NEW YORK UNIVERSITY
A private university in the public service

NYU FRAMEWORK 2031

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SUMMARY

This draft of the NYU Framework 2031, requested by the Executive Committee of the NYU Board of Trustees, addresses the key concerns, issues, and opportunities that NYU will face over the next two decades as it approaches its 200th anniversary in 2031. First, this document describes the context and means by which NYU achieved its rapid rise in academic stature over the past quarter century and highlights the major challenges and constraints that NYU will face in the coming decades as it continues to aim for the same advancement. These new challenges range from the nationwide political discourse increasingly critical of and antagonistic to higher education to the formidable and growing resource advantages of the wealthier institutions against which NYU is competing for students and faculty. The negative political climate, driven by public concerns over high tuition rates and access, may well get worse if it leads to legislation that limits tuition raises, cuts back federal and state financial aid, and curtails government funded research.

The University, however, must continue to pursue opportunities and not lose sight that its preeminent task over the coming decades is to nurture its core as a great research university. NYU has built a solid platform, evidenced by its strong research profile, outstanding faculty, superb student body, distinguished professional and graduate schools, and creative programs. The Framework must give the highest priority to sustaining and developing this core of academic excellence and research. A great research university produces, preserves, and transmits new ideas, insights, and knowledge. Its basic research activities promote and nurture scientific progress, develop artistic and creative expression, and sustain an informed democratic society and its political life. In the next quarter century, there will be two to three dozen truly great research universities in the world. NYU, first and foremost, must secure its place in that group, not simply by mimicking what other great research universities are doing, but by building on its own unique strengths, assets, and ambitions. NYU's entrepreneurial spirit, attitudinal and locational endowments, and global reach, imaginatively deployed, can create this future – not just for some select units and departments as it has successfully done in the past, but for the University as a whole.

The second purpose of this draft is to outline some principles and processes to guide the difficult choices and bold decisions that NYU has to make in order to succeed. NYU does not enjoy the endowments of dollars and space of its peers. If the reality is that not all initiatives can be funded, how should NYU make the judgment among many appealing proposals? The Framework puts forth a set of overarching principles, or fundamental tenets of quality, that must not be sacrificed; criteria for evaluating specific proposals for investment; and further considerations or "plus-factors" to be weighed in assessing proposals going forward.

It is very important to acknowledge what this document will not do. NYU is not yet devising a strategic plan or a specific set of academic priorities. Some, with good reason, will argue for more immediate and precise priorities, and undoubtedly, future discussions will have to confront specificity in choices and directions. But at this stage the goal is to create guiding principles and processes, broad enough to allow for the flexibility and agility that leaves room for the NYU entrepreneurial spirit, and yet focused enough to provide genuine direction for choices ahead. The distillation of these principles and criteria is found on page 14.

I. THE FOUNDATION

NYU today is a confident, reflective community of scholars, artists, and learners that is mindful of its founding values, animated by its mission as a major urban research university with global reach, and committed to ambitious yet thoughtful planning. Over the most recent 25 years of its history, NYU's ascendancy has been nothing short of stunning – moving it from near bankruptcy in 1975 (when it was largely a regional institution with several strong professional schools and institutes) to a position of prominence among the great universities of the world.

Much of the University's success from 1981 to 2001 was driven by aggressive entrepreneurship – opportunities identified and seized. The judgments made about investments during this period – recruiting research faculty, erecting student residence halls, initiating a small set of study sites in Europe, investing in several innovative programs – were for the most part well considered. Today, NYU faculty are recognized as leaders in their fields, as is evidenced by their research breadth and depth, the number of distinguished awards they have received, and the intensifying efforts of other institutions to attract them. The growing research reputation of many schools and departments has drawn to the University's Ph.D. and MA programs outstanding graduate students from all over the world. Not surprisingly, therefore, the NYU graduate student placement record, both to academic and professional institutions, has markedly improved. Similarly, NYU's professional schools all have made impressive advances in the past seven years. And the quality of undergraduate students is higher than ever before, as evidenced by rising standardized test scores and GPAs, ever more impressive records of leadership, an increased number of applications, and greater selectivity. Today, an increasing number of NYU's schools, departments, and programs are among the very best in the world.

Over the twenty years from 1981 to 2001, to generate the resources necessary to fund its transformation, the University employed a number of techniques: increasing the size of the overall student body by 25% from 1991 to 2001; raising tuition; borrowing; restraining the relative growth of the faculty, physical plant, and administrative support; and deferring maintenance. As the new century began, however, it became very clear that these techniques could not be sustained indefinitely. For instance, the

rapid growth in the size of the student body of the 1990s has been slowed – and is projected to continue at a more modest rate over the next 20 years in order to maintain an appropriate student/faculty ratio and class enrollment size and diminish congestion. Thus, a new approach to generating and managing resources was necessary to maintain academic quality (let alone to enhance it) over the longer term. This included a twin focus on building community within the student population and reconnecting to NYU alumni, who had largely been neglected.

By 2002, the situation was even more complex, as the University experienced two seismic shocks that threatened its previous gains. First, the University discovered, through an analysis of the budget for the University's operations outside the Medical Center, a significant structural deficit even as it realized that increased investment in faculty growth (to rebalance faculty student ratios) and in infrastructure (to increase academic space and to redress deferred maintenance) was necessary. Second, the University's Medical Center was suffering financially, due principally to the hospital's aging physical plant, changes in the economics of health care, and complications arising from an earlier merger with the Mount Sinai Medical Center. While many universities suffered in the national recession which followed 9/11, NYU faced a set of unique and substantial challenges – and had no choice but to take painful steps to stabilize its finances.

Fortunately, the University took the necessary action. By 2003, it had addressed the structural deficit by freezing administrative hiring and all compensation, applying stringent cost controls, and establishing greater contingency funds -- and it had begun the (now successful) effort to extricate itself from the Mount Sinai merger. At the same time, the University leadership instituted deliberative processes designed to develop standards for resource allocation decisions, with careful attention to long term strategic goals. Today, the University's financial position (regarding budgetary balance, current cash position, and the like) is stable and strong.

In turn, the fact that the University had responded successfully to these daunting challenges inspired confidence among key stakeholders. Thus, in 2002, the Board of Trustees launched the ambitious and unprecedented $2.5 billion "Campaign for NYU," which required the University to raise over $1 million per day, every day for six years. Of special note: six trustees provided the funding for the "Partners' Plan," a signature initiative to increase substantially the size of the faculty in the University's arts and science core with a commitment to build on existing quality to attract more of the very best faculty in the world.

The Partners' Initiative also has underwritten significant capital investments in academic facilities and in faculty housing improvements to facilitate both recruitment and retention efforts and enlarge the University's research capacity. Other benefactors have provided funding enabling increased investment in

the faculties in other schools, financial aid, new academic programs, increased residential capacity, student wellness programs, new global sites, and the physical plant. In particular, the Campaign for NYU has catalyzed an enormous amount of investment in expanding and improving the space available to the University since 2002: more than $1 billion for scores of new facilities construction and upgrade projects that have benefited every school at NYU and touched almost every aspect of life, including classrooms, research laboratories, library facilities, residence halls, clinics, theaters, faculty offices, faculty housing, student facilities, and academic institutes and centers.

