



Faculty Senate

The Faculty Senate will meet on Friday, March 10, 2023, at 2:00pm via WebEx.

AGENDA (REVISED March 6, 2023)

1. Call to order
2. Approval of the [minutes](#) of the meeting held on February 3, 2023
3. **INTRODUCTION**: Ellen Granberg, President-Elect (Mark Wrighton, President)
4. **PRESIDENT'S REPORT** (Mark Wrighton, President)
5. Brief Statements and Questions/President's Report
6. **RESOLUTION 23/7**: Of Appreciation for Professor James Tielsch (Harald Griesshammer, Faculty Senate Executive Committee)
7. **UPDATE**: [Future Campus Master Planning](#) (Eric Grynawski & John Traub, Co-Chairs, Physical Facilities Committee)
8. **REPORT**: Core Indicators of Academic Excellence (Chris Bracey, Provost)
9. INTRODUCTION OF NEW RESOLUTIONS TO BE REFERRED TO COMMITTEE
10. GENERAL BUSINESS
 - a) Nominations for membership to Senate standing committees
 - b) Senate standing committee reports
 - c) Report of the Executive Committee: Professor Jim Tielsch, Chair
 - d) Provost's Remarks: Chris Bracey, Provost
11. Brief Statements and Questions/General Business
12. Adjournment

Katie Cloud
Secretary

A RESOLUTION OF APPRECIATION FOR PROFESSOR JAMES TIELSCH (23/7)

WHEREAS, Professor James M. (“Jim”) Tielsch’s term of continuous service on the Executive Committee of the Faculty Senate (most recently as Chair) reaches its three-year limit under the Faculty Organization Plan in April 2023; and

WHEREAS, Professor Tielsch has guided the Faculty Senate with extraordinary skill across a tumultuous year, including a major presidential transition and COVID-19; and

WHEREAS, As Chair of the Faculty Senate Executive Committee, Professor Tielsch forged important collaborative connections leading to increased trust between the faculty and the Board of Trustees; and

WHEREAS, Professor Tielsch’s efforts as co-chair of the Presidential Search Committee were instrumental to the recruitment and selection of President-Elect Ellen Granberg; and

WHEREAS, Professor Tielsch is to be particularly acknowledged for advancing the principles of Shared Governance throughout his tenure on both the Faculty Senate and the Senate Executive Committee; and

WHEREAS, Professor Tielsch has tirelessly invested countless hours in improving the lives of GW’s students, staff, and faculty, in addition to the quality and reputation of the University; and

WHEREAS, Professor Tielsch has earned the highest level of respect, gratitude, and admiration of his colleagues on the Faculty Senate as well as the esteem and appreciation of the entire University community;

**NOW, THEREFORE, BE IT RESOLVED
BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY
THAT THE FOLLOWING STATEMENT OF APPRECIATION BE ISSUED:**

Professor James Tielsch has provided distinguished service as a member of the Faculty Senate since 2016, as a member of the Senate Executive Committee since 2020, and as Chair of the Executive Committee for the 2022-2023 Senate session.

As Chair of the Executive Committee, Professor Tielsch has provided outstanding leadership to the University, particularly in the area of shared governance.

As a consequence of his extraordinary leadership, THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY HEREBY EXPRESSES ITS DEEPEST ADMIRATION, APPRECIATION, AND GRATITUDE TO PROFESSOR JAMES TIELSCH FOR HIS DISTINGUISHED SERVICE.

March 10, 2023

Memorandum to Faculty Senate on Strategic Campus Master Planning by its Physical Facilities Committee

March 2, 2023

Summary: The GW Faculty Senate Physical Facilities Committee conducted a study of mechanisms for faculty participation in campus master planning efforts. The purpose of this memo is to memorialize the findings and process, and to provide recommendations for options for future requests to the Faculty Senate.

Method: The Physical Facilities Committee was charged by the Faculty Senate Executive Committee with exploring Campus Master Planning. Early in the fall, we learned that there was a temporary pause in planning efforts. We used this as an opportunity to examine the history of campus planning at GW and look to other universities for best practices for more effective and inclusive planning.

The committee examined the master planning process at regional schools (e.g., Georgetown and American University) and market basket schools. Most universities publish planning documents, their plans are well described in the local media and student newspapers, and there is an extensive legislative history provided by the records of city council meetings. This provides a robust archival record of the success and failure of campus planning. Examining market basket and regional schools provides useful comparisons as some universities have successful processes that are lauded by students and faculty (e.g., Georgetown and Wake Forest) and others provoke outrage, votes of no confidence, and even legal action (e.g., NYU's 2031 Plan). The central conclusion from a methodological perspective the committee reached is that comparing our processes to other universities is an effective way of improving our own planning processes.

