



Sustainable Living and Learning Communities

Sustainable Agriculture and Food Systems
Senior Report
2015

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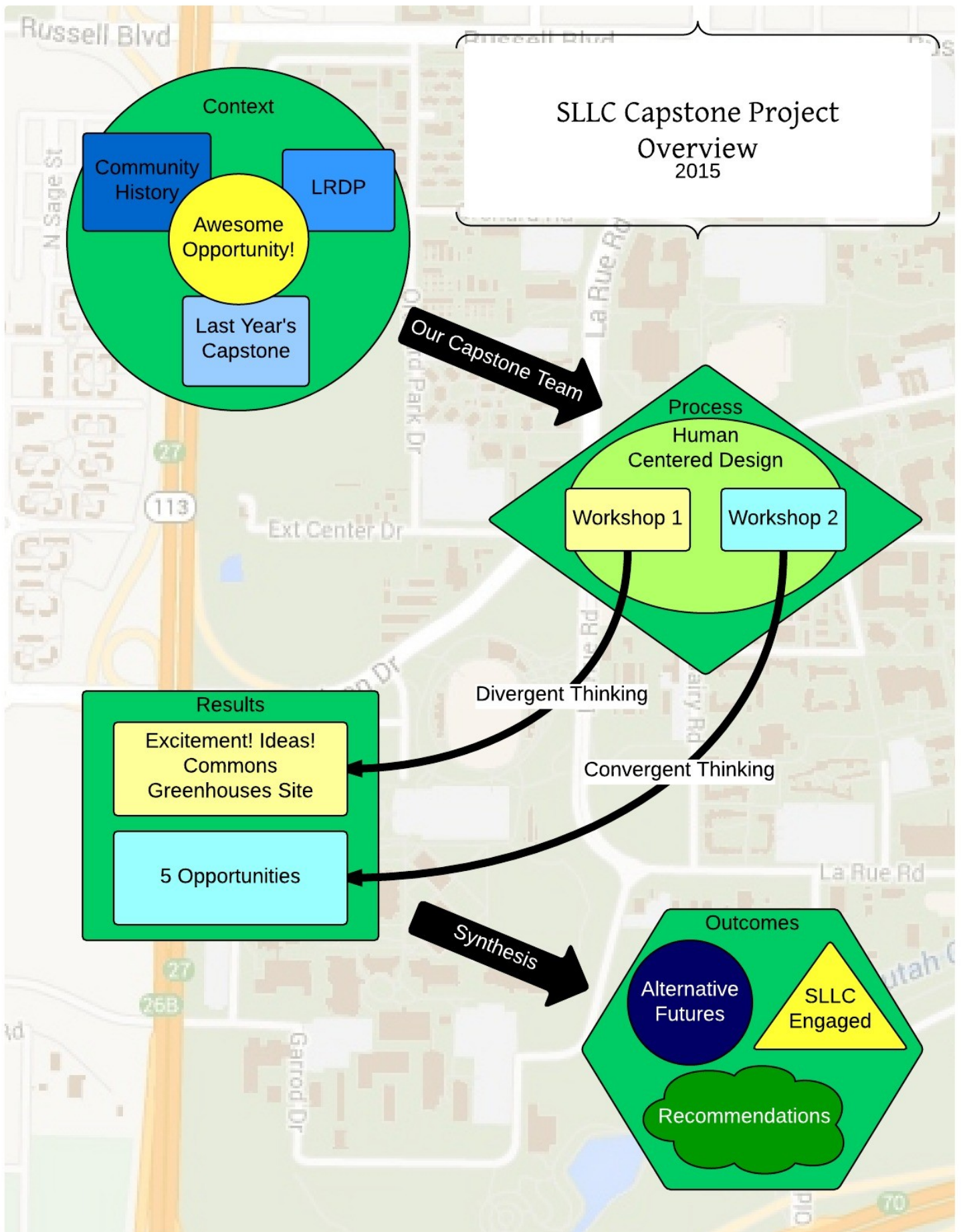
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Executive Summary

Executive Summary

Background

Growing out of the 2014 SLLC Capstone project, and indeed the whole history of these progressive and experimental communities, our goal was to facilitate the transition from a reactive, survival-oriented paradigm, to one in which our communities are able to focus more on being proactive and able to thrive and grow.

Opportunity Statement

Our group had a unique opportunity to carry on the work of last year's capstone team, collaborating with Assistant Vice Chancellor Bob Segar, to include the SLLC members' input in the university's Long Range Development Plan. We will communicate the communities' visioning in a set of alternative future development scenarios.

Important Conclusions

Realizing that we could not feasibly carry out the many visions and ideas that our peers had for the SLLC, we decided to focus on a way to create opportunities and provide resources to empower folks to take on their own projects. To that end, we proposed a community commons on what is currently the greenhouse site as a hub for student experimentation, programmatic activities, and community organizing. To further expand the capacity of the SLLC for impact, we also expanded our conception of neighborhood borders to include Orchard Park, Russell Park, and the Colleges at La Rue; we want to increase consciousness of SLLC impact on the broader community of UC Davis. Furthermore, we determined that developing new housing on part of the greenhouse site could greatly increase the impact of the SLLC, although the structural and programmatic nature of new housing would greatly influence its integration with the core values and therefore its potential for impact on the SLLC.

Recommendations

The scope of this project requires that there is sustained work from all parties on multiple levels. Firstly, we recommend that SLLC members start to take action on the projects and visions they have for the future. We also need continued support from Bob Segar in the form of involving students in the planning process. The SAFS capstone model has proven to be very effective and we recommend pursuing this in the future, but we would also suggest reaching out in other ways, perhaps to other majors with capstone programs or providing the opportunity to earn academic credit through design work. A critical area to focus on will be the housing development; a thoughtful and community-oriented model could have lasting impacts and provide tremendous opportunity for student and community growth.



Map of proposed SLIC neighborhood

SLLC Background

The current incarnation of the Sustainable Living and Learning Communities came from the intersection of the 2013-14 SAFS Capstone team's efforts and the possible inclusion of the SLLC neighborhood (**previous page**) in the campus Long Range Development Plan. The team was instrumental in renaming and finding common values (**opposite**) for the SLLC. The values served both as a link between the relatively autonomous communities, and as evidence of the truly unique nature of the proposed neighborhood. Our team has greatly benefited from this foundational work, as well as the beginning conversations within and across communities about the needs and desires for the future of the SLLC.



The SLLC neighborhood has a unique legacy on the Davis campus, and across all UC campuses. Perhaps the key aspect to this area's success is the diversity of experiences offered in a relatively small space. Research, commerce, social gathering, environmental projects, art, and education all take place within a few feet of each other thanks to the ongoing, dedicated engagement of students and faculty. Four of the five communities (The Tri-Cooperatives, Student Farm, Experimental Community Garden, and the Domes) benefit from four decades of student-driven organization and leadership, helping set the stage for the fifth member, Project Compost, to join and serve the broader student community in 2001.



These communities have had a history of having to fight for survival. In 1989, SLLC land was slated to be replaced by the Aggie Stadium. The communities organized in the Sustainable Research Area (SRA) and successfully had the university protect them from future development. From 2001 to 2013, some of the communities faced further difficulty with retaining their home on campus. The Domes and one of the Tri-Cooperative houses were threatened with closure due to ADA non-compliance. In 2013, the Experimental College, the ASUCD unit under which the EC Gardens were housed was closed due to budget cuts.

Opportunity: From Strive to Thrive

The five Sustainable Living and Learning Communities has the chance to be included as a

Project Compost was founded by students in 2001 as a student run and student funded unit of ASUCD working to divert trash from landfills by converting biodegradable waste into a useable soil amendment available to the general public. Through student employment, internships, and many volunteers, the organization collects waste from all over campus, manages compost piles, and hosts home composting workshops and other educational outreach. Project Compost headquarters is currently in a temporary location, TB-24, with compost piles managed at the Student Farm.



