Appendix J: Deans’ Interviews

(DD) October 27, 2009

Hi Deans: I am leading a team that is collecting data on campus communication for the WASC report specifically, we are examining how the campus communicates information about our fiscal crisis. To that end, please take the time and answer the questions below. Please respond from your perspective as the Dean. In some cases, you might have a committee or steering council that handles such fiscal communication, if so please let us know how the group operates. If that is not the case, then substitute the term Dean where the survey reads "group." We need as much information as possible in response to each of these questions.

1. How was the campus-wide approach to managing the fiscal crisis introduced to you and/or your designated group responsible for handling the fiscal crisis (if applicable)? If a specific group or committee is involved, please name the group.
   Via the Resource Planning Process Committee

2. The following three subquestions ask how within the College faculty/staff participate in the handling of the fiscal crisis.
   2a. How does the group disseminate information on the fiscal crisis? Seemingly endless meetings
   2b. How does the group solicit input on the fiscal crisis? Seemingly endless discussions
   2c. How does deliberation on the fiscal crisis occur? Seemingly endless discussions

3. What efforts are being undertaken throughout the processes to obtain input from all individuals represented by the group, i.e. faculty, staff, students, community?
   (a) Road shows, presentations to the entire campus presented multiple times;
   (b) directions to vice presidents to plan and consult within each division;
   (c) directions to each dean to plan and consult within each college;
   (d) Senate retreat

4. What feedback mechanisms are in place to communicate the group's deliberation and recommendations back to its constituency? Road show II, coming in Jan Feb

1. What feedback mechanisms are in place to communicate the group's deliberation and recommendations to other groups that are similarly engaged? Meeting of deans on Nov 18th

2. What feedback mechanisms are in place to communicate the group's deliberation and recommendations to other decision making bodies? Road show II, coming in Jan Feb

3. Do you perceive that you or your group's deliberations contribute to a culture of collaborative decision making on the CSULB campus?
   7a. If yes, what makes you feel confident that you are contributing to collaborative decision making at CSULB?

(MG) October 27, 2009

Hi Deans: I am leading a team that is collecting data on campus communication for the WASC report specifically, we are examining how the campus communicates information about our fiscal crisis. To that end, please take the time and answer the questions below. Please respond from your perspective as the Dean. In some cases, you might have a committee or steering council that handles such fiscal communication, if so please let us know how the group operates. If that is not the case, then substitute the term Dean where the survey reads "group." We need as much information as possible in response to each of these questions.

1. How was the campus-wide approach to managing the fiscal crisis introduced to you and/or your designated group responsible for handling the fiscal crisis (if applicable)? If a specific group or committee is involved, please name the group.
   The fiscal crisis was introduced early on and in various formats to both the dean's group as well as the senior management council. The information exchange continues at various levels.

2. The following three sub questions ask how within the College faculty/staff participate in the handling of the fiscal crisis.
   2a. How does the group disseminate information on the fiscal crisis?
As dean, I have disseminated the information regarding the fiscal crisis to the various committees and 
groups in the college as soon as I was told by Academic Affairs I have disseminated information to my 
administrative leadership group, faculty council and the budget subcommittee of faculty council, staff 
council, and my Dean's student advisory committee. In addition, I have an open forum scheduled for 11/6 
in the afternoon.

2b. How does the group solicit input on the fiscal crisis?
As members of my administrative leadership team, my department chairs follow a model that we use 
centrally to both disseminate information, as well as seek input regarding solutions from to their faculty and 
staff

2c. How does deliberation on the fiscal crisis occur?
As indicated above, deliberation occurs often and at various levels. I have and will continue to be very 
transparent in the process, providing information as I receive it.

3. What efforts are being undertaken throughout the processes to obtain input from all individuals represented by 
the group, i.e. faculty, staff, students, community?
Please see above.

