

The Schwarzman Center Advisory Committee

Report to Yale President Peter Salovey

December 2015



In September 2014, the three student governments at Yale came together to issue a joint report calling for a university-wide student center. The Yale College Council (YCC), the Graduate and Professional Student Senate (GPSS), and the Graduate Student Assembly (GSA) wrote in their report to President Salovey:

“A student center will provide new opportunities for collaboration, mutual learning, and connection between students....The formal and informal relationships nurtured in such an environment will make Yale a more creative, healthy, and unified community.”

“Yale needs a campus-wide center that bridges the boundaries between undergraduate, graduate, and professional students.”

(Report: “Student Center at Yale,” by the Yale College Council, Graduate and Professional Student Senate, and Graduate Student Assembly, issued Sept. 3, 2014)

A photograph of a classical building's portico. The scene is framed by a series of tall, fluted columns on both sides, creating a sense of depth. The floor is made of large, light-colored stone tiles. In the distance, a wooden double door is visible. A blue banner hangs from the ceiling, featuring a large white 'Y' and the text 'Schwarzman Center' below it.

Y

Schwarzman
Center

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3. The Presidents' Room on the second floor of Memorial Hall will still be needed for university events, but less frequently than is now the case.	
4. The new center should not detract from the sense of community in the residential colleges or within the graduate and professional schools.	
5. The center needs to be fully accessible to those who have mobility limitations.	
6. Technology should be a key component in the design of the center so that individuals from around the world can participate in certain center events and so that some programs at the center can be live-streamed or otherwise shared widely.	

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 2. The hours of operation of the center should be long; and most, if not all, of the facilities should be operated year-round.
 3. Programming will be the key to the center's success.
 4. The center should resonate with the particular culture of this university and yet be forward looking and flexible in adapting to students' changing interests and needs.
 5. The colonnade outside Commons should be considered an important part of the center in both design and programming.
 6. The center should be a model of sustainability.
 7. Special infrastructure needs must be addressed, especially for lighting, sound systems, and noise isolation.
 8. If possible, the scope of the current project should include outfitting Woolsey Hall with necessary technology to complement the center.
 9. Inclusion of the entire Yale community and collaboration with New Haven should be part of the blueprint for the center's operations.

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3. Programs at the center can and should be linked to the academic and intellectual life of the university.	
4. Alumni should be tapped to contribute to the programming in ways that connect to students' interests. This will add to the vitality of the center and help to make it distinctively Yale.	
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1. The multipurpose spaces should be designed to support the arts as effectively as possible.
 2. Hewitt Quadrangle should be animated with arts events.
 3. Flexible galleries should be created on the second and third floors in Memorial Hall.
 4. Alumni and other artists should be invited to engage with the center.
 5. Art will be the inspiration for some of the major events in the center.
 6. Cocurricular art courses and students' artistic contributions should be incorporated into the center's programming.
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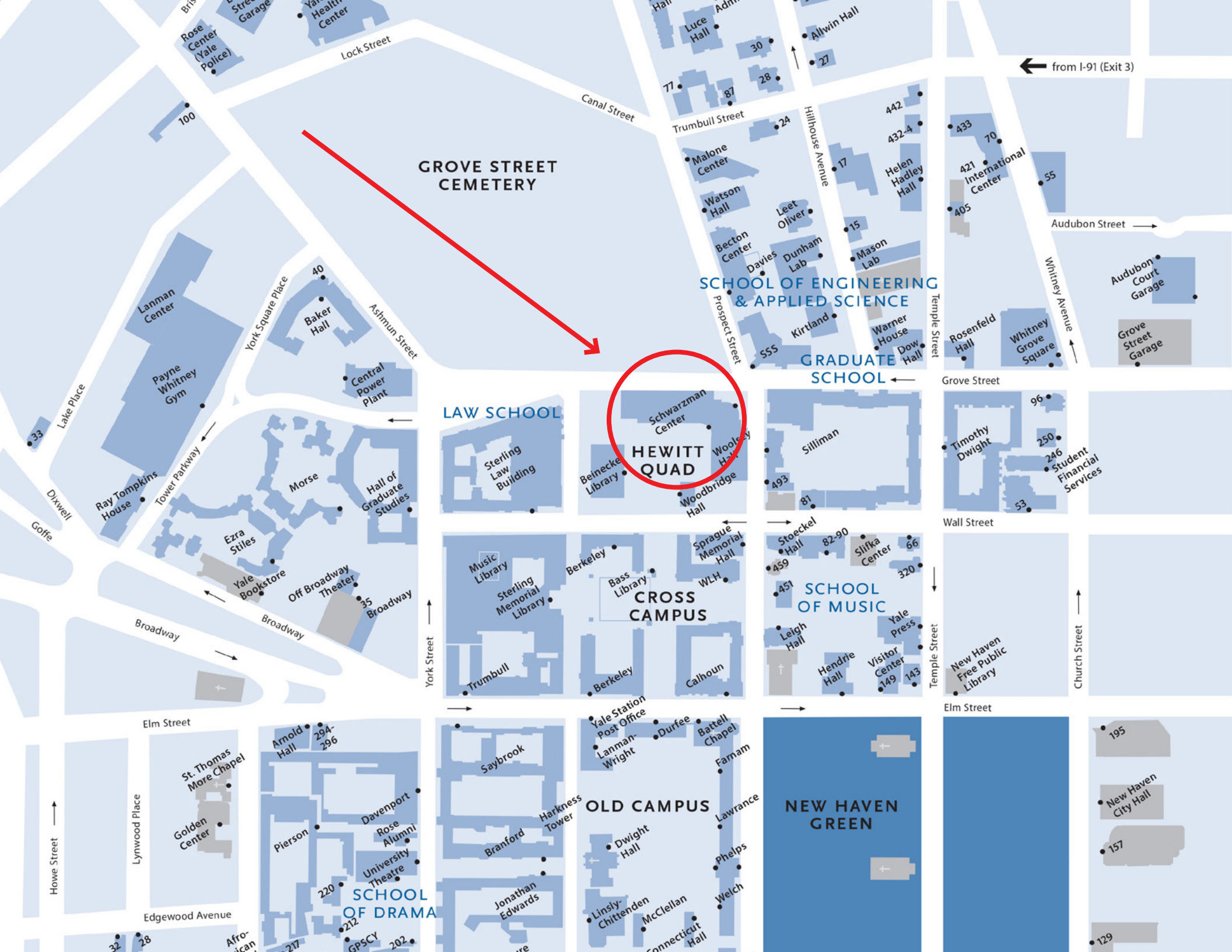


Yale University

SCHWARZMAN
CENTER

168 Grove St

I. Introduction and overview



Stephen Schwarzman’s \$150 million gift in May 2015 is enabling Yale to create its first university-wide student center. The Schwarzman Center will transform student life at Yale by creating a vibrant social and intellectual hub with daily activities that are a magnet for students from around the university and with major, periodic events that will unite the entire community.

Located at the heart of the campus, the Schwarzman Center will reinvigorate the historic Commons and adjacent Memorial Hall. This will be a space for the entire student body.

The center will speak to the particular culture of this very special institution. Students at Yale identify with their own school or residential college, and the center will not intrude upon those affiliations. Rather, we believe that the Schwarzman Center will be the catalyst for students to feel an affiliation that goes beyond a school or college and will foster a sense of belonging to Yale as a university. The new center can become a true *commons*, advancing a sense of “One Yale” and creating an interconnected community that builds new traditions of student engagement around the campus and into the world.

The gift will renovate the 115-year-old complex, which was built as part of the university’s bicentennial celebration in 1901, when Yale was home to just 2,900 students. The facility transformed the landscape of the campus, just as the creation of residential colleges

three decades later reshaped undergraduate life. When its doors reopen in 2020, the Schwarzman Center will serve as a welcoming place to more than 13,000 undergraduate, graduate, and professional students. It will quickly become an essential part of every student's Yale experience. With a fully renovated physical plant and ambitious programming, the Schwarzman Center will be an important component in realizing a more unified Yale.

We trust that this report will be helpful to President Salovey and to the architects at Beyer Blinder Belle who are teaming with Yale Facilities on this project. The report reviews the work of the committee, the guidelines suggested for developing the center, and ideas for use of the spaces as well as the programming that will be key to the complex's success. We begin by describing a day in the Schwarzman Center, foreshadowing the energy and student engagement we envision for the center.

II. Imagining a day in the Schwarzman Center



< Messages

2:01 PM

98%

Details

iMessage

Today 1:59 PM

Do you wanna have lunch in Schwarzman?

Sure, what time?

I have class until 12:50. Let's meet at the entrance at 1?



Delivered



iMessage



Imagine it is close to midnight on Friday, February 19, 2021; that day in the life of the Schwarzman Center is described below. Open for less than a year, the center is already a vibrant arena of activity for students from all schools and colleges at Yale, and “Meet me at Schwarzman” has become a regular refrain around campus.

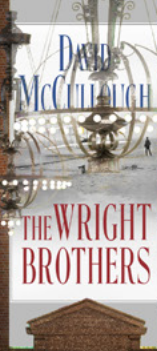
“Sunrise Yoga” lessons in the Dome Room at 7 a.m. draw both graduate and professional school students and undergraduates. After their workout, they head to the Bistro on the lower level for the best coffee, smoothies, and bagels on campus before going to class.

By 8:30 a.m., the center’s custodial team is dismantling the pop-up restaurant on the balcony overlooking Commons that had won a student competition for a week of operations. The balcony has been converted from a storage facility, and its magnificent woodwork and mosaics have been restored to their original luster.

