

A Vision for the Future

The Sustainable Living and Learning Communities

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Students Who Change UC Davis will Change the World



Chancellor May reminds us with his vision to “Boldly Go,” that the issues of today and the next 50 years require a new kind of university preparation. Our world is faced with vast global issues of climate change, a growing human population, and finite natural resources. Many students enter UC Davis aware of these challenges and hope to make a difference. These young adults are committed to positive change and possess untapped intellectual and physical capacity but need to develop skills and the confidence to work with and lead others. In their time here, our university can provide a place for transformational experiences in leadership and environmental and social justice that will give them the tools to become the change-makers of the future.

Looking back, we see how students have been catalysts of change at UC Davis for decades. Fueled by the needs of the places they work, live, and learn, students have proposed change, surmounted challenges, collaborated with others, and developed the life-long skills of critical thinking, team problem-solving, and interdisciplinary analysis. Throughout the process, they have learned about important topics such as structural design, food production, and community governance.

The results are powerful and lasting. Former students created the programs that make up the Sustainable Living and Learning Communities (SLLC) including: the Student Farm, the Domes and Tri-Coop Residences, Project Compost, the Design Lab, and the Campus Community Gardens. This work is transformational and groundbreaking for both the students and the university. The SLLC programs show us that when student voices, idealism, and talent are coupled with space and the powerful pedagogy of experiential learning, students and their environment are transformed.

The issues of today and the next 50 years require a university where young adults build agency and confidence to work with and lead others. Now students have come together with guidance from faculty and staff and the generous support of alum, to bring you this master vision for the future SLLC as a historic, unique, and impactful space on the UC Davis campus where the new generation of changemakers can be forged.

Our Vision

The Sustainable Living and Learning Communities (the SLLC) is the green heart of the UC Davis campus. For over 40 years, students have found productive ways to live and learn about sustainability on this site through farming, building housing, gardening, and stewarding the land--all in community.

We envision a space that sustains this legacy by reinforcing the projects and the groups that have thrived here, and by expanding their potential through investments in infrastructure, architecture, place-making, and academic coordination.

Over the past decades, theories of pedagogy have evolved toward a consensus that active and experiential learning is more effective and rewarding for students as well as faculty. This is something that SLLC member organizations have known and practiced all along. In this unique 40 acres of UC Davis, scores of students, staff and faculty have enriched their learning and their lives by practicing sustainable farming on the Student Farm, or by co-managing the self-built Domes community, or by teaching classes in plant propagation at the EC Gardens.





The future of the SLLC has much more in store if we allow it to blossom. It promises to push the potential of engaged learning to embrace project-based, practice-oriented education, by challenging students to learn by leading their peers, by experimenting, and by engaging with a diversity of backgrounds, opinions, and disciplines. Within the vision plan, an innovative new student farm barn combines appropriate technology with state-of-the-art facilities to allow for better processing of produce. An expanded community garden allows for better accommodation of new student gardeners while restoring some plots as community orchards. The Domes reassert themselves as a model for cooperative living through thoughtful renovations, while new experiments in green building and student cooperatives provide hundreds of new beds for students. These spaces are inherently for learning by doing, but additional dedicated classrooms--indoors and outdoors--provide more spaces to accommodate courses from a wide range of programs and colleges. All of these elements are tied together through a well-designed network of paths, attractive fences and artistic gateways. But along with all of these overdue interventions, we still envision a set of spaces that continue generate new ideas simply because they are not over-determined; we thrive to maintain a spirit of possibility that exists because it is allowed to change over time.

Where and What is the SLLC?



Location

The SLLC space is located in the heart of west campus. The space contrasts with and is central to a number of housing communities in various stages of their life. To the North, Orchard Park Apartments are now completely demolished and being rebuilt to house 1,400 additional students. On the east side, the Colleges at La Rue, which opened in 2000, continues to provide housing to hundreds more incoming undergraduate transfer students. The land is bordered on the west by Highway 113, with the relatively new West Village neighborhood immediately adjacent and housing +2000 faculty, staff, and students. SLLC plans to expand its role in providing housing for UC Davis students and employees through more affordable cooperative housing arrangements of various scales.



The total acreage of the main space is roughly 60 acres, with the student farm occupying about a third of the total space. Immediately North is the roughly 8 acres of community gardens, which are then bordered on the northeast corner by the ≈2.5 acres of the Domes Cooperative. The D-lab and Project Compost occupy relatively miniscule areas of land, possessing only a small workshop for prototyping (250 sq. ft.) and a several hundred foot long compost pile, respectively. The Tri-Coops are spatially separated from this land occupying a roughly half-acre of green space closer to the heart of campus. However, many of the coop residents participate in SLLC programs. While the infrastructure of all these organizations would benefit from renovation or enhancement, this vision plan preserves these organizations' spaces and their key functions.

History

The land we now call the SLLC was originally inhabited by the Southern Wintun tribe. As far as we know, they came into the area around 500 AD. When the land was acquired by the University of California in 1908, it was initially used for pomology research, specifically as an olive orchard. This legacy is still visible in the remaining olive trees and the name of the Orchard Park neighborhood.

In 1989, the UC Davis Long Range Development Plan (LRDP) designated SLLC land for the development of Aggie Stadium. Students served as effective organizers in response to this proposal and formed the Sustainable Research Area (SRA), a coalition that advocated for the preservation of the spaces. Twelve years later, in the 2001 LRDP, the SRA communities and land were preserved “as is” in response to development concerns. Since that time, there has been little to no mention of plans for future development within the space.

Between 2001 and 2013, several SRA organizations confronted the prospect of closure by various campus administrations. The lack of institutional support made it difficult to maintain consistent standards and an organizational structure through the yearly typical student transitions. The Domes were temporarily closed during this time, and the Davis Bike Church was permanently removed from its site. However, by integrating and building new alliances with other organizations such as the Solar Community Housing Association (SCHA), Associated Student Body of UC Davis (ASUCD), the Agricultural Sustainability Institute (ASI), and the College of Agriculture and Environmental Sciences (CAES), the remaining spaces found ways to remain active and productive. This integration helped the SRA offer more diverse living and learning opportunities to a larger group of individuals, thereby increasing both academic and non-academic value to the campus.

The current concept of the SLLC originated from the work of a 2013-14 Sustainable Agriculture and Food Systems major (SAFS) Capstone project. Within this effort, students were responsible for helping SRA members formulate the current name (SLLC), as well as thoroughly documenting the values, relationships, and opportunities that existed within and among the different SLLC organizations and the unique benefit of the space for the campus. This effort was expanded upon in 2015 by a second SAFS Capstone project. This time the team described and suggested solutions to barriers preventing SLLC cohesion and development as well as addressed issues of site design and planning.

In 2015, CAES and ASI members targeted the SLLC concept for further development through the campus-wide “Big Idea” fundraising process and campaign. Although the SLLC was not ultimately the single idea chosen, the vision was enhanced through that process and continues to be championed by ASI and CAES. Together with a private foundation grant, this support has allowed SLLC to continue its community-oriented design and development.