4. What feedback mechanisms are in place to communicate the group's deliberation and recommendations back to its 
constituency?
I am preparing a draft budget summary describing proposed reductions that I will share with my administrative 
leadership group and faculty council, including the budget subcommittee. Nothing on the summary will come as 
a surprise as these groups have been involved in the conversation from the beginning.

5. What feedback mechanisms are in place to communicate the group's deliberation and recommendations to other groups that are similarly engaged?
I am unclear as to what you are asking here. Sorry.

6. What feedback mechanisms are in place to communicate the group's deliberation and recommendations to other decision 
making bodies?
There are no other decision making bodies in the college.

7. Do you perceive that you or your group's deliberations contribute to a culture of collaborative decision making on the 
CSULB campus?
Yes, absolutely, and I have received comments from faculty and staff regarding the collaborative nature with 
which this process has used.

7a. If yes, what makes you feel confident that you are contributing to collaborative decision making at 
CSULB?
In addition to the above comments, I meet regularly with my associate deans to assess their perceptions of the 
collaborative nature of our decision making as well as with my department chairs.

(DG)  October 27, 2009
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are examining how the campus communicates information about our fiscal crisis. To that end, please take the time and answer the 
questions below. Please respond from your perspective as the Dean. In some cases, you might have a committee or steering 
council that handles such fiscal communication, if so please let us know how the group operates. If that is not the case, then 
substitute the term Dean where the survey reads "group." We need as much information as possible in response to each of these 
questions.

1. How was the campus-wide approach to managing the fiscal crisis introduced to you and/or your designated group 
responsible for handling the fiscal crisis (if applicable)? If a specific group or committee is involved, please name the 
group. 
Most information was distributed at a Dean's Council or Senior Management meetings.

2. The following three subquestions ask how within the College faculty/staff participate in the handling of the fiscal crisis. 
2a. How does the group disseminate information on the fiscal crisis?
Information to Department Chairs and the Faculty Council is discussed at bimonthly (for chairs and once a month to FC) 
meetings—by the Dean and ASM. Academic Affairs visited one of our chairs and faculty council meetings to share the 
budget road show information. The ASM assists with the dissemination of info to other college fiscal staff and to the 
department coordinators
2b. How does the group solicit input on the fiscal crisis?
Chairs and faculty council representatives discuss these S.SZI:ss and information with their faculty and staff and
regularly scheduled meetings in addition there will be P meeting for all college faculty to discuss the budget and ask questions regarding the budget.

2c. How does deliberation on the fiscal crisis occur?
The Dean, Associate Dean and the ASM meet regularly and have been working with representatives from the Department Chairs to discuss the budget and some possible solutions.

3. What efforts are being undertaken throughout the processes to obtain input from all individuals represented by the group, i.e. faculty, staff, students, community?
There will be open forum meetings for faculty and staff to discuss the budget. So far nothing has been planned to involve the community other than through department advisory committees.

4. What feedback mechanisms are in place to communicate the group's deliberation and recommendations back to its constituency?
The standard way for feedback from faculty has been through the department representatives that make up the Faculty Council.
Staff will be invited to attend the open forums to be part of the budget discussions.

5. What feedback mechanisms are in place to communicate the group's deliberation and recommendations to other groups that are similarly engaged?
Right now the college has only the mechanism of chairs meetings, faculty council meetings, on occasion joint meetings with chairs and faculty council and the FC representatives are to report back to their department faculty meetings.

6. What feedback mechanisms are in place to communicate the group's deliberation and recommendations to other decision making bodies?
The Dean and ASIVI provide feedback to administration via the meetings they attend. We also have the opportunity to share our views and plans with committee members during the UP process.

7. Do you perceive that you or your group's deliberations contribute to a culture of collaborative decision making on the CSULB campus?
I certainly hope so—I feel that the feedback given by the dean and ASM at their respective meetings are extremely important and allows them to work collaboratively with all other divisions on campus.