The University will continue to address the shortage of space with which it lives, and has acquired a number of buildings totaling 600,000 square feet for deployment as classrooms, studios, offices, and academic space in the near future. For the longer term, through its NYU Plans Space 2031 initiative, the University is undertaking, for the first time in its history, a comprehensive space planning effort. The rate of planned future increases in student enrollment at the Square will be minimal (0.5%), far lower than the 2.5% growth rate that characterized the past decade. The aim is to provide the necessary square footage (estimated at 6 million square feet) to advance NYU's academic trajectory while committing the University to contextual development that respects the character of the neighborhoods, improves the streetscapes and green spaces it shares with the community, and aims for a high standard of architecture.

II. MAJOR CHALLENGES

The University has taken impressive steps, both to secure the gains that have been made and to maintain the momentum which has characterized its recent history. Yet serious challenges lie ahead both for research universities in general and for NYU in particular. The University will need to be especially creative and nimble if it is to realize an agenda of continued advancement.

1) NYU, Along With All in American Higher Education, Will Face Serious Domestic Challenges

There is increasing public pressure for access to higher education, which perhaps is linked to the perception that the Bachelor's degree has become as essential as the high school diploma was a generation ago. However, society has not shown a willingness to support higher education to the degree it does secondary education, and, without these public resources, only a very small handful of the wealthiest colleges and universities (less well endowed universities like NYU not among them) are in a position to offer sufficient financial aid to address the needs of all who wish to attend. As a result, American higher education – especially as incarnated in the great research universities – is coming under increasing criticism and political pressure, even as it is the envy of the world. This pressure takes various forms:

reduced funding to support research and creativity, especially the kind of basic scientific research and research in the humanities, social sciences, and the arts that is the heart and soul of the research university; a failure to appreciate the complexities of higher education finance (especially in research universities), manifested frequently in simplistic talk of the relationship of costs and tuition and in poorly conceived attempts to legislate "price controls" for tuition; regulation of higher education, ranging from various "output" studies (often driven by extremely narrow visions of the purpose of a higher education) to unfunded mandates (ranging from detailed data compilation to homeland security measures); and calls for accountability (without accompanying understanding of its meaning in the educational context).

Demographic challenges also exist: future enrollments will be affected by the declining rate of growth of only 5% in high school graduates from 2004 to 2017, down from the 24% increase observed during the previous 12 years.

Finally, universities will face intensified external requests for greater efficiencies, including an expectation to exploit technology to lower or contain the cost of providing higher education.

2) NYU, Along With All in American Higher Education, Will Face Serious Challenges From Abroad

Until 10 years ago, a great river of faculty and student talent flowed from around the world to America's great research universities. Then, both Europe (which created an educational common zone) and Australia/New Zealand aggressively began to recruit foreign students (with Europe seeking parity with the United States in this regard). China is now building up to ten research universities each year, and India also has begun intensive efforts to retain its faculty and students. After 9/11, the United States began to impose restrictions on faculty and students from abroad, ranging from visa screens to export rules. Thus, even if the number of foreign faculty and students coming to U.S. colleges and universities is relatively stable, the nation's share of the very best is diminishing. The flow of intellectual brainpower worldwide is far more complex than it was a decade ago, and NYU, along with all research universities, will be forced to deal with this change.

3) NYU Will Not Have the Financial Resources to Do All It Will Wish To Do

NYU's history, to a large extent, has defined its financial position and its resource constraints. With a long history as a regional school serving the working class, NYU did not enjoy decades – and generations – of support from wealthy alumni. Its financial condition was at times tenuous, even critical, so it was not able to build resources from within. While NYU's stature and standing have risen since 1981, this was

accomplished largely through its entrepreneurial academic initiatives. It is only in the last decade that NYU has been able to capitalize on its transition to a residential campus and its growing reputation to develop a fundraising base.

Today, NYU is better off than it was, but not wealthy. It has been successful, but is not comfortable. It is the largest private university in the country in terms of enrollment, but has only the 32nd largest endowment among all universities, including the public universities (21st among private universities). Furthermore, of the 22 private universities with endowments over $2 billion, NYU has the lowest endowment per FTE student, at $62,000. Moreover, the gap between NYU and its peer institutions is even larger than these numbers suggest Of those 22 private universities, the 21st and 20th ranked institutions have endowments per FTE student that are two to three times larger, respectively, than that of NYU. The 19 other institutions all have endowments per FTE student of at least $275,000. Overall, NYU does not just compare poorly against the wealthiest institutions: among private universities with the 100 largest endowments, it ranks 91st in endowment per FTE student.

These unavoidable facts have important consequences. Even the best endowed of NYU's peer schools feels constrained to make choices among attractive academic options, with the result that certain opportunities must be passed; this reality presses itself upon NYU *a fortiori*. Mounting a first class research university program is enormously expensive, and the operative element which drives the expense – research – cannot be compromised without sacrificing the excellence of undergraduate education, the quality of student life, the extent of financial aid, or the maintenance of facilities. This is the world in which NYU lives.

The ramifications are clear. Absent the kind of endowment support others enjoy, tuition revenue drives the University's capacity to pursue initiatives from faculty growth to financial aid, from program support to facilities. With further growth in the size of NYU in New York City both very costly and very limited, increases in tuition revenue in the years ahead will be modest. The Higher Education Price Index, which measures the cost of providing a steady state higher education, rises more rapidly than inflation because it is highly sensitive to rapidly rising prices in areas like construction and the latest technology; therefore, whatever increases do occur are unlikely to generate funds for enormous investment in new initiatives. Clearly, this presents a university like NYU, which is largely tuition dependent, with a major challenge as it seeks to expand its program and personnel (especially faculty) and remain competitive.

Nowhere is this challenge more compelling than in the domain of financial aid, particularly as a growing number of the nation's wealthiest universities have recently introduced aggressively generous financial aid programs targeted at middle income students. While NYU already devotes a substantial

amount to undergraduate financial aid – about $150 million annually – it does not have the resources to match such initiatives. At the same time, NYU has a greater number and proportion of extremely needy students than its peers: thus, it has at least double the percentage of Pell Grant-eligible students (the neediest ones, as defined by the U.S. Government) of institutions like Harvard, Yale, and Princeton. As the University pursues its founding and continuing commitment to provide access to the neediest of students, it confronts a widening chasm in terms of its ability to meet the full need of even these, its most needy. As the wealthiest of universities extend aid to students from middle class families who feel the real pressures of tuition costs, NYU will have to discipline itself if it is to avoid diverting aid from the neediest to offer more to the less needy, simply as a response to actions taken by wealthier peers.

Finally, although NYU's location is one of its strongest assets, there are two potential downsides: the cost of doing business in New York rises unrelentingly, and the University's fortunes could be affected adversely should the City suffer a serious economic downturn.

4) NYU Will Not Have Sufficient Space to Do All It Will Wish To Do

As NYU recreated itself between 1981 and 2001, it did not expand either its faculty or its classroom and office space commensurate with the elevation of its new status or the size of its student body; that adjustment must now occur or the quality of the NYU educational enterprise will suffer. And, of course, any expansion in the size of the faculty (such as the Partners' Plan) or in the scope of program (ranging from sorely needed classrooms, studios, and labs to additional undergraduate, graduate, and faculty housing) will demand space. But space is in short supply – very short supply. If Columbia at 230 gross square feet per student rightly describes itself as "space deprived" vis à vis peers, NYU at 160 gross square feet per student is space starved.