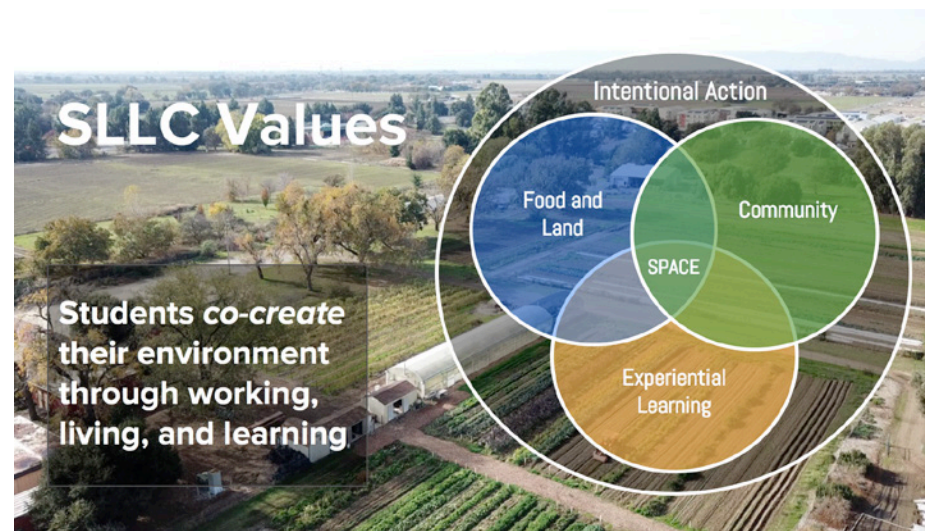


Values

An important accomplishment of the 2013-2014 SLLC team of the Sustainable Agriculture and Food Systems Capstone Course was the following articulation of SLLC shared values. This was based on a careful values proposition process with all community members.

- **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 in 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 than those associated with common university academic activities.
- **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, knowledge, and experiences, and frequently communicate 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 SLLC space houses and supports the activity of the 6 programs in a safe and natural environment. It also provides less tangible emotional and mental benefits.

Comprehension of these values allows for a better understanding of current SLLC operations, as well as the suggestions included in the following design plan. Themes of environmental and social sustainability exist throughout the SLLC landscape, and are evident by the lush vegetation and close-knit communities that SLLC land supports. The design plan includes numerous suggestions for additions and alterations in the built and natural environment, all with the intent of increasing the environmental and social wellbeing of the space and its members, as well as its value to the greater campus.



Significance

The current significance of the SLLC derives from its main function as a space for experiential learning, community gathering, and agriculture. There are few conventional classrooms within SLLC, but the land and its organizations are living laboratories that provide important and unique educational opportunities. Critical skills that are often absent from traditional curriculums, such as conflict resolution, project management, growing one's own food, and social justice, are learned in the field where theory is immediately applied to reality. The SLLC organizations provide a diverse number of platforms for learning to occur, so "in the field" may sometimes mean literally being in a field of crops at the Student Farm, while at other times it may refer to participation in a community meeting in a cooperative residence where consensus process guides decision-making.

The SLLC's future significance arises from remaining a place for ongoing student tinkering, and the failures and successes that go along with that. The SLLC can house new infrastructure for learning, living, and gathering, and function as a landing pad for new student-driven projects and organizations. The SLLC is one of the last places on the UC Davis campus that remains relatively undeveloped. This does not mean that the land is "underutilized." The openness of the space is one of its greatest assets. Here, rather than using a top-down approach to planning and development, the SLLC allows opportunities to bring together UC Davis faculty, staff and students in an interdisciplinary bottom-up environmental planning process. Students stand to gain considerable knowledge from participating in the surveying, planning, and building and by understanding the requirements for safety and durability that any campus development demands. Students are able to learn from their interactions with campus planners and administrators, and along the way they provide campus planners with insight into their needs and the needs of their communities.



SLLC Organizations

Project Compost

Project Compost is a sub-unit of Campus Center for the Environment (CCE), a student-run, student-funded unit of the Associated Students of the University of California, Davis (ASUCD) working to divert trash from landfills by converting biodegradable waste into a usable soil amendment available for sale 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 activities. Project Compost headquarters is currently in the EcoHub located in central campus, with a windrow compost pile located at the Student Farm.



Student Farm

The Student Farm was founded by students in 1977 and now includes the Student Farm's Market Garden, Ecological Garden, Community Table Project and other activities that give students an avenue for hands on learning about sustainable agriculture practices and food systems. Educational opportunities take place through student internships, volunteer opportunities, farm tours, workshops, elementary school field trips, and as part of roughly 20 formal classes each year. The Market Garden currently has over 100 members in its community supported agriculture program (CSA) receiving seasonal, certified organic produce weekly. The Student Farm is a program of the UCD Agricultural Sustainability Institute (ASI), which promotes social, economic, and environmental sustainability in agriculture.





Tri Co-ops

The Tri Co-ops are an on-campus student housing community near the center of campus providing affordable, cooperative housing to low-income students as well as students seeking housing that fosters educational and personal growth as central components of safe and comfortable living. The Tri Co-ops consist of three houses— Agrarian Effort, Davis Student Co-op, and Pierce Haus. 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. In 2016, the Tri-Cooperatives (or Tri-Coops) joined the Solar Community Housing Association, a 501(c)3 non-profit low-income housing cooperative, which is also a member of NASCO, the North American Students of Cooperation.



Domes Cooperative

The Domes Cooperative at Baggins End is a living-learning cooperative community of 26 students that encourages critical thought, communication and cooperation between individuals and the community, active maintenance of an open and inclusive space, and resistance to consumerism and structures of oppression. The residents of the Domes enact these values through unlearning oppressive behaviors, providing affordable, low-income housing, and taking personal responsibility for self-education and introspection. The innovative and curious structures were proposed and installed by students in 1972 as an experiment in low-cost, ecologically-minded housing. In 2012, the Domes joined the Solar Community Housing Association and thus are partnered with the Tri-Coops (see above) both in values and in administration.

Community Garden

The Community Garden (also known as the EC Garden) occupies five acres of organic farmland adjacent to the Student Farm and is a unit of ASUCD. It is a coalition of gardeners learning and growing together sustainably. Gardeners' cultural, experiential, and educational diversity culminate in the garden's unique character. The gardeners are students, faculty, staff, community members, families, friends, and visitors that come to Davis from around the world. The community participates in collaboration with one another, as well as with other SLLC members, to lead design projects, workshops, events, and to share their bounty of horticultural knowledge and resources. The gardens are open to the public, offering a unique park-like setting, and plots are available for rent on an annual basis.



