



UC SANTA CRUZ:

DESIGNING FOR PARTICIPATORY DEMOCRACY, 50 YEARS LATER

Frank Zwart, UC Santa Cruz

Steve Wiesenthal, Studio Gang

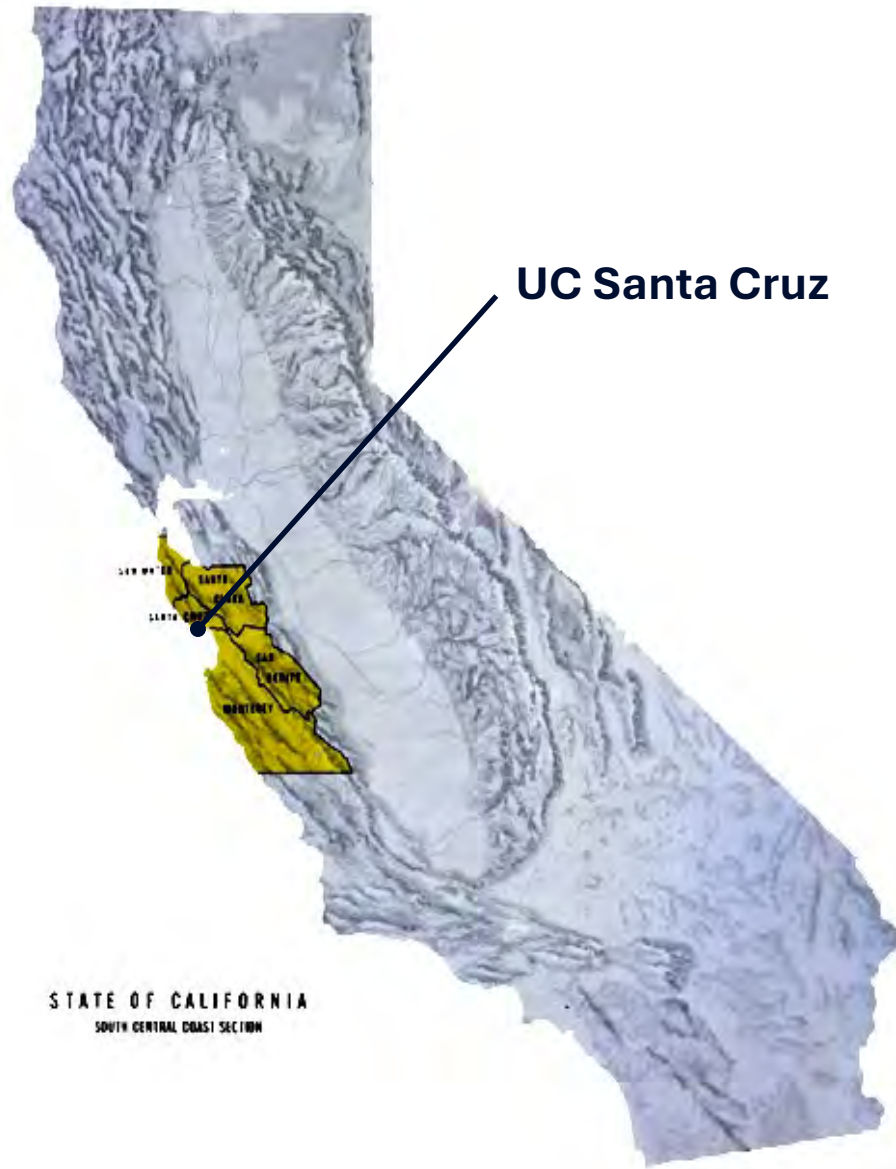
ASKING THE RIGHT QUESTIONS

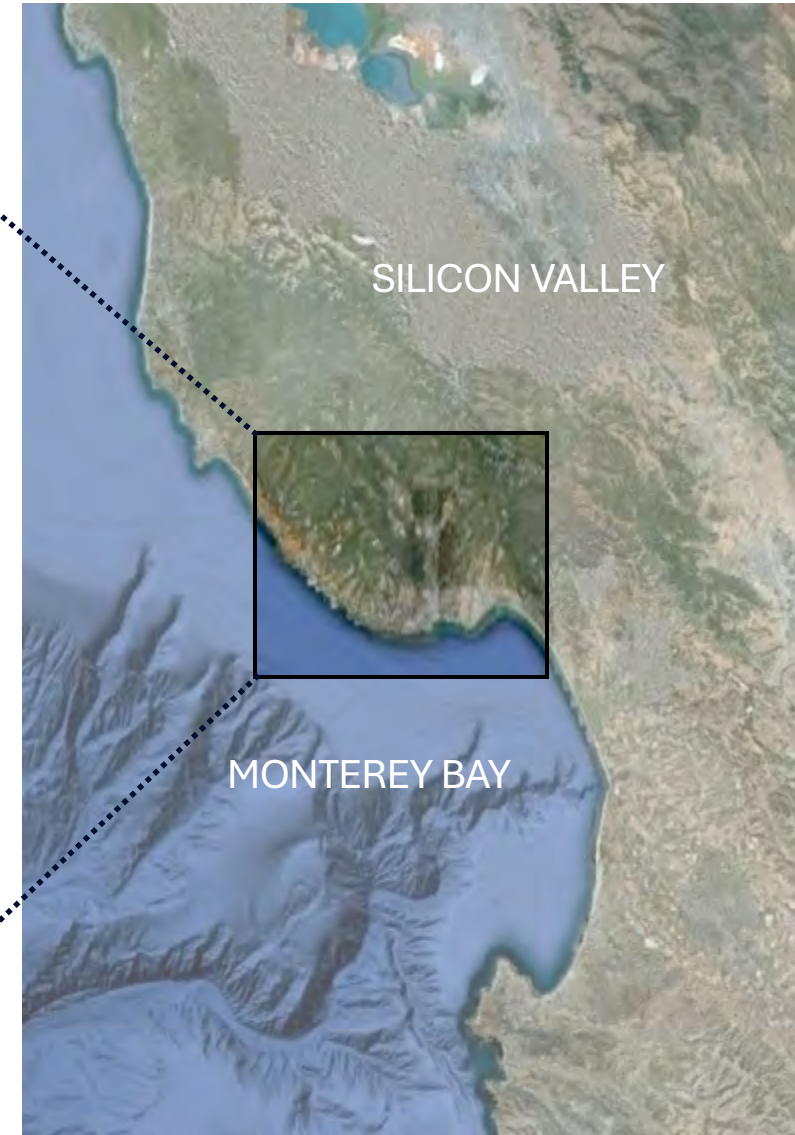
How does a campus apply principles of Participatory Democracy TODAY to effectively engage stakeholders and others?

With pressures to continuously evolve, how can we both RESPECT, and ADVANCE, our heritage campuses?

How can DESIGN embody program goals, assure long-term performance, and live within budgetary constraints while reinforcing the fundamental ethos of a campus?

What outreach processes and team structures can set the stage for a large public university to be NIMBLE and opportunistic?