The big project of the morning is striking the stage in the center of Commons that had been used the night before for the major event of the month: a preview of the alumni-student “Musical Theater of the Air” production of *Hamilton*, which was about to open at the Shubert Theater. The event featured thirty undergraduates in the Shen Curriculum,



LIVE FROM THE SCHWARZMAN CENTER



The Schwarzman Center at Yale

Although Commons is used most weeknights for informal meetings or studying, about once a month the space hosts a major event that appeals to a broad cross-section of the Yale community.

students from the School of Music in the orchestra, ten alumni actors, and a supporting cast of additional students. Earlier in the week, associated programming included a presentation in the Dome Room by Pulitzer Prize-winner Ron Chernow, author of the biography *Alexander Hamilton*; a tea in the Presidents' Room with Yale professor Joanne Freeman discussing the Early Republic; and an open reception in the Bistro for students in the undergraduate theater community and the School of Drama with the visiting performers. Although Commons is used most weeknights for students to gather around tables for informal meetings or for studying, about once a month the space hosts such a major event that would appeal to a broad cross-section of the Yale community.

Throughout the morning, hundreds of students pass through Memorial Hall, as they have for decades, going from the plaza outside Beinecke toward SSS, but now the rotunda with the names of Yale students and faculty who gave their lives for our country is enhanced with better lighting and restoration of the marble entablatures and with a rotating set of video tributes to the heroism and service of individuals honored in the memorial.

At midday, 800 students are having lunch in Commons as they do every weekday. Wonderfully restored (like the nave of Sterling Memorial Library), Commons offers healthy and appealing food choices, like those available at the School of Management's Evans Hall. There is a welcoming soft-seating area inside the entrance where students can meet or hang out.



At lunch in the Dome Room, students attend the weekly Virtual Career luncheon, featuring videoconferences with alumni leaders.

At lunch in the Dome Room, 100 other students attend the weekly Virtual Career luncheon, featuring videoconferences with alumni leaders in fields less well represented by on-campus recruiters. The focus this week is on careers in the international humanitarian sector.

Meanwhile, student leaders in the Yale African Students Association who are organizing the weeklong Africa Festival meet with the executive director of the Schwarzman Center to review the final schedule for more than a dozen events. The program will start on Saturday afternoon with an encore performance by singer and activist Angélique Kidjo, who has been dubbed the “undisputed queen of African music.” The concert will be “Presented by the Schwarzman Center” from Woolsey Hall, with live-streaming around the world, as will be the presentation later in the week by President Ellen Johnson Sirleaf of Liberia, who was awarded a Yale honorary degree in 2010. Other festival events in the Schwarzman Center include a major dance in Commons right after the concert, Beninese cuisine featured in Commons during the week, and a performance by Yale’s African singing group Asempa! The festival calendar includes informal afternoon teas with Yale professors Ian Shapiro discussing the current political situation in South Africa and Stephanie Newell hosting readings of contemporary African poets. Also planned is a virtual workshop with the chairperson of the African Union in Addis Ababa and professors from Yale’s Council on African Studies elucidating the challenges to advancing the United Nations’ Sustainable Development Goals. In short, the performance of Ms. Kidjo, which was a stunning standalone event at Yale in 2014, is being



“amplified” and extended to take advantage of the campus’s full resources as well as the various spaces in the Schwarzman Center.

Applicants to Yale College come through the center on the daily Admissions Tour, and the alumni association holds its regular winter board meeting in the Dome Room, where board members meet with the leadership of the student governments to hear students’ ideas for tapping further alumni contributions to the life of the center.

By early afternoon, staff members from the Peabody Museum are installing artifacts from West Africa in the new gallery space in the circular hallway on the second floor of Memorial Hall; and the new third-floor gallery presents research posters by students whose fieldwork is occurring in Africa. Both have been organized as part of the Africa Festival.

At 4 p.m., one of the periodic wine and cheese parties for G&P students gets under way in the Presidents’ Room.

Also at 4 p.m., in a student meeting room, the executive director of the center is meeting with students and faculty from the dance program to plan one of the major Schwarzman events scheduled for the fall: three principal dancers from the Alvin Ailey American Dance Theater will be in residence for a week to coach several dance groups. The visit will culminate with a performance in Commons, where Yale students will dance with members of the Ailey company. The week will kick off with a Jazz Improv Night in the Bistro

Y Hack 2021

12 pm

GENIUS BAR AT SCHWARZMAN CENTER

Modernism on Display

THE GALLERY AT SCHWARZMAN CENTER

Iron Chef competition

7 pm

MAIN HALL AT SCHWARZMAN CENTER

Today at Schwarzman Center



showcasing music from the Alvin Ailey repertory. Also planned are master classes with the artists and a tea in the Dome Room on “Black Modern Dance, Music, and the Civil Rights Movement.”

During the Schwarzman Center’s advisory committee meeting, the student chair of the center’s Workshop Series reports on students’ recent requests for additional noncredit educational programs. The committee decides to add Financial Literacy, Elementary Ballroom Dancing, and Learning Computer Programming through Minecraft to the roster of free mini-courses that will run on four successive Thursday nights during the fall semester, with several other courses to be offered in the summer. The committee also agrees that the Schwarzman Center should sponsor, together with Dwight Hall, a major Volunteer Fair in Commons in September, to which area nonprofits will be invited to present opportunities for community service for G&P students and undergraduates.

Throughout the afternoon and early evening, students come and go, scanning the digital display of the following week’s events. Many stroll into the Bistro in the lower level to have a bite to eat. Some TAs have arranged to meet students there for coffee and conversation; students living off-campus set up camp and get work done in between classes; and a sustainability working group composed of students from the schools of Architecture, Forestry & Environmental Studies, Law, and Public Health congregates for an initial meeting. The Schwarzman Center is a true hub, and students settle easily into the warmth and comfort of the place as natural light fills the formerly dark basement.

Throughout the center,
digital displays let students
know what’s happening
today, tomorrow, and next
week.



During the course of the day, the food choices have transitioned from bagels and yogurt to healthy salads and lunch choices, to evening fare popular with students, always with a focus on affordability, choice, and fresh preparations. In early evening, the bar in the Bistro opens with wine, rotating craft beers, and nonalcoholic beverages. After a student Improv performance on the Bistro stage from 8 to 9:30 p.m., a student band plays from 10 p.m. until 2 a.m., when the Bistro closes.¹

Several Yale minibuses are on site to take students safely home. The center will reopen in the morning with meditation and tai chi sessions, followed by another full day of events and activities, leading up to Angélique Kidjo's concert in the afternoon.

★ ★ ★

This line-up of a day's events in the Schwarzman Center—highlighting two major *monthly* events occurring within one week—is obviously compressed; but the narrative is intended to convey the variety of activities and the mix of special and regular programming desired. The visual calendar in Appendix E offers another sampling of activities to reinforce the need for a wide range of events that will bring differing populations from around the campus together.

1. The committee hopes that a better name than “bistro” or “rathskeller” can be found for this facility—perhaps a name evocative of Yale. For purposes of this report, we have used “Bistro” as a placeholder. See also Section V.B for a description of the Bistro.

Imagine Schwarzman Center

The Advisory Committee wants to hear from all members of the Yale community about their ideas for the Schwarzman Center.

Shape its future

Informational sessions will be conducted around campus, with visits to every residential college and school, as well as many other sites. Visit schwarzman.yale.edu for details on all sessions you can attend.

Monday,
September 28
BK Dining Hall
6-7 pm



Imagine Schwarzman Center

OPEN HOUSES

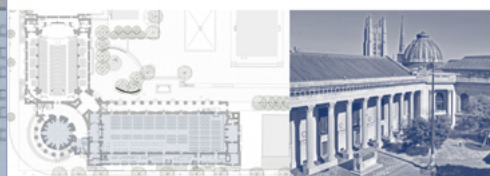
Tuesday,
September 15
10 AM - 2 PM

Wednesday,
September 16
12:30 PM - 4 PM

Go upstairs for information sessions,
tours, and to share your ideas



Imagine Schwarzman Center



Shape its future

Informational sessions and tours will be conducted around campus, with visits to every residential college and school, as well as many other sites. Visit schwarzman.yale.edu for details on all sessions you can attend.

G R O V E S T R E E T

III. Reviewing the work of the committee

Last May, President Salovey invited twenty-seven of us to form an advisory committee to offer counsel about the development of the Schwarzman Center. The committee included twelve students: four were appointed by the YCC, four were appointed by the GPSS, and four were drawn from the GSA. The presidents of the YCC, GPSS, and GSA were among the student representatives. In addition, the committee included the secretary and vice president for student life and four deans (Yale College, the Graduate School, the School of Drama, and the Divinity School), with Deans Jonathan Holloway and Lynn Cooley serving as the committee co-chairs. Ten other faculty and administrators brought important perspectives from areas ranging from the dance curriculum and the School of Music to Yale Facilities and Yale Dining. A roster of the members and President Salovey's charge to the committee are included as Appendix A.

The committee was extremely fortunate to draw on the expertise of Michael Kaiser, who joined the committee's two retreats. Mr. Kaiser was the president of the Kennedy Center for the Performing Arts and also led the Alvin Ailey American Dance Theater and the Royal Opera House. He helped us think both ambitiously and practically about programming for the center. During the summer, Beyer Blinder Belle was selected as architect for the project. This firm has been responsible for the major renovation and reimagination of Grand Central Terminal and the recent master planning for the Metropolitan Museum of Art. We were fortunate that Partner-in-Charge Elizabeth Leber was able to join two of the committee's meetings to listen to the discussion about directions we saw for the center.

Some members of the committee began working last summer to visit or study other student centers around the country. The formal work of the group commenced with a two-day retreat on August 30 and 31, 2015, where we studied the centers at sister institutions. We were humbled by the recognition that it would not be easy to create a center that accomplished the goals of becoming:

- A true university-wide center for *all* students from every school;
- A vibrant intellectual and social center where students across schools and disciplines share ideas, collaborate on projects, and find inspiration and refreshment with a wide-ranging set of activities going on each day; and
- A place that excels at hosting innovative events and programs that become cherished memories for all students when they look back on their Yale years.

Over the course of the semester, the committee met in plenary session for twenty-four hours and in five working groups for many more hours to determine the recipe for facilities and programming that would achieve these objectives.