Design-Lab (D-Lab)

D-Lab offers a three-part series of courses to educate and involve university students from different academic backgrounds to work towards solutions in four different areas: off-grid lighting and micro-power, agriculture (pumping, irrigation, post-harvest), renewable energy, and sustainability and energy efficiency. Curriculum includes lectures, guest speakers, case studies, hands-on lab modules, and client based learning. Throughout the year, students from various academic disciplines network with international partner communities to help solve real-life problems in developing countries. D-Lab focuses on innovative technologies and business models that can allow people at the “bottom of the pyramid” to save or earn more money. Students involved in D-Lab courses are tasked with designing projects that are environmentally, economically, socially, and technically sustainable.



An aerial photograph of a rural landscape. In the foreground, there is a large, dense cluster of green trees. To the left of the trees, a long, low building with a dark roof is visible. The middle ground is dominated by large, rectangular agricultural fields, some of which are covered with white plastic mulch. The background shows a hazy horizon with more fields and distant structures.

Visioning Process

Project Approach & Roles

Believing in the value of student-driven experiential learning, this vision process began through an effort to harness the initiatives of students to improve the spaces and the programs of the SLLC. In earlier efforts, students had already identified key values, but the overall form and future development of the site was not well defined. As surrounding development projects began to emerge, it became increasingly important to create a shared vision for the SLLC that emerged from SLLC members themselves.

This design proposal is the result of a six-month effort of SLLC members facilitating internal meetings, design engagement, and outreach sessions. A team of roughly a dozen people organized open-invite workshops for the entire UC Davis community, focus groups of specific SLLC organizations, “carrito” conversations at the Farmers Market and UCD common areas, and one-on-one interviews. To accomplish all the work required to plan, host, and document these sessions, the team of student fellows divided themselves into three groups responsible for engagement and outreach, design, and documentation. Faculty mentors included David de la Peña, professor in Landscape Architecture and Environmental Design and Carol Hillhouse, Associate Director of the Student Farm. Faculty and students met weekly to coordinate, and individual groups held separate work sessions. A generous gift from the Pazala Foundation provided for seven student fellowship positions and the mentoring role for Professor de la Peña.



Engagement Methods

Two workshops were hosted during the Winter and Spring Quarters of 2018 to offer any interested community members the opportunity to voice their opinions about the current and future development of SLLC. These workshops coordinated the thought process of SLLC designers with the intentions of the larger school administration. Attendance for each of these workshops was between 40-60 people, including school administration, campus planners, students, alum, and Davis community members.

Interviews and focus groups were thoughtfully planned and students were trained with proper interview protocols in order to collect opinions before any final design solutions were proposed. These interviews reinforced the fact that many Davis community members hold strong connections to the physical and space of the SLLC and to its organizations. During these sessions, engagement team members interviewed people at the location of their respective organizations. This allowed the engagement team to align the future vision plan with the history, values, and priorities of each SLLC community.

The Carrito is a bike cart built by students in order to conduct community outreach for the SLLC. The purpose of the carrito was to gain community support and engage the wider Davis community in a conversation about future sustainability plans. Engagement team members brought the carrito to the farmer's market, UC Davis Silo, and other community events.



Themes and Takeaways

The engagement phase yielded valuable information. Team members collated interview notes, transcribed workshop notes, and interpreted notes made on maps and plans. They then made sure that all of the comments were considered as the plan was developed. The following three themes of experience, community, and diversity emerged from that process.

Experience

SLLC organizations want to provide meaningful living and learning experiences for as many UC Davis students as possible. This goes beyond covering the basic necessities of a classroom and a place to sleep; SLLC organizations provide a unique synthesis of school, work, and play. The SLLC aims to instill stewardship and healthy lifestyle practices in its members and residents through strong social networks, access to local agriculture, and a unique urban wilderness environment. Planning, design, and funding of the SLLC should be thoughtful and not reactionary. The aim of improvements should be to expand the SLLC's impact while still preserving the wild nature of the place. Input from community members and the public at large include proposals for better circulation, more gathering spaces, more trees, effective wildlife habitat, small and large buildings, new garden plots, a skate park, and open fields. Improvements should make the space feel open, diverse, and exploratory while still remaining modest and informal. The edges of the site should be more attractive with fences and gateways to announce the place and invite people in.

Community

Because of its location on the outskirts of central campus, the SLLC is often unknown to students. In keeping with the guiding value of community, design elements of this new master plan aim to remove barriers that limit outside communities from accessing the land and its resources. Casual outdoor spaces as well as offices and classrooms should feel inclusive to communities that are currently underrepresented in the SLLC. To highlight and expand opportunities, existing spaces for outreach such as the community gardens are enhanced to provide workshops and training spaces; a community kitchen provides enriched learning around food preparation and consumption; additional visibility and work space for programs such as the D-Lab can expand their service outreach locally as well as internationally.

Diversity

Academic diversity supports a more sustainable, healthy, educated, and engaged society. Currently, student, staff, and faculty from the College of Agricultural and Environmental Sciences (CAES) benefit from SLLC programs. However, a broader range of UC Davis members could contribute academically, professionally, and socially through an integration with SLLC programs. As a special academic program of the CAES, the Student Farm has been well positioned to offer valuable academic programs for students that are integrated into course of study, but every program is contributing significantly to learning. In a well-supported and fully integrated SLLC, other programs would expand offerings and new opportunities would arise through the better integrated space and faculty and staff involvement. In addition, cultural diversity should continue to shape our living, learning, and gathering spaces. The SLLC should include and support communities who are historically marginalized and create autonomous spaces and relationships with campus organizations focused on land, community, and culture. The SLLC strives to use its land and events to serve and empower a diverse student body and act as a proving ground that more cultural appreciation and integration is better than less. Any planning on the site should pay respect to indigenous people who previously inhabited the land, and should attempt to teach and practice their philosophy of strong connection to food and land.

An aerial photograph of a rural landscape. In the foreground, there are several large, rectangular fields, some of which appear to be covered with plastic mulch or are in the process of being planted. A road runs along the bottom left, and a cluster of buildings, including a red one, is visible near the bottom center. In the background, there is a large, multi-story building complex, possibly a school or a government building, surrounded by trees. The sky is bright and hazy.

The Plan

Guiding Design Principles

Much of the SLLC's unique attraction comes from its **preservation and stewardship of the natural and built environment**. For years the fertile and deep alluvial soil has made the area vibrant with wild and cultivated plants. This productivity drives the operation of both the Student Farm and the ASUCD community gardens and helps to feed numerous people in and around UC Davis. Just like the soil, each SLLC organization has its own valuable unique infrastructure elements and history that contribute to the function of the greater organization. Rather than wiping the slate clean, buildings and natural areas should be preserved and enhanced within reason.

With the development of West Village and the Arboretum, UC Davis has shown it is dedicated and capable of sustainable building and ecologically functioning landscapes. The SLLC is well positioned to move beyond sustainability by taking a restorative landscape approach. Construction practices would be designed to **reduce environmental impacts, conserve resources, and restore ecological function**. All activity should seek to minimize any negative impacts to the land's soil and water, and should use life cycle analyses to determine ways to provide a net benefit to the ecological and social systems. In addition to humans, many beneficial plants and animals use the space to live and to eat, and their populations should be protected and given thought during the design process.

