



## Summary of Student Perspectives Series Meeting, May 31, 2018

Trustees in Attendance: Thomas A. Cole, John Liew, Greg Wendt

Students in Attendance: Erica Watkins Ryan (Booth '18 and Graduate Liaison), Christina Uzzo (College '18 and Undergraduate Liaison), Emilio Balderas (College '21), Jordan Johansen (Humanities '23), Miles Williams (SSA '18), Michelle Yang (College '20). The incoming student liaisons for 2018-19, Chris Stamper (BSD '20) and Kyle Shishkin (College '21), also attended.

The topic of the May 31, 2018 meeting was **student space on campus**. In advance of the meeting, the student liaisons prepared a memorandum for the Trustees that included questions for discussion and background information drawn from interviews, surveys and peer benchmarking (see Appendix).

Following introductions, Mr. Cole provided an overview of the role of the Board of Trustees at the University, noting that Trustees are not involved in day-to-day operations. He also stated that individual Trustees do not speak for the Board as a whole. Mr. Cole expressed appreciation for the input provided by students at the SPS meetings and let the group know that this input was shared with other Trustees and senior administrators.

The Trustees were asked how the Board thinks about student space. In recent years, the primary focus has been on building out research and faculty space for new academic programs and increasing residential spaces for undergraduates. There are historical and strategic reasons for the latter, including the recent growth of enrollment in the College and the different needs and preferences of graduate students that often manifest as a desire to live off-campus in housing that can accommodate partners and families. Space for graduate students to socialize and work outside of class has never been extensive at UChicago – a comparison was made between the old out-of-the-way Graduate School of Business attic lounge in Rosenwald and Harvard's dedicated student cubicles outside of faculty offices that facilitated student mentoring. Today, Booth students enjoy extensive space for group work and socializing at the Harper Center (and Pritzker students have multiple student spaces to relax and study), but students in other graduate areas, such as the Humanities and Social Sciences Divisions, have to make do with (at best) small lounges and shared offices.

The discussion then turned to what ideal graduate student space on campus would look like and how it could be optimally allocated, particularly in light of changing student demographics (for instance, while there has been extensive growth in the College in the last decade, some of the graduate divisions and schools have shrunk) and how students work. This is paralleled in the professional world, where the kinds of work spaces preferred by younger employees look very different than the office spaces of twenty or thirty years ago. Technology has also had an impact,

giving people more mobility to work in a variety of spaces (as seen in the “hoteling” phenomenon).

Many current graduate students have teaching requirements and would benefit from having access to private office space to discuss grades and other sensitive issues with their students. Even students with fewer instructional obligations (e.g., in the Biological Sciences Division) could use a communal meeting space since some of the labs where they work are inappropriate meeting locations (due to safety concerns).

Ideal spaces for graduate students include large common rooms with lockers for personal belongings, smaller rooms for private meetings and/or group work and individual carrels in a communal work space. For some functions, like review sessions and meetings, classrooms are more readily available although the number and location vary by building. There can also be challenges associated with getting into certain buildings in the evenings and on weekends. The students spoke highly of the online room reservation system used for Regenstein Library and wondered whether the same system could be used for reserving classrooms controlled by the University Registrar?

Students at the meeting expressed the view that both undergraduate and graduate students would benefit from spaces dedicated to specific populations based on race, ethnicity and even immigration status. Being able to associate with students from similar backgrounds helps with networking, learning how to navigate the University and finding mentors. Such spaces serve as academic work spaces, too, and foster student success. The Center for Identity + Inclusion<sup>1</sup> at 5710 S. Woodlawn, while very popular, does not carve out space for specific groups and has meeting rooms that are not large enough to accommodate growing RSOs like MEChA (Movimiento Estudiantil Chicano de Aztlán). Dedicated cultural spaces could take the form of stand-alone houses with their own dedicated staff and programs (including a mental health counselor). Alternatively, they could be dedicated rooms or suites within a larger student life center (which could have the benefit of offering more privacy to students who prefer confidentiality around certain aspects of their identity). These spaces need not be exclusive; all would be welcome. The distinction between such spaces serving as oases rather than silos was discussed by the group along with the concept of self-segregation on campus and the possible downside of not learning how to be comfortable engaging with different people, particularly as one moves into professional life. Students perceive this more as a “both and” rather than an “either or” situation. UChicago students are interested in meeting people from diverse backgrounds but also need a space to retreat to where they can feel comfortable being themselves. In this way, “oasis” space can serve as an “escape valve” from the discomfort of the classroom or campus life in general.

