen peer support opportunities for students, including advising, government, clubs and organizations;
- enhance and expand learning support services for the entire student population, including remedial classes, tutoring, learning centers, and workshops;
- establish a common data base containing basic information on students which could be shared by all student services programs;
- enhance and expand programming, including trips, recreation and outdoor activities which foster a sense of participation and community and promote social, cultural and aesthetic development.

The Study Group agreed that restructuring Student Affairs for a Charter Campus would be dependent upon the restructuring of the rest of the campus and would respond to and reflect any new definition of the "Humboldt Experience."

H. Community Relationships

The University community is one which includes not only students, faculty, administrators and staff, but members outside campus boundaries—local professionals,
businesspeople, parents, public school children, residents and others who contribute to, participate in, and benefit from the activity which occurs near or on University grounds.

With this in mind, the Study Group emphasized the need to make representative community members a part of all decision making processes involving the design of a Charter Campus and to encourage their participation in the various stages and facets of implementation. We discussed the importance of providing the community with frequent updates on the University’s transformation, and of University representatives reporting to different community boards responsible for community planning. In addition, alumni and parents should be informed of and invited to participate any decisions to design and implement a Charter Campus.

Partnerships. A Charter Campus designation might encourage more corporations, foundations and individuals to approach the University with socially responsible, environmentally sound educational ventures. Using the University’s foundation guidelines, an HSU Charter Campus would seek partnerships with various organizations and individuals both inside and outside our community and state. Because an HSU Charter Campus would reach a much larger constituency than before, one which would include the participation of international, national as well as state students, the University would cultivate global connections that would serve both its academic purposes and fiscal needs.

Internships and Apprenticeships. As a Charter Campus, HSU could establish internship and apprenticeship programs which would allow students to work in industry or for the community in exchange for wages and/or for academic credit. Because the local area might not be able to handle all students involved in such programs, students would be allowed to participate in similar activities outside the area. Work-study programs abroad would be encouraged. Campus or community service programs could be made part of the HSU curriculum and required for graduation.

Teachers. A Charter Campus designation would give HSU the flexibility to allow community members with unique skills to teach in areas that are appropriate.

Learning and Cultural Center. An HSU Charter Campus would continue the University’s work of providing educational and cultural activities for the community. It could increase its usefulness, however, by embracing the latest technology and by providing classes that would help community members in their job related fields. A Charter Campus could more actively associate itself with professional societies and groups that require continuing education.

Investment. As a Charter Campus, the University should try to become as efficient and cost effective as possible. Operations historically administered and procured by the University might be more efficient if acquired and operated by the private sector. This would require proper controls over the bid and cost benefit analysis process. Additional benefits would be possible if contract procedures were flexible. Local providers should be evaluated for their cost versus benefit, as compared to providers outside the area.
V. CLEAR BENEFITS OF AN HSU CHARTER CAMPUS

The most important benefit to be derived from designing and implementing a Charter Campus would be the coming together of the University community for the purpose of making HSU even stronger than it is at present. Ultimately, this would mean that the University would be in charge of its own destiny rather than having its future dictated from above. The non-hierarchical structure and inclusiveness of such an endeavor would insure that every group is given a voice; any sense of disconnection or fear felt by previously voiceless groups could give way to an experience of integration and empowerment.

Another major benefit would be the more efficient use of funds, resulting from an increase in the productivity and effectiveness of programs and operations, from a reduction of needless work or rework, and from the elimination of redundancies. Money saved could go to preserve the positions of the people who already work here, to enhance programs that have proven success, and to implement new creative ideas.

Finally, the Charter Campus concept offers us the opportunity to "experiment in excellence." We can define more particularly who we are, in a language we all share. With renewed commitment and a clarity of purpose, we can focus better on working together and compassionately serving our constituents in their pursuit of intellectual, spiritual, and physical wholeness.
VI. MAJOR CONCERNS THAT REMAIN UNRESOLVED

The members of the Study Group wish, again, to acknowledge the limitations of this document. Our short time together prevented us from addressing responsibly the numerous and complex issues surrounding the Charter Campus concept. But most importantly, we feel that the discussion and resolution of problems associated with the Charter Campus should be worked out by the campus community as a whole.

Below are listed a number of concerns that will need to be addressed during HSU community deliberations on the Charter Campus concept. While some of these issues are addressed in the document above, others are merely listed in the form of questions so that everyone in the University community will understand the importance of dealing with these problems comprehensively.

1. Employment Rights and Benefits. We recognize that the design of a Charter Campus petition must provide for faculty and staff benefits and rights currently in the contract or in the Education Code. We would hope that the Charter Campus might be able to improve on certain of these, but every effort should be made to retain current rights and benefits. Some concerns might be:

- How will leave benefits be affected (e.g., sick leave, leave for bereavement and personal necessity, including the right to unlimited accumulation of sick leave)?
- Will Student, Staff, and Faculty Union affiliations still be possible? How will contract agreements be negotiated? Is this an attempt on the part of the state (or Chancellor) to break the unions? What will be the long term affects of the Charter Campus on collective bargaining for staff and faculty?
- Will faculty and staff retain membership in PERS, and will other retirement benefits still be available (e.g., Social Security benefits)?
- What will the salary schedule look like? Will we be forced to take a cut in salary?
- Will the Charter Campus create a group of second-class, lower-paid employees?
- Will jobs be lost with the implementation of a Charter Campus?
- How will our health, dental, vision and welfare benefits be affected?