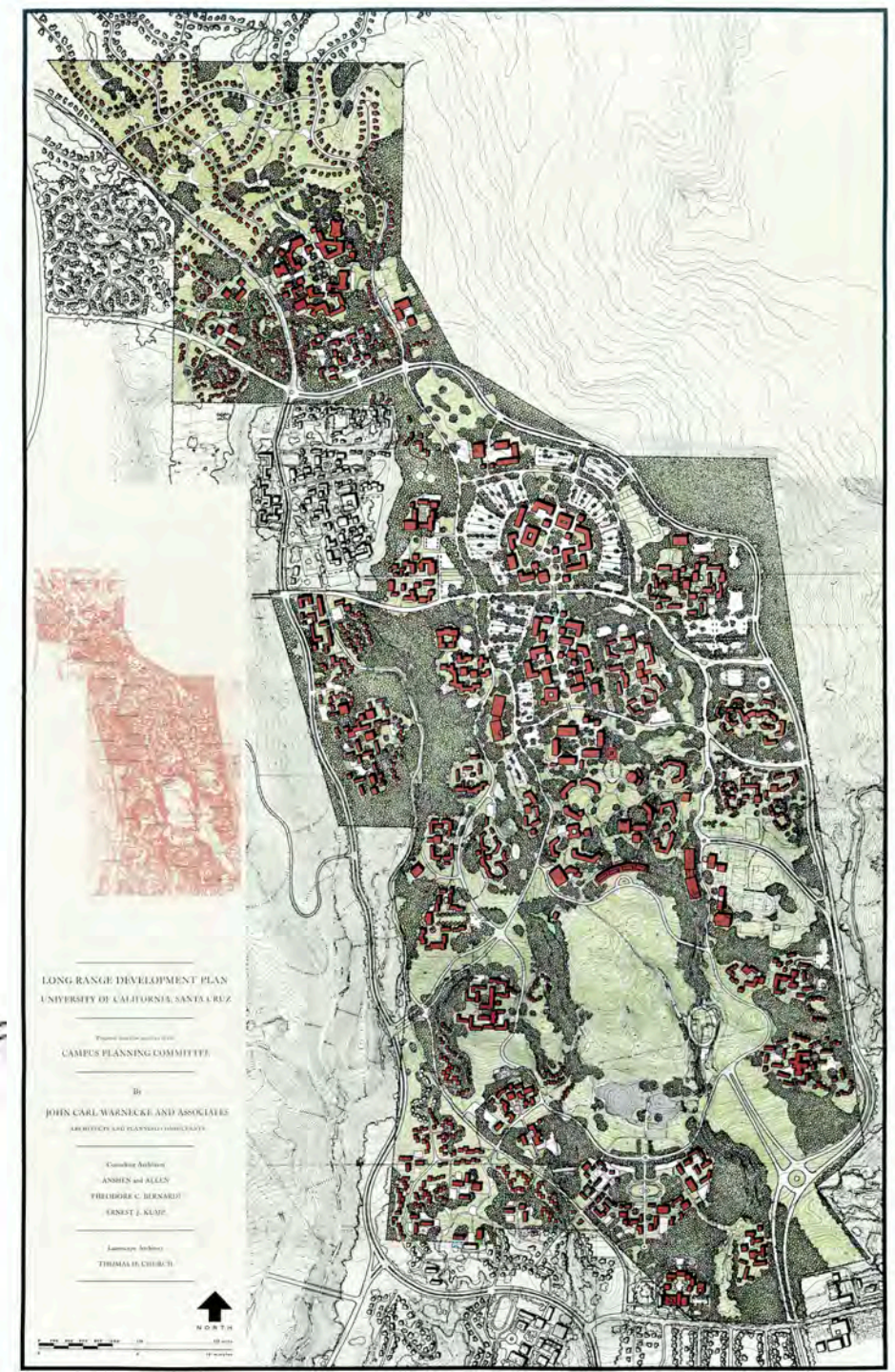






University of California, Santa Cruz

- 1963 Long Range Development Plan
 - 27,500 students by 1990
 - 15 to 20 residential colleges
 - 10 professional schools
 - “grow large while feeling small”
- Opened September 1965
- Today (2024-25)
 - 19,254 students
 - 10 residential colleges
 - 1 professional school



Photographer Ansel Adams

“This is an opportunity which is extremely rare in our time. A fresh area, **a fresh environmental development and a fresh approach to education!** It is important that the end result is fresh in spirit. Old concepts can be made to fit in physically -- they never could relate in the larger sense of **the relationship of man with his dwindling environment of natural beauty...** I feel very strongly that whatever is done to clear the land should be done with the utmost restraint. Design buildings of simplest aspect, minimize roads, control the parking problem....”

