Sustainable Living and Learning Communities

Fall 2013-Winter 2014

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Table of Contents

	Page
I. Executive Summary: Relevance, Findings, Recommendations	**3**
II Project Background: Relevance, Historical Context, and Opportunity	**5**
III. Methods	**5**
a. Stakeholder Identification	**6**
b. Communication	**6**
IV. Determining Guiding Values	**7**
a. Values Proposition	**7**
b. The Relationships Web and Range of Experience Diagrams	**8**
c. Community Forum	**8**
d. Re-Naming the SRA	**9**
V. Findings	**10**
a. Dual Purpose of Project	**10**
b. Design Opportunities	**10**
V. Obstacles Encountered	**12**
VI. Risks & Recommendations	**12**
VII. Acknowledgements	**14**
VIII. Appendices	**15**

I. Executive Summary

Purpose

The purpose of this project is to articulate the Sustainable Living and Learning Communities (SLLC) as a distinct neighborhood for inclusion in the 2015 UC Davis campus Long Range Development Plan (LRDP), as well as for the SLLC as a guide for future development. The SLLC is comprised of The Student Farm, Experimental College (EC) Gardens, Domes, Tri-Cooperatives, and Project Compost. The 2015 LRDP aims to reorganize the UC Davis campus into several 'neighborhoods' that share overarching goals and create unique student experiences. Previously, LRDPs have organized the campus into zones, such as student housing, academic buildings, or research fields without recognizing areas of similar purpose that serve different functions.

Findings: Values, Range of Experience, and Relationships

The SLLC is valuable not only to people within the spaces, but to the University as well. The values of intentional action, connection to food and land, experiential learning, and community intersect in a combination unique within the UC Davis campus and UC system. Students render the space valuable by co-creating their environment through working, living, and learning. They are able to engage with the spaces across a broad range of experiences depending on their desired level of involvement. Similar programs or learning experiences may be provided at various scales, but none combine such diversity within a distinct neighborhood that shares highly interconnected values and relationships. A values proposition, relationships web, and range of experience diagram (Appendices I, II, and III) demonstrate the breadth and depth of influence the SLLC fosters within relationships and individual experiences throughout the University.

Findings: Design Opportunities

The SLLC capstone team has identified several opportunities for support or development within the SLLC based upon outreach with all primary stakeholders. These opportunities reflect and adhere to the core values articulated in the Values Proposition developed with SLLC members and were evaluated according to their feasibility and relevance. The team used a Human Centered Design process to engage the larger SLLC population in brainstorming and synthesis of ideas. From this collaborative process, four major opportunity areas were identified including: *unifying community, coordination between communities, outreach and accessibility, and widening impact*. Ideas in each category aim to expand the program values and support community members' current activities. Their feasibility varies based on funding, labor hours involved, and ease of implementation.

Recommendations

The SLLC capstone team has several recommendations for faculty, professors, students, and community members in order to ensure that this project produces tangible results and positively impacts the SLLC's relationship with the University without compromising the autonomy of the communities. First, the team recommends that Bob Segar, Assistant Vice Chancellor of Campus Planning, include this project's vision of the SLLC as a neighborhood into the 2015 LRDP

authentically. Next, the team recommends that Tom Tomich, Director of the Agricultural Sustainability Institute, facilitate student involvement in projects similar to this in the future. Lastly, the team recommends and heartily encourages future students to work together with SLLC community members to bring any or all of the design ideas into a tangible form.

II. Project Background

Context

The Sustainable Living and Learning Communities (SLLC) project was born from the intersection of the 2015 Long Range Development Plan (LRDP) for UC Davis and the Sustainable Agriculture & Food Systems (SA&FS) capstone course: Environmental Science and Policy (ESP) 191. Additionally, recent history within the SLLC also prompted student interest in articulating the value of these communities to the University.

In 1989, the UC Davis LRDP slated the SLLC land for the development of the Aggie Stadium. Bob Segar, Assistant Vice-Chancellor of Campus Planning, started working at UC Davis the same year and witnessed the resulting uproar from the communities threatened by the stadium's development. Students served as effective organizers in response to this threat and formed the Sustainable Research Area (SRA), a student-led coalition that demanded that the spaces be preserved in perpetuity. They succeeded in doing so. Twelve years later, in the 2001 LRDP, the SRA communities and land were preserved "as is" in response to development concerns. There was little to no mention of the future of the spaces, and the spaces were essentially "off the map."

Between the years of 2001 and 2013, several of the spaces faced the threat of closure from various campus entities. Davis Student Cooperative, one of the Tri-Cooperative Houses, was threatened with closure due to ADA non-compliance in 2009. Then in 2011, the Domes were also threatened with closure due to ADA non-compliance. In 2013, the Experimental College, governing body of the Experimental College Gardens, was suspended by the Associated Students of UC Davis (ASUCD) due to financial issues. All remain open due to grassroots student and community campaigns working to preserve the spaces.

Opportunity

SA&FS students have the opportunity to partner with Bob Segar to use the 2015 LRDP as a way to *support* the unique relationships and activities within the SLLC. In this round of planning, the traditional form of land-use zoning for development will be replaced by the concept of unique and integrated neighborhoods on campus. To develop the SLLC as a neighborhood, the capstone team reached out to SLLC members in order to create authentic materials for Bob Segar's use. By translating the value and potential of these spaces to the University in the 2015 LRDP, the capstone team has the opportunity to go beyond preservation of these communities by highlighting opportunities for further growth and support as a distinct "neighborhood" on campus.

III. Methods

The SLLC capstone team's role consisted of collecting, synthesizing, and translating the existing values and potential future opportunities of the SLLC in a comprehensive manner for the campus planning department to utilize in the 2015 LRDP. In order to collaborate effectively with multiple campus groups, the team adopted the Human Centered Design (HCD) approach to guide the project. HCD provides a collaborative process through which the team could hear the needs of

all the people and communities comprising the SLLC while creating innovative solutions that are culturally and economically appropriate. The team used personal interviews, focus groups, formal meetings, community meetings, email listservs, interactive posters, and online surveys in order to communicate with stakeholders.

Stakeholder Identification

Initially, affiliated groups were organized into primary and secondary stakeholder categories. *Primary stakeholders* were defined as organizations that would be most impacted by any potential changes to the conceptual or physical structure of the SLLC. *Secondary stakeholders* were defined as organizations that potentially have an interest in the future of the SLLC or that may be impacted through association.

Primary Stakeholders	Secondary Stakeholders
The Student Farm	Agricultural Sustainability Institute (ASI)
The Experimental College (EC) Gardens	Dean Helene Dillard of the College of Agricultural and Environmental Sciences
The Domes	Students of the Sustainable Agriculture & Food Systems Major
The Tri-Cooperatives	
Project Compost	

The team struggled to categorize the Tri-Coops due their geographic separation and distinct social community, but agreed that the full inclusion of the Tri-Coops would strengthen both the identity of the SLLC and their capacity for future engagement. Similarly, the team had relatively minimal contact with Project Compost initially, but included them with the intent that their involvement would expand in the future.

Communication

Effective use of outreach methods was crucial to the project in order to reach a spectrum of members as well as solicit useful responses. Initially, the team focused on meeting with the main organizers within each space, attending existing community forums, and conversing informally with SLLC members. Gathering concise, yet thorough, material proved to be a main challenge. In particular, engaging general community members during the abstract portions of the project was difficult. The team continued to proactively establish relationships with community members.

Feedback from community members throughout the SLLC was gained via email requests, online surveys, poster responses, and informal conversations. However, the majority of information came from the perspectives of highly involved community members with strong interests in their community's future. The team had concerns that this lack of participation from all participants

would lead to an inaccurate representation. Thus, SLLC members were encouraged to review and evaluate the team's outcomes as they were developed over the course of the project. Such transparent and continuous communication helped the team to establish trust with stakeholders, as well as providing indicators that the project was appropriately directed and developed.

IV. Determining Guiding Values

Values Proposition

Purpose

The Values Proposition was created in order to (1) articulate and explain what the SLLC collectively values and (2) articulate how the SLLC as a neighborhood is valuable to the University. This document also serves as point of reference to ensure that the project and any outcomes are authentic to the SLLC.

Methods

Producing the Values Proposition included several iterations of outreach to stakeholders, team synthesis, and revision. The initial outreach consisted of open-ended questions to community members of why they value their spaces. From there, the team synthesized responses into several categories using HCD activities. This initial product was then sent back to stakeholders for comments. The team repeated this process several times, incorporating specific critiques and comments into three drafts.

Outcome

The team found four values that represent the overarching goals and activities of the communities within the SLLC. They are described in further detail in Appendix I.

- *Intentional Action* is the value that encompasses all others. It is the emphasis placed by all participants on conscious decision-making, interaction with each other, and modification of the environment. This intention is brought to every activity in the SLLC and can be seen via a focus on process.
- *Connection between people, food, and land* is unique within the University, and often first attracts participants to the space. It provides an intimate, dynamic relationship with local ecological cycles and food production.
- *Experiential learning* fortifies this connection via participant driven projects and creates a learning experience that exercises different mind muscles compared with common University activities, including an emphasis on reflection.
- *Community* refers to the social network that thrives within these spaces. The SLLC provides the intellectual, creative, and supportive space in which to learn and grow as individuals and as a community. Participants share resources and experience, and are in constant conversation with one another.
- *Space* is easily accessed and is unique due to its co-creation by community members over the past forty years. Physically, the space houses and interacts with community activities and

relationships. It also provides less tangible emotional and mental benefits.

The Relationships Web and Range of Experience

Purpose

The purpose of creating the Relationships Web diagram (Appendix II) is to visually represent the complex network of relationships and interactions within and between the various communities comprising the SLLC and the wider campus community. The diagram highlights the interconnected nature of the SLLC while also demonstrating areas where further support and growth is possible.

The "Range of Experience" diagram provides examples of various levels of participation within the SLLC; all levels are valuable in distinct ways. Participation ranges in breadth and depth, and progression through experiences is not necessarily linear. Community members may experience multiple levels simultaneously within one or more communities.

Methods

The team began by conducting outreach to the various communities. The team members' personal experiences and knowledge of the communities was also drawn upon to fill in the Relationships Web. As feedback was gained from stakeholders, the web went through several revisions and adjustments.

After completing the Relationships Web, knowledge of these activities was used to diagram the various phases of involvement and experience within the SLLC. The descriptions and examples of each phase went through several revisions throughout the course of the project based upon feedback from stakeholders, transitioning away from specific examples of experiences reflected solely the Student Farm, EC Gardens and Domes to more overarching descriptions and sample experiences from all of the SLLC. The final version of the diagram was chosen for its clarity and ability to visually articulate both the progression through various phases, as well as layers of overlap wherein individuals may take part in the full range at various points and levels of commitment.

Outcome

Both the Relationships Web and Range of Experience documents are attached in appendix I and II. These documents served as foundational tools throughout the community design process of envisioning opportunities for further support and growth. They were also used as tools with which to evaluate these opportunities in order to ensure that various ranges of experience were targeted and relationships were strengthened where possible.

Community Forum

Purpose

After creating the guiding documents, the team organized a community forum in order to directly involve members of the various SLLC communities in the design process itself.

Methods

The forum began with a brief overview and introduction to the project in order to orient anyone who was not familiar with the project and community process. After articulating the purpose of the project and the forum itself, the team transitioned into a "world cafe" style brainstorming activity. Four stations were set up around the room where large maps depicting aerial views of the communities were laid out on tables with pens so that individuals could interact with the spaces and draw opportunities or record ideas. Each station had a different theme: 1) Accessibility, 2) Ownership/Initiative, 3) Non-physical and Beyond, 4) Other Creative Ideas. A team member was stationed at each table to help facilitate the conversation and activity. Additionally, the team facilitated a comprehensive discussion about the meaning of subjects and nouns used in re-naming the Sustainable Research Area.

Outcome

Many of the ideas that were expressed during the "world cafe" brainstorming activity reinforced feedback that had been gathered through earlier community outreach. All of the ideas were recorded and compiled into a complete list that informed the final opportunities and alternative futures product. The team also received positive feedback from the forum and was able to answer lingering questions regarding the purpose of the project and expected outcomes. Lastly, five final names were chosen by the forum attendees to be included in a community-wide survey.

Renaming the Sustainable Research Area

Purpose

It was a goal from the beginning of the project to rename the space formerly known as the Sustainable Research Area (SRA). Since the 1989 LRDP and conflict over the potential construction of the Aggie Stadium, the name Sustainable Research Area has mainly existed as a theoretical title evoked under threats of closure from University entities. However, "Sustainable Research Area" fails to reflect the central values and activities taking place in these organizations that make these unique spaces value-intensive. The process of renaming the communities was made in order to create a name without a history of antagonism while allowing community members to take ownership over how their spaces are represented.

Methods

The outreach to the communities during the renaming process relied mainly on emailed surveys. The team started gathering names through informal conversations, and followed these with an SLLC-wide email explicitly asking for suggestions. From that input, the first survey was created with 21 options. The second survey narrowed it down to 13 options. At the Community Forum, a focus group of 25 people further reduced it to 5 options. Lastly, a fourth and fifth survey was emailed to the entire SLLC for voting. For a more detailed timeline, explanation, and discussion of results, please see Appendix IV.

Outcome

With 163 responses for the final online survey, the name Sustainable Living and Learning

Communities was chosen.

V. Findings

Dual Purpose of Project

At the outset of the project, the team expected to create specific deliverables designed to communicate the value of the SLLC to the University. These included the Values Proposition, Guiding Documents, the Renaming of the SLLC, and descriptions of Future Opportunities. However, as the project evolved the team recognized that many of the opportunities identified by the communities were most likely to be manifested by the communities themselves. Therefore, the project developed a dual purpose of providing not only Bob Segar with valuable information regarding the value of the SLLC, but also providing documentation and a record of potential future projects that will serve to perpetuate, support and strengthen the common values and activities manifested in the SLLC across various dimensions.