Since the outset, a defining trait of SLLC is to **offer students collaborative experiential learning opportunities**. The buildings, structures, artwork, and landscapes of the SLLC should continue to be imbued with a unique student touch and provide students with real world project management experience. This could be facilitated through interdisciplinary courses and could provide additional employment opportunities for faculty, staff and students. Sustainable agriculture, a key SLLC feature, addresses pressing issues in society, engineering, and the life sciences, and can be the shared focus that forms multidisciplinary cross-campus relationships.

A common goal of all communities involved in the SLLC is building connections with each other and the land. An easy and practical avenue of accomplishing this goal is by **creating gathering spaces within the greater SLLC that feel welcoming to all**. Whether it's a site for picnic tables, classrooms for teaching, or open spaces for lectures and live music, including these spaces is important for students and community members to build relationships and learn from one another. Provision of inclusive and accessible gathering spaces will continue to be an underlying goal of proposed or implemented design elements.

A key issue currently facing SLLC is **defining the space in inviting and informative physical terms**. To many people, the SLLC is still very much an idea, but in reality it already exists very much as a place, and it needs to clearly announce its existence. This can be quickly accomplished by adding simple welcome signage, and it can be made more permanent and complex as the three creative entrance gateways shown on the plan. Additionally, SLLC seeks to continue to be visually distinct from the surrounding area by supporting a high density of natural life by using hedgerows, pollinator gardens, and orchards. These installations are featured strongly along borders to contrast with the surroundings, as well as strengthen SLLC identity as an iconic on-campus green space.

A Plan Emerges

The design team worked hard to document all of the existing aspects of the site and to translate the input into a physical plan. The final vision plan respects existing strengths of the SLLC while tactfully inserting new functions. Most of these occur quite intentionally along the edges of the site, where they are less disruptive and also where they can have the most impact to the surrounding campus community.

Any vision plan should acknowledge that its purpose is to guide the spirit of future development, not to over-determine or constrain it. This vision represents the ideas with the greatest consensus that emerged from within the SLLC team and from the multiple outreach sessions. These ideas are intended to suggest the vast possibilities that are open on this site. On the following pages, we will zoom in on to take a closer look at some of the more developed focus areas on the site. As we continue to gather feedback and to take the first steps toward making this plan a reality, we look forward to refining these designs.





The Sustainable Living and Learning Communities

A Community Guide for Future Development

March 14, 2019



Design Overlays



New Ecological Areas

Several areas were identified for enhanced ecological function, particularly along the edges of the site in the form of linear habitat areas. These areas could also double as a landscape stormwater drainage system.



Social Spaces

The mixing between the elements of the SLLC provides the best opportunities to encourage cross-pollination of ideas and people. The plan intentionally provides improved gathering spaces in the most likely locations for mixing.



Academic Spaces

While much of the learning occurs outdoors, new facilities for learning are also necessary to accommodate increased activity on the site. Most of this is focused on the southeastern and northeastern edges of the site.



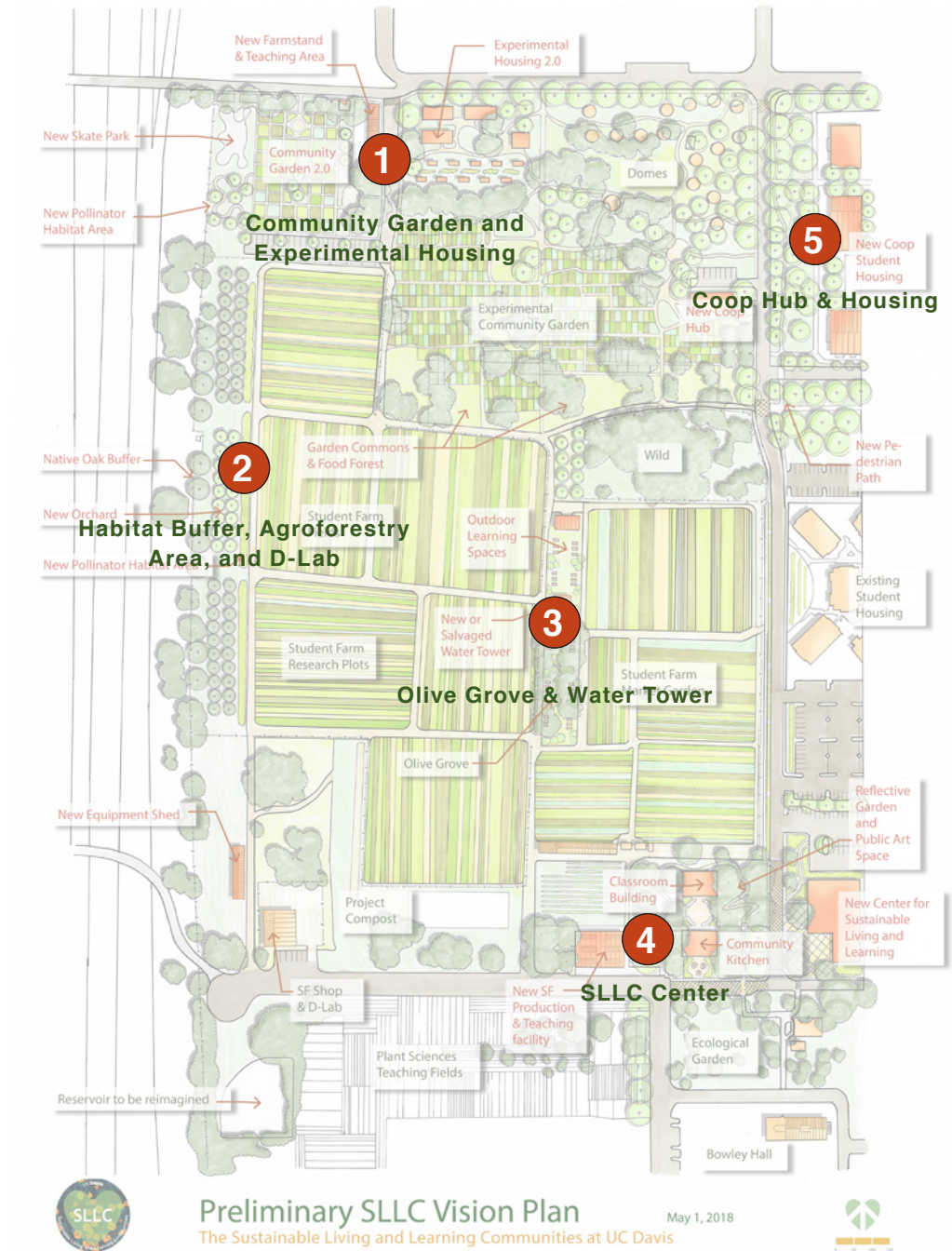
Building Sites

The edges of the site provide the best opportunities for new buildings, especially where they can take advantage of existing roads and parking.