With City leaders predicting that New York's population will grow by 15% (one million people) over the next 25 years, the need for space will outstrip supply – and will be even more expensive than it is today. Even if the University were able to identify and develop over the next 25 years the six million additional square feet contemplated in the NYU Plans Space 2031, it still would occupy far fewer square feet than most of its peers. In the best case scenario, therefore, NYU will have to make very difficult choices about how it allocates the precious space that it has and that it will obtain. Additionally, the acquisition or renovation of that space will consume valuable financial resources – thereby exacerbating the pressure of all other claims on its already challenged financial resources.

III. NYU'S DISTINCTIVE ASSETS

NYU is not without considerable assets to address both the external and internal challenges just described. These assets not only provide a foundation on which to build capacity to meet the challenges, but also signal opportunities available uniquely to NYU.

1) NYU's Locational Endowment

In recent years, the University has become increasingly aware of the great value of its location. In the wake of 9/11, NYU decided to affirm aggressively its connection to New York. Founder Albert Gallatin's vision of NYU as an institution "in and of the City" – has become part of the University's collective story and strategic thinking. And the University has lived these themes: NYU was the first New York institution to break ground for a new building after 9/11 (the Law School's Furman Hall, on 9/20/2001) and the first New York institution to lease space downtown after 9/11 (SCPS in the Woolworth Building, early in 2002). NYU is a major public citizen and employer in New York – and has assumed a leadership role in promoting sustainability and public service.

Of equal importance, the University consciously has begun to integrate the special qualities of New York into the presentation and development of its programs, especially for undergraduates. Both the "New York experience" and the "internship experience" the City provides long have been attractive hallmarks of an NYU education. More recently, the University has begun to emphasize its ecosystematic relationship with the City (no gates or quadrangles separate NYU from the City's streets) as well as the relationship between the complexity of New York City as a community (as not only a world city but also a literal miniaturization of the world – the first city to combine the global and local) and the complexity of NYU as a community. NYU is striking: it is a place where students learn the techniques of building a community out of microcommunities – balancing interests and avoiding the ill effects from seeking either the comforts of homogeneity or the isolation of subcommunities that thwart interaction with others. By explicitly incorporating each of these special qualities, the University has transformed potential weaknesses (lack of a traditional campus, size, and complexity of the community) into strengths. And by presenting a more accurate picture of NYU in admissions materials, the University has attracted students more likely to be happy and thrive here.

In addition to these broad thematic connections to New York, the University has seized upon other, more concrete advantages associated with its location – such as resources and opportunities in Performing Arts, Entertainment, Fine Art, Law, Business and Finance, Mathematics, Education, Media, Communications, and Public Service, among others – all of which are powerful draws in the recruitment

and retention of the world's top faculty and students. For example, the Center for Genomics and Systems Biology expands NYU's science base by capitalizing on its locational endowment, building connections to NYU Medical and Dental Schools and to sister NYC institutions, including the American Museum of Natural History, the New York Botanical Garden, and Cold Spring Harbor Labs. New York's rich cultural environment and its numerous major arts institutions, as well as a longstanding independent intellectual and literary culture, appeal to and support the work of faculty and students in the humanities disciplines. Similarly, the unique intensity and density of Washington Square and New York City can be tapped to promote greater interdisciplinary and inter-school collaborations and partnerships, as well as foster associations with other academic institutions.

NYU's expanding global presence is another manifestation of its geographical preeminence. The society of this century is increasingly global. Created and shaped by the transportation, information, and communication revolutions and by unprecedented migration patterns during the last century, this global society will grapple with worldwide problems in health, environment, population, poverty, economy, education, politics, and the complex relationships among cultures. The welfare and even the very existence of the world's inhabitants will depend upon the solutions found to these transnational, global problems.

Higher education must provide the next generations with the knowledge, information, and intellectual tools to address successfully these immensely important global issues. Great research universities, through the research and scholarship of their faculties, are well-equipped to step into this role as the principal incubators and engines to produce new ideas that will transform society. However, tying universities to a single location may limit their capacity to capitalize fully on highly fluid knowledge and talent markets. The leading research universities of this new century will feature global academic programs and may need to take bold organizational steps – indeed, bold transformational steps – to establish the requisite educational and academic infrastructure to meet the challenges ahead. One of these challenges is how, as the University extends its locational endowment to sites across the world, to be in and of the place, while being in and of the whole - the Global Research University. Thoughtful deployment and use of technology will be among the means employed to link people and communities with one another and with the resources they need throughout the world.

NYU, located in one of the world's key intellectual, cultural, and educational capitals, is positioned, perhaps uniquely well, to lead this transformation. It is fortunate in that over time, it has developed a rich lineup of global study and research sites, specifically tailored programs, and institutional international relations that engage the community in New York and also attract international faculty and students. Given its valued and time-proven entrepreneurial spirit and tradition of offering higher education within an

international university that is “in and of the city,” NYU clearly can exploit opportunities to deliver education that is “in and of the world.”

2) NYU’s Attitudinal Endowment

NYU’s spectacular advance in recent decades can be seen in retrospect to have flowed from a distinctive institutional “personality” – aggressive entrepreneurship, creativity, opportunism, a willingness to take risks, agility in decision making, and a readiness to work with colleagues across boundaries in a “common enterprise of excellence.” The Partners’ program and NYU’s global initiatives, described in section V, exemplify the continuing entrepreneurial spirit of the University. Efforts like those undertaken more than a decade ago by the Law School to bring the humanities and social sciences within the School (and vice versa) have created a unique and intellectually satisfying interdisciplinary environment that is emblematic of NYU’s brand of excellence.

Indeed, the willingness of the University’s key stakeholders to view NYU as a “common enterprise” is particularly crucial to the University’s ability to maximize its advantages and, concomitantly, its advance. Synergy in program – multiple advances from a single investment of financial and spatial resources – must be an important feature of NYU’s strategy for its future – not only to extend the impact of limited resources, but also to build a web of professional, programmatic, and personal scholarship that is not easily penetrated or duplicated by universities with larger financial or spatial endowments. While it is true that dedication to a common enterprise may sometimes interfere with or be constrained by focused entrepreneurship, trying to make these elements of attitudinal endowment work together is a great challenge that NYU must meet.

The University nurtures this common enterprise spirit, knowing that it requires a considerable commitment of time and energy, and a certain level of boldness and creativity. As an example, the University achieved over $10 million in administrative savings in the FY 2008 budget through consolidation and synergy, thereby liberating resources for investment in faculty, financial aid, programming, and facilities In the years ahead, the University must not lose this edge, but must cultivate and build on its distinctive character and spirit of common enterprise in both the academic and administrative realms. It must consider opportunity costs, but not at the cost of missing key opportunities; it must think of the University’s goals over generations, but not at the cost of spontaneity.

Part of NYU’s attitudinal endowment is its willingness periodically to “survey the landscape” of activity around it, searching for new areas of inquiry, and to engage in a reevaluation and redefinition of what may constitute its program and occupy the attention of leading faculty. As it looks to the future, NYU must

make room explicitly for the unimagined. It has done this in the past to good result. Thus, NYU must continue to recognize the need for periodic reassessment and reexamination.