Design Opportunities

The following ideas are a compilation of explicit suggestions from community members and the team's interpretations of desires expressed during outreach and the design process (See Appendix V for diagram). Each is evaluated in detail according to feasibility, maximization of SLLC values, and overall impact in Appendix VI. These ideas are flexible and arose in response to current articulated needs. Their effects can be manifested along a continuum of impact ranging from individual SLLC programs to coordination among SLLC communities and impact beyond the physical communities themselves and have the potential to impact the SLLC Web of Relationships (Appendix VII).

Opportunity I: Unifying Community

A unified area will allow for the sharing of resources and mutual support between all SLLC communities that will support community cohesion and coordination. Integrating the resources and networks, which are well developed in each space, will also strengthen programmatic functioning of the entire SLLC. This geographical 'headquarters' will additionally provide an access point for visitors, as well as resources for other campus organizations. A large part of this centralization is assumed to occur around the soon to be vacant Extension Center buildings.

- **Office relocation**
    - **Project Compost office relocation**
- **Community kitchen**
- **Resources library**
- **EC Garden common area**

Opportunity II: Coordination Between Communities

Coordination between spaces provides an opportunity to facilitate on-going conversations between the spaces as a way to increase support for SLLC members. In its current form, the spaces have no consistent communication method in which all members are represented together. There is no formalized system in which the stakeholders can relay information between themselves, or to the greater community as a unified group. Examples of coordination projects:

- **Integration ASI**
- **SLLC committee**
- **Academic Coordinator**
    - **Social media intern**

Opportunity III: Outreach and Accessibility

Developing the SLLC as a neighborhood requires accessibility and easy navigation for both involved and potential members. Understanding the value and function of the SLLC can be difficult upon first glance. Physical entry points, key programs, and ways to get involved are unclear. Facilitating entry into and navigation through the SLLC will make the communities more accessible to each other. Additionally, the neighborhood will be more accessible to potential participants and passers-by, thereby potentially increasing future involvement.

- **Online presence**
    - **SLLC newsletter**
    - **Interactive story map**
- **Physical accessibility**
    - **Entryways and signs**
    - **Pathways and clear transitions**
    - **Campus outreach from the Tri-Cooperatives**

Opportunity IV: Widening Impact

There is a desire within the SLLC to create space for and support further engagement beyond the communities themselves. This engagement may range from physically proximate communities to similarly oriented partners, and will involve widening both the spatial and temporal relationships of the SLLC. Developing partnerships will expand the SLLC's opportunities to support and be supported in future projects and endeavors.

Currently, alumni and active members of the communities that comprise the SLLC rely primarily on social ties to maintain a flow of information and knowledge. The goal of these alternative futures is to create opportunities for community members and partners to build relationships with one another, even when not physically grounded within the spaces themselves.

- **Public Food Forest**
- **Service Learning**

- **Street Names**
- **Orchard Park Relationship Building**
- **Walking Path and Interpretive Trail**
- **Alumni Network**

VI. Obstacles Encountered

Subjectivity v. Objectivity

As the majority of the group members involved in the SA&FS capstone team have been deeply involved in the SLLC, there is a risk that personal biases of group members may direct the documented needs and opportunities of the spaces away from the authentic voices of the stakeholders. Thus, the team has made a conscious effort to accurately record what the stakeholders communicate without personal biases from team members.

One method of checking personal biases was to designate team members not directly involved in the community to conduct stakeholder outreach. Although this method had the intention of preventing personal opinions and experiences from influencing outcomes, the team also recognized the value of having team members that were intimately connected to communities comprising the SLLC. This insider perspective also served to facilitate trusting relationships, honest conversations, and an intimate understanding of the dynamics as work within the SLLC.

VII. Risks & Recommendations

Risks

(1) The SLLC could continue to be undervalued by the University.

The impetus for this project is the historically unstable relationship the SLLC has had with the University. This project aims to bridge the gap between the two so that both can move forward to a more supportive and constructive relationship. This project risks having little or no effect on the future relationship with the University.

(2) Partnerships may decrease community autonomy.

The SLLC is comprised of several self-governing communities that flourish because of their independence. Partnerships with other groups, such as ASI, may leave the SLLC vulnerable to outside structures imposing oversight or direction. Such institutionalization may be unwelcome in spaces, and community members have expressed wholeheartedly and often that they want to retain their autonomy.

(3) Project may not produce tangible results.

The largest obstacle within the SLLC is student turnover. Like so many projects before this, there is a real risk that this project will lose momentum and cease to have an impact once team members graduate.

Recommendations

Throughout the project, the team received positive support from many groups and individuals, including administrators. It is clear that there is a critical mass of people who want to see the SLLC thrive. Therefore, the team recommends that all actors work together to accomplish these goals while recognizing the varying spheres of each actor's influence.

Administrators and Faculty

As employees of the University, administrators and faculty provide stability and institutional memory within an ever-changing student population. Supporters in these roles can aid the SLLC by providing the continuity and professional development of organizational structures. Furthermore, they can help to connect students to funding opportunities and partnerships.

Assistant Vice Chancellor of Campus Planning, Bob Segar

The team recommends that the groundwork provided by articulating the values and mapping of relationships within the SLLC be incorporated into the LRDP as authentic, student-developed materials. Furthermore, the team recommends that Bob Segar help translate the value of these spaces to the University in order to strengthen the relationships between the SLLC and University administrators.

College of Agricultural and Environmental Sciences, Dean Helene Dillard

Because Dean Dillard is a new UC Davis community member, the team recommends that she become more acquainted with the students within the SLLC and become an administrative ally for the spaces in the future.

Agricultural Sustainability Institute Director, Tom Tomich

The team recommends that Tom Tomich help facilitate another SA&FS capstone team focused on supporting the SLLC as a neighborhood if future students show interest. Furthermore, the team recommends that ASI build a stronger relationship with the entire SLLC and explore an institutional partnership.

Students and Community Members

Future SA&FS Capstone Students

The team recommends that future SA&FS capstone students pursue the ideas outlined in the project or develop their own. All future projects must come from the students and SLLC members in order to keep the space authentic and accountable to one another. The team also recommends that these students be passionate and committed to developing or maintaining relationships with SLLC members in the long run.

SLLC Members

The team recommends that all SLLC members engage with the process of student-led

development projects by making themselves available for consultation and sharing their opinions. The strength of these communities depends on the support of community members.

VIII. Acknowledgements

The SLLC capstone team would like to acknowledge all those who collectively helped to inform and direct this project.

Bob Segar, Assistant Vice Chancellor of Campus Planning

Without the support and collaboration of Bob Segar, this project may never have been initiated or had the potential to incorporate the SLLC as a distinct neighborhood into the 2015 LRDP. Bob Segar's recognition and appreciation of the SLLC has been critical to moving beyond threat and preservation towards further support.

Tom Tomich, Sara Tiffany and the SA&FS Senior Capstone Class of 2013-2014

Thank you for creating a supportive space within which the team could learn from fellow students and grow through self-directed learning.

Members of the SLLC

Without your support, valuable input, and collaboration this project would fail to authentically reflect the values and desires of the communities themselves. Your involvement throughout the project has been critical to its success, and the team is incredibly grateful.

IV. Appendix

	Page
Appendix I: Values Proposition	**16**
Appendix II: Current SLLC Web of Relationships	**21**
Appendix III: SLLC Range of Experience	**22**
Appendix IV: Renaming Process	**23**
Appendix V: Outcomes Diagram	**25**
Appendix VI: Descriptive Future Opportunities	**26**
Appendix VII: Possible SLLC Web of Relationships	**43**
Appendix VIII: Project Proposal	**44**

Appendix I: SLLC Values Proposition

Program Concept

The SLLC program encourages students to take intentional action at the community level through experiential learning with food and land in way that is unique within the UC Davis campus, as well as the wider UC system. Students render the space valuable by co-creating their environment through working, living, and learning. The spectrum of influence of the SLLC extends from students and community members directly involved in the communities to visiting tour groups that become exposed to these types of activities and living for the first time.

What is the SLLC?

The communities within the SLLC have developed as a result of contrasting student desires and differ from one another in regards to their organizational structures, functional processes, and interpersonal relationships. The common foundational beliefs between these groups of people unite their experiences and substantiate a cohesive neighborhood, which models and manifests their values. Their differences complement one another, creating a balanced and complex window into sustainable living, learning, farming, and gardening.

The Domes

The Domes experience sustainable living and learning through residency and community. UC Davis engineering students built the housing structures in 1972, and students have occupied them ever since. Twenty-six students live on the land and participate in their community through shared meals, tending garden spaces, and collaborating together on projects. Students share in the responsibility of governing the cooperative housing community through consensus-based decision making. While living at the Domes, students interact and are present within the SLLC 24/7.

The Experimental College Gardens

The Experimental College (EC) Gardens, were started in the 1970s by students and provide gardening space on campus for students, faculty, and Davis community members. EC Gardeners are able to design, plant, and tend their own garden plots while benefitting from the resources available to all gardeners. A student Director and a Garden Board serve as governing bodies of the space. Walking through the EC Gardens, it is abundantly clear how valued and cared for the space is by the 250 gardeners who use it.

The Student Farm Market Garden and Ecological Garden

The Student Farm offers any student interested in organic market production an opportunity to work, volunteer, or take a class at the Student Farm. Started by students in the 1970s, the space has steadily grown through its Ecological Garden program, which provides garden-based learning for schoolchildren, and its increased production of vegetables for a Community Supported Agriculture (CSA) business model. The Farm is supported by sales to its CSA members and UC

Dining Services, as well as an endowment fund. With the creation of the Sustainable Agriculture and Food Systems major, the Student Farm is becoming increasingly popular and well loved.

The Tri-Cooperatives

The Tri-Cooperatives is a cooperative community comprised of three houses: the Davis Student Co-op (DSC), Pierce Co-op, and Agrarian Effort (Ag). Students living in the Tri-Coops experience communal living similarly to the Domes and operate under consensus-based decision making. Because of a high density of residents, the Tri-Coops foster community and the social networks that are deep and unique within the SLLC.

Project Compost

Project Compost focuses its efforts on action and education pertaining to composting. Student employees and volunteers divert food waste from the Coffee House and other programs on campus into useable compost material for the use of the wider UC Davis community. Additionally, they offer free workshops and demonstrations to the public. Project Compost is a student-run and student-funded unit of Associated Students of the University of California, Davis (ASUCD) with four student staff members that cooperatively manage it with the help of many interns and volunteers.

What the SLLC Values: A Value Proposition

In the SLLC, people and land co-create a community unlike any other on the UC Davis campus. The groups comprising the SLLC -- The Domes, the Student Farm, the Experimental College gardens, the Tri-Cooperatives and Project Compost -- are characterized by Experiential Learning, Community, and Connection to the Land. These facets are held together by Intentional Action and Student Initiative. This combination of values is unique to the SLLC within the University of California campuses.

Experiential Learning manifests through cycles of hands-on experimentation, practice, and reflection. Whether experimenting with new horticultural techniques, practicing low-impact housing maintenance, or learning from peers about small scale market production, participants are free to develop and pursue their own interests and regularly apply what they learn in and out of classrooms. Experiential learning complements classroom knowledge by cementing it in practical experience, which is a valuable opportunity for students. By reflecting on their experimentation, people within the SLLC are able to attach value and meaning to activities while developing long-term analytical and critical perspectives that support capable graduates.

The effectiveness of such learning is evidenced through impacts that former SLLC community member have made in their own communities. In Davis alone, students who engaged within the Davis area started all the Food Co-op, Bike Collective, and Farmer's Market.

Community bridges the disconnect between and among people and the land, creating a vibrant social network. Participants in the SLLC are constantly in conversation about what these spaces mean and how they can develop further. All of the programs within the SLLC were initiated by groups of students unified by common beliefs and are managed through community member leadership and participation. The programs continue to be focused and organized by students' priorities and visions. Students are free to explore, pursue, and develop projects -- many of which become permanent components after the students have graduated. These areas are constantly evolving as new members engage and contribute unique ideas and skills. Community members also share resources, knowledge, and successes or failures in such a way that demonstrates the importance of communication and interdependency. For many, the SLLC communities provide a personally supportive social environment and create relationships that last past graduation.

Relationships Between People, Food, and Land provides an opportunity for students to engage with the ecological diversity and cycles that are integral to daily activities. For students without access to undeveloped space, the opportunity to work with land is a primary motivator for interacting within the SLLC. Working with the land fosters a clarity and relaxation that comes with time spent in the spaces. Community members develop an intimate, experiential knowledge of food production as well as the local environment. The natural environments around them form the cultures of the SLLC, and the natural environments in turn reflect the community members' cultural values. The strength of the SLLC is that people can encounter and experience different scales and styles of food production: agriculture at the Student Farm and Project Compost, horticulture at the EC Gardens, and permaculture at the Domes and Tri-Cooperatives.

Intentional Action encompasses the values held within the SLLC. Community members engage critically with normative behaviors and beliefs in order to conscientiously choose whether or not to adhere to them. Striving to find and test alternative methods creates a dynamic space of evaluation and regeneration. This characteristic promotes the development of engaged citizens who critically reflect and motivate change in all aspects of their lives and their communities. Intentional action emphasizes creativity, building, and co-creation. The SLLC is about playing **a role** in the outcome.

Student leadership, empowerment, and initiative complement intentional Action. All of the spaces within the SLLC were started intentionally by students, have been continually maintained by students, and represent a unique space on the UC Davis campus by maintaining relevance after 40 years of existence. The programs here sustain an integrity and authenticity due to their reliance on student initiative. Leadership driven by temporary, highly involved students involve risks, but these risks are embraced due to the benefits and validity provided by true Student Voices.