Such space does not necessarily have to be provided separately for undergraduate and graduate

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<sup>1</sup> The Center houses the Offices of Multicultural Student Affairs (OMSA), LGBTQ Student Life and Student Support Services (for first generation, low-income and undocumented students).

students, but there would be several advantages to having some dedicated graduate student space, particularly for connecting grad students across departments, divisions and disciplines. Currently, the Pub in Ida Noyes Hall is one of the few spaces that meets this need, but not every social opportunity should be associated with alcohol. Relatedly, Campus and Student Life is exploring ways to use furnishings and amenities to make the event spaces in Ida Noyes more student-centric, so that the building is used optimally in the evenings and throughout the year.

Students offered examples of universities that have done a good job providing student spaces, including Elon (which has a strong focus on providing a positive student experience), Yale and Stanford (for their cultural centers) and the University of Vermont (which has a dedicated graduate student center).

The discussion closed with a general affirmation of the benefit of student spaces and centers serving as family-like support systems that do not have to be at odds with UChicago's commitment to academic rigor and inquiry. Hillel and Chabad House (both privately-owned) are examples of this at UChicago.

# APPENDIX



THE UNIVERSITY OF CHICAGO

MEMORANDUM

TO: Thomas A. Cole, John Liew, Gregory W. Wendt  
CC: Andrew M. Alper, E. David Coolidge, Michael J. Klingensmith, Mary Louise Gorno,  
Karen L. Katen, Steve G. Stevanovich, Paula Wolff, Katie Callow-Wright  
FROM: Michele A. Rasmussen, Dean of Students in the University  
DATE: May 24, 2018  
SUBJECT: May 31 Student Perspectives Series Meeting

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Thank you for participating in the Spring Quarter Student Perspectives Series (SPS) breakfast meeting, which is scheduled for Thursday, May 31, from 8-9 a.m., in the Quadrangle Club Private Dining Room (2<sup>nd</sup> floor).

This session will be attended by a mix of four College, graduate, and professional school students in addition to Erica Watkins Ryan and Christina Uzzo, the graduate and undergraduate liaisons to the Board, respectively. The incoming liaisons to the Board, Kyle Shiskin, College '21 and Chris Stamper, BSD '20, will also attend. Biographies for the current and incoming liaisons are attached. I will be at the session.

The topic that the students would like to discuss with you, and which is of mutual interest to undergraduate and graduate students, is student space on campus. The students have organized their thoughts around space needs relating to various academic and co-curricular functions (e.g., spaces in which to study or socialize, private areas for teaching assistants to hold office hours) and have prepared the memo below for your review in advance of the meeting. This memo incorporates themes that have emerged in conversations with some of their peers, as well as informal benchmarking of peer institutions and some proposals related to optimizing space usage and availability. The students have also suggested a set of questions for discussion in the meeting, which you will find throughout their memo.

The students have included one proposal for which I would like to provide additional context. Some students, including those from a coalition of student groups called UChicago United, have called on the University to create, fund, and staff separate cultural houses for Black students, Latinx students, and Asian/Asian-American students. While the University is fully committed to being a campus that is welcoming and inclusive for students from all backgrounds, at this time we believe that resources would be better directed at addressing broader campus climate issues.

The University is taking important steps to address matters of diversity and inclusion, many of which are outlined in the [Diversity and Inclusion Initiative](#), yet we know that more work needs to be done, and that this process is one of continual improvement. Specifically with respect to space, the Center for Identity + Inclusion (CII) is currently re-evaluating its programming to focus on community building and is assessing utilization of its student-centered space at 5710 S. Woodlawn, which houses the Office for Multicultural Student Affairs, LGBTQ Student Life, and Student Support Services (for first-generation, low income and undocumented students). CII is also exploring new technology to assist students with reserving space at the Center, renovating the student lounges, expanding student employment opportunities in the Center, and adding art, books, and media to collections that reflect the diversity of the University. These changes all directly result from student input.

Staff members in the Office of the Provost, Campus and Student Life, and the Center for Identity + Inclusion regularly meet with students on these and related topics. The call of some students for separate cultural centers presents an opportunity for us to consider such requests in light of the broader campus climate, for which work is ongoing. We welcome students' involvement as we make these improvements. Although cultural centers are just one proposal among others the students have outlined in their memo, I thought you would find this context useful.

The students are looking forward to sharing their ideas with you, and I hope you find the conversation helpful and informative.