The committee's most intensive work occurred during what we called "the campus blitz." We wanted to ensure that every member of the community had the opportunity to share ideas for how to make the center a success. Two Open Houses in the Schwarzman Center gave all students, faculty, and staff the opportunity to learn about the project, tour the complex, and register their ideas. In addition, there were fifty-one other Listening Tour

sessions around the central and west campuses. This outreach was an essential part of the committee's work. Appendix B is a roster of Listening Tour sites and the campus groups with whom members of the committee met. We solicited advice with the following three questions:

- What words come to mind when envisioning a successful student center for Yale?
- What would you like to see included in the center?
- What should be avoided at the center?

To acquaint the community with the Schwarzman Center complex before the Listening Tour started, we created an eight-minute [video](#) narrated by five students on the committee.² In addition, a special Schwarzman Center [website](#) included the floor plans of the spaces in the center, a short history of the complex, and a form for online submission of ideas for the center.³

We asked all who participated in the Listening Tour to be creative in offering recommendations, and we were not disappointed. The committee was struck by the thoughtfulness of the recommendations and the seriousness with which students approached the question of how to make the center “value-added” to what students are offered at Yale, and to do so in ways that do not detract from the close communities found in the residential colleges and schools.

A major goal for the committee has been to ascertain what kinds of programming will attract students from around the university. What are the daily or weekly or semester-long activities that will cause students to flock to the center? The committee also challenged itself to think about how programming in the Schwarzman Center can “amplify” the exceptional events already occurring around campus and how events might be cosponsored in Schwarzman with other Yale groups to increase the reach and impact of existing programming. The results of our deliberations about programming are outlined in Section V and build upon the guidelines for framing the center reviewed below.

2. See schwarzman.yale.edu/videos/imagine-schwarzman-center.
3. See schwarzman.yale.edu.

THE SCHWARZMAN CENTER

In May 2015, President Salovey announced that Yale College alumna Stephen A. Schwarzman is giving \$120 million to create a state-of-the-art campus center by renovating the historic University Commons and Memorial Hall. For the first time, Yale will have a building dedicated to student life. We have the opportunity to create a 11.5-year-old facility to create an interconnected center serving all students and a place of exceptional programming. The complex is extensive, the four floors of the two buildings total over 85,000 square feet.

The historic Commons will be retained for major university events like convocation and as a student commons venue, but it will be renovated to host many other kinds of events throughout the year. Innovative technology can allow virtual engagement with the outside world in a dynamic way. There will be wide consultation with the campus community about the actual design of the spaces, but it is expected that the Center will include student meeting spaces and creative dining options, flexible spaces for special events, and state-of-the-art technology.

The Schwarzman Center is expected to open in 2020.

Yale College Bulletin 2015

IV. Delineating the planning guidelines for the Schwarzman Center

A. Initial guidelines from President Salovey

President Salovey conveyed a number of guidelines for planning the Schwarzman Center, and we have been attentive to each of the following:

1. *The large space of the Commons is to be retained.* Commons will continue its current function as a central refectory where members of the Yale community can come together for lunch. It is expected that Commons will serve more than 800 lunches Monday through Friday even after the opening of the new residential colleges. Also, Commons is needed for key university events every year, since it is the only dining facility that can accommodate very large groups for events such as Reunions, Eid, and Commencement. We do believe Commons can be used more intensively, particularly for special monthly events and for evening study and meeting spaces on other nights.
2. *Memorial Hall, which honors Yale students and faculty who gave their lives in armed conflicts dating back to the Revolutionary War, must be preserved and respected.* The committee hopes that the space can be enhanced with cleaning of the marble, new lighting, and explication of the lives honored.
3. *The Presidents' Room on the second floor of Memorial Hall will still be needed for university events, but less frequently than is now the case.* The Presidents' Room is one of the few central places available for official university dinners and luncheons. Going

forward, effort will be made by the administration to use the space less frequently for such purposes, but the renovation of the room and the center's programming in it will need to be sympathetic to this ongoing institutional need.

4. *The new center should not detract from the sense of community in the residential colleges or within the graduate and professional schools.* We wholeheartedly endorse this guideline and believe the recommendations developed will position the Schwarzman Center to be an important complement to students' experiences in their colleges and schools.
5. *The center needs to be fully accessible to those who have mobility limitations.* The new facilities must be welcoming to all. Mere legal compliance is not the objective.
6. *Technology should be a key component in the design of the center so that individuals from around the world can participate in certain center events and so that some programs at the center can be live-streamed or otherwise shared widely.* Workshops where Yale alumni counsel students through virtual conferences, student organizations linking up with counterpart groups on other campuses, and "Live from the Schwarzman Center" broadcasts of major events are just a sampling of the ways we anticipate the creative use of technology. With the speed of technological change, we are mindful that the center will need to be nimble in adopting emerging media, that solutions created for the opening of the center will need to be regularly updated, and that ongoing technical staff and capital budgets will be required.

B. Further guidelines identified by the committee

The committee developed additional guidelines that we think will contribute to a successful center:

1. *Spaces in the center should be designed for flexibility in order to allow for intensity of use by many groups; dedicated spaces for a single purpose should be avoided.* A number of organizations, including the dance groups, the LGBTQ Student Cooperative, and film supporters, made very strong arguments for why their groups should be allocated dedicated space within the center. The committee was sympathetic to these needs but concluded that the center's goals would be better achieved by having spaces that could be used by many groups over the course of a week or semester. This concept is elaborated in Section V.D below. We received strong testimonials from the directors of other centers about the benefits of having flexible space and avoiding assignment of spaces to any one organization.

The one exception is our recommendation that the Presidents' Room be considered as dedicated, congregating space for graduate and professional students. During our deliberations, we heard repeatedly from G&P students about the paucity of spaces for them (compared to undergraduates, who have the residential colleges). Even though there will be a new McDougal Center when HGS is renovated, the committee thinks it is important to have a specific magnet in the Schwarzman Center for G&P students, who will then be encouraged to fully use the remainder of the facility. Also, having

such a room may address the problem that has developed at many student centers, which are largely used only by undergraduates.

2. *The hours of operation of the center should be long; and most, if not all, of the facilities should be operated year-round.* There was agreement within the committee on the need to have the Schwarzman Center available in the summer and during the breaks. A large cohort of graduate students remains in New Haven, and a growing number of other students are here year-round as well. It is therefore important to have some food as well as study spaces available throughout the year. Until the pattern of usage of the center is clear, we hope that the hours of operation during the summer and breaks can be as long as during the academic year, for at least some of the spaces.

There were differing opinions, however, on the hours of operation during the academic year: some student members of the committee advocated that at least one space be open 24/7 as a place for study throughout the night. Others felt that if this was a sufficiently pressing need, it should be accommodated in the Bass Library. There were also concerns about the health of students and the message sent by having any space open twenty-four hours. Finally, others expressed concern about the safety of the few individuals using a part of the center in the predawn hours.

In any case, the committee unanimously believes that the hours of operation must be long if the center is to achieve its goals. Although we know that the hours will need to

be finalized when the staff and budget are developed for the center (since security will be an important consideration), we suggest having the center open from about 7 a.m. to 2 a.m. During reading week and exams, longer hours should be considered.

3. *Programming will be the key to the center's success.* As important as the architectural redesign will be to the Schwarzman Center, we believe that programming will be even more critical to its success. Thus we are grateful for the foresight of Mr. Schwarzman in devoting \$2 million a year for each of the first ten years of the center's operation to support programming. Section V outlines the many programming ideas we have for the Schwarzman Center, for both its regular activities and its special events. We strongly recommend that the center's executive director also be responsible for booking Woolsey, even though it is not part of the center, so there is coordinated programming to take advantage of the adjacency of the facilities.
4. *The center should resonate with the particular culture of this university and yet be forward looking and flexible in adapting to students' changing interests and needs.* Throughout our deliberations, we have looked for ways that the center can be "distinctively Yale," and much of the programming suggestions – from explicit engagement of alumni to a focus on the arts – will help to achieve that purpose. But we equally recognized that to achieve the goals of the complex, the center will always need to be in a state of "becoming." The permanent Schwarzman Center Advisory Committee proposed in

Section V.E will be key to evolving the center; also, the large complement of students we propose be hired for the center can be a source of continual feedback about its effectiveness.

5. *The colonnade outside Commons should be considered an important part of the center in both design and programming.* The committee endorses the many good ideas for activating Hewitt Quadrangle that were raised during the Listening Tour: for example, the student “[LUX: Ideas through Light](#)” projection festival of 2015.⁴ We recommend having tables and chairs along the colonnade during the warmer months, and a café if possible; this space should be considered integral to the programming for the center.
6. *The center should be a model of sustainability.* This, of course, applies to the renovation of the facilities, where LEED Gold standards will apply. Beyond this, we hope the architects will find ways to incorporate features to make the center a learning lab for sustainability; for example, could the roof have solar panels, and can water-refilling stations be prominent? We also call for sustainability in the center’s operations. For instance, the center should be a campus leader in recycling and green procurement, and it should adopt the university’s optional guidelines for sustainable events.
7. *Special infrastructure needs must be addressed, especially for lighting, sound systems, and noise isolation.* Having multipurpose spaces in Schwarzman Center poses design challenges. For example, the range of programming imagined for Commons and the

lower level will require different lighting scenarios; there will be times when sound should be deadened (for dining) but vibrant (for musical events). Also, sound isolation for many of the spaces will be key to limiting “noise spill,” since we envision events occurring simultaneously in different venues. The architects will also need to find creative ways to cordon off parts of the complex; for example, it may prove desirable to close the third floor or parts of the second floor late in the evening if no activities are under way.

8. *If possible, the scope of the current project should include outfitting Woolsey Hall with necessary technology to complement the center.* Certain Schwarzman Center signature events will be presented in Woolsey Hall, in concert with companion activities in Commons and throughout the center. Therefore, the technology for Woolsey, including broadcast, lighting, and sound systems, needs to be addressed now. This will enable major events to be produced as part of the “Live from the Schwarzman Center” series.
9. *Inclusion of the entire Yale community and collaboration with New Haven should be part of the blueprint for the center’s operations.* The Schwarzman Center is primarily a center for Yale students, yet we believe it can and should be welcoming to all faculty, staff, and alumni as well. For example, at least some of the food venues as well as much of the programming should be available to the entire Yale community and campus guests.

