



**NEW YORK UNIVERSITY**

**A University as Great as Its City:  
NYU's Strategy for Future Growth**

**NYU  
2031**

NYU in NYC



John Sexton

## Dear Friends and Fellow New Yorkers,

In many ways, New York University has been different from day one: enlarging the scope of higher education to meet the needs of the emerging middle class, embracing the urban energy instead of cloistering itself, valuing hard work and merit over contentment and connection, and focusing on the future rather than fixating on the past. In these traits, NYU mirrors the great city in which it makes its home, enabling both the University and New York City to draw in

people of talent, innovators, entrepreneurs, and leaders. And just as these qualities have proven vital for New York City's prosperity, so, too, have they been indispensable for NYU's advancement, leading the well-known educational scholar David Kirp to name NYU's recent achievements "*the* success story in contemporary American higher education."

In the world of higher education, unlike other sectors, it is rare for an institution's reputation to move in such noticeable ways; yet in the space of a generation, NYU has succeeded in transforming itself from a good regional university into a major national research university that attracts top scholars to our faculty ranks and draws students from all 50 states and more than 130 countries. The University's transformation cannot be attributed to privilege, prestige, and the comfort of a pastoral setting, but to hard work and bold—at times, even risky—decisions.

Still, in other ways, NYU is very much like its peer universities.

Knowledge is an enterprise of accumulation. Each discovery is a brick added to a foundation that stretches far back in human history. To be sure, there is significant refinement—some ideas are discarded, and some disciplines lose their prominence while others charge forward—but fundamentally each answered question leads to new questions demanding their own answers.

The physical space that universities occupy does not expand in direct proportion to the growth of knowledge and ideas—we are selective about what we pursue and keep, and new media enable us to compress our troves of knowledge. But particularly with the dramatically increased access to higher education, new pedagogy that emphasizes smaller class settings, and the rapid expansion of scientific research that began in the 20th century, growth in service of academic excellence has been an imperative for the modern research university.

As NYU looks forward to its 200th anniversary in 2031, the University is at another pivotal moment in its history. It is committed to sustaining the momentum that has so changed and improved the University. To that end, the University crafted an overall strategic road map called Framework 2031 (see appendix, page 269)

that takes stock of NYU's progress, points to areas for future investments, and lays out a vision of NYU as a global network university with a new four-year liberal arts and sciences college with engineering in Abu Dhabi, other international sites for research and education, and its anchor location at Washington Square.

Indispensable to realizing the overall vision of Framework 2031—and advancing as a preeminent academic institution—is having sufficient physical space to build laboratories and research spaces for faculty, conduct classes for students, and house all those who will answer the call to come to New York City and make contributions to it. Having been extremely economical with space—NYU has approximately half the square footage per student of Columbia University and one-quarter of Harvard's—the University has reached a tipping point. Space is required to create a vibrant intellectual community in all senses of the phrase, with teachers and learners in proximity to each other, ready and willing to engage with other thinkers and doers throughout the city.

Great cities need great universities. For centuries, universities have been our principal engines for creating knowledge and for presenting ideas that shape and enliven human understanding, propel our prosperity, and spark our creativity. NYU believes its promise and that of New York City's are intertwined, that their headway will be joint and interdependent.

Though it is imperative for NYU to move forward, it is also vital to do so in a way that recognizes the University is part of a special, storied neighborhood to which we owe an obligation of care. In the past, NYU has not always honored that obligation; but today, we know that our responsibilities extend to overseeing and maintaining NYU's existing property, to encompassing an innovative and sustainable approach toward creating additional space in the Washington Square area, and to taking advantage of locations outside of Greenwich Village to accommodate a significant portion of our growth.

NYU 2031 aims to be a thoughtful, comprehensive, citywide approach for thinking about how to grow in a way that both keeps the University moving forward academically yet respects the communities and the city in which we make our home.

I hope you enjoy reading about our plans and thinking about our ideas, and I look forward to our continuing dialogue about them.

Sincerely,

John Sexton  
President, New York University



**“It’s very hard to differentiate where New York University stops and New York City starts. That is one of the real keys to NYU—the city goes right through it. NYU benefits from the city, and the city benefits from NYU.**

**“And if you took NYU—the same faculty, the same students—and put them someplace else, this city would be immeasurably poorer, but so would NYU. One of the reasons people pick NYU is because if you are a student there, you are a citizen here.”**

**—Mayor Michael Bloomberg**

*(From the documentary *New York University: In and of the City*)*



# **1. A University Looks to Its Future**

*What will NYU look like in another generation? In 2031, New York University will mark its 200th anniversary. To provide the academic infrastructure necessary for the University to fulfill its mission in that milestone year, and to coincide with New York City Mayor Michael Bloomberg's bold planning efforts for the city, the University has—for the first time in its history—developed a long-term strategy, NYU 2031, to guide its future growth.*

This document strives to outline what NYU will look like in 2031. It has many details but only a few driving premises: The University will move forward by building on its strengths. It will meet the future by honoring its history. It will continue to reflect the values of the city with which it is intrinsically linked. It will be bold in its ambitions to ensure that New York City remains a vibrant, innovative, leading capital of the world, but sensitive and sensible in its planning.

## To determine what NYU will be in 2031 is first to embrace what New York City must be.

*New York University would not exist without New York City. The University's story is intertwined with the city's story from the beginning. Its identity and community are inextricably bound to its home in Greenwich Village. Its successes mirror the city's successes; its struggles, the city's struggles.*

Securing New York City as one of the preeminent intellectual and cultural capitals of the world will be key to the city's future. By the middle of this new century, a small set of worldwide "idea capitals" will likely have emerged. These cities will be the world's leading centers for intellectual, cultural, educational, and scientific activity. They will be the great engines for creativity, entrepreneurship, and economic activity, the capitals of a comprehensive and global knowledge-based enterprise and they will be marked by the presence of great universities.

New York City is poised for that future. From its earliest days as a gateway economy, it has continually adapted and evolved. When agrarian economies gave way to manufacturing, the city led the way. When industry diminished, the city turned to more modern forms of commerce. As jobs in finance declined—down 9 percent from 1990 to 2005—other economic sectors flourished. During the same period, employment in the so-called creative economy—the intellectual, cultural, and educational sectors—rose 17 percent.

New York City is reinventing itself once again. If it is to move beyond financial crises and remain a world capital into the next century, the city and its great institutions must lead the way in this transition.

How does New York University fit into the picture? NYU is more than a major employer and public citizen in New York City. Along with other

key educational institutions, the University is a crucial player in the city's evolution, a driving force in the generation of a knowledge-based economy. It is a principal incubator that attracts and retains the creative capital that supports all of the city's important economic sectors. It produces the ideas and attracts the people who both perform and consume in a knowledge-based economy. It offers the activities that characterize the new international idea capital.

Every year NYU draws new talent to the city—energetic people who come from around the country and the world. NYU trains the artists who help make New York City a cultural mecca, the teachers who educate the next generation, and the researchers who attract millions of dollars to the city every year. NYU supplies the hundreds of physicians, nurses, dentists, therapists, and social workers who help keep the community well by providing thousands of hours of free or low-cost health care and advice.

## What is NYU to New York City?

- *It is a provider of innovation and education to vital sectors including law, financial services, real estate, immigration, travel and tourism, urban planning, land use, and more.*
- *It is a place of development for artistic, cultural, and educational resources.*
- *It is a hub for health research, discovery, and care.*
- *It is a center for originality and invention across the intellectual spectrum.*
- *It is the anchor campus of a global network university for the creation of knowledge and the catalyst for the movement of talent worldwide.*

## What is NYU?

### Urban

NYU is a reflection of the city it inhabits. It is what New York City is: energy, ambition, diversity, vibrancy, history, and change. It is a place of tradition and creation, a force for social mobility, and a source of pride and hope. It is a proving ground and an innovator.

### International

NYU is, like New York City, highly connected to the world. It is a hub for a growing global network. It is a place of many people and diverse cultures. It is an economic, cultural, academic, and artistic incubator of ideas that reach around the globe.

### Progressive

NYU is, like higher education in general, a force for human advancement. It is a vehicle for solving social and economic problems, improving lives, and advancing science, art, and health care. It is the pursuit of knowledge, a sanctuary for artistic creation and dissent, a forum for people emboldened and encouraged to enhance the character of our civilization.

### Unique

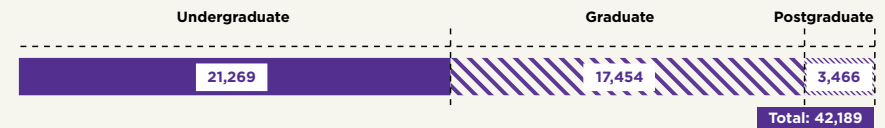
NYU is a major research university with no campus. It overturns traditional notions of a university and perforates boundaries between diverse local and global communities. It thrives in a vibrant, energetic, and often chaotic urban context. It coexists with its neighbors on public streets and spaces in one of the busiest, most dense cities in the world.

## Schools, Colleges, and Institutes

(in order of founding)

<b>1832</b>	College of Arts and Science	<b>1934</b>	Courant Institute of Mathematical Sciences
<b>1835</b>	School of Law	<b>1938</b>	Institute of Fine Arts
<b>1841</b>	School of Medicine	<b>1938</b>	Robert F. Wagner Graduate School of Public Service
<b>1865</b>	College of Dentistry, with its College of Nursing <b>1932</b>	<b>1960</b>	Silver School of Social Work
<b>1886</b>	Graduate School of Arts and Science	<b>1965</b>	Tisch School of the Arts
<b>1890</b>	Steinhardt School of Culture, Education, and Human Development	<b>1972</b>	Gallatin School of Individualized Study
<b>1900</b>	Leonard N. Stern School of Business	<b>2006</b>	Institute for the Study of the Ancient World
<b>1934</b>	School of Continuing and Professional Studies	<b>2008</b>	Polytechnic Institute of NYU (affiliated)
		<b>2009</b>	Global Liberal Studies
		<b>2010</b>	NYU Abu Dhabi (opening September 2010)

## Enrollment



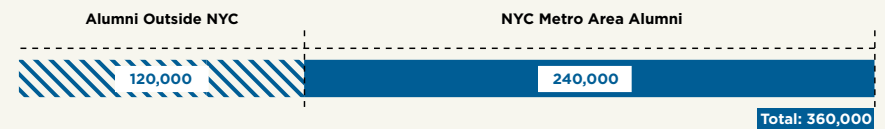
(Source: NYU Office of Institutional Research and Program Evaluation, 2008-2009)

## Employees

**Total: 16,475**

**NYU consistently ranks in the top 10 largest employers in New York City.**

## Alumni

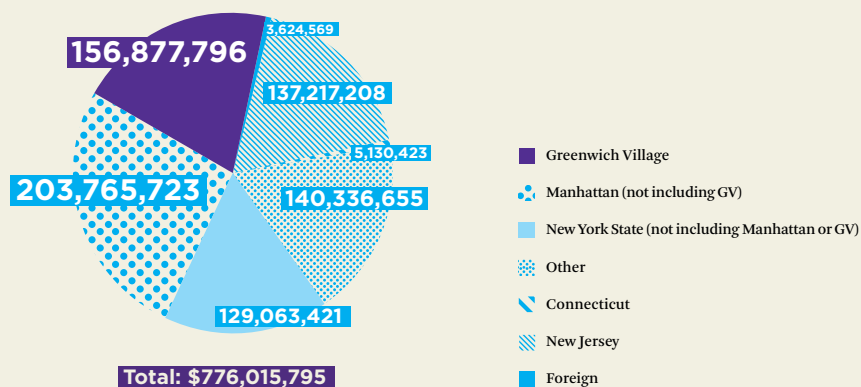


(Source: NYU Office of Institutional Research and Program Evaluation, 2008-2009)

## University Spending

During FY 2009, NYU spent (as recorded by Purchasing Services) a total of \$776,015,795.

Purchasing by Region (Sept. 1, 2008-Aug. 31, 2009)



## Student Spending

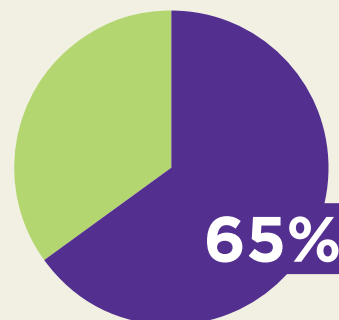
As detailed in the *Chronicle of Higher Education*, discretionary undergraduate student spending per month ranges from \$600 to \$1,100 per student. Assuming an average of \$750, NYU undergraduates spend \$14.9 million each month.<sup>1</sup>



<sup>1</sup> This is total discretionary spending. There is no data available on the amount spent in the local community.

## City, State, and Federal Government Revenues\*

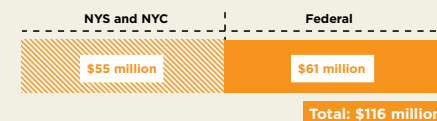
Each year, 65 percent of graduating students remain and work in New York City.



Real Estate Taxes Annually

**\$7,000,000**

Income Tax



Sales Tax from NYU Bookstores

**\$1,000,000**

\* Excluding NYU Langone Medical Center

## Construction

From 2000 to 2009, NYU spent \$1.9 billion on more than 1,600 capital projects. These projects included the following:



Standard Construction



Capital Maintenance



ITS Projects

# A Private University in the Public Service

*Designated in 2006 by the Carnegie Foundation as an institution that is “community engaged,” the University—students, faculty, and staff—is integrated into the social fabric of New York City and volunteers hundreds of thousands of hours to countless social service agencies.*



The NYU Community Fund donates on average **\$125,000** annually to more than **70** needy organizations in lower Manhattan.



Social work students spend more than a **half-million** hours each year conducting fieldwork in New York City’s public agencies and hospitals.



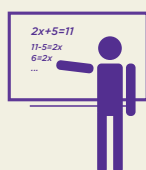
More than **15,000** students volunteer or intern in community-based organizations each year.

NYU student volunteers and interns are spread throughout more than **1,200** New York City nonprofit organizations annually.

In 2008-2009, the **1.4 million hours** of student-provided service was equal to **700 people** engaged **full time** in serving the community.



NYU’s College of Dentistry provides over **\$30 million** in uncompensated care each year; its clinics provide more than **300,000** patient visits per year, and its mobile dental van provides full on-site care at schools and community centers throughout the city.



NYU runs the nation’s largest America Reads/America Counts program, annually placing **900** students as tutors in more than **100** New York City public elementary schools.

NYU is involved in more than **400** New York City public schools each year.



Nursing students spend tens of **thousands** of hours to improve the health and health care delivery for citizens across the city and state.

The College of Nursing recently purchased a **35'** mobile outreach bus. The nurse-managed facility has two onboard exam rooms and provides school-based primary health care services in Brooklyn, with an emphasis on immigrant children. In the past year alone, there were **500** “in-bus” health care visits.



NYU’s health training and service programs greatly expand the capacity of health care provided across the city and often are targeted to high-needs populations that do not have health coverage.

**To achieve its goal of remaining an intellectually rigorous, world-class university, NYU faces steep challenges.**

*The University confronts a critical shortage of space. High property values and an endowment much lower than its peer institutions frame the problem; urban density adds to the issue.*

The University's core location in historic Greenwich Village presents stringent preservation and zoning restrictions. Perhaps even more daunting is the preservation of the intangibles—the rich artistic, intellectual, and cultural attributes that define the Village. NYU students and faculty, throughout much of the Village's history, have helped to create and foster these intangibles as well as benefited from them.

Additionally, city leaders predict that New York City's population will grow by 15 percent—or one million people—over the next 20 years. The need for space will outstrip availability, and real estate, despite their cyclical nature, will continue to be expensive in New York City; at NYU, this means that academic aspirations and capabilities will be checked by limited capacity.

NYU projects only modest increases in future student enrollment at Washington Square, at a half percent per year—or about 1,000 additional undergraduates by 2031. But the University still needs to contend with the last 20 years of growth, which has left it starved for space. It has a growing faculty, increased demand for student services and housing, and unmet needs for academic spaces—from faculty offices, classrooms, and laboratories to studio, practice, and performance spaces.

## NYU 2031 aims to reflect the University's values in its physical presence.

*How does NYU respond to academic opportunities that call for more space and do so in a way that values its history, neighborhood, and community? How does it ensure its continued progress within a robust and livable urban community?*

To honor its core values of intellectual freedom, openness, and social progress, NYU is making a commitment that its physical presence should mirror its institutional values, that its presence in its neighborhood should be as forward thinking as its academic mission.

This planning effort began several years ago in discussions with students, faculty, administrators, and neighbors and continued through a series of public open houses. Through its first attempt at transparent, predictable, and measured growth undertaken in dialogue with its community, NYU sets forth a vision that honors many voices and diverse opinions and respects its place in a special environment—home to activism, intellectualism, and some of urban planning's greatest debates.

**NYU 2031 is not a “master plan,”** for the University does not have a large, contiguous campus over which it can exert control. Instead, NYU 2031 is a citywide strategy for how to provide the physical space needed for NYU's long-range academic goals. Having long made its home in the heart of Greenwich Village, the University recognizes both the strengths and limitations—as well as the uniqueness—its environment brings to planning. Thus, NYU begins with a new approach to process—one steeped in analysis and rigor and fully engaged with the University's community and neighbors. It outlines **a strategy for locating as much as six million square feet over a 25-year period**—two-thirds for academic space and student services, and one-third for affordable housing for faculty as well as housing for undergraduate, graduate, and professional students.

In determining how best to distribute this space, **NYU acknowledges the primacy of its core location at Washington Square**—the heart of the University's local and burgeoning global networks. It seeks to bolster this location through **efficient utilization of NYU's existing land and property**, which includes making best use of the property it already owns. In this way, **approximately two million square feet, a significant portion of it below ground, could be located at the Washington Square core.**

In addition, NYU 2031 identifies the **potential for accommodating space in the University's neighborhoods**, within a 10- to 20-minute walk of NYU's core. It also looks to **enhance the University's remote sites** (academic hubs and locations beyond the neighborhood) such as the health corridor along First Avenue between 23rd and 34th streets (where the NYU Langone Medical Center and College of Dentistry have had a long, established presence) and the Polytechnic Institute of NYU in downtown Brooklyn (whose recent affiliation and planned merger with NYU returns an engineering curriculum to the University for the first time since the closing of its University Heights campus in the Bronx in 1973). Additionally, NYU 2031 envisions a University presence on Governors Island. For each location, the strategy is to lay out an urban design approach that embraces the distinct and varied neighborhoods that make up New York City, and it establishes **guidelines** for the areas surrounding the University's core, neighborhood, and remote sites, ensuring that they will be approached with **sensitivity and appropriateness of use, scale, and character.**

Throughout the implementation of this vision, **NYU will take a leadership role in promoting sustainability and public service**, vowing to proceed with openness, transparency, dialogue, and reflection. The University commits itself to development that **respects the context and character of each location and strives for architecture and design of high quality.**

In short, NYU 2031 is an opportunity to devise what the University's community and neighbors deserve: a progressive approach to urban design worthy of both the city's past and its promise.



**“More than half of the nation’s colleges and universities are located in cities. They represent significant contributors to the character of their cities and to the definition of the urban environment. By virtue of their mission, intellectual capital, and investment in physical facilities, urban universities and their medical centers are uniquely positioned to play a leading role in their communities in powerful ways.”**

**—Judith Rodin**

*(From The University & Urban Renewal: Out of the Ivory Tower and Into the Streets)*



## 2. A New York Story

*Like its city, New York University has often reinvented itself. And like the immigrants who have arrived here with enormous hope and optimism, NYU has made its unlikely journey on grit, guts, and ingenuity.*

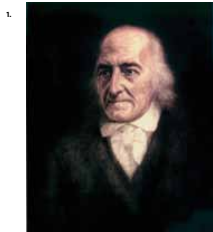
Its fortunes have risen and fallen along with its city. From the University's 1831 founding as the first town houses were being built on Washington Square, to the creation of its University Heights campus in the Bronx in the late 1800s as the Village became more industrialized; from its expansion during the 1950s urban renewal, to its near closure during the 1970s, and its unwavering embrace of and recommitment to the city after September 11, NYU's story has been New York City's story.

## A City and Its University Evolve

In 1831, when Frances Trollope—the English novelist's mother—visited New York City, she was impressed. The city, she wrote, “rises, like Venice, from the sea, and like that fairest of cities in the days of her glory, receives into its lap tribute of all the riches of the earth.”

That same year, New York University was founded.

It was a period of enormous changes for the city. The Erie Canal had been completed in 1825 and had galvanized city business; the *Times* of London predicted that its opening would make New York “the London of the New World.” Banking, commerce, and manufacturing soared; public markets expanded. Even the city's streets were newly lit, prompting shops to stay open late and drawing comparisons to London and Paris.



At the time, however, New York City had only one university. And like other higher education institutions in the era, that university served the elite. Church-run, teaching classes in Latin and Greek, it was far removed from the city center. In the fall of 1830, a hundred business and professional leaders met for a three-day conference at City Hall. Led by Albert Gallatin, former treasury secretary for both presidents

Thomas Jefferson and James Madison, this group of city fathers wanted to create a university that would train their sons (and eventually their daughters) for commerce and not the cloth. They envisioned a university that would educate students in modern languages, history, political economy, and natural science so that they could become productive, working members of society. They wanted a university that would serve the city's emerging middle class, one that could meet the changing demands of New York City life. It would be, as Gallatin saw it, a university “in and of the city.”

## A Part of the Village from the Beginning

Situated amid farmland, Greenwich Village had been a booming section of New York City since the end of the 18th century, when a prison opened on the waterfront and transformed the small rural hamlet. By 1805, demand for houses in the area was high, and John Jacob Astor was investing widely—in property.

Formerly a swamp, Washington Square had been drained in the 1790s and turned into a burial ground and occasional execution spot. In 1826, the city bought additional land and laid out a parade ground, which opened on July 4 with 10,000 people in attendance. Almost immediately, residential development began on the south side of the Square, and by 1828 farmers on the north side began subdividing their lots. The closing of the prison in 1829 encouraged even more residential growth, and that year elaborate Georgian row houses appeared around the Square. A sailors' charitable organization known as Sailors' Snug Harbor leased the land it owned around the Square to developers who, in 1833, completed the elegant, red-brick row houses at 1-13 Washington Square North.

In 1832, New York University held its first classes for undergraduates in Clinton Hall, a leased building on the corner of Beekman and Nassau streets, near today's City Hall, while it planned

a permanent home “uptown” in the rapidly developing Washington Square area. In 1835, on the northeast corner of the park, the University opened the four-story University Building, clad in white marble and constructed in Gothic Revival style (one of the nation's earliest examples of its use in educational design). That year, as it has been written, Washington Square “completed a 30-year transformation from ugly duckling to civic swan.”



## Growing with Its Village

From the beginning, New York University was integrated into the fabric of the city. When its University Building opened, NYU leased space to other educational and cultural organizations, including the New-York Historical Society, New York Academy of Medicine, and American Geographical Society. Their presence, in addition to faculty tenants and artists who rented studios in the building throughout the century, played a vital role in establishing Washington Square's reputation for artistic, cultural, and intellectual prominence.

Within its first 50 years, NYU grew along with Washington Square, opening professional schools of law (1835) and medicine (1841) and founding dentistry (1865) in a leased space farther uptown. These professional and graduate schools would continue to thrive (as they do to this day), but by the 1870s undergraduate education began to suffer. Whereas earlier generations of undergraduates had organized student life through such intellectual pursuits

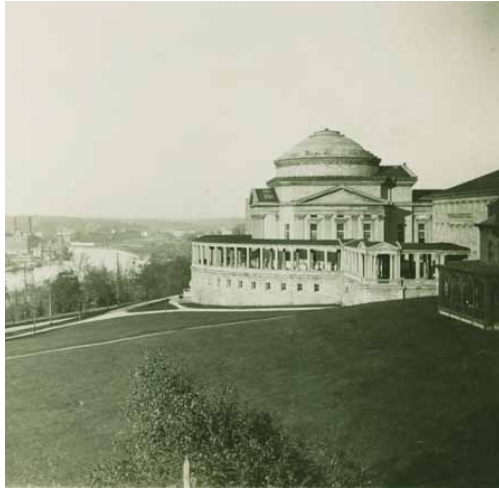


## 1835

NYU's first structure, University Building, opened along a newly laid out Washington Square surrounded by grand residences. With more room than it needed, the University leased space to educational and cultural organizations, as well as to artists, which helped to establish the area's intellectual and cultural character.

<sup>1</sup> *Albert Gallatin*. A cofounder of New York University.

<sup>2</sup> *Clinton Hall*. The first home of the University on the corner of Beekman and Nassau streets.



1891

As Greenwich Village became more commercial and industrial, and students increasingly sought pastoral college experiences, the University found itself on the brink of closure. To attract more undergraduates, NYU made the decision to open a new campus in the Bronx, University Heights, designed by Stanford White.

as literary societies, debating clubs, and other memberships, students of the Gilded Age wanted a cloistered, pastoral collegiate experience with residence halls and intercollegiate athletics at its heart.

Greenwich Village, meanwhile, was becoming a cramped commercial and manufacturing center. In 1846, 10 percent of the city's wealthiest 200 men lived above 14th Street; five years later, half of them did. As these wealthy families left the area for fancier neighborhoods farther north, the Village struggled with a rise in crime and poverty. Buildings became tenements, the row houses on Washington Square North were subdivided into multifamily dwellings, and commercial buildings, particularly for the garment industry, began to replace residences on Washington Place, Waverly Place, West Fourth Street, and Broadway. "With no dormitories, no campus, and no athletic teams," a University historian wrote in the 1930s, NYU "seemed, to the average youth of 1881, a sorry place." As a result, undergraduate enrollment decreased by half in just six years. By 1881, NYU was on the verge of closing.

### A Remote Location in the Bronx

While it was important that graduate and professional schools remain embedded in the commerce of the city, the University's leaders knew that undergraduates at the time desired a more quiet and spacious collegiate experience. In 1891, NYU made the decision to build University Heights, a pastoral campus in the Bronx. To design the new location, the University hired renowned architect Stanford White (who also designed the Judson Memorial Church and the Washington Memorial Arch and whose father had graduated from NYU). For University Heights, White created a classical campus with spacious dormitories, athletic fields, large lecture halls, and laboratories. Overlooking the Harlem River, elegant buildings were situated around a large quad and anchored by the spectacular Beaux Arts-

<sup>1</sup> *University Heights. Summer school music classes taking place at the Bronx campus in 1917.*



1895

The Main Building opened, housing the University's graduate and professional schools on the upper three floors. NYU leased the lower floors to the American Book Company. The mercantile-type building laid a foundation for mixed-use commercial and academic space that continues at NYU to this day.

style Gould Library, with 16 marble columns and a dome.

The campus, housing University College and the School of Applied Science, opened in 1896 and reached an enrollment of nearly 1,000 students by 1910. Drawing favorable comparisons to Columbia University, Amherst College, Williams College, and Yale University, the new location provided NYU students with an idealized college environment, a place where scholarly and social life revolved around an academic quad, a central library, and athletics.



### The Changing Village

When New York University opened the University Heights campus, it considered moving its original neo-Gothic University Building to the Bronx. That idea proved too expensive, as did plans to renovate the old structure. So in the spring of 1894, NYU demolished the building to begin construction on the 10-story, neoclassical Main Building, now part of the Silver Center for Arts and Science. The building was designed by Alfred Zucker, a prominent architect responsible for numerous ornate buildings in the mercantile district (including nine that the University would later come to own). The University housed its graduate and professional schools on the upper three floors and, to generate income, leased the lower seven floors to the American Book Company, laying a foundation for mixed-use commercial and academic space that continues at NYU to this day.



## 1928

NYU began construction on the Education Building, on the northwest corner of West Fourth and Greene streets, its first new construction since 1895. At the same time, it started to acquire loft buildings east of the Square, as manufacturing declined there.

In 1929, the University bought the Asch Building (pictured above), site of the Triangle Shirtwaist Factory fire in 1911. It was designated a New York City landmark in 2003.

Graduate programs maintained a strong presence on Washington Square, including the first graduate school for arts and science in the country as well as a school of business that opened in 1900 offering evening classes to undergraduates. By 1903, a greater undergraduate presence returned downtown with the opening of the Collegiate Division, which, in 1914, became Washington Square College. Even as the Bronx campus thrived, a surge in immigration in the first decades of the century drove enrollment throughout the entire University.

The character of Washington Square was changing again. As manufacturing declined, NYU made its first move to significantly enlarge its holdings and accommodate enrollment growth outside of the Bronx. In the 1920s, the University reclaimed all but two stories of the Main Building from tenants and began acquiring additional property from the commercial and manufacturing buildings east of the Square, including those along the eastern length of the park. In 1928, NYU began construction on the Education Building, located on the northwest corner of West Fourth and Greene streets, the first new construction for the University since the Main Building was completed in 1895. And in 1929, NYU bought the Asch Building (now the Brown Building), site of the Triangle Shirtwaist Factory fire in 1911.

By its centennial in 1931, NYU had about 40,000 students, making it one of the largest universities in the country. As its Washington Square presence expanded, NYU made a significant decision in 1933 to move its chancellor's residence back from the Bronx. First located on Fifth Avenue, by 1940 the chancellor's residence had moved into the row house at 5 Washington Square North, one of three that the University had acquired from Sailors' Snug Harbor, the original owners, in the early 1930s (and today one of the few to retain most of its original interior details). In 1939, the owners had gutted the houses at 7-13 Washington Square North and converted them into one large apartment building. NYU leased the entire block in 1949, eventually buying it in the 1970s.

<sup>4</sup> *Washington Square Southeast.*  
Robert Moses' plan came to be known as the Washington Square Southeast redevelopment project.



## Confronting Urban Renewal

After World War II, returning veterans on the GI Bill continued to drive record enrollment. By 1949, New York University had nearly 2,000 faculty members and more than 47,000 students—including about 12,000 veterans, more than any school in the country. NYU was now one of the largest universities in the world. While many students were part-timers who commuted by the subways to both campuses, the sudden large jump in enrollment required that NYU rent facilities throughout the city. This postwar boom reflected a national trend that was creating a huge demand for housing throughout the country and prompted the passage of the National Housing Act of 1949.



## 1933

NYU decided to bring its chancellor's residence back from the Bronx, in a nod to the primacy of its Washington Square location. Around the same time, the University acquired three row houses on the north side of the park from their original owners.

The legislation included a program for "slum clearance," known as Title 1, which allowed cities to acquire properties in blighted neighborhoods, clear them, and then sell the vacant lots at reduced rates to provide financial incentives for redevelopment. Under this ambitious rubric of urban renewal, New York City planners would dramatically alter the landscape of Greenwich Village and of NYU. Within two years of the law's passage, City Parks Commissioner Robert Moses developed a plan to turn 53 acres and 27 blocks south of Washington Square Park into 10 superblocks. The scheme was eventually scaled back to only three superblocks. A key concept of urban development at the time, the superblock was based on the modernist ideals of French-Swiss architect Le Corbusier, whose urban vision imagined cities



1949

The National Housing Act, with its provision for “slum clearance,” prompted Robert Moses to develop a plan to turn 53 acres and 27 blocks south of Washington Square Park into 10 superblocks (detail of plan shown above). The plan was later scaled back.

with high-rise buildings in park-like settings. His influence peaked during the postwar period when urban planners were confronting housing crises and middle-class flight.

Moses’ plan, which came to be known as the Washington Square Southeast redevelopment project, also included the infamous proposal to build a highway through the park. That planned highway, which the writer Lewis Mumford called “civic vandalism,” galvanized a community—starting with a group of mothers, among them, Jane Jacobs—that became the first to promote publicly a contrasting vision of American urbanism: the importance of diverse neighborhoods, public spaces, streetscapes, and pedestrians and mass transit over cars.



In the 1930s, NYU students and faculty had fought off a similar Moses scheme to widen the streets around Washington Square Park. But this time, the University was embroiled in the city’s proposal, which under Title 1 designated a portion of the land for educational purposes. In 1952, NYU named Henry Heald its new chancellor. Heald came from Chicago, where as president of the Illinois Institute of Technology, he had used slum clearance to enlarge significantly its Mies van der Rohe-designed campus. Once in New York, the new chancellor immediately agreed to join the urban renewal plan in the Village, and in 1955 the University acquired the superblock along West Fourth Street, set aside for educational purposes.

<sup>5</sup> *Jane Jacobs*. The renowned urbanist was among a group of local mothers whose activism stopped Moses and city planners from building a highway through Washington Square Park.



1957

Construction began on Washington Square Village. The original design (shown in this model) by architect Paul Lester Wiener called for three slab buildings. Only two were built before developers abandoned plans for a third and sold the unbuilt southern superblock to NYU in 1960. In 1964, the developers sold Washington Square Village to NYU as well.

## Building on the Superblocks

Moses and city planners designated the two superblocks farther south, between West Third and West Houston streets, for middle-class housing, and a private developer, the Washington Square Village Corporation, took ownership of both. Architect Paul Lester Wiener, best known for his large-scale master plans for Latin and South American cities, was hired, and he designed three 17-story apartment buildings. Between 1957 and 1960, at Washington Square Village, along the north and south sides of the northern superblock, the developers constructed the first two block-width buildings, featuring facades with colored glazed bricks and balconies. A third parallel building would have gone on the superblock immediately to the south, but almost as soon as the first two were completed, the developers began to rethink their plans: they were already contending with tenants striking over poor conditions, and apartments remained unfilled.

In 1960, the Washington Square Village Corporation withdrew plans to construct its third building and sold the remaining undeveloped southern superblock to New York University. The University immediately hired I. M. Pei to design University Village, designated for faculty and student housing. Pei’s plan called for three residential towers arranged in a pinwheel configuration around a central lawn. The concept of “towers in the park” was an idealistic social vision of housing and urban planning then gaining prominence around the world; inspired by the rapid progress of technological change and industrialization, the concept sought to apply scientific principles to design and to use architecture and urban planning as levers of social transformation. It aimed to maximize light, air, and views for residents; employ high-rise development to minimize building footprints; and create an open shared ground space. Pei took a late-modernist approach to the theory, ultimately creating three near-identical 30-story towers, based on a concept of an academic village, in which the intellectual experi-



## 1960

The University, having purchased an unbuilt superblock from the developers, hired I. M. Pei to design University Village. Two towers were used for faculty and student housing and one leased for moderate- and middle-class housing. The housing opportunities here and at Washington Square Village helped the University recruit faculty and cement its future, even as middle-class families were leaving the city.

ence could continue outside the classroom (an idea that figures prominently in the University's future plans). Relying on strong, simple elements, Pei created one of the city's most refined and architecturally sophisticated examples of this "towers in the park" design concept. The University retained two towers for its use and ground-leased the third for the city's Mitchell-Lama program, which provides affordable rental and cooperative housing to moderate- and middle-income families.

Before NYU broke ground on the towers in 1964, the developers decided to sell to the University the northern superblock on which they had built Washington Square Village. Since Title 1 prohibited them from reselling property at a profit, the developers sold it to NYU for the original price, significantly below market rate. The leases of current tenants were grandfathered in, as the University added the two Washington Square Village buildings to its portfolio of faculty and student housing. The acquisition of these two residential superblocks was a significant move for the University. Coming at a crucial time in the history of the city and the University, the additional property gains allowed NYU to recruit and retain faculty even as middle-class families fled the city for the suburbs.

While it was the only superblock originally designated for educational purposes, which city planners then believed a crucial engine for urban vitality, and while it was the first one NYU acquired, the land closest to Washington Square Park was the last to be built on. In 1966, with Warren Weaver Hall, and in 1972, with Tisch Hall, major buildings opened on the site. In 1973, the Elmer Holmes Bobst Library opened as well, marking another fundamental turning point for the University. Designed by Philip Johnson and Richard Foster, the red sandstone structure with its towering atrium and mosaic lobby floor consolidated all of the University's library holdings gathered from 36 spaces throughout the Main Building and other buildings near Washington Square, setting the stage for NYU's decision to close its University Heights campus. It was a significant step for

<sup>6</sup> Philip Johnson, The architect, along with Richard Foster, designed the red sandstone Elmer Holmes Bobst Library, which opened in 1973.



## 1973

On the original superblock set aside for educational purposes in the 1950s, NYU opened the Elmer Holmes Bobst Library (shown in a model above), designed by Philip Johnson and Richard Foster. It gave the University its first central library outside of the Bronx, consolidating holdings from 36 separate locations scattered around Washington Square, and set the stage for the decision to close the University Heights campus.

the University, giving the downtown location a central library, which is essential for an institution committed to higher learning and research.



Depressed real estate values also allowed NYU to make other acquisitions, including an additional loft building east of the Square, between Greene Street and Broadway, and property on the southwest corner of the Square on which it built a new law center in 1951. The latter proposal brought controversy, since the tenements and row houses on the site were home to popular figures of bohemian Greenwich Village. But NYU's acquisition of land during this dramatic period of city history almost single-handedly secured the University's future, enabling it to continue to educate students and hire faculty who contribute to a dynamic city.

## An Urban Transformation

New York University's property gains of the 1950s and early '60s anticipated a continued postwar boom in student enrollment as the University sought to transform itself into a cohesive academic residential community. But between 1950 and 1975, the city's population dropped by almost a million people, its infrastructure decayed, crime rose, and corporations and their employees moved to the



1973

To prevent financial disaster—and to make its spring payroll—NYU sold its campus in the Bronx. Although New York City itself would soon be on the verge of bankruptcy—and with enrollment falling and families fleeing to the suburbs—NYU made the decision to commit to its central location in the Village.

suburbs. By the 1960s, the number of applicants to NYU began to slow. As New York City struggled into the decade of the 1970s, so, too, did NYU. Dependent on tuition and without a deep endowment to help it through tough times, NYU had to take drastic measures. It would have to sell one of its sites or face certain closure.

The 1973 closing of the University Heights campus in the Bronx marked yet another turning point in NYU's history. Not only did the sale of the campus to Bronx Community College prevent financial disaster—enabling the University to make payroll that spring—but it also represented a recommitment to NYU's founding principles. It reconfirmed NYU's unique identity as an urban university without a conventional campus, in the service of its city, and an active participant in one of the most vibrant urban communities in the world.



While the decision was extraordinary—particularly given the condition of the city at the time, only two years before the famous *Daily News* headline “Ford to City: Drop Dead”—the move would not have been possible without the land gains NYU had made in the 1950s and '60s. Although the once-bucolic campus in the Bronx was not faring well, selling it was a bold and gutsy move. Undaunted by New York's nearly catastrophic debt and record levels of crime and decline, NYU bet on a brighter future—for itself and its city.

<sup>2</sup> “Drop Dead.” In 1975, the *Daily News* ran its famous headline after President Ford withheld federal aid to the struggling city.

## A Decade and \$1 Billion Put N.Y.U. With the Elite

By WILLIAM H. HONAN

Ten years ago, New York University was what college-bound students from New York regarded as a safety school, fourth or fifth on their application lists. If you didn't get into Cornell or Brandeis or Brown University, you could always commute to N.Y.U.