May 24, 2018

**To:** Thomas A. Cole and Trustees Participating in the Student Perspectives Series

**From:** Erica Watkins Ryan (Booth '18), Christina Uzzo (College '18)

**Re:** Preparatory Materials for May 31 Student Perspectives Series Meeting on Student Space

**Agenda:**

- Introductions (5 mins)
- The Role of the Board (5 mins)
- Understand the Board's Priorities and Perspectives on Student Space (5 mins)
- Summary of the Issues and Questions for Discussion (35 mins)
- Next Steps and Wrap-Up (10 mins)

**Summary:**

A survey was sent to graduate students of the University of Chicago in January to identify a topic of discussion for the Student Perspective Series meeting. Students were asked to describe up to three topics relating to their lives as students that they would like to see improved. See Exhibit 1 for a description of the top issues that surfaced. Space was identified as an area of both satisfaction and an opportunity for improvement for both graduate and undergraduate students. We divide the topic of space into two parts, academic space and social space. We then delve into two key topics for discussion that arose from the survey and subsequent group discussions with graduate and undergraduate students. We seek to explore each issue, highlight resources available through the University, investigate the practices of peer institutions and propose next steps for discussion.

**Graduate Student Space:**

As the amount of on-campus housing for graduate students has decreased and the population of undergraduates has increased, graduate students seek places to study, work, and socialize. Undergraduate residence halls serve as a hub for student life, but the independent nature of graduate divisions leads to differences in access to space and lack of community among students. We acknowledge that space is perennially a constrained resource at a university and that funding varies by division. We have met with numerous administrators<sup>1</sup> and students to better understand the space constraints and creatively develop ideas for uses of existing space.

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<sup>1</sup> David Nirenberg, Executive Vice Provost; Michele Rasmussen, Dean of Students in the University; Scott Campbell, University Registrar and Associate Dean of the College; Andrea Twiss-Brooks, Director of Research and Teaching Support at the University of Chicago Library; John Carey, Library Facilities Manager; Jennifer Kennedy, Director of Student Centers; Ravi Randhava, Senior Director for the Center of Identity and Inclusion; Beth Niestat, Executive Director of UChicagoGRAD Administration & Policy; and Brooke Noonan, Executive Director of UChicagoGRAD Experience.

### **Undergraduate Student Space:**

There is currently a lot of work going on through multiple departments at UChicago to expand residential, study, and social space, and create new kinds of spaces for undergraduates. Many of these efforts have been successful in that students use new spaces, such as the first floor of Campus North Residential Commons, to socialize and study. However, as the College continues to grow in size and become more residential it is important to prioritize innovative use of space to accommodate all kinds of student groups and identities.

Undergraduate students seem to be very aware of the spaces that are available to them, as evidenced by the fact that many study rooms in the Regenstein library are often booked, student run cafes are often at or near their seating capacity, and Registered Student Organizations take advantage of classroom and other space for their meetings. Thus, the issue of not having enough space has more to do with physical limits on campus space rather than with a lack of awareness of what space is available.

### ***Initial Questions to the Trustees:***

- ***How do the Trustees think about space for undergraduate and graduate students?***
- ***Are there strategic priorities on the topic of space?***

### **Topic 1: Students seek a welcome space to socialize and build community. (See Appendix 1 & 2 for more detail).**

Graduates and undergraduates seek connection with other students. For undergraduates, it is important to understand the many dynamic ways that they use space in order to correctly plan for the use of space in the future. UChicago is a highly collaborative environment, and collaborative study spaces are often full and spill over into cafes and other more social spaces. The College at UChicago is currently undergoing a transition to become larger and more residential, and the availability of space needs to match these fast-paced changes.

Graduate students seek a space to meet interdepartmentally and inter-divisionally. New undergraduate residence halls combine space to sleep, study and socialize, while many graduate students struggle with isolation. As graduate students have had to move off campus, much of their socializing is confined to the interactions of their departments. Whether a department has communal space varies among programs. Students seek connection with other students but there is no “uniting” and “neutral” space to meet.

### ***Questions for discussion:***

- ***What is the best way for students, the administration (including at the divisional level), and, potentially, the Board to influence investments in social spaces for students that are welcoming and foster community?***
- ***Some students feel that the University could do more to accommodate students of color and other marginalized groups, and that there are not sufficient spaces dedicated to them. Some are asking the University to dedicate space for cultural centers (more detail on this proposal is provided in the Appendix). Given the general lack of social spaces on campus, and in light of current plans and priorities, how could the University use space to better achieve a sense of inclusion and accommodate the desires of students of color for dedicated space?***



**Topic 2: Individual study and office space is constrained for doctoral students, negatively impacting both graduate and undergraduate student experiences. (See Appendix 3 for more detail).**

With the growing number of undergraduate and master's students, many doctoral students toil with finding space to study and hold office hours as teaching assistants. Many students have assigned spaces such as shared office space or a lab bench where they can store their belongings and work. There is a population of students, primarily in the Humanities, that does not have assigned workstations. These students are more nomadic, travelling between libraries to study and conduct research. Doctoral students across divisions also often struggle to find private space for office hours, which serves to negatively impact undergraduate learning.

