New York Institute of Technology

New York City Campus Plan Report

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1 Introduction

1.1 Purpose of the Study

In early 2018, New York Institute of Technology (NYIT) initiated a planning study to update the long-term directions for facilities and planning for the Long Island (Old Westbury, NY) and New York City (Manhattan) Campuses while creating a context for near-term decisions and promoting the campus building momentum.

This New York City Campus Plan Report summarizes the second phase of the planning study, following the completion of Long Island Campus Plan study that included both the overall campus’ space assessment and detailed analysis of the early start projects.

The purpose of the New York City Campus study is to define the overall space/facility needs of the New York City Campus in response to conditions today, align with strategic priorities and enrollment growth objectives, and to inform on-going discussion regarding the location and evolution of NYIT programs and facility assets.

This report provides a comprehensive summary of the New York City Campus planning work, including:

- An overview of the NYIT New York City Campus;
- A summary of key messages heard from a series of campus community consultation events;
- Master planning principles;
- A summary of facility needs analysis, including existing utilization, space needs projections, and overall space benchmarking;
- A summary of potential opportunities for the evolution of the New York City Campus.

1.2 Our Team

Working closely with the NYIT Project Team and Steering Committee, a number of disciplines were involved to provide the full scope of services for this planning study.

Urban Strategies Inc. (USI), campus planners and designers led the overall study and have been responsible for its overall direction to support the strategic direction of the institution for both NYIT campuses while positioning near-term projects identified in the Long Island Campus Plan Report.

Rickes Associates Inc. (RA), higher education facility planners, led the space planning and building programming, and provided a broader context for discussion on facility needs for both Long Island and New York City Campuses.

Popli Design Group (PDG) provided ongoing support for the New York City Campus Plan study and led the early start projects a part of the Long Island Campus Plan study.

1.3 Process

The planning study began in February 2018 and completed in September 2018. This New York City Campus Plan Report is a major milestone, following the completion of the final Long Island Campus Plan report.
1.4 Campus Overview

With several campuses around the world, NYIT has two main campuses in New York – Long Island (Old Westbury) and New York City (Manhattan) - as shown in Figure 1. Across both campuses, NYIT currently offers 90 career-focused degrees through seven schools and colleges: College of Arts & Sciences, School of Architecture & Design, School of Management, School of Interdisciplinary Studies & Education, School of Engineering & Computing Sciences, School of Health Professions, and College of Osteopathic Medicine.

NYIT has established an overarching goal to establish a university-wide “maker/doer” culture to foster invention, innovation, collaboration and entrepreneurship. This campus planning study responds to this strategic goal by providing a mission-driven plan, identifying campus building opportunities to enhance the NYIT community, renew the campus culture.

Figure 2 illustrates the current New York City Campus. Located just north of Columbus Circle, this campus is comprised of facility spaces in six buildings:

**Owned:**
- 1855 Broadway (73,285 net sf) - General purpose classrooms, specialized instructional spaces, office space
- 1849 Broadway (6,693 net sf) - Student Activities, Dining, Bookstore

**Leased:**
- 16 West 61st Street (54,532 net sf) - Enrollment Services, general classrooms, Learning Center, Gallery, and conference room
- 26 West 61st Street (32,362 net sf) - Academic, Career Services, Offices, Student Affairs, Student Lounge, Administration
- 1871 Broadway (8,100 net sf) - NYIT Auditorium on Broadway (260 seats)
- 27-33 West 60th Street (7,266 net sf) - Offices, student services.
Figure 2. Existing New York City Campus
Consultation with faculty, staff and students was a critical component of this campus planning process. A Steering Committee, consisting of certain senior managers and Deans, was established to oversee the planning process. Together and independently, the consultant team and the NYIT Project Team (together, the “campus plan team”) held a series of consultation events and sent surveys to the campus community to solicit a range of insights and perspectives to inform the campus plan recommendations. The consultation process for the New York City Campus included:

- Interviews with Deans of the School of Management and College of Arts & Sciences;
- Three New York City Town Halls;
- Meetings with the Librarians;
- Ad-hoc Senate Faculty Subcommittee;
- Senate Institutional Development Committee;
- Senate Budget, Finance, Resource Allocation Committee;
- Full Academic Senate;
- Meetings with various student groups; and
- Surveys to faculty, staff, and students.