But the administration, doing some long-range planning, decided that being the safety school was not good enough. So in 1984, it began a brash campaign aimed at moving the school into the nation's top tier of universities. And according to academics around the country who have looked on with envy, the strategy worked.

In what was a remarkable fund drive at the time, the university set out to raise \$1 billion. But unlike most institutions, which plow such sums into their endowments and then live off the interest, N.Y.U. spent nearly all of it to rebuild the university.

It lured scholars from Princeton and Harvard and Stanford and Chicago. It created a top neural science center. It opened a new performing arts school, an institute of mathematics, an Italian studies center.

It raised the average Scholastic Assessment Test score of entering students from about 1100 five years ago to over 1200, making it one of the more selective schools in the country. It built new dormitories to attract students nationwide: 10 years ago, 18 percent were from outside New York City; today, 73 percent are. And it has increasingly be-

### Buying Excellence

How N.Y.U. Rebuilt Itself  
A special report.

come the first choice of students who apply.

“They have simply made enormous progress in the last decade,” said Harold T. Shapiro, the president of Princeton University, who served as chairman of the evaluating team for N.Y.U.'s reaccreditation last year. “In several areas, they're every bit as good as the best.”

Joel Conarroe, president of the John Simon Guggenheim Memorial Foundation, which evaluates faculty at colleges nationwide for its prestigious fellowships, said, “N.Y.U. has recently become a great university, and if it continues to develop at this pace, it may well gain admittance early in the next century to that small, charmed circle of exceptionally distinguished institutions.”

The story of how the university came to inspire wealthy benefactors to help upgrade it into what is now very nearly the Greenwich Village equivalent of Columbia uptown, commanding tuition, fees and room and board of \$26,800 and attracting students of nearly equal caliber, involves alumni like Laurence A. Tisch, the head of CBS, who fanned out across the city in the last decade to woo rich friends and acquaintances for investment in the transformation.

It involves administrators like

Continued on Page B4, Column 1

### Reinvention and Expansion

By the mid-1980s, the University was losing students to the City College system, which was then tuition-free. NYU had to make another radical move. “We were mediocre,” L. Jay Oliva, former president of NYU, told the *New York Times*. “You can do well in this world if you're absolutely the best or if you're the best bargain, but not if you're somewhere in the middle. We were in a position where we had to grow or die.”

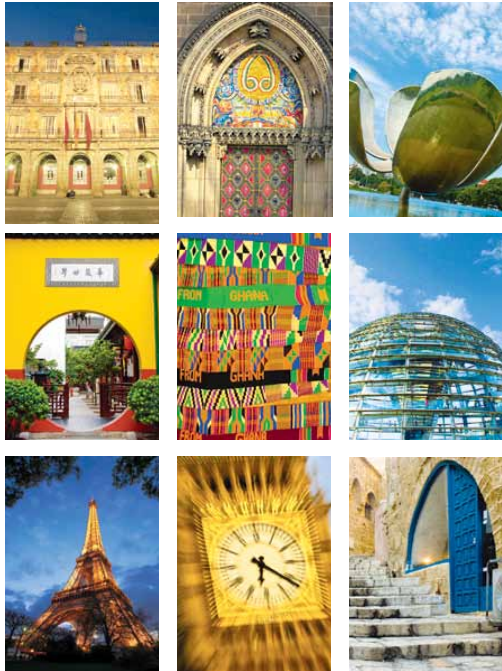
Growth meant that NYU had to transform itself from a good regional university to an outstanding national and international research university. It had to attract top scholars, rebuild crumbling infrastructure, and appeal to a national pool of students. To do so, in 1984, the University launched one of the country's first billion-dollar campaigns. Within 10 years, it had raised the amount and—in a move unprecedented among universities, which tend to focus on building their endowments—spent most of it to invest in hiring faculty and rebuilding the University.

Aggressive entrepreneurship drove much of the University's success in the 1980s and '90s. To generate the resources it needed, NYU employed a number of techniques. It raised tuition, borrowed money, deferred maintenance, and restrained the relative growth of its faculty, physical plant, and administrative support. But perhaps the most significant step NYU took was to increase enrollment. From 1990 to 2005, the size of the overall student body grew by 24.5 percent. Yet even as enrollment increased, so did selectivity. During the same time frame, the undergraduate acceptance rate dropped from 58 percent to 28.5 percent as the average SAT score rose from 1206 to 1369.

At the same time, NYU substantially raised its international profile and presence. In 1994, the University received the gift of Villa La Pietra, a 57-acre estate in Florence, Italy. The bequest by Sir Harold Acton was, at the time, the largest made to a university. Although NYU had centers

1984-94

NYU launched one of the country's first billion-dollar campaigns in 1984. Within 10 years, it had raised the amount—and in a move unprecedented among universities, which tend to focus on building their endowments—spent most of it to hire faculty and rebuild itself. The move put the University among the top in the country, a rise detailed in a 1995 front-page story in the *New York Times*.



of study throughout Europe since the 1950s, the acquisition of the villa and the establishment of a robust center for international scholarly conferences, undergraduate study, and graduate and faculty research galvanized a growing international profile for the University and its students, a commitment that continues to this day. In the last few years NYU has doubled the number of academic centers abroad, with locations today in Berlin, Buenos Aires, Florence, Ghana, London, Madrid, Paris, Prague, Shanghai, and Tel Aviv. In 2007, NYU opened the Tisch School of the Arts Asia, in Singapore, and announced the creation of a new degree-granting campus in the United Arab Emirates, in Abu Dhabi.



Some of the academic gains came at a steep cost, particularly for the University's relationship with its neighbors on Washington Square. In order to attract a wider pool of students in the 1990s, at a time when the city's crime rate was still high, NYU had to provide safe, affordable, and comfortable housing convenient to classes and even to create a private transportation system for University use. In one of the world's most expensive cities, the creation of new residence halls presented an enormous challenge. From 1990 to 2000, through leasing, acquisition, and construction of residence halls around Washington Square and surrounding neighborhoods from Union Square to SoHo, NYU tripled the number of undergraduates living in student housing—from 4,000 to 12,000 beds. Today, there are 12,500

- <sup>8</sup> *Villa La Pietra*. Sir Harold Acton's 57-acre estate in Florence, Italy, which led to the establishment of a robust center for international scholarly conferences, undergraduate study, and graduate and faculty research, galvanized a growing international profile for the University and its students. Soon, NYU doubled the number of academic centers abroad, which today include (top row, left to right) Madrid, Prague, and Buenos Aires; (middle row, left to right) Shanghai, Ghana, and Berlin; and (bottom row, left to right) Paris, London, and Tel Aviv.
- <sup>9</sup> *Institute of Fine Arts*. The IFA moved into the James B. Duke House, near the Metropolitan Museum of Art, in 1958.

students living in 23 residence halls. The growth of NYU's student population in the Washington Square, Union Square, and East Village areas remains a major concern for the University's neighbors and to NYU itself, as it seeks to integrate students into the University and the city at large.

### Location, Location, Location

NYU draws its life force from its urban surroundings—the magnificent global city that houses and nurtures it, which acts as a rich reservoir of talent, a place that offers the most intellectually energetic people a chance to live in an environment as alive as they are.



NYU's ties throughout its city have always run deep. Its graduate program in art history, for example, moved to the Upper East Side in 1931, in order to have access to the collections of the Metropolitan Museum of Art. In 1958, the program, renamed the Institute of Fine Arts, moved into the James B. Duke House at 1 East 78th Street, where it continues to have important relationships with the Met and other premier arts institutions in the city. Similarly, the University developed a health corridor to accommodate its hospital and medical school in the East 30s along First Avenue. With a presence in the neighborhood since its 1898 merger with Bellevue Hospital (which was later dissolved), the NYU Langone Medical Center today anchors the health corridor, with graduate programs in medicine and dentistry and plans for other related health and science programming.



### 1990-2000

As NYU's national reputation grew, the University rapidly tripled the number of undergraduates living in student housing—with few resources or time to create new residence halls in a measured way. The move put pressure on the neighborhoods of Washington Square, Union Square, and the East Village.



## 2008

In 2008, NYU and Polytechnic University in Brooklyn announced their new affiliation. With plans for the two institutions to merge fully in the coming years, the newly named Polytechnic Institute of NYU returns a broad engineering curriculum to the University for the first time since the closing of its University Heights campus in the 1970s.

The School of Continuing and Professional Studies makes good use of its position in two important city locations as well: one in midtown Manhattan and one in the Woolworth Building in lower Manhattan. These locations, in addition to Washington Square, are easily accessible to the school's students, most of whom are working professionals, and allow the school to create important relationships with nearby businesses and organizations connected to its programs in real estate, tourism, and philanthropy, to name a few.

10.



In 2008, the New York State Board of Regents approved a formal affiliation between NYU and the Polytechnic University in downtown Brooklyn (now known as Polytechnic Institute of NYU). A crucial step toward a merger, when the Institute will become a school of NYU, the affiliation returns an engineering presence to NYU for the first time since the closing of its University Heights campus in the Bronx almost four decades ago and signals the University's return to an outer borough. As this affiliation reconnects NYU to engineering and technology research and education, it also connects the Institute to a research university of international stature and reach. And by bringing together basic science scholars with engineers and technology researchers, the Polytechnic Institute of NYU promises to enhance significantly New York City's reputation as a center for technology development.

<sup>10.</sup> *School of Continuing and Professional Studies.* The school has several locations, including one in the Woolworth Building, where it holds classes that meet the needs of today's working professionals.

<sup>11.</sup> *NYU Langone Medical Center.* The Center anchors the University's health corridor, which includes the NYU School of Medicine along First Avenue; the NYU College of Dentistry; and soon, the NYU College of Nursing.

Despite this long history of engagement throughout the city, NYU has remained most closely affiliated with its location at Washington Square. Its partnerships and affiliations, both near and far, are predicated on a strong central core. NYU has been a part of the Village from the beginning; the two have grown and evolved together and will always remain inextricably linked. From its earliest days, the University's presence helped make Greenwich Village what it is; likewise, NYU's location in the Village gives the University an appeal unlike any other institution in the country. Its physical presence in New York City, in general, and Greenwich Village, specifically, forms the basis of what NYU President John Sexton calls the University's "locational endowment"; its high value helps offset the University's more modest financial reserves.

11.



But this advantage also creates particular pressures and challenges. NYU cannot grow or operate in the fashion of peer institutions, which have large swaths of land over which they can spread. As NYU remade itself into a national research institution, it was always doing more with less. To some extent, this is a condition of the city—everyone here does more with less space—but for a private university with limited resources, surrounded by historic neighborhoods and zoning restrictions, the constraints have been even more extreme. NYU is landlocked; it controls very little land on which it can build and even what it owns is heavily encumbered by regulatory requirements. At times, the pressure for space led the Univer-

sity to make opportunistic decisions, some of which seem unfortunate in hindsight. Its approach to growth was predicated on numerous problems, foremost among them the University's dire financial circumstances in the late '70s and '80s and, even today, its modest endowment. With a per-student endowment that places it in 202nd place among all colleges and universities, the largest private university in the United States is still largely tuition-driven.

Because of these challenging circumstances, NYU's growth had, in the past, often been unplanned and unreflective. It never felt it had the luxury to develop an overall plan for its buildings or a consistent approach to its property holdings in the neighborhood. As a result, NYU had a sometimes fractious relationship with its community and neighbors. The University was on an unsustainable path—and it was clear that its approach had to change.



**“We are poised in this century to reimagine new civic patterns that bring universities and cities together in their common quest for global readiness.”**

**—M. Perry Chapman**

(From “Creating Global-Ready Places: The Campus-Community Connection” in *Planning for Higher Education*, July-September 2009)



### **3. A New Approach for the 21st Century**

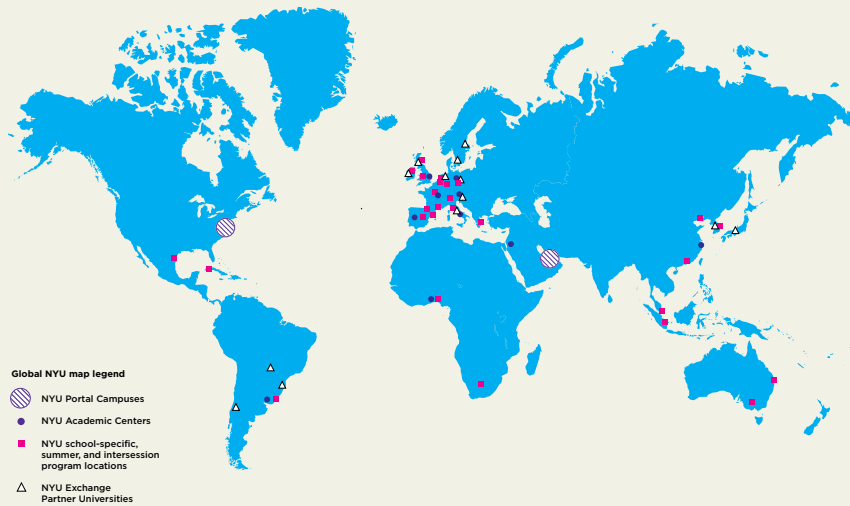
*The outstanding gains New York University has made in the past decades have given it the opportunity to be—and demanded that it must be—more reflective, measured, and strategic. Now the University is making its next bold move: to commit to a progressive new approach to its growth and urban planning.*

The University has conducted studies and analyses; listened to community boards, civic leaders, and faculty, student, and neighborhood voices; and launched key environmental initiatives. These efforts form the foundation of its vision for the future—and help ensure that NYU plays its part in sustaining the environmental integrity and cultural assets of its neighborhoods.

# NYU's Global and Local Maps

*NYU consists of 18 schools and colleges at five major centers in Manhattan.*

In the next few years, it will complete a merger with the Polytechnic Institute of NYU (formerly Polytechnic University), creating a major new academic center in downtown Brooklyn. And in addition to the 10 academic centers that NYU currently operates on five continents, the University will open a full degree-granting portal campus in Abu Dhabi in the fall of 2010.



## New Ways of Thinking

In 2003, the educational historian David Kirp wrote that New York University, “an institution that was nearly bankrupt in the mid-1970s, has become the success story in contemporary American higher education.” Kirp pointed to the impressive gains made by the University: the outstanding quality of faculty recruited, a dramatic increase in applications for admissions, a vastly improved academic profile of students, and a broad geographic diversity in student demographics.

Today, NYU consists of 18 schools and colleges at five major centers in Manhattan. Most recently, it has affiliated with the Polytechnic Institute of NYU in downtown Brooklyn (formerly Polytechnic University). It also operates 10 academic centers on five continents and a portal campus to open in Abu Dhabi in 2010. NYU has 6,900 faculty members, more than 42,000 students from every state and more than 130 countries, and more than 360,000 alumni living around the globe. It is a large, decentralized university doing important work throughout the world, just as it has long done throughout the city. Progress, however, does not have an end point, and success demands even greater achievement.

In 2002, when John Sexton became president of NYU, the University was at a low point in its relationship with its neighbors. As the *New York Times* wrote in April 2001, many people were unhappy with the size and scale of several residence halls and with two new buildings then under way on the south side of the Square: the Helen and Martin Kimmel Center for University Life and the School of Law’s Furman Hall. As dean of the School of Law, however, Sexton started a dialogue with community members and neighbors, and he agreed to compromise, altering the proposed building from 13 to 10 floors. The groundbreaking for Furman—only 17 days after the September 11 attacks—was the city’s first major construction groundbreaking following the tragedy and NYU’s first new academic building in 50 years. Symbolically important, it underscored the University’s commitment to the future of the city.

The new century had marked a turning point. The University, under the guidance of a new president, recommitted to its city and community. As it set forth bold new goals for academic excellence, NYU’s leadership determined that past methods for growth could no longer be sustained. And though in the next couple of years, a few projects (the East 12th Street residence hall, for example) would not yet reflect NYU’s commitment to change, the University knew it had to set aside its former ways of doing business and approach its future—both academically and physically—with a more strategic and long-term focus. NYU had to realize that it exists in a fragile ecosystem, President Sexton said; its future and the city’s future are one and the same.

As NYU contends with the legacy of past growth and plans for its future, it faces particular challenges. Along with the programmatic and personal needs of its faculty and students, it must balance the concerns of its community members, many of whom have watched the University’s past expansion with concern, if not alarm. The University must confront a severe space shortage and overcome its dependence on leased spaces, while at the same time dealing with the pressures and vagaries of the real estate market, a city population expected to grow by one million people in the next 20 years, and the unique requirements of its location among historic districts and neighborhoods zoned for manufacturing.

The confluence of all these factors puts a premium on long-term, strategic approaches to space planning. In the past, NYU relied on an incremental and opportunistic approach that at times led to results out of context with the very neighborhood whose intangible qualities—creative, progressive, intellectual—the University both fosters and needs. Today, NYU has set forth on a different path.

## The First Step

The NYU of the 20th century had benefited from a spirit of entrepreneurialism and creative prag-

matism that led to a set of opportunistic moves, many of which paid off handsomely. But at the start of the 21st century and under the leadership of John Sexton, NYU recognized that it needed a more reflective, long-term strategic approach if the University was to realize its academic ambitions.



A Framework  
for the Future

Within that context, the deans of each school and college set about forging 10-year plans, which the University used to formulate a broad academic road map considering NYU’s progress to date and pointing to where the University will make investments going forward.

Preceding but emblematic of this type of academic strategic planning was the Partners’ Plan. Launched in 2004 and named after a small group of trustees who provided the funding, it sought the largest one-time expansion of NYU’s faculty in its history. It aimed to increase the faculty in Arts and Science, the Courant Institute of Mathematical Sciences, and the Institute of Fine Arts by 125 positions, or about 20 percent. The hiring was designed to enhance current excellence in such disciplines as economics, journalism, politics, and science, for example, and build diversity in the faculty by recruiting at the senior, middle, and junior levels.

To facilitate both recruitment and retention efforts and enlarge the University’s research capacity with a strong focus on the arts and sciences, the initiative has underwritten significant capital investments in academic facilities and housing improvements. It has

## The Villain of the Village?

As N.Y.U. Edges Out and Up, Neighbors Put Up a Fight

By KAREN W. ARENSEN

To New York University, the issue could not be clearer: it does not have enough room for its 50,000 students, 1,500 professors and 300 laboratories.

“If anything stops N.Y.U., it will be space,” said Thomas Bender, a New York University professor who specializes in New York’s intellectual history. “Office, classrooms, residential apartments: we are out of them all, and have been for a while. It is unbelievable what kind of crisis space is.”

But the university’s solution — to buy, lease and build more space — is straining some of its neighbors in Greenwich Village. As business is a widespread feeling that N.Y.U. is increasingly changing the neighborhood’s distinctive mixture of quaint and bohemian old town houses and townhouses that once drew artists and writers, beatniks and folk singers, gays and lesbians, who felt they were not welcome elsewhere.

“Today, N.Y.U. is looked at as the enemy by anyone who lives in the Village,” said Barry Lewis, an architectural historian who lectures at the New York School of Interior Design. Actually, many residents say that they like living in a university community — with energetic students, and events and spaces open to the public. What they say they cannot stomach, however, is N.Y.U.’s big new buildings, including the dormitories and the new student center.

Not counting its medical and dental schools, N.Y.U. today owns about 40 buildings with 9.3 million square feet, about 50 percent more than the 6.3 million square feet it owned in 1970. That was before it sold its University Heights campus in the Bronx and concentrated itself around Washington Square Park, where it began life in 1831.

In that year, a small group of wealthy New Yorkers founded the University of the City of New York (the original name) to train merchants and engineers. They erected a single, majestic neo-Gothic building of white marble to call attention to their enterprise on newly fashionable Washington Square.

That building no longer stands. But in N.Y.U.’s climb from a tiny commuter school with fewer than 100 students to a sprawling, internationally recognized university, it has become the dominating institutional presence in Greenwich



Continued on Page B8



On East 14th Street, an N.Y.U. dormitory, left, opened in 1988 on the site of the former Luchow's restaurant, far left.

## 2001

“The Villain of the Village?” In April 2001, Karen Arenson wrote this article for the *New York Times* noting that critics of NYU found its new residence halls “too big, . . . not architecturally distinguished, and . . . [replacing] historic buildings.” But the article also said NYU’s willingness to negotiate over the height of Furman Hall “was a major turnaround,” one that community leaders hoped “marked a new era in the university’s relationship with its neighbors.”

1. *Excerpts from NYU 2031. This document, approved in 2008, establishes NYU’s future academic priorities and provides the foundation for space planning.*



## 2004

In 2004, NYU launched the Partners' Plan, an initiative to increase the size of the faculty in Arts and Science, the Courant Institute of Mathematical Sciences, and the Institute of Fine Arts by about 20 percent—the largest one-time expansion of NYU's faculty in its history.

As part of this initiative, in 2006 NYU hired Michael Ward to create the Molecular Design Institute. Housed in the Department of Chemistry but drawing on the disciplines of physics and biology as well, the Institute pursues research in supramolecular (or "above the molecule") materials chemistry, a field where molecular building blocks are manipulated for applications ranging from energy-efficient lighting to drug delivery.

In 2008, the Institute received a \$7.2 million, six-year grant from the National Science Foundation to create a Materials Research Science and Engineering Center, where scientists will develop new materials through the exploration and manipulation of molecular particles. The Center will operate a program to cultivate junior faculty and bolster emerging areas of interdisciplinary research, and it will also create a program for K-12 and postsecondary education activities to introduce scientific topics to students in New York City schools.

already funded renovations of more than 250,000 square feet, including space for the Departments of Biology, Economics, Politics, and Sociology; the Arthur L. Carter Journalism Institute; and the Creative Writing Program.

To assist in these efforts, NYU engaged Polshek Partnership Architects, a local firm with expertise integrating new design with historic buildings. Together, they sought opportunities to consolidate departments under single identifiable buildings and locate them in proximity to one another in order to foster collaboration. New facilities were created to provide adequate room for faculty research, student consultation, graduate students, meeting and seminar rooms, and administrative support. Each project incorporated ground-floor lecture halls and undergraduate lounge space, which allows the University to create a transparent public face while meeting its needs for teaching and gathering spaces for students. NYU also engaged the lab planners CUH2A to develop benchmarking standards for science research space, providing a foundation for the expansion of the biology, chemistry, physics, and psychology departments and the neural science and genomics and systems biology centers.

The next step was to extend the strategic approach employed in building the arts and sciences under the Partners' Plan to a University-wide level and engage the University community in a discussion of what NYU had been, where it was, and where it wanted to go. That effort resulted in Framework 2031, a document that put forth a clear set of overarching principles and criteria to guide the choices and decisions the University would face over the coming decades. Ratified by the Board of Trustees in 2008, Framework 2031 is a road map for advancing NYU within the ranks of truly great research universities in the world.

## Planning Preparation

In order to implement a large-scale planning process to meet academic aspirations, the

University, in 2006, established an office that had never before existed at NYU—the Office of Strategic Assessment, Planning, and Design. Starting small, with one employee, it would soon include several in-house and consulting architects and urban planners to engage in short- and long-range planning, undertake historical studies and current space-use analysis, study peer institutions, and establish standards for design.

Before NYU could fully start thinking about its future, it needed to understand its past. One of the planners' first initiatives was to undertake a study of University buildings in the Washington Square area. Conducted with funding from a Getty Foundation Campus Heritage grant, the project resulted in a preservation plan for which NYU won a Lucy B. Moses Preservation Award from the city's Landmarks Conservancy.

The planners also visited peer institutions and charted NYU's historical real estate growth to analyze moves. They continued to work with each of NYU's schools and colleges to understand how academic plans translated into physical needs, completing master plans for Tisch School of the Arts; Steinhardt School of Culture, Education, and Human Development; School of Continuing and Professional Studies; and the NYU Division of Libraries. Additionally, the planners launched a study to prepare to consolidate administrative units and student services outside the University's Washington Square location, freeing space for future academic programs. This resulted in a 20-percent reduction in space use by sharing resources and creating greater density.

In February 2007, the University issued a Request for Proposals to more than 50 internationally acclaimed architecture and urban planning firms. From among 11 proposals and three finalists, NYU selected SMWM to lead the design team; with experience working with universities in dense urban settings, the San Francisco-based company is known for its expertise in architecture, planning, urban design, and community outreach. The team also included the multinational firm Grimshaw Architects and



## 2006

Before it could start thinking about its future, NYU needed to better understand its past. One of the planners' first initiatives was to undertake a study of University buildings around Washington Square. Conducted with funding from a Getty Foundation Campus Heritage grant, the project resulted in a preservation plan for which NYU won a Lucy B. Moses Preservation Award from the city's Landmarks Conservancy.



## 2006

NYU launched a University-wide sustainability initiative in 2006. A signature part was the University's purchase of 118,000,000 kilowatt-hours of wind-generated electricity. At the time, it was the largest purchase of wind power by any U.S. college or university and New York City institution, and one of the largest ever made in the country. It equaled the removal of 12,000 cars from the road or the planting of 11 million trees. NYU renewed the purchase in 2008.

New York City-based Toshiko Mori Architect. They brought visionary architectural and sustainable design experience, in particular, Grimshaw's environmental responsiveness and rigorous approach to detailing and Mori's reputation for reframing historic context by regenerating modernist buildings with innovative interventions.

## Sustaining the Environment

In the fall of 2006, NYU launched a University-wide sustainability initiative. As part of this undertaking, NYU made the largest-ever purchase of renewable energy by a U.S. college or university and New York City institution: 118,000,000 kilowatt-hours of wind-generated electricity, which equaled the removal of 12,000 cars from the road or the planting of 11 million trees. The purchase—one of the largest ever made in the nation—was renewed in 2008.

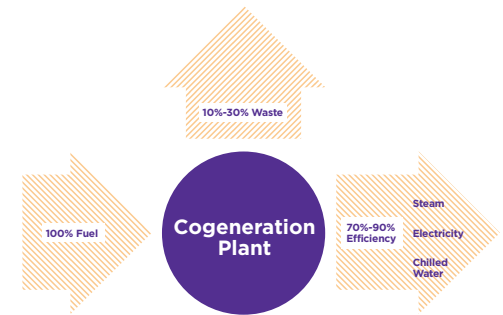
Around the same time, the University signed the American College and University Presidents' Climate Commitment to develop a plan for net carbon neutrality, hired a full-time sustainability staff, and established an Environmental Studies academic program. It also became one of the first universities to join New York City Mayor Michael Bloomberg's call for a 30-percent reduction in greenhouse gas emissions by 2017.

NYU had long practiced sustainable methods. In 1990, it established one of the first formal institutional recycling programs in the city (as of 2006, NYU was recycling at least 30 percent of its waste stream), and in the 1960s, the University made a commitment to clean energy by building a cogeneration plant beneath Warren Weaver Hall. Cogeneration—the simultaneous production of electricity and useful thermal energy—is much more efficient than conventional energy generation, producing lower emissions of carbon dioxide, regulated pollutants, and particulate matter. In 2006, the plant was supplying enough energy to remove seven University buildings from the city electrical grid, but approaching the three-decade mark, it needed to be retired or overhauled.

NYU decided to make a \$120 million investment to build a larger, cleaner, and more efficient plant. Scheduled for completion in April 2010, the new facility will power up to 30 University buildings. While doubling its overall power capacity, it will nevertheless emit at least 19 percent less carbon dioxide, 70 percent less nitrogen oxide, 83 percent less sulfur dioxide, and 78 percent less particulate matter than the previous plant. Above the site, NYU will create a new public green space.

In the academic realm, the establishment of a University-wide program in Environmental Studies, which joins work already under way in many NYU schools, colleges, and departments, ensures that NYU's academic community will be a driving force for University and city sustainability and creates numerous rich opportunities for faculty research and projects to intersect with University operations. And realizing that students have been at the forefront of environmental efforts, the NYU Sustainability Task Force offers funding for a number of green grants (in 2007-8, for example, more than \$160,000 was awarded to 23 student-, faculty-, and staff-led projects). One recently funded project is a student-organized Bike Share program, which provides free bicycles for use by the University community and is modeled after the Vélib program in Paris.

The efforts of the Sustainability Task Force have been wide-reaching, encompassing dining services, purchasing, student activities, landscaping, and transportation. NYU gardeners, for example, have phased out synthetic chemical fertilizers and pesticides while installing efficient drip irrigation and increasing the use of native plantings. The University has completed its first LEED-certified building; dining halls as well as catering programs have increased local and organic food options and replaced containers and utensils with those made of biodegradable materials; and in perhaps the largest program of its kind in New York City, NYU is composting organic waste. In September 2008, 34 tons of material were taken from seven buildings and 12 dining areas to an organic farm upstate. While NYU



## 2006

In 2006, NYU made a \$120 million investment to build a newer, more efficient cogeneration plant. When completed in 2010, the plant will power up to 30 University buildings. While it will double its overall energy output, it will also emit at least 19 percent less carbon dioxide, 70 percent less nitrogen oxide, 83 percent less sulfur dioxide, and 78 percent less particulate matter than the previous facility.

# With Doors Open to Neighbors, N.Y.U. Shapes Plan for Growth

By KAREN W. ARENSEN

New York University and Greenwich Village seem woven into each other. The geographic location has been a powerful lure for students and faculty, the school a steady source of youth, commerce and intellectual vitality for the neighborhood.

But some who live there year in and year out have complained that the university's expansion was helter-skelter and its buildings ugly and enormous, and that both were ruining the Village.

Now the university, more popular than ever among the nation's high school seniors, says it will need about 6 million more square feet over the next 25 years, at least some of it in the Greenwich Village area.

So last week it held an open house, though not for prospective students. For five hours, about 300 people, mostly local residents, sipped punch and sparkling wine, examined poster boards describing N.Y.U. and its needs, and chatted with university officials and their architects about where the university was headed.

The reception was part of a planning process that the university says would shape its

growth more deliberately, give the community more say — and, it hopes, make the expansion more palatable.

"We have to see if people can come up with creative ways to help the university and the community," said John E. Sexton, N.Y.U.'s president. "It should be a win-win situation, not a zero-sum game."

The university also began working last year with a task force of community leaders and elected officials, headed by the Manhattan borough president, Scott M. Stringer. In April, it hired a team of architecture and design firms to shape a strategic plan that includes community input. And on Thursday, it held the open house for community members, to discuss N.Y.U.'s needs and to hear their views.

As a symbol of the new openness, the heavy outer doors of Hemmerdinger Hall, the airy, high-ceilinged room on Washington Square East where the reception was held, were opened for the first time in more than a decade, providing access directly from the street. But a locksmith had to be summoned

*Continued on Page B4*

officially entered the process later than many schools, this has given the University the advantage of learning from other institutions' efforts. In 2009, the Sierra Club included NYU in the top 20 "green" universities in the country. In the nation's most populous and vertical city, with initiatives extending from Washington Square to its sites around the world, NYU has become a leader in urban environmental scholarship and practice.

## Conversations with Neighbors

As NYU was launching these major academic and environmental initiatives and conducting the analyses and studies to begin work on a long-term growth strategy, it also undertook a significant investment to involve its neighbors in the planning process from the very beginning. Working with Manhattan Borough President Scott Stringer, NYU agreed to convene a special Community Task Force on NYU Development, which involved various elected officials, community boards and organizations, and architecture and historic preservation groups. The task force's primary focus was to help NYU develop a strategy for growth that balances the University's space needs with respect for its community. A critical step in the process was creating a set of principles (page 58), which the University has agreed will guide its future development.

With these guidelines in mind, University planners and their design team conducted extensive community outreach over the next two years, holding several open houses and scores of smaller meetings with community, civic, faculty, and student organizations. The University presented plans in progress over five open houses between June 2007 and April 2008, each attracting hundreds of people from the NYU community and neighborhood. These events provided the planners with the chance to hear from community members, through vigorous discussions and debates in person and by collecting written feedback. The University was able to then incorporate

responses into the following rounds of planning. Those suggestions and concerns have profoundly shaped the vision that NYU presents in these pages.

## A City and Its University Face the Future

The future of the city and New York University are one and the same. Just as New York City's long-term plan realizes that one of the city's prime strategic advantages is found in its intellectual, cultural, and educational strengths, NYU knows that its energy, innovation, and vibrancy mirror its city's. Now, through a planning process unprecedented in its history, NYU sets out to help sustain its city just as it has long helped sustain its city's intellectual, economic, and artistic life. NYU will approach its future in a way that protects its neighborhoods and city, that engages its communities and acknowledges their concerns, and that reflects its humane and progressive values.

The University has committed to continue bringing community voices—both University constituents and neighbors—into the process every step of the way. Going forward, the University will maintain a process of transparency and openness. It will continue to solicit and incorporate internal and external community input as fully as possible, consistent with its mission and resources. It will proceed by sharing information and by being clear about its decision-making processes and rationales. While not everyone may agree with the University's choices, people should be clear as to why it is making the decisions it does.

NYU aims for results created by lively and committed neighborhood partnerships that draw on and reflect the academic expertise and progressive social goals of a world-class university. It has a bold ambition: NYU wants its spirit, mission, and ideals made manifest in its physical presence and its ongoing approach to urban planning.



## 2007

A 2007 *New York Times* article by Karen Arenson detailed NYU's efforts to involve its neighbors in the planning process. It covered a June open house reception: "For five hours, about 300 people, mostly local residents . . . examined poster boards describing NYU and its needs, and chatted with university officials and their architects about where the university was headed."

## 2007-8

The University presented plans in progress over five open houses between June 2007 and April 2008, each attracting hundreds of people from the NYU community and its neighborhood. Through vigorous discussions and debates in person, as well as written comments from participants, NYU incorporated responses into the following rounds of planning. Those suggestions and concerns profoundly shaped the vision NYU puts forth here.

## Community Task Force on NYU Development

*Working with Manhattan Borough President Scott Stringer, NYU convened a special community task force starting in 2007 and involving elected officials, community associations, and architecture and historic preservation groups. The task force created a set of principles that NYU has agreed will guide its future development.*

**Establish criteria for development within the existing NYU footprint in the University's core location and the surrounding neighborhoods that would prioritize:**

- Identifying opportunities to decentralize facilities and actively pursuing these opportunities;
- Contextual development that is sensitive to building heights, densities, and materials;
- Reuse before new development; and
- Considering mixed-use facilities that complement Manhattan's mixed neighborhoods, particularly in regard to ground-floor uses.

**Identify solutions to maximize utilization of existing assets by consulting with the community on:**

- The types of facilities that can be decentralized from the Village core and surrounding neighborhoods and cultivating locations outside these areas;
- Preferences for appropriate places for vertical additions;
- Encouraging programmatic and scheduling efficiencies; and
- Opening new and reenvisioning existing recreational spaces to better serve both the student population as well as the community at large.

**Make thoughtful urban and architectural design a priority by:**

- Respecting the limitations of the urban environment, including the impact on New York City's infrastructure;
- Improving the quality of open spaces; and
- Actively soliciting, utilizing, and implementing input from the community in the design process.

**Support community sustainability by:**

- Preserving existing diverse social and economic character through the support of community efforts to sustain affordable housing and local retail;
- Exploring the utilization of ground floors of buildings for community-oriented uses such as local retail, gallery spaces for local artists, nonprofit users and other providers of community services; and
- Generating a tenant relocation policy for legal, residential tenants, in the event that construction or conversion necessitates the relocation of tenants.

**Respect for the community's existing qualities of life including, but not limited to:**

- Taking measures to mitigate effects of construction such as noise, dust, work hours; sound mitigation for mechanical equipment; and construction staging;
- Reaching out early and often for community consultation related to major construction;
- Creating a Web site for ongoing constructions; and
- Committing to a community-oriented public process for reviewing NYU's proposed projects and developments.

## NYU 2031: In Summary



### Growth

**The University will meet the needs of its faculty and student population and its research and academic programs.**

- NYU cannot let space constraints limit its academic ambitions.
- NYU will optimize its endowments, be they financial, temporal, or locational.
- NYU will seek opportunities to enhance its presence and promote New York City's future.



### Sustainability

**The University will be sensitive to the potential for placing undue stress on its cultural and physical environments.**

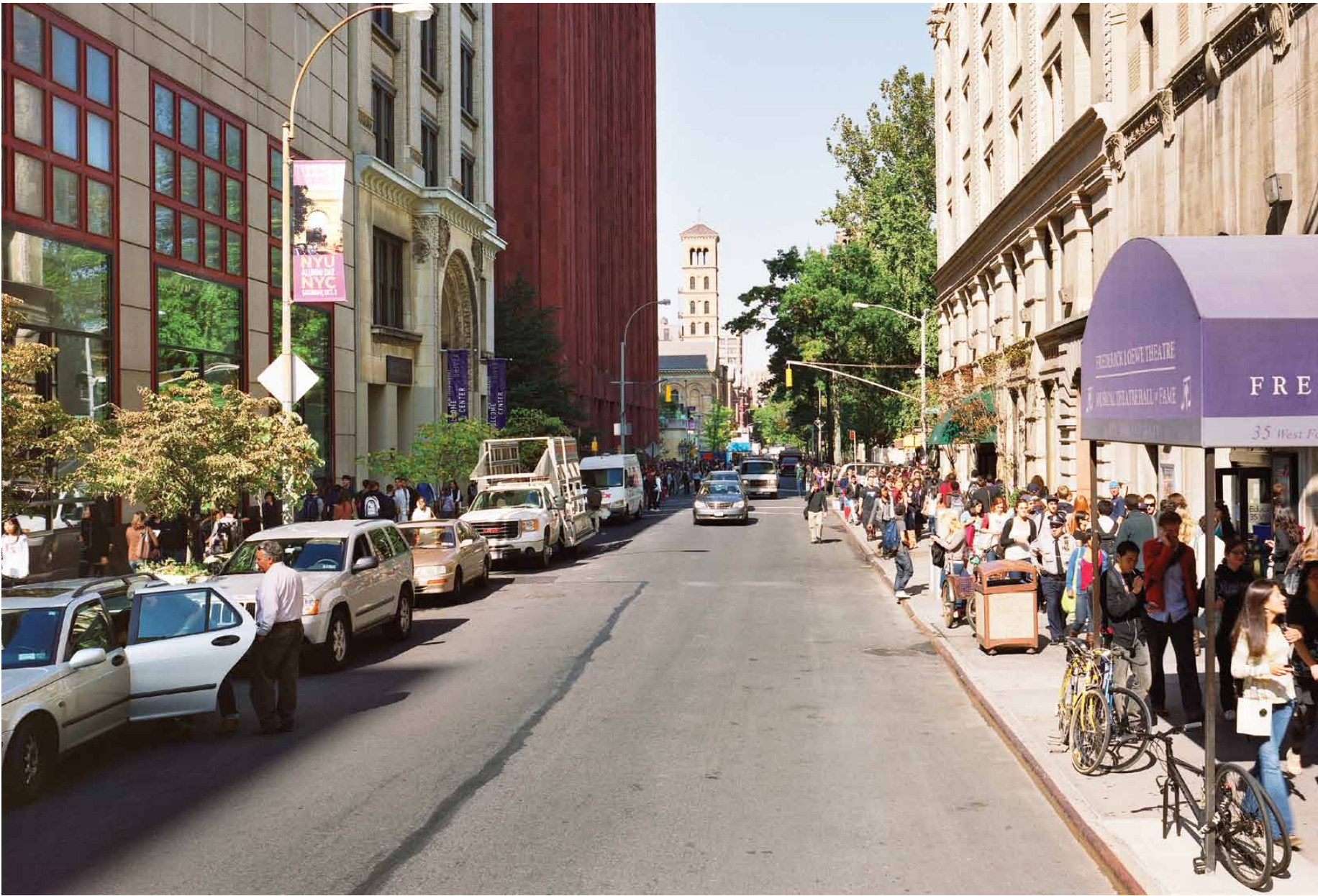
- NYU will support a sustainable future for itself and its community.
- NYU will promote pedestrian-friendly, mixed-use communities with accessible open space.
- NYU will build only when necessary and will remain committed to principles of adaptive reuse. And when it builds, NYU will strive to use the highest standards of green building technology.