7a. If yes, what makes you feel confident that you are contributing to collaborative decision making at CSULB?
I openly discuss the needs of the constituents within my college administrators, fellow deans, and other senior management representatives,

(FG) October 27, 2009
Hi Deans: I am leading a team that is collecting data on campus communication for the WASC report. Specifically, we are examining how the campus communicates information about our fiscal crisis. To that end, please take the time and answer the questions below. Please respond from your perspective as the Dean. In some cases, you might have a committee or steering council that handles such fiscal communication, if so please let us know how the group operates. If that is not the case, then substitute the term Dean where the survey reads "group." We need as much information as possible in response to each of these questions.

1. How was the campus-wide approach to managing the fiscal crisis introduced to you and/or your designated group responsible for handling the fiscal crisis (if applicable)? If a specific group or committee is involved, please name the group.
   Multiple presentations at the Deans Council meetings, and a presentation at the College Faculty Council meeting.
   Discussions at the meetings of the College of Engineering Executive Council.

2. The following three subquestions ask how within the College faculty/staff participate in the handling of the fiscal crisis.
2a. How does the group disseminate information on the fiscal crisis?
On a regular basis, Dean shares info with the department chairs, and they in turn inform the faculty. Dean participates in College Faculty Council meetings and provides overview.

2b. How does the group solicit input on the fiscal crisis?
Faculty meetings within the department conducted by chairs. Engineering Faculty Council (EFC) conducts discussions.
Chair of EFC and the department chairs participate in the in the College Executive Council.

2c. How does deliberation on the fiscal crisis occur?
Discussions at various meetings, mostly Executive Council. Informal group conversations among various individuals.
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3. What efforts are being undertaken throughout the processes to obtain input from all individuals represented by the group, i.e. faculty, staff, students, community?
   Chairs are encouraged to discuss the issues and seek input from their faculty and staff. Student leaders have been informed in their general meeting. However no formal appeal has been to students to seek their input.

4. What feedback mechanisms are in place to communicate the group's deliberation and recommendations back to its constituency?
   No formal mechanism is in place at the moment. However, the dean plans to broadcast the minutes of the Executive Council meetings to the faculty and staff.

5. What feedback mechanisms are in place to communicate the group's deliberation and recommendations to other groups that are similarly engaged?
   None at this time.

6. What feedback mechanisms are in place to communicate the group's deliberation and recommendations to other decision making bodies? None at this time.

7. Do you perceive that you or your group's deliberations contribute to a culture of collaborative decision making on the CSULB campus?
   No! It is unfortunate that Engineering has been underfunded at CSU in general, and CSULB in particular, for over two decades. Arguments have been made repeatedly to break the cycle of perpetual decline. However, the receptivity at CSULB has been minimal.

7a. If yes, what makes you feel confident that you are contributing to collaborative decision making at CSULB?

(LK) October 27, 2009

Hi Deans: I am leading a team that is collecting data on campus communication for the WASC report. Specifically, we are examining how the campus communicates information about our fiscal crisis. To that end, please take the time and answer the questions below. Please respond from your perspective as the Dean. In some cases, you might have a committee or steering council that handles such fiscal communication, if so please let us know how the group operates. If that is not the case, then substitute the term Dean where the survey reads "group." We need as much information as possible in response to each of these questions.

1. How was the campus-wide approach to managing the fiscal crisis introduced to you and/or your designated group responsible for handling the fiscal crisis (if applicable)? If a specific group or committee is involved, please name the group.
   I had David Dowell and Don Para meet with the Department Chairs and our Faculty Council. I also invited department budget committees or executive committees to join us for that meeting. I have given almost weekly updates to the Council of Department Chairs (CDC - which also includes the Director of Development, Operations Manager, ASM, and associate deans).