***Questions for Discussion:***

- ***What advice does the Board have as to how graduate students could work with faculty and the administration to increase the amount of study and office space dedicated to graduate students?***
- ***How can the University expand on the success of collaborative study spaces, such as the A Level and 1st Floor of the Regenstein Library, as the College and University as a whole continue to increase enrollment?***

## ***Appendix 1: Social Space***

<b>The Problem</b>	<p><b>Graduate students:</b> Social space: Students seek a welcoming space to meet interdepartmentally and inter-divisionally. New undergraduate residence halls combine space to sleep, study and socialize, while many graduate students struggle with isolation. As graduate students have had to move off campus, much of their socializing is confined to the interactions of their departments. Whether a department has communal space varies significantly among programs. Students seek connection with other students but there is no “uniting” and “neutral” space to meet.</p> <p><b>Undergraduate Students:</b> Much of undergraduate socialization takes place either in the dormitories or in off campus apartments. Many of the older dorms do not have public space available to non-residents (unless they are signed-in by a resident). This is great for creating a strong sense of community within the house or dorm, but does not allow for socialization between people in different houses/dorms. For better or for worse, these older houses often develop reputations for being highly insular. The newer dorms (i.e. Campus North and the planned Woodlawn dorm) incorporate open public space on the first floor in the form of businesses. It is clear that Housing is thinking intentionally about how to create more public space for inter-house interactions, and we hope those efforts can be extended into the future.</p>
<b>Anecdotal Evidence</b>	<ul style="list-style-type: none"> <li>● “A lot of spaces on campus don’t feel welcoming to all students on campus, especially marginalized students. It can feel isolating, and so a proposition would be a way to interconnect people to make them feel welcome in all spaces. Other than these meetings at Booth, SSA, and the gym, I don’t know about the other spaces on campus, and wouldn’t necessarily feel comfortable in those other places.” – SSA Student</li> <li>● “I have only met grad students from other departments through the [Eckhardt Research Center/IME/PSD building], Maroon Insights or now, in this group discussion. I don’t know how to meet other people.” – IME student</li> <li>● “I use the Music Grad Lounge to study and socialize with my department.” – Humanities student</li> <li>● “Unfortunately, our floor's lounge is no longer existent - they had to turn it into office space because we didn't have enough desk space. But, our main lounge is pretty amazing.” – IME student</li> <li>● “I am extremely unhappy with how the University changed the International House to undergraduate housing. Some of the previous activities are still hosted there, but the health of I-House is suffering. Where international graduate students once lived and created a vibrant community, participating in all kinds of fun events, there are now few who attend, since they are scattered around the city. I have a fellowship to attend activities, and I have been to countless events where there is no one in attendance. The University claims that I-House is still fulfilling its mission, but they have dealt it a serious blow with this change.” – Humanities Student</li> <li>● “I would like neutral event space, where I can hold things like student org events.” – Pritzker Student</li> <li>● “I would like a dedicated graduate student space for general hangout or for organized events.” – PSD Student</li> </ul>

