

Self-Study Components

- I. **Why HSU?**- Detailed description as to why HSU is poised to be the next CSU Polytechnic including
 - A. Data points demonstrating polytechnic alignment
 - B. Workforce need areas in CA, and nationally
 - C. Sustainability focus
 - D. Unique Location value including: rural location/North Coast, forest, agriculture, and cable
 - E. Capacity to take more students

- II. **Academic Programming:** Robust STEM-intensive, accredited colleges/units. i.e. Engineering. Programs required in each of the four areas: natural sciences, applied sciences, engineering, and technology
 - a. Description of Programs in Each of the Four Areas (existing)
 - i. Science
 - ii. Technology
 - iii. Engineering
 - iv. Applied Sciences
 1. Explain working definition of “applied sciences”- to include but not limited to agriculture and health programs.
 - b. Description of Program build out in each of the four areas
 - i. Explain phased approach and build out to 2023 (designation); 2026 (operating); 2029 (thriving)
 - ii. Reference chart
 - c. Description of academic partnerships (if any) existing and in program start up (College of the Redwoods, other CSU’s)
 - d. Description of specialty accreditation (existing and future) including ABET
 - e. Reporting of SLO and Pomona programming and limitations to accepting students
 - f. Reporting of workforce/high need areas in polytechnic that are informing our “new” programs
 - g. Description of location and how it lends itself to certain programs

- III. **Faculty and Staff Information**
 - a. Number of STEM (polytechnic) faculty
 - Additional hires needed and associated costs needed for buildout of future polytechnic programming (paying attention to accreditation requirements)
 - Reporting of existing faculty #'s and associated departments
 - Existing faculty research and grant activities
 - Existing faculty awards and accomplishments

- IV. **Student Information**
 - a. Report STEM (polytechnic) majors at HSU: relative %
 - b. Demonstrate a pathway to growth of STEM (poly) majors equivalent in % to the other two CSU polys WITHOUT decreasing non-STEM majors.
 - c. Student demographic information (BIPOC, first-generation, Pell-eligible)

- V. **Facilities Description** for Building out and sustaining polytechnic programming
 - a. Description of dedicated buildings/instructional and lab space appropriate for sustaining the engineering programs and other STEM majors
 - b. Description of dorm/housing space as well as student support services (current and future with potential growth)
 - c. Demonstrate space utilization in the community, with partners, College of the Redwoods and across and outside of Humboldt County.
 - d. Facility access in Del Norte County and Trinity County (if any)
 - e. Describe all existing facilities and pathways to future facilities

- VI. **Research Infrastructure and Expenditures** (Research awards, centers, industry-sponsored collaborations)
 - a. Highlight grant activity over last 5-10 + trend upwards.
 - b. Highlight stellar faculty and associated awards
 - c. Describe faculty productivity in obtaining grants and HSU's equivalency or pathway to equivalency of production at SLO and Pomona
 - d. Description of campus infrastructure sufficiency to support faculty efforts

- VII. **Regional profile: Evidence of polytechnic-enabling industries**
 - a. Forestry, cannabis, rural health, agriculture, marine/ocean, cyber, data science, environmental/sustainability, etc.
 - b. Campus has partnerships with industry sufficient to obtain accreditation, i.e., industry members serve on Advisory Boards and assess student learning (Senior Projects) and provide internships to students. MOUs should be submitted.
 - i. List advancement board
 - ii. List all department/program/college advisory boards
 - iii. List internship sites available for students
 - iv. Provide information on partnerships and centers with research centers, government agencies, cultural communities, and businesses.

- VIII. **Budget and Resources**
 - a. Description of current budget projection and planning for realignment.
 - b. Develop Pro Forma that demonstrates plan for associated costs f to meet polytechnic designation in 2023 and continued phasing through 2029.
 - i. Faculty, staff, programming equipment
 - ii. Dorms, dining, student support services
 - c. Detail donor relationships, partnerships congruent with polytechnic designation
 - i. Capital Campaign update
 - d. Demonstrate (perhaps through letters of support) support for polytechnic designation from government officials, donors, businesses, universities, etc.

- IX. **Liberal Arts, Humanities, Social Justice Lens**
 - a. Description of Unique Strengths of HSU in Liberal Arts and Humanities
 - b. 21st Century Polytechnic description
 - c. Social Justice lens
 - d. Interdisciplinary description

X. Name Change- description of name change ideas and process

XI. Consultative Process

- a. Description of Self-Study Processes and Structure
- b. Description of Consultation with CSU SLO and Pomona
- c. Evidence of Campus communications and Information Sessions

XII. Appendices

- a. Academic Programs Map
- b. Letter from Chancellor White
- c. Original Outline document
- d. PPT used in presentation
- e. Academic Road Map
- f. Strategic Plan
- g. Capital Campaign

**HSU Polytechnic Self-Study
Steps, Assignment of Responsibilities, and Timeline**

Step/Action	Responsible Person	Deadline	Comment
Response to President White's Letter of Invitation	President Jackson		Complete
Open Sessions for Campus	Jenn	December 8 and 9	Complete - notes in drive
Self-Study Elements (Prospectus) Outline and Draft	Jenn	December 23	Complete - will serve as template for final proposal and working group sections
Roles and Responsibilities - Working Groups/Teams	Lisa	January 10	Complete
Working Group Leadership Finalized	Jenn and Lisa	January 12	Complete
Self-Study Process Design	Jenn and Lisa	January 21	Complete - First steering meeting
Self-Study Working Group Identification and Charges	Jenn and Lisa	January 21	Complete - Have fully completed charges for 1/21 steering meeting

Working Group Leader Onboarding	Jenn and Lisa	January 21	Complete - Document outline, roles and responsibilities, steps and timeline, working group charges
Technical Team Onboarding	Jenn and Lisa	January	Data Communication Consultation Website Equity, Inclusion
Working Group Membership Finalized	Working Group Chairs	February 1	Based on the list of volunteers first and then beyond based on expertise needed
Working Groups Convene, Continue Regular Meetings, and Updates to Senate	Working Group Chairs	February 5-May 1	Prospectus section outline, WG approach, WG deadlines, diversity, equity and inclusion frame
Consultation with Campus/Community	WG Leaders/Members	February or early March after SB	Support from Tech Team as needed
Feedback from CO on initial draft	CO	February 5	Due from CO
Working Group first draft	WG Leaders/Members	March 15	Due from WGs
Consultation with Campus/Community Forums, surveys, etc.	WG Leaders/Members	March-May	Support from Tech Team as needed
First Draft/Update - Self-Study	Jenn and Lisa	March 26	Due to CO
Meet with CO- feedback on first draft	Jenn	April 13	Meet with CO
Working Group second and final draft	WG Leaders/Members	May 1	Due from WGs
Revised Draft/Update - Self Study and first update to BOT reps	Jenn and Lisa	May 25	Due to CO
Consultation with WSCUC	Mary Oling-Sisay/Jenn	July	Required for name and program changes
Revised Draft/Update - Self Study and second update to BOT reps	Jenn and Lisa	July 22	Due to CO
Self Study and Plan Complete	All	September 1	Due to CO

Revisions, Action Plans, Build Out and Collaboration	Jenn and Lisa	Summer and Fall, 2021	WG role TBD
Formal Request to CSU BOT	President Jackson	January, 2022	Due to Educational Policy Committee of CSU BOT