We think the center should also be an important component of Yale's growing partnership with New Haven and the region. Some spaces in the Schwarzman Center are already used by regional groups (e.g., the City's annual Science Fair in Commons). This kind of use should continue and we believe can be expanded. For example, with the air-conditioning of Commons, that space will be particularly desirable in the summer for activities of the International Arts & Ideas Festival. Of course, Yale needs must be given priority, but we encourage the permanent Schwarzman Center Advisory Committee to consider how the center can manifest Yale's good citizenship to the larger community and how it can accommodate visitors to New Haven, including the many prospective students and their families who tour the campus each year. We think that with careful planning, the center will be able to strike a balance between serving as a welcoming public threshold to the university while preserving its mission to be a center, first and foremost, for student life.

4. See lux.yale.edu.



V. Sketching the key components of the Schwarzman Center

A. Vibrant programming that draws students to the center night and day will be the linchpin of its success.

1. *Both special events and ongoing programming will be needed to accomplish the goal of attracting students from the entire campus to engage with those in other schools and programs in ways that enrich their Yale experience.*

We envision an annual calendar with a series of exciting *monthly major events* that will create indelible memories for students. But perhaps even more important will be the *ongoing programming*, which will need to be varied to appeal to the wide range of student interests. A concerted emphasis must be on programming that brings students together across Yale's various schools and programs.

For both major monthly events and ongoing activities, we see the need to strike a balance between *intellectual activities* and fun, social events. The programming at the center should find creative links with the academic program and other parts of the ongoing life at Yale whenever possible. For example, the Chubb Fellowship program in Timothy Dwight College or the Beecher Lecture series at the Divinity School, both of which sponsor internationally acclaimed speakers, might be encouraged to join forces with the Schwarzman Center to create even more memorable events through accompanying dinners, luncheons, or receptions in the center. Faculty and staff, as well as students, should have the opportunity to recommend topics for the major events.

The “educational events” are not only those that have a direct nexus to the academic programs; they can be as informal and fun as any designated social event. And of course much of the ongoing programming will be *social and recreational*; a recurring theme on the Listening Tour was the need for places where students could “hang out” and engage with new people. *Technology should be tapped regularly to enhance and expand the programming possibilities*. Many events from the Schwarzman Center should be shared around the world; and individuals, groups, and alumni can be invited to be virtual participants in panels and events at the center, creating global dialogues.

We anticipate that one of the ways that the Schwarzman Center will be distinguished from most student unions is by the variety, density, and innovation of the programming. As one student said on the Listening Tour, “if I drop by Schwarzman, I hope I can wander into something interesting.”

2. *Special events at the center should be just that: special, proving memorable in a student’s years at Yale.*

We anticipate large-scale events on a monthly (or at least quarterly) basis in Commons during the academic year. These should embrace diverse tastes and amplify the experiences and talents of all members of the Yale community. The major events should include a mix of the familiar and the new, even with elements of intellectual and aesthetic surprise. Student and faculty work as well as contributions from visiting

professionals should be showcased. The center can provide a platform for developing new interdisciplinary projects by students, faculty, and alumni.

Linking professionals with students. Ideally, some of the distinguished guests would be invited to campus for more than a single event. Weeklong residencies of scholars, activists, businesspeople, and artists would permit these guests to interact and think creatively with students in several encounters.

Amplification of some “signature” events and extended duration of others. We think there is extraordinary opportunity to amplify some of the existing campus events through use of the Schwarzman Center. One example the committee discussed was the 2012 visit of Nobel Peace Prize Laureate Aung San Suu Kyi, who came to Timothy Dwight College as a Chubb Fellow and gave a dazzling presentation to a packed house in Woolsey Hall. With the programming budget of the Schwarzman Center, a full week of educational and cultural programming could have been planned around her visit. Commons could have featured Burmese cuisine; and Sterling Professor James Scott, who is an expert on Myanmar, could have been asked to discuss the contemporary political scene, with current Yale students from Myanmar offering their observations. The Yale student dance company Jashan Bhangra, which features Southeast Asian choreography, could have performed in the performance space in the Bistro; and the feature movie about Aung San Suu Kyi could have been shown on the large screens in Commons, the Bistro, or the Dome Room. Perhaps the Peabody might have displayed

some of its artifacts from Burma in the second-floor gallery space. In short, what was a stunning presentation in Woolsey could have become a major experience if “pre-sented by the Schwarzman Center” in ways that drew on the resources of the entire campus for the benefit of the entire campus. Such programs can be both memorable and deeply educational.

We also envision theme-specific series programmed over the course of a month, a semester, or even a full year. Such programming might ask the community to reflect on a subject of local, national, or global consequence. The extended dialogue may prompt new thinking and more creative interchange than a one-off exchange. For example, a series on climate change might be kicked off by one of the scientific leaders on the Intergovernmental Panel on Climate Change, followed by a workshop with the Yale graduates who have led the Natural Resources Defense Council, Conservation International, and the World Wildlife Fund, with other discussion sessions with our faculty. The recent teach-in about racial issues that was squeezed into Battell Chapel could have made use of the entire Schwarzman Center and been followed by a semester-long series of discussions that used different parts of the complex for intimate as well as larger conversations within the community and for hosting outside guests. The recent Food Systems Symposium held at Yale Law School – and jointly organized by the Schools of Forestry & Environmental Studies, Law, and Public Health, and Yale College’s Program of Environmental Studies – could have been a catalyst for extended

discussions on the socioeconomic, policy, and health implications of a sustainable food system. We can also imagine the Schwarzman Center fostering extended creative engagements along the lines of Toni Morrison's Princeton Atelier, which brings together artists, scholars, and field experts with students over five to six visits.

3. *Programs at the center can and should be linked to the academic and intellectual life of the university.*

We think it is not hyperbolic to propose that many of the regular activities of the Schwarzman Center should expand the education a student receives at Yale. It was pointed out that students in the professional schools rarely, if ever, have the opportunity to hear from one of the outstanding faculty in the FAS; and similarly, undergraduates and graduate students expressed interest in learning from noted faculty in the professional schools. Imagine medical school professor Rick Lifton sharing insights about breakthroughs in personalized medicine, or law professor Akhil Reed Amar talking about the "Unwritten Constitution." This led to the idea of having the Schwarzman Center host intimate encounters like the teas currently conducted in the residential colleges; weekly teas with noted Yale scholars or outside guests in the Dome Room, for example, would be open to all students from around the university. For example, any one of the distinguished Graduate School alumni who come to campus to receive the school's Wilbur Cross Medal would be fascinating to engage in an afternoon conversation.

The Listening Tour emphasized that students could be teachers as well as learners in the programs at the Schwarzman Center. Students emphasized that many graduate and professional students would appreciate the opportunity to contribute to the intellectual life of the Schwarzman Center in ways that augment the formal academic program of any particular student. Several students mentioned that the Schwarzman Center staff should enlist graduate students to offer lectures on current events (e.g., the refugee crisis in Europe) or to introduce some of their own research.

A frequent suggestion was to have short courses where students could learn a skill or explore a topic not in their regular course of study. There was significant interest in practical skill workshops; on successive Thursday evenings, for example, students and others might lead cooking classes or workshops on basic electronics, wine tasting, photography, financial literacy, sketching, and dance, among many other topics that students would identify.

Increasingly, wellness is viewed as an important educational objective and not one reserved for Yale Health. The Schwarzman Center can play an important part in advancing education about wellness by adopting a number of the ideas from the Listening Tour—yoga, meditation, and tai chi classes (that should be free or very low cost so as not to discourage students on financial aid), for example, and mini-classes on such topics as nutrition and emotional intelligence.

Some students pointed out that they are not comfortable just showing up for a social event and would find it much more attractive to have some reason to gather at the Schwarzman Center, where there was a “low bar for entry.” Any of these educational programs would bring disparate parts of the community together in ways that could be fun as well as educational.

But the educational role of the Schwarzman Center can and should extend further. The committee is very interested in seeing how some of the rich programming that already occurs in one school or college might be (i) repurposed for an audience in the Schwarzman Center or (ii) “amplified” by making use of the Schwarzman Center for related events.

- i. Repurposing events. Two examples shared with the committee illustrate the “multiplier” effect that the Schwarzman Center might achieve. First, could some of the renowned speakers who come to a college or school also be invited to have a second conversation, perhaps in dialogue with a faculty member or student, in the Dome or Presidents’ Room? Not all of the speakers at Master’s Teas would be willing, and some might require a larger honorarium, but each week there are interesting guests in the residential colleges and professional schools whom students would enjoy engaging in conversation in a smaller venue than, say, the Law School auditorium. One of the responsibilities of the executive director of the center will be to stay apprised of who is coming to campus and to facilitate those additional conversations in the Schwarzman Center.

- ii. Amplifying existing events. Students at the Listening Tour also pointed out that numerous student-organized events can be amplified once the Schwarzman Center is available. For example, the Yale African Students Association organized a major symposium last year that drew African students from around Yale and from many universities to campus for a weekend of activities that were open to the entire Yale community. Rather than have the various events spread throughout campus, they could be clustered at the center to create greater cohesion and foster more dialogue. During the Listening Tour, members of the Association of Chinese Students and Scholars also noted that the Schwarzman Center would be the ideal venue for their annual Spring Festival, which attracts more than 1,000 participants.
4. *Alumni should be tapped to contribute to the programming in ways that connect to students' interests. This will add to the vitality of the center and help to make it distinctively Yale.*

The committee was impressed by alumni leaders' ideas about how Yale graduates might contribute to the educational programming of the center. So many Yale graduates are passionate about their alma mater, and one of the ways to make the Schwarzman Center distinctive is to find ways to link Yale alumni to the current generation of students in ways that the students *want*.