*Thoughts on the U of C Campus
circa 1962*

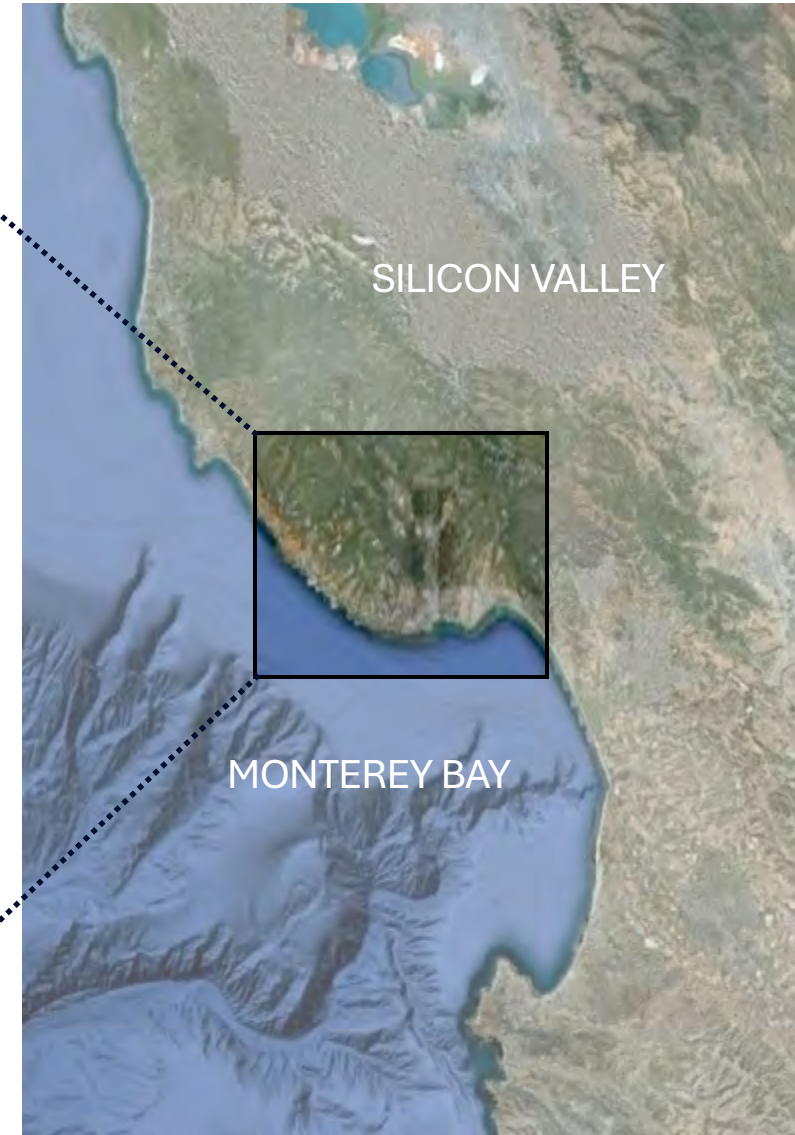


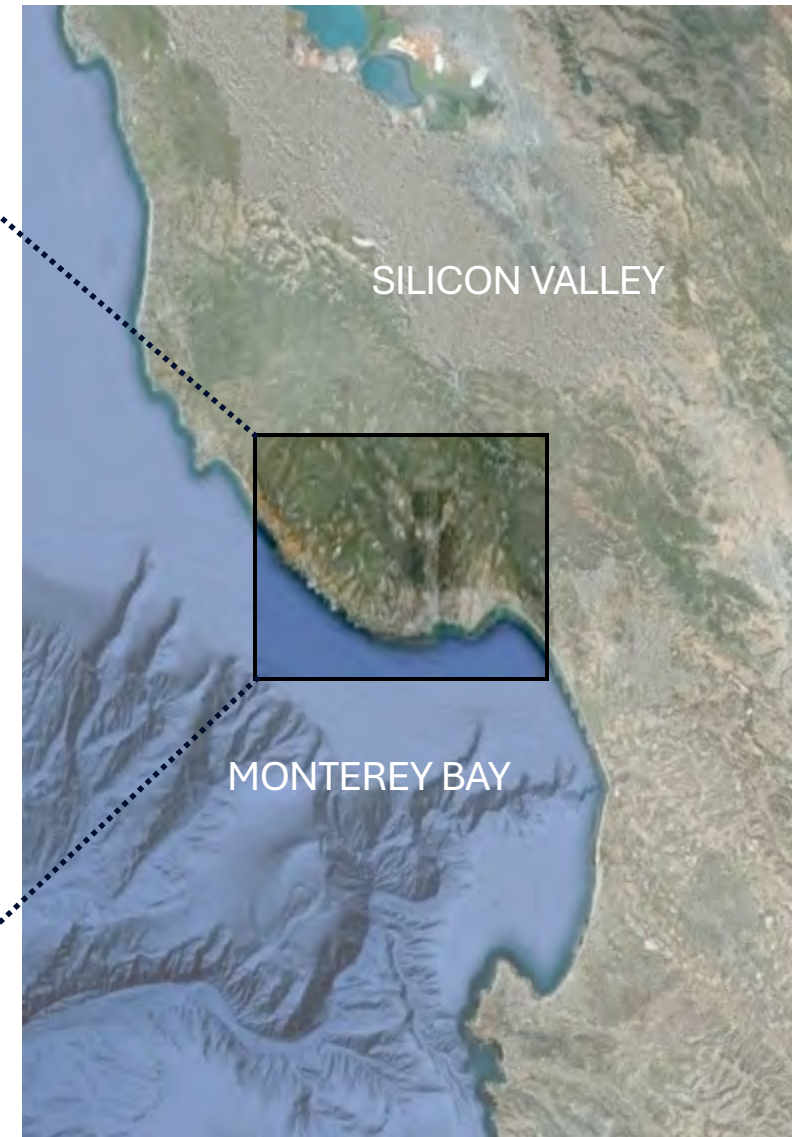
Landscape Architect Thomas D. Church

“It would be foolish and highly undesirable to think that a new startling architecture will appear here. Any attempt of a design to compete in grandeur with this site is doomed to failure...**[T]he general effect in the main campus areas must be one of sensitive collaboration between the designer and this spectacular environment** with the intent that neither shall impose unduly upon the other...It must be magnificent in conception, daring and forthright in its architecture—**but gentle be the hand it lays upon the land.**”

*“Random Notes on the Site”
October 1962*









Developed UCSC Campus



UCSC's Ten Residential Colleges



MLTW Moore Turnbull - 1973
Dan Kiley, Landscape Architect

UCSC's Ten Residential Colleges

About Kresge College...

[*https://kresge.ucsc.edu/about/*](https://kresge.ucsc.edu/about/)

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Kresge College



Welcome to Kresge College

Kresge was the sixth college established at the University of California, Santa Cruz. Founded in 1971, it was designed with concepts of collaboration and participatory democracy at the core of its identity.

At Kresge College, we welcome students from all backgrounds to our home in the redwoods, and we strive to give them a small-college learning experience that prioritizes personal and intellectual growth, practical experience, and a sense of community. Our curriculum enables students to live and learn with intention and purpose, to attend to the natural world around them, and to work creatively to solve pressing social, political, and ecological problems.