The Student Farm was founded by students in 1977 and now encompasses the Student Farm's Market Garden and Ecological Garden, giving students an avenue for hands-on learning about sustainable agriculture and practices. Educational opportunities take place through student internships, volunteer opportunities, farm tours, workshops, elementary school field trips, and formal classes in the Plant Sciences, Applied Biological Systems Technology, and Envi-

ronmental Science and Policy departments.

The Market Garden currently has over 100 members in its community supported agriculture program (CSA) receiving seasonal, certified organic produce weekly. The Student Farm enjoys a professional partnership with the Agricultural Sustainability Institute (ASI), promoting social, economic, and economic sustainability in agriculture.





The Domes

is a cooperative community of 26 students on the west side of campus. The innovative and curious structures were proposed and installed by students in 1972 as an experiment in low-cost, ecologically-minded housing, and became a cooperative community known as Bagins End.

Due to maintenance problems the Domes were closed in 2011. Continuing a legacy of dedicated volunteer work and community organizing, the structures were able to be upgraded and reopened at a fraction of the projected cost. In 2012, the Domes joined the Solar Community Housing Association, a 501(c)3 non-profit low-income housing cooperative, and is also a member of NASCO, the North American Students of Cooperation.

The Tri-Cooperatives consist of three houses— Agrarian Effort, Davis Student Co-op, and Pierce Haus — forming a community of alternative student housing near the center of campus. These houses were first built in downtown Davis between 1914 and 1923 and were transformed by dedicated students into cooperative housing in 1972. Each house pools resources to work together and oversee the management and wellbeing of the community, making decisions based on consensus and promoting individual and collective leadership. The Tri-Cooperatives (or Tri Coops) are currently overseen by UC Davis Student Housing but are pursuing third party management for increased autonomy and



community preservation.

The Experimantal Community Gardens are an ASUCD unit that rents affordable garden plots to students and Davis community members. Volunteer opportunities and work-exchange programs are also offered. The community participates in collaboration with one another, as well as with other SLLC members, to lead design projects, workshops, events, sharing their bounty of horticultural knowledge and resources.

The gardens are open to the public, offering a unique park-like setting. Plantings include seasonal annuals, perennials, and established fruit trees, while chicken coops and community open spaces are integrat-



In the previous academic year, a team of seniors in the Sustainable Agriculture and Food Systems program at UC Davis formed a consulting and research team to looking to the development and institutionalization of the SLLC neighborhood. Their foundational work has provided us with the tools and momentum to continue their efforts, working toward the inclusion of the SLLC into the UC Davis campus. The 2014 team was instrumental in testing a Human Centered Design approach, leading the neighborhood naming process, and uncovering five **core values** which tie the communities together and make the neighborhood unique.

Core Values

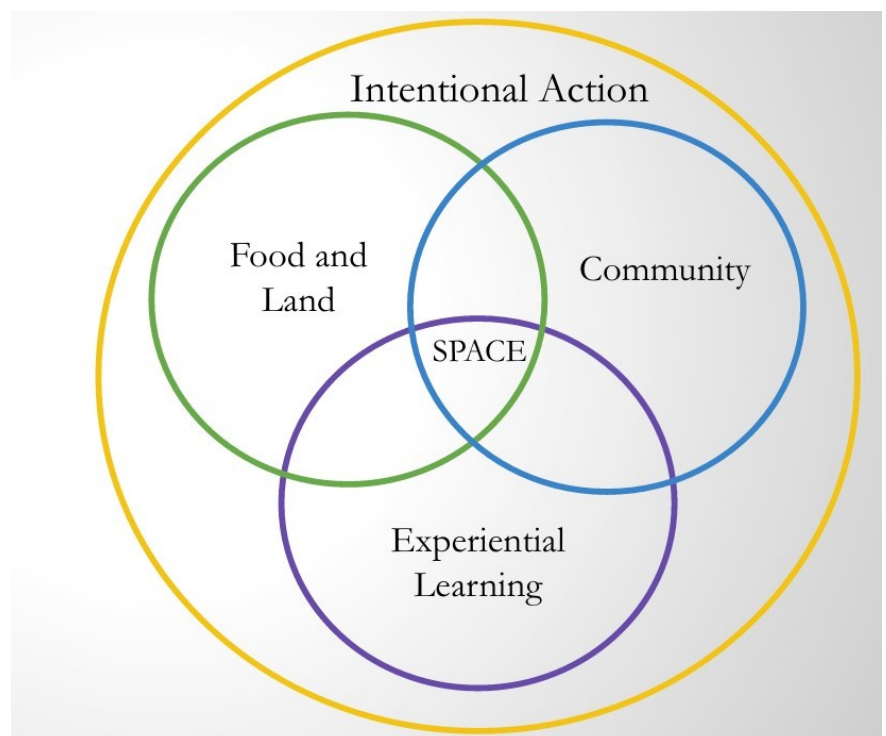
Intentional action is the supporting foundation for the other four values. It is carried out through conscious decision making, interactions between people, and any actions that are undertaken thoughtfully and that grow out from community.

Connection between food, and land is a unique value that can only be found in the SLLC communities on the UC Davis campus. This connection provides opportunities for people to share introductory experiences with the communities as well as the option to maintain deeper, lifetime experiences.

Experiential learning provides a different kind of experience than the typical academic learning common to the rest of campus. This value gives people the opportunity to learn by doing rather than only having the option of reading about a subject in a book.

Community is the social fabric that ties individuals together within the space. Many of the experiences available in the space are made possible by of the strong sense of community found here.

Space is the physical foundation of each of the communities in the SLLC. It is where the other four values are carried out. The spaces within these communities are open and easily accessible.



Problem Statement

As the campus grows, there will be land development, funding, and structural change in our communities. It is crucial that this development includes student voices and values in order to preserve the character and identity that has been created here. If development happens without student participation, then the communities of the SLLC face being misrepresented, having change forced upon them, and losing their original spirit of participant driven community co-creation.

Opportunity Statement

The five Sustainable Living and Learning Communities are in the process of organizing to be included as a “neighborhood” in the Long Range Development Plan and Framework Plan, which determine the direction of the university’s development for the next ten to fifteen years. The communities have an opportunity to shape the direction of development by working together to create a vision to present to the team’s client, Bob Segar, the Assistant Vice Chancellor of Campus Planning.



To achieve our goal of ensuring that the SLLC has the resources and atmosphere to thrive for the foreseeable future we sought to strengthen the core values articulated last year in community-led design for campus plans in the neighborhood. To accomplish this we set these objectives:

- (1) promoting understanding in SLLC members of the long-term and large-scale nature of projects,
- (2) engaging other communities for potential partnerships with the SLLC,
- (3) continuing the legacy of student engagement by helping communities feel ownership of the project.



Methods: Human Centered Design

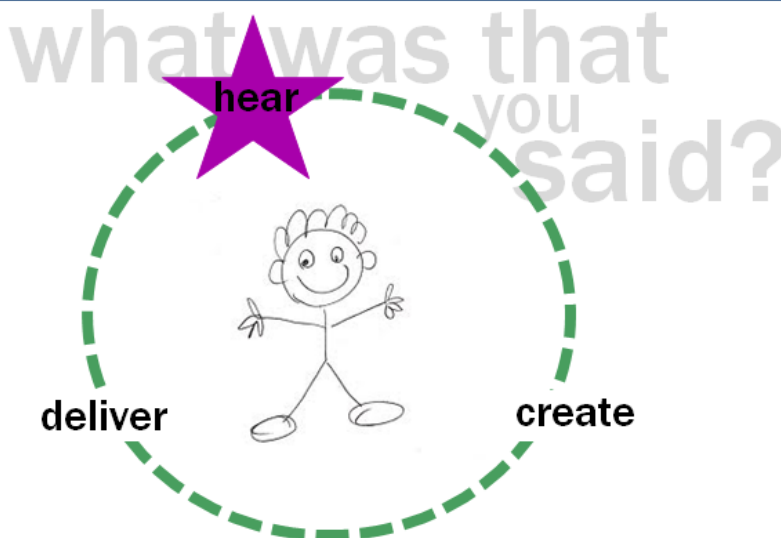
For our project, we employed human-centered design in order to construct a plan that fits the needs of both communities involved in the SLLC and secondary stakeholders in the ongoing process of neighborhood development within the LRDP. Our human-centered design process involved three phases; first we heard and gathered concrete information about the communities and challenges they faced. Second, we created and brainstormed abstract solutions collaboratively. Third and finally, we delivered ideas by creating the opportunity to implement prototypes and conduct experiments.