IV. THE TASK AHEAD

Faced with these challenges, the University will have to maximize every advantage it has, and in particular, to seize the advantages flowing from its special assets. It will be necessary to choose among deserving proposals and initiatives; inevitably, some within the community will be disappointed. Therefore, every decision must be made in a manner so that all involved understand the reasons.

As decisions are made, the task at hand must be kept in view. Over the past 25 years, NYU has transformed itself into a leading research university. It has built a solid platform, evidenced by its strong research profile, distinguished faculty, outstanding student body, and innovative programs. The University must give the highest priority to sustaining and developing this core of academic excellence and research. By 2031, financial and competitive pressures may well narrow the number of truly great research universities in the world; NYU's paramount goal must be to secure its place among those top-ranked research institutions, not by imitating what others are doing, but by capitalizing on its own unique strengths, assets, character, and ambitions.

How should NYU determine its special place in the world of higher education, maintain its focus on its core research mission, and continue to advance? In accomplishing the tasks ahead, NYU must emphasize building as many broadly beneficial, truly excellent elements of the University as possible. Selective investment must be driven by considerations of genuine academic merit and promise. Schools, departments, and programs already operating at the highest level of distinction will deserve investment to continue that excellence and to connect them to other units of the University – as will units that advance the strategic goals and mission of the University and units that are particularly important to the quality of undergraduate education.

Some units with excellent plans for improving their own programs will have to be patient as the University gives priority to such selective investments. All units, however, will be free to generate the resources for their dreams from philanthropy and other external sources. Subject to consultation with the Provost's office to assure quality standards are met, the University will encourage and assist in that process. Indeed, NYU has the potential for leading even among the very top tier of universities because it possesses unique locational and attitudinal endowments discussed above that have produced a characteristic openness, adventurous spirit, and global connectedness. This privileged position yields a second task: even as NYU seeks to maintain and nurture its place among the truly great universities,

measured by traditional norms, it must seize the advantages flowing from its distinctive position (its “edge”) to develop new paradigms for measuring what a great university is and does. The University’s willingness to do so likely will determine its capacity to maintain and advance its position as measured in traditional ways. In short, its locational and attitudinal endowments can be deployed to compensate for and perhaps overcome the relative paucity of dollars and space it suffers.

It is worth emphasizing that this Framework is not a strategic planning document that prescribes specific academic directions and objectives, but rather is a blueprint providing formal guidelines for assessing proposals for investment in new initiatives and programs. Not every proposal will meet all of these criteria, but all should fulfill some. As decision-makers weigh the merits of competing proposals, they may ask for data or other evidence in support of claims. Category 1 consists of foundational principles of the highest order – matters that require the first attention of the University before expenditures on new programs are approved. Category 2 describes the criteria for evaluating new proposals, and Category 3 identifies leveraging points, or plus-factors, which are additional considerations in assessing future initiatives. Category 4 outlines the decision-making process.

GUIDING PRINCIPLES AND CRITERIA FOR NEW STRATEGIC INITIATIVES

1. First Principles. These conditions should be met prior to considering additional investments.

- **Protect Existing Strengths.** It is easier to protect strengths than to rebuild them or to build new strengths. NYU's research excellence and distinction, and stellar reputation in the arts and the professions, should be enhanced and preserved.
- **Continue to Nurture the Arts and Science Core.** Arts and Science is at the curricular and intellectual heart of any major university.
- **Further Enhance the Undergraduate Experience.** NYU's long term financial stability as well its reputation depends on the quality of the undergraduate education it provides.
- **Maintain a Focus on the Development of NYU's Schools.** Recognizing that much of NYU's recent academic progress and excellence has come as the result of the innovative efforts, vision, and entrepreneurial initiatives of talented faculty and Deans, NYU should, under Provostial review and oversight, continue to facilitate such academic initiatives that originate from and are based in NYU's schools.

2. Criteria for Additional Academic Investments. These are the primary grounds for deciding among proposals for additional University investment.

- **The unit or program is important for NYU's long term academic mission and scholarly reputation, and there is a feasible plan for making it among the very best of its kind.** The feasibility of a plan depends not just upon financial resources, but also upon such internal factors as the program's current quality and reputation, the quality of its leadership, and the faculty's collective commitment to a well thought-out plan for future development, and upon such external factors as whether the intellectual area is attracting superior talent and whether it is likely to continue to be a focal point for future growth.
- **There is current student interest and an expectation of increased student interest in the future.** For university investment, it is not enough for the program to have the potential to be intellectually outstanding; in addition, there have to be strong curricular implications at the undergraduate and/or graduate level.

3. Additional Considerations for University Investment. These are ways of making sure that additional investments are leveraged by the distinctive strengths of NYU - namely, its global network, its location in NYC, its "common enterprise" openness to crossing disciplinary and school boundaries, and its innovative and forward-looking spirit.

- **The plan utilizes NYU's global network to create competitive advantages.**
- **The plan makes use of New York City ("in and of the City") and alumni networks to create competitive advantages.**
- **The plan draws upon relevant curricular and research expertise in other units, and also creates opportunities for faculty, graduate students, and/or undergraduate students in other units.**
- **The plan responds to NYU's most pressing challenges and new opportunities.**

4. Review Process. The Provost's Office has the lead responsibility in the University for evaluating the merit of new academic initiatives and recommending action, informed by consultation with faculty groups, advice from the relevant deans, and appropriate guidance from internal or external assessments of quality. The President and his Core Team -- the University's most senior officials (Provost, Executive Vice President, Senior Vice President for Health, General Counsel, Dean of the Faculty of Arts and Science, and Chief of Staff and Deputy to the President) – will assist the Provost in reviewing the evidence in support of proposals and making final decisions.

V. ILLUSTRATIVE EXAMPLES

The following examples, chosen from among the program initiatives recently undertaken by the University, are meant to illustrate and make more concrete the application of the Guiding Principles and Criteria in a wide variety of contexts, academic and curricular. Underlined portions refer back to the principles or criteria stated on page 14, above.

1) *Establishing The Partners' Plan and Building Science*

The Partners' Plan is an important example of the "first principles" on the previous page, especially in terms of protecting existing strengths and nurturing the arts and science core. Partners established a fund to increase the size of the Faculty of Arts and Science (FAS), Courant Institute of Mathematical Sciences, and the Institute of Fine Arts faculty from 625 to 750, or approximately 20%. When normal replacement hiring is added to this increase, the total number of new faculty hires will be approximately 250, which means that one-third of core arts and science faculty will have been hired under the program. The primary goals of the Partners' Plan are both to ensure that departments that already are outstanding remain so and to identify another set of departments that are poised to become among the best. In selecting units for investment, emphasis was placed on those where advancing the particular unit also would advance other units or schools, where there was significant student interest, and where there was a deep connection between the department's research mission and undergraduate education. To date, 163 faculty members have been hired. One-fourth of the new faculty are senior, about one-fourth are mid-career, and about one-half are junior.

A key priority of Partners has been enhancement of the Square's core science programs. Given the importance of science in modern society and given that all leading research universities need to have strong science programs, success in science is imperative for NYU. Yet, building science is expensive, significant investment in every aspect of every discipline is impossible, and the fruits of investment can be lost to better-endowed competitors if the areas chosen do not interconnect naturally and deeply with other areas of strength at NYU. To bolster science, NYU's strategy has been to continue to support already strong units like mathematics and neural science and to make highly focused additional investments in important and rapidly growing subfields where NYU has the potential to attain and sustain excellence.