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Collaboration and Participatory Democracy: Part of Kresge College's DNA

- Founding Provost Robert Edgar
 - Cal Tech geneticist interested in personal growth and theories of organization



“I believe that placing **a high priority on enhancing the quality of interpersonal** interactions in the college will result in an exciting, productive and creative learning community.

“I would like College Six to be, as much as possible, a **participatory, consensual, democracy...** By a participatory consensual democracy I mean that all members of the community have the right to participate in decisions that will affect them and that **no decision will be reached to which even one individual is opposed, whether he be provost or freshman.**”

“Interpersonal Communication: Thoughts about College Six”
January 1970

Collaboration and Participatory Democracy: Part of Kresge College's DNA

- Founding Provost Robert Edgar
 - Cal Tech geneticist interested in personal growth and theories of organization
- “Creating Kresge College”
 - 1970-71

CREATING KRESGE COLLEGE - ADDRESS LIST		
ALCARAZ, Manuel Brookdale c/o General Delivery Merrill Box Phone:	KRAFT, Steve College V Box 223 716 California 426-2083 423-6153	SMITH, Guy Stevenson Box 146 Dorm 6, Rm. 317 Ext. 4302
ANDERSEN, Martha Stevenson Box 163 Dorm 6, Room 221 Ext. 4334	KRAMARZ, Rob College V Box 321 Room A 321 X 4332	VIERRA, Mark Col. V Box 629 Room 335 Ext. 4131
ANDREWS, Wally Cowell Box 351 Adams House, Rm. 215 Ext. 4226	MC LAUGHLIN, Dinnie Col V. Box 392 Room B 537 423 . 423-6181	WHEATLAND, Greg Merrill Box 469 603 Washington St., S.C. 423-3068
BARTHOLOMEW, Ann Merrill Box 499 620 Laurel St., S.C. Phone 423-3235	NEAR, Joseph College V, Box 437 Room B 537 Ext. 4345	WONG, Doreena College V, Box 674 Room B450 Ext. 4157
DELAU, Celeste Merrill Box 490 410 High Street, S.C. 423-2387	OBERT, Steve Merrill Box 434 949 Lakeside Drive, Felton 335-5887	WULFING, Guy College V Box 711 Student Apt. H21 426-4043
BOLAN, Vicki Stevenson Box 401 205 Pearl, S.C. 426-0393	OLSON, Shirley 3239 Axford Road, S.C. 476-1737 (Off. 2071)	REDMOND, Joyce Merrill Box 364 Room C-11 Ext. 4295
EDGAR, Lois & Bob Student Apt. H17 426-2674 (Off. 2752)	PALMER, Jim Crown Box 357 El Doral Motel, Rm. 17 2424 Mission, S.C. 423-3471 (Motel Off.)	X SANDS, Matt 36 Pasatiempo Drive, S.C. 426-4417 (Off. 2931)
FELDMAN, Rachel Stevenson Box 45 Dorm 2, Room 211 Ext. 4318	PAYNE, Sandra Crown Box 364	

Collaboration and Participatory Democracy: Part of Kresge College's DNA

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 - Cal Tech geneticist interested in personal growth and theories of organization
- “Creating Kresge College”
 - 1970-71
- “Kin Groups” (T-Groups)
 - About 25 members with faculty leader
 - Academic, administrative, and interpersonal functions

“In 1970, a course called ‘Creating Kresge College’ drew enthusiastic student participation. It gave students an almost unheard-of opportunity to have a role in the design process for an educational plant within a great bureaucratic institution...

“Planning at Kresge involved a major effort on all sides to reevaluate familiar organizational patterns and building types. The resulting juxtaposition of residential and academic units, plus the dispersal of facilities usually collected in multipurpose buildings meant that virtually every other building on the street had to be planned and budgeted separately.”

Sally Woodbridge
“How To Make a Place”
Progressive Architecture
May 1974

Collaboration and Participatory Democracy: Part of Kresge College's DNA

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- “Creating Kresge College”
 - 1970-71
- “Kin Groups” (T-Groups)
 - About 25 members with faculty leader
 - Academic, administrative, and interpersonal functions
- Skepticism and Controversy

CAMPUS UPROAR: 'KIN GROUPS' LEARNING AID OR TIME WASTE?
Crescent City, Calif.
Los Angeles Times (1972-1973), Mar. 20, 1972, Page B1, Column 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 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2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 219