2. The following three subquestions ask how within the College faculty/staff participate in the handling of the fiscal crisis.
   2a. How does the group disseminate information on the fiscal crisis?
      I meet with just the Associate Deans, ASM, and department chairs for very specific and detailed information and discussions. I also meet weekly with the CDC (see above). Chairs are asked to pass on the information to their departments and have discussions there. I have sent out memos and today (Oct 30th) just had a 2-hour college meeting with staff and faculty on the budget situation specific to the college and gave time for questions and discussion.
   2b. How does the group solicit input on the fiscal crisis?
      Chairs have been having discussions within departments and bring that information back to the CDC. I will be meeting with the Faculty Council soon to hold discussions there and will be visiting two departments for their meetings in the next couple of weeks.
   2c. How does deliberation on the fiscal crisis occur?
      I think once we have had time to make sure everyone had heard the messages and has had time to give input (keep telling them nothing is a "done deal yet"), my CDC group will need to make some decisions. However, this is a work in progress and will be so into next year, there is always time for adjustments.

3. What efforts are being undertaken throughout the processes to obtain input from all individuals represented by the group, i.e. faculty, staff, students, community?
   I have made considerable effort to include staff with the faculty in presentations and discussions, but do find it hard to do in a mixed group as staff concerns tend to be somewhat different than faculty. I had considered having a discussion with our College Student Council, but upon talking with the SLD advisor, she did not think it a good idea (not sure I agree).
As to the community, our Chemistry Department just had its Advisory Council breakfast and there was much discussion there. However, most of the time was spent answering questions as there is a great deal of lack of understanding of the situation and very little productive input. As we do development, there is also time for discussions about the campus and programmatic needs. Again, however, I find that the level of understanding is so low that it is hard to move to the next level of obtaining input that is helpful.

4. What feedback mechanisms are in place to communicate the group's deliberation and recommendations back to its constituency?
   We are not to this point yet, but it will be done via emails from the dean and chairs. Chairs will also convey to staff/faculty in department meetings.

5. What feedback mechanisms are in place to communicate the group's deliberation and recommendations to other groups that are similarly engaged?
   The CSU Science Deans have a listserv and are in on-going conversations. We will have a Southern California Dean's meeting in a month where this will be the only topic really - what have we decided to do on our campuses and how can we help each other. I suppose on campus this will be done among the deans, the Academic Senate, and Budget

Presentation #2

6. What feedback mechanisms are in place to communicate the group's deliberation and recommendations to other decision making bodies?
   Not sure about this one!

7. Do you perceive that you or your group's deliberations contribute to a culture of collaborative decision making on the CSULB campus?
   Yes, but I am finding that faculty primarily have their self-interest at heart and are not as concerned about collaborative decision making across campus as they are within their own unit (department) or at the most, the college

7a. If yes, what makes you feel confident that you are contributing to collaborative decision making at CSULB?
   I think this is happening at the deans' level and with some individuals across the divisions. However, I'm not convinced yet that the faculty are doing that (except the ones in Academic Senate or in the Chairs' forum).

(RF) October 27, 2009

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1. How was the campus-wide approach to managing the fiscal crisis introduced to you and/or your designated group responsible for handling the fiscal crisis (if applicable)? If a specific group or committee is involved, please name the group.
   We were informed in the same fashion as the rest of the campus. It was not a problem for us.

2. The following three subquestions ask how within the College faculty/staff participate in the handling of the fiscal crisis.
   2a. How does the Dean disseminate information on the fiscal crisis?
      Via in person meetings with all levels of faculty and staff as well as email communication.
   2b. How does the Dean solicit input on the fiscal crisis?
      By asking for feedback both in person (via the meetings described above) as well as via email communication.
   2c. How does deliberation on the fiscal crisis occur?
      Via in person meetings and email communication with the appropriate staff and faculty representation.