Two successful approaches: Most campus planning efforts can be divided into two types. First, there are *narrow* planning efforts. By narrow, we mean that the campus master plan does not affect the academic core of a university. The academic core refers to the central area of campus that serves as the heart of the campus community, including academic buildings, residence halls, the library, dining halls, and student services buildings. It does not usually (but can) include areas like the Mount Vernon Campus as these are auxiliary sites that feed into an academic core.

For example, in Figure 1, we show the master planning document produced by the University of Southern California. The plan included creating the University Village site, which was adjacent to the Academic Core but did not affect it directly.

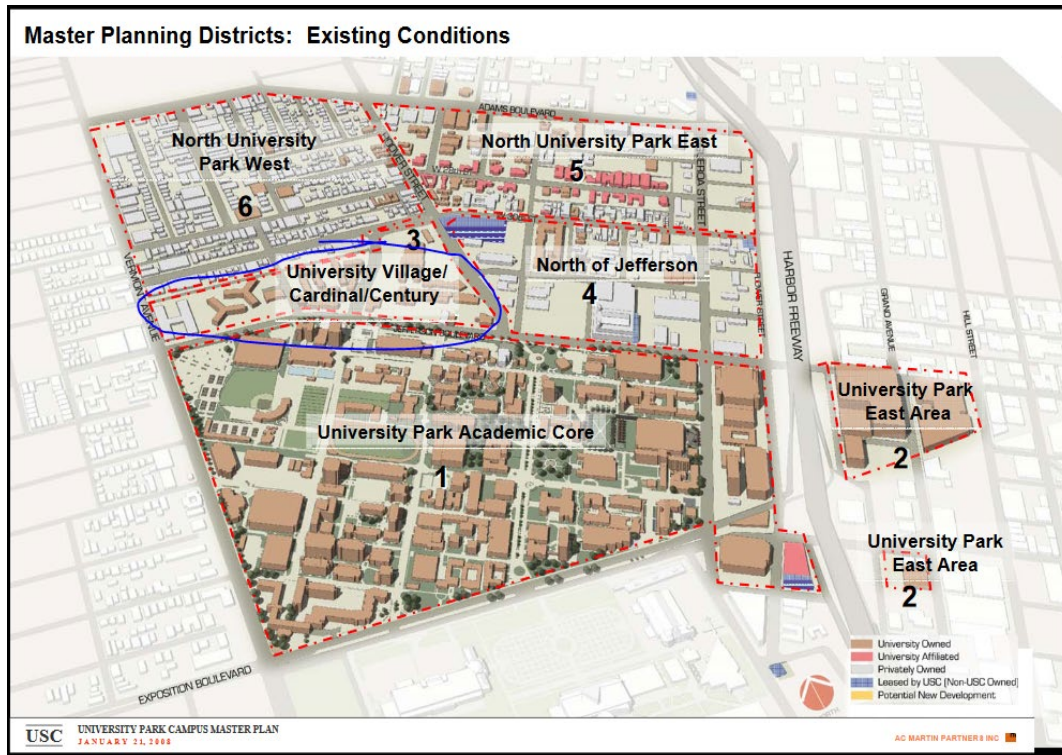


Figure 1: USC Master Plan (Circled is main area for development)

When planning does not affect the academic core directly, universities often have a single committee composed of faculty from affected schools, students, trustees and administrators. The group is inclusive but limited. The University of Rochester, for example, engaged in a narrow strategic planning process that affected sites across the river from campus and also expanded the connections between the medical center to the east of campus and the academic core; it has a single faculty and staff working group with fourteen members.

By contrast, there are also *broad* planning efforts. Broad planning efforts affect the academic core of an institution, for example, by relocating schools or academic buildings, substantially changing the look and feel of campus, or expanding the academic core of the university. When planning affects the academic core of an institution, most market basket and regional schools engage in extensive planning efforts that are more inclusive of faculty, students and staff.

Georgetown provides an example. It's most recent strategic plan called for substantial redevelopment of buildings on campus, including residence halls, academic buildings, the library, and other facilities. It created several committees to examine different aspects, including a group focused on academic space, transportation, historic preservation, and other areas. They also provided early notification to community members, providing tours of affected spaces, a blog to describe and solicit feedback on their plans, and open forums and workshops to enhance transparency. The student newspaper lauded the university for its transparent and collaborative approach to campus planning as it engaged the entire community or students, alumni, staff and faculty in the process. Figure 2 shows how the proposed building impacted the Academic Core and thus makes it an example of broad planning.