An important strategic tool for the development of science has been cluster hiring. As an example, in building Soft Condensed Matter Physics, Partners' Plan funds were used to recruit simultaneously three of the most renowned researchers in the field (from Princeton University, the University of California Santa Barbara, and the University of Chicago), who were attracted by the opportunity to work together and build

a program in a new Center for Soft Matter Research. Their presence at NYU, in turn, inspired a leading researcher in Chemistry, who saw the synergies with his own work, to bring his lab from Minnesota and establish the Molecular Design Institute. And, consistent with the overall strategy of the Partners' Plan, the addition of these senior scholars laid the groundwork for attracting some of the most promising junior and mid-career scholars available.

In support of hiring efforts, the Partners' Initiative has also funded major capital expenditures in science. For instance, NYU has renovated laboratories in all Washington Square science departments, built the Center for Genomics and Systems Biology (a dynamic cross-divisional program constituting the single largest University investment in science over the past six years), Center for Brain Imaging, Center for Soft Matter Research, and Molecular Design Institute.

An important next step in building science is to bring back to NYU a major engineering presence. The continued discussions of an affiliation with Polytechnic University in Brooklyn hold the promise of creating the opportunity for productive synergies not only with the arts and science core, but also with other units and schools (such as Medicine, Dentistry, Tisch, and Steinhardt). NYU can be a key engine of economic development for the local, regional, national, and global economies through promoting its capacity for invention, innovation, and entrepreneurship.

2) Fostering the Arts

An institutionally-supported presence in the arts is a mark of a leading university. NYU's New York location in the nation's arts center, with its myriad of opportunities for collaborations and partnerships, has helped propel it to the top ranks in visual and performing arts. Various NYU schools have forged relationships with some of the finest and most innovative arts institutions in the nation, all located in New York City, such as Lincoln Center, New York City Ballet, American Ballet Theatre, Brooklyn Academy of Music, Broadway, Carnegie Hall, Museum of Modern Art, the Whitney, The Museo del Barrio, Joyce Theater, Film Forum, and the Paley Center for Media. The Tisch School of the Arts, established in 1965, has attained extraordinary distinction in film and theater. It has trained a great many pre-eminent film makers and actors who have profoundly influenced and transformed cinema and acting throughout the world. Similarly, the Institute of Fine Arts, with its celebrated graduate art history and art conservation programs, has long enjoyed a close and beneficial relationship with its neighbor, the Metropolitan Museum of Art. In short, NYU must preserve its strengths in the arts and ensure that it continues to lead in creativity, breadth, and excellence.

3) Creating A Global Network University

As previously mentioned, NYU's global strategy to date has been founded upon the sound principle that as many undergraduate students as possible ought to study specific subjects within international cultures where they benefit intellectually and personally from the local circumstances. Many of NYU's students, like its faculty, are cosmopolitan in the best sense of that word and move with confidence and sensitivity across diverse international cultures. However, all undergraduates should have the opportunity to become familiar with and learn from cultures they have not previously experienced. Further, NYU's faculty should have easy access to structured opportunities for enhanced international collaboration, interaction, research, and scholarship. This approach builds on NYU's existing strengths, enhances the undergraduate program, capitalizes on strong student interest, and takes advantage of the global network, all in conformity with the elements stated in the "first principles" and additional criteria relating to synergies, new opportunities for faculty and students, and pressing issues, as expressed earlier in this Framework.

These factors lead NYU to a new model for a worldwide research university – a Global Network University, anchored in New York City, with nodes of global sites and regional campuses located throughout the world, each with its own mission and defining characteristics, and all with programs of education and research of the highest academic excellence. The faculty and students of NYU, regardless of where they pursue learning and research, will be members of the entire network, which will be structured to facilitate mobility throughout the network. The opportunity to live, study, teach, and conduct research throughout the system in some instances will enhance the recruitment of faculty and students, particularly those faculty and students whose perspective and lifestyle are cosmopolitan in nature. NYU's extraordinary popularity among high school students is already linked to the possibility for undergraduates to study at any of nine locations throughout the world in classes taught at NYU's level of excellence without losing time toward degree. Increasing students' global competencies will be a clear benefit as NYU's graduates compete in an international marketplace.

Furthermore, the University's faculty and administration are already planning additional global programs – ranging from exchange programs with leading research universities around the globe, to summer programs, to semester study abroad programs, to branch campuses offering NYU degrees. Currently, academic programs at the global sites range from in-depth language acquisition, to NYU courses taught in English, to specialized academic and disciplinary programs taught by renowned scholars in those countries that give an intellectual identity to each global site. Each of NYU's global sites is identified through its particular academic and disciplinary strengths; thus, students are increasingly able to select their study abroad not solely on the basis of one country or another, but also on the basis of a particular site's academic identity.

For instance, the Tisch School of the Arts offers its undergraduates a global education through an innovative network of partnerships with some of the world's best institutions. After their first two foundational years in their major, Tisch students are eligible to apply for advanced study at over 20 worldwide sites in a wide range of disciplines. The Stern "World Studies" programs for undergraduates have already been mentioned. At other NYU sites, such as Prague or Florence, students can study with some of Europe's best musicians in classrooms and individualized tutorials; others may take seminars with leading experts on emerging democracies or the economics of the developing world in Ghana.

Two new models for graduate and professional education have expanded the University's international reach. The first saw the creation in 2007 of graduate programs in Singapore. The Law School launched the NYU@NUS dual degree program with the National University of Singapore, enabling students to obtain an NYU and NUS LL.M. in Singapore, and TSOA established a new Master of Fine Arts in film there, with degree programs in Animation and Dramatic Writing to follow in coming years. A second model establishes new NYU graduate programs through formal collaboration with other leading international research universities, such as the one the Graduate School of Arts and Science (GSAS) is undertaking with Beijing University in the humanities and sciences.

These developments are important – and both illustrate and advance elements of the core graduate program in New York, even as NYU builds the global network. It is graduate education that distinguishes the research university from a college, and it promises to be increasingly desirable in the coming decades. In a sense, the MA is the new BA, and accordingly, NYU has begun to develop a special approach to graduate education. NYU, more than most research universities, features interdisciplinary graduate education that cuts across programs and schools, with its Law and Society program, for example, or with its Graduate Forums outside the formal classroom. The GSAS Master's College is a national innovation and, of course, there is the internationalism of NYU's Master's Programs, with one prime example being the five-school Global Masters of Public Health degree. Moreover, GSAS in New York already is on average 40% international in the composition of its student body.

Complementing these models is the creation in New York of other novel forms of faculty deployment, such as the Hauser Global Law School Program, which for the past 13 years has brought top law professors and judges from around the world to the School of Law for recurring visits. FAS recently initiated a similarly-inspired Global Distinguished Professor Program, to date designating 20 leading scholars from all parts of the globe, making them a part of the NYU faculty, and greatly enriching the classroom experience. Both programs benefit not only from NYU's academic excellence in the disciplines of the visitors, but also the appeal of New York as a preferred destination. Other schools have followed suit, appointing faculty who have duties jointly at a global campus and split their time between New York and abroad.