Lise Chapman, chair of the Association of Yale Alumni (AYA), briefed the committee about the new "Careers, Life, and Yale" initiative the AYA launched in response to student interest in additional career and life counseling. Several of the inaugural

programs show the possibilities: in fall 2014, students from Yale College and the graduate and professional schools attended a daylong conference, “Green Careers for Yale Blues,” that brought more than twenty alumni leaders in environmental fields to New Haven for panels, workshops, and networking. Because limited facilities were available, the sign-up had to be capped at 200 students – and that capacity was reached within three hours of opening enrollment. A similar full-day workshop on careers in education, health, public service, and social entrepreneurship was held this fall with more than 250 students. Panels with alumni from Doctors Without Borders, the U.S. Attorneys’ Offices, Mount Sinai Hospital, and small NGOs were among the 40+ organizations represented. More than fifty alumni led mock interviews, a networking luncheon, panels, and a keynote address. Again, registration had to be capped because of the size of the available facilities. The availability of the Schwarzman Center will allow a much larger number of students to benefit from future conferences.

In addition to these major career conferences to be held at least annually, the AYA plans to expand its webinar series so that alumni who are leaders in many fields can engage with students through, say, a virtual luncheon series in the Dome Room. Students have also underscored their interest in engaging with alumni about “soft skills,” ranging from leadership skills to interviewing techniques. The AYA intends to develop those kinds of programs as well, and they could lend themselves to presentation at the Schwarzman Center in some of the small meeting rooms. The AYA

is committed to working with student groups to ensure that the programs respond to the students' expressed interests. We think this new AYA "Careers, Life, and Yale" initiative is an appealing and particularly Yale-like ingredient to contemplate for the Schwarzman Center.

5. *Activities that are fun, informal, and social will be part of the center's regular calendar.*

During the Listening Tour, students offered many ideas for fun, informal programming in the center. They range from simply watching the Super Bowl or Final Four on large-screen TVs in the Bistro to having a film series featuring movies where Yale graduates were the directors or leading actors. Even in those cases, there were ideas about making these events more interesting: for example, might the featured Yale actor be invited to one of the new teas, or could the Yale alumnus who was the longtime president of NBC Olympics be invited to offer "color commentary" while Olympic coverage is broadcast on the large screens in Commons?

The opportunity for large dances in Commons with a popular band and smaller dances in the Bistro are obvious uses of the center. The stage in the Bistro might be booked regularly for students' rock bands and comedy groups, and one student mentioned dance marathons to raise money for a charity; others suggested a karaoke night. Still others recommended "dog therapy" days around exams, while another raised the idea of an annual market where students could showcase and sell their art

and crafts. Numerous students suggested that the center should have some surprises, like an indoor driving range installed for a week, or an ice cream cart that appears one afternoon without advance notice with free samples. In summary, there is no shortage of the kinds of fun activities that might be mounted in the center; the trick will be for the student leaders to identify which among many possibilities will prove most attractive to students.

Given the frenetic pace of so much of life at Yale, some students recommended that consideration be given to having some quiet or meditative space within the center. One suggestion was to have a room like the “quiet car” on Amtrak, where students could go to relax.

B. Food and dining are key ingredients of a successful center.

Yale’s residential college dining halls have demonstrated that conversation and interaction in a dining context are an important facet of life at Yale. The committee recommends that the design of the center prominently feature food. The one common element cited by other universities with successful student centers was food; and in our Listening Tour, food and beverages were the most frequent student recommendation. The center’s “destination dining” locations need to have strong and bold concepts – ones that are fun and engaging, with diverse and fresh food – not just grab-and-go. Throughout the day and late into the night, dining options must meet the needs of our students’ active lifestyle.

The committee feels strongly that prices in the dining venues need to be kept low. As a number of students reminded us, low prices are particularly important to students on financial aid; we would not want the cost of dining to discourage some part of the student body from using the center. Also, attention should be paid to having a variety of price points on the menus. Another idea was to give every Yale student a 10% discount from the prices charged to staff, faculty, and visitors, and to encourage students to bring brown bag lunches or their own snacks, with water refill stations throughout the complex.

1. *Dining in the Commons will offer a more contemporary experience, while sustaining the grandeur of the space.* We applaud the provost's decision to retain Commons for student luncheons as well as for special university events. Many undergraduates voiced concern during the Listening Tour that lunch service would be discontinued. The renovation of Commons as part of this project is particularly timely, since Commons is woefully overdue for a thorough renovation of its systems: its kitchen has not been renovated in many decades, and replacement of the massive floor could not have been postponed much longer.

In considering the future of Commons, we are enthusiastic about the idea of converting the luncheon service from the current outdated steam tables to a fresh approach similar to the attractive dining available at the new SOM complex. Daily, there should be several choices that feature fresh, healthy fare with salads, interesting sandwiches, and international cuisine. We also believe that the availability of lunch in Commons

for G&P students should be better publicized and the “price point” for those without dining contracts kept in line with SOM’s prices.

2. *Food service in a new lower-level bistro will be a key to the center’s success.* Commons is only the beginning of the “food formula” the committee recommends for the Schwarzman Center. There was unanimous support for an outstanding food venue with a casual service style in the lower level, designed as a major magnet for students. There was no appetite for a “low-end” food court similar to that found in a shopping mall. Rather, the committee calls on the architects to design a very attractive space comparable to the best bistros of sister institutions. A key aspect of design will likely be a “theater-viewing” approach for all dining equipment.

The venue should open early in the morning and feature excellent coffee, with the hope of an artisan roaster superior to what is now available on campus. Operational agility will be required to enable changing the menu during the course of the day and evening. We liked the idea that attractively priced luncheon fare could transition in the evening into popular food that would appeal to late-night diners. Flexibility is a must, as student food preferences will change over time; thus, care should be taken to avoid food installations that are too specialized.

Several sister institutions have created popular traditions involving some free or discounted food and beverages (e.g., free popcorn on Fridays). Students reinforced the

obvious point that free coffee would ensure the steady flow of students to the center. If free fare doesn't prove financially feasible, we hope that prices will be kept low and certainly no more than in the neighborhood. We are confident that students will recommend new traditions for the Bistro.

We do think that wine and beer should be available in the Bistro in the evenings. Other universities have devised policies so that undergraduates and G&P students can be together in such a space. We hold the hope that offering beer and wine will stem the "pre-gaming" drinking tendency, at least for events at the Schwarzman Center. Care must be taken to brand the venue in ways that do not connote that it is primarily a drinking space; and care must also be taken to ensure that those who do not drink for religious or personal reasons do not feel alienated by this part of the center. We would not want to have a designated "21+" space in the Bistro.

Several G&P students pointed out the paucity of Sunday brunch venues and suggested that some option at the Schwarzman Center be considered. We think this is worthy of study as well.

3. *Food service should also be available elsewhere in the center.* The Dome Room and the Presidents' Room will have food service on occasion for special events, and the infrastructure for serving in these rooms needs to be addressed in the architects' plans. It was suggested that the infrastructure for the second floor might support occasional

“pop-up” restaurants on the balcony, run by students, young alumni, or even local restaurateurs. Moreover, we know that students will want to bring food into other parts of the center, and plans for those spaces should anticipate this eventuality.

Appendix D outlines additional information about the dining improvements contemplated for Commons as well as planning parameters for the dining infrastructure.

C. The arts can and should animate much of the life of the center.

The arts are deeply embedded in Yale’s identity. Our four remarkable graduate schools in the arts distinguish Yale among its peers and demonstrate profound commitment to artistic life at Yale. In addition, there is a vibrant undergraduate arts scene, ranging from student hobbyists to young professional artists. We have multiple communities of artists, and that strengthens our university.

The arts can animate much of the life of the Schwarzman Center, even though it will not be a performing arts center *per se*. Yale has one of the most arts-engaged campuses anywhere, and it follows that the Schwarzman Center will incorporate artistic and performance activities in a variety of traditional and nontraditional ways. The Schwarzman Center’s engagement with the arts needs to underscore the range of arts activities at Yale: the enjoyment and seriousness of studying an artistic discipline as well as the social and recreational value of the arts at Yale.

1. *The multipurpose spaces should be designed to support the arts as effectively as possible.*

We believe that a number of the multipurpose rooms in the center should be designed to support the arts, even though we realize many artistic endeavors cannot be accommodated because they require dedicated spaces (e.g., pottery kilns). Nevertheless, we recommend that the center have some flexible places for dance and film (like the Dome Room, the Bistro, and sometimes in Commons). Ballroom and swing dancing and other types of movement should be easy to accommodate; we recommend that at least one room in the complex be outfitted with flooring that is conducive to activities like yoga, tai chi, and social dancing.

Commons must have some stage available for arts and other events, and the Bistro, as discussed above, should also have a performance venue for music (including rock music), sketch comedy, spoken word, and other low- or no-impact performance genres.

There was enthusiasm for a rehearsal space in the lower level if space constraints and sound isolation allow. It was pointed out that student bands (especially rock bands) currently have no place to practice. One idea was to try to conjure the sense of a garage and to accommodate loud popular music. However, if the sound from this space would “bleed” into the area in the Bistro where students would be talking or dining, we would recommend sacrificing such a rehearsal space.

The Dome Room will need special attention to acoustics to ensure it is conducive to a range of musical types from jazz to chamber music and singing groups. Commons will also need acoustical treatment to accommodate musical events.

Corridors and other informal spaces in the center could be used to present many types of art, including temporary art installations. Having some glass walls where visitors to the center can walk by and observe artistic endeavors was raised as another idea for the architects to consider. In short, there are many opportunities to bring the arts alive in the center that will be appealing to students, regardless of their artistic inclinations.

2. *Hewitt Quadrangle should be animated with arts events.*

Another cluster of ideas involved the adjacent space between the center and the Beinecke Library (Hewitt Quadrangle). Many individuals advocated using the quadrangle intensively during warm weather. The suggestions included musical events, dance performances accompanied by live music, and art installations.