In the hearing stage, we maintained dialogue with communities in the SLLC regarding its future and sought to broaden the network of affiliated groups and programs. These affiliated groups were considered secondary stakeholders in SLLC development. This initial step was critical for addressing the questions and concerns of students and building rapport with each community. It also helped that one of our objectives was to promote understanding of the scale and scope of the community-led design project.

In the creating stage we engaged community members and secondary stakeholders in two neighborhood design workshops, the first was used to brainstorm and the second was used to focus on the most impactful, tangible themes that were proposed.

Finally, our delivery stage was comprised of this report and our final presentation to Bob Segar and the SLLC Communities. From this stage the process will be continued, beginning again with hearing while building on the work completed, just as we had done.

Human Centered Design:



During the first 10 weeks of our project, we did extensive outreach to communities and had many conversations about the prospect of doing a project based on the SLLC. All of these correspondences and conversations were taken into account in the development of our workshops.



Workshop 1

Our first workshop was styled as an open-house gallery to elicit *divergent* thinking. 50 participants contributed their ideas through multiple forms of media and future-oriented prompts. Input was collected during a four hour period through semi-structured interviews, interactive maps, freeform drawing, and a questionnaire. During analysis of the information gathered at Workshop 1, recurring themes and needs were organized and explored for possible inclusion in future neighborhood design. Following the human-centered design

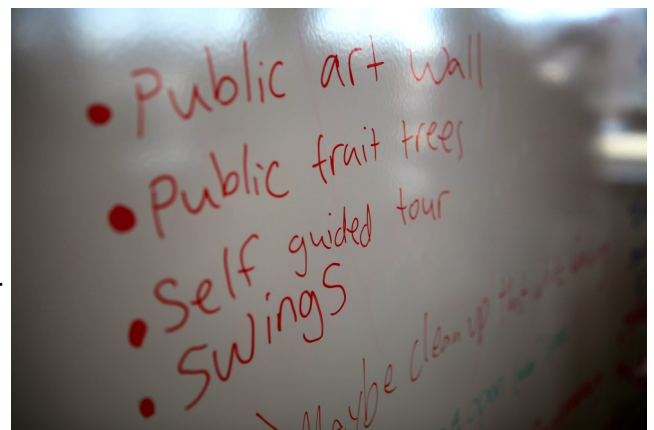
approach allowed us to get closer to the true ideas, wants, and needs from the members of the SLLC and begin to channel them into a functional and useful plan useable by both administrators and future members of the SLLC communities.

Results

This event was an opportunity to build excitement among SLLC members about both the potential to organize as a neighborhood and the prospects of growing the allied communities. We compiled all of our written responses into a word cloud and found that the major topics of discussion reinforced the core values of the SLLC. (see Appendix 1) Our community members told us that they want public art space, student-led workshops, a student community center, a cooperative café, an outdoor classroom, a music venue, a public park, chicken, rabbits, horses, a fruit forest, a mushroom garden.... As it became apparent that there was no way our team could feasibly implement these plans in the next few weeks, we started to look for the common threads between them. We realized that what the SLLC really needs is a space for folks to realize their dreams- a space for them to build gardens, display their art, and to build community by sharing a collective space.

When we turned to the map to evaluate potential sites for this common space, the greenhouses jumped out at us. The five acre property has been slated for redevelopment for years and furthermore is centrally located between the core SLLC (the Domes to the Student Farm) and our neighbors at Orchard Park, Russell Park, the Health and Wellness Center, and the Colleges at La Rue. These two proposals were the launching point for continued community outreach and development of workshop 2.

The commons is very much in keeping with the tradition of the SLLC communities- a public space created by and for the student community, and is a way for us to express our values in a new way. This could also be



Workshop 2

Whereas workshop 1 promoted *divergent* thinking in the *hearing* stage of HCD, workshop 2 focused on *convergent* thinking as part of the *creating* stage. Looking at the Orchard Park Greenhouses site as a potential commons, we asked community members how best to promote core SLLC values while balancing the needs of the neighborhood and connecting to the surrounding areas and broader campus.

As introduction to workshop 2, we reviewed the design process, the importance of each community and its members' input, and our conclusion from the first workshop to focus on the Orchard Park Greenhouse site for the use of new housing and a commons. Our goal for the workshop was to gather the most important design considerations of the commons, focusing on three elements of program, place, and process (see Appendix 2). After the introduction, with words from us, the capstone team, and Bob Segar, the campus planner, we divided into small groups of four or five including a facilitator, and worked through the three elements. Each of the groups considered the holistic design of the commons and what elements would maximize the core values and promote long-term health of the neighborhood and surrounding areas. The results of these conversations and continued dialogue with community members were used to inform our final step in the design process, to deliver tangible and useful products for the UCD administration, as well as the SLLC.

Shifting Scope

To reinforce our objective to promote understanding of the long-term and large-scale nature of development projects on campus, the workshops highlighted the opportunities for SLLC communities to grow individually and collectively. In doing so, members came to shift the scope of their concern spatially and temporally, situating their personal needs and wants within a larger framework to include UC Davis as a whole. Workshop 2 prompted deeper conversations than Workshop 1 and produced a more holistic understanding of what the SLLC neighborhood means as well as what it could become.

Determining Opportunities

The attendees of workshop 2 elaborated on the critical needs and opportunities of a commons. When asked to consider program, place, and process for future development, SLLC members provided insight into what has already worked for the neighborhood, what has not, and how the most meaningful changes might be implemented. At the end of the workshop, we all reported back on our conversations and our team took note of the recurring themes and arranged them into categories of development opportunities, which we call the *key elements*.

Of the many ideas to come out of our workshops, the most tangible and widely sup-



Key Elements

In order to understand and use the key elements that emerged from workshop 2, we developed in more detail the relationship between each key element and its partner core value, its significance to the University, and different ways it might take shape on the ground. The range of experience highlights different ways one might interact and engage with each of our key elements; each of these ways are necessary and coexist in a mutually supportive relationship.

Key Element: Housing

With the projected increase in student size by 5,000 to 7,000 students in the next ten years, part of the Orchard Park Greenhouses area will foreseeably have new student housing. We asked the community members what they would like the housing to look like. Our main takeaway was that students want to participate actively in design, so we recommend that Bob continue to work with the SLLC to create it. New student housing development in the SLLC is aligned with our core value of *Community*.

Workshop results

We imagined many different ways that a new residential development might take shape, balancing factors of social cohesion into the neighborhood, physical and environmental footprint, and affordability. There was broad-based support for the idea of cooperative housing, in keeping with the tradition of student-initiative and self-governance, but potentially exploring a higher density model than what currently exists. Passive solar design, waste treatment, photovoltaic cells, and some features similar to the West Village development may be key features in this model, and we can also take inspiration from the many different designs at the Berkeley Student Coops, Stanford Coops and many more.

There were more specific ideas that members were excited for and tied into the commons. Depending on what facilities come into fruition like the cooperative cafe or food forest, there could be volunteer, employment, and work-exchange opportunities be provided for renters.



Significance to University & SLLC

Cooperative housing is closely linked to the SLLC value of community. Residents would share resources, learn to cooperate, and share each other's experiences. It would also provide residents with opportunities to explore the other values. Cooperative housing would bring value to the university primarily by equipping students with interpersonal skills, giving them affordable housing, and contributing to environmental sustainability. It is in the university's interest to provide affordable housing for students who need it. Cooperative housing is a solution that is affordable while maintaining high quality. Environmental benefits of cooperative housing include dramatically reduced building costs due to shared utilities and resources especially when coupled with higher density living. Other high-density models have been successful in schools like UC Berkeley. The community decision making and self management principles of cooperative living would be empowering to students and build leadership skills. Lastly, cooperative housing is a way for students to immerse themselves more deeply in the university experience, and build an identity with UC Davis that will carry on past their graduation.