2.1 Campus Engagement

The consultation process engaged the NYIT campus community through various platforms. This process served as a continuation of the Campus Conversation sessions initiated in Spring 2017 to gather feedback from students, faculty and staff about the culture and needs at NYIT.

The campus plan team held 35 meetings on the Long Island and New York City campuses to solicit feedback as a part of the campus engagement process. Over 1,000 students, faculty, staff and alumni attended the meetings. The team also sent surveys to the campus community that generated 545 responses.

The extensive process of collecting feedback yielded six summary reports that represented the findings from discussions with the staff, faculty and student groups. One report specifically focused on the New York City Campus and supported the development of this Campus Plan Report. The remaining five reports focused on the Long Island Campus and the early start projects, serving as major input for the development of the Long Island Campus Plan completed in the previous phase. The following is a summary of the community engagement applicable for the New York City Campus.

Town Hall Sessions

NYIT held three Town Hall Sessions on February 28, 2018 at the New York City Campus as the first step to engage the campus community. At each session, the campus plan team asked attendees the following questions:

1. Where on campus do people come together to socialize?
2. Where on campus do people come together to study or collaborate?
3. What kinds of spaces are missing?
4. What spaces need to be improved?

Poll Everywhere collected digital input while discussions provided detailed context to some of the answers provided digitally. The general themes that emerged included:

- Spaces are “reserved” and often appear to be unused or vacant.
- Signage, lighting, and ventilation are insufficient.
- Library is crowded and often used for socializing or group work; extended hours on weekends desired.
- Need for social, informal, collaborative group spaces.
- Insufficient space for holding events.
- Need storage spaces in classrooms for projects and equipment.
- Spaces for relaxing in-between classes: napping, showers, lounges.
2.2 Other Campus Visits

As part of the planning process, certain members of the NYIT Project Team, Steering Committee and Visioning Group visited comparable projects in the following ten colleges and universities:

- Bryant University (Academic Innovation Center) – Smithfield, RI
- Colorado College (Tutt Library) – Colorado Springs, CO
- Manhattan College (Raymond W. Kelly Student Commons) – Riverdale, NY
- Massachusetts Institute of Technology (Media Lab and Sloan School of Management) – Cambridge, MA
- Monroe Community College (R. Thomas Flynn Campus Center and LeRoy V. Good Library) - Rochester, NY
- The New School (University Center) – New York City, NY
- Northeastern University (Snell Library) – Boston, MA
- St. John’s (d’Angelo Center) – Queens, NY
- Stevens Institute of Technology (Wesley J. Howe Center) – Hoboken, NJ
- Wentworth Institute of Technology (Douglas D Schumann Library & Learning Commons) – Boston, MA

The visits focused on recent investments in active learning, campus commons, libraries, student spaces and technology upgrades.
As part of the strategic planning process, NYIT has established its key vision:

- Establish a university-wide “maker/doer” culture to foster invention, innovation, and collaboration to make NYIT one of the top five universities in metropolitan New York
- Emphasize the “New York” and “Technology” in our name to prepare and graduate students ready to seize opportunities in a global marketplace

In response to this strategic vision, the following five master planning principles have been developed to guide the future growth and evolution of the NYIT campus:

1. Support NYIT’s career-oriented mission and strategic direction
2. Enhance evolving research and academic activities
3. Place high priority on renovation and renewal of existing facilities when practical and cost-effective
4. Provide flexible approach for new and renovated spaces to accommodate changes in use and evolving pedagogy
5. Invest in leading-edge technology to support priorities
4 Space Needs Assessment Summary

As the initial step in the space planning projections to support the NYIT New York City Campus, the campus plan team conducted an assessment of strategic drivers and existing space utilization, summarizing the following interconnected activities and analyses:

- **Strategic Drivers**: Identification and analysis of various key quantitative inputs collected from the University, including the current space inventory, historical and current enrollment data, demographic and programmatic trends, and current personnel figures. Together these inputs provide a quantitative snapshot of current people, programs, and space at the campus, establishing a baseline against which space planning projections can be compared.