Design Areas

The following 5 sub-areas were the focus of careful design work and are illustrated and described in the following pages:

1. Community Garden and Experimental Housing
2. Habitat Buffer, Agroforestry Area, and D-Lab
3. Olive Grove and Water Tower
4. SLLC Center
5. Coop Hub and Coop Housing



1. Community Garden + Experimental Housing

The Northwest corner of the SLLC currently consists of several plots of empty land that are bordered by the community gardens and the Domes. We propose extending these two organizations into the space, creating additional garden plots as well as multi-unit/story and single unit (Tiny House) cooperative living arrangements. On the borders of these two main areas are a skate park and a farm stand/teaching area, which both function as gathering spaces for the old and young. Additional parking as well as a new two lane road will provide easier car access to both areas, with bike paths branching off to further facilitate movement within and between the two areas.

- Design and construction of some or all of the cooperative housing could function as an interdisciplinary green building project that offers engineering, landscape, and other interested majors an experiential learning opportunity.
- Cooperative housing options could provide students of all backgrounds with economical means of housing and a way to easily meet new people and make new friends.
- A tiny house village could quickly provide reconfigurable, emergency, temporary housing to students who find themselves in untenable living situations.
- Additional garden plots are designed to be plant-ready every fall. They support hyper-local agriculture for additional Davis community members, with storage for gardening tools and supplies.
- A new farmstand is located along a major bike and pedestrian route and can additionally function as a hosting venue for community events or an outdoor classroom for workshops.



Bokcompact, Micro student apartments, Lund, Sweden



North Austin Community Garden, by Thoughtbarn





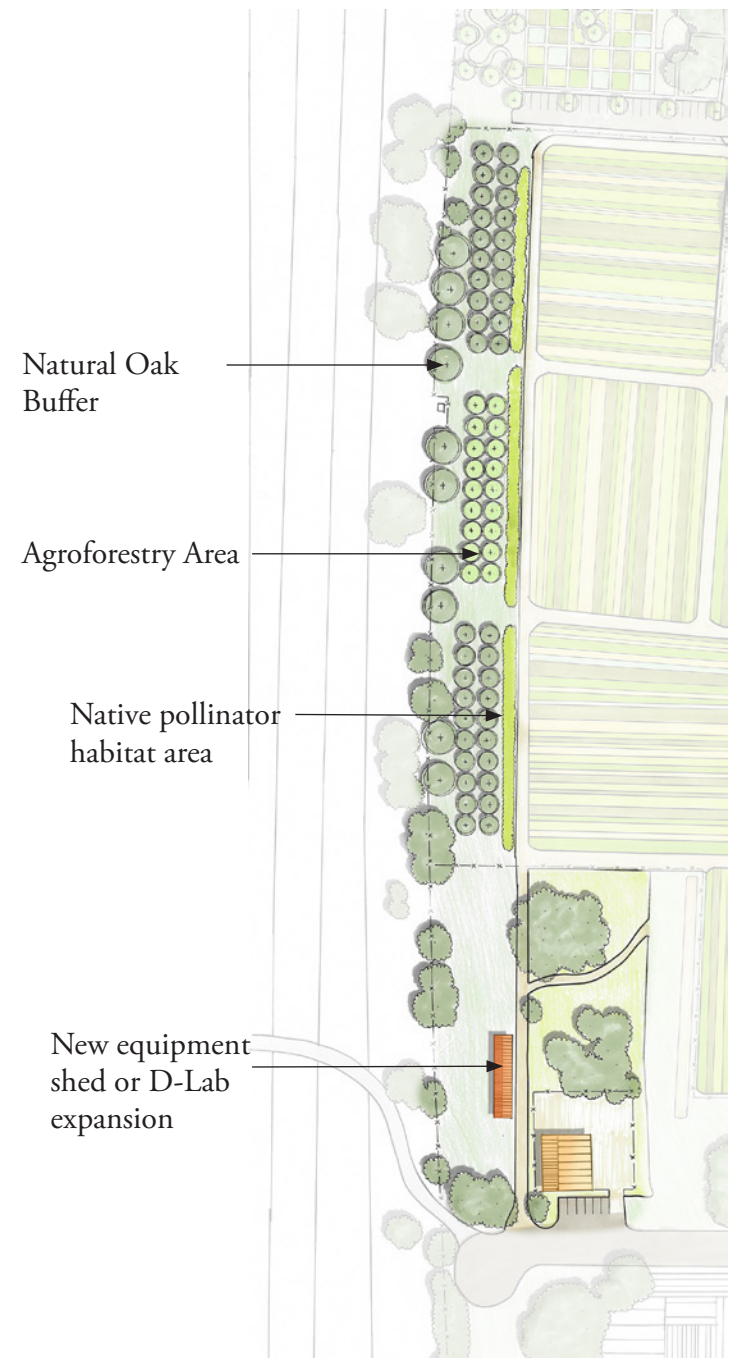
Community Garden + Experimental Housing

2. Habitat Buffer, Agroforestry Area, & D-Lab

The SLLC land that borders Highway 113 is slated to remain relatively free of new infrastructure, and instead be used to strengthen the spaces natural resources. Groves of trees and native pollinator habitats help define this Western border and create additional areas for wildlife refuge. The single new proposed piece of infrastructure is an additional 100-200 sq. ft. building or outdoor open-air covered area that can function as additional storage space for D-Lab and Student Farm equipment/tractors and additional teaching and working space for classes and projects.

In order to increase accessibility to and through this region of the SLLC site, the plan suggests the construction of a bike bridge over Highway 113 that would connect West Village to where Extension Center Drive currently dead ends. This would give bicycles and pedestrians a safer means of commuting, as opposed to the current unprotected bike lane along the Hutchison Drive freeway bridge. The plan also suggests a new gravel road to the west of the D-Lab, allowing tractors to reach the new equipment shed and the Project Compost electric vehicle to access new potential locations for Project Compost compost piles.