Key Element: Governance

The shape of the overarching governance structure of the SLLC communities affects both community autonomy, neighborhood cohesion, and SLLC-UC relationship. Governance has to do with the nature of interaction and decision making between SLLC communities and the representation of the SLLC to outside institutions, like the UC administration.

Workshop Results

The need for SLLC governance came up in our workshops as part of the discussion of understanding the SLLC as an alliance of independent communities. We imagined a governing body as a council that would be comprised of representatives from each community to discuss issues affecting the whole neighborhood. Governance affects community in different ways simultaneously that represent the three levels in our *range of experience*.



Significance to University & SLLC Community governance is aligned with the SLLC core value of *intentional action*. *The process by which decision are made in our communities is as important as the outcome of the decision itself. We need to create space for voices to be heard and to maintain open lines of communication between communities and with the University. Having a governing body would create institutional memory for the SLLC because the turnover of the board would be staggered.*

Range of Experience

Personal level interaction with an SLLC governing body manifests in the effects that it has on the programs and experiences that happen on the ground. The benefits of neighborhood level cohesion and the support provided by SLLC charters and policy can be attributed to SLLC governance.

Participatory governance might take the form of members who bring their ideas and concerns to the SLLC board or council and who participate in community level governance. Member input and participation is critical for an effective governance structure, and can take many forms not limited to what is described here.

Leadership opportunities in community governance are plentiful; the SLLC has ambitious goals for social justice, educational programs and academic integration, and workshop and event planning. The individuals who bottom-line these projects and work behind the scenes to ensure the neighborhood functions smoothly add incredible value to the SLLC. Meeting facilitators, community liaisons, and project coordinators are all leaders.



Key Element: Community Food Hub

At the workshops, we asked participants to dream big; they responded in kind with a vision for a food hub where students connected the dots of a local food system. Main components included a food forest, an open processing kitchen, a cooperative cafe, and a satellite food pantry. In the visioning process, we noticed that the food hub idea was something concrete that participants could see in their minds and galvanize others around.



Workshop Results.

The open processing kitchen was an idea that continued from discussions of last year's capstone. It is a logical connecting piece in the SLLC where people have many opportunities to grow and eat food, but fewer places to cook it as a community. It would serve as a place to teach and host workshops. A second element would be a cooperative cafe where people could prepare, serve, and sell food made with campus and locally grown produce. The commercial element was appealing because it would be a way to engage non-SLLC students, it would be job training for employees, and could generate revenue to self-sustain. The third element, a food forest, was another idea that carried over from last year's capstone. We envisioned fruit and nut trees which could be harvested by anyone.



Significance to SLLC and University

This opportunity represents the SLLC's need for a new way to engage with food; preparing, cooking, and serving on a commercial scale provides opportunity for work experience and entrepreneurship and is directly in line with the core value of *Connection to Food and Land*.

UC Davis is a leading food and agriculture school, but there are many students who graduate without experiencing any part of this. A food hub would be a concrete way that students could engage with their campus food system and learn about our values around food. It would be a piece of Davis that we could proudly showcase to prospective students and the rest of the world by showing the way we are bringing all students into the conversation around food.

Range of Experience

The personal level highlights the experience of consuming and enjoying the services provided by the food hub. It includes people who might buy food, sit outside in a garden or patio, and those who enjoy the space once it has been developed (regardless of past or future levels of involvement). We can see how the personal level is only made possible by the effort and intention put forth by community at the participatory and leadership levels, but is simultaneously necessary as it validates and completes that effort.

At the participatory level, the involvement is increased. Volunteer, employment, and work exchange will be key in connecting the gardens, the cafe, and community kitchen. Internships could be developed to manage gardens or work in different capacities in the operation of the food hub. This level focuses on hands-on operation and learning by doing. By participating and collaborating with peers and community members, the food hub has the greatest potential to serve community needs and best represent community interests and values.

Leadership opportunities within the food hub include student managers of the cafe or kitchen, those who use the space and resources to develop new programs related to food for the benefit of the community, and those who take on food systems research based on the food hub. This also includes the core group who will be critical in developing the food hub in the beginning.



Key Element: Open Space

Community space, that is neither privately nor publicly owned, is fundamental to the commons. The sense of mutual ownership and collective creation is what makes the commons valuable and unique. An important aspect in designing the commons/housing space in the SLLC neighborhood is to keep in mind how current and future traffic patterns (by foot, bike, and car) flow in and around the space. The proper spatial design can maximize the functionality and visibility of the space.

Workshop Results

In the workshops we asked participants to consider elements of location of infrastructure and how visitors might move through and engage with the space. We discussed the pros and cons of a clear boundary between a residential area and a commons area compared to a more integrated approach. Desire for adequate bike parking and safe pathways was emphasized. We looked at the intersection of Orchard Circle and Orchard Drive as a potential project site to reclaim as part of a commons and public space.



Significance for University & SLLC

The design of campus and flow of traffic are both critical elements for the functionality and aesthetic of the UC campus. We think that the SLLC and UC planning team have mutual interests in seeing the SLLC neighborhood achieve these goals; to be beautiful, functional, and accessible.

Range of Experience

As an example of the multiple different ways it's possible to engage in space and placemaking, we looked at the intersection reclamation project inspired by the Portland City Repair Movement. Community members can participate in the reclamation and creation of a *place*, where there was only a *space*, by an act of community intention, for example painting a mural in the center of the intersection. This is a physical marker of a shift in community consciousness about how they perceive a space and who it belongs to. Leadership in placemaking via collaborative design and co-creation can be taken on by anybody; it is what we are doing by defining the concept and proposing a commons to exist, and it is what we hope community members will do for each project they implement within the commons.

Key Element: Academics

As a leader in education, UC Davis has the opportunity to deepen the impact of higher learning for its growing student population. The Orchard Park Greenhouses site can increase the scope and availability of academic resources on campus in ways that highlight the core values of the SLLC. Specifically, the academic needs expressed by the communities aligned with the value of *experiential learning*.



Workshop results

Community members in the SLLC workshops, when asked what programs should be expanded or incorporated into the community, expressed many specific curricula and research ideas, as well as a more general intent to increase academics in the neighborhood. The most supported ideas included creating a space to hold workshops and to create an academic coordinator position for the neighborhood. Within the proposed commons idea, these needs were deemed essential to the foundation of new educational experiences,

providing the community with the potential to grow the collaborative and self-led learning styles.



SLLC value of *experiential learning*

The desire for increased academic programming is primarily fueled by the value of experiential learning. The “learning by doing” model enables individuals and whole communities to address their own needs and interests in a manner suitable to them, creating a more meaningful and lasting learning experience.

Significance to University

Adopting alternative education models and allowing students to explore and interpret in their own ways enhances the academic experience as well as student quality of life. The opportunity for professional development is heightened through self-direction, collaboration, research, and experimentation. As the Student Farm has developed multiple avenues to utilize its space and resources toward a variety of educational goals, so too could the SLLC commons in a way that is unique to UC Davis. Demonstrating the research and education that has already taken place within the SLLC can help UC Davis set itself apart from other learning institutions and build upon the innovative programs, such as the Arboretum, D-Lab, and the Sustainable Agriculture and Food Systems, and Sustainable Environmental Design majors.

Range of Experience

Students have the opportunity to integrate their academics into their SLLC experience in many ways. Students might casually utilize public space to study or take part in a workshop event. Increasing the level of involvement might include participating in or facilitating a student-led seminar or workshop series, or doing an internship related to the SLLC. There is also potential for sophisticated partnerships with academic departments to carry out research and provide opportunities for hands-on learning.