### Awareness

**The University will consider the community, the neighborhoods, and the city that it depends on.**

- NYU's primary location at Washington Square will remain the vital center of a local and global network.
- NYU's success is interdependent with its city, neighborhood, and community. Transparency in NYU's action and dialogue will be paramount.
- NYU will prioritize thoughtful urban and architectural design.
- NYU will respect the limitations of its urban environments.



**“When people—especially talented and creative ones—come together, ideas flow more freely, and as a result individual and aggregate talents increase exponentially: the end result amounts to much more than the sum of the parts. This clustering makes each of us more productive, which in turn makes the place we inhabit even more so—and our collective creativity and economic wealth grow accordingly.”**

**—Richard Florida**

*(From *Who's Your City?: How the Creative Economy Is Making Where You Live the Most Important Decision of Your Life*)*



## **4. An Academic Vision**

*Before the University could develop a strategy for its physical expansion, it had first to determine its academic goals and priorities going forward. What does New York University seek to be in 2031?*

NYU is clear about what kind of institution it wants to be—a strong research university with global reach, known for innovation across all disciplines, including science, arts, and its professional schools, fostering a close-knit intellectual environment for students, faculty, and community members alike.

Maintaining a vital presence in New York City—centered at Washington Square—is the University’s most important goal. It is the key to sustaining a global vision, for NYU knows that its international network is only as strong as the home that supports it.



### An Academic Vision for the Future

NYU is clear about its academic priorities. It will focus its investments in areas and programs that support existing strengths, fortify the arts and sciences, enhance the undergraduate experience, and maintain a focus on the development of NYU's professional schools.

### Why Must NYU Grow?

The function of a research university is simple yet profound: improve humanity through the creation and dissemination of knowledge. From the arts to medicine, journalism to economics, and biology to law, great universities have always been in the service of human advancement. They fulfill this duty by educating the next generation of leaders who will continue humanity's progress. And they do this by creating centers where today's researchers can seek the radical breakthroughs that cure diseases, protect the environment, and advance technology; and where today's emerging leaders can do the important work of supporting justice, human rights, social welfare, religious and political freedom, as well as further historical, cultural, and philosophical understanding and artistic expression.

Over the next 20 years, New York University will continue to fulfill its duty as a premier institution of higher learning and support the cause of human advancement as the University invigorates the economic, cultural, and intellectual life of its city. It has made huge gains in recent decades and has set forth bold goals for the future: it strives to be a global research institution supporting an international network for the exchange of ideas while anchored by a strong and substantial center in New York City.

What shape this vision will assume in the immediate future is clear. The University has already begun to make investments in key academic areas as it builds and fosters an international network. It is more difficult, however, to predict what shape this vision will take beyond the next decade. But one thing is certain: NYU needs to secure the space it requires in order to stay relevant and rigorous and to allow academic excellence to flourish.

## The Case for Space

*Based on its vision to create a strong center in New York City that anchors a global academic network, and to do so by enhancing science, maintaining excellence in the arts and the professional schools, and building a stronger sense of community, New York University has established that it will need—at most—an additional six million square feet by 2031.*

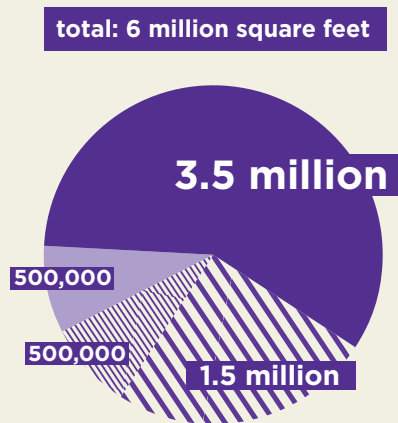
The University arrived at this estimate by analyzing historical and recent growth trends and projecting forward; by assessing the individual proposals each of its schools and colleges had developed for their space needs and growth over the next decade; and by analyzing programmatic goals along with current space inventories.

The additional square footage will allow the University to decompress and relieve its overburdened facilities, as well as to make room for crucial additional investments. A number of construction projects already under way are included in the proposed square footage increase.

## 1. Setting a Ceiling: Six Million Square Feet

After studying its current facilities and historical growth patterns, conducting comparative analysis against peer institutions, and assessing its long-range academic goals, NYU has estimated that it will need up to six million square feet by 2031.

Projected Square Feet Increase by Use



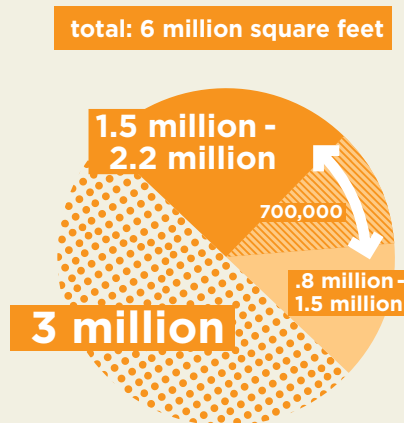
3.5 million square feet for academic purposes, such as state-of-the-art laboratories, classrooms, and departmental and faculty space

1.5 million square feet for student housing, to allow for an increase in both the percentage of undergraduate (from 54 percent to 60 percent) and graduate students (from 14 percent to 24 percent) in NYU housing

500,000 square feet for faculty housing, including space for visiting scholars

500,000 square feet for student services and other amenities, to house cocurricular activities, clubs, and recreational facilities

Projected Square Feet Increase by Location



Core: 1.5 million - 2.2 million

Neighborhood: .8 million - 1.5 million

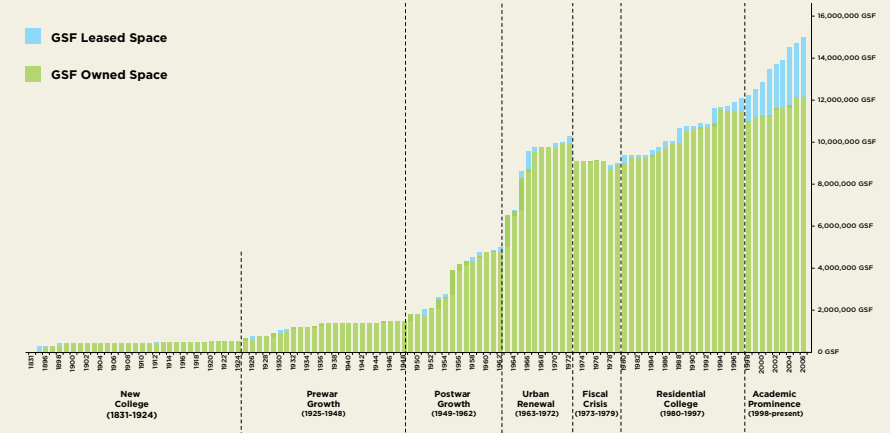
Remote: 3 million

\* The way to think about the allocation of 3 million square feet between the core and the neighborhood is as a sliding range, with the amount in the neighborhood dependent on how much can be accommodated in the core. For example, if NYU's proposals for the super-blocks are approved, as much as 2 million square feet (above and below ground) could be accommodated in the core, with approximately 1 million square feet to be located in the neighborhood.

## 2. Historical Analysis

A historical analysis of NYU's increase in square feet shows that, over the last decade or so, growth has been primarily in the form of leased space.

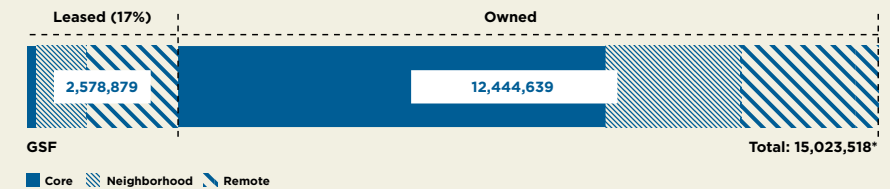
NYU's Historical Real Estate Growth (both owned and leased)



Of this total, the NYU Langone Medical Center comprises 3 million square feet.

The University must reduce its dependency on leased space in order to reach a financially sustainable model. Currently, its leased space of 2,578,879 square feet totals approximately 17 percent of its total square footage of 15,023,518.

Leased vs. Owned Space by Location

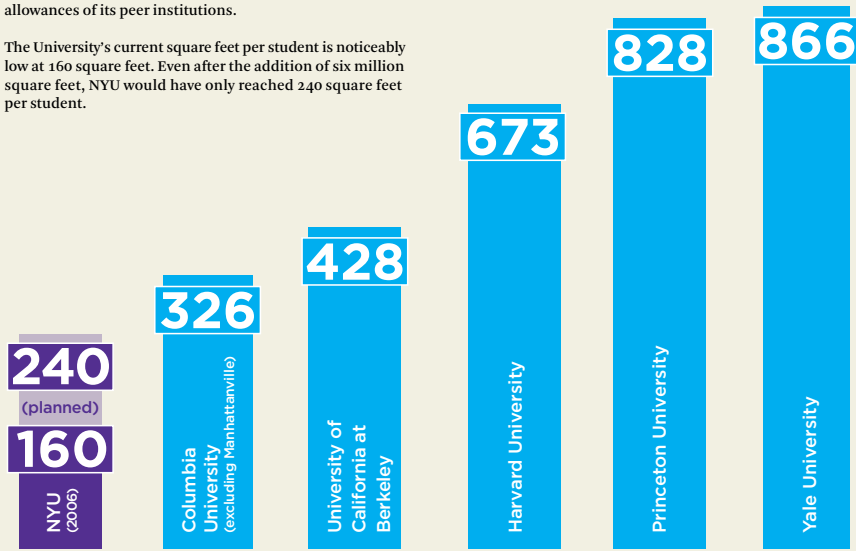


\* Of this total, the NYU Langone Medical Center comprises 3 million square feet.

### Academic Square Feet Per Student

Given its urban location, NYU will never match the space allowances of its peer institutions.

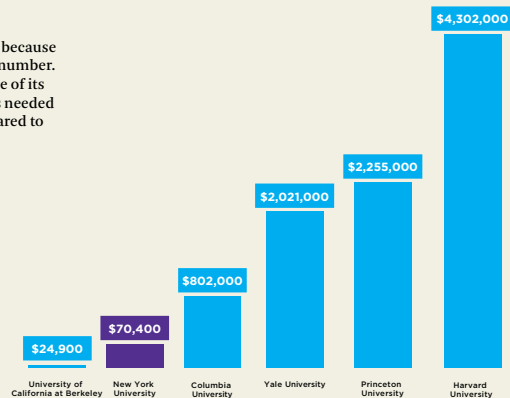
The University's current square feet per student is noticeably low at 160 square feet. Even after the addition of six million square feet, NYU would have only reached 240 square feet per student.



(Numbers compiled in 2006)

### Endowment Per Undergraduate

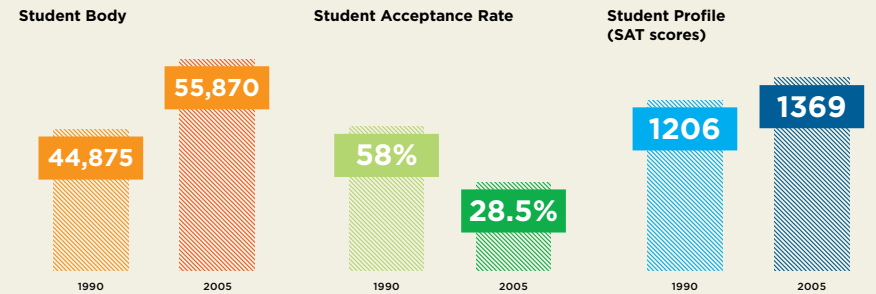
The perception is that NYU is a wealthy institution because the University's total endowment is an impressive number. But when that endowment is placed against the size of its student body and the scope of University programs needed to support its students, NYU ranks 202nd as compared to other institutions.



(Source: Integrated Postsecondary Education Data System, 2006-2007)

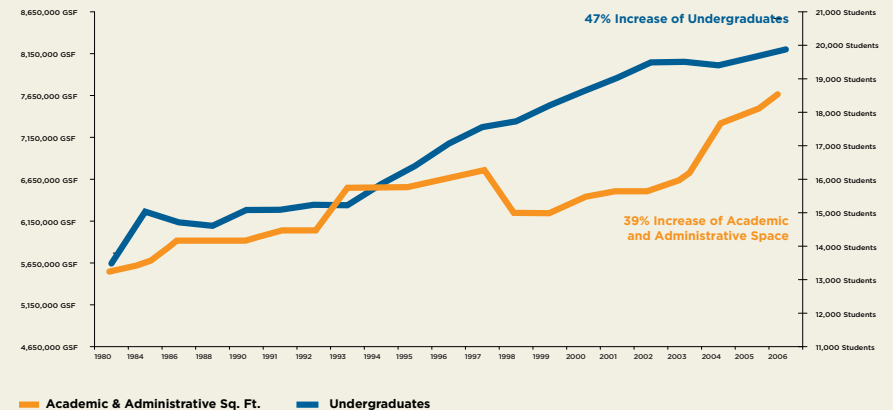
## 3. Current Assessment

Over the last 20 years, NYU made many bold decisions that fueled much of its success. Most significant, it increased its student body by 24.5 percent between 1990 and 2005—and committed to house as many as possible—even as it became a more selective school. In the meantime, however, the requisite increase in maintenance, physical plant, faculty, and administrative support did not occur.

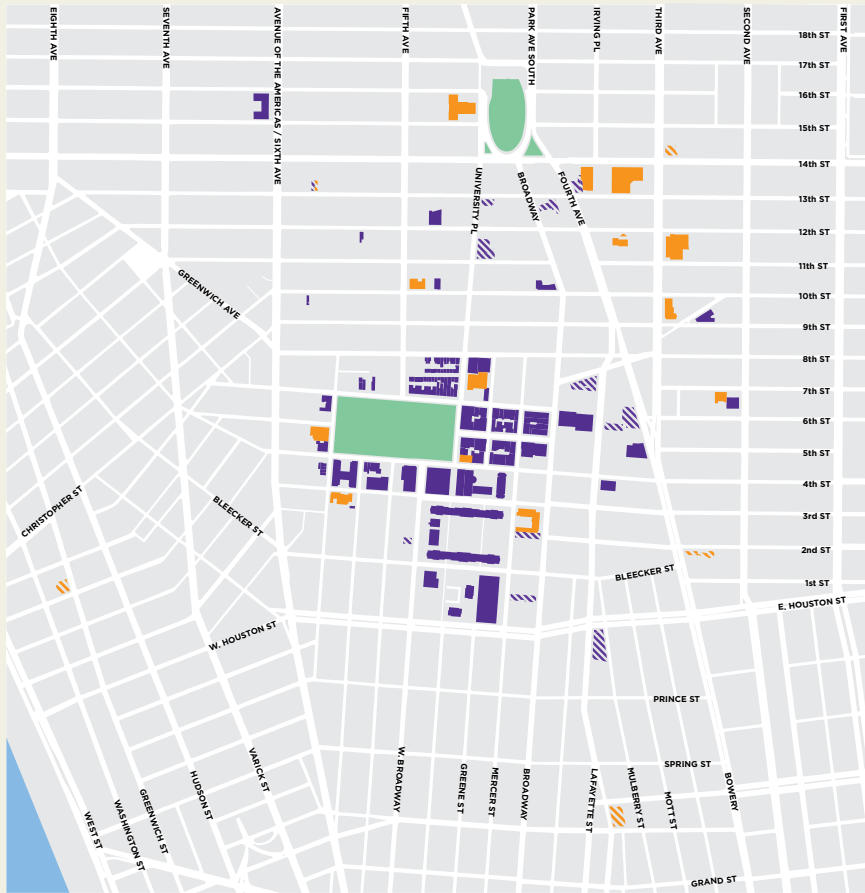


### All Academic & Administrative Square Feet vs. Undergraduate Enrollment: 1980-2006

An additional 460,000 square feet of academic and administrative space was needed to match the rate of growth for undergraduate students during 1980-2006.



NYU currently houses 12,500 students (up from 4,843 in 1995)—54 percent of its undergraduate students and 14 percent of its graduate students.



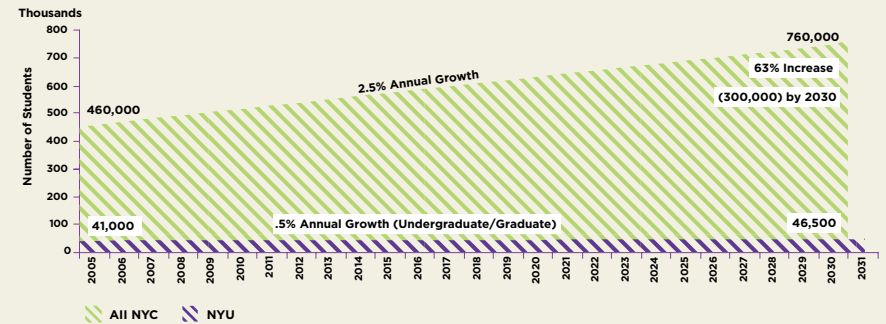
- NYU-Owned Buildings
- NYU-Owned Residence Halls
- NYU-Leased Buildings
- NYU-Leased Residence Halls

## 4. Priorities Going Forward

The University began with Framework 2031, a strategic plan that covers a 10-year projection of academic priorities or investments and the implications for growth. This builds on the Partners' Plan, which added 125 faculty. New research methodologies and shifting pedagogical requirements also demand different types of academic facilities. In keeping with NYU's goal to be a preeminent research institution and to remain competitive, the University must provide faculty and students with the space and academic resources they need.

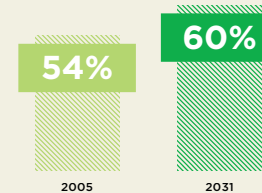
### Student Growth Comparison

Compared to the estimated New York City student enrollment projections, the projected increases in NYU's student body are quite modest.

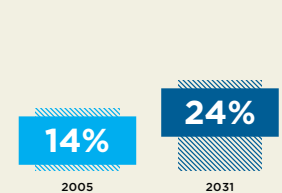


NYU 2031 calls for increasing the University's capacity to house up to 60 percent of its undergraduates and 24 percent of its graduate students. The graphs below illustrate the percentage of students NYU aspires to accommodate by 2031.

### Undergraduate Housing



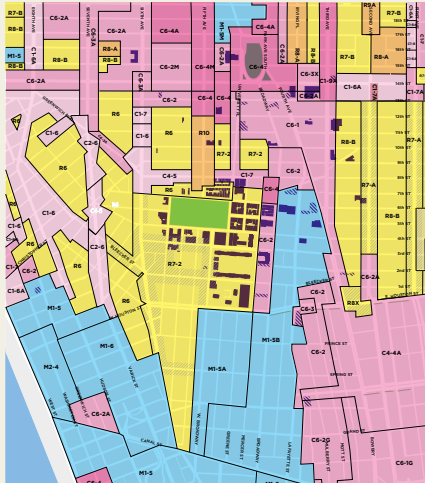
### Graduate Housing



## 5. Constraints on Growth

The University's central location in historic Greenwich Village presents stringent preservation and zoning restrictions. NYU's property near Washington Square is bounded by three historic districts: the Greenwich Village, SoHo, and NoHo districts.

### Zoning (restrictions on use)



### Current Zoning

- Residential (FAR < 4.0)
- Residential (FAR > 6.0)
- Manufacturing (University classrooms and residential not allowed)
- Commercial (FAR 1.0 - 4.0)
- Commercial (FAR 5.0 - 6.0)
- Commercial (FAR 7.0 - 10.0)
- Commercial Overlay

FAR = Floor Area Ratio (a calculation of square footage)

### Historic Districts (restriction on development capacity as of fall 2009)



### Historic Districts in the Neighborhood

- NYU-Owned Buildings
- NYU-Leased Buildings
- Historic Districts
- Historic Districts under consideration by the Landmarks Preservation Commission

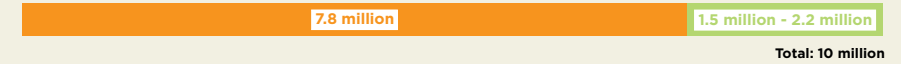
## 6. Distribution of Growth

NYU recognizes the primacy of its core location at Washington Square but seeks opportunities, where appropriate, to look to the neighborhood and to remote locations to accommodate some of its projected space needs. While up to six million square feet seems like a lot of space, its implementation will be phased over two decades and may be rearranged in the face of changes in economic conditions, the vagaries of the real estate markets, and other trends.

### SF by Location

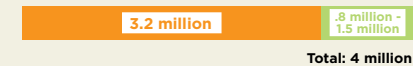
Current Projected

#### Core



More than one-third of the proposed / projected new square footage at the core is below ground / underground.

#### Neighborhood



In a neighborhood where a total of 121,296,967 square feet exists, NYU currently owns / leases 2.72 percent. The projected increase is .82 percent for a total of 3.55 percent of the available square feet in the neighborhood.

#### Remote



The health corridor, downtown Brooklyn, and Governors Island provide opportunities for half of the six-million-square-foot projection.

### SF by Use

Current Projected

#### Academic



#### Student Housing



#### Faculty Housing



#### Student Services



At the heart of NYU 2031, the University sets out to be forthright about its needs for space and to create sensible, predictable, and transparent communication around the development and implementation of new facilities.



## Decompression

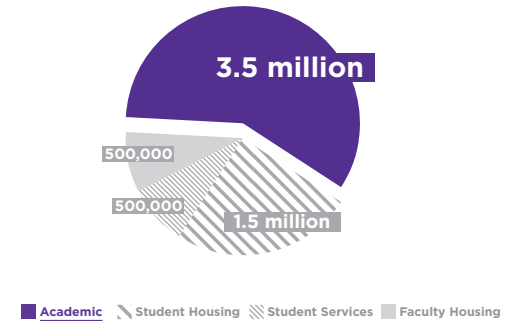
NYU needs to play physical catch-up. The University has increased its student body, but without commensurate expansion of physical space, faculty, and programs, its hard-fought academic gains are put at risk. In 2006, for example, consultants determined that a significant portion of NYU's science facilities was no longer up-to-date, and while the University immediately began renovations, much additional space will be needed.

## Reckoning with the Past

New York University began the planning process by asking each school and college to determine both their programmatic goals and space requirements. The University's constituents mapped their academic goals and determined estimates for space, benchmarking facilities against what schools of similar stature have. The first numbers were idealistic, signifying the most accurate representation of the space each academic department desired without considering any space or financial constraints. The numbers were then scaled back—often by as much as half—after considering the limited resources of both funding and real estate. Meanwhile, planning consultants inventoried existing spaces and gathered data.

The results were not surprising. Even before taking into account any new investments in faculty or research, many of the studies found significant shortages of space to support the University's existing programs. The roots of this shortfall can be traced to the period between 1981 and 2001, as NYU dramatically increased its student population while restraining growth in its faculty and academic facilities. While those decisions were based on a strategy that worked—to both grow the student body and become a more selective university—the result today is that many of the University's facilities are severely overburdened. Even though enrollment increases have subsided and NYU expects only a modest increase of students at Washington Square by 2031, an adjustment needs to occur now or academic quality will suffer.

As its student population grew, NYU did not keep pace in terms of the size of its faculty or amount of office and laboratory space. NYU has already begun to reduce its student-to-faculty ratio (which now stands at 12:1) by hiring additional faculty. But with facilities for existing faculty already limited, office and laboratory space is in severely short supply. Without a serious upgrade and improvement in facilities, the important gains of the last decade will be lost. The University must decompress.



## Academic Purposes

NYU must unburden its academic facilities if it is to stay relevant and rigorous and to allow academic excellence to flourish. The projected 3.5 million square feet for academic space is to both decompress current facilities and allow for future advancement.

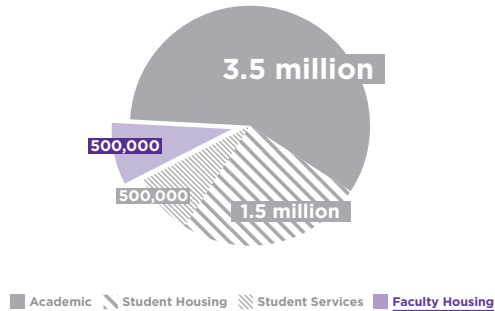
In general, NYU faces a shortage of science facilities, classroom space, specialized teaching spaces (such as performance spaces, workshops, and clinics), faculty offices, student service facilities, and student housing. Consultants determined in 2006, for example, that a significant portion of the science facilities was no longer up-to-date, and while the University immediately began renovations—and has already started building new science facilities that count toward the estimated ceiling of six million square feet—much additional space will be needed.

Similarly, the entire inventory of NYU's classrooms needs to be upgraded to include an increased number of right-sized, flexible, and technologically sophisticated classrooms. In total, the University anticipates a need of 3.5 million square feet for academic space, both to decompress current facilities and allow for future advancement.

The University can never aspire to match the space-per-student ratio of its peer institutions. NYU currently has 160 gross square feet per student, and even if it reached the projected ceiling of six million square feet, NYU would have only 240 square feet per student—among the lowest of its peer institutions. This 2031 number is, for example, almost a third less than Columbia University's current space rate per student and a fraction of what other top universities have today. Increasing that number even modestly, however, will relieve very tight space constraints and allow NYU to offer its students adequate residential, meeting, and study space.

## Providing Sufficient Faculty Space

If NYU is to recruit the world's best researchers and scholars, it must provide them with the research facilities they need to conduct proper scholarship, teach, and compete for and win federal research dollars. At the most basic level, faculty in all disciplines require appropriate space for offices, studios, meetings, and grad-



## Faculty Housing

To recruit the world's best researchers and scholars, NYU must continue to provide adequate housing in close proximity to the academic community anchored at the Square, both for permanent faculty and for visiting scholars. The University also needs to provide its faculty with more space for family-oriented facilities, such as day care and playgrounds.

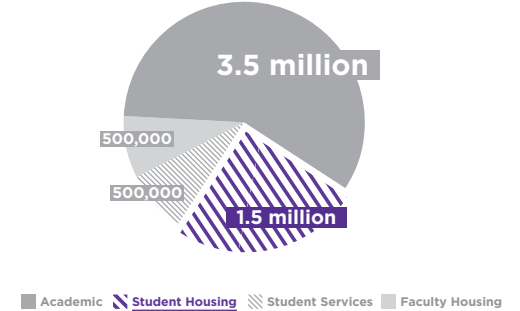
NYU has approximately 2,300 full-time faculty members, excluding those at the medical school. Of this number, more than 975 live in NYU-owned housing. In order to ensure affordability for its faculty, the University subsidizes rents, leaving faculty to pay well below the market rate for Manhattan and particularly for the area of the West Village.

Seventeen percent of the University's 2,000 units house tenants not affiliated with NYU. These residents are largely protected by New York State rent regulations (most are rent stabilized, some rent controlled).

uate students—needs that today often go unmet. Housing is also an important part of recruiting and retaining faculty, which is why NYU 2031 predicts that as much as 500,000 additional square feet will be needed for faculty housing. Building and maintaining a strong faculty is one of the most crucial steps in both enlarging the University's research capacity and properly educating its students. Faculty members need a variety of housing options: leased, owned, long-term, short-term, close to Washington Square or other NYU sites, or located in areas of the city that are convenient for family members. In order to provide independent ownership opportunities away from NYU's core location, for example, the University has implemented programs to help its employees purchase private housing through mortgage assistance programs.

Faculty members play a crucial role in maintaining a strong academic community at NYU's core location. In addition to creating new housing, there is call for enhancing quality of life for faculty, with playgrounds, playrooms, day care, social meeting places or clubs, and neighborhood-oriented retail and hotel facilities. While such facilities may seem to fall outside of the definition of faculty housing, they nevertheless are an important part of serving faculty members and their families and building a strong University community. And many such services improve the general quality of life for the entire neighborhood as well.

Another dimension of the need for faculty housing includes shorter-term options. Visiting faculty, particularly those coming from other NYU locations around the world, need flexible leases when spending an academic year in New York. And they need housing in close proximity to Washington Square if they are to derive the most benefit from—and most fully contribute to—the academic community anchored at the Square.



## Student Housing

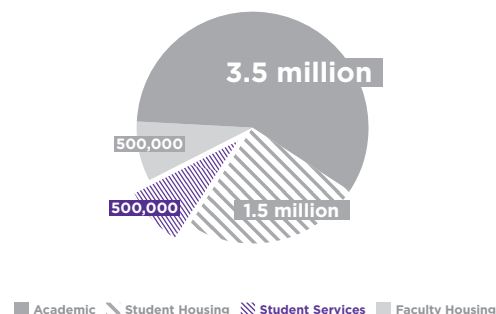
As students come to study at NYU from around the world, the University must be in a position to meet the demand for housing its students and scholars. Students who come to NYU choose either to live in a residence hall or independent from University housing. The University's projections will allow it to house additional students as needed.

## Enhancing Student Housing and Services

Past growth in student population—and in particular, the change in NYU's recruitment strategy, which drew students from around the country—sharply increased the amount of housing the University required, a need that had to be fulfilled in a short time frame. Between 1990 and 2000, the number of students residing in NYU residence halls increased from 4,000 to 12,000 and today remains at 12,500 students living in 23 residence halls. But whereas other universities began as residential universities and could expand facilities within the confines of their own campus, or even annex contiguous or nearby sites, NYU became residential long after its central location had been established.

Not owning a campus or large swath of land on which it could build new residence halls, the University had very few options of where to find or build suitable student housing. This led NYU to build and lease facilities in an often ad hoc manner, based on a sense of urgency, with little time for long-term planning to study the potential for oversaturation. Striking a better balance between leasing and owning in its real estate portfolio will benefit NYU by reducing the vulnerability inherent in tenancy and—after new buildings are paid for—by beginning to return revenues, a move that can aid its long-term fiscal health and stability. Replacing some leases can also benefit the neighborhoods surrounding NYU's central location by taking pressure off of certain areas.

NYU also wants to increase its capacity for the number of students it can house—a desire that may also relieve pressure on the local housing market. Much of the additional square footage required for student housing is a result of changing trends: students want and expect more out of a residential experience today. NYU's students have the city as their campus, which is much of the University's appeal, but they nevertheless require NYU's infrastructure to support them as well. So the University has made significant changes in how it runs its



## Student Services

The growth in student population without commensurate growth in facilities sharply limits the space available for important student services such as health care, advising, meeting, conference, and cocurricular facilities. Enhancing the overall student experience is one of NYU's key academic priorities for the future.

residential programs, connecting them more strongly to faculty interaction and academic programs. To allow for such changes, the University requires additional space to build, for example, a more robust faculty-in-residence program, create freshman- and sophomore-specific residence halls close to Washington Square, enhance learning and meeting opportunities, and offer new approaches to programming such as group housing for students with similar interests and activities.

In order to attract and retain the next generation of the country's top scholars and scientists, NYU needs to be able to offer graduate and postdoctoral housing as part of its competitive package. The current limitations of University housing, along with the city's daunting housing market, are consistently cited as reasons why some admitted students decline to enroll at NYU. The growth in student population without commensurate growth in facilities also sharply limited the space available for important student services. Here, too, changing trends have increased the University's requirements for space.

Enhancing the overall student experience is one of NYU's key academic priorities for the future. NYU has implemented a serious and sustained effort to vastly improve the student experience by building both a greater sense of community and wellness among its students. The University must have the necessary space to support both its undergraduate and graduate student populations. Thus, there is a call for as much as 1.5 million square feet for undergraduate and graduate housing and 500,000 square feet for student services.

## An Academic Vision for the Future

In recent years, NYU has made clear its academic priorities and laid a strong foundation for its future. Outlining the goals in a document entitled Framework 2031, which was prepared with University-wide input and adopted by its Board of Trustees in 2008, the University began

by formalizing four principles for new academic initiatives (a full description of which can be found in the appendix). NYU will focus its investments in areas or programs that can be shown to support and maintain existing academic strengths, fortify the arts and sciences, enhance the undergraduate experience, and maintain a focus on the development of the University's professional schools.

## Maintaining Momentum in the Sciences

No major research institution exists without a strong science foundation. Strength in the sciences is a hallmark of a great university, a vital element of New York University's service to its city, and a crucial component of its efforts for human advancement. In recent years, NYU scientists have made significant discoveries in nanorobotics, visual systems of the brain, HIV antiretroviral therapy, autism and memory, Alzheimer's and immune response, and osteoporosis prevention and reversal, among many other fields. The University must find the space it needs to allow important scientific work to continue.

Through 2031, developing new science programs while building on existing strengths will remain essential to NYU's reputation and its continued growth as a major research institution. But competing with other institutions that have greater financial resources and greater amounts of space has always been, and will remain, a challenge. For obvious reasons, the University must focus on investing in sciences that don't require enormous amounts of space. There will never be a nuclear particle accelerator at NYU. But by building on current strengths in physics and biology, for example, and by engaging computational science as a foundation for scholarship and research across the University—capitalizing on NYU's renowned Courant Institute of Mathematical Sciences—NYU can create unique opportunities for groundbreaking research and world-class academic programs.



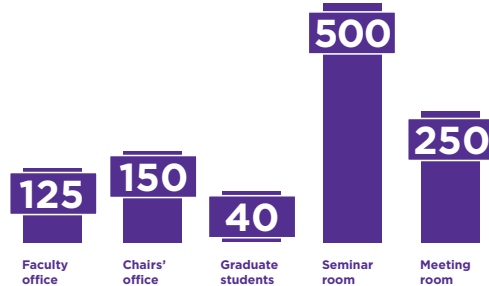
## Soft Matter Research

In 2004, the University created the Center for Soft Matter Research with the hiring of a team of three physics professors from Princeton University, University of California at Santa Barbara, and University of Chicago. The Center studies materials which basic units consist of many atoms or molecules, such as biological and synthetic polymers, emulsions, liquid crystals, and nanoparticles. It partners closely with researchers in NYU's chemistry and biology departments (Arts and Science), mathematics (NYU Courant Institute of Mathematical Sciences), biomaterials and biomimetics (NYU College of Dentistry), and engineering (Polytechnic Institute of NYU).

Resources for the Center came from the Partners' Plan and its funding for cluster hiring to recruit outstanding researchers attracted by the opportunity to work together and build new programs at NYU. While the hiring model has worked well for bolstering scientific research, the Center requires additional space for new facilities and laboratories.

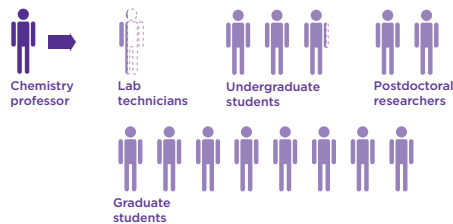
## Faculty of Arts and Science Space Needs

A 2005 FAS feasibility study set guidelines for minimum space requirements. The figures, which factored into the University's long-term planning needs, included the following square footage needs per person:



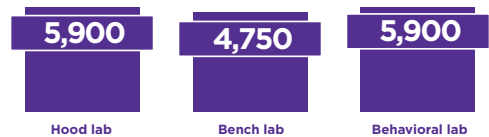
## Building a Research Team

In the sciences, each additional faculty member hired requires a team that needs laboratory space:



## Laboratory Space Per Research Team

Each research professor's team requires a certain amount of space. Range of square feet:



**Hood lab:** used for chemistry and physics. **Bench lab:** used for biology and neural science. **Behavioral lab:** used for neural science and psychology.

NYU will seek to fulfill its vision for the sciences, which features a shared network that encompasses all units, including the basic sciences at Washington Square, the Courant Institute, the School of Medicine, the College of Dentistry with its College of Nursing, and the Polytechnic Institute of NYU in downtown Brooklyn. This broad vision will call for several major investments in space. It could necessitate, for example, the need for a joint facility, located at the health corridor, fitted with laboratory space to seed and encourage collaborations. At the same time, NYU's strategy for the sciences is to continue to support already strong units and make highly focused additional investments in important and rapidly growing subfields where the University has the potential to attain and sustain excellence. It could capitalize on special connections in New York City and build synergies among departments and schools throughout the entire University.

NYU will embark on these goals the same way it has approached science development in recent years: by recruiting top faculty in focused areas to build a momentum that will have a profound effect both on individual disciplines and University science as a whole. This has been the strategy behind the University's recent advancements in the fields of genomics, soft condensed matter, molecular design, cosmology and particle physics, cognitive science, and computational science. This strategy, however, will require significant additional space. Creating such centers through cluster hiring, which brings researchers to NYU who are attracted by the opportunity to work together, demands square footage for new laboratories and additional support—for each one professor hired, space must also be made for a number of postdoctoral researchers, graduate students, and lab technicians. Laboratory space must be created to allow scientists to collaborate among and across disciplines and to enable them to compete for grants.

While the University will make room for as many science facilities as possible at its central Washington Square location, it will undoubtedly run out of space; the future, then, points to the health corridor along First Avenue and to

the Polytechnic Institute of NYU in downtown Brooklyn. These two remote sites—the former, the location of NYU's School of Medicine and the NYU Langone Medical Center for over a century, and the latter, the University's planned merger partner that takes NYU into Brooklyn for the first time—are central components of the long-term strategy. Announced in 2008, the current affiliation with the Polytechnic Institute of NYU, which returns engineering and technical science to the University, will provide rich partnerships and collaborations for scientific innovation in such potential areas as urban sustainability, biotechnology, and information technology, while drawing on engineering programs ranging from chemical and biological to civil and electrical. Furthermore, the Institute's location in downtown Brooklyn offers an assortment of development opportunities stemming from a recent general rezoning of the surrounding areas that could provide much-needed space for scientific and other facilities that are impossible to locate at Washington Square.