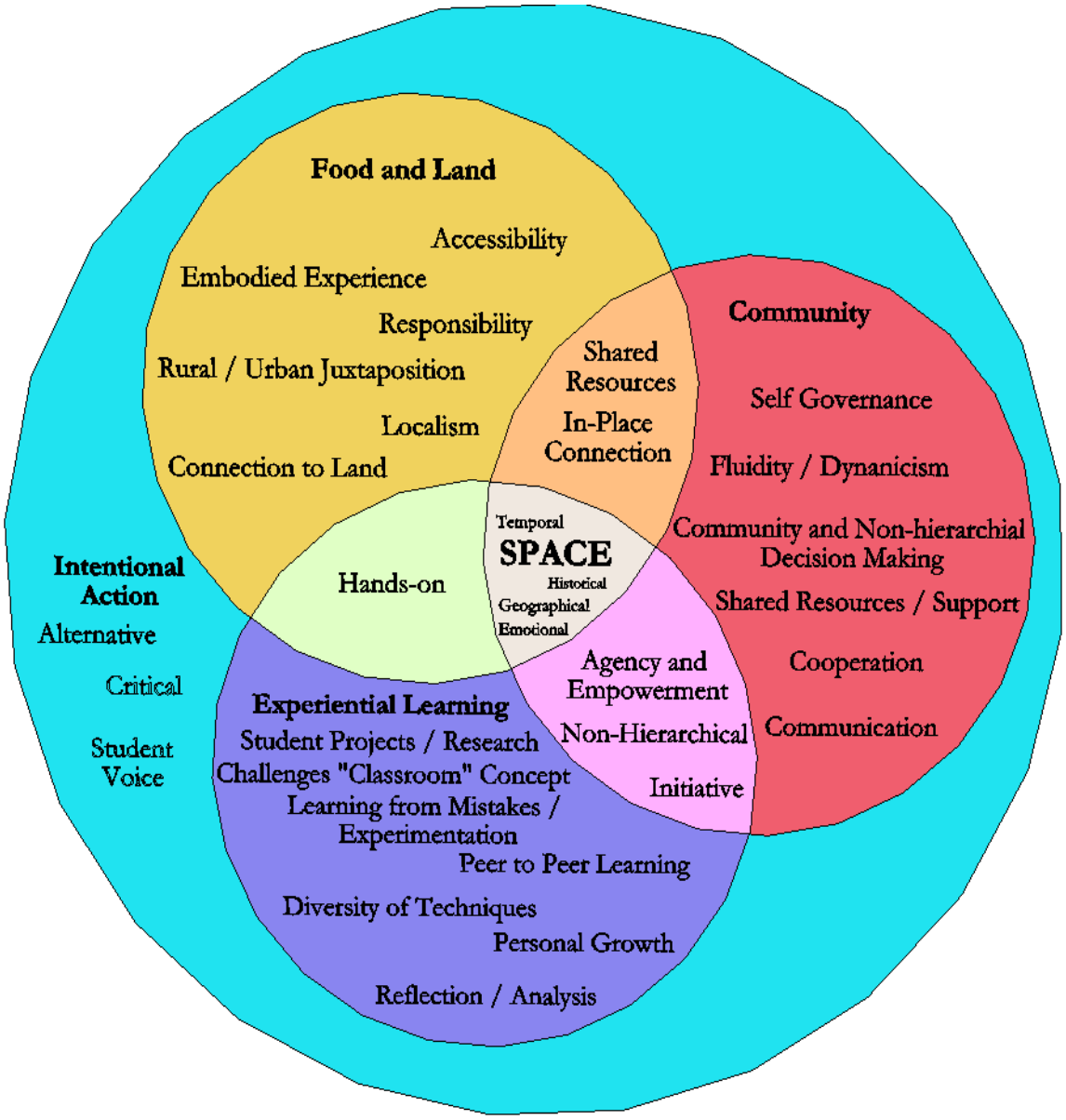
Space is at the core of the SLLC. The geographic space of the SLLC is just one aspect that allows for community, food, and experiential learning to thrive through intentional action. However, the meaning of space goes beyond the geographical to include the emotional space to feel and do, embedded within a temporal space filled with history and meaning. These various components of the term space exemplify how if moved to another location, the SLLC would cease to fill the roles it

currently embodies. Much of its value rests on the labor and meaning provided by past generations of participants, and the organic land creates the context for the vibrancy of life in the SLLC.

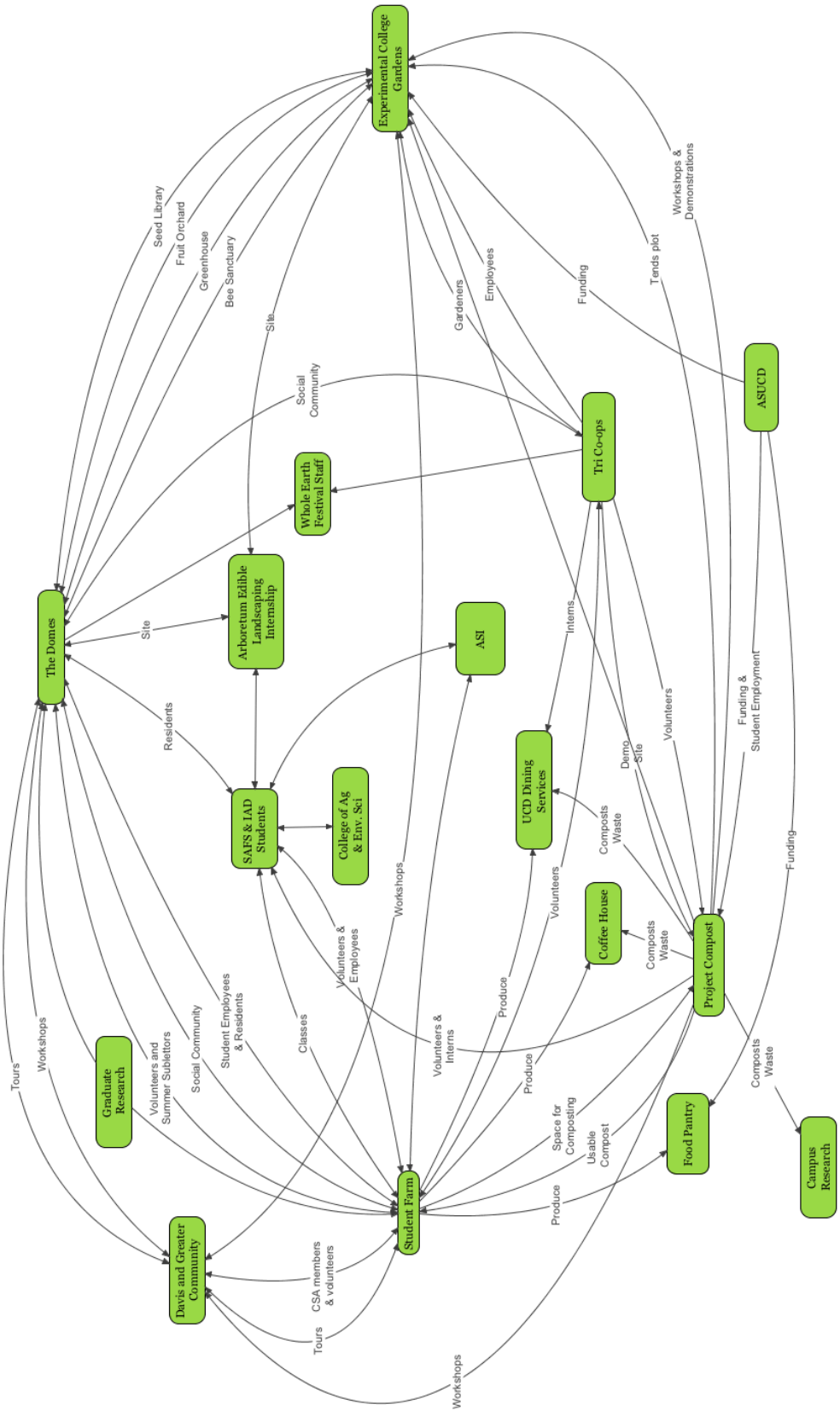
What is Valuable About the SLLC?

The SLLC offers more than academic knowledge to the students, which makes it valuable to the University. The SLLC offers learning, personal development, and community networking opportunities that are unparalleled in other higher educational contexts. The SLLC uniquely combines intentionality, community, experiential learning, food, and land while being accessible to the students and community. This sort of value cannot be bought, sold, or simply created; it has emerged through nearly 40 years of committed involvement and co-creation from interested students that exemplify a historic reflection of sustainability.

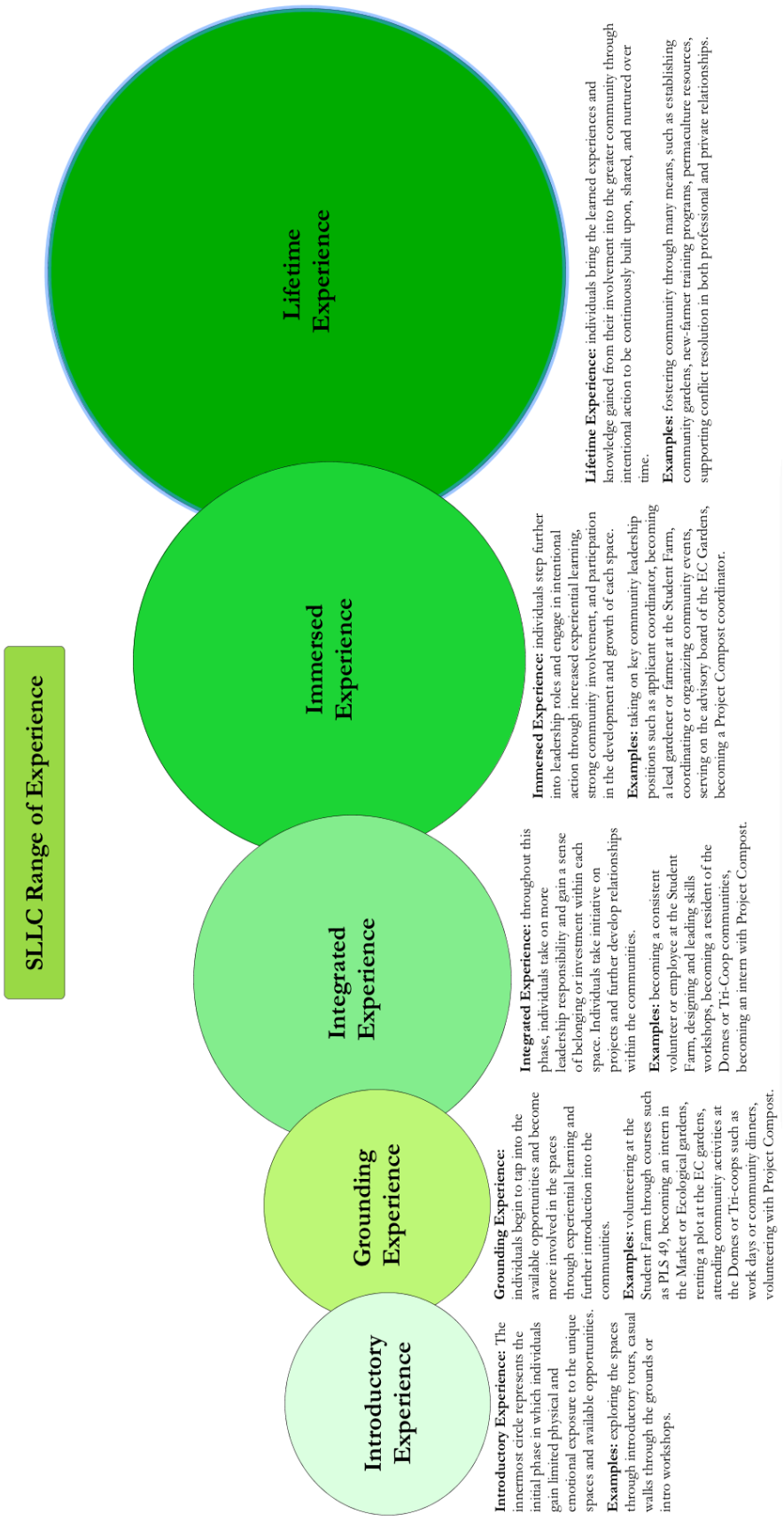
UC Davis is a model for other universities looking to realize the benefits of supporting intentional, food-based learning communities. The willingness to teach and learn continually enriches these communities and spaces, supporting the development of sustainably minded leaders. Those who participate in the SLLC will bring the knowledge, skills, and perspective learned into the campus and the greater world.


Food and Land
Accessibility
Embodied Experience
Responsibility
Rural / Urban Juxtaposition
Localism
Connection to Land
Community
Self Governance
Fluidity / Dynanicism
Community and Non-hierarchial Decision Making
Shared Resources / Support
Cooperation
Communication
Shared Resources
In-Place Connection
Temporal
SPACE
Historical
Geographical
Emotional
Hands-on
Intentional Action
Alternative
Critical
Student Voice
Experiential Learning
Student Projects / Research
Challenges "Classroom" Concept
Learning from Mistakes / Experimentation
Peer to Peer Learning
Diversity of Techniques
Personal Growth
Reflection / Analysis
Agency and Empowerment
Non-Hierarchical
Initiative

Appendix II: Current SLLC Web of Relationships



Appendix III: SLLC Range of Experience



Appendix IV: Renaming Process Details

The intention to rename the SRA was set by the team early in Fall quarter. During the initial formal and informal stakeholder outreach, the team communicated the goal of establishing a new name by the end of the project. During this outreach period, the team also informally collected ideas when community members offered them.