- **Instructional Space Utilization Assessment**: Review and analysis of all spaces holding formal credit-bearing course instruction, inclusive of classrooms and teaching laboratories. This study provides a detailed understanding of how classrooms and laboratories are currently scheduled for formal course use, as well as information about the utilization of non-instructional spaces for course usage.

- **Space Needs Projections**: Order-of-magnitude space needs are presented by major space category for the New York City Campus as a whole. The creation of space planning projections draws from aforementioned quantitative analyses and is further informed by contemporary space planning guidelines. These projections provide an overall measure of current campus-wide space needs, useful as the foundation for later phases of detailed programming in support of specific projects and initiatives.

Collectively, these components yield a comprehensive picture of NYIT’s current space use on the New York City Campus, the programmatic challenges and opportunities presently facing the campus, and the development of space needs projections required to address them.

This section provides a summary of findings from the space needs assessment.

### 4.1 Strategic Drivers

NYIT’s existing space inventory, historic and current enrollment data, demographic and programmatic trends, and current personnel data were reviewed collectively to determine the amount and type of space needed.

The results of review of these data include:

- Identification of University space by campus, space category, and building.
- Review of historic enrollment trends and current enrollment data to understand prior shifts in student population and any corresponding impacts on space at the University.
- Quantification of current personnel in order to inform the development of office and office support space needs.

### Distribution of Existing Space by Space Category

The study focuses on assignable square footage (ASF), which refers to spaces where specific functions occur that can be assigned to a particular activity, such as classrooms, offices, and library facilities. Non-assignable square feet exists in spaces such as stairways, corridors, rest rooms, mechanical closets, and other spaces that cannot be assigned to a specific activity. Figure 3 on the next page illustrates the difference between gross square feet (GSF), net square feet (NSF), and assignable square feet (ASF).
Space Type Definitions

Gross Square Feet (GSF) is the sum of all areas on all floors of a building included within the outside faces of its exterior walls, including all vertical penetration areas, for circulation and shaft areas that connect one floor to another.

Net Square Feet (NSF), also known as Usable Square feet (USF), is the sum of all areas on all floors of a building either assigned to, or available for assignment to, an occupant or specific use, or necessary for the general operation of a building.

Assignable Square Feet (ASF) is the sum of all areas on all floors of a building assigned to, or available for assignment to, an occupant or specific use.

The space inventory at NYIT uses a system of classifying space developed by the U.S. Department of Education’s National Center for Education Statistics and contained in its Postsecondary Education Facilities Inventory and Classification Manual (FICM). The manual contains 80-plus space types, each bearing a three-digit FICM code, that are clustered into 10 space categories as listed in the following table. Research Facilities (250), a subcategory of Laboratory Facilities (200), is broken out separately here to more clearly differentiate the need for such spaces.

The FICM codes shown in Figure 4 are widely used in space utilization analysis, planning, and benchmarking. This space coding system forms the structure for how current space allocations were described in the prior Strategic Drivers briefing document, as well as how space needs projections.

Figure 5 illustrates the current distribution of space by FICM space category on the New York City Campus, as reflected in NYIT space inventory data as of February 2018. The total assignable square feet (ASF) on the New York City Campus is 127,000 ASF. Office space (300) and Laboratory Facilities (200) form the two largest blocks of space by type on campus each accounting for almost a third of total ASF.