	<ul style="list-style-type: none"> <li>● “My department lounge is not really a lounge, it is a mezzanine hallway that people walk through.” – Humanities Student</li> </ul>
<b>UChicago Resources</b>	<ul style="list-style-type: none"> <li>● <b>Communal space across divisions:</b> Communal space varies by division and department. Some divisions, such as IME, have two student lounges and other divisions, such as BSD do not have student lounges dedicated only to student usage.</li> <li>● <b>Cafes and Pubs:</b> Many students meet together in cafes and the Ida Noyes Pub. Cafes are good for one-on-one or small group socializing, but they do not facilitate new friendships. The Ida Noyes Pub is a space frequented by many graduate students. However, there is a desire by students to not always have events that center around alcohol.</li> <li>● <b>Center for Identity + Inclusion:</b> Well-loved space among undergraduate and graduate students. Students want more spaces like this. Accepts student reservations for rooms, but they must be aligned to the Office of Multicultural Affairs, LGBTQ Student Life or Student Support Services. There is also a student lounge on the 3rd floor that is heavily utilized, especially from 3-10 p.m., Mon-Thurs. (See Appendix 2 for a more in-depth discussion on the Center for Identity + Inclusion).</li> <li>● <b>UChicagoGRAD:</b> The large common space is often utilized for programming, but we have discussed creating an online calendar with UChicagoGRAD so that graduate students can have visibility as to when the space is open for multi-use. Brooke Noonan, the Executive Director of UChicagoGRAD Experience, is working closely with the graduate liaison on this topic.</li> </ul>
<b>What Peer Institutions are Doing</b>	<p><b>Harvard:</b></p> <ul style="list-style-type: none"> <li>● Harvard has student lounges per division.</li> <li>● As an example, the History Department has a Graduate Student Lounge in the Upper Library of Robinson Hall, the Graduate School of Arts and Science has Dudley House and the Chemistry Department has “the center” in its laboratory building. See quote from an <a href="#">article in the Harvard Crimson</a>: “[The Harvard Department of Chemistry’s lounge] may very well be the best graduate student lounge in any chemistry department in the country,’ [student Timothy R. Dransfield] says. A large, colorful, metal-heavy room with a pool table that students call ‘the center,’ the new lounge in Mallinckrodt Laboratory is the product of a joint faculty-student project (started partly because of the 1998 suicide of a grad student) to relieve the stress of the chem student’s life.”</li> </ul> <p><b>Yale:</b></p> <ul style="list-style-type: none"> <li>● A central location for graduate students called the <a href="#">McDougal Graduate Student Center</a>. It is advertised as “your grad student space on campus” and “your ‘third place,’ not work/library or home, useful for building your own community.”</li> </ul> <p><b>Stanford:</b></p> <ul style="list-style-type: none"> <li>● Has a two-story, 12,000 square foot <a href="#">building</a> that provides spaces for both meetings and recreation that can accommodate a wide range of uses by the Stanford Graduate Community.</li> </ul> <p><b>Cornell:</b></p> <ul style="list-style-type: none"> <li>● Has the <a href="#">Big Red Barn Graduate and Professional Student Center</a>. A central place for eating and relaxing, the Big Red Barn hosts more than 200 events per year.</li> </ul>

	<p><b>University of Pennsylvania</b></p> <ul style="list-style-type: none"> <li>Has a <a href="#">Graduate Student Center</a> that has a common area, multi-purpose room, conference rooms, reservable group study rooms, and a computer lab.</li> </ul>
<b>Proposals</b>	<p>We propose a graduate student center that has space for quiet individual study, reservable rooms for group meetings, and space to socialize with other grad students. Such a center would allow students across divisions to interact more often and more organically. The center would also serve as a means to connect with services and advertise graduate student events and opportunities. For instance, UChicagoGRAD could improve awareness of some of its great programming by reaching a large swath of students through advertisements in the center. This would relieve academic space constraints and also facilitate community amongst the graduate divisions. We understand that new construction would be quite costly, so would like to explore options such as converting an existing home on Woodlawn.</p> <p>When we spoke with campus administrators who manage space on campus they indicated that they are looking into ways to make Ida Noyes Hall more accessible for use by student groups, as opposed to its current use as an event and office space (which many times has large rooms that are not in use). We propose that the University look into ways to expedite this process to open Ida Noyes Hall up to use by other groups and agree that this is an efficient way to use existing space.</p>

## ***Appendix 2: Space for Marginalized and Underrepresented Identities on Campus***

<b>The Issue</b>	<p>There is not enough space on campus for marginalized and underrepresented identities on campus. The Center for Identity and Inclusion does a lot of important work, but is not large enough or well-staffed enough to provide all the space needed for students of color to form strong communities at a Primarily White Institution (PWI). Unlike our peers, UChicago does not have specific cultural houses or cultural centers.</p> <p>Currently specific cultural Registered Student Organizations, such as the Organization of Black Students or MeCHA (a Chicano Student group), serve as the primary resource to interact in a culturally specific space. However, because these groups are student led they can experience turnover in terms of policies and approaches. Additionally, they do not have physical spaces and do not have a specific space to socialize. It is not sufficient to leave the creation of communities to support underrepresented and minority students only to undergraduate student groups, and likely leads to less involvement than if there were a physical space with a permanent staff.</p>
<b>UChicago Resources</b>	<p>The Center for Identity + Inclusion (CI+I) is the main resource for students from underrepresented racial, socioeconomic, or other marginalized identities to meet and have a space.</p> <p>The CI+I houses three different offices: 1) Office of Multicultural Student Affairs, 2) Office of LGBTQ Student Life, and 3) Student Support Services.</p> <p>All these offices do great work to support marginalized students on campus, but students feel that they are not sufficiently staffed to fulfill all of the demand.</p> <p>The CI + I is located at 5710 S. Woodlawn Avenue, for a full list of their resources see their website: <a href="http://inclusion.uchicago.edu/">inclusion.uchicago.edu/</a></p>