Through planning analysis and projected hiring goals, it is fairly easy to predict what space the sciences require in the near future; planning beyond the next decade, however, is more difficult. It becomes harder still to predict what areas of scientific research will emerge in the long term as critical arenas of discovery. Fifty years ago, no one would have imagined the existence of nanotechnology or genomics; similarly, no one can accurately predict what critical research the world will require and NYU's scholars will conduct in 2031. But anticipating additional square footage ensures that when opportunities arise for new avenues of scientific discovery, NYU will have the physical resources and flexibility to pursue them.

## Sustaining Stature in the Arts

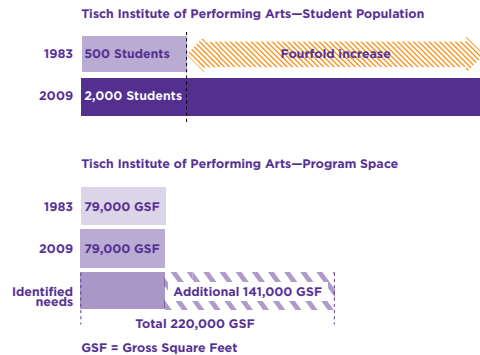
NYU faculty, students, and alumni have helped make New York City a leading artistic and cultural capital of the world, and one of the University's signature strengths has long been the



## Center for Genomics and Systems Biology

In 2002, the University established the Center for Genomics and Systems Biology, building on outstanding work already under way by NYU biologists. By bringing together some of the world's leading genomics researchers—who seek to uncover the complex interactions between genes in all organisms—NYU has emerged at the forefront of this new and important field.

The Center is currently spread over two disparate and cramped locations. A project to build a permanent home for the Center, begun in 2007 and scheduled for completion in 2010, will add a new 10-story research facility of 70,000 square feet behind the six-story facade at 12-16 Waverly Place—preserving historic context while advancing the sciences. The new facility (third from right in the rendering above) will allow the Center to expand further by attracting six to eight additional faculty members. It will consolidate the faculty into one cutting-edge research home that will have integrated laboratory spaces with room for computational scientists to work beside bench scientists, custom-built research benches, state-of-the-art ground-floor classroom space, and a rooftop greenhouse. The building project allows NYU to compete internationally and to create one of the most advanced teams for genomics research in the world.

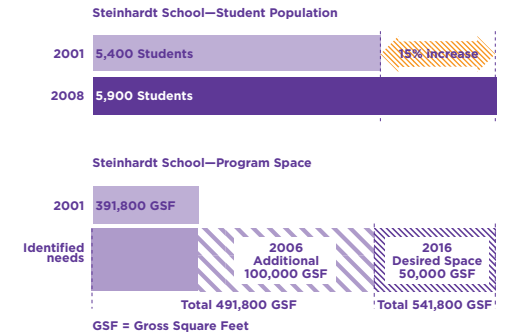


arts—ranging in a broad arc from the visual to the performing and from museum curatorship to new media. Over the next 25 years, the University will continue to vigorously support and enhance this dimension of its academic identity. Investments in these areas will ensure that NYU maintains its leading position in the arts; but investments are also crucial in sustaining and protecting the city's cultural and artistic heritage and in continually reinvigorating the city's identity as a world leader of performing and visual arts.

The University has an important role to play by encouraging access to the arts, defending artistic freedom, fostering professional advancement, anchoring a downtown arts scene through its different venues, and supporting arts education by training the future teachers of the arts.

Much of NYU's strength in the arts is owed to the University's thorough engagement with its location in a global art capital. The University has capitalized on its location and built close relationships with such illustrious arts institutions as Lincoln Center for the Performing Arts, New York City Ballet, American Ballet Theatre, Brooklyn Academy of Music, Metropolitan Museum of Art, Film Forum, and Paley Center for Media. The University's Institute of Fine Arts; Institute for the Study of the Ancient World; Steinhardt School of Culture, Education, and Human Development; Tisch School of the Arts; and numerous programs in the Graduate School of Arts and Science, such as Museum Studies, have each benefited from their unique positions within the cultural metropolis. And NYU has long contributed to the creative economy of New York City, training museum directors and curators, as well as artists in dance, theater, film, music, photography, and more; hosting visiting artists, attracting renowned experts, and drawing energetic innovators; and helping sustain New York as one of the most vibrant cultural cities in the world.

But housing such programs requires space, and in many cases, unique facilities calling for large floor plates are necessary for practice and performance venues; theaters; studios; workshops



for set, costume, and lighting design; computer labs; galleries; and more. Attaining the needed square footage is essential if NYU is to maintain its competitiveness and continue to enhance its programs and partnerships in all forms of the arts. It is important for the city, too, that NYU continues to enrich and empower the industries of theater, film, television, new media, studio and visual arts, music, photography, and telecommunications, as well as fields from arts policy and arts therapy to emerging areas of video and computer games.

### Supporting Leadership in the Professional Schools

NYU's professional schools train the physicians, nurses, dentists, lawmakers, social workers, and business innovators essential in a functioning society. The work done by university researchers and students—from fighting for human rights, to healing the sick and determining how best to house the poor, to training the next generation of policymakers and social entrepreneurs—goes to the heart of higher education's role. In steps both large and small, the work these professionals do demonstrates how the expertise of those in the academy can be brought directly to bear on improving the lives of everyone and, in particular, of those who live in cities.

Having anchored the University from its earliest days, NYU's schools of medicine, law, and business have long been recognized as national leaders, and over the last decade they have continued to make impressive gains, earning international renown. Keeping NYU's professional schools—which also include the College of Dentistry with its College of Nursing, Robert F. Wagner Graduate School of Public Service, Silver School of Social Work, and School of Continuing and Professional Studies—at the top of their fields is an institutional priority targeted for additional investment over the next 20 years.

These professional schools offer an important example of how knowledge creation increasingly happens outside of academic silos, thriving in

### Steinhardt School of Culture, Education, and Human Development

With no fewer than 20 undergraduate programs and more than 40 graduate programs in education, performing and visual arts, communication, and health, the Steinhardt School of Culture, Education, and Human Development is one of the University's largest schools. Its graduates are prepared to play indispensable roles in transforming families, schools, neighborhoods, and communities throughout the world.

But the school's space, occupying portions of six buildings as well as leased or temporary space in six additional sites, can no longer provide for the current uses of the departments that inhabit them, let alone accommodate any expected future growth. Its research capability, in particular, has been significantly reduced because of a lack of space. While the school's enrollment has grown by 15 percent since 2001, it has had no corresponding increase in its space inventory.



## School of Law Centers

New York University School of Law is home to almost two dozen centers and institutes that serve as models of the kind of interdisciplinary, active research the University will continue to advance in and between its professional schools.

These centers and institutes include programs devoted to criminal justice, voting rights, environmental law, real estate and urban policy, to name just a few, and are operated in conjunction with the Stern School of Business and the Robert F. Wagner Graduate School of Public Service, as well as other NYU schools, colleges, and departments. They bring important outside scholars and working professionals to Washington Square, who together with NYU faculty and students conduct vital research, often acting rigorously to improve public and legal policy. New construction already under way for Wilf Hall, 133-139 MacDougal Street (with the reintegration of a historic theater on that site and shown above, in a 2009 rendering) and renovations at 19 Washington Square North will provide additional space for these centers and institutes, giving them the needed flexibility to meet future demands.

the nexus between disciplines. They represent how the connections between many kinds of research and scholarly work can engage all University students and produce results that connect directly with the surrounding city and communities. These schools are where scholarly work and clinical training are focused on improving people's lives, producing results that include collaborative research that seeks to unlock the mysteries of disease; dental clinics that provide free care for almost 300,000 people in the city each year; legal and medical clinics for immigrants; and continuing studies programs that retrain workers for a new economy and offer degrees for adult learners. The increasing emphasis for NYU will be bringing research into closer and more direct contact with those served—from the lab bench to patients' bedside, from research to practice in the classrooms, and from innovative experiments to application on trading floors and courtrooms.

Doing such work requires space—not only for classrooms, offices, and traditional laboratories but for clinics where nurses, dentists, and social workers can jointly offer services to the public; for centers where specialized legal research occurs in the public realm; and for collaborative facilities where scholars from different health professions, along with those in the basic sciences, can undertake research together. NYU's professional schools must have space appropriate to their needs, if they are to continue to lead the way in serving the city's citizens, conducting vital research, making public policy, and providing continuing education to people where they work—all while preparing the next generation to do the same.

## Accommodating the “Talent Flow”

Central to NYU's vision of its future is the ability to act as a powerful magnet for talent—to attract the best minds in the nation and around the globe to study and work in New York full time and also for shorter stays. NYU increasingly draws people to New York City for both academic and nonacademic purposes, and its location in Greenwich Village makes the University an even more attractive destination. In addition to annual major conferences, seminars, and symposia; guest lectures; and faculty searches, NYU generates numerous activities every year: from move-in day and orientation to Commencement, and from alumni reunions to theatrical and musical performances. These activities attract thousands of visitors who require temporary accommodations. Matched against this steady stream of academics, visiting fellows, prospective students, parents, and alumni is the fact that only one hotel (and not a large one) lies in NYU's immediate area.

A university-affiliated hotel would allow NYU to offer accommodations at reasonable prices and in close proximity to conferences and events, providing convenience and a sense of connectedness among participants and visitors. The presence of such a facility would also advance NYU's ability to meet a growing educational demand: the development of executive education and customized, nontraditional programs for working professionals. Fueled by the pace of business evolution, new and emerging technologies, and deep demographic shifts in the population, there has been a growing call for a range of “continuing education” opportunities from certificate programs to professional development courses to retraining. In fields ranging from business administration to computer sciences, from teacher education to engineering, from the health professions to entrepreneurship and public service programs, almost all of NYU's 18 schools and colleges have a role to play. In addition to designing and delivering these new educational models, NYU needs to be able to



## Health Nexus

A centerpiece of NYU's academic goals for its science programming and professional schools lies in the enhancement of its health corridor—along First Avenue just south of the NYU Langone Medical Center—where the NYU School of Medicine and College of Dentistry are also located. The College of Dentistry, which is the first in the nation to form an alliance with a College of Nursing in order to expand access to general health care for needy populations, has projected a need for approximately 27,000 square feet to expand its research facilities, increase classroom space, and alleviate overcrowding. The College of Nursing, meanwhile, has estimated that it will require 67,000 square feet to meet its needs.

On top of standard academic needs, these disciplines have substantial requirements for clinical space. Each year, for example, almost 300,000 patients visit the NYU dental clinics—more than any other dental school in the United States and Canada—making it the largest provider of oral health care in the country. The College of Nursing has similar space needs. Furthermore, locating these science disciplines close to one another, along with additional basic science disciplines, will allow for greater research and creative collaboration.



## Growth in Student Services

One of the changes in college trends over the last decade is that students have become more focused on careers, and as a result, demand for career counseling has increased tremendously. In 1997, the University's Wasserman Center for Career Development made 62,000 student contacts; in 2008, it made 135,000. In the same period, career counseling appointments grew from 9,000 to 14,000; on-campus interviews with potential employers doubled; the number of seminars and employer presentations also doubled as student attendance at these events jumped from 3,000 to 20,000 a year; and student attendance at career fairs increased from 3,500 to 15,000.

Additionally, NYU alumni are making greater use of the Center's services as well. Over a period of nine months in 2009, usage by graduates doubled, to more than 1,500 alumni a year. And alumni demand exceeds the Wasserman Center's capacity. If space were available, the number of alumni using the Center would be 50 percent higher.

provide convenient, moderately priced, short-term housing arrangements for those enrolled. Additionally, NYU's ambition as a global network university can only be met if it finds and attracts talented people wherever they are in the world and then assures their seamless movement between the five continents on which NYU now has a presence, all the while connecting them back to Washington Square. As faculty, both full time and visiting, move from sites abroad to spend time in New York, there will be a growing demand for predictable, affordable short-term accommodations.

For all of these reasons—and following the example of such major universities as Harvard, Penn State, Cornell, Michigan, and Georgetown—NYU sees value in a university-affiliated hotel within walking distance of the core.

## Envisioning a New University Community

Even when most fully engaged with the world, universities are modern sanctuaries. They foster and sustain scholarship, creativity, and learning and are essential realms that protect freedoms for open discourse and the testing of ideas. While New York University has long fulfilled that role in society, in planning for its future, it has a rare chance to improve, enhance, and re-think the way it does so. For the first time, the University has the opportunity to reenvision itself and create an environment that sustains an intellectual community, engaging its members inside and outside of the classroom.

Creating a greater sense of community in the largest private university in the nation is no small task. It is particularly challenging given NYU's size, non-traditional campus location, and rather recently attained residential nature. With no obvious organizing focus such as a Saturday football game or activities around a quad, the University must think of other ways to build community. Doing so is vital to enhancing the experience of the students who choose to make NYU their home for a number of years,

but it is also important to the larger community of permanent residents—faculty and staff as well as the public—whose lives can be enriched through closer social, cultural, and intellectual ties.

NYU has already begun to foster such connections through the creation of “microcommunities,” groups of varying sizes to which students are drawn because of similar interests or talents, whether they be arts or community service or environmental causes. The University is attempting to build such groups and the interconnections among them in numerous ways, such as eliciting faculty participation, creating new clubs, introducing themes and programming in student residences, and offering one-stop resource centers for academic and personal guidance. Realizing these goals requires additional space for student activities, innovative housing programs, health and wellness services, and new University landscapes such as indoor and outdoor lounges, cafés, and galleries—all essential for fostering social and intellectual connections.

These goals of community building and of enhancing the way NYU fulfills its duty as an intellectual sanctuary are important factors in thinking about a new physical presence for NYU, a place where the University community can draw from and engage with the wider intellectual life of the city. NYU must provide a richer environment for students and faculty, where multiple small communities can thrive, through appropriate spaces for communal engagement and intellectual interactions.

## Reaching Out to the World, Anchored in New York City

A global network draws strength from its center, which is why a strong presence in New York City is fundamental to New York University's ambitions as an internationally engaged institution. Even as NYU establishes a presence around the world, the University must confront pressing challenges in the next couple of decades to

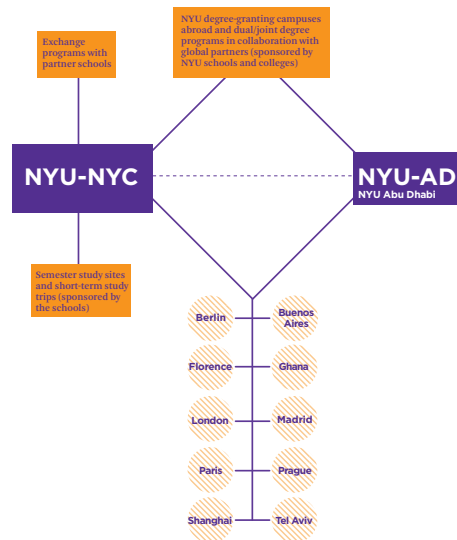


## Sustaining an Intellectual Community

Building stronger social connections requires additional space for student activities, innovative housing programs, and new University landscapes such as indoor and outdoor lounges, cafés, and galleries—all essential for fostering social and intellectual connections.

## NYU Academic Centers Abroad

The University is building a global network with academic centers around the world.



improve its infrastructure at home if it is to remain academically competitive and act as a major engine for economic development and global expansion. The University may look big and rich to its neighbors, but it is cramped and poor relative to its peer institutions.

NYU has transformed what some consider potential weaknesses—its lack of a traditional campus; its large, decentralized size; and the complexity of its community—into strengths. Over the past 20 years in particular, it has established an international reputation and built an impressive research profile, as well as a distinguished faculty and outstanding student body who together have created extraordinary programs through interdisciplinary efforts. But on the horizon lie key challenges. U.S. higher education in general faces growing competition from abroad. Europe, Australia, and New Zealand aggressively recruit foreign students; China is creating—that is, building from scratch—up to 10 research universities a year; and India, already with the third-largest higher education sector in the world, is investing heavily as well. All of this means that the U.S. share of the very best academic talent is decreasing. Meanwhile, financial pressures for everyone in U.S. higher education mount. By 2031, this economic and competitive reality will likely have altered the landscape for great universities in the United States and abroad.

New York City has long been a gateway to the world. Home to the United Nations, and with a citizenry of which 40 percent is foreign born, the city supports a public school system consisting of students who represent almost every language spoken in the world. The city began as a center of commerce open to the world, and its future points to the same direction. The city thrives because it reflects the world. NYU has—and must continue—to do the same.

For the city to continue as a global capital into the 21st century, NYU must play its part. That is why the University has laid the foundation for a global network with academic centers around

the world. The latest and most ambitious center will open in 2010 in Abu Dhabi. NYU Abu Dhabi will be a brand-new regional campus in the Middle East where students from around the world, including the United States, can earn an NYU degree by enrolling in a four-year liberal arts and science program with exposure to research. With a growing global network spanning five continents, NYU can be at the forefront of international research and teaching institutions. It can be a leader in educating people without impediments and barriers in an increasingly diverse, complex, and multicultural world.

The flow of knowledge and talent around the world, to and from New York City, must be seamless if the city is to remain a vital center and continue as a world capital in the new knowledge-based economy. Along with other premier institutions in the area, NYU can help the city retain its international stature. As knowledge generation likely becomes the world's largest growth business, NYU can continue to attract students, faculty, and researchers who will ensure that the city—its culture, economy, and character—remains vibrant and thriving.

In a city that is home to the country's largest college-aged population—nearly half a million—and that has targeted its higher education sector as a vital engine for economic growth, NYU, the institution that is probably most closely associated with New York, would like to play a leading role. For the benefit of its students, faculty, community, and city, NYU wants to secure its place among the top-ranked research institutions in the world.

The potential for fulfilling this ambition is strong. Thanks to its special character and location, and the great gains it has made in recent years, the University is well positioned to succeed. As it has proven in the past, NYU can—and will—take the bold, transformational steps required to meet any challenge.



## NYU Abu Dhabi

NYU has laid the foundation for a strong global network with numerous academic centers around the world. In 2007, the University announced its largest international effort: the creation of a highly selective liberal arts and sciences college with engineering in Abu Dhabi, the capital of the United Arab Emirates. NYU Abu Dhabi will be the first such comprehensive campus established abroad by a U.S. university. Opening in 2010, NYU Abu Dhabi will be an important center for research, scholarship, and cultural activity. Situated at a global crossroads, it will offer opportunities for NYU faculty and students across the disciplines—as well as host conferences, workshops, and other public programs—and it will attract students worldwide who will have the opportunity to earn an NYU degree by enrolling in a four-year program.



**“The unique character of New York is the product of a series of juxtapositions of elements that might imply a continuous picture of the city—the city of row-houses, the city of towers in the park, the city of street-walls, the city of free-standing houses, etc.—but that are distributed throughout the city as larger or smaller fragments of a more demanding whole. The future of the city lies not in the superposition of the next great idea throughout the town but in the careful articulation and expression of these differences.”**

**—Michael Sorkin**

*(From *Twenty Minutes in Manhattan*)*



## 5. How NYU Will Grow

*New York University is widely considered one of the contemporary success stories in U.S. higher education, its rise achieved by meeting challenges with spirit and fortitude. It strives to approach the necessity of creating additional space—one of the most precious assets in New York City—with equal energy, tempered by respect for its neighborhood and care in its approach.*

In planning for its future, NYU hopes to maintain the entrepreneurial spirit and momentum of the last few decades. At the same time, it recognizes a need for a more disciplined and reflective approach to academic and financial planning, as well as to how it uses existing and new space. NYU will be aware and thoughtful about its physical presence. It will try to add value to its neighborhood and city. And it will seek to grow wisely and sustainably in one of the most densely populated, expensive, and storied urban environments in the world.

## NYU 2031 is a strategy for sustainable growth.

*It is offered in full recognition that since NYU does not have a large contiguous campus over which it can exert control, the parameters of how and when it evolves will continue to be shaped by local and large-scale factors well out of its control or ability to predict.*

NYU begins by thinking about its property in a new way. The strategy conceives of NYU's presence in the city as three distinct categories: the core—or central—location at Washington Square; neighborhood locations near NYU's core; and remote locations beyond the neighborhood, each of which is utilized and treated differently.

### Core

NYU recognizes the primacy of its Washington Square location. Its presence there is essential for its identity and mission and has only become more important as NYU's network extends globally. NYU's core consists of seven districts. As an organizing principle and as a way to determine appropriate modifications, this categorization represents a fresh way to think about NYU's properties. Each of these areas consists of a wide array of building types and scales and retains evidence of its historical patterns of use; some are defined by zoning regulations and some by historic districts or other regulatory controls that determine current development parameters. Identifying them individually offers a way to conceptualize NYU's presence near Washington Square as a series of microenvironments held together by the city's grid of streets.

NYU 2031 calls for the University to maximize its existing footprint by building within the core—specifically, on the two southern superblocks—for as much as two million square feet of development, a quarter to a third of which will be below ground. The University will also reassess the way it uses the space it already has. Academic programming, classroom use, and first-year student housing will be given the highest priority here.

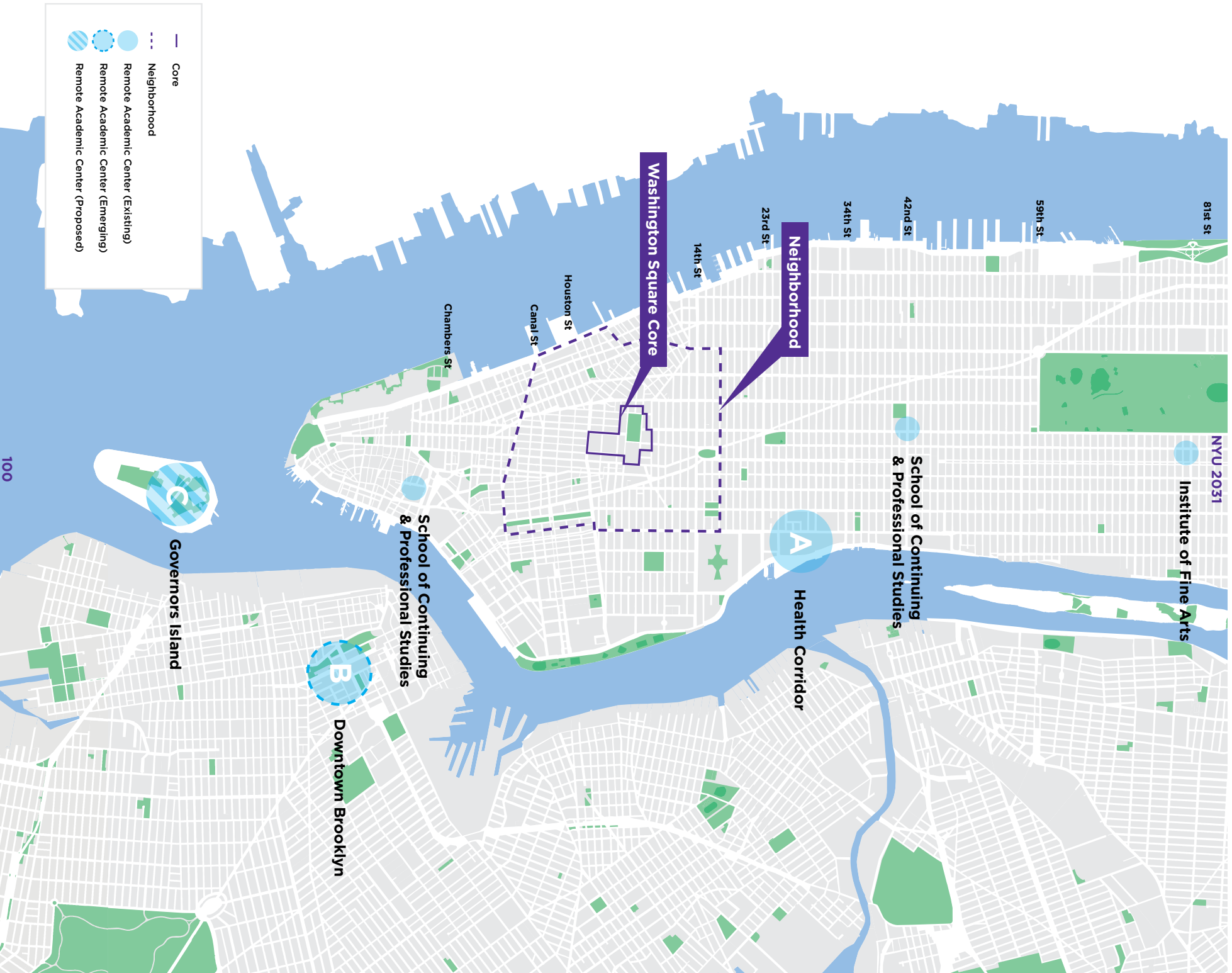
### Neighborhood

The rich and varied neighborhoods within walking distance of NYU's central location at Washington Square represent much of the University's appeal to students, alumni, faculty, and visiting scholars, and they are important for the University's future by supporting its functions not accommodated in its core. For proximity and convenience, as well as for the cultural and intellectual richness these neighborhoods offer, they are—and will remain—vital areas for NYU's community.

The strategy recognizes the potential for accommodating space in these neighborhoods for future growth. Detailed planning, however, is made difficult by the fact that NYU does not own unused properties and cannot anticipate the real estate market. While specific locations cannot be predetermined, NYU 2031 establishes guidelines for how the University will select sites in its neighborhood, prioritizing reuse of existing buildings; choosing sites more carefully based on appropriate use, scale, and potential for overconcentration; and improving building design and context when new construction is necessary. NYU's goal is to relieve pressure on its surrounding areas and to employ a more thoughtful approach to determining locations and their treatment and uses.

### Remote

A fundamental component of the strategy is enhancing present sites and creating new ones beyond the Washington Square and lower Manhattan areas. NYU has a long history of operating remote sites with great success, including the Institute of Fine Arts near the Metropolitan Museum, the School of Continuing and Professional Studies in both midtown Manhattan and the Financial District, and the NYU Langone Medical Center and College of Dentistry on First Avenue. NYU has two major opportunities for growth at remote locations. One is the existing location at the health corridor along First Avenue between 23rd and 34th streets. The other is a new location, made possible with NYU's affiliation with Polytechnic University in downtown Brooklyn (now the Polytechnic Institute of NYU); this anticipated merger creates exciting possibilities for NYU's growth in an outer borough. The plan also proposes a new academic program on Governors Island, as development of this island proceeds.



## Washington Square Core

NYU's presence in its core is—and will continue to be—essential for its identity and mission. Academic programming, classroom use, and first-year student housing will be given the highest priority of use here. As an organizing principle and a way to determine appropriate modifications, NYU 2031 breaks the core into seven districts, which represents a new way to think about NYU's properties. To maximize the University's existing footprint, the strategy calls for building on the two southern superblocks.



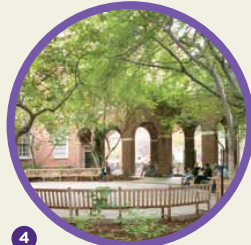
1 Washington Square North



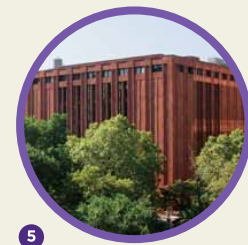
2 Washington Square West



3 Washington Square East



4 Washington Square South



5 Academic Superblock



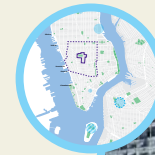
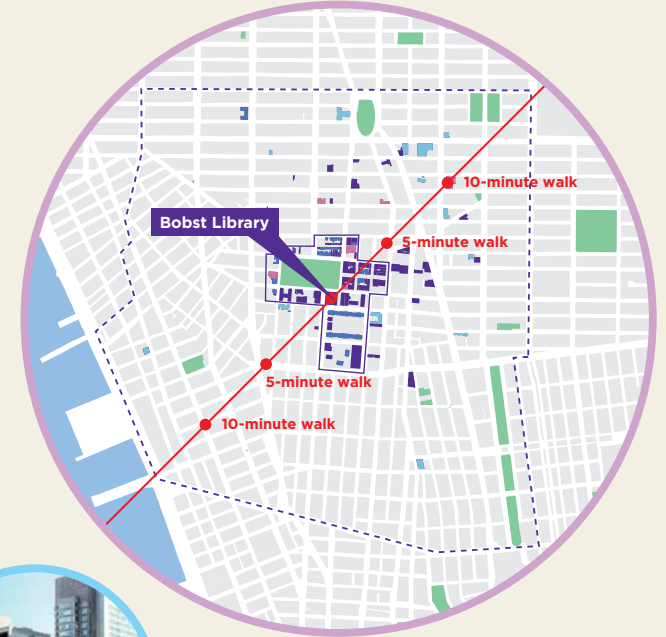
6 Washington Square Village Superblock



7 University Village Superblock

## Neighborhood

For proximity and convenience, as well as for cultural and intellectual richness, the neighborhoods within walking distance of NYU's core will remain vital areas for the University. Relieving pressure on these areas and employing a more thoughtful approach to selecting locations and determining their treatment and uses is fundamental to the vision.



A Health Corridor



B Polytechnic Institute of NYU



C Governors Island

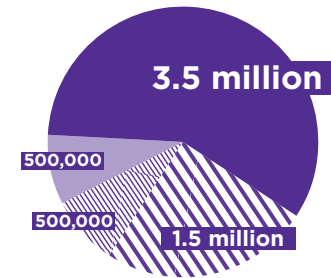
## Remote

NYU has major opportunities for remote growth. One is the existing location at the health corridor along First Avenue between 23rd and 34th streets. Another is a new location, made possible with NYU's recent affiliation and planned merger with Polytechnic University (now known as the Polytechnic Institute of NYU) in downtown Brooklyn. The plan also proposes an aspirational academic program on Governors Island.

*In the core, neighborhood, and remote locations, NYU lays out an urban design approach embracing the distinct and varied communities that make up New York City. At the four proposed centers—NYU's main location at Washington Square, its health corridor along First Avenue, Polytechnic Institute of NYU in downtown Brooklyn, and Governors Island—NYU 2031 sets guidelines for treating each surrounding area with sensitivity and appropriateness of use, scale, and character. Similarly, it formulates guidelines for individual buildings in each location.*

Projected Square Feet Increase by Use

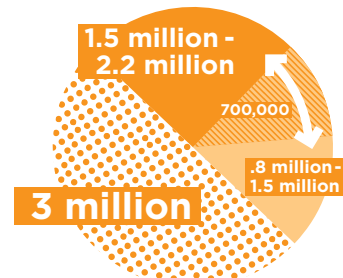
total: 6 million square feet



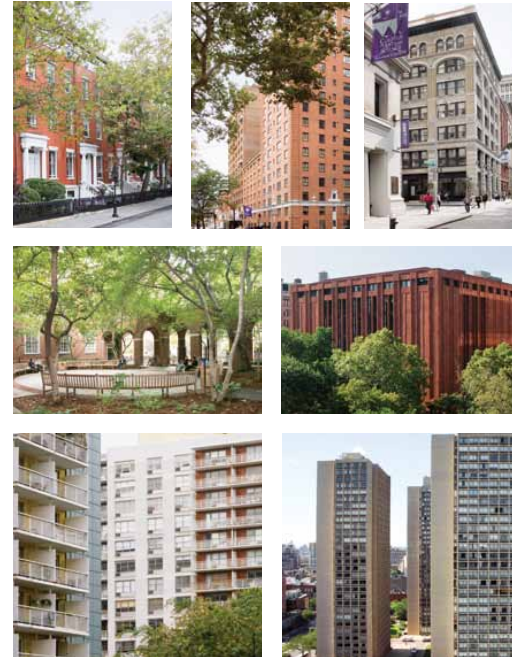
- 3.5 million square feet for academic purposes, such as state-of-the-art laboratories, classrooms, and departmental and faculty space
- 1.5 million square feet for student housing, to allow for an increase in both the percentage of undergraduate (from 54 percent to 60 percent) and graduate students (from 14 percent to 24 percent) in NYU housing
- 500,000 square feet for faculty housing, including space for visiting scholars
- 500,000 square feet for student services and other amenities, to house cocurricular activities, clubs, and recreational facilities

Projected Square Feet Increase by Location

total: 6 million square feet



- Core: 1.5 million - 2.2 million
- Neighborhood: .8 million - 1.5 million
- Remote: 3 million
- The way to think about the allocation of 3 million square feet between the core and the neighborhood is as a sliding range, with the amount in the neighborhood dependent on how much can be accommodated in the core. For example, if NYU's proposals for the superblocks are approved, as much as 2 million square feet (above and below ground) could be accommodated in the core, with approximately 1 million square feet to be located in the neighborhood.



NYU's Core

Because the University's core spans a diverse array of blocks with different urban characters, NYU has identified seven districts as comprising its core: Washington Square North, Washington Square West, Washington Square East, Washington Square South, Academic superblock, Washington Square Village superblock, and University Village superblock. The distinction between them is important for both reinforcing the positive character of each area and breaking down the apparent scale of the University's core.

For each area, NYU will reinforce the district's existing urban character by contributing positive attributes and identifying opportunities for improvement; articulate a vision for future development and academic identity; and review recently completed, current, and potential projects as they strengthen the district's character and support the University's vision.

Core Concentration

As the University continues to expand locally and globally, the primacy of NYU's center at Washington Square becomes even more critical. But the pressures facing NYU at this location are severe and, in many ways, unique. NYU has reached the limits of its as-of-right development on its own property.

Within the core, only three remaining sites (15 Washington Place, 25 West Fourth Street, and the Cantor Film Center at 36 East Eighth Street) have any potential for development. The square footage gained is not large, and each is well utilized and would require swing space or permanent relocation in order to be developed.

In addition to the limitations of its real estate holdings, NYU's property is bounded by three historic districts: the Greenwich Village, SoHo, and NoHo districts. The industrial buildings of NoHo are similar in character to NYU's loft buildings on the eastern edge of Washington Square, and in the past few years NYU has purchased three buildings in this neighborhood. The challenge, however, is that this district continues to be zoned for manufacturing, which does not permit a university to operate undergraduate teaching facilities or faculty or student housing. Thus, the uses that NYU has deemed most important to have in proximity to Washington Square—classrooms and teaching laboratories—are not currently permitted east of Broadway.

NYU wants to strengthen its core and designate it for greater academic use, undergraduate housing, and student services. The most appropriate option is to the south, on property the University already owns. Created through the urban renewal program in the 1950s, the superblocks—bounded by West Fourth Street to the north, Houston Street to the south, La Guardia Place to the west, and Mercer Street to the east—offer NYU's best option for additional square footage at its Washington Square location. Development on these sites will provide the University with two million square feet of potential growth on its own property and

within its existing footprint, a significant portion of it planned for below ground. The decision, while representing the most responsible way to proceed, comes with trade-offs: these blocks are home to the University's faculty, and NYU realizes that the plan will place a short-term burden on its own community. But for a number of reasons, such development is in both the University's and the public's best interest. It concentrates academic and residential space at the University's core: this builds a strong sense of community and allows for the most efficient use of space, resulting in improved traffic and pedestrian flow and reduced impact on surrounding neighborhoods. It also reconnects the superblock landscape to the urban fabric of its surrounding neighborhoods, while reinvigorating the area with a series of new and enhanced public spaces. It honors the architectural significance of a transformational period in city history and provides a rare opportunity to mend some of the ways in which the creation of the superblocks damaged the rich texture of neighborhood life.

The greatest opportunity, then, is found in the two southern superblocks: University Village and Washington Square Village.

### Neighborhood Approach

As part of its planning process, NYU defined a neighborhood boundary, delineating the area closest to the core. Within walking distance of Washington Square, this area serves as a vital component of the University's overall strategy.

As NYU seeks the fullest utilization of its core facilities, critical functions remain that support the institution and need to be close to its center at Washington Square. Examples include schools, such as the Wagner Graduate School of Public Service, that can be shifted somewhat out of the core but because of cross-curricular and collaborative interactions with other schools, must remain close to Washington Square; such offices as facilities management, which must be close enough to



### Growing on the Superblocks

Because of the limitations of NYU's current holdings, historic designations, and zoning restrictions, the most appropriate option for growth is south of the park on the University Village and Washington Square Village superblocks.

Development on these sites will provide the University with two million square feet of potential growth within its own footprint, a significant portion of it below ground.



## Upholding the Character of the Neighborhoods

As NYU evaluates its presence in its surrounding neighborhoods over the next 20 years, it will make decisions based on both its needs and desire to avoid overconcentration and maintain the special character and vibrancy of these neighborhoods.

support the University but do not need to be within its central academic area; and smaller institutes, such as Casa Italiana Zerilli-Marimò, which resides in a historic brownstone on 12th Street, close enough to the core for academic and programmatic support.

Growth within the neighborhood will be vital. Equally as important, however, NYU—for the first time—establishes that not all of its future growth can take place within the neighborhood. Therefore, NYU 2031 contemplates a limitation of growth in the neighborhood and core areas—a limitation that allows the University to continue to thrive and support its core academic hub, but to do so without overwhelming the neighborhood. This approach calls for prioritizing what needs to be placed at the core and what needs to be placed proximate to the core, and for identifying areas of growth that are better aligned with one of the remote sites.

Also important is the introduction of new planning strategies and principles, which will guide site selection, design criteria, and contextual development. For example, NYU will balance the utilization of existing buildings versus building anew. The University already has a good track record on this front as nearly half of its properties lie in historic districts.

The University has already begun to put these principles into place at 726 Broadway and in its proposal for 383 Lafayette Street—and NYU 2031 outlines these projects already under way as models for future development.

## Remote Growth

As early as the mid-19th century, New York University has operated centers in the city away from its Washington Square location. The University's dental, medical, fine arts, and continuing education programs were among those located outside of Greenwich Village. These specialized, self-sustaining academic programs continue to thrive today. They are successful because they contribute to the University's academic mission, operate within

proper neighborhood contexts, and help create and sustain important connections between NYU and city institutions and organizations. They act as academic and research hubs complementing, and strengthened by, their surrounding neighborhood and amenities, in close proximity to their academic and professional communities.

NYU 2031 envisions significant further development of such sites. In particular, it focuses on two locations that offer great potential for future expansion: the health corridor along First Avenue between 24th and 34th streets (where the NYU Langone Medical Center and College of Dentistry have had a long, illustrious presence) and the Polytechnic Institute of NYU in downtown Brooklyn (whose recent affiliation and planned merger with NYU returns an engineering curriculum to the University for the first time since the closing of its University Heights campus in the Bronx). Both locations have existing or potential academic hubs anchored in their distinctive neighborhoods and are well suited for the kinds of research and teaching uses—such as those requiring buildings with large floor plates—that are not ideally situated in Greenwich Village. To capitalize on the best each site has to offer, NYU 2031 takes advantage of the attributes of each site's unique environment and helps promote mixed-use residential communities based around academic identities. It does not seek a one-size-fits-all identity. Each remote site, like each area of the core, exists in its own context. Thus, NYU aims to honor each site with an individual and appropriate approach to building scale and massing, architectural character, streetscape, and open space.