MLTW/Moore Turnbull

October 1967

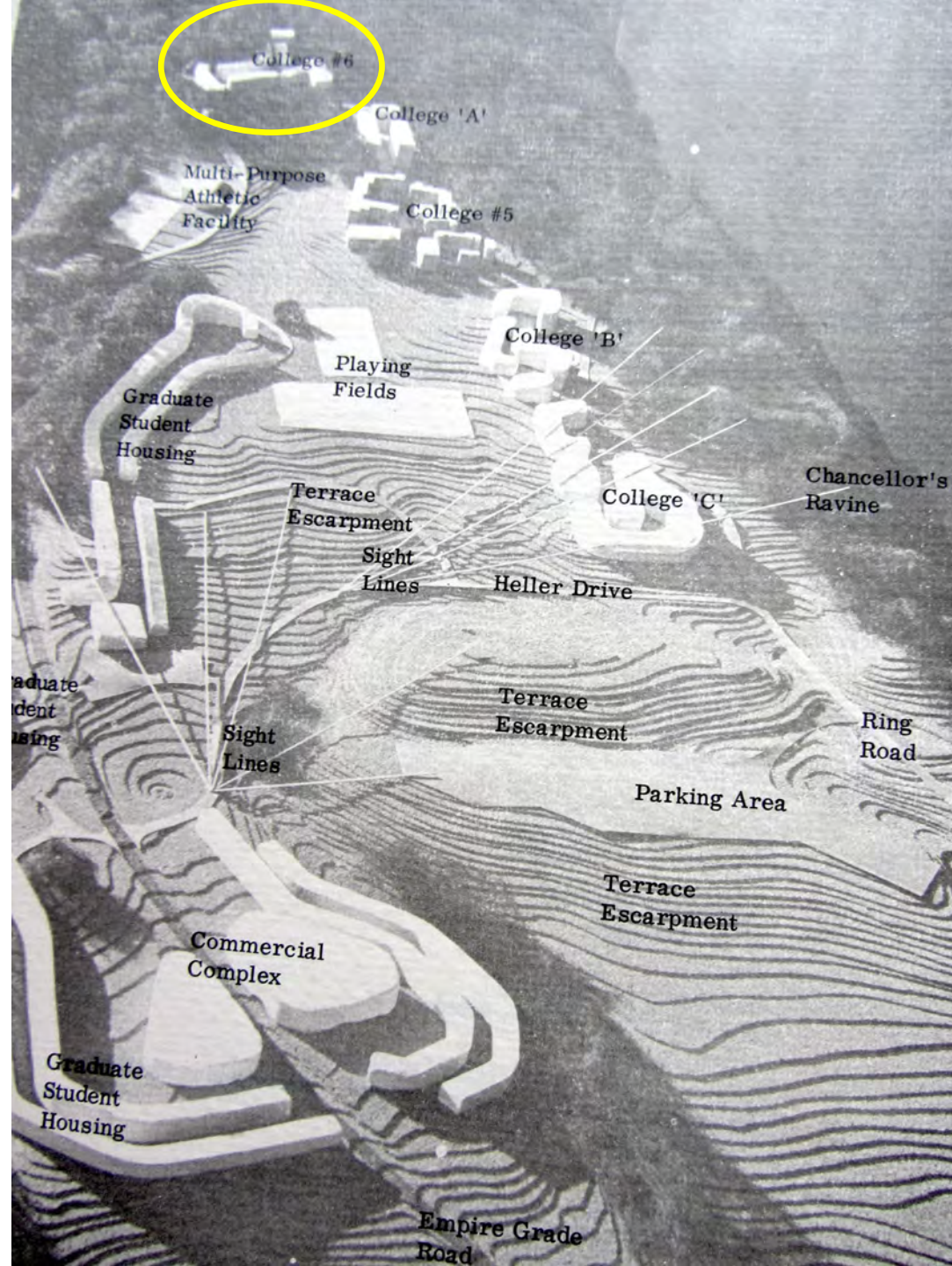
“Man-made additions to a landscape alter and change that landscape which is responsible for attracting development initially. In order that these **elements of the West Area landscape might be enhanced and strengthened rather than destroyed** in the course of campus development, the following recommendations are made:

1. Building sites should be selected for their functional appropriateness and **developed to reinforce the essential elements of the landscape.**
2. Building form should be **governed by sight lines** to insure that **man-made objects become secondary** to the elements of the landscape.
3. Restructuring and reshaping of the land to accommodate functional necessities such as roads, playing fields, and utilities should recognize and **reinforce the essential elements of the landscape.”**