Today, in this first decade of the new century, the University can achieve a transformation that is no less than a paradigm shift: the University has partnered with the Crown Prince of Abu Dhabi to open a regional campus in the Middle East (NYU Abu Dhabi) where students from around the world can earn an NYU degree. This transformation has many daunting challenges and risks, as well as opportunities. Among other attributes, it gives the University the ability to expand selectively without straining the resources in New York and thus stay competitive in spite of fiscal and spatial disadvantages vis à vis peer institutions. Moreover, this campus can become the regional center for NYU's expanding activities and presence in the Gulf region. It can only be accomplished with a concentrated, deliberate level of planning, beginning with the faculty assessing and charting the University's long-term global vision and strategy – organizationally and academically. It will require the development of new modalities and technical platforms for teaching and learning both within and beyond the classroom. The challenge is to instill NYU standards of academic excellence and freedom of inquiry in widely varying instructional settings; accommodate differences in culture, background, expectations, and communication in other countries; ensure quality by involving faculty in all phases of development of study abroad programs and regional campuses; and establish advanced academic, technological, and administrative systems to achieve seamless communications and mobility by faculty and students throughout the global network.

4) *Building a Distinctive NYU Undergraduate Program*

The 2004 Middle States re-accreditation team noted that there has been "an unambiguous transformation" in terms of NYU's undergraduate program's size, the quality of its students (as measured by SAT gains of over 150 points, similar GPA increases, and strikingly better records of demonstrated leadership and service), and its residential nature (a major shift since the 1980s from its largely commuter character). However, serious challenges followed this transformation, including the need to strengthen coordination among the schools in advising, cross-school registration, and curricular planning. Creating a distinctive NYU undergraduate program by combining the special strengths of NYU's eight undergraduate schools, with their liberal arts and professional foci, its location in New York, and its robust network of study abroad sites is a key University priority.

There already has been significant movement toward this goal, which is in alignment with the above stated "first principle" on page 14 concerning the enhancement of the undergraduate experience, the criterion regarding student interest, and the additional synergistic and locational considerations. NYU schools are actively reviewing and developing curricular offerings, especially in the area of general education**.** In the College of Arts and Science (CAS), one response to the growth of the student population will be to grant a larger proportion of students' access to special, **"**signature**"** courses – courses that are in high demand and taught by renowned lecturers and scholars. Undergraduate opportunities to earn dual degrees have increased substantially, and students can also take advantage of interschool majors and

minors (such as a CAS Chemistry major for teachers connected to Steinhardt, Business Studies, and Law in Society) as well as 25 Professional Edge certificate programs, which link liberal arts students with School of Continuing and Professional Studies faculty who are practicing professionals in a wide range of fields.

There are other ways in which undergraduates benefit from their presence in a research university. Undergraduate initiatives also emphasize the core connection of the learning experience to the University's research mission. Examples in CAS include its Undergraduate Research Program, which provides a website through which students can identify faculty mentors, offers research scholarships, hosts a large undergraduate research conference, and publishes an annual journal of undergraduate research, *Inquiry.*

Increasingly, a hallmark of an NYU undergraduate experience is an internship, capstone project, practicum, or clinical placement. Most students experience at least one such project, which applies lessons learned in the classroom to real-world settings and tests student appetites for career paths. NYU's ties to New York City offer myriad possibilities, which students see as a high-value attraction of the University over competitors. The City is in turn enriched by the hundreds of thousands of volunteer hours by NYU students which result from these projects and give force to NYU's motto as "a private university in the public service."

Another emerging trait is a study abroad experience at one of the University's global sites, the number of which has more than doubled in the last five years. As with internships, there is strong student interest in such international programs. Today, the University has sites on four continents; five years ago, only European sites were available. School-based and departmentally-run programs overseas offer additional options. Currently, nearly 40% of students who graduate from NYU will have spent at least a semester abroad during their four years, representing the largest total number of students from any university in the U.S., and it is expected that at least 50% will do so by 2012. Through the University's constellation of global campuses, the Stern School has created two programs that allow cohorts of undergraduates to study in a focused, seamlessly networked curriculum. In the "World Studies" track, students study in London, Shanghai, and Latin America; in the new B.S. in Business and Political Economy (starting in Fall 2009), students will be studying abroad for three out of eight semesters on three different continents.

The NYU undergraduate experience features still another distinction: the conscious encounter with complexity and diversity in various forms. In the current political climate, it is more important than ever for American undergraduates to encounter different cultures, peoples, and ideas, and to develop a kind of intellectual and psychological self-awareness indispensable for everyone in a globalized world. NYU's vast size and scope make it a far more diverse community than it was even a decade ago, nestled in the most

diverse city in the world. Clearly, some undergraduates might find NYU overwhelming and difficult to navigate. In recent years, the University has invested significant resources to turn this complexity and diversity into an advantage, nurturing communities and connectivity within the institution, helping students develop cultural competency and thrive in the increasingly complex world of the 21st century. In doing so, the University will be providing competitive advantages to them as they embark on their careers and callings.

In this context, the University has placed an emphasis on using residential life to build community and academic programs: freshman and sophomore resident halls, residential colleges, 50 academic themed floors, and a larger and robust Faculty-in-Residence program. It also seeks to increase and sustain ongoing efforts to have a diverse student body through targeted admissions programs and other initiatives, and to recognize and encourage student voice. More needs to be done, but the focus on community building has already yielded dramatic results. Since 1990, NYU has improved significantly its retention rates from freshman to sophomore year and overall graduation rates. In addition, NYU's substantial investments in student health and wellness services and programs have had a powerful impact and garnered national awards. Of special note is the multi-faceted Wellness Exchange, a community health model featuring 24/7 access, multiple portals, comprehensive services, and a special "9999" hotline. Each year the University strengthens these programs to keep pace with health and mental health care advances, as well as with student needs and demands.

5) Building NYU's Medical Center

A key component of many strong research universities is a medical center. With its tripartite mission of research, clinical care, and teaching, the NYU Medical Center (NYUMC) is poised to achieve distinction – recombining the NYU School of Medicine (SoM) and the NYU Hospitals Center (NYUHC) into an integrated academic medical center, while addressing its challenging finances without resorting to University resources. The decade-long experiment to "spin-off" the hospital is now finally over; moreover, the relationship between the NYU SoM and New York City Health and Hospitals Corporation (HHC), which comprises the public hospitals, has never been stronger.

As is the case with the University, as a general matter, the Medical Center faces resource and space constraints and therefore must make choices for investments in critical areas of excellence. Some of these choices began to crystallize with the planning and opening of the Smilow Research Building and will now continue as the programs are developed that span basic science, translational research, clinical care, and teaching in areas such as diabetes and metabolism, aging, inflammation, musculoskeletal, and global health. The tripartite task is to build on NYUMC's historical depth -- protecting existing strengths in the basic sciences such as molecular biology, neuroscience, and cancer – to invest in new initiatives with

significant potential such as regenerative medicine, and to translate laboratory discovery to the bedside (translational medicine). Other investment choices will involve the aging clinical care facilities and the need for growth in selected clinical areas such as cardiology and cancer. These programs embody the criterion articulating the importance of certain programs for the long-term academic mission and reputation of the School, the extra considerations that leverage NYU's location, introduce synergies and strengthen relationships with other academic units at the Square, and identify emerging and urgent needs.