Source: Postsecondary Education Facilities Inventory and Classification Manual (2006)
<table>
<thead>
<tr>
<th>FICM Category Code</th>
<th>FICM Category Name</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Classroom Facilities</td>
<td>General-purpose classrooms, lecture halls, precept rooms, seminar rooms, and other spaces used primarily for scheduled non-laboratory instruction.</td>
</tr>
<tr>
<td>200</td>
<td>Laboratory Facilities</td>
<td>Rooms or spaces characterized by special purpose equipment or a specific configuration that ties instructional activities to a particular discipline or a closely related group of disciplines.</td>
</tr>
<tr>
<td>250</td>
<td>Research Facilities</td>
<td>A space used for laboratory experimentation, research, or training in research methods; professional research and observation; or structured creative activity within a specific program or for sponsored research (whether sponsored with federal, state, private, or institutional funds).</td>
</tr>
<tr>
<td>300</td>
<td>Office Facilities</td>
<td>Office facilities are individual, multi-person, or workstation spaces specifically assigned to academic, administrative, and service functions of a college or university. Also includes conference rooms, work rooms, and associated storage areas.</td>
</tr>
<tr>
<td>400</td>
<td>Library and Study Facilities</td>
<td>Study rooms, stacks, and library processing spaces.</td>
</tr>
<tr>
<td>500</td>
<td>Special Use Facilities</td>
<td>Space sufficiently specialized in their primary activity or function to merit a unique room code: athletic and physical education spaces, media production rooms, clinics, demonstration areas, field buildings, vivaria, and greenhouses.</td>
</tr>
<tr>
<td>600</td>
<td>General Use Facilities</td>
<td>General Use includes a broad range of categories serving the campus and greater community, such as: assembly rooms, exhibition space, food facilities, lounges, merchandising facilities, recreational facilities, meeting rooms, child and adult care rooms.</td>
</tr>
<tr>
<td>700</td>
<td>Support Facilities</td>
<td>Centralized areas for computer-based data processing and telecommunications, shop services, general storage and supply, vehicle storage (parking structures), central services (e.g., printing and duplicating, mail, shipping and receiving, environmental testing or monitoring, laundry, or food stores), and hazardous materials.</td>
</tr>
<tr>
<td>800</td>
<td>Health Care Facilities</td>
<td>Facilities used to provide patient care.</td>
</tr>
<tr>
<td>900</td>
<td>Residential Facilities</td>
<td>Housing facilities for students, faculty, staff, and visitors to the campus.</td>
</tr>
<tr>
<td>000</td>
<td>Unclassified Facilities</td>
<td>Areas which are inactive or unassigned; in the process of being altered, renovated, or converted; or in an unfinished state.</td>
</tr>
</tbody>
</table>

**Figure 4.** FICM Category

![Figure 4. FICM Category](image)

**Figure 5.** Distribution of Space by FICM Space Category

![Figure 5. Distribution of Space by FICM Space Category](image)
**Benchmarking**

As another lens through which to understand NYIT’s current space inventory, benchmarking existing assignable square feet (ASF) to that of peer, or comparable, institutions provides comparative context for the University’s current space allocations.

ASF per full-time equivalent student (FTE) is a commonly employed metric that measures the relative allocation of space across institutions. The ASF and FTE figures are used because these particular units of measure have the effect of “standardizing” space, enrollment, and personnel across institutions so as to permit more direct comparisons to be made.

Figure 6 compares ASF per FTE ratios of selected peer institutions versus NYIT as a whole; the New York City Campus alone, and the Long Island Campus alone. Peers selected include other Institutes of Technology, primarily located in the Northeast.

Figures shown exclude residential space for all institutions, with the understanding that student accommodation varies widely across institutions and would skew the comparison. Recent or planned construction is also not reflected here.

Summary:
- The New York City Campus currently provides 53 ASF/FTE. While this appears significantly lower than peer ratios, it is important to remember that its operational connections to NYIT’s Long Island campus (e.g., no large athletic, recreational, or administrative spaces onsite, limited lab and research facilities, etc.) contribute to this finding.