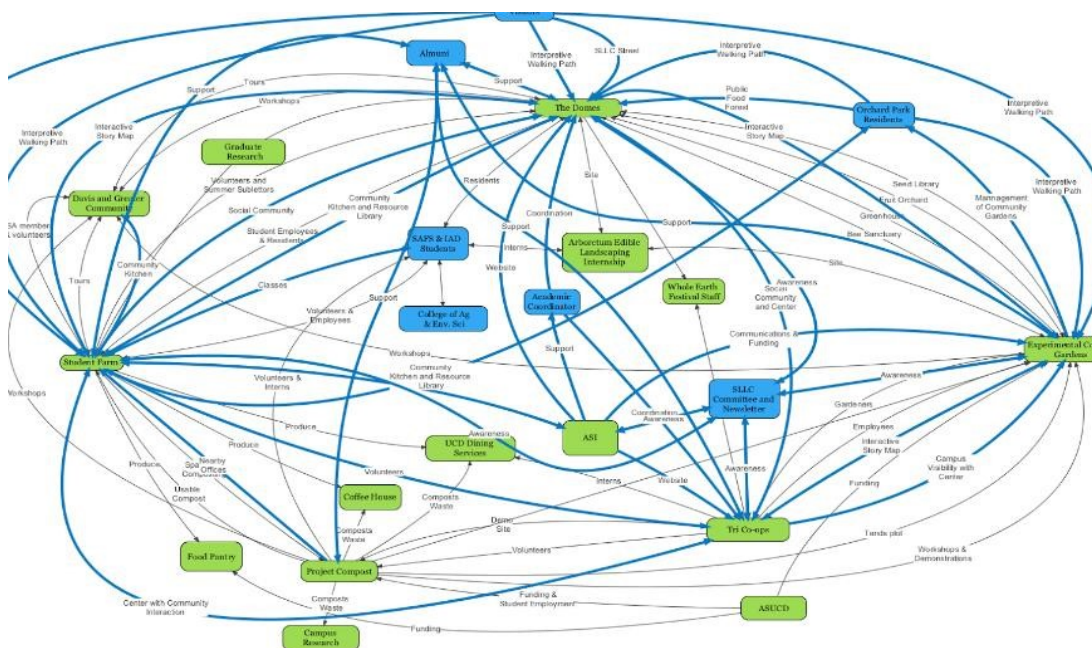


Connectivity and Alternative Futures

Through our workshops and conversations with communities, we have determined that a “commons” is a development opportunity that elegantly intersects all five of the core values of the SLLC and meets the needs for public space to build community and house projects that will facilitate not only the growth of individuals, but the neighborhood as a whole.

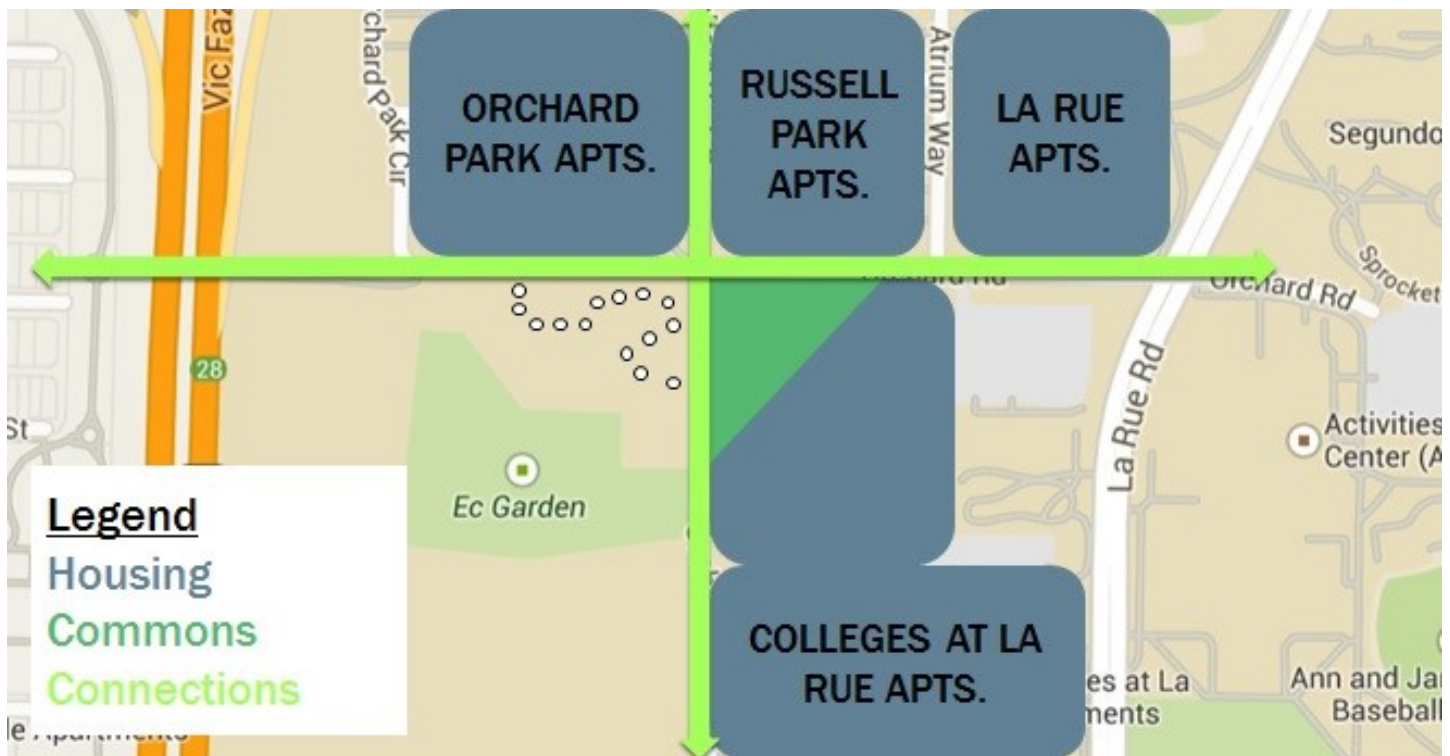
Recognizing the numerous variables yet to be addressed at this nascent stage, our group is proposing three “alternative futures” for ways this project might be undertaken. Alternative Futures, while complex in execution, are conceptually simple: we present several different scenarios to help conceptualize what consequences, positive, negative or neutral, certain courses of action may have. The three alternative futures we are presenting focus on the implications of different physical designs of the commons itself. To evaluate these alternative futures, we considered factors of physical and conceptual connectivity. In other words, how does a given version of the commons affect the flow of traffic through campus and the overall design of campus? And how does it allow the SLLC neighborhood to relate programmatically to the goals and values of UC Davis?

We are giving particular emphasis to the physical design as it sets the stage for all subsequent developments and affects how the SLLC relates to the rest of UC Davis. The physical pathways determine what areas are accessible and receive attention, as well as their relative visibility, functionality, and conduciveness to thoroughfare. Consider situations in which you might want a direct “highway” connection, and others in which you might want to take the scenic route, and how that affects your experience of a place.



...How does the SLLC fit into the rest of the UC Davis community?