3. What efforts are being undertaken throughout the processes to obtain input from all individuals represented by the group, i.e. faculty, staff, students, community?
   The library has issued several Campus Community Updates (press releases) to the campus community to communicate the ways the library has been impacted by the fiscal situation, including reduced hours and alternatives for when the library is closed. In each press release there is contact information for comments and suggestions. In addition, library faculty and administration have been informing individual departments as the opportunity arises and requesting feedback and comment. All press releases are available on the Library's website.
   In addition, there is a library suggestion/comment form that is available at all times via the library website.
Appendix J: Deans’ Interviews

4. What feedback mechanisms are in place to communicate the group's deliberation and recommendations back to its constituency? See number 3.

5. What feedback mechanisms are in place to communicate the group's deliberation and recommendations to other groups that are similarly engaged? See number 3.

6. What feedback mechanisms are in place to communicate the group's deliberation and recommendations to other decision making bodies? See number 3.

7. Do you perceive that you or your group's deliberations contribute to a culture of collaborative decision making on the CSULB campus? Absolutely.

7a. If yes, what makes you feel confident that you are contributing to collaborative decision making at CSULB? We have representation in all necessary discussion forums (campus councils, committees and administrative councils (Associate Deans, etc.) that allows for collaboration in decision making.

(JK) October 27, 2009
Hi Deans: I am leading a team that is collecting data on campus communication for the WASC report. Specifically, we are examining how the campus communicates information about our fiscal crisis. To that end, please take the time and answer the questions below. Please respond from your perspective as the Dean. In some cases, you might have a committee or steering council that handles such fiscal communication, if so please let us know how the group operates. If that is not the case, then substitute the term Dean where the survey reads "group." We need as much information as possible in response to each of these questions.

1. How was the campus-wide approach to managing the fiscal crisis introduced to you and/or your designated group responsible for handling the fiscal crisis (if applicable)? If a specific group or committee is involved, please name the group.
   The deans have received information from the Senior Vice President on a timely and regular basis since the crisis began and have discussed it at each turn.

2. The following three subquestions ask how within the College faculty/staff participate in the handling of the fiscal crisis.
   2a. How does the group disseminate information on the fiscal crisis?
      The dean brings the most recent budget information to department chair meetings twice monthly and to the Faculty Council meetings monthly.
      The Dean spoke to the gathered faculty of the whole college at the annual College convocation in August.
      The dean and associate dean spoke to the faculty of each department in their kickoff meetings in August and September as well as at the College Convocation in August. The dean and associate dean spoke to the faculty of each department in their kickoff meetings in August and September.
   2b. How does the group solicit input on the fiscal crisis?
      The dean requests feedback to presentations given in the above meetings.
   2c. How does deliberation on the fiscal crisis occur?
      The dean has meetings at least twice weekly with the associate dean and the administrative services manager. The dean deliberates with the chairs at the meetings referenced above.

3. What efforts are being undertaken throughout the processes to obtain input from all individuals represented by the group, i.e. faculty, staff, students, community?
   Information comes from faculty, students, and staff through the chairs and faculty council to the dean.

4. What feedback mechanisms are in place to communicate the group's deliberation and recommendations back to its constituency?
   Once a plan has been decided, the dean presents the plan to the chairs and faculty council and seeks their response for possible adjustments.

5. What feedback mechanisms are in place to communicate the group's deliberation and recommendations to other groups that are similarly engaged?
   The dean communicates the status of the college in light of the fiscal crisis to other groups such our major community support group, the Fine Arts Affiliates, via discussion at monthly board meetings and the FAA monthly newsletter.

6. What feedback mechanisms are in place to communicate the group's deliberation and recommendations to other decision making bodies?
   The dean reports the college's plan for managing the fiscal crisis to both the provost on a regular basis, and through the

7. Do you perceive that you or your group's deliberations contribute to a culture of collaborative decision making on the CSULB campus?  
Yes.

7a. If yes, what makes you feel confident that you are contributing to collaborative decision making at CSULB?  
Faculty, staff, are given a tremendous amount of information including raw data -- both fiscal and otherwise - that goes into the decision-making process. This data is interpreted for them, but they are free to draw their own conclusions from that data and make their conclusions known to chairs and to the dean. It is hard for anyone to conclude that they weren't afforded the opportunity to have a stake in the decision-making process if they wanted to get involved.