For planning purposes, the health corridor locale is divided at 26th Street into two districts. While NYU's clinical activities are primarily concentrated in the northern district on the campus of the medical center, the School of Medicine also has clinical functions throughout the health corridor, including on the campuses of Bellevue Hospital Center and the VA. The future growth and development of these NYU clinical functions within the health



## Academic Hubs

NYU 2031 envisions significant further development of the University's remote sites—specialized, self-sustaining academic hubs. NYU aims to honor each site with an individual and appropriate approach to building scale and massing, architectural character, streetscape, and open space.



© NYSED-Photo by Darren McGee.

## Governors Island

To look at Governors Island is to see a potential for a college campus. The island presents an opportunity in the long run to begin a whole new academic program at a location that has its own distinct identity.

corridor will be guided by a separate plan, under development by the NYU Langone Medical Center.

NYU 2031 pertains to the southern—or “academic”—district, whose focus is on research as well as medical and related sciences education, and whose programs connect more closely to those at Washington Square. The area is now home to the College of Dentistry and two residence halls (the 26th Street residence and University Court) that serve students from both the health corridor and the Washington Square area. Here NYU envisions an expanded academic campus that enhances medical and health sciences education and supports an active student-oriented environment.

The Polytechnic Institute of NYU in downtown Brooklyn became affiliated with NYU in 2008, and in the next three to five years, the goal is to merge the Institute with the University to become an NYU school specializing in engineering and related sciences. NYU 2031 proposes a strategy for locating new academic, residential, and student services programming in this area. The existing facilities include academic teaching and research buildings, student housing, dining facilities, and athletics. More broadly, the area of downtown Brooklyn surrounding the Institute offers an assortment of opportunities for growth, taking advantage, for example, of the general upzoning of the MetroTech area.

Lastly, on Governors Island, NYU contemplates a very different presence, where the institution is immersed in a culture different from its own and one that harkens back to NYU’s historic and pastoral former campus in the Bronx. Governors Island offers an opportunity to begin a new academic program at a location that has its own distinct identity.

## How It Will Be Done

Animating the core / neighborhood / remote strategy is a vision for how NYU will grow. NYU 2031 is more than a locational scheme; it provides a motivational framework as well. Beyond mapping an expansion to meet the University’s academic and residential needs, the plan establishes a belief in what NYU can be: a dynamic player in a thriving urban neighborhood, a large but nimble institution that uses its existing spaces efficiently, and a responsible steward of a rich architectural and cultural heritage.

NYU will pursue growth by adhering fully to its commitment to sustain its neighborhood and city. But the University believes it must also contribute to perhaps the central challenge of its time: creating a sustainable future for the planet. By nature of its density, an urban campus is already a model for sustainable living. Moreover, NYU, with its low square footage per student, ranks as one of the most space-efficient universities in the country. And most of its students, faculty, and administrative staff arrive either by foot or mass transit. NYU 2031 builds on these practices, both in terms of how it rearranges the University’s use of existing spaces and how it identifies and creates new ones. The strategy relies heavily on adaptive reuse, below-ground structures, and building orientation and massing that maximize open space while improving access to sunlight and air. It also calls for green roofs, stormwater retention, heat recovery, and sustainable landscaping systems. NYU aims for LEED Silver ratings—or comparable future standards as they develop—in all new construction.

The strategy is also to alter NYU’s physical presence in its neighborhoods by improving the way the University interacts with the public realm. These aims are multifaceted and broad, and they encompass all locations, from Washington Square to Brooklyn and beyond. They include integrating, where needed, NYU’s buildings into the city’s fabric; increasing

open spaces; and easing pedestrian congestion. The plan is to build a stronger sense of community within NYU itself. City dwellers require places of relative tranquility, and University members benefit from less-trafficked interior spaces, such as courtyards, lounges, and lobbies, that foster social interaction, intellectual inquiry, or simple relaxation.

NYU 2031 gives the University flexibility to adapt to changing conditions in higher education, varying economic climates, and an evolving city landscape. It recognizes that all activities—within and outside of University walls—depend on personal creativity and social interactions occurring in complex and sometimes fragile communal networks. At its heart, NYU 2031 calls for NYU’s ambitions for its physical growth to be tempered and informed by a detailed, clear-eyed understanding of the city’s ecosystem, with which the University is inextricably linked.

## NYU 2031: Summary

- Maximize opportunities within the core while maintaining it for academic and student-service uses.
- Seek appropriate opportunities within the neighborhood for facilities that support University functions.
- Utilize remote locations to develop mixed-use academic centers and additional research and housing opportunities.
- Respect the character of surrounding communities, create active mixed-use environments, preserve and protect historic resources, promote sustainable growth, and showcase leading urban and architectural design.





**“The neatness of architecture is its seduction; it defines, excludes, limits, separates from the ‘rest’—but it also consumes. It exploits and exhausts the potentials that can be generated finally only by urbanism, and that only the specific imagination of urbanism can invent and renew.”**

**—Rem Koolhaas**

*(From S, M, L, XL: Small, Medium, Large, Extra-Large)*



## 6. The Core

*At its heart, NYU 2031 recognizes the primacy of the University's central location at Washington Square. Its home there is fundamental to NYU's identity and mission.*

NYU seeks to concentrate both academic and residential growth in its core. The plan defines seven districts within the area—an entirely new way of thinking that serves both as an organizing principle and as a way to determine appropriate modifications. The largest changes are proposed for the two southern superblocs. Combined with continued reuse and some new development and focused improvements to open spaces in the other districts, which will be revitalized based on the strengths of their individual characteristics, the strategy is to forge a clearer link between NYU and the neighborhood.

## Development Approaches

*In the core, the basic development approach is tailored to the already-diverse contexts that constitute NYU's location at Washington Square.*

### 1 Seven Districts

A diverse array of urban contexts exists within the core, from early 19th-century town houses north of Washington Square Park, to late 19th-century loft buildings east of the park, to 20th-century superblock developments to the south. By considering the core as seven distinct districts and indicating the appropriate approach, the plan respects and preserves this diversity, breaking down the apparent scale of NYU and enhancing the University's integration into the surrounding city.

### 2 Mixed Use

Many of NYU's buildings in its core suffer from inactive ground floors. The plan seeks to identify appropriate locations to add mixed-use buildings or introduce new uses into existing buildings with a particular focus on active ground floors, whether retail, performance spaces, galleries, or other places of public invitation into NYU buildings.

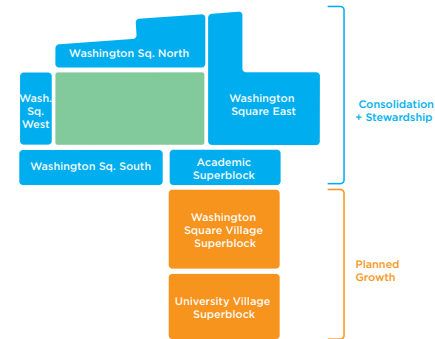
### 3 Enhanced Public Realm

The plan leverages the large-scale projects proposed for the superblocks to reimagine their extensive but fragmented and often underutilized public open spaces. In addition, the plan seeks to create new or enhance existing University landscapes, a new type of open space that is distinct from but complementary to the city's public parks. These landscapes and targeted streetscape improvements will give a new sense of place to NYU, to the benefit of everyone.

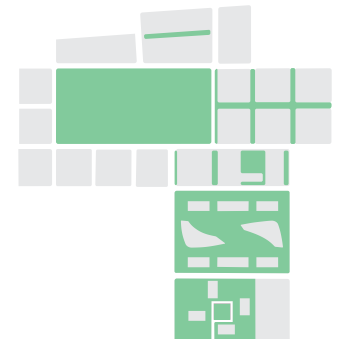
### 4 Pedestrian Network

While this plan takes a contextual approach to University growth in different districts in the core, NYU is mindful of the need to create and enhance the network of pedestrian routes that stitch these districts together. Much of this network will exist on city streets, whose vitality and integration with the city NYU seeks to enhance. On the superblocks, strengthened pedestrian-only routes will break down the scale of the superblocks and knit them back into the city.

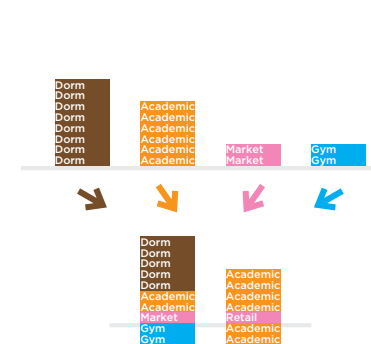
### 1 Seven Districts



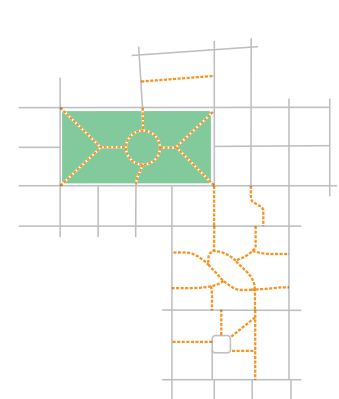
### 3 Enhanced Public Realm



### 2 Mixed Use



### 4 Pedestrian Network



## Rethinking the Core as Distinct Districts

*To begin with, NYU 2031 recognizes and addresses seven separate and distinct areas within the core, each specific in its urban context.*

### 1 Washington Square North

Encompassing four- to five-story town houses and Washington Mews, many of the buildings on these blocks date to the 1830s as residences for New York's wealthier citizens. Over the years, the University has incorporated academic departments and programs into several of the buildings while also housing NYU faculty.

### 2 Washington Square West

In an area characterized by several prewar buildings, NYU acquired former hotels and apartments for residential use in the 1950s as part of an effort to attract more full-time and out-of-city students as well as to offer housing for faculty.

### 3 Washington Square East

NYU began to adapt the late 19th- and early 20th-century commercial buildings here as early as the 1920s. Many of these former garment industry buildings today house academic departments and classrooms, constituting the University's academic heart.

### 4 Washington Square South

NYU developed these blocks over the years and in varying architectural styles. Vanderbilt Hall to the west was built in the 1950s as home of the School of Law. NYU's Hagop Kevorkian Center for Near Eastern Studies and King Juan Carlos I of Spain Center share the block with Judson Memorial Church (not University-owned). To the east is the Kimmel Center for University Life, built in 2001.

### 5 Academic Superblock

The University developed this area from the 1960s to 1990s as NYU transformed itself into a cohesive academic community. The centerpiece of this block is Bobst Library, built between 1967 and 1973. Also here are buildings housing the Courant Institute, constructed in 1965-66, and a complex of buildings, plazas, and underground classrooms for the Stern School of Business. This is also the location of the University's new "green" cogeneration plant.

### 6 Washington Square Village Superblock

The two buildings that comprise Washington Square Village house NYU faculty, non-NYU residents, and a small number of graduate students and postdocs. The site was built in the late 1950s by private developers and sold to NYU in 1964. It also includes a strip of retail on La Guardia Place.

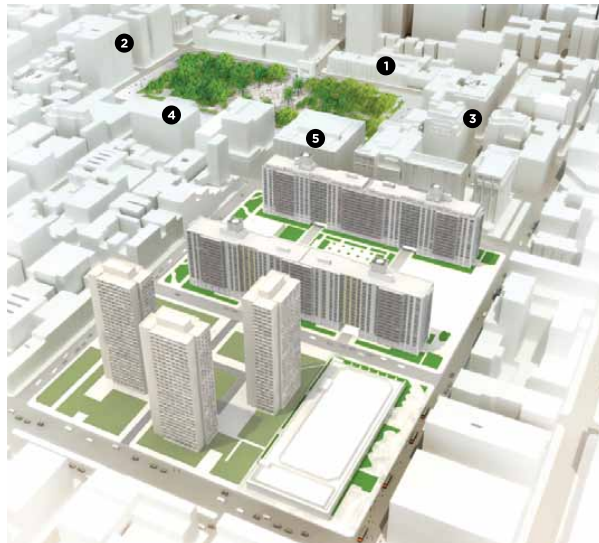
### 7 University Village Superblock

NYU developed University Village between 1964 and 1966. Three towers—two for University faculty housing and the third a non-NYU, middle- and moderate-income residential building—surround an open plaza evoking the "towers in the park" style popular at the time. I. M. Pei designed the towers and the site, which was recently named a New York City landmark. The block also includes the Jerome S. Coles Sports and Recreation Center and a grocery store (which are not part of the landmarked site).



# Core Districts





- ① Washington Square North
- ② Washington Square West
- ③ Washington Square East
- ④ Washington Square South
- ⑤ Academic Superblock

## Subtle Interventions, Internal Enhancements, and Limited Opportunities

Ringed by historic districts and already well utilized, the five districts immediately surrounding Washington Square Park will see minimal changes by 2031. Each district merits different treatment, based on appropriate uses and immediate urban context.

In Washington Square North and West, the plan calls for historic preservation and continued stewardship. In Washington Square South and the Academic superblock, the plan primarily sets forth streetscape and public space improvements. Washington Square East will see the introduction of more active ground floors, such as retail.

Within these five districts, Washington Square East and the Academic superblock offer the only opportunities for development. The potential sites, which would yield limited square footage, are 15 Washington Place, 25 West Fourth Street, and the Cantor Film Center at 36 East Eighth Street.



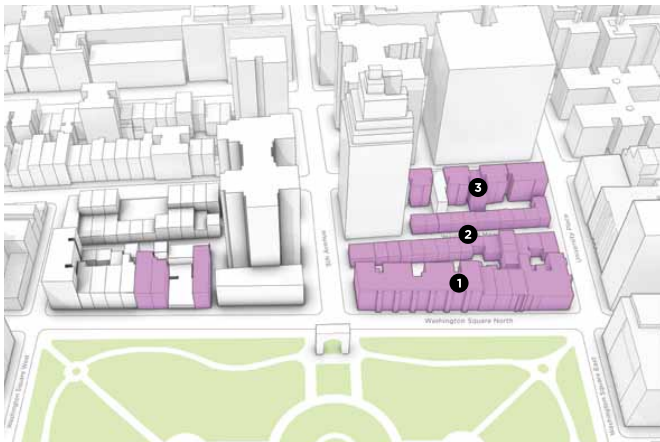
Core Districts:

## Washington Square North

The north side of the park is an area of low-scale, residential buildings along Washington Square North, Washington Mews, and East Eighth Street, and restricted by the Greenwich Village Historic District. In its plan, NYU will focus on stewardship and preserving the existing historic character of the area, making little physical change beyond restoration, internal renovations, transformation of use, and improved accessibility.

Now a mix of residential and administrative uses, over time NYU will convert some of the current housing to academic and other

programming that engages the public. Such a change is exemplified by current projects at 19 Washington Square North and 22 Washington Square North, where small houses were beautifully renovated internally and restored externally and are now homes to important academic programs. Such international departments and academically oriented centers are well suited to these smaller, individual sites.



- ① Washington Square North town houses
- ② Washington Mews
- ③ East Eighth Street town houses

## Profile

- Small-scale residential buildings along Washington Square North, Washington Mews, and East Eighth Street

## Constraints

- Greenwich Village Historic District

## Opportunities

- Internal renovations for both academic and residential use

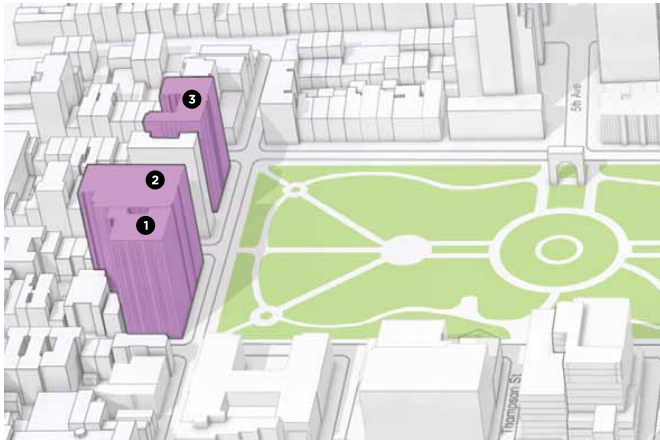
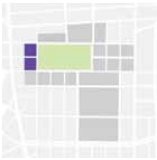


Core Districts:

## Washington Square West

The west side of the park is home to 29 and 37 Washington Square West, a pair of gracious residential buildings constructed as apartment houses two years apart in the 1920s and designed by the firm of Gronenberg and Leuchtag. NYU purchased the buildings in the 1950s. Both have been well maintained and are currently used as residences for faculty and administrators. Between them, at the corner of Washington Place, is Hayden Residence Hall, an undergraduate residence. NYU purchased the 1929 apartment hotel in 1954, renovating it and adding nine stories.

There are no active ground-floor uses within these buildings, which is appropriate given their location on the park and the street's residential character. As this area falls within the Greenwich Village Historic District and its uses are appropriate, change will be limited to proper maintenance, upgrades, and stewardship, and other internal renovations as needed.



- ① 37 Washington Square West
- ② Hayden Residence Hall
- ③ 29 Washington Square West

## Profile

- Residential buildings along Washington Square West for faculty and student housing

## Constraints

- Greenwich Village Historic District

## Opportunities

- Internal renovations to enhance quality of accommodations for faculty and students

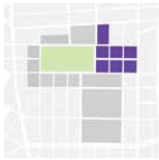


Core Districts:

# Washington Square East

In the blocks east of Washington Square Park stand an impressive array of 19th-century loft buildings that serve as the University's major academic hub, particularly for classrooms, school and faculty departments, and laboratory space. Some residential housing is also located here. The area lies partially in the NoHo Historic District, and current zoning does not allow retail on bottom floors. The plan for this district is to maintain its architectural and historical qualities while better integrating academic buildings, many of which have underperforming ground floors, into city life where possible. In this area, already compact and well utilized,

the strategy is to undertake internal renovations and repurposing to meet the critical academic functions of the core. Such renovations will follow key planning guidelines, such as shifting classrooms from upper floors to lower floors and adding faculty offices and laboratories to the upper floors. NYU owns three sites—15 Washington Place, 25 West Fourth Street, and the Cantor Film Center at 36 East Eighth Street—that remain viable for development in the near or longer term, including partial or complete rebuilding.



- ① Silver Center
- ② Kimball Hall
- ③ Broadway Block
- ④ Education Block
- ⑤ Student Services Block
- ⑥ Meyer Hall
- ⑦ Cantor Film Center

■ NYU Existing Buildings  
■ NYU Proposed Buildings

## Profile

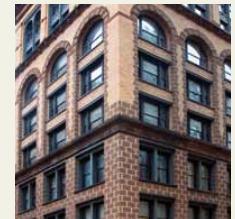
- Large loft buildings that serve as the University's academic heart, composed of converted 19th-century buildings

## Constraints

- NoHo Historic District on some blocks
- Zoning does not allow commercial retail

## Opportunities

- Repurposing and renovation of buildings for academic functions
- Only three sites remain viable for expansion / redevelopment



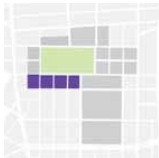
Core Districts:

# Washington Square South

The south side of the park features a range of larger institutional buildings constructed in the later half of the 20th century for academic use and student support. These include the NYU School of Law's Vanderbilt Hall and Furman Hall as well as the Kimmel Center for University Life.

In this area, the University acknowledges the sensitivity of its position adjacent to Washington Square Park and will demonstrate a better appreciation for context and appropriate scale. Current projects include the Center for Academic and Spiritual Life and the law school's

new MacDougal Street facility, Wilf Hall. Following their completion, the district offers no potential for additional development.



- 1 Wilf Hall (law)
- 2 Vanderbilt Hall (law)
- 3 Furman Hall (law)
- 4 King Juan Carlos I of Spain Center
- 5 Center for Academic and Spiritual Life
- 6 Kimmel Center

■ NYU Existing Buildings  
■ NYU Proposed Buildings

## Profile

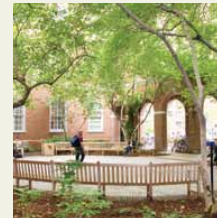
- Southern border of Washington Square Park containing academic and student support buildings

## Constraints

- Partially within the proposed Historic District

## Opportunities

- Development of the Center for Academic and Spiritual Life and Wilf Hall



Core Districts:

# The Academic Superblock

Part of the urban renewal plan of the 1950s, this superblock was created specifically for educational use. With the exception of Shimkin Hall (the only pre-1960 building not demolished at the time), it consists entirely of buildings that were purpose-built for NYU between the 1960s and 1990s, including Bobst Library as well as facilities for the Stern School of Business and Courant Institute of Mathematical Sciences.

Projects under way involve internal renovations and improvements. These include the addition of classrooms and student gathering spaces in the basement of Bobst, renovation of Tisch

Hall's classrooms beneath Gould Plaza, the expansion and modernization of the cogeneration plant beneath Warren Weaver Hall, and the creation of a new public space on the corner of West Fourth and Mercer streets.



- 1 Bobst Library
- 2 Shimkin Hall (Stern)
- 3 Kaufman Center (Stern)
- 4 Tisch Hall (Stern)
- 5 Warren Weaver Hall (Courant)

## Profile

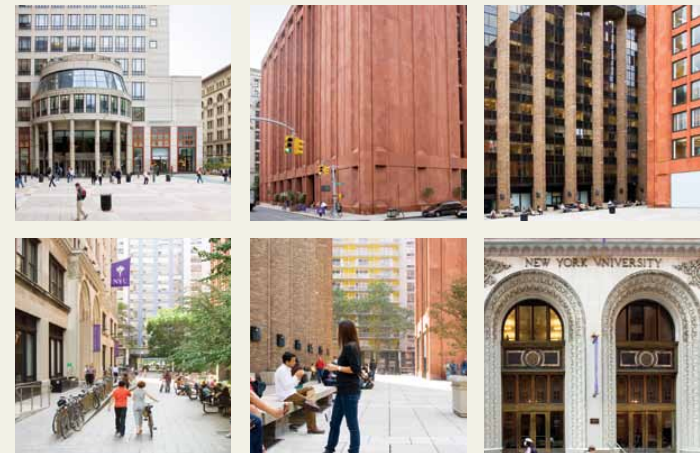
—Academic buildings developed between the 1960s and 1990s, including Bobst Library, Stern School of Business, and Courant Institute of Mathematical Sciences

## Restrictions

—Part of the urban renewal plan

## Opportunities

—Internal renovations and improvements creating additional research and teaching facilities  
—Enhancements to the public realm





Mercer Plaza

*Following the completion of the new “green” cogeneration plant housed under 251 Mercer Street, NYU would create an inviting green public space, improving an important north-south passage that connects Washington Square East to the southern superblocks.*

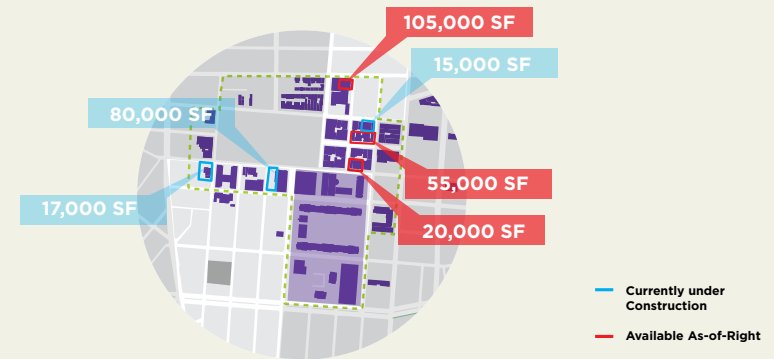
## Looking to the Southern Superblocks

The five core districts that ring Washington Square Park, each with its distinctive scale and set of purposes, have served the University in meeting a range of needs crucial to its mission: libraries, classrooms, laboratories, student clubs and services, dining halls, faculty offices, and residences. But with the exception of the three sites mentioned (15 Washington Place, 25 West Fourth Street, and the Cantor Film Center at 36 East Eighth Street), NYU has for the most part fully utilized these districts, and they offer no more opportunities for development.

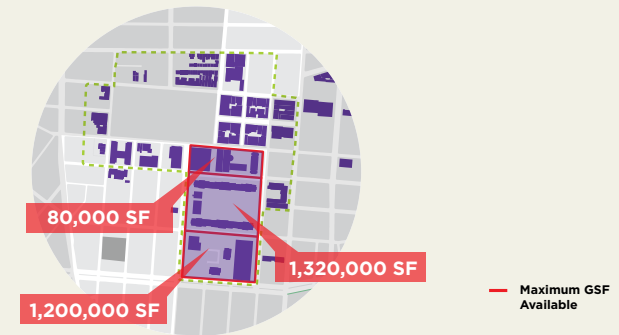
Furthermore, the historic districts of Greenwich Village, SoHo, and NoHo surround the core districts to the west, south, and east, and current zoning rules do not allow classrooms or faculty or student residences in some areas east of Broadway.

If the University is to be able to add academic programs and residential capacity at its core, the two southern districts, or superblocks, offer the only significant opportunity.

## Growth Restrictions

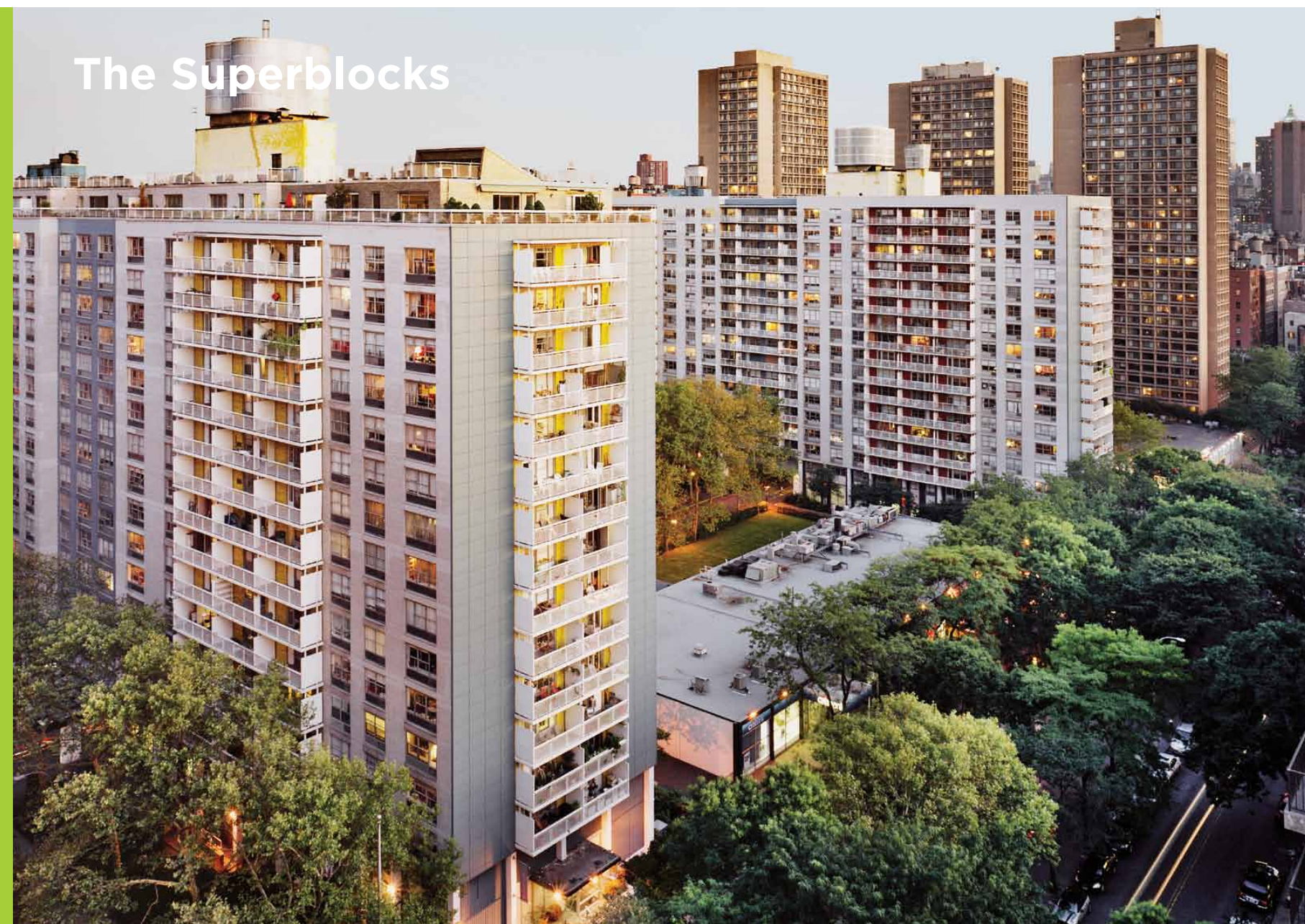


There are only three remaining sites in the Core available for development, yielding very little additional square footage (approximately 180,000 GSF) for the University's future. The projects currently under construction are accounted for in the six million square feet.



Based on remaining Core opportunities and the surrounding historic district and zoning restrictions, development of the superblocks, becomes a critical component as the University contemplates its future growth needs.

# The Superblocks





- ① Washington Square Village
- ② University Village

■ NYU Existing Buildings  
 ■ NYU Proposed Buildings

## A New Academic and Residential Center

The two southern superblocks present the most significant opportunity for NYU to accommodate future growth on its own land. The addition of vital new academic and residential centers here will transform the overall experience of NYU's presence at Washington Square.

The approach is a contextual strategy that builds on the existing assets of the superblocks, avoiding one-size-fits-all interventions. It also provides an important opportunity to weave the superblocks back into the city, introducing mixed uses and active ground floors, improving streetscapes, and consolidating the site's existing scattered and often inaccessible open spaces.



## The Legacy of Urban Renewal

*Washington Square Village and University Village are examples of urban renewal in New York City, bearing all of the aspirations and pitfalls of a radical and, at the time, untested ideal.*

Through the National Housing Act of 1949 and its provisions for “slum clearance,” New York City cleared a full nine city blocks to form the three superblocks that stand today. The Washington Square Southeast redevelopment project, as it was named, began in 1954 and removed existing buildings from Houston to West Fourth streets and from West Broadway (La Guardia Place) to Mercer Street. In 1955, NYU took ownership of the northern block between West Third and West Fourth streets for educational purposes. This block continues to be the academic center for the University.

The privately owned Washington Square Village Corporation developed the two southern superblocks. Designed by Paul Lester Wiener, the planned residential project was set for completion in 1958. But after constructing the middle superblock (the existing Washington Square Village), the developers sold the unbuilt portion, the southern superblock, to NYU in 1960.



NYU hired I. M. Pei and Associates to design three towers on the southern superblock, to be known as University Village. Two of the towers were built for NYU faculty; the third tower,

505 La Guardia Place, is a Mitchell-Lama cooperative apartment building. The towers were completed in 1964, and in 2008 the New York City Landmarks Preservation Commission designated them and the site as a landmark.

Two additional buildings on the superblock are not part of the landmarked site. These include the Morton Williams Supermarket site at the northwest corner of the block. It was owned by Grand Union Company and developed as a supermarket in 1961, as part of the Washington Square Village project; in 2000, NYU acquired it. The University completed the one-story Coles Sports and Recreation Center, on the eastern portion of the superblock, in 1981.

### The Superblock Typology: Model for a Modern City

Proposed in the early era of the modern architecture movement, the superblock idea was a bold new approach to urbanism. A notable example is French-Swiss architect Le Corbusier's vision, published in *The Radiant City* in 1935 and constructed most famously in Marseille. The “towers in the park” approach was a rational way of accommodating urban density, through the use of large buildings offset by surrounding vast open spaces. This new experimental and idealistic paradigm reconsidered the low-rise, low-density pre-industrial typology that dominated much of urban housing. By building vertically, the superblock minimized the building footprint, maximized the density of residential development, and provided greater distances between buildings.

The new model also aimed to improve ventilation and access to daylight in order to promote general health, sanitation, and well-being—driving principles of modern architecture. During Robert Moses' tenure in New York City public housing, he encouraged this “towers in the park” idea as the new prototype for urban renewal and future housing projects.

### Relationship to Landscape and Neighborhood

As an idealized model, the relationship between a building and its ground plane remained an unresolved problem. The superblocks were also unable to relate to existing streets, thus creating an isolated entity within the urban fabric. Because of this inability to connect with the surrounding context, many “towers in the park” typologies were unsuccessful and eventually abandoned, demolished, or became blighted. Despite these disjunctions, both Washington Square Village and University Village remain vital, due in part to the proximity of vibrant neighborhoods and NYU's academic core. In addition, the University's continuous ownership, occupancy, and stewardship have contributed to this success.

### Contemporary Need

After nearly 50 years, a contemporary understanding of the “towers in the park” typology has benefited from past failures. Although successful in many ways, the NYU superblocks struggle with some of the same issues that trouble many peer developments: lack of clear territorial definition, security, and a connection to the surrounding context. A rethinking of its urbanity and integration with the intimate Village context requires an innovative design approach.



### Towers in the Park

Le Corbusier's idea for “towers in the park” is writ large in this 1925 model for “Plan Voisin,” his proposal to reconstruct the area on the Right Bank in central Paris.

1. *Washington Square Village*. Construction began in 1957 on two buildings designed by Paul Lester Wiener.

## Engaging the City

*Since its founding, NYU has been embedded physically, culturally, and socially in the urban fabric of New York, to the enduring benefit of both the University and the city.*

Preserving and enhancing the interdependence between the University and city is one of the principal tenets of this plan's urban design strategy. As a primary objective, it fosters an increased engagement with the city. NYU 2031's contextual approach draws from the urban fabric of the existing site. The intent is to preserve variety, differentiate rather than homogenize urbanity, and promote and celebrate the eclecticism of the city.



2. *Bust of Sylvestre. In the courtyard at the center of University Village is an enlargement of a sculpture by Picasso. Norwegian sculptor Carl Nesjar executed the construction of the 60-ton concrete bust.*

3. *Cover. Jane Jacobs published The Death and Life of Great American Cities in 1961.*

The northern-most superblock is an assembly of academic buildings. The Washington Square Village and University Village superblocks are residential developments of two different types. The Morton Williams supermarket and Coles Sports and Recreation Center were not part of the original site plan.

Lining the superblocks on the east and west sides are extremely wide sidewalk setbacks, the result of an urban renewal street-widening plan that never transpired. These were later programmed in a piecemeal fashion as a playground, dog run, community garden, Time Landscape, and La Guardia Gardens. In essence, the NYU superblock site is an eclectic urban collage, an assemblage of buildings and open spaces that came together by circumstance in an unplanned sequence.

### The Legacy of Moses and Jacobs

Embedded in the site are the conflicting visions of two titans of modern urbanism: Robert Moses and Jane Jacobs. Moses conceived of cities from the aerial perspective, with large and bold gestures. He promoted large blocks and monolithic buildings with sparsely occupied open spaces and single separate uses. Jacobs' advocacy of cities came from a street-level point of view. She promoted mixed use, short blocks, varied buildings, and densely occupied neighborhoods. For her, a city's vitality is generated by the simultaneous existence of multiple scales and their contrasts; the friction produced contributes to the energy of urban life. Following Moses' philosophy, the existing superblock site is an abrupt break from urban

density and the texture of its surroundings. Conceived as idealized models of urban living, the superblocks' practical relationship to the ground plane and to street life was never addressed.



current ambiguous role of open space is redefined to help clarify its use and program. The design also consolidates and reorganizes existing open space programs to enhance their function. A new pedestrian network will be introduced to divide large blocks into smaller intimate-sized ones, adding more intersections to encourage active social interactions on the street level. This will help reduce the perceived size of the block and connect open space, infusing the site with more life and activity.

NYU 2031 proposes different building and landscape styles that respond to the scale and the context of the sites. Four different building types will be added to the superblock sites: a tower, academic lofts, Light Garden, and zipper building. These diverse types and spatial experiences will improve the quality of urban life.

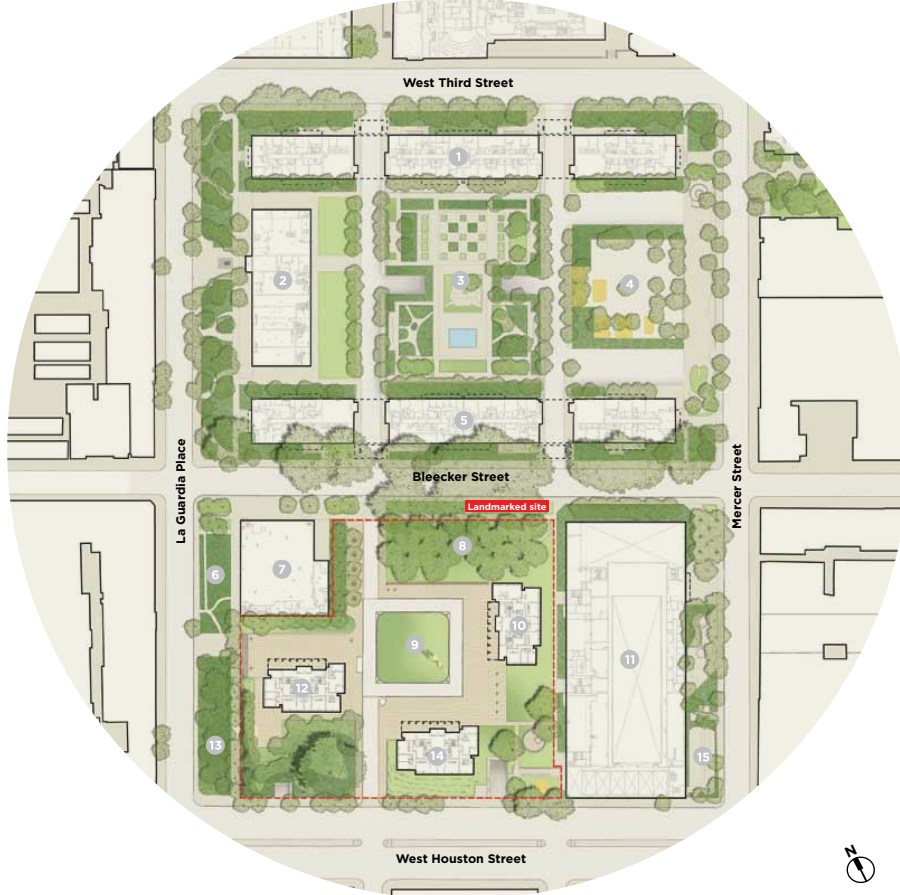
NYU's intention in this plan is to respect and bring into balance these conflicting visions that coexist in the community.

### Reorganization of the Site

NYU 2031's approach defines both Washington Square Village and University Village as historic building types that need to be restored, preserved, and maintained. The site will be regenerated through intervention and addition, and it will be infused with new life and purpose. The different superblock typologies of the residential developments call for different responses. On the Washington Square Village superblock, the plan takes a densification approach by increasing the programming and use of the site; on the University Village superblock, the plan emphasizes contextual development, with a vertical tower to enhance the "towers in the park" idea and with the zipper design to match the buildings fronting Mercer Street.