![Bar chart showing ASF per FTE ratios](image)
Enrollment

Historic enrollment trend data was examined for the New York City Campus overall and its Schools and Colleges to provide an understanding of trends that may help shape future space needs. In general:

- Overall headcount enrollment has increased by roughly 5% in the last five years, or an increase of just over 130 students.
- In the same time period, FTE enrollment in New York City has increased by just over 9%, or just over 200 FTE.
- The College of Arts & Sciences (-31%), the School of Health Professions (-19%), and the School of Architecture & Design (-4%), each registered enrollment decreases over the last five years.
- The School of Interdisciplinary Studies & Education (33%), the School of Management (4%), the School of Engineering & Computer Sciences (+2%), and Extended Education (+19%) each experienced enrollment increases in the last five years.

To establish the quantitative context for space needs projections, NYIT provided preliminary enrollment projections for the New York City Campus (shown in Figure 7):

- As of Fall 2017, there is a headcount enrollment of just over 2,700, equating to roughly 2,404 FTE. This figure is employed as the baseline for the development of space needs projections for the campus as a whole.
- Per NYIT, there is a target of just over 3,300 headcount students by Fall 2025. This translates into just under 3,000 FTE, assuming the continuation of current rates of headcount to FTE conversion. Refer to this Space Needs Projections section of this report for additional detail about space needs projections.

According to the personnel counts received from the University, there were 570 people employed on the New York City Campus in Fall 2017. Of this total, 233 or 41 percent are full-time employees, and 337 or 60 percent are part-time employees and adjunct faculty. Non-Tenure Track Faculty comprise over 57% of all personnel on the New York City Campus, followed by Tenure-Track Faculty (15%).

Figure 7. Historical and Projected Headcount and FTE Enrollment, Fall 2013-Fall 2025
4.2 Instructional Space Utilization Assessment

The Instructional Space Utilization Assessment reviews all spaces holding formal credit-bearing course instruction in Fall 2017, including general-assignment classrooms, teaching laboratories, and non-instructional spaces where courses may be held (e.g., faculty offices, lounge and assembly spaces, and research spaces). The process undertaken to evaluate instructional space utilization draws upon the evaluation of several key measures, including weekly room hour use and rates of seat occupancy.

Classrooms

The analysis focused on the formal credit-bearing usage of 24 classrooms in Fall 2017. This includes 19 general use rooms, as well as five with priority booking. Together, these spaces comprise just over 17,000 ASF. Figure 9 shows the use of these classrooms by day.

Across the New York City Campus as a whole, classrooms exhibited below-target utilization rates in terms of weekly room use hours (57% of average weekly window), but are at target rates, on average, in terms of seat occupancy (70%), when in use. These compare to suggested target guidelines of 67% weekly usage.

Figure 8. Instructional Spaces Analyzed

Figure 9. Classroom Use by Day of Week
hour utilization and 67% seat occupancy. In terms of seat size, New York City’s current classroom stock allocates nearly 25 ASF per seat, on average.

Hour utilization and seat occupancy range across New York City’s stock of classrooms. The largest group of rooms fall above guideline targets of 67% seats filled and below 67% hour utilization. At 75% of weekly hours, 26 West 61st St. 502 displays the highest hour utilization of all general use classrooms in the analysis. Meanwhile, two rooms in the same building (207 and 401) display the highest average rate of seat fill (91% of seats) when in use.

Calculated need for classrooms was determined through the application of a typical planning guideline of 67 percent weekly utilization against the weekly daytime scheduling window (43 hours per week).

In contrast to the 19 general use classrooms New York City used in Fall 2017, there is a calculated need for 18 appropriately-sized classrooms to meet current needs. There is a calculated need for additional classrooms in the 1-20 range, and fewer rooms seating 21-30.