Starting winter quarter, the team then actively solicited name ideas either in-person or through email. On January 31, an email was sent to all the communities through email listservs. Eleven responses overall were obtained through this first email. Names gathered through informal conversations, the eleven email responses, and names from previous efforts to name the space were then compiled into a list of 21 potential names.

The first survey emailed to all the communities included these 21 potential names and allowed for respondents to fill in an "other" category. Community members were asked to vote for up to ten of their favorite names. The survey was sent on February 4th, six days after the initial call for responses went out. The survey received 50 responses and ten more name suggestions. The student team for appropriateness evaluated the ten suggestions, and one was incorporated into the second survey.

The second survey included the top twelve names from the first survey as well as one suggested name. It was sent out on February 7th, three days after the first survey. Respondents were asked to vote for their top five favorite names, and again given the option to submit other ideas. On the second survey, respondents were encouraged to attend a Community Forum to be a part of choosing the final name. The second survey received 80 responses and 6 additional suggestions. The student team evaluated the 6 suggestions and found none appropriate enough to include in discussion during the Community Forum.

At the Community Forum on February 12th, a discussion was facilitated to allow attendees to express their opinions about the final nouns (center, collective, alliance, and communities) as well as the final subjects (sustainable, living and learning, rooted, cultivation, and land-based). Through discussion and voting, it was determined that attendees favored "Living and Learning" or "Learning." There was a debate about "Rooted" versus "Sustainable," and ultimately attendees voted and "Rooted" was the winning term.

However, only 25 people were present for the naming discussion at the Community Forum. Attendees decided that they did not want to vote on the final name at the forum, but rather submit the options to the larger community through a survey once again. After the Community Forum, several community members expressed a concern that the term "Sustainable" had been eliminated by a small group of people, so the capstone team decided to include names containing "sustainable" in the third survey.

Thus, a third survey was sent out including five names on February 14th. Respondents were asked to pick their favorite name and not given a space to make suggestions. The five options were:

Timeline	Method	# Responses
Sept-Dec '13	Informal conversations	NA
Jan '14	Directed personal conversations	NA
Jan 31, '14	Name solicitation email	11
Feb 4, '14	1st survey, 21 names w/ "other" option	50, 10 "other" names
Feb 7, '14	2nd survey, 13 names w/ "other" option	80, 6 "other" names
Feb 12, '14	Focus group at Community Forum	25 attendees
Feb 14, '14	3rd survey, 5 names only	148
Feb 20, '14	4th survey, 2 names	142

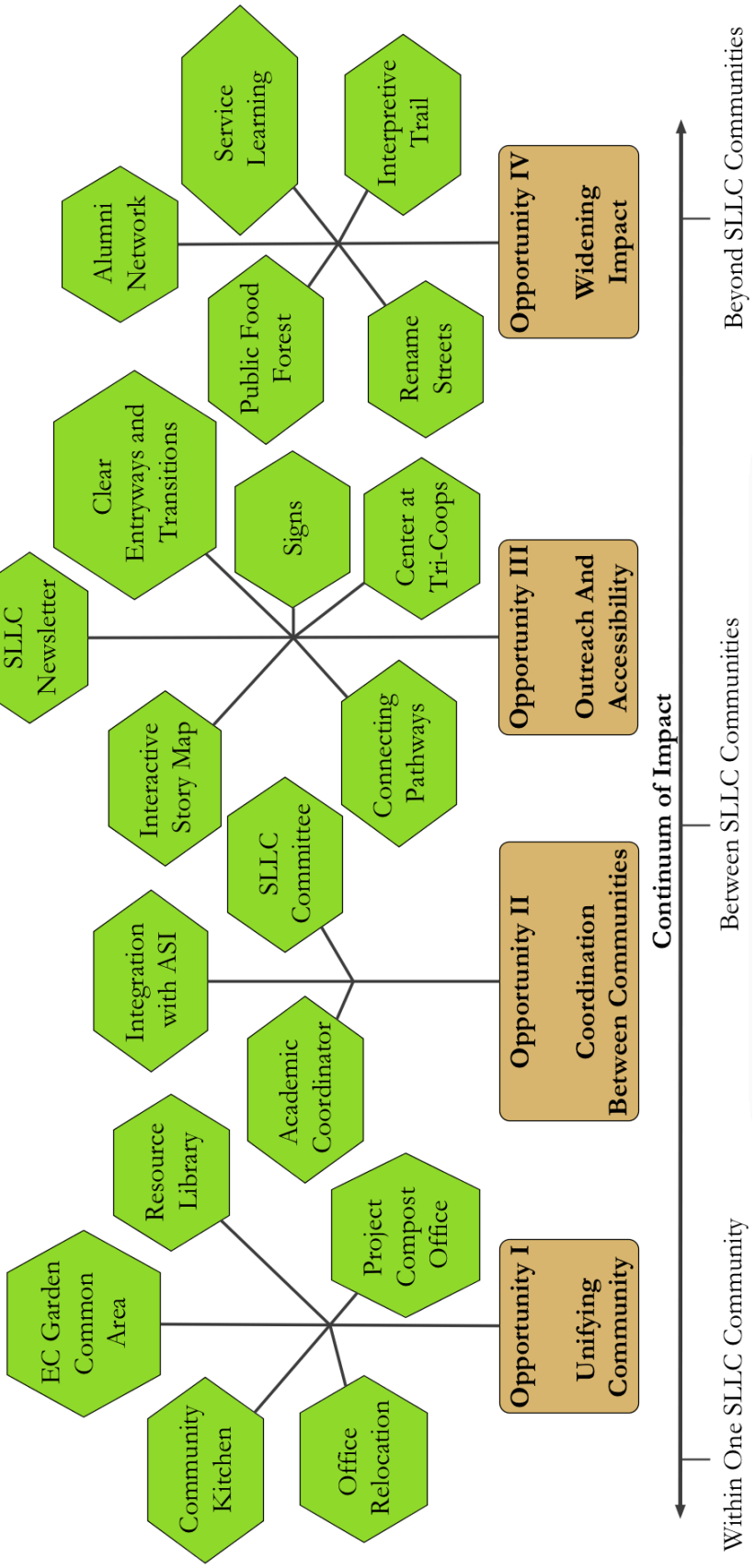
- Rooted Living and Learning Communities
- Rooted Learning Collective
- Rooted Learning Communities
- Sustainable Living and Learning Communities
- Sustainable Learning Communities.

The third survey elicited 148 responses.

The results from the survey showed an individual preference for the name "Sustainable Living and Learning Communities," but an equal spread between the "rooted" names and the "sustainable" names. Because the spread was equal, the team decided to put the name to a vote one more time. One last survey was sent out to the communities asking them to vote between "Rooted Living and Learning Communities" and "Sustainable Living and Learning Communities" on February 20th.

The final survey received 163 votes, and the preferred name was Sustainable Living and Learning Communities.

Appendix V: Outcomes Diagram



Appendix VI: Descriptive Future Opportunities

Opportunity I: Unifying Community

I. Office Relocation: Student Farm and Project Compost

Purpose and Need

Currently, the Student Farm offices are located in Bowley, the Ecological Garden Fieldhouse, Robbins Hall, and the tractor shop. Project Compost has an office in the Memorial Union and a demo-site at the Tri-Coops. The EC gardens have no office or indoor meeting space at all. These organizations need physical places to serve as central headquarters for their activities.

Opportunity and Risk

Locating offices in close proximity with one another allows for expanded learning and collaborative potential. Communication amongst organizational leaders is difficult without regular interaction; common office space would ensure access to information and support amongst leaders. Locating these offices where the Extension Center buildings currently are opens up a pathway of connection between the Student Farm Market Garden and the Student Farm Ecological Garden and creates while creating an obvious welcoming area into the SLLC. Such a concentration of activities and relationships will be accessible to newcomers, as well as involved members.

Moving Project Compost's offices near the Student Farm and EC Gardens would increase foot traffic for Project Compost and could result in a higher membership. A close vicinity to the Student Farm and EC Gardens may also create exciting opportunities for new partnerships between the communities.

The risk of this action is that the consolidation of offices in one location would render them inaccessible to other segments of the SLLC. Paths and signs indicating use and intent would mitigate this risk.

Feasibility

Level of Commitment	Commitment level will be high. This project will require time, labor, and funding. The Extension Center buildings are currently slated for demolition, and rendering them usable requires planning and financial resources. Labor would likely need to be outsourced, though the foundations and utilities needed for offices are already present.
Impact	Impact will be medium. The Student Farm, Project Compost, and the EC Gardens will benefit from the centralization of the organizations' spaces. The Domes will be minimally impacted, and the Tri Co-Ops may feel slight negative impacts as they adjust to the increased distance between their community and Project Compost.
Potential Funding Sources, Partnerships	As of now, the SLLC do not have adequate funding. Grants for program development could fund office relocation, as could loans secured based on existing property.

II. Community Kitchen

Purpose and Need

The idea of a community kitchen has been popular for the past few years within different communities of the SLLC. Previous attempts to build such a facility have been attempted but failed, mostly due to funding issues. A community kitchen is a very exciting and versatile concept that has the potential to create far-reaching positive impacts to its surrounding communities. The idea of a community kitchen has wide appeal because it can serve as a learning and teaching space, build and strengthen community ties, and foster character development and empowerment.

Opportunity and Risk

A community kitchen can offer cooking or baking classes to expand culinary techniques and teach people creative ways to use the same ingredients to make a variety of different delicious dishes. This space could provide students and inexperienced people the resources they need to learn how to eat healthier on a tight budget and enjoy and appreciate the process it takes to turn raw ingredients into meals.

The facility can also strengthen community ties. It can be a great way for people in different generational and social circles to interact and mingle with people they wouldn't otherwise have the chance to spend time with. Relationships created here could result in long-term friendships and support for those who need it.

Although community members have supported the idea for a community kitchen in the past, it is uncertain if the facility will be utilized to its fullest potential once it is built. Proponents for this kitchen have different ideas of what a community kitchen would look like and how it would operate. Depending on the location, potential partners, and extent of institutionalization, participation may vary.

Feasibility

Level of Commitment	Commitment level is high. The project would require a reliable funding source and partners willing to invest. Full time staff is likely necessary to invest time and coordinate between the partners. Afterwards, staff is likely needed to maintain the operations and maintenance of the facility.
Impact	Impact will likely depend on where the kitchen will be located and who becomes involved. All stakeholders have potential to benefit from the kitchen, but partners who are directly involved will most likely capture most of the benefit, as that will decide where it is located and what programs will be instituted.
Funding / Partnerships	Potential partners include Orchard Park, the Student Farm, the Student Health Center, and the Domes. Funding may come from the partners, but may also come from grants or donations. Sources of income could also come from cooking classes or other related membership fees.

Potential Forms

- Community cooking sessions: Interested community members can come together and cook in bulk to prepare the upcoming week's dinners or lunches. Members would pitch in money

for ingredients and cook together to reduce time and labor in preparing meals.
- Teaching space: Cooking and baking classes could take place based on the type of food and interest, experience level, or age group.
- Soup Kitchen: To reduce local hunger.

IV. Community Resource Library

Purpose and Need

Much of the expertise and resources in the SLLC are vested in individuals. Learning is highly dependent on social networks and the people who are currently involved; sharing occurs informally. As community members come and leave the SLLC, resources and knowledge are lost. A resource library would allow information to be passed down from graduating students to incoming students. Community members could donate books and other useful material.

Opportunity and Risk

A space created for consolidating, organizing, and providing accumulated resources and knowledge will support the SLLC programs. This space would offer tools (food processing tools, gardening tools, post-production tools), resources (seeds, books, guides), and provide a forum for intra-community sharing.

There is potential for information and resources to be removed and not returned. If the problem becomes chronic, a community resource library may not be feasible unless it is highly institutionalized and modeled after existing library systems, which may decrease its appeal.

Feasibility

Level of Commitment	Commitment will be high. The space could be hosted in the Extension Center buildings, or in a newly constructed building. Project will require time, labor, and money for initial creation. Once initiated, the space will require upkeep (a volunteer workforce, or possibly a paid employee). Caretaking of the tools and resources will require commitment from community members.
Impact	Impact will be medium. A resource library will increase working knowledge for the EC Gardens, Domes, and Tri-Coops especially, due to their emphasis on integrated living and gardening. The Student Farm will benefit from post-production resources. Members outside of these spaces- including residents of Davis- interested in agriculture may also benefit if given access.
Funding / Partnerships	Funding will be needed for construction of the library and maintenance. Books and tools could very feasibly come from community members. Funding may come from the Student Farm or University, as it will be a resource that will support academic growth.

V. EC Garden Community Area

Need and Purpose

Through informal and formal conversations, members of the EC Gardens have expressed a need for their community to create a more unifying sense of place among the gardeners. Currently

in the gardens, there is no common area that serves this purpose. Specifically, members have conveyed that a centralized area in the gardens might be a solution to the issue of low levels of gardener presence in the space. This area could take the form of a covered eating area, an outdoor seating area, an outdoor washing station, a workshop space and/or an information center.

Opportunity and Risk

The EC gardeners have a wealth of knowledge through their varied experiences. A centralized communal space would provide a venue for community activity and a chance for increased social capital. This could "capture" the existing relationships and knowledge and create place to facilitate a more formalized creation of knowledge and relationships. This space would be connected to the main pathway through the gardens, as to create easy accessibility and be inviting to guests.

Like many risks associated with development, a new community area in the EC Gardens could potentially force an organizational model that runs against the nature of the gardens. If funding for this project was to come from an organization or institution, the product would likely need to fulfill a certain obligation. One of the valuable assets the SLLC holds is its fluidity in direction and goals. Thus, building a center not properly representative of the community needs runs the risk of 1) becoming unused in the community, or 2) guiding its members into a formalized learning center, thereby marginalizing members who do not want to partake in community activity.