<b>Anecdotal Evidence</b>	<ul style="list-style-type: none"> <li>● The CI+I is so well used and overused at this point because it serves as a respite for students of color and students of other marginalized identities who often do not feel fully welcome in their courses or residence halls. One way to address overuse of the CI+I will be to continually work to make UChicago more inclusive on the whole.  <i>-Ravi Randhava, the Senior Director of the CI + I (paraphrased from a phone conversation)</i></li> <li>● “We believe that through the grouping of these offices and the lack of funding for staffing and adequate programming, as the CI+I tried to become a place for everyone, it became a space for no one. We believe that the CI+I can still fulfill its vision and mission, but we are also clear that we are in need of specific spaces that intentionally center students of color.”  <i>-UChicago United, a coalition of multicultural RSOs working across campus with students and administrators to improve the lived experience of Students of Color on this campus, from their Fall 2017 Research Report.</i></li> </ul> <p>Quotes from UChicago United’s ongoing <i>We Demand Cultural Centers</i> Campaign:          “We demand cultural centers because . . .</p> <ul style="list-style-type: none"> <li>● . . . we are unique communities that deserve a space that centers us. We want to thrive not just survive.”</li> <li>● . . . it’s time we caught up to other schools.”</li> <li>● . . . people of color need spaces to exist.”</li> <li>● . . . physical spaces give communities visibility / permanence / power.”</li> <li>● . . . we deserve a space where we can be unapologetically us.”</li> <li>● . . . space defines our world. We deserve our own spaces to shape our world.”</li> <li>● . . . having only one center for racial diversity cannot center our communities.”</li> <li>● . . . ‘Diversity + Inclusion’ does not mean erasing our differences, but rather highlighting and uplifting our unique cultures, experiences, perspectives, and histories.”</li> </ul>
<b>What Peer Institutions are Doing</b>	<p>Many peer institutions have either Cultural Centers or Resource Centers</p> <p><u>Cultural Centers</u></p> <ul style="list-style-type: none"> <li>● <i>University of Pennsylvania</i> - <a href="#">Makuu Black Cultural Center</a>              The Black Cultural Center is the University of Pennsylvania's focal point for student activities, ideas, outreach, and support linked to Black culture and the African Diaspora. Makuu provides a comfortable and convenient space for students to gather. Makuu's professional and student staff work daily to provide academic, cultural, and social support to students and groups, connecting them to additional resources and opportunities.</li> <li>● <i>MIT</i> - <a href="#">Latino Cultural Center</a>              The Latino Cultural Center (LCC) functions as the hub for Latino students and student organizations, as well as individual community members interested in learning more about Latino culture. The LCC is comprised of two main parts, the business offices of the student organizations, and the lounge for academic and social activities. The purpose of the LCC is to provide a space for students to meet with study groups or to study individually, to socialize, and to hold cultural and social events.</li> <li>● <i>Yale</i> - <a href="#">The House</a>              The Afro-American Cultural Center at Yale University (affectionately called “the House”) was established in the fall of 1969 after the rise of issues surrounding race and civil unrest at Yale and throughout the New Haven community. Due to the increased number of Black</li> </ul>

	<p>students and the rising social consciousness of the 1960s, Yale students rallied to create a space in which Black students and members of the community could convene for social and political means.</p> <ul style="list-style-type: none"> <li>● <i>Duke</i> - Mary Lou Center for Black Culture</li> <li>● <i>Purdue University</i> - Black Cultural Center, Latino Cultural Center</li> <li>● <i>UIC</i> - Rafael Cintrón Ortiz Latino Cultural Center, Asian American Resource and Cultural Center, African American Cultural Center</li> </ul> <p><u>Resource Centers</u></p> <ul style="list-style-type: none"> <li>● <i>University of Pennsylvania</i> - African American Resource Center, The Center for Hispanic Excellence: La Casa Latina</li> </ul>
<b>Proposal</b>	<p>We propose that UChicago work to establish: 1) a Black Center, 2) a Latinx Center, and 3) an Asian Center. These cultural centers will provide a protected, safe space for students of color to study, spend time with friends, learn from each other, and seek refuge from the often oppressive whiteness of the predominantly white institution. Ideally these centers will offer both academic and personal resources for students and University community members. The cultural centers will also provide meeting spaces for the cultural and political organizations that represent marginalized students and people across the world.</p> <p><i>Special thanks to the research and diligent work of UChicago United for their contributions to this section.</i></p>