This intervention is fundamentally conceived as a reorganization of the superblocks' open spaces, so they operate as an active link to the surrounding University and city. The

*Existing Site Plan*



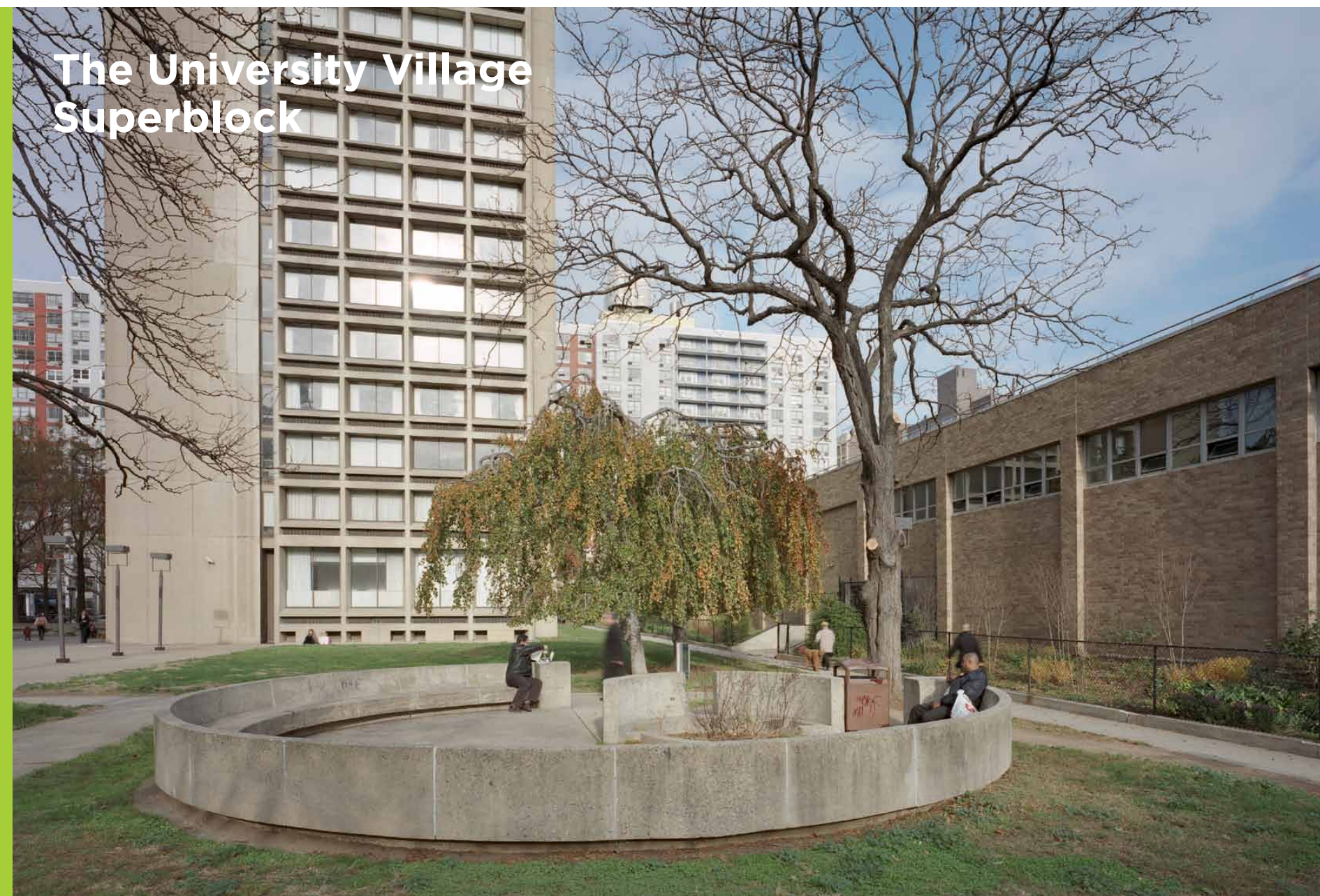
- |                                    |                               |                                       |
|------------------------------------|-------------------------------|---------------------------------------|
| 1 Washington Square Village 1 & 2  | 5 Community Garden            | 11 Coles Sports and Recreation Center |
| 2 Retail                           | 7 Morton Williams Supermarket | 12 505 La Guardia Place               |
| 3 Washington Square Village Garden | 8 Oak Grove                   | 13 Time Landscape                     |
| 4 WSV Playground                   | 9 University Village Plaza    | 14 Silver Tower 2                     |
| 5 Washington Square Village 3 & 4  | 10 Silver Tower 1             | 15 Dog Run                            |

*Proposed Site Plan*



- |                                   |                                   |                         |
|-----------------------------------|-----------------------------------|-------------------------|
| 1 Washington Square Village 1 & 2 | 5 Washington Square Village 3 & 4 | 17 Zipper Building      |
| 2 Playground                      | 10 Pinwheel Tower                 | 18 505 La Guardia Place |
| 3 La Guardia Gardens              | 11 Oak Grove                      | 19 Playground           |
| 4 Plaza                           | 12 Playground                     | 20 Silver Tower 2       |
| 5 Terrace                         | 13 Greene Street Corridor         | 21 Time Landscape       |
| 6 Mercer Street Building          | 14 Community Garden               | 22 Dog Run              |
| 7 La Guardia Place Building       | 15 Silver Tower 1                 |                         |
| 8 Light Garden                    | 16 University Village Plaza       |                         |

# The University Village Superblock



Bird's-Eye View



- 1 Zipper Building
- 2 Pinwheel Tower
- 3 University Village / Silver Towers
- 4 505 La Guardia Place
- NYU Existing Buildings
- NYU Proposed Buildings
- Non-NYU Existing Building

Cutaway View of Ground Floor



- A Ground-Floor Supermarket and Retail
- B Playground
- C Greene Street Corridor
- D Restored Landmark Plaza
- E Dog Run
- NYU Buildings
- Proposed Publicly Accessible Areas

## A Fourth Tower, New Student Residential and Academic Building, and Improved Public Open Space

NYU 2031 approaches the southern, or University Village, superblock with a contextual strategy that reflects the diversity of its development history: preserving its heart, building on its successes, and proposing bold interventions on the least successful portion of the site.

Adding a fourth tower, with space for faculty housing and a University hotel, and an expansive new playground at the supermarket site will enhance and extend the existing “towers in the park” concept of the landmarked site; a mixed-use building of a new type (the zipper building) will add needed student residential and academic space for NYU and will replace the current NYU Jerome S. Coles Sports and Recreation Center on Mercer Street.

The zipper building’s active ground floors (including a supermarket) and street wall base will enliven Mercer Street; its position will permit the consolidation of fragmented landscape elements to create functional and active landscapes that are inviting to the public and engaged with the street. These new landscapes, in turn, will frame and enhance the restored landmarked landscape at the heart of the block.



University Village:

**Profile**

- Major residential towers containing University housing and nonaffiliates; two other buildings contain the University's primary athletic facility and a supermarket

**Constraints**

- Part of Urban Renewal Area Towers and site are landmarked

**Opportunities**

- Redevelopment on-site for additional University housing and hotel, improved athletic facility, academic, and retail uses
- Potential site of future public elementary school

The Core / University Village



Site Design Strategy:

## A New Typology and an Expanded Landmark

*The approach to the University Village superblock allows development on NYU's property, while preserving and enhancing open space opportunities.*

### 1 Existing condition

On the landmarked site, three towers radiate in a pinwheel formation around a grassy central square; a one-story supermarket building occupies the corner of Bleecker Street and La Guardia Place outside the landmarked site. The one-story Coles Sports and Recreation Center, also outside the landmarked site, is set back from Mercer and Bleecker; its blank facades do not activate the street. The former Wooster Street axis remains as a private drive, while the former Greene Street is marked only by a narrow concrete walkway behind Coles.

### 2 Add tower to pinwheel composition

The plan proposes a carefully composed addition to the "towers in the park" concept—a slender new pinwheel tower that respects the historic compositional and site planning principles of the original landmark, preserving existing sight lines. By building in this location, rather than on the supermarket site, access to light and views by the original towers can be maximized.

### 3 Combine open spaces and expand Greene Street corridor

The narrow strip of open spaces at the eastern edge of the superblock—the legacy of an abandoned plan for street widening—is shifted to the west side of the Coles site, buffered from the traffic and loading docks on Mercer, benefiting from their adjacency to the landmarked landscape, and creating a generously planted pedestrian way along the axis of the former Greene Street.

### 4 Add mixed-use zipper building

With its footprint shifted eastward from the old gymnasium site by the expanded Greene Street corridor, the new mixed-use zipper building's active ground floors engage and activate Bleecker, Mercer, and Houston streets. It will contain a rebuilt gymnasium below grade; retail at the first level, including a supermarket; an academic podium on its lower floors; and student residences on the upper floors. The narrow profiles of the "zipper" sections above maximize access to daylight and natural ventilation, while echoing the rhythm of the older buildings to the east.

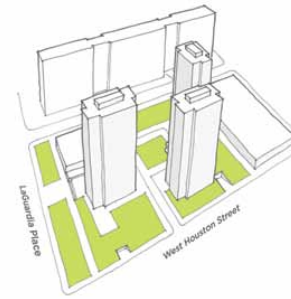
### 5 Create major new open space at corner of La Guardia Place and Bleecker Street

By moving the existing supermarket into the ground floor of the zipper building, its site is freed to create a major new open space at the corner of Bleecker Street and La Guardia Place, which will extend the park-like setting for the towers and permit views into the center of the landmarked site from its four corners.

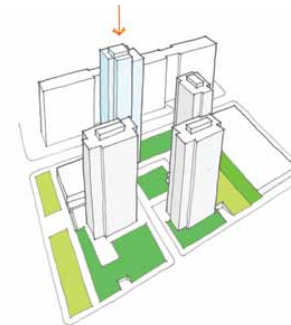
### 6 Use active and accessible landscape to frame the landmarked site

The plan proposes well-dimensioned and richly planted spaces for active recreation at the corners of the landmark site, as well as public spaces for passive recreation along the western, northern, and eastern edges. These public edges will enliven and enhance the preserved landmarked landscape composition at the heart of the residential enclave.

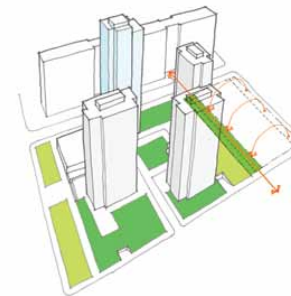
### 1 Existing condition



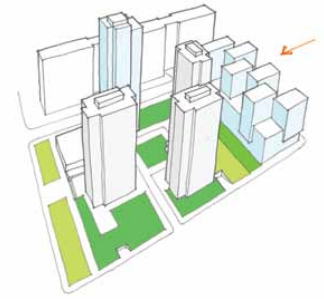
### 2 Add tower to pinwheel composition



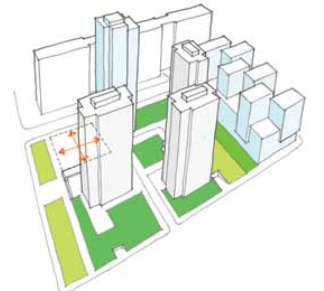
### 3 Combine open spaces and expand Greene Street corridor



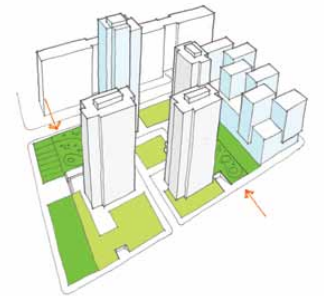
### 4 Add mixed-use zipper building



### 5 Create major new open space at corner of La Guardia Place and Bleecker Street



### 6 Use active and accessible landscape to frame the landmarked site



Landscape and Streetscape:

## Preservation, Rehabilitation, and Regeneration

*The superblocks' large size relative to the small footprints of the buildings create opportunities for the landscape to play important roles only partially realized in the existing design.*

With the proposal to remove the low-rise structure that houses the grocery store and add a fourth tower, NYU has an opportunity to re-think street-level relationships and optimize the various roles for landscape on the site.



One limitation of the modernist approach to urban design was an ambiguity of landscape. This has led to confusion between public and private space within the superblock and created spaces that lack a strong sense of ownership from either the community or the tower residents. New landscapes will both strengthen the setting for the towers and increase its usefulness to the neighborhood and residents alike. Strategies to bolster the peripheral open spaces will contribute to an active community life and create a semiprotected interior landscape.

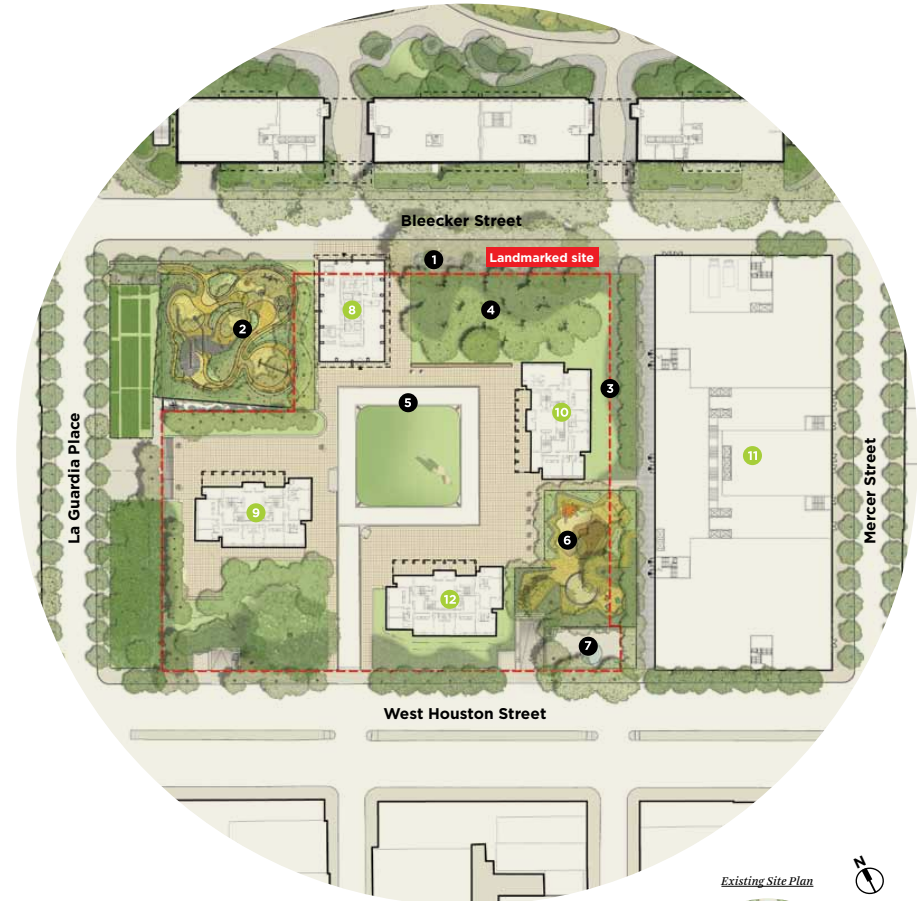
On the site's eastern edge, a public pedestrian thoroughfare will be created by shifting the architectural edge to the east. The new zipper building and a thickened low shrub layer to the west will frame the Greene Street corridor. This shortcut will be an asset for the neighborhood, encouraging new public use while augmenting the historic park-like surrounding of the landmarked towers.

The Greene Street corridor will be anchored by distinctive public landscape elements within the landmarked portion of the block. To the south, there will be an expanded and newly public toddler playground. At Bleeker Street, the sidewalk will wrap the edge of the existing oak grove to create an enlarged public street front.

At the corner of Bleeker Street and La Guardia Place, the relocation of the grocery store and the removal of the existing structure will allow for a more robust landscape surrounding the towers. A new public playground, accessible from the sidewalk, is arranged along an upwardly spiraled pathway. The La Guardia Corner Gardens will continue to operate in its original location, adding another layer of activity to this corner of the site.

In the southwest corner, Time Landscape, created by environmental artist Alan Sonfist, will be fortified with plant species that reinforce the artwork's celebration of the original forested condition of Manhattan.

*Proposed Site Plan*



*Existing Site Plan*

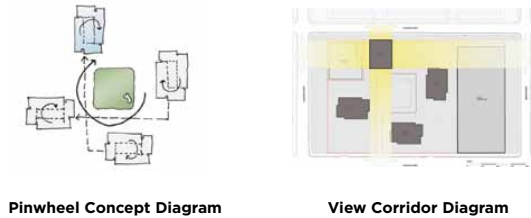


- 1 Utilized Dept. of Transportation strips
- 2 New Playground
- 3 Greene Street Corridor
- 4 Restored Oak Grove
- 5 Restored Landmarked Plaza
- 6 Toddler Playground
- 7 Relocated Dog Run

- 8 Pinwheel Tower
- 9 505 La Guardia Place
- 10 Silver Tower 1
- 11 Zipper Building
- 12 Silver Tower 2

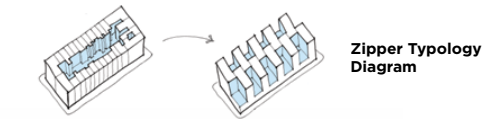
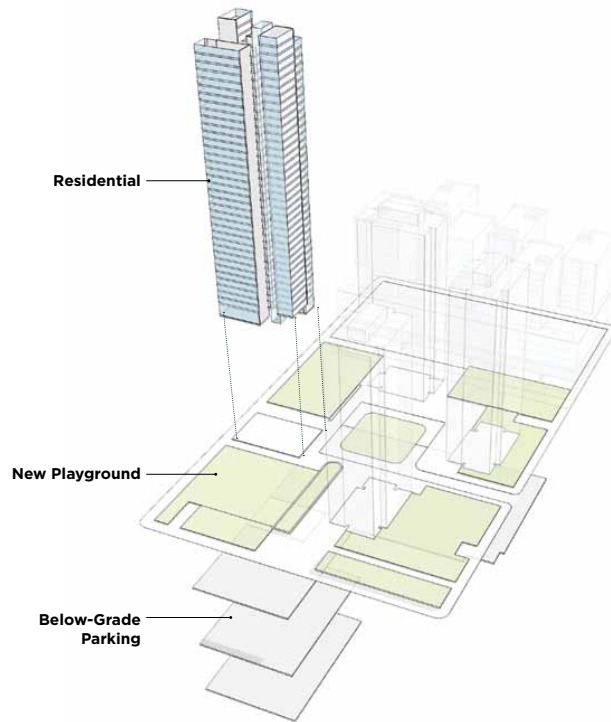
### Pinwheel Tower

The plan proposes a carefully composed addition to the "towers in the park" design—a new pinwheel tower that respects the historic compositional and site planning principles of the original landmark. This strategy permits the creation of a significant new public open space on the former supermarket site, extending the park-like setting of the four towers and permitting views to the central space and Bust of Sylvette from all four corners of the site.



**Pinwheel Concept Diagram**

**View Corridor Diagram**

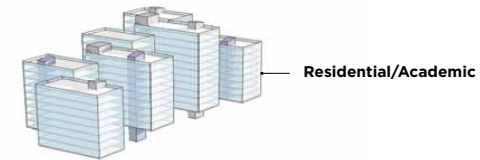


**Zipper Typology Diagram**

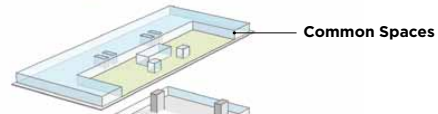


### Zipper Building

The zipper building embodies a new typology for the superblock, which in effect turns the standard New York City block inside out: rather than a series of narrow lots under individual ownership, which enclose rearyard void space, the zipper building includes a continuous podium that creates a street wall, as well as narrow alternating dormitory segments above which reflect the grain of the older urban fabric across Mercer Street.



**Residential/Academic**



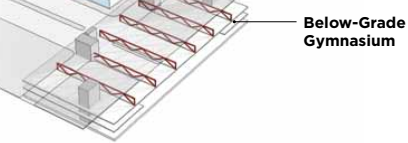
**Common Spaces**



**Academic**



**Retail and Lobbies (Supermarket)**



**Below-Grade Gymnasium**



*View west on Bleecker Street (above)*

*The I. M. Pei site plan anticipated a street widening that never took place. Inaccessible fenced planting areas were subsequently added along Bleecker Street. NYU 2031 calls for creating a 15-foot-wide sidewalk, reconstructed as a public landscape edge with seating and shade, which would frame the landmarked oak grove.*



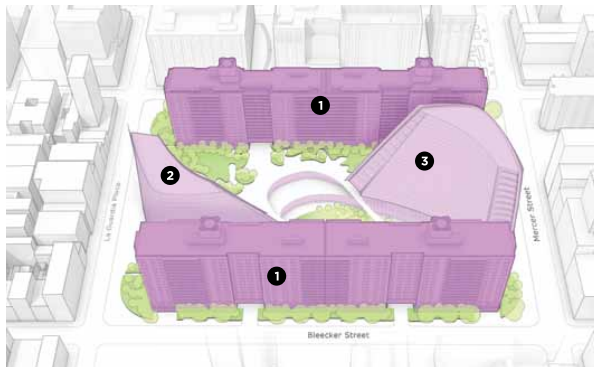
*View south on Mercer Street (right)*

*Shifting the footprint of the zipper building eastward would allow for a more direct relationship between the public ground floor and pedestrian activity on Mercer Street. An ample (20-foot-wide) sidewalk would provide room for tree planting, bicycle parking, and sidewalk cafés.*

# The Washington Square Village Superblock



Bird's-Eye View



- 1 Washington Square Village Apartments
- 2 La Guardia Place Building
- 3 Mercer Street Building

■ NYU Existing Buildings  
■ NYU Proposed Buildings

Cutaway View of Ground Floor



- A Light Garden and Below-Grade Academic Space
- B Open Space at Street Level
- C Renovated Ground-Floor Retail / Public Uses

■ NYU Buildings  
■ Proposed Publicly Accessible Areas

## A New Center and a Common Landscape

On the Washington Square Village superblock, the plan calls for preserving the existing superblock buildings with a carefully considered contextual infill strategy to maximize the site's building capacity, particularly underground.

This will result in a significant new academic center for NYU and create an opportunity to integrate the fragmented open spaces into a true urban landscape that is open to the city, freely accessible east-west and diagonally, in addition to the north-south crossing currently possible. The University proposes two above-grade academic buildings with active ground floors for the eastern and western edges of the site, which will hold the street edges and create a mixed-use block.

The new above-grade buildings will frame a richly landscaped central open space, at the heart of which lies the Light Garden, bringing light and views below grade and creating an NYU student-centered outdoor space. The intent is to break the vast interior of Washington Square Village into smaller and more intimate spaces, promoting a park-like atmosphere. The buildings will be shaped to maximize the introduction of sunlight and minimize their impact on the existing Washington Square Village buildings.



Washington Square Village:

**Profile**

- Major housing complex for University affiliates and existing nonaffiliates with retail along La Guardia Place

**Constraints**

- Part of Urban Renewal Area

**Opportunities**

- Significant below- and above-grade opportunities to meet an array of University needs
- Enhancements to the public realm
- Potential site of future public elementary school

The Core / Washington Square Village



Site Design Strategy:

## A Superblock Response

*The superblock scale of the existing buildings at Washington Square Village dictates a superblock response: the composition of the entire space between the buildings is considered as a whole.*

### 1 Existing condition

The existing central garden, while extensive, is elevated above ground level and accessible only by means of the former Wooster and Greene streets, which remain as semiprivate drives isolated from the public realm by the existing buildings through which they pass. Other green spaces are fragmented and often publicly inaccessible.

### 2 Create a unified, publicly accessible ground plane

The fundamental design approach is to create a unified open space at ground level accessible to the public. The design removes vehicular access and levels the site so it can be seen and traversed on foot.

### 3 Maximize below-grade space, use pavilions to define the street wall

Taking advantage of the opportunity presented by such a large, contiguous site, the plan proposes to create substantial new academic space below ground. The existing accessory parking for the residential buildings would be relocated to the southern block. Above-grade academic buildings are added at each end, reinforcing a sense of street wall along La Guardia Place and Mercer Street, while keeping the center of the superblock free.

### 4 Shape buildings to animate the open space and frame pedestrian networks

Shaping the new buildings to create a strong diagonal view corridor across the site will also increase access to its interior, forming larger open spaces at the northwest and southeast corners that help connect the center of the superblock with the street.

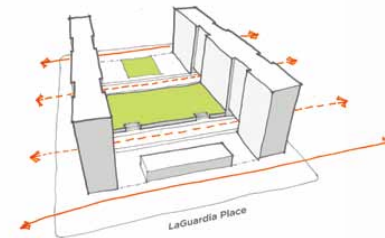
### 5 Orient site to bring light and green space below grade

To bring natural light and green space to the academic spaces below grade, the plan proposes a Light Garden, a generously scaled opening in the ground plane, which includes a gently sloped, richly planted landform. Accessed through the new buildings to ensure security, the Light Garden is an NYU open space.

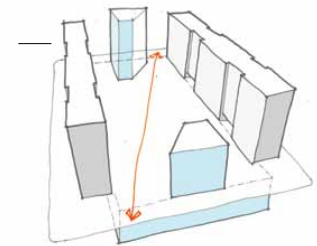
### 6 Fine tune for light and air

By curving the above-grade buildings and tapering them so that they become more slender at the top, the design improves access to light and air at the Light Garden and the open spaces at grade. These refinements also reduce the impact on the existing residential buildings, by tapering vertically and curving away from the buildings' closest point—which is never less than 60 feet, the dimension between buildings on a typical Manhattan side street.

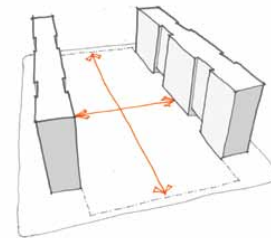
### 1 Existing condition



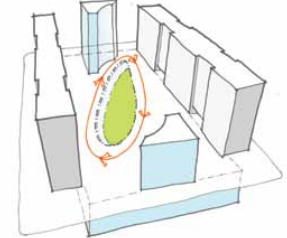
### 4 Shape buildings to animate the open space and frame pedestrian networks



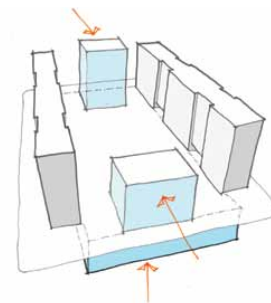
### 2 Create a unified, publicly accessible ground plane



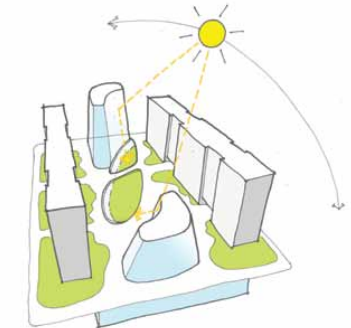
### 5 Orient site to bring light and green space below grade



### 3 Maximize below-grade space, use pavilions to define the street wall



### 6 Fine tune for light and air



Landscape and Streetscape:

## Creating a Distinct New Public Space

*The plan proposes a new central outdoor space. This area will evolve into a key component of NYU's urban identity, welcoming public use at the same time it creates new locations for the University community's daily life and special events.*

Currently a confusing hybrid space where partially accessible gardens are obscured by small gated entries, blocked sight lines, grade differences, and roadways, the midblock open area between the Washington Square Village buildings lacks clarity: it is difficult to distinguish private from public. This has resulted in a space that discourages many intended users.



In the proposed scheme, strong urban connections draw visitors into a new landscape. Generously scaled entrances on the eastern and western site boundaries create places for sitting and relaxation fully within access of the sidewalk. Park-like settings visible from these entries will draw users into the University space along broad bench-lined pathways. Taking advantage of the full space alongside the existing buildings, an at-grade landscape, which connects north-south, east-west, and diagonally across the space, replaces the garden set atop a raised parking garage that

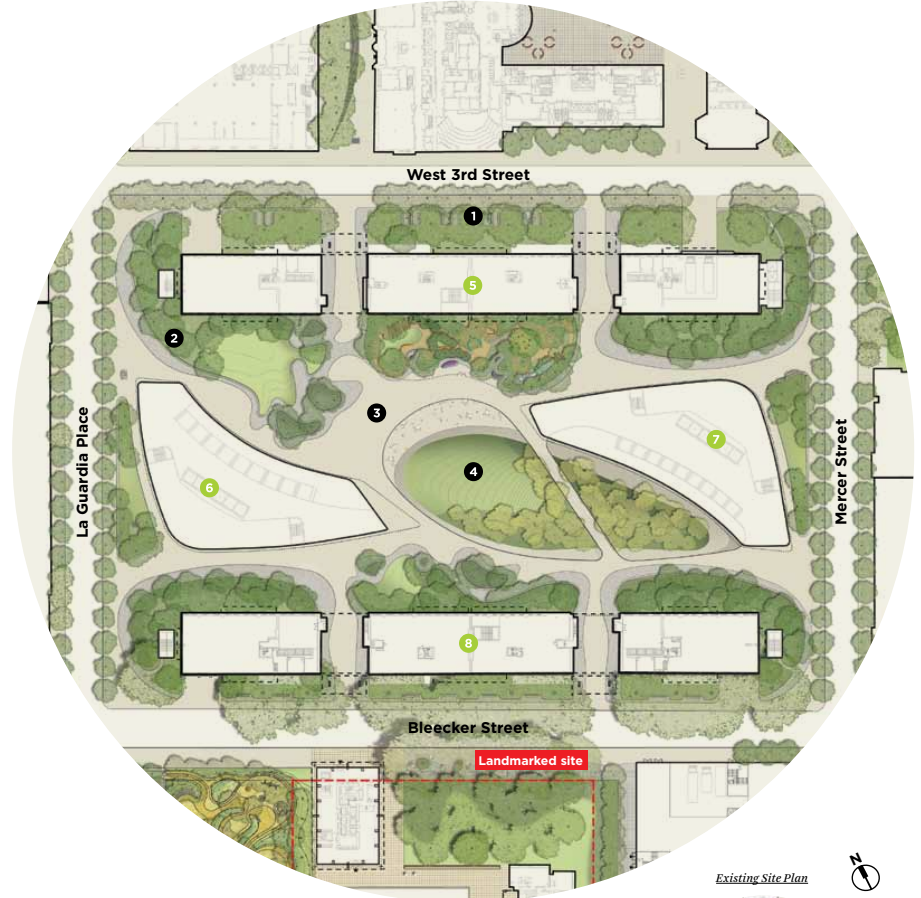
currently occupies the center of the block. This new University space creates places for private study, small groups, and special events and will be open to public users for visiting or just passing through.

The form of the courtyard space and the arrangement of landscape elements allow for deep views, robust planting, usable space, sun exposure, urban connections, microclimatic comfort, and safety. For instance, the abundance of sunlight in the northwest corner of the central space and the likelihood of afternoon shade along the southern courtyard edge create two distinct opportunities for pocket lawn areas. Washington Square Village Plaza, a wide paved area with tables and chairs, which can also be used as an event space, looks into the Light Garden, sunk below the central courtyard space. A dedicated space for academic and student programming that will be housed in the new underground building, the Light Garden will also add depth and visual richness to the street-level courtyard experience.

The reconfiguration of the architectural space of the northern block creates a series of closely related urban landscapes that support active use by the entire neighborhood as well as providing diverse landscapes to meet the specific needs of the NYU community.

1. *New Access.* Existing view of raised central garden.

*Proposed Site Plan*



- 1 Street Landscape Widening
- 2 Public Landscape Gateway
- 3 Washington Square Village Plaza
- 4 Light Garden

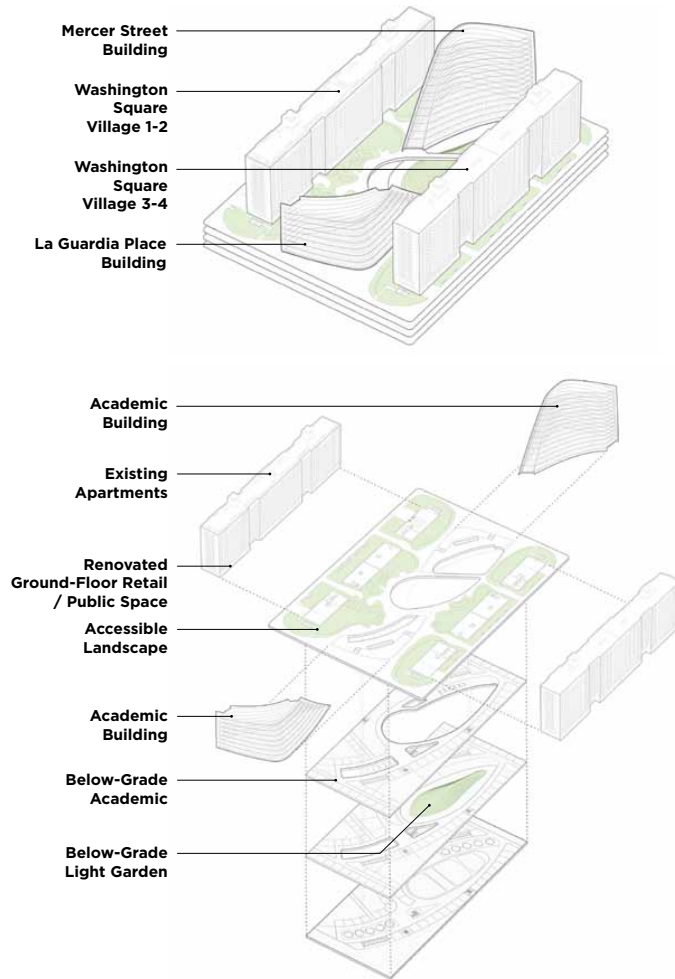
- 5 Washington Square Village 1 & 2
- 6 La Guardia Place Building
- 7 Mercer Street Building
- 8 Washington Square Village 3 & 4

*Existing Site Plan*



### A New University Center

A new center on the Washington Square Village superblock maximizes the use of below-grade space for academics and serves as a new University hub. The superblock's existing faculty housing buildings as well as the new academic buildings will all include ground-floor retail. The new landscape, which is at the same grade as city sidewalks, is a pedestrian thoroughfare and a "common ground" for interaction between students, faculty, and the public. Like the existing raised garden, the proposed at- and below-grade landscape provides a significant visual amenity for occupants of the adjacent buildings. Proposed plantings are denser close to the existing buildings, creating a natural buffer between residences and the public space.



View south on La Guardia Place

The position of the proposed La Guardia Place building would create a new active edge along La Guardia Place and a sense of openness to the center of the block. Curving landscape elements would lead from the sidewalk into the site, while renovations to the lower floors of the existing Washington Square Village buildings would make them more transparent and inviting.



View within new public plaza

*The new University landscape would include plantings with multiseasonal appeal that would contribute to the creation of intimately scaled spaces supporting a variety of social activities. Ample benches and lawn seating in a range of settings would draw in multiple users.*



View looking east into the block

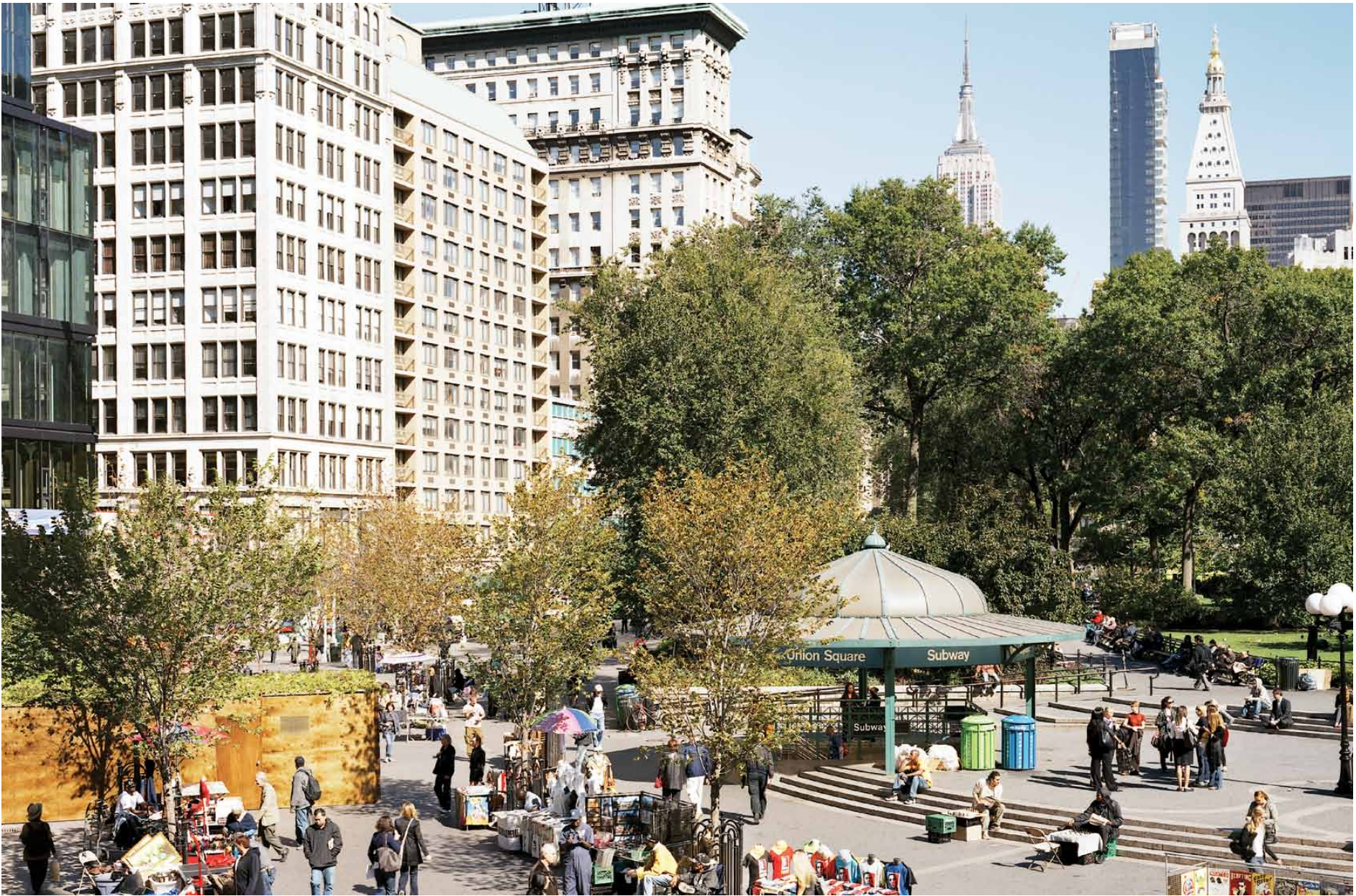
*A generous public plaza in front of the new Mercer Street building would create a new social space in one of the superblock's sunniest spots. Plantings would be contained by a continuous seating wall, creating a place for informal meetings, people-watching, and study.*

## A Core Re-Envisioned

Over the next 20 years, NYU's core location at Washington Square will undergo significant change in order to mature academically, better serve the University's community, and be successfully integrated into the city.