Feasibility

Level of Commitment	Commitment level would be fairly high while determining what the community space would look like and how it would be funded. Members of the community could volunteer their time to create a temporary committee to organize ideas and look for sources of funding. Conversely, a paid staff member could take on this project.
Impact	Impact will be medium. Members of the EC Gardens will most likely see the most benefits from this project. This could facilitate the development of closer ties between EC members and encourage more people to volunteer their time.
Funding / Partnerships	Funding could come from grants, the University, the EC garden, or donations. Level of funding would depend on the forms the community space might take.

Potential Forms

- A covered sitting area to be used for meetings, workshops, or other informal gatherings such as s large gazebo, cob bench or picnic tables
- An outdoor washing station for dishware or produce
- An information center to engage passersby

Opportunity II: Coordination Between Communities

I. Integration within ASI

Need and Purpose

Communication amongst players within the SLLC is hindered by their different locations within distinct governing bodies. The Domes are managed by an off-campus non-profit in

coordination with Real Estate Services; Student Housing is responsible for the Tri-Coops; the EC Gardens and Project Compost are housed within ASUCD; and the Student Farm is administered by the Agricultural Sustainability Institute (ASI). The inconsistent management strategies of these different bodies create uneven constraints and opportunities amongst members of the SLLC. Administrative integration within ASI would help facilitate communication within the SLLC and ease the strain of administrative processes to allow the communities to focus on community development.

Opportunity and Risk

There is an opportunity to nestle the Domes, the EC Gardens, the Tri-Coops, and Project Compost within the administrative capacity of the Agricultural Sustainability Institute. Because these communities are already financially sustainable and almost entirely self-managing, ASI would take on little labor commitment. Rather, the SLLC would share a managing body that could standardize administrative process and formal relationship with the University.

The preservation of these spaces would be ensured, allowing participants to focus on learning rather than survival. Heightened integration amongst players could strengthen ties within SLLC. Research could relate between them, as could documents, resources, and employees. This would all serve to strengthen the existing connection with food and land. A formal online presence and space within the University structure would spread awareness and increase both accessibility and long-term impact.

The risk of this action would be increased institutional oversight of spaces that function organically. Bureaucratic management may detract from the student-empowered initiative central to the SLLC.

Feasibility

Conversations with ASI indicate amenability. SLLC members encourage this plan.

Level of Commitment	Level of commitment would be low. Representatives from the spaces would need to reach out to ASI and go through the logistics of what needs to be done to make integration into ASI possible.
Impact	Impact will be high. Integration into ASI would mainly impact the Domes, Tri Co-Ops, and Project Compost and their administrative practices. However, the greater SLLC may experience benefits from the improved line of communication and extra time and money gained from outsourcing administrative tasks.
Funding /Partnerships	No funding is necessary. ASI would partner with the said communities.

Potential Forms

- The ASI website would house links to the Domes, Tri-Coops, Project Compost, and EC Gardens as well as the Student Farm. The website would explain the agricultural practices occurring in each space and discuss their differing takes on sustainability.

II. SLLC Committee

Need and Purpose

The primary stakeholders of the SLLC have unclear communication methods both within the SLLC community as well as with the larger campus population. Creating a more comprehensible method for relaying information between the spaces, as well as to people who would like to become involved would address two areas of communication. *Intra*-communication could be further facilitated by creating a context in which representatives of the communities could cohesively meet and discuss relevant community topics, and *inter*-communication between the SLLC as a whole and the Davis campus community could be further supported.

Opportunity and Risk

Because the primary stakeholders hold many of the same values, opportunities arise to pool resources, support one another, and improve coordination through *intra-communication*. Resources available at a high student traffic area may increase exposure to the opportunities the SLLC offers and further *inter*-communication with the campus community.

Yet significantly increasing student interest may be a concern when considering the values of the SLLC. Currently the SLLC is a relatively small, tightly knit community. "Community" is a large component of the values that the spaces hold. Increasing participation suddenly could threaten to compromise the community that exists. A committee may also result in resentment among the communities if differences in future visions for the SLLC arise.

Feasibility

Level of Commitment	This committee would require full commitment from each of the SLLC groups. High student turnover necessitates a system that effectively passes on information, responsibilities, and end goals in a way that does not interrupt the progress of development. Yet once it is established, only a medium level of commitment will be needed to carry out the purpose of the committee.
Impact	Impact will be high. The committee is an efficient and effective way to facilitate communication between the spaces and allow the communities to work together towards a better future. Such a committee will prove very valuable to all members of the SLLC and increase the probability that future visions for the spaces can be realized.
Funding /Partnerships	Little to no funding will be required., though time commitments will be necessary from all communities of the SLLC.

Potential Forms

- *Inter* Communication between the SLLC and the larger student body: Using the space directly South of the Tri-coops, bordering the bike path as a central campus resource information center for the SLLC. That high traffic area has the opportunity to attract students and inform them of student opportunities in the SLLC.
- *Intra-* Communication amongst the primary stakeholders: During the outreach process, it was suggested by community members that in order to unite the spaces in a more formal

manner there might be a SLLC committee or community board. This group of people could consist of representatives from each of the spaces, both student and nonstudent. Ideally, the committee would be further progress whatever issues/events/occasions happen organically in the spaces.

III. Academic Coordinator

Need and Purpose

Valuable learning is happening within these spaces without being academically recognized. This learning is at times limited by the lack of institutional memory, access to resources, and connection between leaders within the spaces. The academic learning that occurs in these spaces is valuable because it is student or community led. However, there are occasions when student learning could be enhanced with more institutional support. This support could come in the form of an academic coordinator that aims to support projects already happening and educate students on potential learning opportunities.

Opportunity and Risk

With an academic coordinator facilitating classes or internships within the SLLC, students would be able to access learning opportunities more easily. Additionally, students already engaged with learning could rely on a support person to help with organization and development of their projects. An academic coordinator position could also serve as the institutional memory for projects and support the continuation of projects from one year to another as students turnover.

Furthermore, an academic coordinator could serve as a liaison between the SLLC and the University. Such a position could help to translate the goals of the spaces across campus to other stakeholders, such as planners, professors, and administrators. The Edible Landscaping Internship, run by Stacey Parker through the Arboretum, serves as an excellent model for this academic coordinator position.

Conversely, the risk of an academic coordinator is shifting the focus on learning projects from student-led to University-led. It would not be the job of the Academic coordinator to create internships or classes, but rather to facilitate the accessibility to the groups and individuals who already desire access. In this way, the authentic and flexible learning opportunities would be preserved.

Feasibility

Level of Commitment	Commitment level may be medium at first, and then low. The SLLC will need to make a strong case to the University that a coordinator is necessary. Creating such a case may require a temporary committee to produce a compelling and interesting argument. A student coordinator will require a full time staff member with sufficient hours available to meet the needs of the SLLC students. If an academic coordinator is granted, commitment level from the SLLC from that point on will be low, though a high level of commitment will be needed from the University.
Impact	Impact will be medium to low. Students involved in the SLLC could potentially

	benefit academically from a coordinator.
Funding / Partnerships	Funding would most likely come from the university- enough to cover salary and resources needed to allow the coordinator to carry out the job sufficiently.

Potential Forms

- SLLC members expressed the desire to have a tree-pruning intern. An academic coordinator could help to facilitate communication between knowledgeable plant science professors and interested students.
- SLLC members expressed the desire to have an EC Garden intern that lives at the Domes. The proximity of Domes residents to the EC Gardens makes them an ideal group of people to share in the responsibility of animal care. An academic coordinator could help to organize academic credit on the community end.

IIV. Social Media Intern

Need and Purpose

Another potential opportunity would be to establish a social media internship directly connected to the SLLC. This intern would be responsible for staying up-to-date on current events and projects in each of the spaces, documenting through photography/film/blog etc, and updating either the Wiki or new webpage with useful information. A social media intern could take-on projects, such as the story map or newsletter, in efforts to keep community members informed on current events and activities. This could further support connection with both alumni and the campus community through enhanced communication while attempting to capture and document the unique experiences within the SLLC.

Opportunity and Risk

With the new Sustainable Agriculture & Food Systems major requiring on-campus internship credit, this internship could provide an internship opportunity for a student particularly interested in social media, networking, and working within the spaces themselves. The academic coordinator could oversee the tasks of the intern and provide guidance when necessary. However, the internship would need to be "housed" somehow, perhaps under ASI. This could lead to the potential risk of further institutional oversight.

Feasibility

Level of Commitment	Commitment level may be medium to high. A social media intern requires structured management and established coordination between all of the communities. A system would also need to be in place to attract new interns.
Impact	Impact will be medium to high. A social media intern has the potential to greatly increase the SLLC online presence and provide further means of connecting current community members, alumni and campus community members to the available opportunities and resources.

Funding / Partnerships	Little funding is necessary because the internship could be volunteer position. Potential partnerships are possible with the SA&FS major and ASI.

Opportunity III: Outreach and Accessibility

Online Presence

I. SLLC Newsletter

Need and Purpose

Currently there is no formal method of communication or connection between current community members throughout the SLLC. Each community has their own means of distributing information on current events, projects, and updates. The purpose of the SLLC newsletter is to establish a consistent method of communication between each distinct community, as well as providing a means of keeping SLLC alumni informed on current happenings.

Opportunity and Risk

An SLLC newsletter could further support community connection and sharing of knowledge, resources, stories and ideas. Not only would the newsletter improve communication between current SLLC members, but it would also provide alumni with updates and a forum for sharing their own experiences and updates. A risk would be that each community could find this form of communication redundant if used in conjunction with their distinct methods of communication with members.

Feasibility

Level of Commitment	Commitment level will be medium to high. It would require coordination between communities to designate someone to compile and edit each issue and maintain a rolling list of subscribers that was constantly updated.
Impact	Impact will be medium. This project has the potential to increase communication, coordination, and engagement within the SLLC, as well as with alumni and campus community members.
Funding / Partnerships	If managed by an intern, it could require partnership and coordination between communities. Potential partnership with SA&FS and ASI.

Potential Forms

- A quarterly or annual newsletter written by the SLLC committee or social media intern
- Online newsletter
- A regular piece in The Aggie

II. Interactive Story Map

Purpose and Need

Due to the ongoing nature of projects within the SLLC, there is a lack of documentation regarding how spaces have historically been used and viewed. An interactive story map would serve as a resource and archive through which community members could "tag" sites and landmarks with interesting stories, useful information, or suggestions. For instance, a former Domes resident could tag fruit trees with the dates they were planted, or a current EC gardener could use the map to learn about the history of their plot. An interactive story map would be accessible to community members either through the already established Wiki page or perhaps housed under a new website dedicated to the SLLC.

Opportunity and Risk

The map would provide a way for any community member to easily interact with the spaces by sharing and exchanging knowledge virtually. It could further support connections between community members, provide valuable historical and useful information, and serve as a shared community resource that reflects the values of the spaces through stories and experiences. If created, it would be critical that community members were made aware of the resource year to year. Someone would also need to monitor the map to be sure that it was being used respectfully, and how this role would be designated year-to-year could prove challenging.

Feasibility

JayLee Tuil, an active community member, has already started such a map and has interest in pursuing it. However, it will require significant time and energy investment.

Level of Commitment	Commitment level will be medium. Developing the programming for the map will require initial time and energy, yet overtime maintenance will become streamlined and less demanding.
Impact	Impact will be medium. The story map will be useful for members looking to gain historical knowledge of the SLLC and share information/stories. It will also be useful to people interested in getting involved in the SLLC who are looking for background information.
Funding / Partnerships	Potential partnership opportunities include UC Davis Arboretum and Public Garden and Esri.

Physical Accessibility

III. Entryways and Signs

Purpose and Need

All of the communities within the SLLC lack clear signage and entryways to guide visitors to and within their spaces. The Domes have no clear, welcoming entryway. The EC Gardens have several obscure entryways that confuse visitors. The Student Farm Market Garden is hidden behind the Extension Center buildings and a chain-link fence. The Student Farm Ecological Garden is unidentifiable from the street. The Tri-Cooperatives presence is not well distinguished behind garden spaces on one of the busiest bike thoroughfares on central campus. Finally, Project Compost

does not have signs for their compost piles. Unclear signage and entryways confuse visitors and potentially make the spaces difficult to approach and become more familiar with.

Opportunity

Signage at the entrances of the Student Farm, EC Gardens, Domes, Project Compost, and Tri-Cooperatives can express the uniqueness of each community while drawing attention to the interconnectedness of the communities. One way to draw attention to the alliance among the communities is by formatting the signs similarly and/or creating a symbol for the SLLC. If placed at clear entrances, the signs could distinguish acceptable ways for visitors to approach and enter the spaces.

Feasibility

For common signage, an artist within the SLLC may be hired to develop an emblem for the communities that can be displayed throughout.

Level of Commitment	Commitment will be medium and then low. There will be a large human and time commitment from communities for entryways. The SLLC will need to coordinate and work together on this project. Funds may be necessary for designing each sign.
Impact	Impact will be high. Signs have the potential to increase solidarity among communities within the SLLC and harness visitor energy. It will make navigating through the spaces less stressful and encourage more foot traffic.
Funding / Partnerships	Largely internal work within each community may be necessary. Partnership with the Arboretum & Public Gardens is potential in terms of grant opportunities and support. However, communities also have the option of creating their own signs which would require little to no funding.

Potential Forms

- Sign Locations (* if also potential for an entryway)
    - Northeast corner of the Domes*
    - Northwest corner of the Domes*
    - East entrance to the EC Gardens*
    - Sign for the Student Farm: Market Garden on the way to the packing shed*
    - Sign for the Student Farm: Ecological Garden*
    - Sign for the Student Farm as a whole
    - Transition signs between each space
    - South side of the Tri-coops along the bike path*
    - North side of the Tri-coops*

IV. Pathways and Clear Transitions

Purpose and Need

The Student Farm, EC Gardens, and Domes need an accessible walking path between the spaces that would facilitate visitors to the spaces and movement of members between the spaces. It

would also create clear transitions between the spaces, as currently the borders between them are ambiguous and can cause confusion.