<b>Appendix 3: Graduate Student Study Space (including office space for teaching/research assistants)</b>	
<b>Student Use</b>	<p>We would like to review how graduate students use study space. We asked the representatives of every graduate division to tell us where they study and work. Here are the most common locations: Regenstein Library, Harper Reading Room, Classics Cafe, Ex Libris Café, Starbucks, empty classrooms at night, Hutch, lab bench, Logan Center for the Arts, BSLC (Biological Sciences Collegiate Division), ERC (IME Building), Hospital, Booth Winter Garden.</p>
<b>The Issue</b>	<p>With the growing number of undergraduate and master's students, many doctoral students toil with finding space to study and hold office hours as teachers' assistants. Many students have assigned spaces, such as shared office space or a lab bench where they can store their belongings and work. The population of students, primarily in the Humanities, that do not have assigned workstations are more nomadic, travelling between libraries to study and conduct research, leading to some of the problems quoted below in anecdotal evidence.</p>
<b>Anecdotal Evidence</b>	<p>Study Space</p> <ul style="list-style-type: none"> <li>● "I would like a workspace that is not shared with the students I teach. Sometimes it is uncomfortable when I am grading homework and a student may sit across the table from me. They also see me in the library and want to chat, but I'm in the depths of doing my own work." - Humanities student</li> <li>● "I would like any space for writing where I can leave my books and a mug for coffee. The library has lockers, but no guarantee of desk space." - Humanities student</li> <li>● "When I am not doing bench work, I would like a place to work on writing/reading." - BSD student</li> </ul>

	<ul style="list-style-type: none"> <li>● “I would like more study space with white boards that can be reserved.” - Pritzker student</li> <li>● “It feels uncomfortable to be a graduate student going to the library [Regenstein].” - IME student</li> <li>● “Grad students in the Classics reading room leave huge stacks of books with notes not to move them. It would be difficult to cart those back and forth between a locker and the reading room every day.” - Humanities student</li> </ul> <p>Office Hours Space</p> <ul style="list-style-type: none"> <li>● “I am lucky to have a shared office, but it is not private, making it uncomfortable for a student to share a sensitive topic such as a disability, mental health issue or a poor grade.” - SSD student</li> <li>● “Some professors ‘loan’ out their office to grad students, but if your professor does not do this, then it is extremely hard to hold office hours, <u>especially</u> if students need to discuss confidential matters.” - Humanities student</li> <li>● “Cafes are not a good place to have a conversation with students who are struggling. There were students in my writing seminars who needed intensive coaching, and I don’t think they would have been comfortable with my critiques if others could overhear. Often, students request help pretty late and it’s impossible to book rooms in the library day-of.” - Humanities student</li> <li>● “I work at a bench in a shared lab, so I would like a dedicated space for office hours.” - BSD student</li> <li>● “The building with my shared office closes at 5 p.m., so I sometimes meet with students in a stairwell because it’s quiet and nobody comes through there.” - Humanities student</li> <li>● “I learned about all spaces, especially the unknown ones, through friends. Many classrooms’ reservations systems are opaque to me.” – Humanities student</li> </ul>
<b>UChicago Resources</b>	<p>We asked the Deans of Students in SSD, Humanities, Divinity, IME, BSD and PSD what proportion of their students have an assigned workspace, whether it be an individual office, a shared office or a lab workspace. We chose to focus on doctoral students rather than professional students as office and workstation needs differ.</p> <p>Thus, far we have received the below information:  100% of IME and Biological Sciences Division students have an assigned student workspace.  0% of Humanities students have an assigned workspace, unless a student is a teaching assistant.</p>
<b>What Peer Institutions are Doing</b>	<p>Many peer institutions allow graduate students to reserve carrels for the full academic year. Currently, there are no reservable carrels at UChicago. This would help relieve the stress of finding space to work each day by many graduate students.</p> <p>The chart below outlines the undergraduate to graduate student breakdown at U Chicago and its peer institutions. It also breaks down whether the school has a Graduate Student Center, a Graduate Student Library space and reservable library carrels. It is evident that peer institutions have more dedicated graduate student space than U Chicago.</p>

	University of Chicago	Harvard	Yale	Stanford	Cornell	University of Pennsylvania	Duke
# Undergraduate Students	6299	5941	5453	7032	14907	10496	6609
% Undergraduate	41%	28%	44%	47%	65%	49%	42%
# Graduate Students	9150	15250	6859	7931	8109	11013	9126
% Graduate Students	59%	72%	56%	53%	35%	51%	58%
Graduate Student Center	No	Yes, by division	Yes	Yes	Yes	Yes	No
Graduate Specific Library Space	No	Unknown	Unknown	Unknown	Yes	Yes	Yes
Reservable Carrels in Libraries	No	Yes	Yes	Yes	Yes	Yes	Yes

**Harvard:**

- The ability to reserve carrels depends on the library. Assignments are usually made prior to the beginning of each semester, and up to two people are assigned to each carrel.

**Yale:**

- Study carrels in the stacks in the main library can be reserved by graduate students at any stage in the program. Reservations are awarded on a first-come, first-served basis for the full academic year. Only faculty have access to carrels that lock.