The
West Area
Study

University
of
California

Santa Cruz



The West Area Study

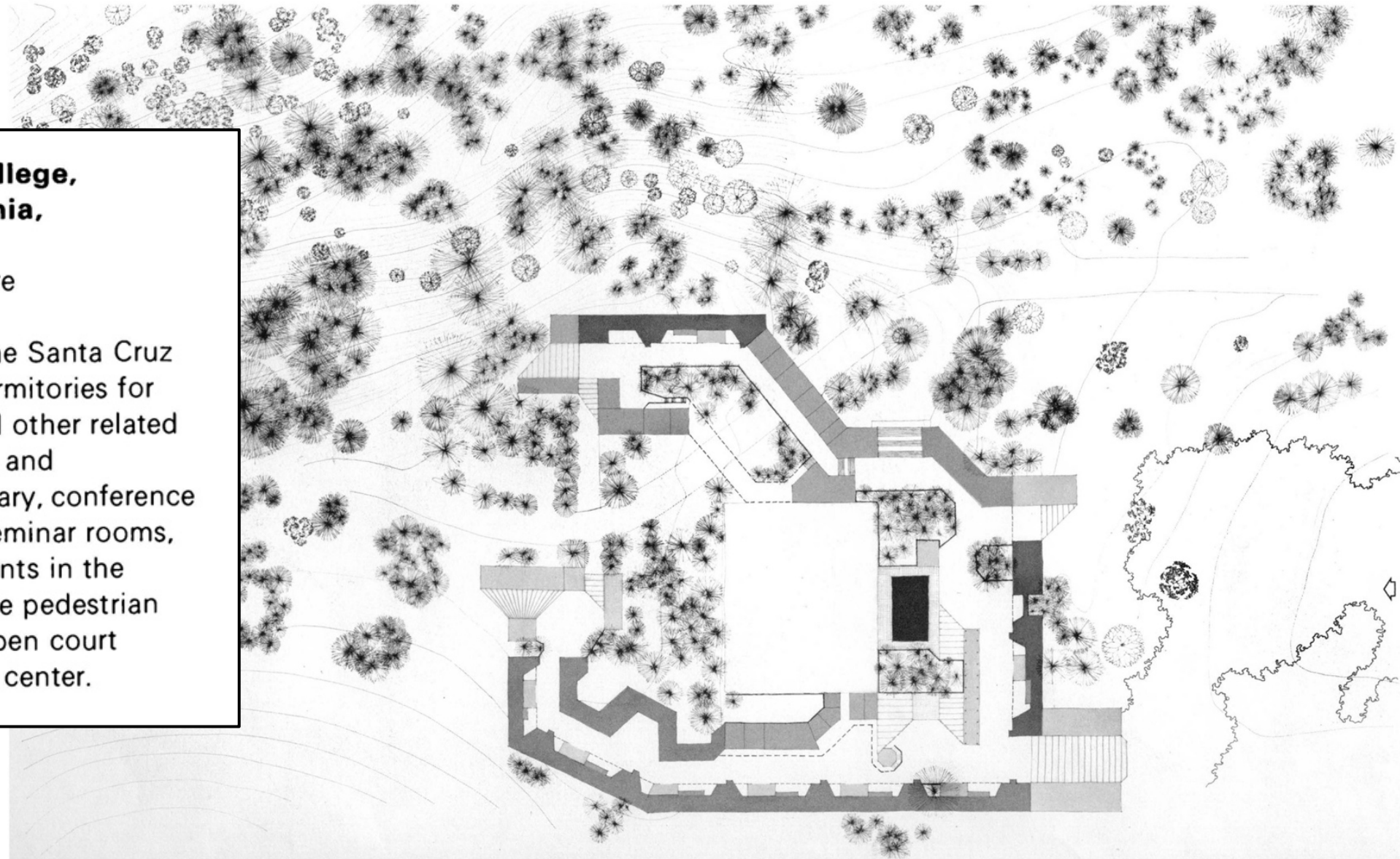
University of California

Santa Cruz

**Physical Sciences College,
University of California,
Santa Cruz**

Architect: Charles Moore

This college, a part of the Santa Cruz campus, will include dormitories for 420 live-in students and other related facilities for both live-in and commuter students. Library, conference room, common room, seminar rooms, etc. occur at various points in the chain of dorms along the pedestrian street and around the open court which has a pool at the center.



“Portfolio: Architecture,” *Perspecta 11*, 1967, Yale School of Architecture

CITATION

MLTW/Moore Turnbull

Project: The University of California at Santa Cruz, College 6, Santa Cruz, California. A clever handling of building arrangements encourages close community between students and faculty at a new college campus.



Charles W. Moore William Turnbull Jr.

Associate Architects: Marvin Buchanan and Robert Simpson.

Consulting Architects: Elston & Cranston.

Consulting Engineer: Patrick Morris.

Structural Engineers: Steven H. Sassoon & Associates.

Mechanical Engineer: Loren A. List.

Electrical Engineer: Dale J. Fehr.

Lighting Consultant: Richard C. Peters.

Landscape Architect: Dan Kiley.