While there is a current need for 18 general use classrooms compared to the existing total of 19, there is a projected need for 20 rooms by 2025, assuming growth in enrollment to just under 3,000 FTE.

Specialized Instructional Spaces

New York City held formally-scheduled course instruction in 34 specialized instructional spaces in Fall 2017, occupying just over 30,000 ASF. Although NCES refers to these spaces as “laboratory facilities,” the more descriptive term of “specialized instructional space” is employed here to encompass the wide variety of such spaces, which range from science labs to art studios.

On the whole, many of the specialized instructional spaces in New York City show generally below-target rates of scheduling, suggesting the potential for additional scheduling capacity within these spaces and the need for fewer lab spaces in some disciplines. However, there are calculated needs for additional specialized instructional spaces in other disciplines, including an additional space for Distance Learning. As the campus grows, there is a calculated need for additional computer lab space, another Distance Learning lab, and an additional TV Studio space.

Figure 10 summarizes the projected need for additional specialized instructional spaces, assuming continuation of current scheduling practice and the application of target utilization metrics for specialized instructional spaces.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Additional Labs Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Need: 2,404 FTE</td>
<td>+1 Distance Learning</td>
</tr>
<tr>
<td></td>
<td>+1 Computer Lab</td>
</tr>
<tr>
<td></td>
<td>+1 Distance Learning</td>
</tr>
<tr>
<td></td>
<td>+1 Trading Simulation</td>
</tr>
<tr>
<td></td>
<td>+1 Studio Production Space</td>
</tr>
</tbody>
</table>

| Projected Need: 3,000 FTE (2025)      | + 5 spaces (= 4,160 ASF)                                                              |

Figure 10. Existing and Calculated Current Specialized Instructional Space Need, by Discipline
4.3 Space Needs Projections

As the culmination of the various analyses undertaken for NYIT at the New York City Campus, an order-of-magnitude space needs assessment was prepared. Order-of-magnitude space calculations represent a first iteration of current space needs and are intended to serve as “pools” of space that can be allocated as needed during later implementation phases. Given that space calculations are proposed in the aggregate, they are not intended to act as program specifications for any particular building or facility, but instead provide an overarching sense of space needs that inform long-term planning.

The space needs projections contained herein are organized by major space category according to the coding structure of the Postsecondary Facilities Inventory and Classification Manual (FICM), a commonly used space planning resource produced by the National Center for Education Statistics (NCES), a unit of the United States Department of Education. In addition, results from other analyses conducted in support of this campus land use plan are integrated where applicable. For example, the detailed space needs analysis of instructional space, presented in a prior section, is integrated here in describing current and future needs for instructional space on the New York City Campus.

Space Inventory

NYIT provided a full extract from its current space inventory to serve as the baseline of the “gap analysis,” i.e. the delta between the current space inventory and the need. This information included space data for both Long Island and New York City Campuses and was disaggregated in order to perform separate analyses for both campuses. Along with the key inputs used in this study - enrollment, personnel, and course scheduling data - the space inventory figures presented reflect New York City’s distribution of space as recorded in Fall 2017.

The total of roughly 127,000 ASF includes the holdings directly used by the University community, including classrooms, laboratories, offices, library, general use spaces, and central facilities.

Planning Methodology

New York City’s order-of-magnitude space needs projections were determined through the integration of both quantitative and qualitative analyses. As noted previously, these represent a first iteration of projected space needs, delineated by major FICM space category, for planning purposes. These projections are intended to describe the overall scale of space needed to accommodate projected enrollment increases to 2025, as provided by NYIT.

- **Quantitative inputs** were derived through an analysis of use as well as through the application of appropriate space planning guidelines and benchmark data sourced from the analysis of peer benchmarking data, and detailed in the Peer Space Benchmarking Analysis section of this report on page 10.