**Stanford:**

- Graduate Student Carrels with lockers are available to any grad student, but only 12 are available and there is currently a long waiting list. Lockers, however, are available for all graduate students.

**Cornell:**

- Graduate student carrels are available to any grad student. Locked carrels are available, but there is a waiting list.
- Cornell has individual “Grad Rooms” in its main library that are first-come, first-served and can be rented out for 8 hours at a time until 2 a.m.

**University of Pennsylvania:**

- Graduate students can sign up for a carrel in one of three libraries and charge library materials to that carrel for a full academic year. There are 182 graduate student only carrels and an additional 600 carrels that are shared between graduate and undergraduate students.
- Penn has a dedicated graduate student study area in the main library with individual carrels.

**Duke:**

- Carrels are available to all doctoral students on an annual basis. There is a waiting list.
- Reiss Graduate Student Reading Room in the main library that is key card access.

**Proposal**

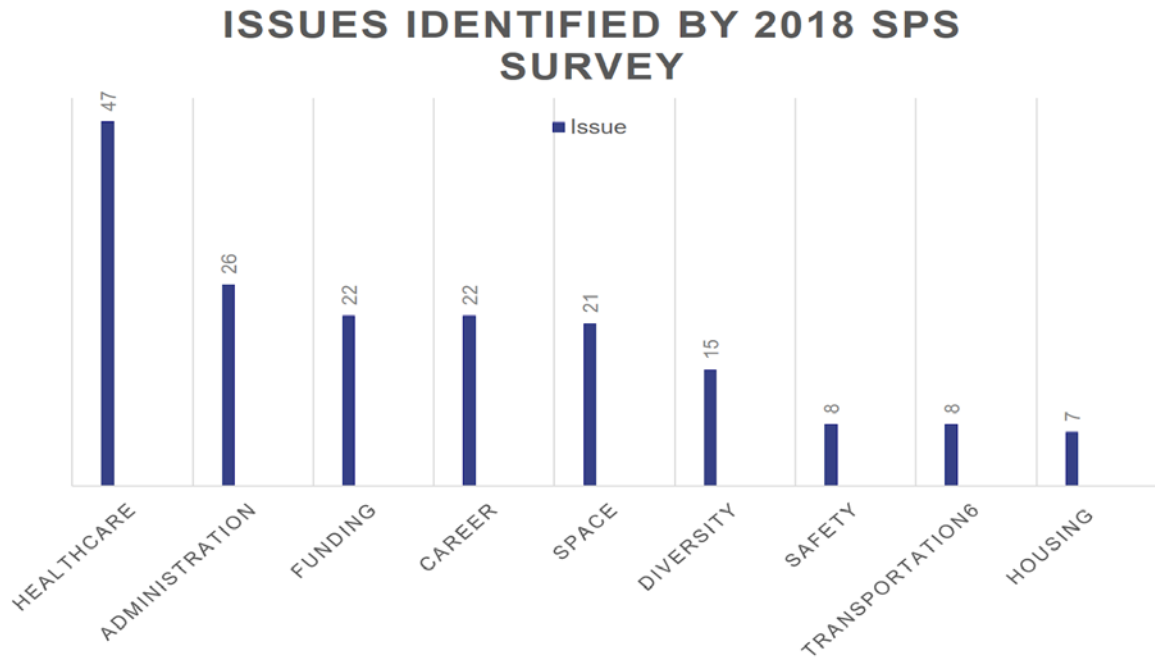
- Reservable library carrels. At this time, the library is not considering making carrels reservable.
- Database of underutilized space that is reservable. For instance, the Booth interview center is heavily utilized in the Fall and Winter quarters, but mostly vacant in the Spring. This would require a comprehensive overview of underutilized space across campus and a potential investment in technology to allow for reservations across divisions.
- The Registrar’s Office controls classroom reservations and after 6 p.m., the classrooms open to College students for their utilization. We plan to work with the University Registrar and Scott Campbell to understand utilization of the rooms and potentially segregate some classrooms for graduate students’ use for office hours or study.
- The Graduate Student Center would also relieve study space constraints.



## Exhibit 1:

### *1: Issues Identified by the 2018 SPS Survey of Graduate Students*

Issue identified, number of responses per issue out of 183



- Healthcare is primarily cost of health insurance and ease of use of health services
- Administration is primarily communication with and transparency of administration
- Funding is primarily focused on funding needs of Humanities students in their 5<sup>th</sup> year
- Space is defined as lack of physical space to meet with students in offices, work independently, and meet socially
- Diversity is focused on diversity of faculty, including gender and racial/ethnic diversity
- Transportation is primarily shuttle transportation needs of graduate students to their housing, specifically at night