Opportunity and Risk

Walking pathways throughout the SLLC could increase accessibility by facilitating the introductory experience and connecting the already existing communities. Well-defined pathways throughout and around the SLLC will increase the neighborhood's exposure to passers-by on Orchard Park Drive bike thoroughfare, as well as directing foot traffic along a distinguished path to central areas *within* communities. Additionally, individuals already involved in the communities will benefit from a direct route between the spaces that could lead to more connection between the communities.

Community members have clearly rejected the idea of cement pathways in favor of decomposed granite (DG) pathways. While cement may be appropriate in some areas, the larger path network should remain unpaved. Additionally, each community must decide where the pathways will be laid in order to balance public and private areas with the potential for increased visitors.

Feasibility

Level of Commitment	Commitment level may be medium. DG paths require a significant amount of labor and materials. Once installed, minimal weeding of paths is required.
Impact	Potential impact is high. A clear path and transition between the spaces could allow a stronger connection within the SLLC, encourage people to participate in multiple organizations within in the SLLC, and create a more welcoming environment for potential volunteers and community members.
Funding / Partnerships	Funding can vary greatly. Such a project could be done completely through volunteer work and coordination between the SLLC. However, if such willingness does not exist, outside help and funding may be needed.

Potential Forms

- Concrete sidewalk connecting the Student Farm sidewalk (east of Student Farm) to the sidewalk on the north side of the Domes property. Folks living at the Orchard Park Apartments have expressed that having a sidewalk here would allow them to walk safely by the Domes and EC Gardens.
- Pathways directly connecting the Student Farm Market Garden to the Ecological Garden: (1) one path from the packing shed to the Farm House, (2) one path from the packing shed to the northwest corner of the Ecological Garden, (3) one path connecting from the packing shed to the east on Orchard Park Drive.
- Pathways as a self-guided walking and/or bike tour of the SLLC.
- Dirt road behind (west) the Domes and EC Garden property for vehicles (that may be another entryway into the Domes and EC Gardens, see below).
- Walking/Bike tour of the SLLC.

V. Campus Outreach from the Tri-Cooperatives

Purpose and Need

The Tri-Coops are geographically separated from the rest of the SLLC communities. The construction of a "center" or "hub" for the SLLC *at* the Tri-Coops could remedy the separation by increasing SLLC community involvement on central campus, and increase solidarity among the communities.

Opportunity and Risk

The Tri-Coops is the only community located on central campus. This location provides a huge opportunity to engage students with the SLLC, especially on the busy thoroughfare located on the south side of the property. The Tri-Coops could provide an introductory experience to students that then become further engaged within the other communities or the Tri-Coops themselves.

It is possible that having a center at the Tri-Coops will increase *too* much involvement from passers-by. The Tri-Coops is a place where about 50 students live, and a significant increase in involvement of passers-by could potentially overwhelm and alienate residents in their own living space.

Feasibility

Level of Commitment	Commitment level will likely be high, but may vary based on the center design. The center is likely to take significant planning time, money and labor for completion.
Impact	Impact will be medium. Members of the Tri Co-Ops are likely to see the most benefit from this project, as it will be within their community. However, other members of the SLLC could benefit from the space if they choose to utilize the space.
Funding / Partnerships	The center will likely need partnership and significant investment from the Tri Co-ops and University. Funding need will depend on the design of the center.

Potential Forms

- Conference room / meeting area
- Informational kiosk

Opportunity IV: Widening Impact

I. Public Food Forest

Purpose and Need

The Domes and the EC Gardens produce food and scenery that is valued by internal community members, but is difficult to access for others. There is no clear differentiation between public and private spaces in these areas of the SLLC, especially in regards to harvesting produce. A highly visible area of SLLC property is semi-developed, but mostly left fallow. Additionally, community members are interested in increasing food production via the methods of permaculture.

Opportunity and Risk

Currently fallow land could be used to create a public food forest, which would establish a clear public area within the SLLC. A public food forest would be available to any and all visitors, creating an entry-level activity that is rewarding and interesting. Horticultural and permacultural concepts can be demonstrated and their products shared. This also opens opportunities for active internships and relationships amongst participants in different SLLC spaces. Connecting people, food, and land is a core value of the SLLC, as is supporting experiential learning. Creating a clear way to engage with these activities via a public food forest would establish paths of entry and heighten engagement with nearby communities, such as Orchard Park residents. This portion of land is bordered by Orchard Park Drive and the bike-thoroughfare.

Ensuring the continued maintenance of this a public food forest is a risk, as ventures of this kind have been attempted and neglected in times of student turnover and crisis. Sharing responsibility among multiple organizations of the SLLC increases likelihood of continued support, as does the establishment of academic internships managing the food forest.

Feasibility

Level of Commitment	Commitment level is medium. SLLC community members are highly committed to this project, and have the necessary skills, interest, and knowledge to develop a food forest. Development and maintenance of the forest will be necessary.
Impact	Impact could be high. Food production will reward community members and visitors throughout the range of experience. It could also reduce local hunger.
Funding / Partnerships	Volunteer labor and donated resources would be sufficient for a high functioning food forest

II. Alumni Network

Purpose and Need

The idea of an alumni network was suggested after seeing examples from schools such as Cal Poly. The alumni network would serve as a way of connecting current community members with alumni regarding potential internships, job opportunities, workshops, community events or other projects.

Opportunity and Risk

An alumni network would serve to further community connection and expand social bonds beyond the physical space of the SLLC. Community members at any range of experience would be able to share resources and support one another through active engagement. Such a network could extend the impact of the SLLC into wider circles and further communities by allowing SLLC members to take the experiences, lessons, and skills developed in the SLLC and apply them to additional life situations.

Feasibility

Level of Commitment	Commitment level would be medium. A network would require a coordinator who maintained a rolling list of alumni and provided assistance or resources in terms of connecting people from year to year.
Impact	Impact may be medium. A network will serve to support connections and shared resources between alumni and active community members.
Funding /Partnerships	This may be a volunteer or paid position, either of which would need to be sponsored by one or all of the communities.

III. Service Learning

Purpose and Need

Another idea was to create Service Learning projects that aim to connect students involved in the SLLC with the greater Davis community. For instance, students initiating and developing projects aimed at sourcing local produce to the campus or community food bank. These projects would emphasize critical reflection of experiences in order to support further personal growth and learning.

Opportunity and Risk

Service learning projects have the potential to highlight many of the values shared by the SLLC, such as community engagement, commitment to student intentional action, experiential learning, personal growth, shared resources and support, empowerment and responsibility. Skills and knowledge gained in the SLLC would be expanded upon and used to inform these community projects in efforts to further the sharing of resources both within and beyond the SLLC. However, there are inherent benefits and risks involved in developing service-learning projects.

Service learning projects have the potential to provide exposure to more of the close realities apparent within Davis and wider Yolo County. Service learning experiences can place people outside of their comfort zone and cause emotional responses that have significant impacts. This is a potential risk and would require adequate emotional resources to be made available to students. However, introducing service learning projects could happen in phases that gradually built upon one another and drew upon the already existing resource networks apparent within the SLLC.

Feasibility

Level of Commitment	High: students and community members may face significant emotional challenges, placing a responsibility on the University to ensure that support is provided to help them reflect upon their experiences and process their emotional reactions
Impact	High: affects both individuals within and beyond the SLLC in a potentially deep and meaningful way
Funding / Partnerships	Partnerships could be pursued between the SLLC, University, and wider Davis and Yolo County organizations/groups engaged in supporting positive change

IV. Street Names

Purpose and Need

The changing of street names is a simple design outcome that could reflect well on the communities within the SLLC. Currently, the northeast corner of the Domes property is where Orchard Park Circle, Orchard Park Drive, and Orchard Road meet. The persistence of "orchard" in all of the street names can at times be confusing. Additionally, the Extension Center is moving out of its current location, thus leaving the street name misleading.

Opportunity and Risk

Renaming the streets to reflect the communities that exist may spark interest in individuals as they drive or bike by, provide a way for visitors to easily locate where the spaces are, and potentially increase sense of ownership within the SLLC. Even more, renaming the streets would put these spaces "on the map" in ways that have not occurred before

Yet, the street name changes could affect many other people not involved in the SLLC. Residents of Orchard Park and the Colleges at La Rue are examples of communities that may be unintentionally affected.

Feasibility

Overall, changing the names of two streets would be rather simple and would not require huge amounts of time, energy or resources. It would require coordination with the University in order to ensure an official change on campus and city maps, as well as funding for new street signs.

Level of Commitment	Commitment level may vary, depending on how much work it takes to officially rename a street.
Impact	Impact will be high. Renaming the streets will make navigating around the Domes, Student Farm, EC Gardens, and Project Compost much easier. This simple change could reduce stress for new visitors and positively impact those who live around those spaces.
Funding / Partnerships	Little funding necessary. Outside partnerships may be necessary to officially rename the streets and ensure the name change is communicated to google maps.

Potential Forms

- Change "Orchard Park Drive" to "Sustainable Living and Learning Communities Drive" or "Rooted Way"
- Change "Extension Center Drive" to "Student Farm Drive"

V. Orchard Park Outreach

Purpose and Need

Because Orchard Park Apartments are about to be rebuilt at triple the density, there is an opportunity for the SLLC to serve some of the needs of these student and family housing units. Currently, there are no existing formal relationships or collaborative projects.

Opportunities and Risk

Orchard Park residents regularly walk through the SLLC spaces. Reaching out to them could create a stronger sense of neighborhood. However, there is always the risk that Orchard Park residents do not want to be involved in the future of the SLLC or that future involvement could detract from or strain community resources.

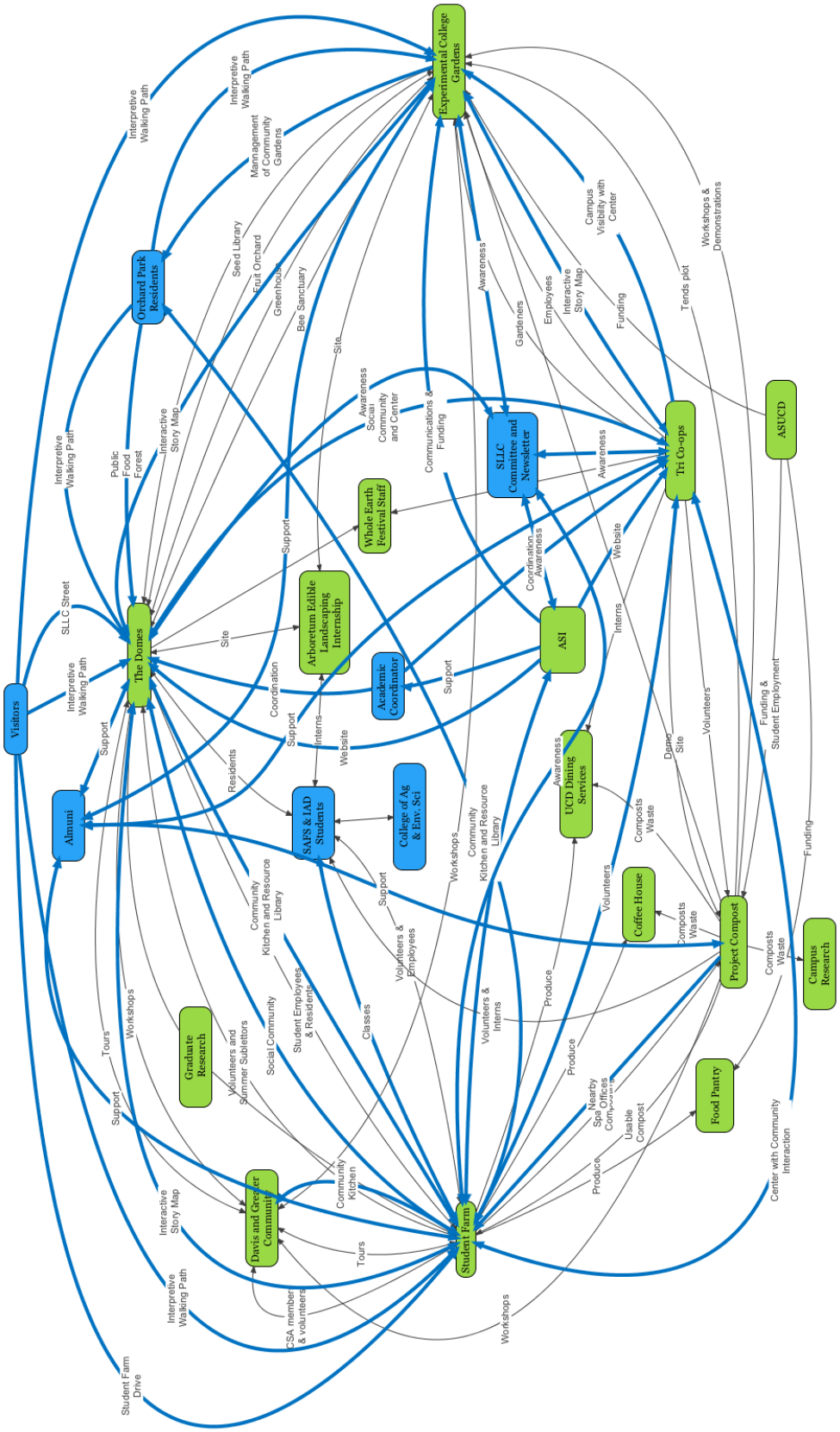
Feasibility

Level of Commitment	Low - High: Initial outreach can determine the level of involvement.
Impact	Low-High: Projects ideas could have a variable amount of impact.
Funding / Partnerships	SLLC, Student Housing, and University

Potential Forms

- Stroller friendly interpretive trail and walking path
- Educational signage and exhibits designed specifically for children
- Low-cost CSA produce baskets from the Student Farm
- EC Garden partnership for Orchard Park Community Gardens

Appendix VII: Possible SLLC Web of Relationships



Appendix VIII: Project Proposal*

Note that the Appendices cited in this project proposal correspond to the appendix at the end of the project proposal

Team SRA[1]

is Jessica Brown, Michele Ko, Arianna Kosel, Nicolia Mehrling,
Ellen Pearson and Brett Webber

Overview

The University is currently working towards updating the Long Range Development Plan and design framework for the campus. This process involves zoning specific campus spaces for particular uses. Historically, campus planning has distinguished different zones[2] according to the core activity that they carry out. In the last round of long term planning in 1989, the Sustainable Research Area (SRA) was preserved as separate entities. The Domes were zoned as housing, the Experimental College (EC) Gardens were zoned as community gardens, and the Student Farm was zoned as agricultural education and research. Since then, the methods and process of Long Range Development planning have changed to become more comprehensive in identifying initiative zones and neighborhoods for development. Through these methods, the SRA will be seen as one unified vision of a neighborhood that encapsulates the shared values and unique contributions of these spaces towards the larger campus community, while going beyond literal preservation of the three entities.