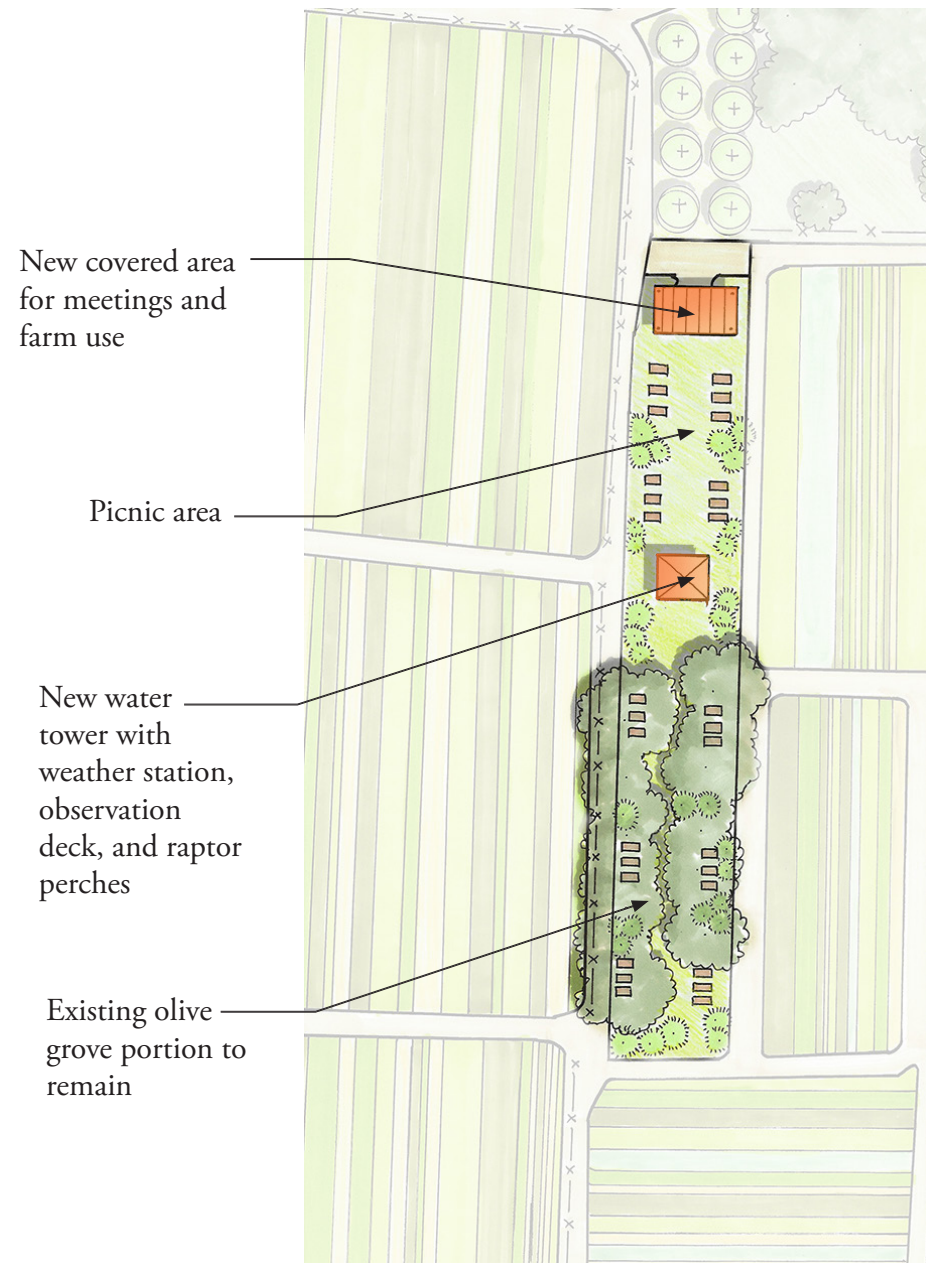
- New infrastructure for the Student Farm and D-Lab would allow for the programs to support more experiential learning opportunities related to agriculture, renewable energy, and sustainability.
- Tree groves and pollinator habitats provide people with additional space to relax amongst nature in the forms of leisurely walks, picnics, or other small scale community events. Research on native pollinator habitats is well-suited for this site.
- Numerous new paths of travel will facilitate movement throughout the space and increase accessibility to SLLC organizations.



3. Olive Grove + Water Tower

The existing olive grove provides a welcome respite from the sun in the middle of two active farm fields, as well as a possible space for gathering. The plan includes the construction of a water tower to provide an iconic, visual center for this space. The tower would allow for water storage, research opportunities, environmental monitoring, a potential perching habitat for raptors in the area, and the ability for visitors and community members to have a panoramic view of the landscape. Adding picnic tables and covered areas throughout the Olive Grove region would allow for additional casual, outdoor gathering spaces for farm events or classes. Half the existing olive groves will remain to provide shading and a windbreak to the surrounding areas, as well as additional habitat for birds and other small animals.

- Numerous shaded and covered sitting areas provide comfortable places to gather, relax and socialize regardless of variation in weather conditions.
- Meeting areas provide an outdoor classroom environment that is much closer to the farm fields than the next best option, the Bowley Plant Sciences lecture classroom.
- Remaining olive groves help to preserve the land's history and, along with the water tower, act as markers for the center of the entire space.



4. SLLC Center + Learning Spaces

The **Center for Sustainable Living and Learning** will serve as a hub for sustainable projects on campus and provide a space for SLLC programs, student advocacy groups, community gatherings, and faculty offices. This building would augment the existing classroom in the nearby Bowley Plant Sciences Center with a large lecture hall and flexible classrooms in order to accommodate more conventional as well as innovative indoor learning environments for UC Davis students.