Alternative Future 1: Commons Distilled

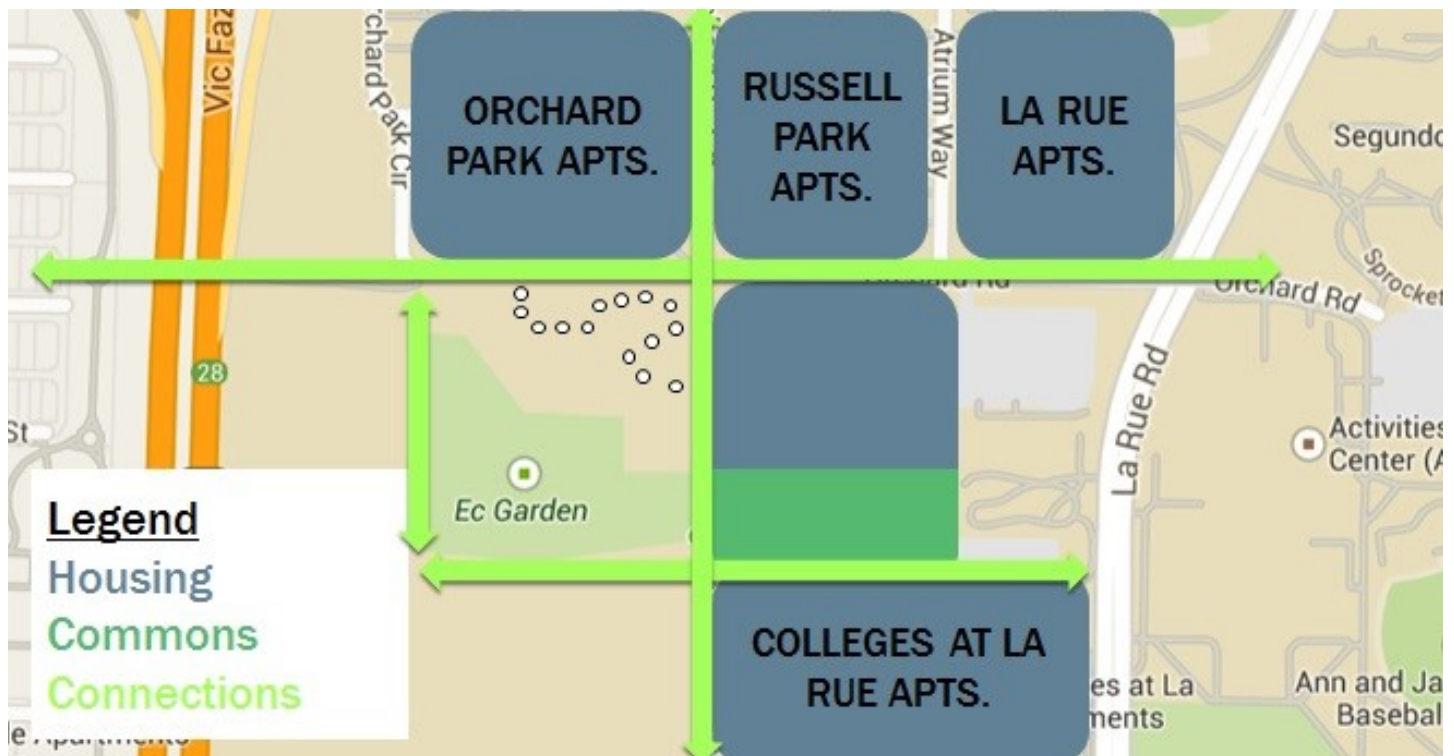


In workshop 2, there was a great deal of attention given to the north-west corner of the Greenhouse site. This is currently a vacant lot and the intersection immediately adjacent to it is a major artery from central UCD to West Campus. In our first Alternative Future, we focused on this corner for a concentrated footprint of the commons that could incorporate a multipurpose facility to house the myriad programs that community members are looking forward to, as well as creating space to maximize the potential for a new housing community.

The commons area distilled on the corner of Orchard Road and Orchard Park Drive, on a visible site, central to the large residential area presents the opportunity to serve as a point of public outreach and integration with SLLC experiences and values. This alternative future takes advantage of existing thoroughfares on campus, providing the SLLC and the whole of campus with a location to showcase its ingenuity and unique strengths. Incorporating the most impactful and widely supported programmatic ideas from community members would make best use of the space as a service hub.

For this alternative future to work best for the university and members of the SLLC, there should be more collaborative design and community input to find the most widely supported, and impactful ideas for the structure and programs of a distilled commons, to make best use of the space as a service hub.

Alternative Future 2: Greenbelt

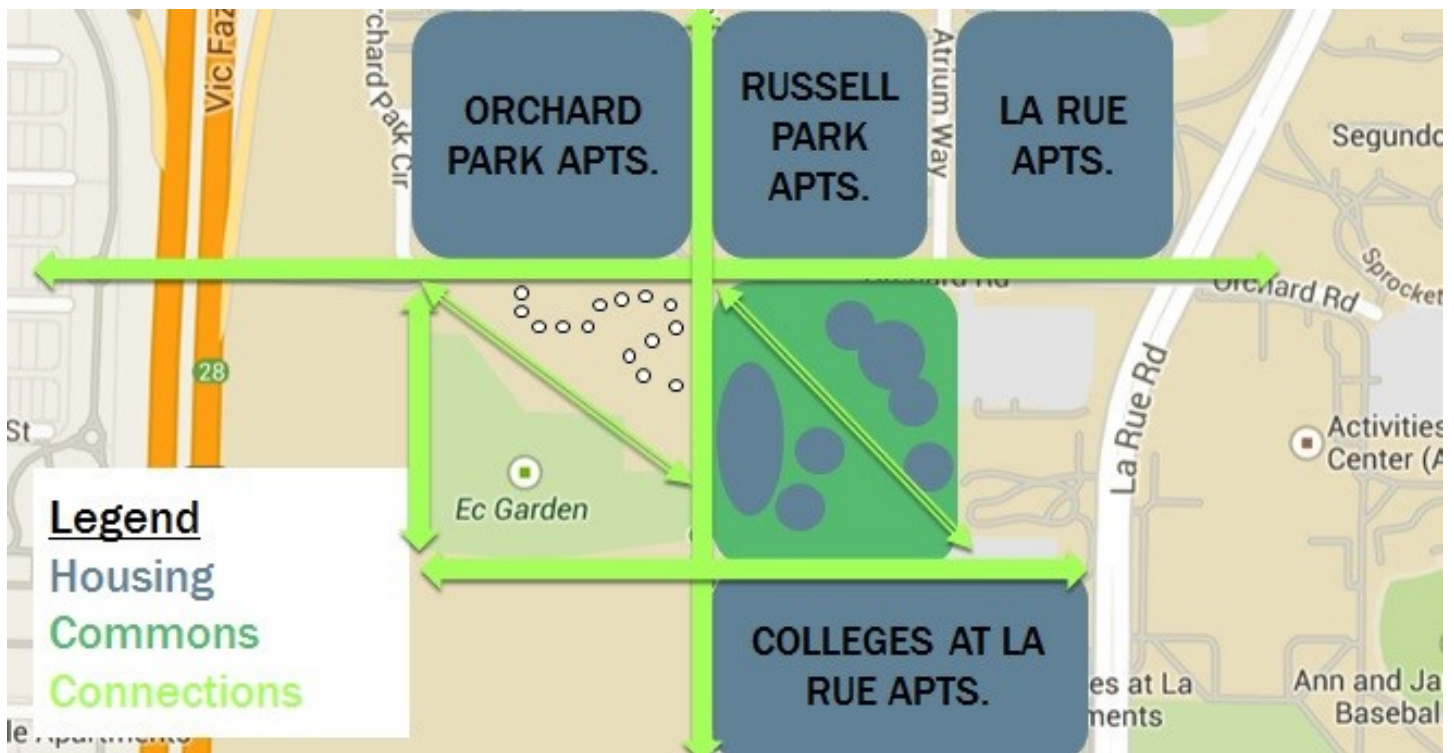


The second scenario is aimed at creating new ways to move through and engage with the SLLC by creating a “greenbelt” of open space. This greenbelt runs from the northwest corner of the EC Gardens, along the southern side of the Greenhouse site, and on through the “Harvest Garden,” south of the Student Health and Wellness Center. This layout increases physical connectivity and opens much of the space to public access and enjoyment. The decentralized version of the commons keeps great potential for programmatic infrastructure but with a larger footprint than the “distilled” scenario.

Placing the commons on the southern portion of the site creates potential for new ways to move in and through the SLLC neighborhood. Developing bike or pedestrian paths east-west through the “greenbelt” would take visitors around and through parts of the neighborhood, improving its visibility while respecting boundaries of the communities. The development of the commons as part of a navigable greenbelt offers increased community cohesion, and a decentralized alternative concept of the commons itself.

For this alternative future to work, more outreach should be done with the Student Farm, EC Gardens, and Student Health and Wellness Center to see if creating this greenbelt would be suitable for those specific communities which would be impacted.

Alternative Future 3: Maxed-Out Commons



The third Alternative Future we conceived maximizes the use of public space for community driven projects and enterprise. Maximization enables the creation of integrated and multifunctional space such as teaching gardens as well as spaces for facilities like a food hub, academic center, and public gathering place. Furthermore, this model is more suited to intentional and experimental housing in line with the history and character of the SLLC.