Background[3]

Student Farm

The Student Farm was born out of student protests on the UC Davis campus in the 1970s, which aimed to redirect research priorities more towards the needs of small-scale farmers. By 1975, students had organized the first *Alternatives in Agriculture* seminar that discussed forms of organic farming on a smaller scale. Wanting to go further than just talking about small-scale organic farming, in 1977 students, with support from key faculty and administrators, formed the Agricultural Alternatives Development Program (AADP) and started the Student Farm to focus on "education, research, and extension in methods of ecologically sound agriculture, appropriate technology in agriculture, small family farm survival, and urban gardening."[4]

In the 1980s through the 1990s, the Student Farm expanded its community outreach and partnered with other student groups. They hosted community workshops, UC extension research, and over a 1,000 schoolchildren annually with the building of the Ecological Garden. The Student Farm also began to work with the Coffee House (CoHo) and Project Compost, two other student-run groups, to grow produce and divert waste for the CoHo.

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[1] We intend to re-work the name of Sustainable Research Area to better capture the values and dynamics of the space during or after the design process.

[2] i.e. residential, academic, open space, community garden etc.

[3] See Appendix I for a timeline of critical events that have happened in the history of the SRA.

[4] Van Horn, Mark. "Student Farm Resources: Student Farm History 2." Message to Brett Webber. 3 Nov. 2013. E-mail.

More recently in 2006, the Student Farm became apart of the Agricultural Sustainability Institute (ASI), which has impacted the popularity of the farm amongst students, especially with the 2011 approval of the Sustainable Agriculture and Food Systems major. There has been an increased student interest in volunteering, working, and learning in the market and ecological gardens. To accommodate the increase of student activity without proportional increase in funding, the Student Farm has relied heavily on student leadership, at both the undergraduate and graduate levels.[5] The Student Farm aims to strengthen and diversify the experiential learning opportunities for students.

Experimental College Gardens

Started in 1970, the EC gardens are managed by the Experimental College. The identity of the gardens has evolved over the past 30 years. At the time of its inception and for a period thereafter, garden "plots" did not exist on the property. The space was treated as a community farm, where gardeners spent time and effort to maintain the property as a whole. As size and interest increased, a more structured method of management emerged.[6] Currently, gardeners are provided with a contract and pay an annual fee to rent 10x20 plots[7]. The EC Gardens continue to focus on an experiential learning experience through organic gardening for UC Davis and the greater Davis community. Today, over 200 gardeners maintain plots within the EC gardens. They manage communal spaces during workdays, communicate via email or bulletin boards, and operate independently of one another, with respect to their contractual agreements.[8]

The Domes

The Domes originally developed from a student led initiative in the 1960s that aimed to create affordable housing options on campus. A team of student volunteers primarily constructed the buildings over the course of a year, many of whom became the first residents at Baggins End when the Domes opened in the fall of 1972.

From 1972 to 2011, the Domes Community was managed through UC Davis Student Housing. However, Student Housing announced in January of 2011 a plan to shut down and stop leasing the Domes to residents. This decision sparked a passionate grassroots campaign to "Save the Domes" which ultimately resulted in Solar Community Housing Association (SCHA), a local cooperative non-profit, stepping in to negotiate a five-year grounds lease with Student Housing. After over 400 community volunteers completed renovations and repairs over the course of one weekend in partnership with a non-profit called Community Built, residents were able to move back into the Domes in January of 2012.[9] Today, the Domes and the EC gardeners collaborate to care for the 4 acres of land that the Domes are situated within. The Domes community currently working towards developing and negotiating plans to extend their grounds lease with the University indefinitely.

Proposal Statements

[5] Van Horn, Mark. "Student Farm Resources." Message to Brett Webber. 3 Nov. 2013. E-mail.

[6] Downey, Derek. Interview. October 27, 2013.

[7] Source: Davis Wiki - http://daviswiki.org/experimental_college_community_garden

[8] Lataste, Melanie. Interview. October 27, 2013.

[9] Sources: http://daviswiki.org/the_domes and http://bagginsend.net/index.html

Problem Statements: At this point in time, the groups comprising the SRA have articulated individual values and visions for their unique spaces, but there is no unified vision for the future of the SRA as a whole. Any long term planning for the SRA would also have to fit into UC Davis's goals for long-term development of the campus without compromising the values of the SRA.
Opportunity Statement: To articulate and perpetuate the values of the SRA as a whole in an existing or new form that represents the space as a unique neighborhood.

Stakeholder Analysis

Stakeholders[10] of the SRA (Primary* and Secondary)

- The Domes*
- The EC Gardens*
- The Student Farm: Market Garden and Ecological Garden*
- Agricultural Sustainability Institute (ASI)
- Project Compost*
- Sustainable Agriculture & Food Systems (SA&FS) students
- Dean of Agricultural and Environmental Sciences, Helene Dillard
- The Tri-Cooperatives*

Methods

In order to collaborate effectively with multiple campus groups, the team adopted the Human Centered Design (HCD)[11] approach to guide the project. The stakeholders within the SRA have diverse structures, values and goals for their space, which requires the development of different ways to reach out to each group. HCD provides a process through which the team can hear the needs of the people and communities with the SRA and creative innovative solutions to meet those needs that are culturally and economically appropriate. The HCD process can be segmented into three phases: hear, create, and deliver.

In the hearing phase, HCD will help to determine who the stakeholders are and what the best and most effective ways to communicate with them are. This phase is important in ensuring that the right questions are asked and do so in a way where answers from many sources can be gathered. HCD facilitates venues where all types of community members can be listened to, including groups, individuals, quiet people, and those who lie outside of the mainstream. Some of the methods include the following: group interviews, immersion, surveys, and individual interviews. These methods focus on building an understanding of the communities of the SRA in order to create a solution that empathizes and is responsive to their needs and values.

The creative phase aims to create opportunities and solutions that are applicable to the entire SRA community. The creative process will also include showing a draft to the stakeholders in an open forum for feedback. Lastly, the products of the hearing and creating process will be presented to all of the stakeholders, including the geographical communities within the space and affiliated University partners.

[10] Please see Appendix II for a detailed chart of stakeholders and their interests.
[11] Source: http://www.hcdconnect.org/toolkit/en

Activities[12]

Structure

The groups within the SRA vary with how they are structured. The Student Farm is semi-structured within a hierarchical system with paid faculty that directs the market and ecological gardens. Below them are student-led community-organizing groups, student staff, and student and community volunteers. The Domes is organized non-hierarchically around a group of 26-students that reside in the space and make decisions collectively through a consensus-based approach. There are, however, four elected representatives that sit on the Solar Community Housing Association's Board of Members. The EC Gardens have less of a structured community than the Student Farm or the Domes. There is a loosely structured board of garden directors, and a paid EC garden director. The greater garden community consists of more that 200 people who rent plots. In order to reach out to such a large and diverse group of stakeholders, several approaches will be used.

Approach

The approaches of this project consist of two types: informal and formal[13]. The goal for informal outreach is to further human centered design by hearing many community member perspectives. Informal outreach will focus on community members not within structured roles, such as volunteers and gardeners, instead of the directors or board members. Formal outreach will take form through meetings with the more institutionalized figures within the communities, such as faculty and campus administrators. Both formal and informal interactions will occur within the community spaces that already exist.

Existing Forums

The Human Centered Design methods encourage interactions within the physical and social bounds within the SRA. Instead of inviting members to participate in the project, bringing the project *into* their communities will be more effective. At the Student Farm, forums that already exist are bi-monthly Student Farm Dialogues, potlucks, and staff meetings. The EC Gardens members gather regularly for garden workdays and potlucks, and communicate frequently over an email listserv. The Domes has weekly community meetings, potluck dinners four times a week, and also uses a group email listserv. Project Compost has staff meetings and educational events. The project will engage with the communities through these existing forums.

For the initial outreach, several different modes of gathering information will be used. The most effective tool will be having small group or individual conversations on the topic of values with members from all the spaces. With a group or individual, team members will be able to facilitate activities or discussion surrounding values. Because some members are inaccessible, indirect forms of communication such as email, surveys, and anonymous interactive posters will also be used.

During the design process in Phase II, the project will continue to interact with the communities through their existing forums and through the relationships established. The project will also plan a larger SRA gathering to bring many of the stakeholders into the same space to evaluate and provide feedback on designs.

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[12] See Appendix III for a detailed chart of activities, and see Appendix VI for Project and Process Timelines to understand where these activities fit into the timeline.

[13] See Appendix IV for a detailed chart of informal and formal ways of contact.

To measure success of the project as a whole, specific outcomes and activities are included in Appendix V and Appendix VII respectively.

Outcomes[14]

The goal for Phase I is to create a values/principles diagram in conjunction with a diagram of the activities happening within the SRA based on outreach efforts. From these diagrams, an overarching 'program' will be developed for the SRA alternative futures design. The program development draws upon the current values and activities to articulate what type of experiences the stakeholders have, and could have, within the space. The alternative futures design process will aim to maximize the values of the space and support the activities already occurring in the SRA. Lastly, the alternative futures will be evaluated with input from all the stakeholders along the parameters of (1) How well does the design reflect and maximize the values of groups comprising the SRA, (2) how relevant is the design to the SRA, and (3) how feasible is the design, or how likely is it to be implemented?[15]

Both the value and activities diagram, and the program concept will help to develop a framework for thinking around the SRA that can be expanded upon in the UC Davis Long Range Development Plan. The ultimate outcome of the project, which will occur after the project has ended, will be to have the framework and designs incorporated into the Long Range Development Plan for the campus in its final draft, and be approved by the UCD Chancellor and UC Regents.

Risks and Assumptions

An assumption is a condition that must be met for a project to be successful. Self-reflexivity, intentional communication, and collaborative review will ensure that digression from project goals are noticed and addressed.

Assumptions:

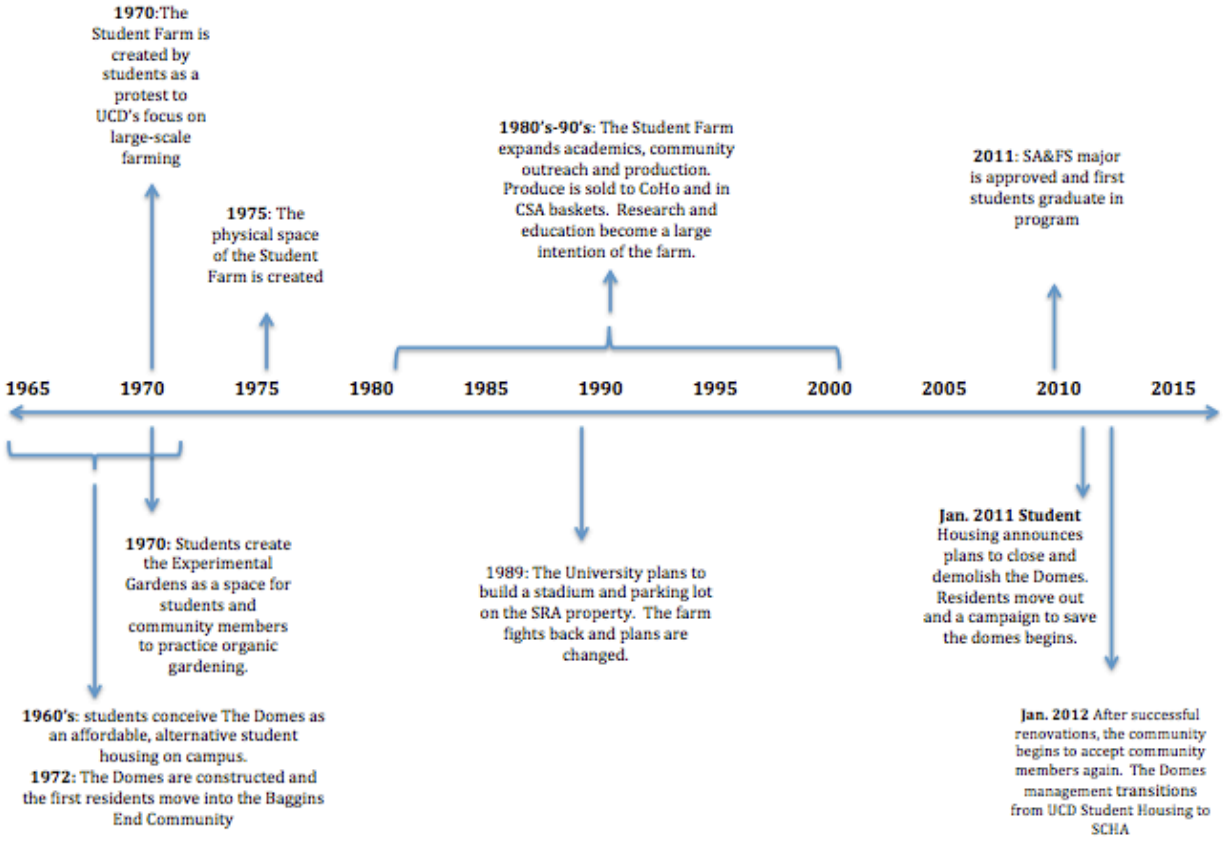
- The Domes, Student Farm, and EC Gardens want to remain part of the SRA
- The Domes, Student Farm, and EC Gardens wish to become a more cohesive unit
- The communities involved in these spaces are willing to meet/work with us on this
- The University will not take advantage of results in some unexpected way
- Project staff will remain aware of personal stakes and biases throughout timeline
- The benefits of the project will continue past March.
- The benefits of the project will spillover to surrounding community groups

[14] Again, see Appendix VII for logframes for Phases I and II of the project.
[15] Again, see Appendix V for a diagram of the project outputs and related goals and activities.