- **Qualitative inputs** were gained through walkthroughs and extensive feedback and results from an ongoing consultation process led by NYIT administrators, instituted at the request of the University’s new President. Across these various engagement efforts, participants were asked to discuss:
  - Current space opportunities and constraints, and
  - Current discipline-specific and University-wide space issues and needs.
Space Needs Determination

For each space category, supporting space needs were calculated based on metrics of the Council of Educational Facility Planners International (CEFPI), best practices from representative public and private postsecondary institutions, and other published methodologies.

Projections for each major category stem from a number of distinct inputs, building on the analyses completed to date. These include findings from utilization analyses, as well as the application of guideline multipliers drawn from widely-accepted industry sources and/or peer space benchmarking data:

- **Classroom Facilities (100) and Laboratory Facilities (200)** space needs calculations are driven by the results of the analysis of instructional space utilization.
- **Research Facilities (250)** space needs calculations are derived through the application of commonly referenced per-faculty FTE space multipliers. Based on current personnel data, 400 ASF/FTE faculty was applied for medical school faculty, where research needs are typically considerable; and 200 ASF/FTE was applied for all other faculty on campus, which is a typical research space planning minimum for a research institution and intended to provide for research needs for non-medical faculty in the aggregate. These figures are intended as general guides for planning purposes, to be refined further as individual research initiatives are identified.
- **Office Facilities (300)** space needs calculations are established through analysis of current and projected personnel figures as previously detailed in the Strategic Drivers section on page 7. Multipliers are applied to each personnel category to generate office and associated support facilities, in the aggregate.
- **Library and Study Facilities (400), General Use Facilities (600), and Support Facilities (700)** space needs calculations are all generally determined in relation to enrollment figures (FTE students). Guidelines employed to develop space projections in these categories are derived from typical industry guidelines and pertinent benchmarking information, in order to provide the most robust picture of space need. These factors, or planning guidelines, are described as they appear.

Projections by Space Category

Figure 11 on the following page compares the distribution of current space by type with the total space calculated by type to support current and projected (2025) space needs scenarios, predicated on the current understanding of projected shifts in enrollment and personnel populations.

Inclusive of all space categories, there is a projected need for nearly 183,000 ASF, or roughly 44% more (+56,000 ASF) space than currently exists. This reflects additional space in multiple categories.

All major space categories display a calculated need for additional space by 2025. Calculated needs for additional space are particularly pronounced in certain categories, such as Laboratory Facilities (200), Office Facilities (300), Library/Study Facilities (400), and General Use Facilities (600).
Figure 11. Current Need, and Projected Space Needs, All, By Category

Figure 12. Composite, Current and Projected Space Needs
Compared to a current overall ratio of 53 ASF per FTE on the New York City Campus, addition of space quantities identified in the space needs projections results in a ratio of 61 ASF per FTE. Though this is still considerably below the other institutions in the benchmarking comparison, as well as the Long Island campus, it is important to remember two factors impacting New York City’s ratio: its location in a dense urban setting, and its various operational connections to the Long Island campus.

Figure 13. Overall Current ASF per FTE, Excluding Housing
Summary

The facility space planning has identified a current need for space today of 163,000 ASF, compared to the 127,000 ASF available, and a projected need of 183,000 ASF. These space needs have been defined relative to existing physical conditions and spaces, course scheduling and class sizes, anticipated enrollment growth, benchmarking with NYIT peers, improving space utilization to achieve best practices, and current pedagogical trends.

Campus community consultations and discussions have articulated a need for a wide variety of spaces. The most pressing need expressed by all communities is for more space to facilitate community interaction, social engagement, and group learning.

Near-term opportunities at the NYIT New York City Campus may include the reconfiguration and upgrade of the existing library and student activity spaces to provide better and technology-enabled spaces for gathering, interaction and studying.

Given the current and projected space needs, NYIT may also need to explore longer term opportunities, including real estate reconsiderations and the relocation of academic departments between the New York City and Long Island Campuses. These longer term opportunities are subject to NYIT’s strategic direction.