This maximized commons scenario combines the benefits of accessing the northwest corner with the connectivity and flow through the SLLC, and represents the conception of the commons held by many participants of the workshop. This form of commons presents opportunities that may not otherwise be realized. The physically maxed scenario is associated with fully realized programmatic design as well. For example, we image a food hub that acts not only as a gathering place, but also as a living laboratory for experiential food systems research. We endeavor for both breadth and depth in this commons scenario, and high integration with other neighborhoods on campus.

For this alternative future to take shape, we think that heightened community planning and organization need to happen. The communities need to be proactive in strengthening their relationship with the university, and work towards figuring out how such an ambitious project can happen collaboratively.

Final Results

In the last twenty weeks we have worked toward our goal of incorporating the core SLLC values into a community-led design that can allow the formation of a thriving neighborhood. In the process we found the most important aspects needed for the future of the SLLC as a neighborhood, including the commons proposal. Our work has also galvanized the communities around exciting prospects for their own future and the whole neighborhood. By bringing people together we have created opportunities for members of different communities to meet one another. One tangible example of this is the formation of an SLLC listserv for increased communication and collaboration.

We expect the alternative futures for a commons at the Greenhouses site to provide a cursory direction for the next stages in development of the SLLC neighborhood. The key elements found and elaborated for a commons to succeed for the communities offer specific design considerations to reflect on, both for the campus planning department as well as members of the neighborhood when looking toward the future.



To AVC Bob Segar

- Work with communities on the housing design process; “don’t make it for the student, make it with the student”. Seriously consider student input to increase the thriving potential of the commons. Compliance with student wants/needs is an element that will help to make the most of the commons.
- Highlight core SLLC values in recommendations to senior administration. Although the commons is for everyone, the foundation of it should be the SLLC values. Common development input should consider SLLC values.
- Develop an adaptive framework of governance for the commons. People in the commons will be changing, therefore governance that allows for flux in the commons will enhance people experience as long those changes are based on the SLLC values.
- Address concern of commons accessibility and outreach. Part of design process should consider accessibility and outreach to other communities not in the SLLC in regards to the final location of the commons.
- Create a commons that is inviting to a diverse group of people with different interest. Do not make the common exclusive to the SLLC, incorporate the wants and needs of other communities.
- Continue to improve the existing flow between the SLLC and the center of campus. Biking and pedestrian traffic should be connected from Orchard Road to the Sprocket Bikeway to better connect all neighborhoods and link the Tri Cooperatives to the rest of the SLLC.
- Zone the Orchard Park Site as low-density academic and medium-density housing are.

To SLLC Members

- Prepare for further conversations after the LRDP and framework plans are finalized to address the continuing needs of the SLLC.
- Be proactive. Take control and make things happen rather than adjusting to a situation or waiting for something to happen.
- Prototyping by the community (governance structures, different systems)
- Have a point of interface with university. Stay informed. Create a point of communication where the university can contact the SLLC and vice versa (advisory board).

To Tom Tomich and Future SA&FS Seniors

- Propose SLLC project to Bob Segar and upcoming SA&FS students. The continuation of this project is important for implementation of SLLC values in university development. Persistence is key to success.
- Create partnerships with other capstone classes. Give the opportunity to other undergraduate students that are interested in the project to earn academic credits.
- Listserv. Make a media to keep members of the SLLC update and connected.
- Make previously obtained information available for future capstone classes. Create a venue where groups working with continuation projects can easily access all of the information gathered by different groups.
- “Lessons learned” for next capstone. Next capstone group should further contribute with the implementation of SLLC values by proposing new ways that can contribute to the enhancement of the SLLC.

Conclusion

The SLLC is unique; we are a diverse neighborhood of independent communities that share a set of core values. Our goal was to help push this concept of an alliance of communities from the conceptual into reality. We believe that developing a commons, a shared public space, simultaneously owned by no one and everyone will unite our communities and provide an outlet for the overflowing creativity, ambition, and passion embodied in each of us. We don't know what the future will hold, and we can't guarantee that what we envisioned will come to be. But sometimes the process is as important as the outcomes, and thanks to the participation and support of our peers and community members, we can say with certainty that the ideas and plans we have presented are the product of collaborative design. The commons is a manifestation of community that will be created and recreated by many hands.

This is the end of our work as the SLLC capstone team, but with the support of all of our communities, it will be just the beginning for the SLLC. We want to channel the creative, innovative, radical spirit of our forbears who built a community out of fiberglass domes, who taught each other how to run an organic farm, who saw the need to teach sustainable agriculture and who created this major. So we pose to you the question that we started with: what will this community look like in 10, 20, 40 years? What can we do now to set us on the path to that future?



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- LocalWiki.org
- UC Davis Student Housing
- American Community Garden Association
- Agricultural Sustainability Institute (ASI)/Sustainable Agriculture Research and Education Program (SAREP)
- <http://sustainability.ucdavis.edu/progress/commitment/planning/>

Definitions

Alternative Future Tool is a flexible long-term scenario analysis strategy that takes into account abstract concepts like values, innovation, and unforeseen changes. Related to *Pattern Language*, which is used as an alternative to a “master plan” as it provides a flexible structure to base designs from.

Connectivity is way the SLLC is connected to the campus and how it is affected by and affects the campus through its avenues of attachment.

Framework Plan addresses the goals, principles and objectives established in the LRDP at an intermediate scale that provides more specific direction for site planning, landscape design and architecture.

Human Centered Design is a design process that entails considering the users of the end product by determining how they may optimally use it. This process generally includes hearing, interpreting, and developing ideas with respect to input from users. In the context of the SLLC, these users are community members and the broader campus while the end product is the SLLC neighborhood itself.

Key Elements are the five development opportunities the 2015 SLLC capstone team identified; each *key element relates to one of the SLLC core values*