For example, in imaging, children's services, and musculoskeletal disease, NYU has built on its entrepreneurial nature and taken prudent risks to create programs that enhance the SoM and the University. In imaging, the Medical Center partnered with the Siemens Corporation to overhaul completely the clinical and research imaging enterprise at NYUMC. The result includes great advances in research, excellent clinical care, and unique teaching opportunities that are evident not only at the Medical Center, but across the University. The City's anticipated rising population also works in the Medical Center's favor if facilities and services can expand to accommodate the corresponding increase in demand. The NYU Child Study Center, barely a decade old, has developed its research-clinical care-teaching missions to be one of the top programs in the world and was recently designated as a Center of Excellence by the State of New York. One of NYUMC's newest facilities, the Clinical Cancer Center, has quickly become a leading program in New York for comprehensive clinical care. In addition, the Medical Center has embarked on a children's initiative that builds on its strengths in pediatric tertiary care. NYU Hospitals Center has also protected existing strengths with its merger with the Hospital for Joint Diseases, enhancing an already nationally-ranked program in musculoskeletal diseases.

These and other accomplishments must take place in the complex and competitive world of health care and academic medicine, which creates risk that requires astute management. The SoM must take bold steps to correct a structural imbalance in its budget that was caused, in part, by the downturn in federal funding for research. The Medical Center is committed to financial planning and a "break-even" performance that balances its own dreams – including rebuilding the hospital and its 50-year old main facility, Tisch Hospital -- with the need for managing risk, and it must do so without endangering the fiscal health of the University at the Square. Synergy in academic planning, fiscal forecasting, and philanthropy are ingrained in the Medical Center's culture going forward. NYUHC is one of the few hospitals in New York State with consistently positive margins, and these need to be maintained to secure the funds for rebuilding and to support new programs at the Medical Center. The proceeds from the sale of the license for the drug Remicade, which was developed by an NYU SoM faculty member, will be used both to address the budget imbalance and to benefit future generations through the creation of an endowment for the continued recruitment and retention of outstanding faculty.

6) ***Creating the Institute for the Study of the Ancient World***

One final example that demonstrates the application of the Guiding Principles is the recently established Institute for the Study of the Ancient World (ISAW). This new Institute, generously supported by philanthropy, is the first of its kind in the world – a new approach for research and graduate study of the ancient world across geographic, temporal, and disciplinary boundaries. ISAW embraces, among other fields, history, anthropology, archaeology, religion, languages, area studies, classics, culture, sociology, literature, art, and philosophy. Connection – across space, time, and disciplines – is ISAW's main theme. It thus not only fulfills the principle of enriching the arts and science core and enhancing scholarly reputation, it provides a unique means of bringing together the world's leading researchers and students into collaborations otherwise unlikely or impossible. This innovative connective approach, by design and definition, will by its nature create synergies as it draws upon relevant curricular and research expertise in other units in the University.

CONCLUSION

Over the past quarter century, NYU's defining character—call it energetic entrepreneurship, call it creative opportunism—has led to considerable success, despite limited financial resources and space. The University has leveraged its location in one of the most dynamic and diverse cities in the world with centers of excellence to move forward and, ultimately, to provide a world class research and learning environment for faculty and students. Each of its schools has moved forward in the process, and several now stand at or near the top of their fields.

That said, NYU still has much to accomplish and must avoid complacency if it is to sustain its momentum. With a growing global network that spans five continents, the University is uniquely positioned to be at the forefront among the handful of research and teaching institutions in the world that will educate people without the impediments of barriers and borders in an increasingly diverse, complex, and multicultural world. The impact of this vision is far-reaching. NYU's distinctive advantages can fuel this continued progress, even as the University struggles to find the resources to satisfy its ambitions.

It will take talent, focus, and determination to make this happen. Ultimately, the University is what is done within its schools and by its faculty. This Framework attempts to describe the considerations that will drive both aspirations within the schools and the shape of cooperation among the schools to create a university in which the whole is greater than the sum of the parts. The good news is that the elements of success are present.

The agenda is ambitious. While it will not be wise or possible to do everything, wonderful possibilities are achievable and success is imperative. NYU must continue to embrace the defining characteristics that have moved it to where it is today, while not losing sight of the need for a disciplined approach that respects standards of quality and the reality of occasional disappointment. If it does so, it can and will realize a yet more exciting future.

APPENDIX A

DEVELOPING THE FRAMEWORK DOCUMENT

In September, 2007, the Executive Committee of the Board of Trustees asked that the University's leadership submit to it a document describing the likely challenges to the continued development of the University's academic mission over the coming decades and offering a framework for making the choices necessary to maximize that development. The Trustees asked that the framework expressly address the opportunities and challenges presented by what many believe will be major changes in higher education in the decades ahead. The document also should highlight the guidelines and principles by which strategic decisions have been and will be made. To this end, the Framework examined selected initiatives from the past six years to illustrate concretely the principles which led to their adoption and which will be used in choosing among initiatives in the years to come. It is hoped that the document also will help the NYU community appreciate the context (in higher education generally and within NYU specifically) in which future decisions will have to be made – an environment in which the University will be forced to make many difficult choices.

NYU's internal conversation has been influenced by several external conversations that are quite relevant. Many believe that the coming decades will see significant – even dramatic – changes in higher education and the environment in which it operates; NYU must anticipate and prepare for such changes. Second, in Mayor Michael Bloomberg's "PlaNYC 2030," the major institutions of the City have been asked to outline, over a 25 year span, their long-range plans as they impact the City. In part in response to this call, NYU has embarked upon a 25 year space planning effort. In addition, the governor has recently called for a transformation of higher education in the state.

Also, a review of the range of University initiatives announced in recent years (from the Partners' Plan for faculty to the new student life and wellness initiatives, the creation of new global programs, the "Green Action" Sustainability project, and more) point to the wisdom of reflection as NYU moves toward the bicentennial of the University in 2031. In short, the Trustees have chosen an opportune time to ask the University to take stock of where it is now and what challenges it is likely to face as it seeks to move even farther.

In its current form, the document summarizes key issues, concerns, priorities, ambitions, and standards that have emerged from diverse sources over the past six years. Among the formal and informal internal sources upon which it draws are: the 2002 Reports of the Presidential Transition Team; the 2004 Self-Study and Report of the Middle States Commission on Higher Education; conversations in recent years within the Councils and Committees of the University Senate, the Provost's Faculty Advisory

Committee on Academic Priorities, the University Leadership Team, the President's Faculty "Saturday Sessions," and the President's student and alumni town halls. External sources include the President's participation on the Boards of the Association of American Universities, the American Council on Education, the Commission on Independent Colleges and Universities, and the New York Academy of Sciences. And it incorporates both the content of, and the reactions to, the President's *Reflections* on various elements of the University, the set of documents produced and maintained on his website to stimulate conversation in the NYU community and beyond on various topics.

An initial draft of the Framework was considered formally in the University Senate (which created an *ad hoc* framework committee for the purpose), in the respective Councils of the Senate, in key University committees, in the faculties of such Schools that wished to convene discussions of it, and in student-sponsored forums. The Senate *ad hoc* committee, the Faculty Advisory Committee on Academic Priorities, and the University Leadership Team reviewed the preliminary versions of this document and offered helpful comments. The Framework also was discussed informally in President Sexton's "Saturday Sessions" with faculty, in sessions with administrators and alumni, at student dinners, and in student town halls.