3. *Flexible galleries should be created on the second and third floors in Memorial Hall.*

Currently, the circular corridors on the upper floors of Memorial Hall are virtually unused. The committee is excited by the prospect of creating galleries there that communicate the breadth of Yale's intellectual and artistic activity. The range of work should be very wide and inclusive. For example, drama school students might

showcase renderings of their designs for sets and costumes. These displays have the potential to link with other programming at the center or elsewhere on campus; for example, one Listening Tour participant suggested that an architecture studio critique session be held, perhaps in a space adjacent to the installation space, so other Yale students might develop an appreciation for the education experienced in that school. Yet another mentioned that art school students might hang sample works from their thesis shows as a “teaser” to get more students to attend the larger show in Green Hall. Perhaps the museums and libraries at Yale might also be interested in using space in the Schwarzman Center to encourage more members of the community to visit their regular collections. Editors of Yale’s student literary magazines suggested digital displays of back-issue covers of a publication’s complete archive in order to educate viewers about Yale’s strength in educating writers.

The committee also believes that these new exhibition spaces should incorporate a broad range of disciplines. There might be exhibitions of students’ scientific or social science research, or exhibitions that share the work of students undertaking projects abroad. It is important for someone to serve, in effect, as a “curator” to sketch out the annual program of activities and to coordinate exhibitions with the special events at the center.

4. *Alumni and other artists should be invited to engage with the center.*

We hope that alumni who are artists might be engaged in the life of the center. The Schwarzman Center, in conjunction with the School of Art, could invite an artist to come to campus for a conversation in the art school and then with other students in the center. Visiting playwrights or directors could engage in short-term production “laboratories” with students. The possibility of longer residencies by artists was a popular idea, although the university’s inability to house visiting artists is a drawback that we hope can be addressed elsewhere. One suggestion was that a school might partner with the Schwarzman Center to recruit a visiting artist to that school for a semester, and the artist could have some periodic engagement with students at the center. There was eagerness to feature the work of recent Yale graduates as well as more established alumni artists. In addition, we believe that the executive director might want to work with the museums to commission alumni to produce permanent or temporary site-specific artwork within the center.

5. *Art will be the inspiration for some of the major events in the center.*

The center will provide, as outlined above, a series of major events each year; some of them will certainly be arts-oriented. The executive director will need to work closely with the deans of the arts schools, the associate dean for the arts in Yale College, the museum directors, the leaders of the growing number of arts programs, and student

organizations to fashion the most compelling programs. We strongly recommend that some emphasis be on events that will augment and complement the curriculum. We hope that the programming will reflect the multiple artistic communities at Yale and the different levels of intensity of commitment—from hobbyists to serious amateurs to those intending careers in the arts—and to connect them to one another.

6. *Cocurricular art courses and students' artistic contributions should be incorporated into the center's programming.*

As related above, numerous students expressed interest in having the Schwarzman Center sponsor noncredit short courses for students, largely taught by students. We note here our particular interest that some of these courses be in the arts. In addition, students expressed interest in having pianos available for ad hoc use.

Student engagement might be achieved even before the center opens. We recommend that the architects reach out to art and architecture students to see if they want to be involved in designing some element of the center, such as a wall painting, a piece of furniture, or part of the graphic identity for the center. Students and faculty in Computer Science and Computing and the Arts could also be engaged at this early stage to brainstorm about the center's digital technology.

7. *There are pressing needs in the arts that cannot be fulfilled with the spaces available in the center; they deserve institutional attention.*

The advisory committee's work in listening to the aspirations of the campus has identified two needs at Yale that should be addressed: (i) the critical need for at least one dedicated dance studio that can accommodate at least thirty dancers with the appropriate, rectangular configuration and appointments (flooring, mirrors, etc.); and (ii) a film screening venue specifically designed for cinema.

Unfortunately, the spatial configurations of the Schwarzman Center—particularly the ceiling limitations on the lower level—make it difficult for the center to address adequately these important goals. However, if additional square footage can be retrieved in the lower level by compressing the mechanical systems or through some other solution, we encourage the architects to see if a dance studio of at least 1,500 square feet can be included in the final design without encroaching on other needs and priorities. We have included Appendix C to signal to President Salovey the pressing institutional need for dance space that should be given priority attention at some location elsewhere on campus, assuming it cannot be included in Schwarzman.

Finally, we believe additional conversations should be undertaken before the opening of the center to sketch in more detail how innovative artistic programs can galvanize Yale's diverse communities.

D. Space for meetings should be flexibly configured and made widely available to student groups throughout the university.

The September 2014 joint student government report calling for a university-wide student center underscored the need for additional spaces for student organizations to meet. The second and third floors of the Schwarzman Center have several small rooms that lend themselves well to this purpose. Additionally, we hope that the lower level can be designed to create flexible spaces that convert into more private spaces where student organizations or informal groups of students can gather. Lastly, when Commons is not hosting special events, we think it should be open every weekday night so students can use parts of it for group meetings or study space. These recommendations will ease the demand for student group space across campus. We also encourage the administration to create a roster of the rooms elsewhere on campus that are available for students to use for meeting spaces since Schwarzman cannot be the total solution.

The study of other university student centers demonstrates the great success in *not* allocating spaces on a permanent basis to one organization, since having numerous groups sign up for a room throughout a day substantially increases the utilization of the space. In the Listening Tour, several groups highlighted the need for dedicated space and advocated for their representation in the Schwarzman Center; these included the LGBTQ Student Cooperative and students who are veterans or on active military service. Although the committee is sympathetic to those and other calls for dedicated space,

we think that allocating the small rooms in the Schwarzman Center to a single student group is not the way to proceed. We do wish to note our hope that the administration will address the request of the LGBTQ Student Cooperative for better space elsewhere on campus since that community is large.

We recommend following the emerging practice at other universities of an online reservation system to ensure intensive use of each space throughout the day and night. The following example of a daily schedule suggests the level of activity we envision for one of the meeting spaces on the second and third floors of the Schwarzman Center:

7 a.m. Sunrise Yoga
8 a.m. Breakfast meeting for the InterFaith Forum at Yale
10 a.m. Planning meeting of the Association of Chinese Students and Scholars
noon LGBTQ Student Cooperative luncheon forum
2 p.m. YCC Executive Board meeting
4 p.m. Graduate Society of Women Engineers meeting
6 p.m. GSA committee meeting
8 p.m. A cappella singing group practice
10 p.m. YCC Events Committee meeting

One of the first agenda items of the permanent Schwarzman Center Advisory Committee (recommended in Section V.E) will be to create guidelines for the allocation of meeting

spaces. There was uniform agreement that no group should be able to dominate a space, with the single exception of the Presidents' Room, which should be for G&P students. Also, the goals of the center suggest that priority might be given to groups that welcome students from more than one school. There is support as well for ensuring that some spaces *cannot* be booked far in advance, to allow for spontaneity in how groups use the meeting spaces. Finally, as few student groups meet between 9 a.m. and 3 p.m. due to class schedules, particular attention will be needed to find ways to maximize use of these spaces during the weekdays.

Offices for the Schwarzman Center staff need to be accommodated in the center. However, we do not think it wise to allocate space for additional student support functions, given the limited square footage after Commons is excluded. A "pop-up" office once a week for Career Services, the I.D. card center, the Flu Clinic, student wellness initiatives, or other student support services might be attractive for students, if there is space available. Several students suggested that leaders of the Cultural Houses might wish to book open office hours at this central location once a month. Again, the permanent advisory committee should give counsel about what services would be of most interest to students.

Creating high demand for these meeting spaces requires proper furnishings and equipment. Rooms should include moveable furniture, smart glass/whiteboards, and monitors with Internet access. Some rooms should have the technology to enable virtual meetings with sister institutions or other organizations. Soundproofing should be pursued for

any of the multipurpose areas that might be available for rehearsals or music practice. To allow flexible use of larger spaces, dividers could be used to split the rooms during high-traffic hours.

E. Both professional staff and student leadership are critical to the center's success.

1. *An executive director of considerable talent must be recruited to lead the center; and a small, dedicated staff must be hired to support it.* Running the Schwarzman Center cannot be a responsibility added onto an already overextended student affairs administrator. Given the ambitions of the Schwarzman Center, Yale has the chance to recruit someone with substantial experience in organizing complex and exciting special events, who is equally capable of coordinating the numerous activities that will populate the center's calendar. The kinds of events we have outlined demand a person of real creativity. We must find someone who will take delight in working with students and who has the appetite for deep collaboration and partnerships with schools, departments, faculty, and student groups. He or she must have the gravitas to work as a peer with the schools and programs around campus and a track record of exceptional organizational ability. The executive director must have a special gift for listening to the community's interests and then programming the center accordingly, rather than imposing his or her own vision. Moreover, that person must be able to operate successfully in the decentralized environment of Yale, calling on resources extending from dining services to security and facilities.

We recommend that the executive director be hired no later than May 2018 so that he or she will have two years to hire the other staff; develop relations with key stakeholders at Yale; and plan, in concert with the community, the first year's events. Also, there will be numerous policy and procedural concerns for the executive director to address in advance of the center's opening.

In conducting the search for the executive director, we believe that Yale should cast the net widely and look at candidates from complexes that mount multiple events, including but not limited to those within universities, performing arts centers, and the conference service industry. As one person said in our Listening Tour, "the executive director must be able to make magic." We hope the president will consider having the executive director report directly to the vice president for student life in order to underscore the importance of this role and its connection to all of the schools.

The importance of dedicated staff members for both custodial and technology support cannot be overemphasized. Achieving the intensive use of center spaces envisioned by the committee will require a team who can convert room configurations quickly, efficiently, and at minimal cost to student groups, during the course of a single day. For example, if the Dome Room hosts yoga in the morning, a virtual luncheon at midday, a chamber concert in the early evening, and an Improv group at night, the room will need to be set up in four distinct configurations. The programming envisioned makes obvious the need for a dedicated staff with audiovisual and technological expertise.

2. *Serious student engagement is essential to the ongoing operation of the center. Several levels of student leadership are recommended.* Nine of the student centers closely examined by the committee had a council of students involved in the day-to-day operations and long-term vision of the center. While some of these councils are student-only committees focused primarily on programming (either solely for the center or else for the campus, with primary focus on the center), we recommend that Yale form an advisory body composed of students, faculty, and administrators to provide guidance to the executive director on all aspects of the center. The inclusion of faculty, students, and administrators on our own committee has been invaluable to our work, and we believe that such an approach would serve the center well on an ongoing basis.