Core Value :: Key Element

Intentional Action :: Community Governance

Food and Land :: Food Hub

Experiential Learning :: Academic Integration

Community :: Housing

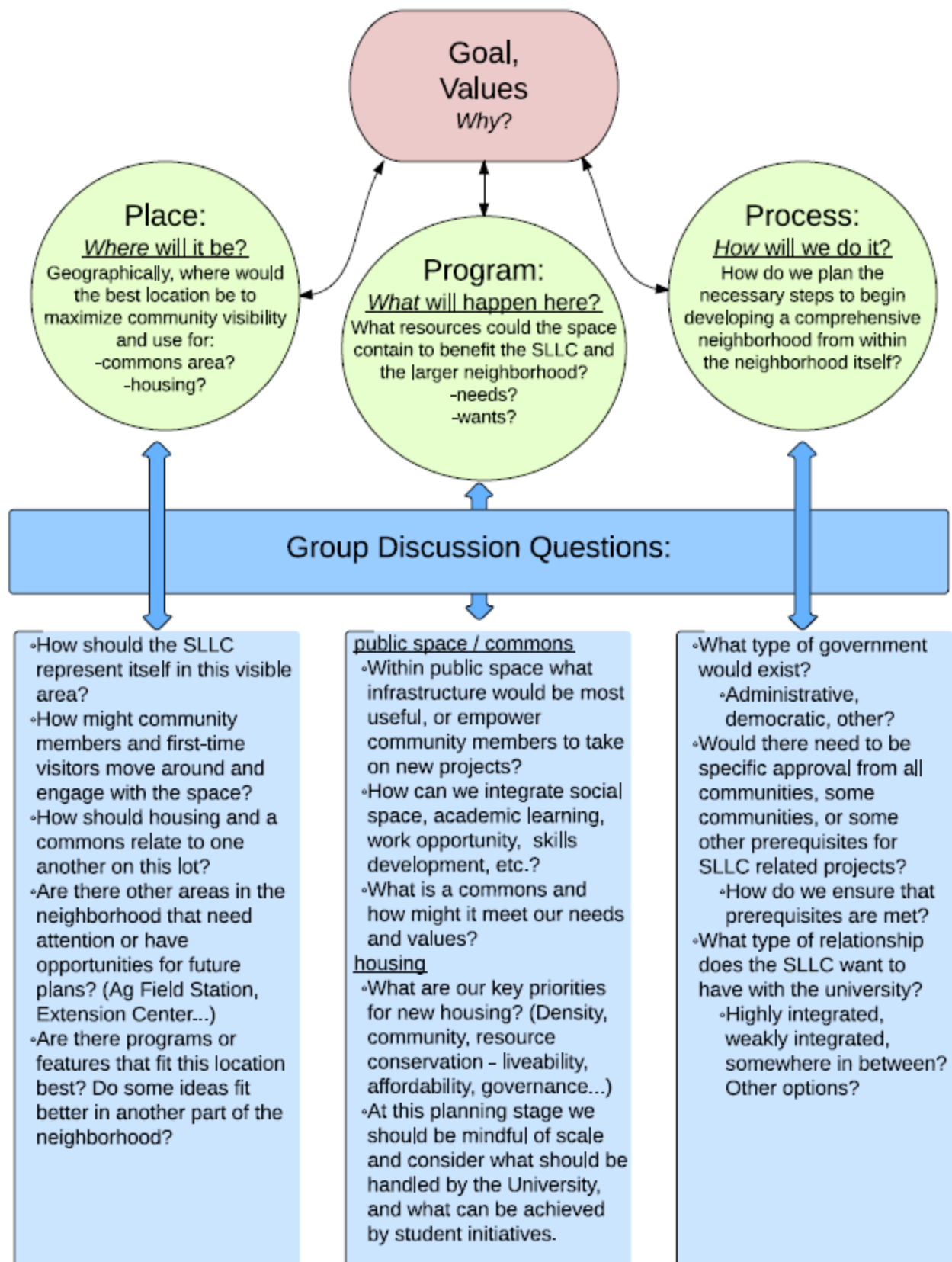
Space :: Placemaking

Long Range Development Plan is a comprehensive land-use plan that will guide physical development of the UC Davis campus to support its teaching, research, and public service mission.

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Appendix 2

Workshop 2 Structure and Guiding Questions

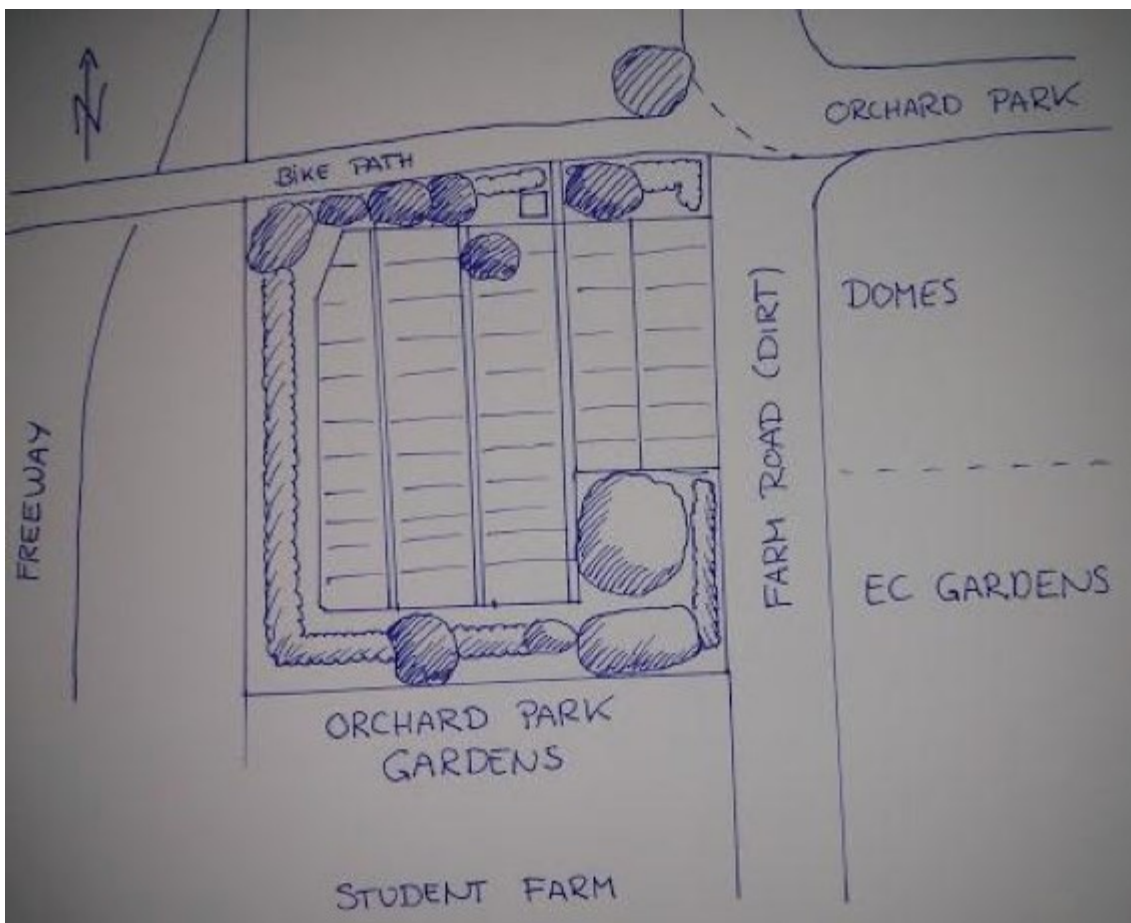


Appendix 3

EC Garden's Orchard Park Apartments Proposal

[Note: This is a document authored by the EC Gardens proposing that the unused backlot of the Orchard Park Apartments be cultivated by the EC Gardens. The backlot did not fall under the scope of this project, but the proposal is included because land allocation is relevant to the LRDP.]

The former Orchard Park Student Housing Garden consists of 70 to 90 plots of 10 by 30 ft. with 14 faucets for water needs. The precise number of plots will depend on the size of the buffer area around the garden, the number of faucets and existing trees in the parcel (see general map below). This space was previously only used by Orchard Park Student Housing residents and therefore management of this space was done by the Orchard Park residents in cooperation with Student Housing. Student volunteers maintained the space and the overall utilization of the space and its condition has deteriorated of the last ten years. Currently, there are unauthorized gardeners using the space at the liability of the University.



Experimental Community (EC) Gardens, which has dedicated ASUCD staff and currently rents more than 250 single 10 by 20 ft. garden plots to over 400 community members, is located adjacent to the Orchard park housing gardening spaces, The EC Gardens provides educational opportunities for students and the public about gardening, composting and fruit tree maintenance. The EC Gardens would like to propose the transfer of control of the property formerly known as the Orchard Park Student Housing Garden space to the ASUCD's EC Gardens,

We plan to have the land be used for a dedicated undergraduate seasonal gardening space. We would work with Student Housing to alert students of this great opportunity. The land will be mowed and tilled twice a year (April and October) to accommodate

students schedule and needs with the expectation of winter and spring gardening. The management regime will control weeds and pests and allow for easier gardening and immediate planting by student gardeners. We will not permit any animals or fencing, allowing for an open community gardening feel. This type of gardening will be great for undergraduates and the proposed fee is estimated to be about \$45 per plot.

A green buffer with shade trees, bushes, and fruit trees will be established in the perimeter area. We expect that the cleanup of the garden parcel and the preparation of the green buffer space will take between 6 and 12 months. The EC garden space is dedicated for longer time gardening and permaculture aspects of gardening, while the new garden will emphasize seasonal gardening with easier access for beginning gardeners. Once gardeners feel comfortable with their new garden skills, the neighboring EC garden space will provide ample opportunity to learn more advanced gardening skills and concepts.

The benefits of this proposal for a new Orchard Park Garden include the renewed use of a space within the SLLC that is currently underutilized, fallow and frankly an eye sore filled with weeds and trash. In addition, there will be space for 70 to 140 new undergraduate gardeners. Additionally, ASUCD will be able to hire additional undergraduate staff dedicated to the Orchard Park Garden space.