APPENDIX B
LIST OF CAMPUS MEETINGS ON THE NYU FRAMEWORK 2031

A substantial number of meetings were held at which the draft Framework was discussed, as detailed below:

1. **Steinhardt School Faculty Meeting** - October 29, 2007
2. **Faculty Advisory Committee on Academic Priorities** – November 8, 2007; November 28, 2007; December 4, 2007; March 12, 2008
3. **Tisch School of the Arts Faculty Meeting -** December 5, 2007
4. **Senate *Ad Hoc* Committee on NYU Framework 2031 -** January 29, 2008 and February 27, 2008
5. **University Leadership Team (ULT) -** January 30, 2008
6. **Provost's Dinner for Silver and University Professors -** February 4, 2008(*)
7. **Administrative Management Council Meeting -** February 5, 2008(*)
8. **FAS Faculty Meeting -** February 6, 2008(*)
9. **University Senate -** February 7, 2008
10. **Student Senators Council Forum (all students invited) -** February 11, 2008(*)
11. **NYU Alumni Association Board Forum -** February 20, 2008(*)
12. **University Development and Alumni Relations Office -** February 21, 2008(*)
13. **Tisch School of the Arts Faculty Meeting -** February 21, 2008
14. **Faculty Senators Council Forum (including alternate Senators and Faculty Council representatives from the schools) -** February 22, 2008(*)
15. **Washington Square News Editorial Board –** February 15, 2008 (article published February 19, 2008)
16. **Asst./Assoc./Vice Deans, Asst./Assoc. Vice Presidents, and Asst./Assoc. Vice Provosts -** February 22, 2008(*)
17. **School of Continuing and Professional Studies Faculty Meeting -** February 25, 2008
18. **Stern Student Council and Stern Inter-Club Council** - February 26, 2008
19. **Wagner School Faculty Meeting -** February 27, 2008
20. **Colleges of Dentistry & Nursing Executive Management Council Meeting –** March 5, 2008
21. **College of Dentistry Faculty Council Meeting** - March 5, 2008
22. **ITS Managers Meeting -** March 5, 2008(*)
23. **University Senate** – March 6, 2008 (written report)

Summaries of comments from meetings marked with an asterisk (*) are included in Appendix C.

APPENDIX C
OVERVIEW OF COMMENTS SUBMITTED BY MEMBERS OF THE NYU COMMUNITY

Constituent Groups	Number of Comments per Group	
Faculty:	59	By name
	5	Anonymous
	12	Faculty Senators Council*
	16	University & Silver Professors*
	5	FAS Faculty Meeting*
	97	**TOTAL COMMENTS FROM FACULTY**
Students:	23	By name
	13	Anonymous
	3	Student Senators Council*
	39	**TOTAL COMMENTS FROM STUDENTS**
Administrators:	16	By name
	7	Anonymous
	9	Administrative Management Council*
	7	Office of University Development and Alumni Relations*
	4	Department of Information Technology Services*
	12	Assistant/Associate/Vice Deans, Assistant/Associate Vice Presidents, & Assistant/Associate Vice Provosts*
	55	**TOTAL COMMENTS FROM ADMINISTRATORS**
Staff:	1	By name
	2	Anonymous
	3	**TOTAL COMMENTS FROM STAFF**
Alumni:	6	By name
	18	NYU Alumni Association Board*
	24	**TOTAL COMMENTS FROM ALUMNI**
Review Committees' Final Comments **	**15**	
TOTAL COMMENTS RECEIVED FROM NYU COMMUNITY	**233**	

* These comments were received in various group briefing and feedback sessions as listed in Appendix B.
** Faculty Advisory Committee on Academic Priorities and Senate *Ad Hoc* Committee on the Framework reviewed the penultimate version.

APPENDICES C1 – C5
COMMENTS SUBMITTED BY MEMBERS OF THE NYU COMMUNITY

The following individuals and groups contributed to the shaping of NYU Framework 2031. For the full text of their comments, see the separate document entitled "Appendices C1-C5."

FACULTY:
Alker, Gwendolyn
Allen, Richard
Apter, Emily
Baird, Campbell
Benedict, Cathy
Calhoun, Craig
Choi, Frederick D.S.
Coruzzi, Gloria
Cummings, Kay
Danon, Ruth
Durkin, Dorothy
Evans, Matthew
Fox-Friedman, Jeanne
Garritan, Dennis
Geiger, Mary Louise
Goodman, Jonathan
Henry, Paul
Hornick, Karen
Hulley, Kathleen
Hultin, Jerry
Jaehnig, Chris P.
Jelinek, Vera
Karbiener, Karen
Karmel, Pepe
King, Karen
Kinsey, Susan R.
Kovner, Christine
Krinsky, Carol
Lamagna, Carlo
Lavagnino, Cherylyn
Levine, Laura
Malamud, Daniel
Mayo, Fred
McClowry, Sandee
Mead, Lawrence M.
Moore, Catherine
Nestle, Marion
Nickson, Robert
Raiken, Laurin
Reilly, Bill
Reiss, Carol Shoshkes
Restrepo, Carlos
Sadoff, Ron
Schechner, Richard
Scheeder, Louis
Schlesinger, Sarah
Schmidt, Mechthild
Seeman, Nadrian
Segal, Gail
Sennett, Richard
Shimokawa, Gary
Solomon, Stephen D.
Stam, Robert
Thompson, Paul
Tucker, Joshua
Turner, Michael D.
Valenti, Stephen P.
Yap, Chee
Young, Robert JC

FACULTY GROUPS:
Faculty Senators Council
Silver and University Professors
FAS Faculty Members

STUDENTS:
Artz, Holly
B., Andrea
Barker, Daniel
Budd, Jordan
Chainani, Ajay
Cheatham, Cooper
Colner, Bob
Garcia, Luisa
Govelitz, Alison
Katz, Abe
Leshnick, Theodore
Levine, Benjamin
Monahan, Kelly
Natarajan, Nila
Russell, David
Scott, Heather
Simon, Daniel B.
Thomas, Randall
Winchester, Joshua
Student, Brad
Student, Eliza
Student, Sarah
Student, Tiffany

STUDENT GROUPS:
Student Senators Council

APPENDICES C1 – C5
COMMENTS SUBMITTED BY MEMBERS OF THE NYU COMMUNITY
(continued)

ADMINISTRATORS:
Anderson, Dianne
Baley, Lilly
Carey, Patricia M.
Chung, Henry
DeSantis, John
Diamant, Naomi
Fauerbach, Ken
Garofalo, Michael
Lapiner, Robert
Lawton, Theodore
McLeod, Denise
Pender, Larry
Preiser, Esther
Savova, Milena
Weaver, Dorothy
Weider, Jon

ADMINISTRATIVE GROUPS:
Administrative Management Council
University Development and Alumni Relations
Department of Information Technology Services
Assistant, Associate and Vice Deans
Assistant and Associate Vice Presidents
Assistant and Associate Vice Provosts

STAFF:
Atkinson, Megan

ALUMNI:
Baumberger, Roger K.
Behan, Joseph
Denkensohn, Michael
Goldman, Jerry S.
Unger, Russell
Yamada, David

ALUMNI GROUPS:
NYU Alumni Association Board