By building on the University's existing property and avoiding a one-size-fits-all approach to its core areas, the plan meets NYU's needs and programmatic goals while also improving its urban landscape for the public. NYU 2031 takes an important opportunity to weave University property back into the city, introducing mixed uses and active ground floors, improving streetscapes, and consolidating and enhancing existing—and often inaccessible—open spaces.

The addition of vital new academic and residential centers and a University hotel on the southern superblocks will transform the overall experience of NYU's core. These new centers of activity will help create a more cohesive University form and circulation network, thereby forging a clearer link between NYU and the neighborhood.



**“New York is the biggest collection  
of villages in the world.”**

**—Alistair Cooke**



## 7. Neighborhood

*For proximity and convenience, and for their cultural and intellectual richness, the neighborhoods within walking distance of NYU's core are and will remain vital areas for the University and its community.*

NYU 2031 sets limits as well as guidelines for future growth within the neighborhood. With a focus on adaptive reuse and preservation of the urban fabric through site selection and contextual requirements, the strategy is to promote a lively mix of use and habitation so that NYU can contribute significantly to the character of local communities.

## Many Communities, Many Characteristics

*The neighborhoods surrounding NYU are as diverse as New York City itself.*

In this plan, the term “neighborhood” is defined as an area within approximately a 10- to 20-minute walk from NYU’s central location at Washington Square. It is bounded by 18th Street to the north; Canal Street to the south; Eighth Avenue, Hudson Street, and West Street to the west; and Allen Street and First Avenue to the east. NYU’s location near these rich and varied neighborhoods represents much of its appeal to students, alumni, faculty, and visiting scholars. In addition, their proximity to NYU makes them important options for the placement of functions that cannot be accommodated within the University’s core.

Strikingly diverse, these communities include the East, West, and South Villages; Greenwich Village; SoHo; NoHo; Hudson Square; Chelsea; Union Square / Flatiron; Murray Hill / Gramercy; Nolita; Little Italy; Chinatown; and the Lower East Side. Some of their boundaries are obvious even to the casual observer. One can clearly distinguish, for example, the northern boundary of SoHo (even without the help of Houston Street) and the southern boundary of the West Village by the changes in the building scale, materials, and use. Other boundaries, while well known by residents, are more vague to the visitor, such as where Greenwich Village ends and the West Village begins.

These areas, shown here based on the Department of City Planning’s official designation, are overlaid with different zoning, historic districts, community boards, political representation, and populations. As a result, each community has a distinctive character that can vary markedly from block to block. In each case where the University seeks a new location, a responsive approach to site selection and building design will yield results appropriate to these different contexts and, in doing so, help relieve some of NYU’s development pressure in these areas.



## A Critical Symbiosis

*NYU's development history, stretching back to the 19th century, relied on the acquisition of commercial and residential buildings in the neighborhood, which proved an affordable way to gain the space necessary for a growing academic institution.*

### The Importance of the Neighborhood to NYU's Future

NYU's presence in the neighborhoods adjacent to its Washington Square location will continue to be an important component of its strategic growth. Over the next several decades, the University will assess opportunities in these areas and secure space that makes sense, taking advantage of such factors as the real estate market and identified academic, residential, and administrative needs. Specific sites and locations cannot be determined at this time, but this plan puts in place guidelines to direct NYU's decisions and provide its neighbors with the greatest possible predictability.

The neighborhood will continue to provide locations for University uses that have strong ties to its central location at Washington Square. These will include administrative support for academic components; now in the core, support uses, such as offices, will be shifted away to make room for a greater concentration of academic and student-oriented uses there. Academic departments or research spaces that have limited student presence but need to be proximate to Washington Square are also potential uses for neighborhood sites. Student housing for upperclassmen may also be located in the neighborhood; freshmen and sophomores will continue to be located either within the core or within a short walking distance.

### Mutual Benefits

For NYU, the benefits of neighborhood locations are clear, not only for proximity but because of the communities, amenities, and services in these urban areas. NYU's presence has been of benefit to the neighborhood as well. From an economic perspective alone, NYU's long-term tenancy bridges over economic cycles and brings stability.

The University's presence in the neighborhood also helps NYU achieve greater stability, livelihood, and environmental sustainability. The boundary of a 10- to 20-minute walking distance is meaningful. From all points within, NYU's core is accessible by foot, bicycle, or a single subway stop.

### Relieving Pressure on the Neighborhood

In the past, NYU and its neighbors have come into conflict over Jane Jacobs' principle of diversity. In other words, can the neighborhood absorb the amount of growth proposed by NYU over the next 20 years and still retain the vitality that each person and institution here values about this unique place in Manhattan? These are real and important concerns for NYU and its neighbors alike; NYU 2031 addresses this issue by several means.

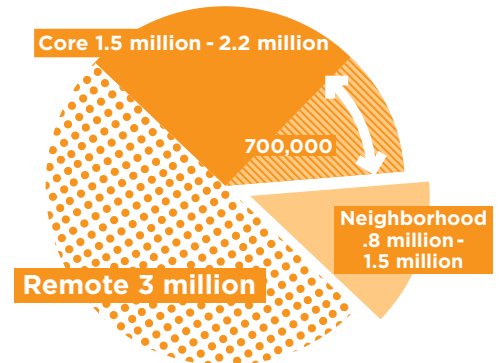
The plan begins by recognizing—for the first time—that the University must acknowledge that not all of its growth can be accommodated

in the neighborhood. This approach requires NYU to prioritize what needs to be located in the core, what needs to be proximate to the core in the neighborhood, and what areas of growth are better aligned with one of the remote sites.

Second, from a social and urbanistic perspective, a university's presence can have little impact on residents. For the majority of properties where NYU is a leaseholder, it occupies single or few floors among other unrelated tenants, and much of this is office space. In most places, an NYU building is the University's only location on the block. The neighborhood buildings it occupies are a mix of old and new: 24 buildings constructed before 1950 and 10 built after.

Lastly, by establishing effective guidelines on appropriate use, site selection, and design of individual buildings, NYU 2031 creates a flexible framework that allows the University to evaluate future opportunities in the neighborhood. The following pages explain these guidelines, document existing NYU buildings that conform to them, and highlight current projects governed by these guidelines.

Distribution of 6 Million Square Feet



Neighborhood Total: 121 Million Square Feet



In a neighborhood where a total of 121,296,967 square feet exists, NYU currently owns/leases 3.3 percent. The projected increase is .82 percent for a total of 4.1 percent of the available square feet in the neighborhood.

## A New Way to Develop

*NYU 2031 establishes a strategy for site selection and approach to building design that help support existing neighborhood character, avoid over-saturation, and provide for scale and use appropriate to surroundings.*

The plan for the neighborhood calls for strategic intervention and a blending with and enhancement of the unique quality of existing architecture and social character. NYU site selection criteria will be based on appropriate scale, use, and fit for the location.

### Site Selection Criteria

First and foremost, the University will avoid overconcentration. NYU will refrain from placing too many like uses in one area. The concentration of residence halls along the Third Avenue corridor is an example of what the University wishes to avoid in the future. The plan calls for uses that balance the University's need to have a critical mass with a caution to not oversaturate. Going forward, NYU will employ a more thoughtful approach, particularly when choosing sites that will involve significant student populations.

### Prioritize Adaptive Reuse of Existing Buildings

Wherever possible, NYU will adapt an existing building either for academic or residential use and maintain public ground-floor uses. This will ensure that the University's presence is minimal, development contextual, and street character preserved. NYU has had considerable success with such preservation, since almost half of its properties lie in historic districts. In 2009, it won a Village Alliance Award for its Eighth Street renovation.

### Determine Uses Appropriate to the Location

While student residence halls will continue to be located in the neighborhood, other uses that generate heavy student traffic will be prioritized in the central area around Washington Square. Less obtrusive office, academic, and residential components will be located in the neighborhood along major avenues and streets, ideally close to public transportation. The University's presence on small residential and mixed-use streets should be limited to uses that generate low levels of student traffic.

### Building Philosophy

#### 1 Small-scale Residential

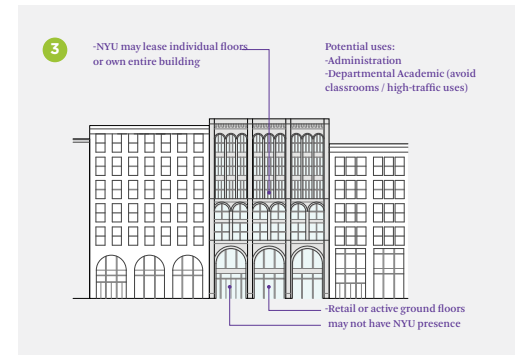
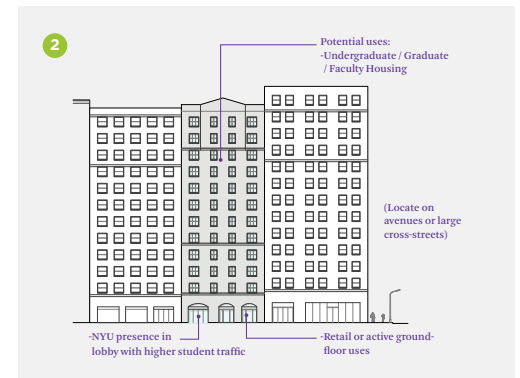
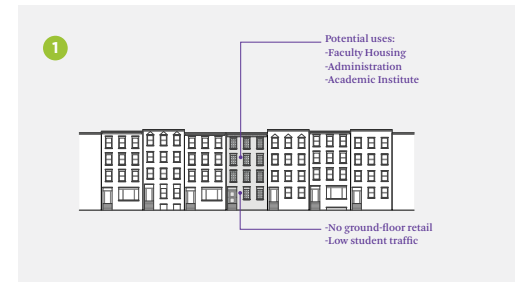
NYU will primarily seek growth opportunities in larger-scale buildings in the neighborhood, on avenues and larger-scaled side streets. It is possible, however, for NYU to grow appropriately on smaller, more residential side streets as well, by carefully considering uses and respecting neighborhood scale and character. Successful existing examples include NYU's Lillian Vernon Creative Writers House at 58 West 10th Street, Casa Italiana Zerilli-Marimò at 24 West 12th Street, and the Bronfman Center for Jewish Student Life at NYU at 7 East 10th Street.

#### 2 Large-scale Residential

While the plan prioritizes the core for first-year undergraduate residence halls, as NYU tries to increase the proportion of its students in University housing, some residence halls will remain in the neighborhood. The University's Office of Student Affairs has set a minimum viable size for an undergraduate residence hall of approximately 300 beds. To locate such a facility successfully in the neighborhood requires placement on a major cross-street or avenue that will not be overwhelmed by student traffic. Where appropriate to complement the existing neighborhood character, active ground-floor uses, including retail, will be considered. Successful existing examples include Palladium Hall and University Hall, both located on 14th Street.

#### 3 Manufacturing / Commercial

The plan prioritizes the core location for academic uses that generate heavy student traffic, particularly lecture halls and general-purpose classrooms. Administrative and departmental academic uses that see less traffic but require a connection to the core may be successfully located in the neighborhood. In many cases, these will have a relatively small footprint, especially where the University leases individual floors like any other commercial office tenant. Examples include 10 Astor Place and 196 Mercer Street.



## Neighborhood Projects

*The following examples demonstrate how NYU can have a measured, appropriate, contributory presence in its neighborhood, determined not by urgency and ad hoc need but by careful site selection and analysis. They serve to guide the University in the future.*

### 1 Bronfman Center for Jewish Student Life at NYU

Purchased by NYU in 1994 and renovated a year later, this 1887 building at 7 East 10th Street houses the Edgar M. Bronfman Center for Jewish Student Life at NYU. Part of the Greenwich Village historic district, the Center welcomes the University community and the public to lectures, films, and celebrations.

### 2 New SCPS Home

This already-owned building at 7 East 12th Street will become home to the School of Continuing and Professional Studies. As part of the overall consolidation strategy, the NYU offices will relocate to the upper floors of 730 Broadway. That move allows this building to become a flagship for SCPS, one located in proximity both to public transportation options and Washington Square.

### 3 730 Broadway

NYU recently purchased this 10-story building on Broadway between Astor Place and East Fourth Street. Previously, the University leased a large portion to house the NYU Health Center and other offices. The acquisition provides an opportunity to shift administrative uses away from the core to make room for more academic and student services there. NYU will restore ground-floor retail, which has been vacant for several years, by relocating its bookstore here; with an egress / ingress on Broadway and Lafayette Street, the store will provide a convenient passageway for both University and city pedestrians alike.

### 4 Palladium Hall

Built in 2001, this large-scale student residence hall at 140 East 14th Street maintains active ground-floor uses. Its mass and bulk are appropriate to the scale of the area.

### 5 20 Cooper Square

Originally constructed as a factory in 1900-01, 20 Cooper Square is home to smaller NYU academic departments including the Department of Social and Cultural Analysis. Maintaining an active ground floor, it is part of the NoHo Historic District.

### 6 383 Lafayette (upcoming)

The adaptively reused building at the corner of Lafayette and East Fourth streets, which NYU has leased since 2004, is the future home for the Tisch School of the Arts Institute of Performing Arts.





**“New York is the concentrate of art and commerce and sport and religion and entertainment and finance bringing to a single compact arena the gladiator, the evangelist, the promoter, the actor, the trader, and the merchant.”**

**—E. B. White**

*(From Here Is New York)*



## 8. Remote

*Faced with development constraints at its Washington Square location, the University must look to remote sites for as much as half of the space it expects to need by 2031. NYU plans to build on its existing location at the health corridor, create a new site in downtown Brooklyn following its merger with Polytechnic University (now the Polytechnic Institute of NYU), and take advantage of a significant potential opportunity to establish a new academic center on Governors Island.*

The development of these NYU facilities must follow an academic rationale and the ability to create mixed-use centers of activity over time. The sites chosen have the potential to meet University needs while enhancing the areas in which they take shape. In all three places, the actions of governmental and other actors will have an impact on the pace and configuration of any future development, but each is a viable opportunity that NYU plans to pursue. And each makes clear the strategy and rationale that will guide NYU's consideration of other potential remote sites in the coming decades.

## Strategies and Opportunities for Looking Remotely

*Matching academic programming with a site's character is key to its success.*

Broadly speaking, NYU's remote locations can be classified into two general types: single-use sites and mixed-use centers. While both will be important areas for future growth, mixed-use centers are the focus of this plan.

The location of remote centers is based on the relationship between the characteristics of the site—uses, culture, scale—and the academic or programmatic purpose of the University programming there. Such specificity of site selection is essential to the sites' success.

### Single-Use Sites

Certain locations categorized as "remote" are stand-alone, single-use sites. With either an academic or a residential focus (such as Gramercy Green), these sites maintain a high quality of life for their faculty and students while creating a sense of place and community away from Washington Square. One example is the Institute of Fine Arts, located on Museum Mile for its proximity to the art history community and several institutions. Other examples are the School of Continuing and Professional Studies' locations in midtown and the Financial District, sites chosen in order to be near the highest concentration of students and to offer an easy commute for those attending predominantly evening classes.

### Mixed-Use Centers

Within the NYU portfolio, two remote locations—the long-established health corridor along First Avenue and a new site in downtown Brooklyn made possible with the recent affiliation with the former Polytechnic University—are mixed-use centers in their own right. Self-sustaining campuses with program- or department-specific activities concentrated outside of the core, these two locations meet the remote guidelines in terms of distance from Washington Square, possibilities for incremental growth, and the ability over time to construct academic, residential, and office space. Accordingly, they are an important part of NYU's long-term strategy for growth and are capable of accommodating a significant portion of NYU's expected growth over the next 20 years. In addition, Governors Island is a promising new location that could well fit these remote criteria as well.



## Mixed-Use Center Guidelines

*Remote sites should offer the potential for incremental growth and critical mass in less competitive real estate markets with easy access to Washington Square.*

As NYU considers the establishment of mixed-use centers, it will adhere to a set of planning development guidelines. First and foremost, it will begin by investigating potential sites where the University has an existing presence and identity. These and potentially new mixed-use locations will be evaluated based on the following factors.

### Academic / Programmatic Strength

A remote site must have opportunities for incremental growth and the buildable area available to establish a critical mass of academic and residential programs and uses over time. Both the health corridor and downtown Brooklyn sites share similar qualities in that they are full-fledged, mixed-use academic entities that operate independently from the Washington Square core. Governors Island offers an iconic location and creates an opportunity to develop new academic programming that promotes cross-disciplinary study and would benefit from the advantages a more retreat-like place might afford.

### Financial Viability

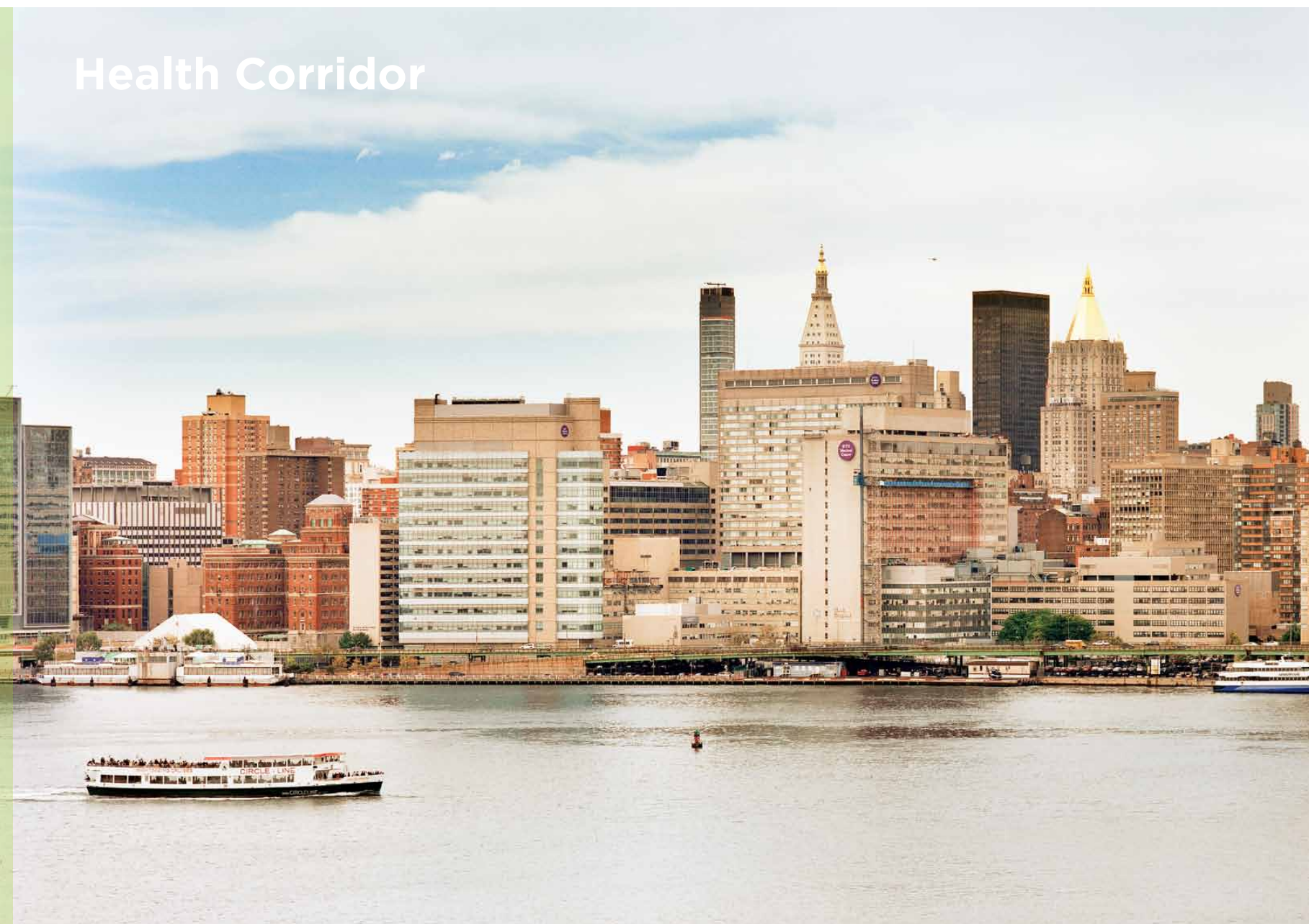
In order to be fiscally responsible, NYU will seek direct development in areas with a less competitive real estate market. Strategies will allow for phased development patterns that respond to the availability of funding resources.

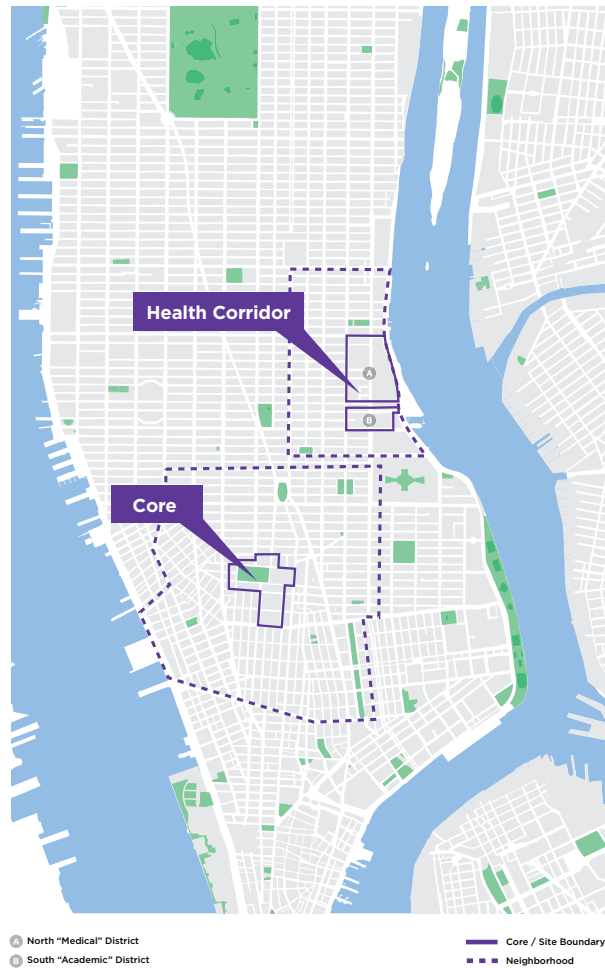
### Urban / Accessible to the Square

In all circumstances the urban design approach follows the same logic that has been applied to the core, namely, understanding each site as having one or multiple districts that relate to the organization of the city and have distinct characters, and calling for a site-specific approach to new construction, open space, and streetscape. Furthermore, each of the remote centers will be within an easy commute to Washington Square by means of bicycle, subway, ferry, or NYU Shuttle (see opposite page). Ease of access to transit routes is central to the selection of sites.



# Health Corridor





## Health Corridor

NYU has a long-standing presence on the east side of Manhattan. A constellation of health-related University programs—including the NYU Elaine A. and Kenneth G. Langone Medical Center, which encompasses NYU Hospitals Center and the NYU School of Medicine, as well as the College of Dentistry—exists along First Avenue between 23rd Street and 34th Street near affiliated neighborhood health-related institutions. Located within a larger context of internationally renowned medical facilities, they provide the basis for a critical mass of academic, clinical, and health-related programs.

NYU 2031 aims to develop compatible University programs within the health corridor, enhancing prospects for cross-discipline research, shared facility collaboration, and interdependencies between academic and professional programs, while providing improved health-related services to the community. The planned relocation of the College of Nursing from Washington Square to this area will further strengthen this concentration.

For planning purposes, the health corridor locale is divided at 26th Street into two districts. While NYU's clinical activities are primarily concentrated in the northern district on the campus of the medical center, the School of Medicine also has clinical functions throughout the health corridor, including on the campuses of Bellevue Hospital Center and the VA. The future growth and development of these NYU clinical functions within the health corridor will be guided by a separate plan, under development by the NYU Langone Medical Center.

NYU 2031 pertains to the southern—or “academic”—district, whose focus is on research as well as medical and related sciences education, and whose programs connect more closely to those at Washington Square. The area is now home to the College of Dentistry and two residence halls (the 26th Street residence and University Court) that serve students from both the health corridor and the Washington Square area. Here NYU envisions an expanded academic campus that enhances medical and health sciences education and supports an active student-oriented environment.

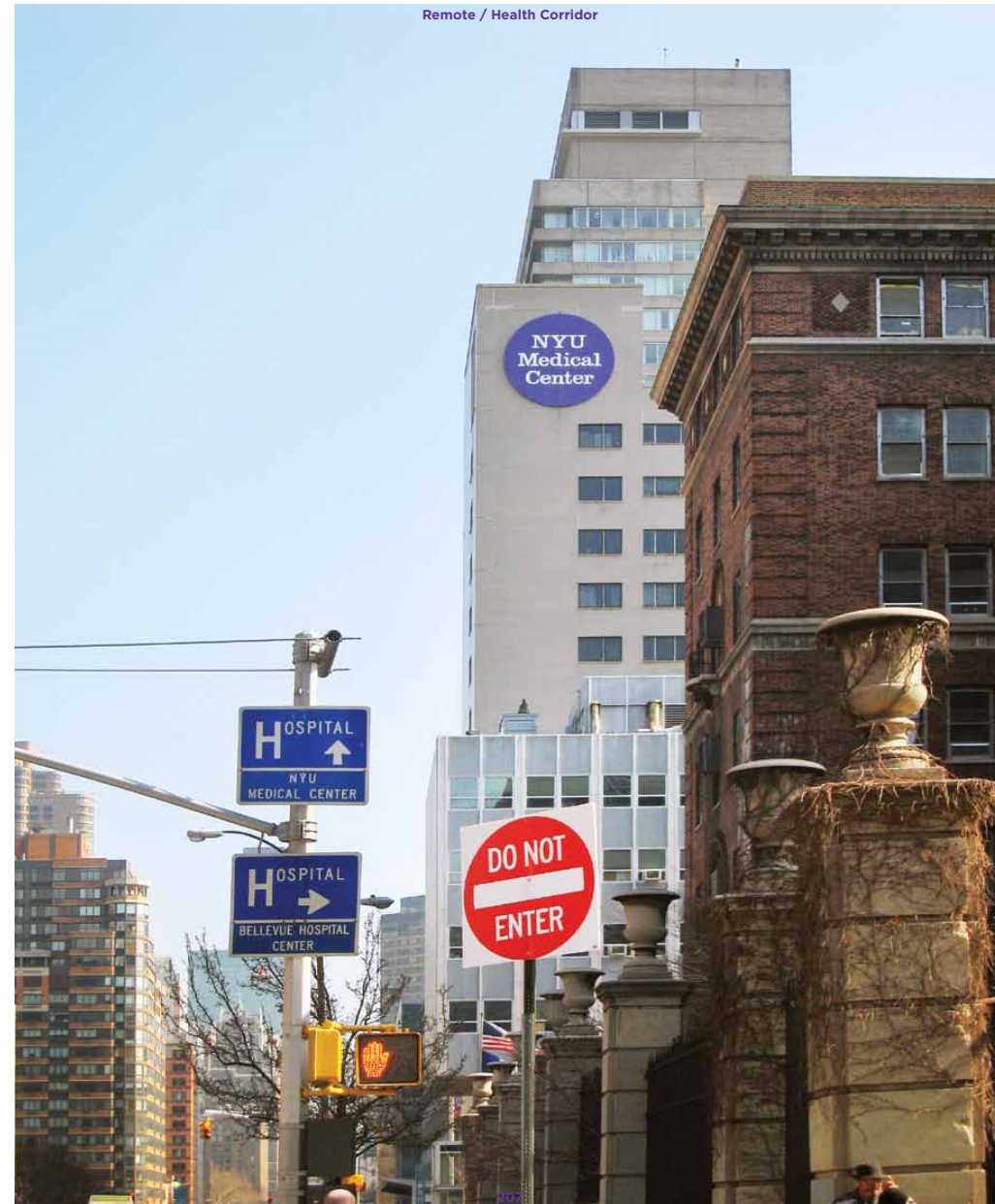


## Opportunities

- Consolidate academic departments that will benefit from adjacencies to each other and to the NYU Langone Medical Center
- Create a mixed-use NYU center and a sense of place
- Redevelopment of Basic Sciences site
- Accommodate expansion of dental and nursing programs

## Development of Brookdale Site

- Joint research and education with the NYU School of Medicine
- Student and faculty housing
- Open space amenities



## Goals

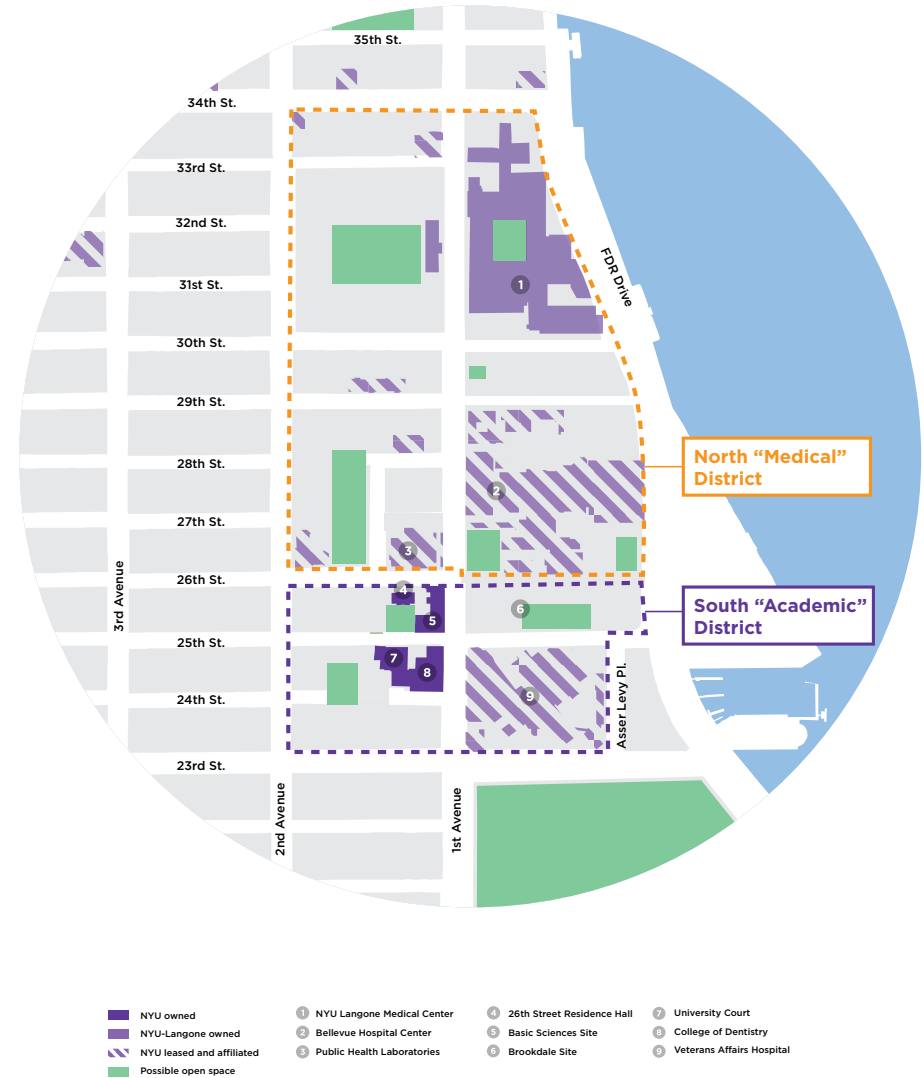
Within the academic district, two potential development sites have been identified: the 24,700-square-foot Basic Sciences site, owned by NYU, and the 4.2-acre CUNY-owned Brookdale campus, on the east side of First Avenue between 25th and 26th streets (for which a Request for Proposals was issued to which NYU responded). On these two sites, NYU 2031 envisions the development of new academic and residence facilities, retail amenities, and open spaces in a medical and health sciences academic campus.

## Vision

The plan leverages development to help create a sense of “campus” that reinforces the existing urban fabric and contributes to the neighborhood streetscape, in the process providing retail and amenities to serve both NYU community members and the public. Building designs and accessible green spaces would bring a series of isolated buildings together into a contiguous collegiate environment. The site offers opportunities for nonterm and incremental development.

On both the Basic Sciences and Brookdale sites, the buildings fronting First Avenue would contain core academic, research, and instructional uses, likely becoming the most heavily utilized and accessed buildings and thus contributing to the overall activity in, and sense of place for, this proposed center. Together, these two academic buildings would create a gateway that reinforces a sense of arrival at NYU’s health corridor.

The continuous pattern of ground-floor retail along First and Second avenues is currently interrupted by the dense institutional buildings in the health corridor’s two main districts. Design of the new facilities will include much-needed retail amenities, which will enhance the lives of NYU community members, patients, visitors, and neighbors alike.



Site Design Strategy:

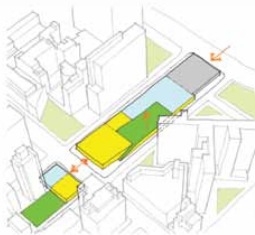
# An Active Campus

*The plan aims to add density and diverse uses in order to alleviate the institutional character and lack of amenities in the health corridor's academic district.*



## 1 Development sites

The Basic Sciences site, west of First Avenue, is adjacent to an existing open space and University residence. Across First Avenue, the Brookdale site is an entire block, for which CUNY has issued a Request for Proposals.



## 2 Active ground floors and linked green spaces

Inviting glazed lobbies facing one another across First Avenue will generate 24-hour pedestrian traffic, create a sense of welcome, and act as a gateway to the district. Linked green open spaces (raised above grade on the Brookdale site) will provide passive recreation opportunities for NYU affiliates and the wider public. Retail uses at grade will provide needed amenities for the area.



## 3 Contextual development

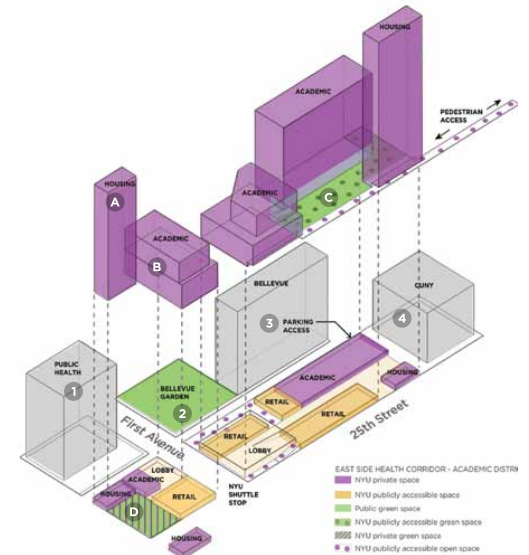
The plan follows the area's development pattern by keeping the frontage along First Avenue relatively low, building taller by midblock. The position and orientation of the buildings and outdoor spaces maximize access to daylight for the open spaces and to light, air, and views for the residences.

## Adding Density, Diversity, and Amenities

The plan proposes new academic and residence facilities, retail amenities, and open spaces for both sites. The combined Brookdale and Basic Sciences sites can accommodate more than 1.6 million gross square feet (1.4 million and 222,000 square feet, respectively) of potential new programs within the health corridor.

NYU is currently planning the redevelopment of the Basic Sciences site. The proposal replaces existing buildings of limited space and usefulness with a state-of-the-art joint teaching and research center for the College of Nursing, the College of Dentistry, and the School of Medicine. A building of approximately 200,000 to 300,000 gross square feet would facilitate the relocation of the College of Nursing from Washington Square to the health corridor, be devoted to laboratories and classrooms, and provide a home for growing and emerging research and bioscience institutes. The building would be a first step toward establishing a greater concentration of health-related academic and research uses in the area.

Across First Avenue, NYU proposes a collection of four distinct buildings for the Brookdale site, providing a range of potential programs—a new health science library, teaching laboratories, seminar rooms, conference facilities, academic offices, residence halls, and a student study and fitness center—all surrounding an elevated open green space that centers the composition. A separate, non-NYU facility for CUNY/Hunter College is proposed for the eastern end of the block. Each proposed building's size, scale, and form could be adapted to accommodate specific programmatic needs. The proposed design focuses on maximizing access to light and air and to providing ground-floor retail and student spaces that activate the street, bolstering the notion of campus.

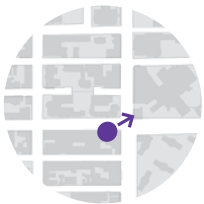


### Existing Features

- 1 Public Health Building
- 2 Bellevue Garden
- 3 Bellevue
- 4 CUNY

### New Projects

- A New Housing building
- B New Academic building
- C New Raised Open Space
- D Renovated Open Space



View of Brookdale site toward First Avenue

*This part of the academic district can serve as the southern gateway to the First Avenue health corridor. At night the transparent buildings would bring more life to the streets. Retail uses, sorely lacking in the area, are proposed on the ground floor of Brookdale along 25th Street beneath the entry to the publicly accessible green space above.*

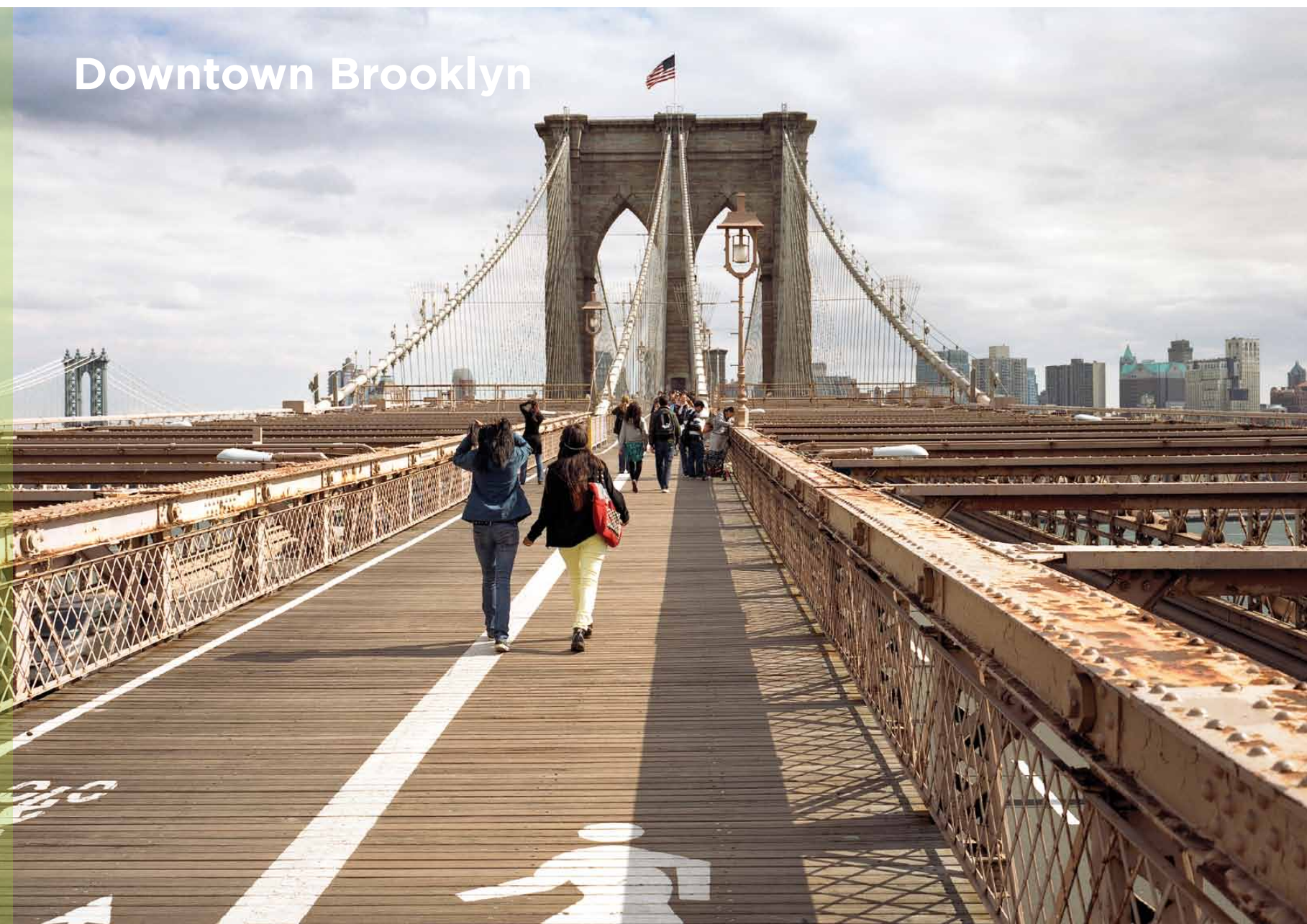


View of campus green

*This view shows the proposed publicly accessible passive green space with a view of academic buildings. The transparent architecture would enliven the space and give it an airy, open atmosphere. Currently, the area has almost no publicly accessible green spaces. This space would act as a respite for students, faculty, staff, and other members of the health professions who work along the health corridor.*



# Downtown Brooklyn





## Polytechnic Institute of NYU

In 2008, NYU and Polytechnic University announced an affiliation agreement, to result in a full merger over the next three to five years. The newly named Polytechnic Institute of NYU is emerging as a new academic center, one that offers near-term and incremental opportunities for growth.