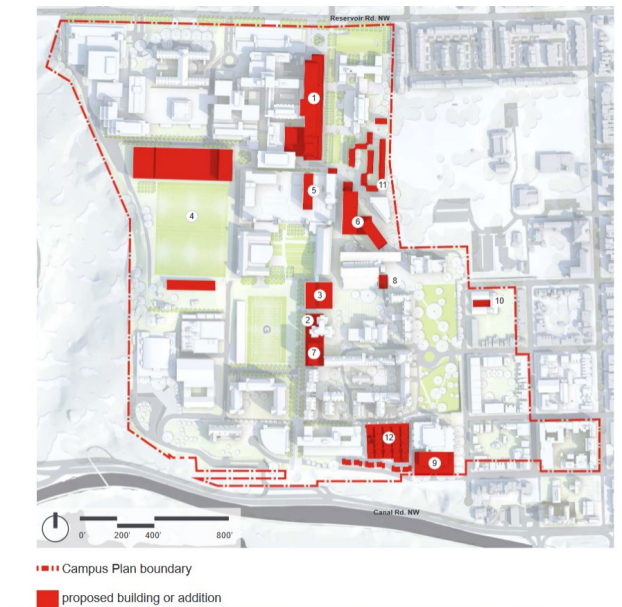


Figure 2: Georgetown Master Plan, with bold red for buildings affected.

Unsuccessful Planning: Several universities engaged in planning that was less successful and proved divisive on campus or in the community. Examples of these schools include Pittsburg, Syracuse, and New York University. In the first two cases, planning was limited to a small committee and it made clear mistakes in the planning process. For example, Pittsburg’s presentation of its campus master plans accidentally omitted an entire school. When asked, the planners reported that this was a known problem with their plans. Similarly, Syracuse’s Provost was tasked with announcing the Campus Master Plan. In a public forum, he was unable to explain the plan or its assumptions, and struggled to answer basic questions about the assumptions upon which the plan was based. This undermined confidence in the plan. Some faculty protested elements of the plan.

New York University provides the most spectacular case of failure. President Sexton launched a controversial planning effort, called the 2031 plan. He relied on a handpicked group of faculty to participate in a single committee. The plan called for the creation of new superblocks. The faculty strongly opposed the plan, and every school except one voted no confidence in the President due to the plan. President Sexton then handpicked another committee, which listened to faculty complaints, before recommending that Sexton move ahead with the plan. The faculty sued, and the New York State Supreme Court sided with the faculty, blocking most of the 2031 plan. The net result was a costly and protracted struggle that did not advance the mission of the university and created substantial discontent within the faculty and student body.

In sum, when planning is broad and not inclusive, planning is ineffective and divisive.

Options: The task the committee set itself was to clarify what faculty mean when they ask for input into the process of campus master planning. We therefore wanted to present options to the Senate so that they can consider them in advance of future planning efforts. We are also specifically focusing on faculty involvement; however, an equal case can be made for student, alumni, or staff involvement. The central finding is that *providing more opportunities for input turns campus planning into a community building process.*

- (1) Campus master planning should follow after strategic and academic planning. There is no university engaged in broad campus planning that has not identified a strategic plan and developed academic plans in support of the strategic plan first. This is a necessary and logic sequence. Faculty traditionally are heavily involved in strategic planning, providing an opportunity for helping set the future direction of the university that guides campus planning.
- (2) Carefully consider the kind of committee structure likely to produce effective shared governance over facilities issues. Most universities engaged in narrow planning have a single committee or small set of committees. Broad planning, however, often involves many committees. Most campus planning efforts include changes to classroom, office, and research space, retail space, residential spaces, and student life spaces. The most common approach is to treat these as themes and form working groups around each. For example, Wake Forest created Steering Committee (composed of faculty, leadership and trustees). Reporting to the steering committee was a large advisory committee tasked with soliciting community feedback, an Academic Life committee (the deans), a Student Life Committee (largely staff, such as Residence Life, admissions, police), and an Athletics group. This provided opportunities for different groups to meet and discuss needs. Other universities pursue a different thematic composition, for example by having working groups on Housing, Energy, Transportation, Academic Spaces, and Student Services. Faculty inclusion depends on expertise; for example, many faculty may not be well equipped to engage in discussions of Housing, but faculty working with LLCs have experience in designing community spaces and strong working partnerships with residence life staff.
- (3) Consider identifying an academic core and insisting on extensive faculty involvement in changes to the academic core. The Foggy Bottom footprint is very small, especially compared to peer institutions. The academic core should be designated on planning documents. One consistent goal should be to preserve and expand the core. The committee met and discussed what we view as the academic core. However, we believed that the process of identifying a specific area must include students as their lived experiences on the campus are important. When planning affects the academic core, it is important to include faculty from the residential schools owing to the central importance of the campus for the undergraduate student experience.
- (4) Early and transparent communication is an effective way to enlist faculty support. Our neighboring universities post all of their planning documents online. Georgetown was the most effective. It created a blog with consistent updates to the community. In making plans, it developed tours for the community to see spaces and understand why they needed renovation. It provided opportunities for public comment and discussion, online and in-person. It detailed

plans early in the process and tried to make clear where community feedback led to adjustments in the plans. When plans are suddenly sprung on the community, by contrast, plans are often not received well (in part because they are worse plans).