Involvement of Yale students in the planning of events is essential if the center is going to be as deeply responsive to students' interests as we propose; but it will be equally important that the group get and give feedback and that it assess the center's activities on a continual basis. No doubt, some events and practices will fail, and the advisory group can serve as a quick response team as the center evolves, particularly in its first years as we fine-tune to determine what is most successful.

We do not recommend establishing the proposed *Schwarzman Center Advisory Committee* at this point, since we are still four-plus years away from opening. Nonetheless, the current committee shows how undergraduate and G&P students who are prepared to give considerable time to the endeavor can make significant

contributions. We recommend that the permanent advisory committee be convened when the new executive director is hired so there is about a two-year period for advance planning. Drawing on the work of the current committee, we recommend that the standing committee include a set of key administrators whose offices will be integral to the center, such as the executive director of Yale Dining, a set of student life administrators, and colleagues representing public safety and facilities. Peers with similar advisory councils vary in their ratio of student to nonstudent committee members and in their selection processes. For example, the University of Wisconsin's Union Council has fifteen members, nine of whom are students, while Kansas State University's Union Board has seventeen members, thirteen of whom are students. For success at Yale, we believe that members of the faculty should also be regular members of the committee to help forge the linkages to the educational life of the campus.

We think the center will benefit from having a number of student workers each year, hired by the executive director through an open recruitment process, available to G&P students as well as undergraduates. For example, a student interested in a culinary career might help with the Bistro; another student might assist with communications and social media outreach; a third might assist with one or more of the major events. A review of peer universities shows a range in the number of student workers. Brown and Princeton hire between twenty and fifty students each year. All report that student employees are important contributors to the overall programming and operations of their centers. We think these paid *Schwarzman Center Student Assistantships* can be

enriching opportunities for the students and the community, and we would encourage the executive director to offer some leadership training about managing events and staff as part of the role.

A further idea for student involvement raised during the Listening Tour is worthy of serious consideration, if the budget permits: creating a one-year paid *Schwarzman Fellowship* for at least two students who could be hired upon graduation – from Yale College or any of the schools – to work full-time on a particular set of projects for the center. We realize that the eventual budget may not accommodate the cost of Schwarzman Fellows, but we believe that a couple of recent graduates could provide important outreach to the Yale community and take on important assignments that advance the work of the center.

In the years before the Schwarzman Center opens or the successor committee is constituted, we think that students should continue to be engaged in imagining the center. For example, a Think-a-Thon is planned for February 2016 at which student groups will be invited to offer particular proposals for both the design and programming. If it is successful, a second Think-a-Thon might be desirable before the center opens.

VI. Conclusion



Stephen Schwarzman has given his alma mater an extraordinary opportunity. We should do nothing less than use his gift to reimagine Commons and Memorial Hall in ways that bring an additional dimension to student life at Yale. The Schwarzman Center can set a new standard for what a student center can be if we realize the goals outlined here. Every member of this committee thanks Mr. Schwarzman for offering us this chance.

This report and the architectural studies under way are only the beginning of the exercise. As we have underscored, the Schwarzman Center must always be approached as a “work in progress” if it is to achieve its objectives of delighting, engaging, and educating Yale students.

On behalf of the committee,

Lynn Cooley

Dean of the Graduate School of Arts and Sciences

Jonathan Holloway

Dean of Yale College



Appendices

APPENDIX A

Schwarzman Center Advisory Committee Members, May–December 2015

Lynn Cooley, Co-chair <i>Dean, Graduate School of Arts and Sciences</i>	Tyler Godoff, School of Management '16 <i>GPSS representative</i>
Jonathan Holloway, Co-chair <i>Dean, Yale College</i>	Kimberly Goff-Crews <i>Secretary & Vice President for Student Life</i>
James Bundy <i>Dean, School of Drama</i>	Robert Harper-Mangels <i>Assistant Dean, Graduate School of Arts and Sciences</i>
Susan Cahan <i>Associate Dean for the Arts, Yale College</i>	Martha Highsmith <i>Senior Advisor to the President & Provost</i>
Melvin Chen <i>Deputy Dean, School of Music</i>	Burgie Howard <i>Associate Vice President for Student Life & Dean, Student Engagement</i>
Marvin Chun <i>Master, Berkeley College</i>	Daniel Leibovic, Yale College '17 <i>Undergraduate representative</i>
Emily Coates <i>Lecturer, Theater Studies & School of Drama</i>	Amanda Lerner, Slavic Languages & Literatures '18 <i>GSA representative</i>
Joe English, Yale College '17 <i>YCC President, ex officio</i>	

Ree Ree Li, Yale College '16
Undergraduate representative

Linda Koch Lorimer
Senior Counselor to the President & Provost

Elizabeth “Mo” Mo, Pharmacology '18
GPSS President, ex officio

Skyler Ross, Yale College '16
Undergraduate representative

Cindy Rush, Statistics '16
GSA representative

Elizabeth Salm, Neuroscience '18
GSA President, ex officio

Gregory Sterling
Dean, Divinity School

Rafi Taherian
Associate Vice President, Yale Hospitality

Lauren Tilton, American Studies '16
GPSS representative

Wendy Xiao, MD/PhD Program '17
GSA representative

Catherine Bingchan Xie, School of
Medicine '22
GPSS representative

George Zdru
Director of University Planning

Important assistance was provided to the committee by:

James Elmasry

Senior Program Planner, University Planning

Erin Johnson

Assistant Secretary, Office of the Secretary & Vice President for Student Life

Michelle Koss

Executive Assistant to the Senior Counselor to the President & Provost

Charge to the Schwarzman Center Advisory Committee from President Peter Salovey

When I announced the gift, I also announced that I would form an advisory committee of faculty, students, and staff that would give advice to me about ways that the complex could be renovated and reimagined. We need to think through how the center can serve students from every school at Yale and become a crossroads for the campus, with creative programming that would augment the important social and intellectual activities of the residential colleges and each of the schools. Details about the aspirations for the center are outlined in YaleNews.

The committee will study the facility and assess its possibilities, and I hope it will discuss what will make for a successful campus center for Yale. The deans and I are also eager for the Schwarzman Center Advisory Committee to organize ways to solicit input from students and others across the campus. We imagine that this can be achieved through focus groups and meetings in the residential colleges and in the graduate and professional schools as well as with other groups that have beneficial counsel to offer about the new center.

My hope is that the committee will submit its recommendations to me about the Schwarzman Center by the Thanksgiving recess. These recommendations will be a source of helpful advice as we consider plans for the space.

May 2015

APPENDIX B: LISTENING TOUR SITES

Open Houses & Public Tours on September 15 and 16

Two open houses were held in the Schwarzman Center, where all members of the community were invited to learn more about the project, meet members of the advisory committee, tour the complex, and offer suggestions.

Information Sessions for the Yale Community

MONDAY, SEPTEMBER 14

School of Art, Green Hall

WEDNESDAY, SEPTEMBER 16

Bass Library, Thain Café

THURSDAY, SEPTEMBER 17

School of Nursing, 400 West Campus

School of Management, Evans Hall

Saybrook College, Dining Hall

Silliman College, Fellows Lounge

FRIDAY, SEPTEMBER 18

West Campus, Conference Center

School of Forestry & Environmental

Studies, Sage Hall, Bowers Auditorium

School of Architecture, Rudolph Hall

SUNDAY, SEPTEMBER 20

Jonathan Edwards College,

Junior Seminar Room

Morse College, Dining Hall

Bass Library, Thain Café

MONDAY, SEPTEMBER 21

Law School, Sterling Law Building

School of Public Health, LEPH,

Winslow Auditorium

School of Medicine, Edward Harkness

Hall, Marigold's

Graduate School of Arts and Sciences,

HGS, McDougal Center Common Room

School of Music, Leigh Hall

School of Drama, University Theatre

Pierson College, Blair Room

Trumbull College, Common Room

TUESDAY, SEPTEMBER 22

Kline Biology Tower, Café Foyer

THURSDAY, SEPTEMBER 24

School of Medicine, Edward Harkness
Hall, Marigold's

Divinity School, Niebuhr Hall

Calhoun College, Parlor Room

Davenport College, Common Room

Timothy Dwight College, Dining Hall

FRIDAY, SEPTEMBER 25

Kline Biology Tower, Café Foyer

School of Engineering, Dunham Hall,
Engineering Student Center

MONDAY, SEPTEMBER 28

Berkeley College, Dining Hall

Ezra Stiles College, Fellows Lounge

WEDNESDAY, SEPTEMBER 30

Branford College, Common Room

Information Sessions for Specific Groups

THURSDAY, SEPTEMBER 10

Graduate School of Arts and Sciences

SATURDAY, SEPTEMBER 12

Yale College Council

TUESDAY, SEPTEMBER 15

Postdoctoral scholars

Yale Drama Coalition

WEDNESDAY, SEPTEMBER 16

Yale Entrepreneurial Institute

Graduate Student Assembly

SATURDAY, SEPTEMBER 19

Association of Yale Alumni Board
of Governors

MONDAY, SEPTEMBER 21

New Haven's Arts Industry Coalition

InterFaith Forum at Yale

Athletics captains

Yale Dramat Board

TUESDAY, SEPTEMBER 22

Yale College Plenary Dean's Meeting

Dance leaders

THURSDAY, SEPTEMBER 24

International students

Graduate & Professional Student Senate

MONDAY, SEPTEMBER 28

Athletics coaches

Asian American Cultural Center

La Casa Cultural

TUESDAY, SEPTEMBER 29

Afro-American Cultural Center

MONDAY, OCTOBER 19

LGBTQ Student Cooperative

APPENDIX C: THE PRESSING NEEDS OF DANCE AT YALE

When we compare Yale with our peer institutions, we see that we are seriously deficient in not having a substantial dance studio. Harvard, Princeton, Stanford, and Brown all have studios – sometimes multiple studios – that range in size from 1,840 sq. ft. at Princeton (soon to be 3,240 sq. ft. in the new Lewis Center), to 2,770 sq. ft. at Brown, 3,500 sq. ft. at Harvard, and 6,000 sq. ft. at Stanford; these spaces can accommodate between thirty and seventy-five students. By contrast, at Yale we have a conglomeration of small studios that only accommodate a handful of students at a time, rendering them unusable for curricular classes and most dance groups. Our largest studio can accommodate fifteen to eighteen students. It is unfortunately located above a retail space owned by University Properties, which has generally restricted the hours during which the studio is available to after the store closes (9 p.m. most nights).