Founded in 1854, the Institute is the second-oldest private engineering school in the nation. It has 4,500 full-time students and grants degrees in engineering and the applied sciences. These programs have been missing from NYU's academic offerings since its financial crisis in the early 1970s forced it to disband the School of Engineering and Science and sell its Bronx campus. For the Institute, the merger offers an expanded reach for the recruitment of students and faculty. For both NYU and the Institute, the merger of two long-standing New York institutions offers the possibility of new research and program depth.

The Institute is located in the MetroTech Center in downtown Brooklyn. Its proximity and convenience to Manhattan, by public transportation or by bicycle across the Brooklyn and Manhattan bridges, is advantageous for the site's connection to Washington Square.

The location is home to many cultural and educational institutions, including the Brooklyn Academy of Music and Long Island University. Also close by are the thriving neighborhoods of Brooklyn Heights, Boerum Hill, and Carroll Gardens, each with significant retail, commercial, cultural, and institutional hubs.

A higher profile, with a more concentrated presence of academic institutions, will act as an economic generator for the area, particularly within the MetroTech district. It will also contribute additional intellectual resources and cultural and social opportunities for the community.



## Profile

- Linked to Washington Square but must function as a stand-alone mixed-use center
- Convenient to Manhattan, accessible by public transportation or bicycle across the Brooklyn and Manhattan bridges

## Opportunities

- Air rights exist for expansion
- The campus “feel” will be strengthened through improvements to buildings and grounds
- Housing opportunities available in the neighborhood
- Develop a “sense of place” at the academic center at MetroTech
- Grow appropriately in the surrounding neighborhood



Goals

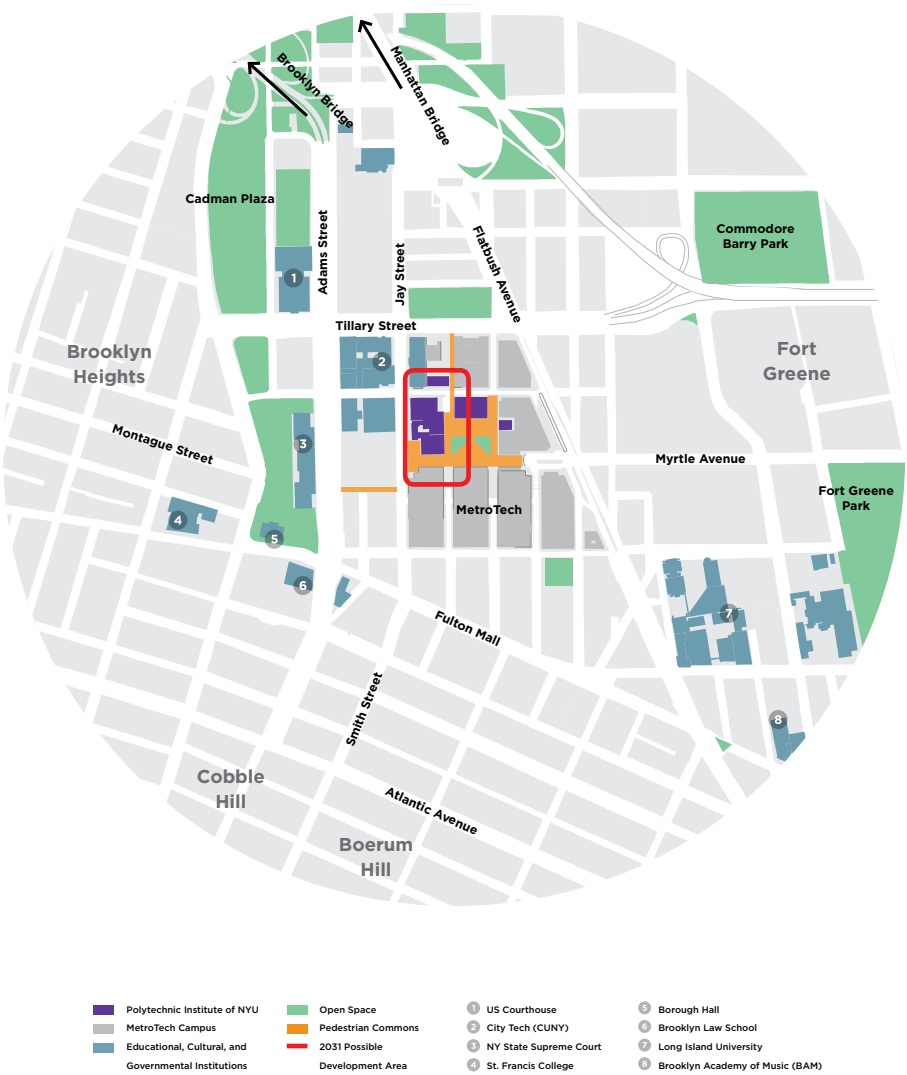
The academic aspirations for the Institute include increasing both the undergraduate and graduate student populations, with greater national and international representation. Significant opportunities for growth of academic and research staff also exist, as do those for new facilities for collaborative research with NYU faculty.

The site benefits from a recent upzoning by the city that provides additional development capacity within the footprint of the property. The University has set a goal of developing approximately one million square feet of new program space at the downtown Brooklyn campus.

Vision

The current campus exists in a cluster of buildings that front Jay Street, Tech Place, and the Commons at MetroTech. An opportunity exists here to create an enhanced mixed-use campus experience. The planning approach is similar to the strategy for NYU's core and neighborhood, with a focused academic campus linked to housing and amenities within the surrounding neighborhoods.

Downtown Brooklyn has experienced a surge of residential development, which provides opportunities for housing nearby. In addition, connections to adjacent neighborhoods and their existing residential options can be reinforced by enhancement of pedestrian routes linking the campus to the active street life of Montague, Fulton, and Smith streets.



Site Design Strategy:

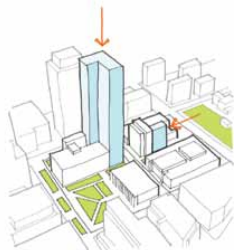
## Enhancing an Urban Campus

*The design will enliven the Polytechnic Institute of NYU campus at MetroTech and improve connections to the surrounding neighborhoods.*



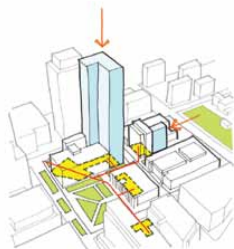
**1** Campus Walk connects to neighborhoods

A new Campus Walk running from Rogers Hall and Dibner Library to Othmer Residence Hall will tie campus buildings together, as well as link them to surrounding neighborhoods. The creation of this north-south Campus Walk as the spine of the campus will also mitigate the barrier to movement from the northeast, created by the city's 911 Center security precinct.



**2** Add density to the academic core

Opportunities exist to add significant new mixed-use density to the academic core of the Institute. A proposed addition to Othmer Residence Hall will increase the site's 24-hour population. Construction of new buildings on the site of the current Civil Engineering and Jacobs Academic buildings provides new academic and commercial space.



**3** Ground floors connect to improve public realm

An improved Jay Street location will invite visitors, students, and faculty into the heart of the Institute, while connecting the campus to Cadman Plaza and Brooklyn Heights. Active and transparent ground-floor amenities will transform the frontages on Jay Street, the Campus Walk, and the Commons.

## Campus Development

The academic aspirations for the Institute involve an increase in both undergraduate and graduate students, with greater national and international representation and significant opportunities for the growth of academic and research staff. To support this academic vision, options for growth include retrofitting current space, adding to Othmer Residence Hall, constructing new buildings, and adding to Dibner Library.

Employing these site design strategies will produce a mixed-use urban campus that will serve the campus community while also benefiting MetroTech employees and community members in surrounding neighborhoods as well.



Existing Features

- 1 Jacobs Academic Building
- 2 Rogers Hall
- 3 Dibner Library
- 4 Othmer Residence Hall
- 5 Wunsch Hall
- 6 MetroTech Commons

New Projects

- A New Building
- B Othmer Residence Hall addition
- New Office
- New Housing
- New Academic
- Existing Polytechnic Institute of NYU



View of a Jay Street entrance

*This image illustrates a more visible and open main entrance to the Polytechnic Institute of NYU campus with prominent signage along Jay Street. The entry would be adjacent to the subway and located on a major artery providing connections to Cadman Plaza and surrounding neighborhoods. A more open ground-floor lobby would provide a visual connection to the MetroTech Plaza.*



View of new Campus Walk

*The north-south Campus Walk would act as the spine, enlivening the area and connecting Rogers Hall and Dibner Library to Othmer Residence Hall, located across Tech Place. The opening of the Rogers ground floor, to the left, would create new space for retail uses.*

# Governors Island





## Governors Island

Formerly home to British colonial governors, a U.S. Army base, and, most recently, the Atlantic Headquarters for the U.S. Coast Guard, this remarkable environment in the middle of New York Harbor possesses a collection of significant historic buildings dating from 1800 to the early 1940s. Acquired by the state in 2003 and jointly managed by the state and city since that time, it is minutes by ferry from Lower Manhattan and the Brooklyn waterfront.

The island provides sweeping views of the harbor, including Lower Manhattan; the Brooklyn Bridge; Liberty, Ellis, and Staten islands; and the Verrazano-Narrows Bridge. It embodies the development history of New York Harbor and provides an ideal vantage point to reflect on the relationship between urban growth and natural environments.

The U.S. National Parks Service administers the 22-acre Governors Island National Monument on the historic northern half of the island. The Governors Island Preservation and Education Corporation (GIPEC) oversees the remaining 150 acres of the island, including the remainder of the historic district, along with the southern portion of the island, built using landfill from subway construction at the beginning of the 20th century. The island presents a unique opportunity for NYU to develop a mixed-use residential and academic campus offering proximity to the city as well as the character of a small island town.



## Profile

- Former military base sold to New York State in 2003 and jointly managed by the state and New York City since that time
- Beautiful historic environment and recreational destination set in New York Harbor

## Constraints

- Development requires Request for Proposals process administered by the Governors Island Preservation and Education Corporation

## Opportunities

- Establish a new mixed-use campus
- Reuse of existing buildings
- New building development for specialized uses
- Campus quadrants focused around gateway at Yankee Pier
- Phased growth that would begin with reuse of buildings for residences and academics
- Eventual student body of up to 1,500 students and associated academic facilities



## The Existing Island

Division Road bisects the island into its historic northern portion and the newer part to the south. Fort Jay and Castle Williams, in the north, are administered by the U.S. National Parks Service, while the Governors Island Preservation and Education Corporation (GIPEC) administers the remainder of the island. Division Road lands at Yankee Pier, one of four—in addition to Tango and Lima to the south and Pier 101 to the north—located on the Brooklyn side of the island where water currents are more manageable for small vessels.

Currently, GIPEC is developing an open space master plan for the island, which includes three elements: rehabilitation and restoration of the open spaces on the northern end of the island, a new “Great Promenade” around the island’s perimeter, and a new 40-acre “Summer Park” on the island’s southern end. GIPEC’s plan envisions 33 acres of area for future real estate development on the Buttermilk Channel and Harbor sides of the island, framing the proposed park.

## NYU’s Opportunity

To visit Governors Island with its series of leafy quadrangles and cluster of historic sites and stately red-brick residences (formerly Officers’ Row) is to be reminded of a potential for a college campus. Very different from NYU’s presence at Washington Square, where the University shares the streets with the city and where both are interwoven in a more dense urban fabric, Governors Island recalls a more traditional and pastoral New England college setting.

An initial building feasibility study commissioned by NYU determined that many of the existing historic buildings can be adapted for NYU’s needs with varying degrees of capital investment, should NYU select any or all of these structures as candidates for program accommodation. Just south of Yankee Pier, the

future development sites identified by GIPEC’s plans could serve as a potential site for two new NYU academic centers. To the northwest, the historic Liggett Hall is available for adaptive reuse, as are several buildings to the northeast along the South Battery.

Such a setting, and the opportunity to use existing facilities as well as build anew, allows NYU to envision Governors Island as a possible home to a group of scholars, students, and visitors whose work is collaboratively centered on a particular research focus or intellectual inquiry. The island’s location allows for easy travel to Washington Square and other academic centers. In addition, the island offers distinct advantages for a team of researchers and scholars whose work requires focus and interaction with each other on a more intensive basis. The future and the sustainability of cities is one such area of inquiry of great interest to scholars across a broad range of academic disciplines at the University and the Polytechnic Institute of NYU.

By engaging multiple schools and colleges in the University’s urban program and introducing faculty and students to the island over time and as space becomes more constrained in Manhattan, NYU’s presence on Governors Island would offer an opportunity for various schools and colleges to expand their own programs, whether for environmental purposes or artists’ studios or practice and athletic facilities.

NYU’s programming goals for Governors Island could reach one million square feet, evenly divided between academic and residential uses, both student and faculty. The University’s development on the island would be phased and, at full scale, could accommodate



Site Design Strategy:

## A New Campus

*The Governors Island campus would be planned as an academic enclave for members of the NYU community but open to all New Yorkers.*



### 1 Center at Yankee Pier

Yankee Pier can be the focal point for arrival, a center of student activity, and the campus heart anchoring NYU and other development.



### 2 Development within three districts

Development of NYU's campus on Governors Island could be organized around three districts, built in phases. Each will have a distinct character. The plan envisions adaptive reuse at Liggett Hall and in the South Battery and new construction along the Great Promenade.



### 3 Expansion through new construction

New construction in the area to the south of Yankee Pier is envisioned as the academic heart of the new campus. It will also frame views to the new park and serve as a gateway to non-NYU development stretching along the esplanade south to the tip of the island.



*View of Yankee Pier*

*This view illustrates the main NYU gateway to the island. A town square, nestled between academic and residential areas, would serve as the heart of the new campus.*





View of the Great Promenade

*The island's open space plan is still in development, but one key element will be a Great Promenade around the perimeter. Along the Brooklyn side of the island, this would connect the NYU development area with other users further south.*



View toward Liggett Terrace

*This view illustrates how a new building could interact with the proposed new open space. The building would overlook the open spaces, enhancing a pastoral feeling.*



**“What is a green city? First, it is an ideal, yet to be attained by any urban place in the world but certainly achievable in the twenty-first century.”**

**—Eugenie L. Birch and  
Susan M. Wachter**

*(From Urban Greening and the Green City Ideal)*



## 9. Urban Sustainability

*At its foundation, NYU 2031 establishes a process for achieving sustainable growth. The plan is built on a core University philosophy that fostering community, protecting resources, and strengthening urban life are the best ways to grow responsibly.*

This strategy not only encompasses physical expansion but also presents a methodology for evolving sustainably. It provides a way to fulfill the University's overarching objectives, create a new urban landscape that will benefit NYU's community and the city well into the future, introduce predictability and transparency to the University's planning efforts, and be mindful of NYU's impacts on the environment.

## Equity, Economy, and Environment

The modern movement for sustainable growth represents a holistic approach to development, and its proponents often refer to the “three Es” of sustainability: equity, economy, and environment. NYU has taken the same approach in its long-term planning. It has detailed the importance that process has played in formulating NYU 2031—an iterative, measured, responsive, and transparent course of action that NYU believes essential for its continued development. The University will proceed with the plan in the same manner.

This approach means providing appropriate stewardship in the historically significant areas that require it, improving access to open space, and fostering social, economic, and cultural vitality on individual streets and in neighborhoods through good urban planning and design. It also means strengthening NYU’s own community by creating more viable internal spaces for social interaction, which has the added benefit of lessening the University’s impact on the public realm.

The strategy builds on NYU’s strengths as an urban university, deriving the best benefit from the innate attributes that make great cities inherently sustainable. This can be seen in how the plans maximize growth on the two NYU superblocks, centering academic activities within the University’s core while making aggressive use of below-ground space. The plans also promote pedestrian uses while channeling growth along transit routes, reinforcing NYU’s identity as a primarily pedestrian landscape.

Additionally, NYU 2031 allows the University to reach its additional square footage goal while continuing to reduce its impact on the environment. Maximizing the use of space and resources is central to the strategy, and it tries to accomplish this in many ways, including adaptive reuse of existing spaces, a commitment to LEED Silver certification for all new construction, and setting important bench-

marks, such as carbon neutrality and zero waste, as the University adheres to city and national program commitments.

NYU is pursuing this plan at the same time it sets major climate-related goals, and it is working intently to meet several measures even as it grows in size. For example, NYU has joined New York City Mayor Michael Bloomberg’s call to reduce the University’s carbon emissions by 30 percent, on a per-square-foot basis, by 2017. NYU has also signed on to the American College and University Presidents’ Climate Commitment and has set a goal of reaching carbon neutrality by 2040.

## NYU in the Public Realm

NYU 2031 reenvisioned how the University will interact with the public realm. While this will make the University easier to navigate and more accessible to visitors, it will also minimize NYU’s physical impact on the city’s neighborhoods. The strategy changes the way University-owned and public spaces coexist by setting higher standards and design strategies for NYU buildings. It also creates a network of new and improved open spaces and relies on appropriate interventions, including reuse, stewardship, and greater sensitivity to context.

Where NYU is the dominant landowner, as it is in its core location at Washington Square and in its remote academic centers, the University will uphold its added responsibility for contributing to the health and viability of the public realm and to its citizens, without losing the essential distinction between public and private spaces. Where appropriate, NYU 2031 promotes the integration of NYU into the city fabric through the addition of public ground-floor uses in NYU buildings, thus creating greater opportunities for the public to access parts of the University. This might include, for example, improving the ground-floor uses of existing buildings east of Washington Square Park. Another possibility is the proposed

inclusion of such mixed uses as retail, artistic, and other public offerings on the ground floors of the new buildings at the NYU Jerome S. Coles Sports and Recreation Center on Mercer Street; in the addition of the fourth tower on the University Village superblock; and in the two new buildings on the Washington Square Village superblock.



## Appropriate Integration

Improving the way NYU buildings coexist with public spaces makes the University easier to navigate while minimizing its physical impact on the city’s neighborhoods. (Mercer Plaza)

Additionally the heights, shapes, and scales of NYU buildings will fit into the immediate context of their surrounding structures. This guiding principle would be apparent with the addition of the fourth tower on the University Village superblock, which would align with the three existing towers in their current pinwheel formation. Similarly, the heights of the new buildings on the Washington Square Village superblock would reflect those of the buildings across from them on La Guardia Place and Mercer Street, and their shapes would maximize sunlight, air, views, and pedestrian movement throughout the superblock. The strategy is also to apply these standards of appropriate integration with the public realm at each of the NYU remote sites, as well as in any individual buildings NYU acquires in the neighborhood.

A central idea of NYU 2031 is to cultivate a hierarchy of public green spaces, referred to as “University Landscapes,” which will serve the needs of NYU’s community while also benefiting the University’s neighbors. Interwoven with the city’s streets, sidewalks, and parks, complementary yet distinct in character, these new spaces will enhance the existing network of

<sup>1</sup> *Public Realm.* Appropriate integration with the public realm means treating University property in historic districts, such as the Mews north of Washington Square Park, with proper care.

public open spaces, reduce the University's demand on city parks, and provide richly conceived visual amenities for the community with landscaping that, in keeping with University efforts already under way, will feature native plants, chemical-free fertilizing, and sustainable irrigation methods.



### New Landscapes

The concept of University Landscapes will be seen most dramatically in the open space at the center of the Washington Square Village superblock. Accessible to everyone at the ground level, this space will also feature a sunken garden, entered from the building below ground, which will provide additional nonpublic open spaces for the NYU community.



While preserving the existing La Guardia Corner Community Gardens and Time Land-

scape, the plan creates new open spaces for the entrances of the two buildings to be developed on the University Village superblock and in the revitalized plaza area between NYU's Bobst Library and Shimkin Hall. Such landscapes will be important thresholds for major centers of NYU activity, fostering a sense of community and enabling learning to occur in informal interactions. They will also help to delineate the boundaries between public and private, making University locations easier to navigate for NYU visitors, new students, and the community at large.

### Benefits of Urban Density

Cities can be inherently sustainable models of living. Urban density brings numerous advantages: it allows for compact, walkable, vibrant, mixed-use neighborhoods with strong connections to surrounding areas and communities. It reduces sprawl by building structures closer to existing centers of activity and providing easy access to public transit. It encourages compact development patterns while reducing pressure on natural resources.

NYU, in turn, excels at thriving in a dense urban environment, and even if it builds the maximum estimated six million square feet proposed in NYU 2031, the University's square-foot-per-student ratio will remain by far the lowest of its peers and one of the lowest in the country. This alone makes NYU a model for other institutions seeking to operate with less impact on the environment. Density demands efficient space utilization.

The strategy to employ principles of density in fundamental ways, building on the advantages of urban compactness and many of NYU's established sustainable practices. A prime example is the conceptual framework of core / neighborhood / remote, its strategy to build on the existing University property of the southern superblocks and in doing so with significant amounts of new space created below ground. NYU 2031 also emphasizes pedestrian uses

and transit-based development patterns for NYU's neighborhood and remote sites. The concept of density is fundamental to NYU 2031 central organizational scheme. Based on existing urban conditions, such as NYU's core location near several major public transportation lines (including five subway lines and the PATH trains), the University's core represents critical mass: a confluence of academic programs, student activities, faculty research, and intellectual and cultural sustenance. It is the hub that anchors a global institution with sites around the city and the world.



NYU 2031 reorganizes how the University utilizes space at its core in order to enhance it. Academic programming and first-year student housing will be located closest to the core, within a 10-minute walk from Washington Square. This will enable the University to concentrate a great number of faculty, students, and researchers in proximity to one another, which will help to promote interdisciplinary collaboration, improve attendance at University-sponsored events, and foster a culture of intellectual exchange. First- and second-year students embedded in this experience will be connected to the essence of the University in an environment that supports their intellectual growth and personal wellness. After the early years, students grow more familiar with their environment and routine and thus more prepared, if they choose, to

venture into the city's diverse neighborhoods for housing.

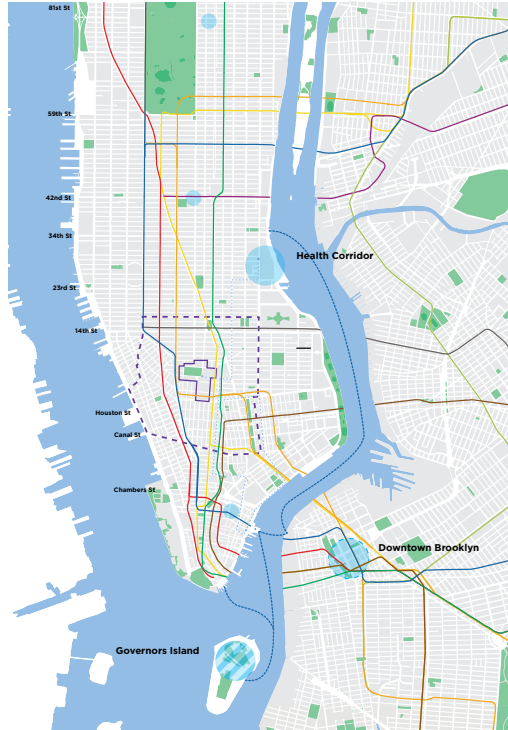
The premise of core / neighborhood / remote also depends heavily on the ways in which transit lines determine which individual buildings in the neighborhood represent growth choices for NYU and influences the creation or enhancement of remote locations and academic centers. For example, locating upperclassmen and graduate residence halls beyond the NYU core but proximate to transit can help alleviate the need for supplemental transportation. Moving some non-student-service administrative offices that operate mostly during standard business hours away from the core and into nearby neighborhoods also lessens the University's impact in these areas.

Density determines design. Just as it influences the decision of where to build—as seen on the superblocks—it also determines how to build. In densifying the core, NYU 2031 calls for as much as 37 percent—more than one-third—of the square feet proposed there to be located below ground. A prime example is the academic space beneath the Washington Square Village superblock. Here, classrooms, particularly larger lecture halls or large performance spaces that require little natural light, will be created (with the added benefit of eliminating blank street walls if such lecture halls were placed above ground). At the same time, common areas will abut the below-grade windows and outdoor areas of the sunken garden, giving students and faculty members access to sunlight and views.

### A Pedestrian Orientation

NYU's community commutes largely by environmentally friendly means. A 2009 transportation survey found that 35 percent of NYU's population walks to work at Washington Square and another 48 percent uses public transportation as the primary means of getting to and away from the University. Less than 1 percent uses

2. **Landscaping.** Already moving in this direction, NYU will continue to select plantings that promote and enhance local ecology and minimize irrigation requirements.
3. **Green City.** NYU has joined New York City Mayor Michael Bloomberg's call to reduce the University's carbon emissions by 30 percent, on a per-square-foot basis, by 2017.
4. **Commuters.** A recent transportation study found that 35 percent of NYU's population walks to Washington Square and another 48 percent uses public transportation. Less than 1 percent uses a car.



## Public Transportation

NYU 2031's organizing principle is based on commuting time to Washington Square: the core, within a 10-minute walk from one side to another; the neighborhood, within roughly a 10- to 20-minute walk from the core; and remote sites located on public transportation lines.

5. **Pedal Power.** To increase the number of University community members using bicycles, the plans provide secure, centralized bicycle parking and identifies new lanes where appropriate.

an automobile. The plan builds on this established pedestrian and mass transit predisposition. For example, it features no additional automobile parking.



Opportunities also exist for encouraging more people to commute by bicycle. The same 2009 transportation study showed that only 1 percent of NYU's community commutes primarily by bicycle and less than 10 percent does so occasionally; safety concerns and fear of having one's bicycle stolen were the top two reasons given for not using bicycles more often. To complement New York City's initiatives in this direction, the plans provide secure, centralized bicycle parking so that students can make one round-trip per day, minimizing their time on the streets and promoting bike safety. Additionally, the plans identify new bicycle lanes where appropriate. Encouraging NYU's community to bike to and from the University and leave their bicycles in secure, centralized locations makes it even more critical to ensure that when people arrive at their destination, classes and services are easily accessible by foot.

A primary challenge facing NYU is to create open spaces that offer a relief from the sense of crowding while remaining vital: in other words, to use its density to the greatest advantage while still creating opportunities for accessible communal open spaces. To this end, the strategy calls for corridors between new public spaces and through the large superblocks that will facilitate pedestrian movement and help ease

pedestrian congestion on public streets. In and between the new open spaces, the plans create a network of routes that will coexist with the main public circulation network. This network linking the new open spaces will make the NYU core easier to navigate, lessening congestion and overcrowding in the public realm.

By creating new paths and shortcuts, encouraging their use through signs and maps, and connecting the public spaces to interior routes through NYU buildings, NYU 2031 creates a better sense of place and helps build a more robust University community.

## Protecting Resources

NYU is a leading urban institution with urban problems and advantages. NYU 2031 seeks to capitalize on the inherent advantages of city life and provide a new vision that reinforces the relationship between urban life and sustainable growth. In doing so, it seeks to build on the University's strong reputation for, and emerging leadership in, resource protection.

Sustainability is a core value embedded in everything NYU does, from what it teaches and how it seeks to serve its city to how it interacts with the public and how its buildings are designed. To grow sustainably is to create healthy living environments while protecting resources of all kinds. It is to be thoughtful and systematic in planning, seeking to conserve natural, spatial, and financial resources. The plan underscores numerous ways that NYU can grow while preserving natural resources: by relying on adaptive reuse of existing spaces, committing to a leading level of certification for environmentally friendly construction, and adding the square footage sought while continuing the University's commitments to general climate and resource benchmarks.

NYU 2031 highlights a series of issues that will continue to frame discussions regarding sustainable development on this scale. One of the driving forces of resource protection is adaptive reuse. By integrating and revitalizing the existing build-

ings on the Washington Square Village superblock, the plans make efficient reuse of completed structures, reducing the energy and material use associated with new construction.

By focusing on occupying space below ground, the plan reduces pressure on existing buildings in the neighborhood and lessens the areas affected by construction. Once completed, below-ground buildings require less energy to heat and cool, since there is little loss through the perimeter and the temperature of the ground is more stable than that of the air.

The shapes and forms of the buildings have been designed to lessen environmental impacts as well. Buildings will be placed to maximize the amount of landscaped, at-grade space for common areas and pedestrian circulation. Their forms will be shaped to enhance solar access inside and out. Each of the new buildings on the two southern superblocks will feature narrow, rather than deep, floor plates, thereby enabling daylight and views and encouraging a passive solar strategy, which will reduce lighting costs. Similarly, the design of the zipper building focuses on windows and space, offering more light and air and reducing shadows for pedestrians.

When adaptive reuse is not a viable option and a new structure needs to be built, NYU has committed to a minimum of LEED Silver certification in all new construction—or meeting comparable standards as certification processes evolve over the next two decades. What does this mean? New NYU buildings will have to, at a minimum, achieve the following:

- Implement heat island effect mitigation strategies on buildings and outdoor areas
- Include the appropriate selection of plant species for landscaping to promote and enhance local ecology and minimize irrigation requirements
- Collect rainwater and reuse it for irrigation
- Minimize light pollution and external lighting energy demands
- Minimize building energy peak



## High-Performance Buildings

One of the driving forces of resource protection is adaptive reuse, and the plans make efficient reuse of completed structures. But where that is not a viable option and a new structure must be built, NYU commits to meeting a minimum of LEED Silver certification or comparable standards as certification processes evolve over the next two decades.

demands and reduce overall energy consumption

- Increase ventilation rates, CO<sub>2</sub> sensors, and low volatile organic compound materials for improved air quality
- Install appropriate plumbing fixtures (such as low-flow fixtures and waterless urinals) to minimize water consumption
- Reuse excavated and demolished materials where feasible
- Use recycled materials for concrete and steel
- Implement sustainable construction practices such as redirecting construction waste
- Building commissioning, which requires a LEED-certified professional to oversee and verify the various sustainable approaches

As NYU develops the superblocks, planners can employ additional technologies that are available when working on such a scale; many of these technologies have some upfront costs but also the potential for significant sustainability benefits and long-term savings. Such technologies include ground source heat pump, grey-water harvesting, stormwater retention, heat recovery, automated waste collection system, enhanced building commissioning, and displacement ventilation.

These practices are obviously easier to describe for areas where construction will begin earlier. Such details, where available, also serve to illuminate the intentions and goals that will guide all development within NYU's core and remote sites, as well as in the individual buildings the University may acquire in its neighborhood.

## The following ideas have informed the planning and massing of building design for the NYU superblocks:

- Adaptive Reuse: By integrating and revitalizing the existing buildings on the Washington Square Village superblock, the plans make efficient reuse of completed structures, reducing the energy and material use associated with new construction.
- Below-ground Use: The extensive use of below-ground areas reduces pressure on existing buildings in the neighborhood and focuses construction impacts in a smaller area. Below-ground buildings also require less energy to heat and cool since there is little loss through the perimeter and the temperature of the ground is more stable than that of the air.
- Building Orientation and Massing: New buildings will be placed to maximize the amount of landscaped, at-grade space for common areas, circulation, and playspace. The buildings' forms will be shaped to maximize solar access inside and out.



**“By 2050, in a world fluid in every way, there will have emerged a small set of worldwide ‘idea capitals’ ... that will be both the engines of creativity, entrepreneurship, and economic activity and magnets for those who will drive these centers to even higher levels of achievement.”**

**—John Sexton**

(NYU President)



# 10. Moving Forward

*There are no great cities without great universities.  
And there would be no New York University without New York City.*

Fundamentally, NYU 2031 is a recognition of the University's unique position in one of the world's great cities. A long-term, citywide vision for physical growth in support of an academic mission, the strategy is based on an understanding of the mutual and reciprocal benefits between New York City and the University. And—the result of an intensive and inclusive process between NYU and its community members and neighbors—NYU 2031 is an entirely new approach for the University as it looks to future growth in a more sensible, transparent, thoughtful, and sensitive way.

### Academic Paradigm Shifts

In the first half of the 19th century—when NYU was founded—the connection between great universities and great cities in the United States was not a clear one. For the next 150 years, a Jeffersonian vision of higher education largely prevailed: colleges should be in pastoral settings, and the college experience should be removed from the hustle, bustle, and temptations of urban settings.

NYU's origins sharply challenged those ideas, and by the 21st century, its underlying principle—that great cities and great universities belong together, that great cities need great universities, that a university's academic enterprise leads to the ideas, innovations, and human talent that help cities flourish—was widely embraced. Today there is a growing acknowledgment that intellectual, cultural, and educational institutions of all types are mainstays of cities' futures.

In the last few years, NYU has married that idea with another: maintaining academic excellence will require growth, but how the University grows—how it respects its neighborhood's character, how it makes its choices, how it listens to community voices—is vitally important, too. In 2006, NYU launched its first-ever planning effort, which took a long-term view toward 2031, the year the University will celebrate its bicentennial. The planning was rooted in the understanding that in order for NYU to continue to thrive academically, it needs a more thoughtful, sensible, sensitive, and transparent approach to its future development and growth.

### A University Doing Its Homework

Unlike most planning processes, in which a plan is framed and then presented fully formed to the surrounding community, NYU front-loaded the involvement and participation of its neighbors, who were invited into the

process beginning in the spring of 2007. As ideas emerged from the University's newly created planning office—its first such department—those concepts and data were presented in real time to the community. Manhattan Borough President Scott Stringer convened a task force of community groups, elected officials, and University leaders, who hammered out and signed off on a set of planning principles. In addition to dozens of briefings and meetings with neighborhood and University groups, NYU hosted several open house events where public members participated in the planning by engaging with the architects, planners, and University leaders. The University spent hundreds of hours preparing, analyzing, integrating its community's and neighbors' feedback, and designing a comprehensive planning approach. The last open house took place in April 2008.

It was then time for NYU to do its homework. Since it left off with public dialogue in 2008, NYU has tested the concepts presented by the planners; analyzed the areas recommended for growth; contemplated strategies for prioritizing uses at the core and developing academically based criteria for creating new academic hubs away from Washington Square; aligned planning projections with the University's near- and longer-term academic and financial plans; and filtered the plans through the institution's sustainability goals.

This document is the result of that work. With careful consideration and in thorough detail, NYU has presented how it will grow and explained why it must. It has outlined what it hopes to become, that with a bold academic vision and global perspective, it will help to ensure a vibrant future for the city and its people. It has detailed how these hopes and beliefs can enrich—and be enriched by—its physical presence. It has revealed a strategy for new construction, renovations, preservation, and efficient utilization of space and resources that seeks the highest ideals in urban living.

What happens now?

## Next Steps

*NYU began its long-term planning process with the imperative to create the space it needs to secure a strong academic future—but to do so in a way that recognizes its obligation to care for its neighborhood. That process has produced benefits in terms of dialogue and openness that go far beyond the plans presented here; it has established a precedent for community engagement that will outlive this document.*

*These plans are better because of the engagement of, feedback from, and rigorous discussions with community members, neighbors, and city and government leaders. This process will continue. NYU's plans will be subject to a discretionary public review process involving multiple city agencies. For every project, NYU will continue the extensive review process it began in the earliest stages of NYU 2031, communicating with community members and neighbors and gathering input from numerous sources. Through its Web site, the University will keep the public informed about phasing as well as construction, from major events to minor schedule changes.*

*NYU invites you to review its plans and updates at [www.nyu.edu/NYUinNYC](http://www.nyu.edu/NYUinNYC).*

# Appendix



## NYU FRAMEWORK 2031

JUNE 24, 2008

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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 200<sup>th</sup> 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 (21<sup>st</sup> 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 21<sup>st</sup> and 20<sup>th</sup> 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 91<sup>st</sup> 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**

<b>Constituent Groups</b>	<b>Number of Comments per Group</b>
<b>Faculty:</b>	59 By name
	5 Anonymous
	12 Faculty Senators Council*
	16 University & Silver Professors*
	5 FAS Faculty Meeting*
	<b>97 TOTAL COMMENTS FROM FACULTY</b>
<b>Students:</b>	23 By name
	13 Anonymous
	3 Student Senators Council*
	<b>39 TOTAL COMMENTS FROM STUDENTS</b>
<b>Administrators:</b>	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*
	<b>55 TOTAL COMMENTS FROM ADMINISTRATORS</b>
<b>Staff:</b>	1 By name
	2 Anonymous
	<b>3 TOTAL COMMENTS FROM STAFF</b>
<b>Alumni:</b>	6 By name
	18 NYU Alumni Association Board*
	<b>24 TOTAL COMMENTS FROM ALUMNI</b>
<b>Review Committees' Final Comments **</b>	<b>15</b>
<b>TOTAL COMMENTS RECEIVED FROM NYU COMMUNITY</b>	<b>233</b>

\* 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