2. Institutional Finances. We advise careful consideration of revenue issues. We suggest that a Charter Campus petition insure maximum state funding and actively encourage private support that is socially and environmentally responsible as well as educationally sound. Whatever plan is put forward, we must be certain that we do not jeopardize what little financial security we now enjoy.
3. **Local Community Concerns.** Members of the local community will also be affected by whatever changes are made at HSU. A few of their questions might be:

- Will the University be asking the local community for more monetary support to meet its budget?
- Will local students still be able to qualify for admission, and will they be able to afford the cost?
- Will there be cut-backs that will ripple through the local economy? Or will there be an expansion that will stretch the community’s abilities to meet the needs of the University?
- Will the University continue to produce graduates who meet the needs of the local economy?
- Who will insure that our tax dollars are being well spent?

4. **Student Concerns.** Below are questions which might be representative of student concerns.

- Will a Charter Campus give the President total power over campus wide decisions?
- Would the President be able to spend University funds any way he wants?
- Will the administration have the power to raise fees as high as they see necessary?
- Can we be assured that the quality of HSU’s educational program will not diminish?
- Can any academic major program be cut at any time?
- How will autonomy from the CSU system affect our financial support?
- Will there be more effective ways of evaluating tenured professors to insure that they continue to be good teachers?
- How will student services be affected?
- Would a Charter Campus be a more exclusive, "elitist" university?
- Will HSU still be accredited?
- If students decide they do not approve of the charter campus format, can they take their CSU admission elsewhere?
- What will a degree from an HSU Charter "experiment" look like to other schools and employers?
- How will a Charter Campus change HSU’s existing relationships with local, state, national and international community?
- When would this Charter Campus program go into effect?
- Will it effect the graduation of existing students, or will there be grandfather clauses to protect graduates involved in the change?
5. **Some Other Unanswered Questions:**

- If HSU becomes a Charter Campus, how would it negotiate its relationship with accreditation agencies?
- How will legal matters be handled? Who will assume the liability risks of faculty, staff, administration? Who will be responsible for defense against lawsuits? How will conflicts be handled? Who will handle them?
- If we engage in a process of this magnitude to establish a Charter Campus, will the CSU system guarantee us the right to operate for a sufficient time period to warrant the investment of time and effort?
VII. RECOMMENDATIONS FOR FURTHER PLANNING

Should the HSU community decide that it is committed to the Charter Campus concept, it must first write a petition which would articulate in detail all components of the charter. Next, the petition would have to gain approval from the Chancellor and Legislature in order for implementation to begin.

The Charter Campus Study Group feels it unwise to make specific recommendations for the implementation of the Charter Campus beyond those that would apply to the next stage of deliberations. We have purposely addressed issues of a general nature (e.g., our vision of an inclusive, democratic, self-regulated campus), in order to allow those who are engaged in the next stage maximum freedom to consider the whole range of options and impediments.

Our specific recommendations are two:

1. The President should determine whether there is adequate interest in HSU becoming a Charter Campus. We stress the word “interest” here, since most people will surely be undecided as to whether they “support” the Charter Campus concept until a full discussion of possibilities, impediments, and specific proposals has taken place. It is our belief that if the campus community has sufficient interest in exploring this idea further, the President should implement a process that would both examine in greater detail our hopes and fears in making such a change, and (if interest and support intensifies) generate specific written proposals that could be included in a petition to the Chancellor.

   We trust in the wisdom of the President to determine whether there is adequate interest on campus at this point to justify further deliberations.

2. If the President finds such interest, we further recommend that he establish committees, composed of representative members, to study every major area that needs to be addressed in a charter petition to the Chancellor. We feel that these committees should move thoughtfully yet swiftly so that, should the University community support the concept, a petition may be drafted with all due speed.

   The headings of our document (under "Section IV, A-H") might be used as a framework for committee organization. If so, we recommend that a steering committee be established to coordinate the work of the various individual units. Or, the President might choose to establish a committee to study the matter further, and to make recommendations regarding committee structure. However such a network of committees be established, we urge the President to be as inclusive as possible in establishing the membership of these committees, and to allow these committees freedom to act as their conscience, creativity, and intelligence compel them. We are concerned that certain constituencies on campus, particularly students and staff, feel
marginalized from decision making at present and are skeptical that some people in positions of power will not allow changes that increase democracy at the University. Therefore, we urge all members of the community to engage in these deliberations with openness, generosity and enthusiasm. Only in such a way can a democratic process be guaranteed.

VIII. CONCLUSION

The members of the Study Group are unanimous in our belief that the designation of HSU as a Charter Campus would be a splendid opportunity to enhance the already excellent University of which we are a part. We understand that many program innovations could be accomplished without HSU becoming a Charter Campus, but we believe the concept would focus our attention and galvanize our will to accomplish a vision that might otherwise lie dormant in our imaginations. We also understand that unless the campus community wholeheartedly supports the Charter concept, nothing will come of it. Our chief fear is that many people, resistant to change or susceptible to cynicism, will be closed to possibilities of success. Our bright hope is that the University community will make the choice to build on dreams, to overcome divisions, and to work together in shaping for our students an even better institution than the one we have inherited from previous generations.

In this spirit we heartily recommend to the President that we proceed with campus-wide deliberations about how to define HSU as a Charter Campus, and to seek the approval of the Chancellor and the Legislature for this unique designation. We also appeal to the members of the University community to participate energetically and optimistically in those committees, panels, and forums that might be convened. If these deliberations do not result in University-wide consensus about the merits of a charter campus, then the process will (and should) die of its own accord. But at present we believe that we can achieve whatever we set our minds to, and transcend all impediments to success with a readiness and willingness to work together.