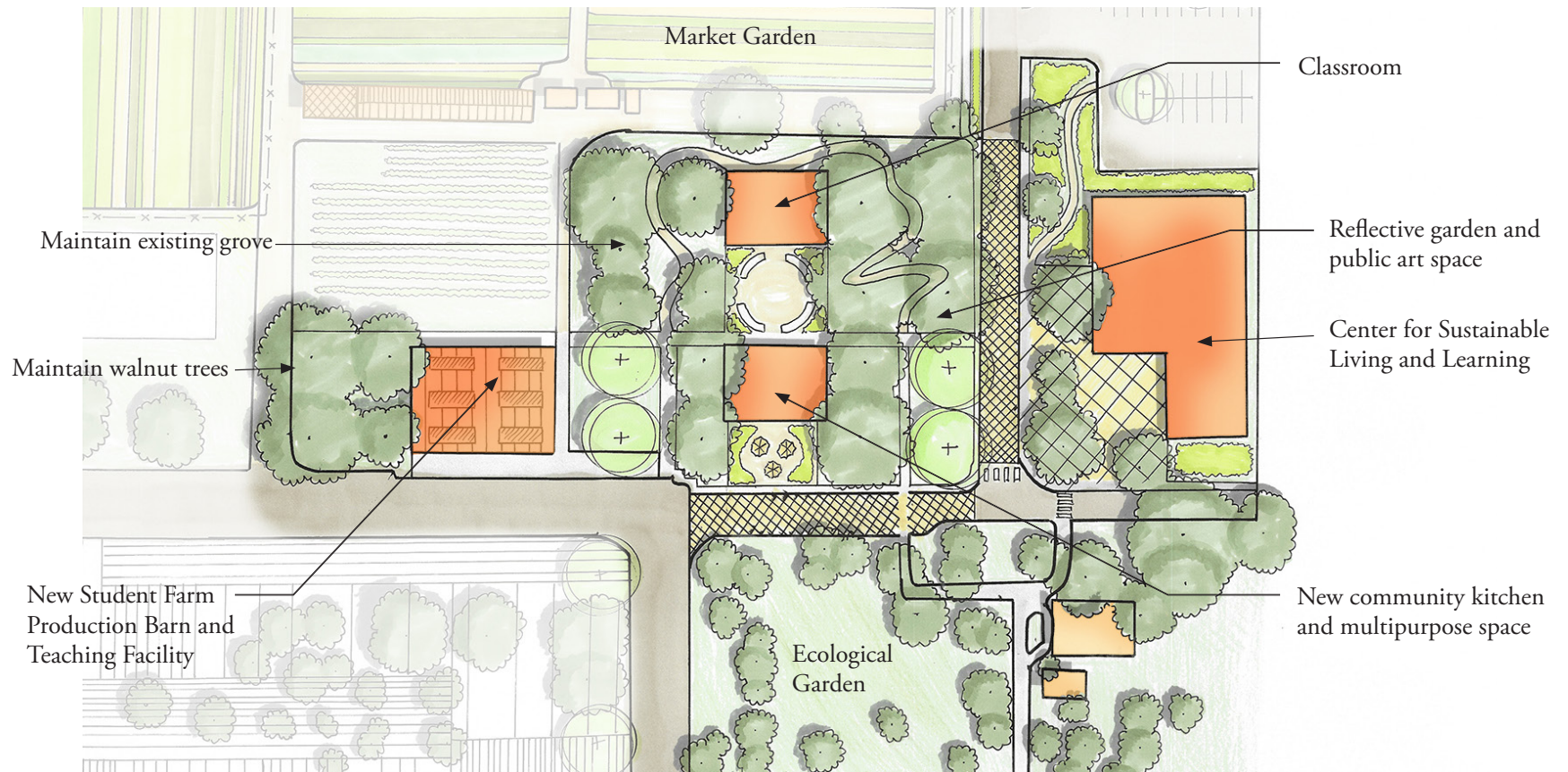


A **Community and Teaching Kitchen** would be an educational space available to UC Davis students, faculty, staff, and the Davis community for cooking classes or community events. This state of the art kitchen would be equipped to prepare food in an immediate “farm to table” context. The space would not only provide the opportunity to emphasize SLLC values through food preparation, but would also promote diversity and student connections through classes and events that highlight diverse foodways and rich cultural traditions.

The **Production Barn and Teaching Facility** (a single building) will be constructed to meet the expanding educational and food processing needs of the Student Farm. This innovative green building will use new technologies that form a critical part of sustainable food production. It will have a south sloping roof to allow for a shaded second floor open-air viewing porch and appropriate positioning solar panels. Inside, the facility will be custom-tailored to the evolving needs for processing and packing food for the Student Farm, the Community Supported Agriculture (CSA) project, and the Flower Project.



The adjacent Ecological Garden hosts hundreds of school children every year, and the SLLC Center offers a set of spaces for gathering, teaching, and cooking that will enhance these experiences. Within the landscape surrounding these buildings, art installations will accommodate UC Davis art courses and Davis community art projects. Because this site has been the location of Patwin archaeological findings, it is with utmost respect that this site should be treated, and with an inclusive approach that any interpretive installations should be designed or placed. Extension Center Drive and Oak Park Drive will be treated with broad pedestrian crossings to increase the safety of people moving from one part of this area to the other. The street will be open to cars from all directions in order to increase the accessibility of this core area of the SLLC.



Conceptual renderings of the future Sustainable Living and Learning Center

5. Coop Hub + Housing

We are proposing a radical, new model of co-op housing that draws from best practices around the world and advances them in a context and at a scale that would place UC Davis at the leading edge of student housing. The buildings are contemporary and ecologically conscious, comprised of 4-5 stories, and housing 10 independent cooperatives, each with 30 to 50 students. The ground level of these buildings would be designated as collaborative gathering spaces and office or operational space for student organizations.

This housing model borrows from multiple precedents including not-for-profit cooperative housing across the country, from Berkeley to Austin, Texas, as well as from the traditional residential colleges model that is closely aligned with academic areas of study. The model shares values with the many student cooperatives across Davis, and expands upon UC Davis' existing model of learning and living communities within student housing.

The Coop Hub would provide support for the housing co-ops as well as other cooperative efforts on campus and beyond. The Hub would include office space and flex space for workshops, a communal lounge space, and a co-op kitchen to be shared equally by the surrounding co-ops for community meals or other social events.

Directly to the west of the proposed buildings, our plan suggests redesigning the street side to include larger trees which would provide more of a park-like ambiance to the housing development. To the south, a new pathway accessible for both walking and biking would be constructed south of the proposed student housing and lead to the Student Health and Wellness Center's Wellness Garden. This would increase connectivity between the SLLC and the rest of central campus which lies to the east. We are also proposing the road, which is currently open to thru traffic, be immediately closed off to traffic south of the proposed walking and biking path. Over time, we suggest that the street be designated as non-vehicular.



- Cooperative student housing is a critical part of a broader solution for providing 300-500 beds of affordable housing for UC Davis students.
- The Coop Hub includes additional areas for classroom and workshop space, as well as a large open kitchen and dining area where cooking classes could provide coop members with experiential learning about how to prepare their own food.
- The Coop Hub would provide support to existing cooperatives and could operate as an academic center focused on furthering critical and evidence-based research on cooperatives.
- Reducing and slowing car traffic would allow for greater and safer pedestrian movement to and from this area and make for a more welcoming outdoors space for people to gather and socialize.



Student Housing Village at the University of Miami



College Houses (SuperCoop) Austin Texas, Cotera Reed Architects



La Borda Cooperativa, Barcelona, Spain, Lacol Architectes

Future Design Development

During both workshops we received valuable feedback from a wide variety of community members and stakeholders. From this, emerged several areas of our design that were repeatedly referenced as needing further development. Future renditions of should expand upon the following three topics.

Access & Connectivity

- Better define the function and placement of new roads, bike paths, and walkways as well as the closure/diversion/additions of/to current paths of travel. Additionally consider the needed car and bike parking spaces that will complement these travelways.
- Design and place signage for directions, information, and markers of significant SLLC locations. Important information could include the values of different organizations/entire SLLC, maps of the SLLC space as well as the entire history of the land starting with its native inhabitants.
- Determine what points of access are best suited to be the main entryways for SLLC, as well as how to beautify these spaces and make them visibly representative of SLLC themes and values.

Social and Food Justice

- Create and strengthen connections to other campus organizations involved in food justice efforts. Offer shared access to SLLC resources so that it can serve other organizations to host events.
- Broaden diversity of involved students and SLLC leadership. Create and fund relevant internships that attract students from underrepresented communities.
- Improve awareness of the issues surrounding food and social justice, such as food insecurity. Find ways to use SLLC infrastructure to support other campus organizations that are championing these issues such as the Food Recovery Network, Ethnic and Cultural Affairs Commission, and the new Office of

Utilities and Infrastructure

- Provide locations and sizing for needed utilities, energy production and water management. This could include the modification of existing utilities but also the implementation of new, possibly independent systems.
- Refine the design of the major new proposed buildings and other infrastructure such as the SLLC and Coop hub, Production Barn, skate park, etc. These are massive projects that could be formulated to serve as experiential learning opportunities for students from many academic backgrounds.
- Create more individualized and detailed site plans that propose ways to maximize harmonization between the natural and built environment in different SLLC areas. Gather as much information as possible on what natural features are at each site such as tree and soil types, wildlife species, hydrological patterns, etc.