Yale University**BROADWAY REHEARSAL LOFT DANCE STUDIO**

Dimensions: 26 x 56 ft.

Square footage: 1,456

Marley: Yes

Capacity: 15–18 students (maximum occupancy based on fire code is 33)

Used for performance: No

Access: Studio reserved for academic courses by special arrangement with the Office of New Haven and State Affairs. Extracurricular student groups are allowed to reserve from 9 p.m. until midnight.
Exclusively for dance: No (theater rehearsals can reserve)

PLUS: Studio at 60 Sachem Street, 32 x 32 ft. Student groups can reserve 9 a.m. to midnight. Accommodates approximately eight dancers comfortably, engaged in spatially restricted technique class and choreography.

Brown University**ASHAMU DANCE STUDIO**

Dimensions: 35 x 80 ft.

Square footage: 2,776

Marley: No, wood floor (the program specializes in African and modern dance forms)

Capacity: 75 students

Used for performance: Yes, 105-seat black box theater

Access: Falls under the purview of the curricular dance program, with priority given first to for-credit dance courses, then student groups
Exclusively for dance: Yes (including visiting guest artists, lectures, and workshops)

PLUS: Brown is in the process of reevaluating and addressing its space needs for dance. Ashamu is the only dance studio devoted to the dance program. A multimedia building, the Granoff Center, opened relatively recently. While its design conceives of exchange “across the boundaries of individual arts disciplines and among artists, scientists, and scholars,” the room designs have some challenges for dance rehearsal and presentations (see brown.edu/academics/creative-arts-council/granoff).

Harvard University**HARVARD DANCE CENTER STUDIO 1**

Dimensions: 56.5 x 70 ft. (total floor space, including the area under the retractable seating)

Square footage: 3,500

Marley: Yes

Capacity: 50–75 students

Used for performance: Yes, 175-seat black box theater, with retractable seating

Access: Overseen by the Harvard Dance Center with priority given first to for-credit dance courses, then not-for-credit dance classes, then student groups
Exclusively for dance: Yes

PLUS: One smaller studio in the Harvard Dance Center, and smaller studios around campus for student groups

Princeton University

THE HAGAN STUDIO (largest studio until 2017 when new building opens; see specs below)

Dimensions: 40 x 46 ft.

Square footage: 1,840

Marley: Yes

Capacity: 50–60 students possible; 30 students most comfortable

Used for performance: Yes

Access: Overseen by the academic Program in Dance. Booked solidly, priority given first to curricular dance courses, then cocurricular work, then student dance companies

Exclusively for dance: Yes

LARGE STUDIO/BLACK BOX THEATER FOR DANCE (will open in 2017)

Dimensions: 58 x 56 ft.

Square footage: 3,248

Marley: Yes

Capacity: 50–60 students

Used for performance: Yes, approximately 100-seat black box theater with retractable seating

Access: Overseen by the academic Program in Dance; priority given to curricular dance courses, then cocurricular work, then student dance companies

Exclusively for dance: Yes

PLUS: The new building will also include three additional dance studios:

Studio 1 – 40 x 43 ft.

Studio 2 – 48 x 61 ft. (approx.; room is not an exact rectangle)

Studio 3 – 42 x 44 ft.

Stanford University

ROBLE DANCE STUDIO (currently under renovation)

Dimensions: 60 x 100 ft.

Square footage: 6,000

Marley: Yes

Capacity: 45 students for ballet and modern; 150 for social dance classes

Used for performance: Yes, approximate 200-seat capacity on portable risers

Access: Scheduling prioritizes dance courses, then faculty rehearsals, student rehearsals for departmental productions or choreography classes, and then access for the approximately 40 dance clubs

Exclusively for dance: Yes (occasionally used by martial arts groups)

PLUS: The same building, the Roble Gym Complex, contains several dance studios.

APPENDIX D: DESIGN CONSIDERATIONS FOR DINING

Commons. The renovation of Commons can create a dining “Marketplace” like SOM’s new campus, with a series of food outlets or stages bordering the dining area. Each outlet can have its own food format and identity, where the majority of the food’s final preparation and cooking is performed in front of the diners. The platforms in Commons will offer choice, convenience, and simplicity with a range in price-points. This configuration will create a dynamic, lively, and interactive environment, comparable to that of SOM. In addition, exhibition cooking will highlight the freshness of the food.

Food choices. The following outlets or stages are currently under consideration, but the cuisine for Commons will be refined as the executive director of Yale Dining works with the architects and later with the executive director of the center:

“Soup and Salad” (to include fresh baked goods and desserts): This platform will exemplify the commitment to fresh, healthy, and high-quality “Just in Time” (JIT) salads and composed cold entrées. While chefs prepare salads and other offerings, they will also attend to last-minute requests and questions from customers. Cold food will be displayed in a way that is attractive, easy to access, and properly refrigerated. Whole fruit, cut fruit, salad bar, soups, panini, and bread will be featured.

“From the Oven”: This platform will offer a variety of items produced in a rustic brick oven: fresh tossed pizzas, specialty flatbreads and breadsticks, baked pasta dishes, roasted vegetables (including signature potatoes), as well as house-seasoned and roasted meats.

“Eat Local/Eat Global”: This platform will use delicious, local ingredients and products of the New England region to create a variety of ethnic cuisines. Tossed-to-order salad of the day, noodle station offering both Asian and Italian options, dim sum steamers, and sauté station featuring customer selection from all locally sourced ingredients prepared with health in mind (including whole grains, vegetables, and meats) are contemplated.

“From the Pantry”: For students seeking a snack between meals, this platform will offer items that are familiar to them from their pantry at home. Cold cereal with milk, whole fruit, ice cream, sweet and salty snack food, hot and cold beverages are likely.

Design issues for Commons. In designing the Commons, the executive director of Yale Dining believes the following issues need to be taken into account:

1. Decorative contemporary design, color, and textures
2. Ample space for queuing
3. Flexibility
4. Areas designated for Unit Manager/Service Manager office
 - a. Adequate space for three full work stations, overhead shelving, file storage, audio controls, and security camera monitors
 - b. Windows for complete visibility throughout the receiving area/server/dining
 - c. Ergonomic furniture

- d. Provision for security, camera monitors, and screens
- e. Comfort air, including air conditioning
- f. Provision for secure cash storage (safe) and room to count money
- 5. Energy-efficient decorative lighting
- 6. Lighting in server and kitchen areas to promote natural color rendering of food, products, and displays
- 7. Natural lighting with adjustable window treatments to reduce ambient light and heat gain
- 8. Comfort air (including air conditioning) in the kitchen and server areas
- 9. Controls to provide energy-efficient selections for lighting and climate control
- 10. Configuration for ease and flow of patrons
- 11. Provision for trash and waste food containers throughout
- 12. Visibility and ease of access to all platforms
- 13. Durable surfaces that minimize maintenance and are easy to clean as well as materials that offer unique styles and appearance
- 14. Acoustic noise reduction treatments
- 15. Provisions for safety and security

Preliminary food and seating concepts for the Bistro. We want to use local and seasonal ingredients to create a continuous fast, casual service style. These menu items are intended only to suggest the possibilities.

1. Morning: fresh baked morning breads, pastries, oatmeal, yogurts, and egg-inspired dishes
2. Lunch: tossed-to-order salads, artisan handcrafted sandwiches, sliders, chili, fresh soups, gourmet wings, authentic sushi, fresh juices and smoothies
3. Dinner and late-night dining: tossed-to-order salads, artisan handcrafted sandwiches, sliders, chili, fresh soups, authentic sushi, fresh juices and smoothies; wine and beer

The seating/service area should be diverse in size and style, with a combination of soft and hard seating. Also, the seating should not be in one homogeneous large unit, but rather offer flexible seating in blocks of twenty to sixty that convey a sense of openness but are designed to offer a sense of intimacy as well. There needs to be the ability to open and close individual platforms and concepts and to use a combination of carts, kiosks, and platforms. Several students suggested that there be ways for New Haven vendors to serve food on occasions (like indoor carts), or ways for students to offer “pop-up” restaurants, either in the Bistro or elsewhere. The Bistro needs to provide multimedia and large screens for broadcasting movies, sporting events, or other forms of visual entertainment.

Charging stations need to be ubiquitous, and wireless broadband of excellent quality is a must throughout the center.

APPENDIX E: A DAY IN SCHWARZMAN

FRIDAY, FEBRUARY 19

Dome Room	7 AM Yoga 	11 AM AYA Virtual Careers Luncheon: Tech Careers Donna Dubinsky YC '77 CEO, board chair, and co-founder of Numenta	3 PM Yale Students and Alumni of Yale (STAY) Meet and Greet	5 PM Schwarzman Tea Ben Schiller, writer for Co.Exist, the FT, and Yale e360	7 PM Movie screening Yale Environmental Film Society 	11 PM Sabrosura Salsa Dance Lessons Yale's Latin Dance Team	
	Commons and the Colonnade	11 AM–2 PM Luncheon 	Breakdown/set up			9 PM–2 AM DJ Dance Party 	
Bistro	7 AM–5 PM Light fare 	5 PM–7 PM Dining 			8 PM Shades A Cappella 25th Anniversary Jam	9–11 PM Late-Night Dining 	
Presidents' Room	7 AM–5 PM Graduate and Professional Student Use 	5 PM Wine and cheese reception			7 PM Graduate and/or Professional School Dinner 		
Meeting Spaces		1 PM TEDx Yale 2021 Planning Meeting	3 PM Yaledancers Info Session 	5 PM Global Network for Advanced Management Investment Competition Team Meeting	7 PM Graduate Student Assembly Steering Committee Meeting	9 PM FroCo FroYo Social 	11 PM Yale Environmental Law Association Meeting

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Yale