(MS) October 27, 2009
Hi Deans: I am leading a team that is collecting data on campus communication for the WASC report. Specifically, we are examining how the campus communicates information about our fiscal crisis. To that end, please take the time and answer the questions below. Please respond from your perspective as the Dean. In some cases, you might have a committee or steering council that handles such fiscal communication, if so please let us know how the group operates. If that is not the case, then substitute the term Dean where the survey reads "group." We need as much information as possible in response to each of these questions.

1. How was the campus-wide approach to managing the fiscal crisis introduced to you and/or your designated group responsible for handling the fiscal crisis (if applicable)? If a specific group or committee is involved, please name the group.  
Provost Gould and AVP David Dowell introduced the Deans to the crisis at biweekly Dean's Council and biweekly Senior Management Council meetings. In dealing with budget and enrollment cuts, my ASM and I worked closely with AVP Dowell and Asst VP Marianne Hata on forecasts, plans, and actual cuts. I feel that the Deans were provided clear, timely information across the academic year that kept us informed as state budget situations changed. I also feel that by informing the Deans as a group and showing all of us the broad impacts on all the Colleges, information was being given in a transparent manner.

2. The following three subquestions ask how within the College faculty/staff participate in the handling of the fiscal crisis.  
2a. How does the group disseminate information on the fiscal crisis?  
I mainly worked with the department chairs and would provide updates throughout the academic year at our biweekly Administrative Council meetings.

2b. How does the group solicit input on the fiscal crisis?  
The Associate Dean and ASM work with me on college-wide parameters on budgets and enrollments and then they work with the department chairs disseminate information and plan for changes at the level of the individual departments.

2c. How does deliberation on the fiscal crisis occur?  
Mainly through the Dean's Council for me and through the Administrative Council for the College.

3. What efforts are being undertaken throughout the processes to obtain input from all individuals represented by the group, i.e. faculty, staff, students, community?  
Since a Dean's responsibility is to manage and lead the College and our state supported budget involves instruction and instruction support, I deal mainly with our ASM, Associate Deans, and Department Chairs. The Chairs gain feedback from the departmental faculty. We keep student success in mind at all times and make decisions offer classes and sections that will allow students to graduate in a timely fashion. Thus, we maintained spending on instruction and used funds from out self-support programs to fund our instructional support. So, students are a focus of our attention, but we did not solicit student input on budget issues since they may not have a broad perspective on the budget issues facing the College. Since the budget crisis ultimately was handled internally to the University, I do think that that community input is necessary or relevant to this situation.

4. What feedback mechanisms are in place to communicate the group's deliberation and recommendations back to its constituency?  
Faculty and staff can discuss issues, concerns, and ideas with Department Chairs, Supervisors, Associate Deans, and me, so direct communication is the main mechanism.

5. What feedback mechanisms are in place to communicate the group's deliberation and recommendations to other groups that are similarly engaged? N/A

6. What feedback mechanisms are in place to communicate the group's deliberation and recommendations to other decision
7. Do you perceive that you or your group's deliberations contribute to a culture of collaborative decision making on the CSULB campus?
   Yes, in terms of working with the Provost's office, other Deans, our Associate Deans, and Department Chairs. However, these deliberations did not extend to the level of the individual faculty member or staff person, but I do not know how better decisions would have been made if input from faculty and staff had been included. The Chairs represent their departmental faculty, and College discussions were open and transparent.

7a. If yes, what makes you feel confident that you are contributing to collaborative decision making at CSULB?
   Because there were repeated discussions across the academic year with information updated regularly. The information was disseminated clearly and in a timely fashion to Deans, Associate Deans, and Department Chairs. This stretches from the Provost to the AVP, Deans, Associate Deans, and Chairs, so many different individuals contributed to decision-making at CSULB.