Appendix

Appendix I: Historical Timeline of the SRA …… Page 7
Appendix II: Stakeholder Analysis …… Page 8
Appendix III: Activities Timeline …… Page 9
Appendix IV: Formal vs. Informal Contact …… Page 10
Appendix V: Outcomes Diagram …… Page 11
Appendix VI: Project and Process Timeline …… Page 12
Appendix VII: Project Logframes, Phase I and II …… Page 13

Appendix I: Historical Timeline of the SRA



Appendix II: Stakeholder Analysis

Stakeholders	Interests	Likely Impact	Priority
Primary			
The Domes at Baggins End	- Efficient low-impact living - Experiential living/learning - Student empowerment - Accessible community resource	+	1
Experimental College Gardens	- Opportunity for students, faculty and community members to grow food - Disperse knowledge of organic gardening	+	1
The Student Farm / Ecological Garden	- Sustainable agriculture - Experiential Learning - Student initiative / empowerment / agency	+	1
Project Compost	- Education and outreach - Waste reduction - Sustainable agriculture - Student leadership / empowerment	+	2
The Tri-Cooperatives	- Efficient low-impact living - Experiential living / learning - Student empowerment - Accessible community resource	+	2
Secondary			
Agricultural Sustainability Institute (ASI)	- Sustainable Agriculture - Research / Education / Outreach - Student Leadership - Experiential Learning	+	3
SA&FS Students	- Sustainable Agriculture - Experiential Learning - Community building	+	3
Dean of Agricultural and Environmental Sciences	- Support Student Learning - Support Agricultural Research	?	4

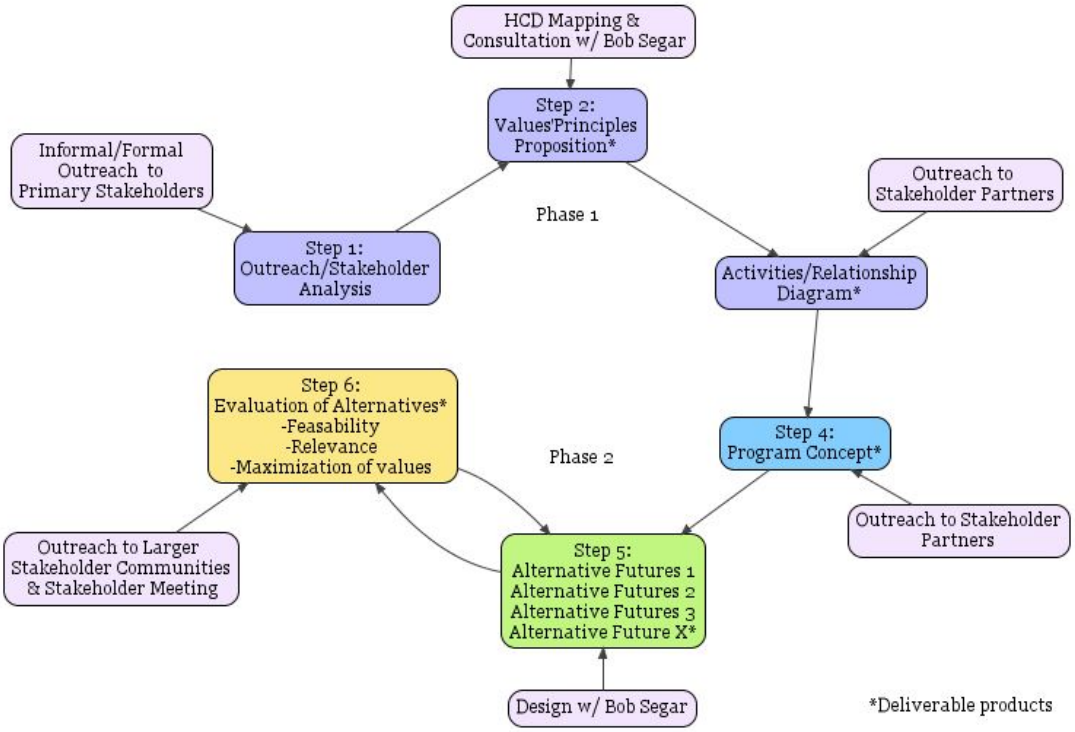
Appendix III: Activities Timeline

	October	November	December	January	February	March
Engagement with client	Bi-weekly meetings throughout project		Report of values identified	Consultation on planning process	Collaborative review of results	
Internal tasks	Assess project opportunity; weekly meetings throughout project	Project Proposal; Information collection	Synthesis and articulation of values	Filtering and formatting ideas	Formulation of physical plan	Presentation and refinement of findings
Student Farm Outreach	SF faculty staff	Interactive posters, student/volunteers	Students/volunteers			
EC Gardens	Meet with core EC gardeners (as needed meetings with core contacts throughout project)	Design, collect, and analyze interactive poster and survey; informal conversations	Present articulated values to gardeners in physical, electronic, and meeting forums	Via posters, survey, and meetings, collect visioning ideas	Review and reformulate planning proposal through meeting feedbacks.	
The Domes	Attend weekly Domes community meetings throughout project when relevant	Begin process of formalizing list of values based upon data collected at meetings	Present compilation of values to the Domes community in order to solidify ideas	Via posters, survey, and meetings collect visioning ideas	Review and reformulate planning proposal through meetings and feedback	
Secondary Stakeholders			Present values identified (in meeting) context and request feedback		Present vision identified and request feedback	

Appendix IV: Formal vs. Informal Contact

Stakeholders	Formal Contact	Informal Contact
Primary		
The Domes at Baggins End	Community / Domes 2.0 Weekly Meetings	Community Dinners (M-R 7 PM) / Work-parties/ Events
The Experimental College Gardens	Meet with EC Garden Board	Movie Nights/ Potlucks / Wander Gardens
The Student Farm / Ecological Garden	SF Dialogues / Meetings	Potlucks / Volunteer / First Thursday Happy Hour
Project Compost	Weekly Meetings	Compost Run
The Tri-Cooperatives	Community Meetings	Community Dinners
Secondary		
Agricultural Sustainability Institute (ASI)	ASI Director & Staff / Bi-weekly Meetings	Joanna Normoyle
SA&FS Students	Listserv / Core Classes	Inside + Outside Classroom Interactions / Social Events
Dean of Agricultural and Environmental Sciences	Meeting / E-mail	None

Appendix V: Outcomes Diagram

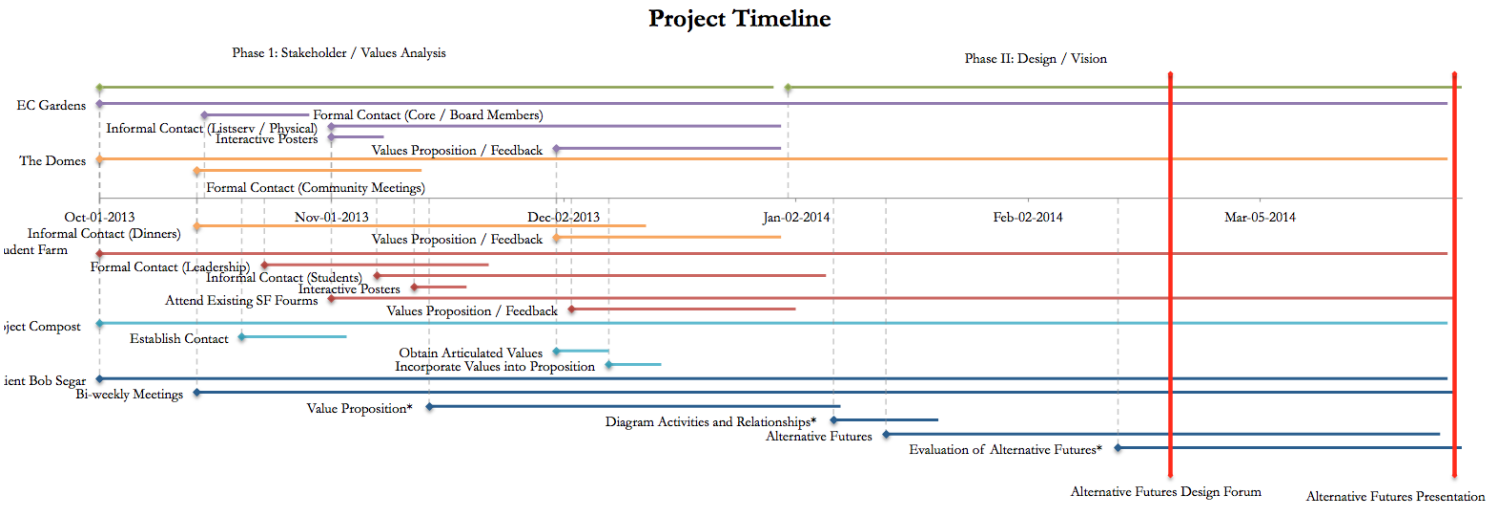


To understand and measure the success of the project, clear outcomes and deliverable products will need to be given to the client Bob Segar.
Each outcome will take the form of a written document.

- The **Value Proposition** articulates the values of the SRA as a whole, while also articulating the ways in which they are different.
- The **Web of Relationships and Activities** explains the activities happening in the spaces of the SRA, and how the activities relate to each other and individuals in the spaces.
- The **Program Concept** outlines the types of experiences currently or ideally provided by the SRA and how they come about, as well as the flourishing and potential relationships developed within and beyond the SRA. The program concept will answer the following questions:
  - Physical organizer: What unifies and coordinates activities in these spaces?
  - Sustainability value: How does the SRA contribute to sustainability within UC Davis and the world?
  - Unique character: Why and how are the activities and relationships here different from those elsewhere on campus?
- The **Evaluation of Alternative Futures** will examine the potential of the specific plans created. The feasibility, relevance, and promotion of core principles will be our reference points for evaluation.

Appendix VI: Project and Process Timeline

Process Timeline



Month	Phase I: Values	Phase II: Vision
October	Consult with client; identify stakeholders and relative impact, inform stakeholders of project intentions	Identify problem and opportunity.
November	Consult with stakeholders formally and informally. Synthesize information gathered, present to stakeholders, receive feedback and reflect.	
December	Review process and findings. Product: Descriptive, defined values for each space as well as cohesive SRA	Identify process through which stakeholders will contribute to vision product. Inform stakeholders of second phase intentions.
January	Evaluate process and findings as phase II progresses.	Partner with primary stakeholders to develop possible/alternative futures.
February		Synthesize visions into formal proposal(s). Present proposal(s) to client and stakeholders for

		feedback
March		Refine proposal(s) in partnership with Bob Segar

Appendix VII: Project Logframes, Phase I and II

Phase I

	Summary	**Indicators**	**Evidence**	**Assumption**
Goal	Clear understanding of SRA diverse, unique, and unifying values	Internal group clarity around values	Ability to explain values using multiple formats to various groups. Comprehension by others.	The SRA is valuable and we will know why
Purpose	To guide the planning of physical, political, or social structures	Value based outputs are regularly referenced in planning process	Values are relevant and helpful to designing process	Defined values will help guide our visioning process
Outputs	Value proposition and accompanying visual	Several drafts	Completed documents	These outputs will hold truth for the stakeholders involved
Activities	Meeting with stakeholders, gathering information, synthesizing information, refining results	Meetings, email communication	Posters, surveys, notes	Stakeholders will be receptive to our involvement

Phase II

	Summary	Indicators	Evidence	Assumption
Goal	Improved appreciation of the SRA by the University and formalization of dynamic SRA contributions	Inclusion of SRA in LRP as unique "initiative zone" and neighborhood	Approval and commitment from University officials	The university is willing and able to value the SRA
Purpose	Provide an authentic resource/tool to the Long Range Planning Team to bring to University officials	Stakeholder evaluation and input on proposals	Approval by Bob	The type of resource needed by LRP is within our capacity. The university has the resources to actualize our proposal(s)
Outputs	Approximately three alternative proposals reflecting SRA values developed and evaluated by the stakeholders	Various alternative future proposals developed and refined	Completed documents and designs, confirmation with Bob	We will gather enough opinions and ideas to develop worthwhile proposals. Project staff has the capability to research such proposals
Activities	a. Meeting with stakeholders, b. Gathering and organizing stakeholder priorities, c. Researching proposals, internally refining plans d. Evaluating adherence to values	Regularly scheduled meetings amongst project members, with Bob, with stakeholders. Use HCD to brainstorm ideas.	a. Meeting notes for three meetings (one/phase) b. Interactive posters with at least 5 responses, community surveys, meeting notes, SRA forum with at least 15 participants c. Meeting notes, sources included, creating at least 5 proposals d. Meeting with stakeholders	Stakeholders will be cooperative with the planning process. Forums for communication exist.