Additional Workshop Notes

The first workshop focused solely on gathering feedback from members of the (UC) Davis community. This feedback was collected using an online google-form, as well as four maps of the SLLC. Each map focused on a different physical or theoretical element, including Experience, Community Connections, Academic/Cultural Diversity, and Elements (Built form, ecology and habitat, circulation, and spaces). Participants were asked to make comments and suggestions about each topic on the maps. The content of these post-its was combined with information gathered in the surveys, which mainly asked surveyees to describe their involvement with SLLC and how they thought its planning and use could be improved.

General takeaways from this first workshop mainly revealed that, despite its imperfections, SLLC provides many UC Davis community members with an area that can be enjoyed in solitude or as a community. People described memorable interactions with the space's natural elements (climbing/swinging on trees, gardening, sunset/wildlife viewing, etc.) while others described happily engaging in events or classes hosted by all the different communities. Of the comments that put forward development suggestions, the two main themes included improving physical and theoretical connections (pathways and relationships) within SLLC and to the greater campus, and creating more defined spaces for community gathering. Other suggestions included increasing the theme of social justice within SLLC organizations, creating clear and cohesive promotional material and signage for different SLLC areas, and increasing the number of classes and extracurricular projects that occur in SLLC.

The second workshop was officially referred to as “The Unveiling” as it was mainly devoted to presenting the design plan that was based on feedback collected in the first workshop, interviews, focus-groups, and carrito sessions. In the meeting, members of the design team presented and explained different areas of SLLC. This was followed by a brief Q & A session, and then longer, in-depth feedback that again revolved around placing notes on different maps. The maps for this second workshop each focused upon a different design goal that included Food+Land, Experience, and Community.

Overall, the designs that were put forward were well received. Generally, people were in favor of additional infrastructure within the SLLC. There was strong support for increased experimental (possibly cooperative) housing, whether in the form of large dorm-like buildings, or collections of tiny-homes. In addition to this housing, there was some support for separate communal spaces such as a community kitchen, SLLC Center, and a new cooperative hub. Additional academic buildings had varying levels of support and included a North-side Farmstand and Teaching Area, a Student Farm Production & Teaching Facility, and a centrally located outdoor learning space. Miscellaneous infrastructure received support including a new equipment shed for D-Lab + Student Farm use, a water tower, and a skate park. Many attendants voiced the need for clear, cohesive signage as well as a desire for artwork and sculptural installations. The suggested paths of travel for pedestrians, cars, and bikes were well-received but many alterations and suggestions were put forward as to their exact placement, dimensions and composition. Proposed designs for the natural environment mainly encompassed adding additional native pollinator habitat areas and native tree/orchard buffer zones. While there was support for this general concept, many alterations were suggested as to their placement, size, and purpose. The EC gardens was repeatedly mentioned as a cherished natural environment that was underutilized and in need of better overall upkeep. Several comments were made about missing elements in the design plan. Some focused on how the design does not mention strategies to physically advertise or promote SLLC within the greater (UC) Davis community. Others noted how there was no mention of a storm/rainwater management strategy. Lastly, it was noted that there was no discussion about strategies to extend or increase utilities.

Next Steps

Our next significant steps will be to work with campus leadership and interested donors to confirm broad support for the SLLC concept and identify funding sources for various proposed specific elements of the master vision plan. This will be a step-wise process involving Agricultural Sustainability Institute, the College of Agricultural and Environmental Sciences, Campus Planning, as well as other colleges such as College of Engineering and finally campus-wide initiatives like Chancellor May's "Boldly Go" initiative. We will need to be making coordinated progress in the areas of design, managing human resources, and raising funds.

Design Implementation

In the near future more detailed design work for specific chosen priority elements can be conducted by students in courses such as Landscape Design and Architecture 141. Community and program members will be brought in for input into more specific needs and functions for each new project. We will continue to work in close coordination with campus planners as the areas around the core SLLC are changing and developing quickly. Priority will be place on entryways, signs, borders, roads and paths impact the entire SLLC.

Human Resources

Currently the programs of the SLLC each support their own staff and function individually but coordinate well with one another because of their historic relationships and shared values. Student Farm and Solar Community Housing Association each have significant staff to support the student endeavors in those programs. However, for the SLLC of the future to be fully integrated and easily accessible to new students and interested faculty, we will need staff in an umbrella position who can coordinate across the communities and facilitate use of shared resources as well as address shared needs. This could start with funds for undergraduate positions or fellowships but would ideally quickly include a Program Rep or Academic Coordinator position. Eventually, the SLLC could blossom with a faculty director (see below) whose research interests are in integrated sustainable systems and experiential learning. This director would make possible additional faculty and student involvement either through enrichment of existing courses or through new faculty-mentored research projects involving graduate students and providing additional undergraduate opportunities.

Financial Resources

Highly personalized mentoring has been a treasured hallmark of the Student Farm since its inception, and support for permanent staff will ensure students receive guidance and feedback to support their success. Graduate student fellowships and undergraduate research opportunities will be decisive tools in recruiting the best and brightest students. We have recently had rapid and significant success in the creation of the Green Fellowship, a recent fundraising effort by which we have currently pledged funds for 5 years of student fellowships associated with the SLLC. This new fellowship will provide for 1 or 2 prestigious fellowships each year and support for mentors as well as SLLC oversight. An additional expanded endowment to establish new programmatic activities and creation of new teaching material would support innovative learning opportunities.

Creating a fully realized SLLC as proposed here will require start-up funding for new modest built environment projects as well as long-term funding for permanent staff and larger building projects. Start-up funding would support upgrading existing infrastructure, borders, bicycle and walking paths to create a single coherent, and functioning neighborhood. Larger projects would include new sustainable student housing, an industrial grade certified kitchen, a produce packing/cooling building, an upgraded greenhouse, common landscape elements. The largest single future infrastructure investment would be in building the new Center For Sustainable Living and Learning.

The goal of any long-term funding is to ensure the highest caliber leadership for the center and to support its excellence well into the future. The creation within 10 years of an endowed directorship would provide a reliable source of income from year to year, facilitating the planning and implementation of important initiatives for the SLLC. An additional more modest endowment for infrastructure maintenance and growth would make available to the director the flexible funds needed to seize emerging opportunities to maintain, shape and strengthen the SLLC in perpetuity. This endowed fund will provide a perpetual income stream on which the director may draw to make strategic investments, such as funding key programs, bringing prominent lecturers to the SLLC, developing innovative hands-on learning opportunities for students, and advancing important research.