SECTION AA SECTION BB



SECTION CC

Client: The University of California.
Site: A narrow redwood-covered ridge in the western portion of the campus, the southern flank of which opens to a grassy meadow and the ocean shore. The terrain slopes steeply to eastern and western ravines, and the site must be shared with an automobile access road. Since the natural landscape is a prime amenity of the campus, minimum disturbance to the terrain and to closely spaced redwood groves was required.

Program: To design living, studying, and recreational facilities to accommodate 650 students, so that the buildings establish their own identity, while the character of the site is preserved.

Design Solution: College 6 is an attempt to create a close community in the solitude of the surrounding redwood trees. Its buildings crowd a tight street; the dining room and student lounge, which collect crowds, are located (as in a shopping center) at the ends of the streets so that there is maximum opportunity for students and teachers to interact. Facing the street are dormitories that provide, at street level, living rooms for men and women and suites for faculty members that offer views of the forest. A flexible arrangement of shared space allows anything from single spaces to doubles to triples to communal study, social, or sleeping spaces. Complementing this space, a smaller number of dormitory rooms are arranged as one- and two-bedroom apartments. These allow the University the opportunity to house mar-

ried graduate students in the future. The majority of rooms look out to the redwood forest while those facing the interior street have their privacy assured by the sloping roofs of classroom buildings in the foreground.

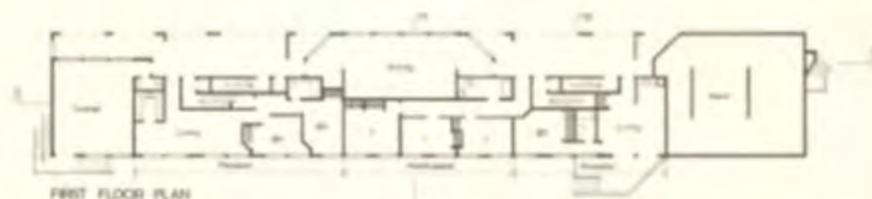
The commuter student, whose car is his home at college, is brought directly up into the street from under-ground parking which helps conserve the quality of the site while providing an important amenity to one-third of the college population.

Construction and Materials: Simple wood frame with stucco exteriors; white for the interior street and bright colors in the porches, with ochre on the outside facing the forest. Roofs are dark metal and the street paving is patterned concrete and asphalt; interiors are finished with painted gypsum board.

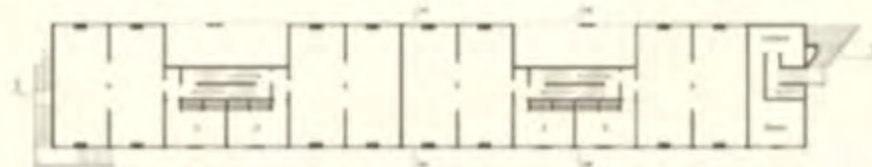
Jury Comments:

Brubaker: Santa Cruz attempts to break itself down into small family units, each with its own distinctive personality in relation to its site and surroundings. In designing this one, the architects did not attempt to mimic or copy the other colleges. It is appropriate to the property, and consistent with the over-all plan for Santa Cruz, which is one big happy protesting family. I like it.

Venturi: It connects well with the landscape and avoids the recent and recurrent plaza complex manifested in so much campus architecture. Again, I like its "ordinariness," a refreshing alternative to the heroic idiom.



FIRST FLOOR PLAN



SECOND FLOOR PLAN



THIRD FLOOR PLAN

re, January 1970

CITATION

MLTW/Moore Turnbull

Project: The University of California at Santa Cruz, College 6, Santa Cruz, California. A clever handling of building arrangements encourages close community between students and faculty at a new college campus.

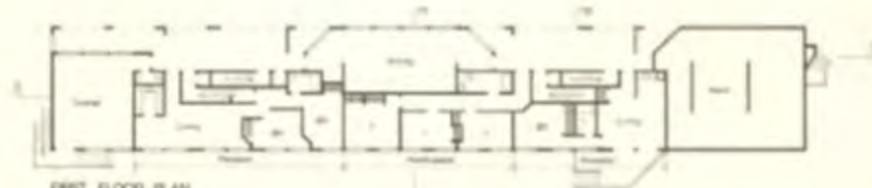


Charles W. Moore

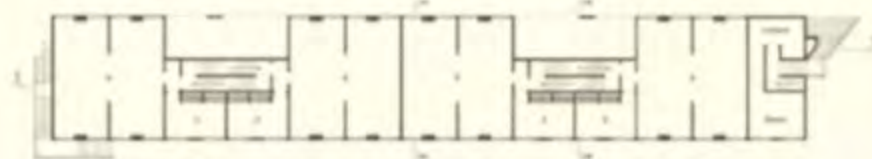
William Turnbull Jr.

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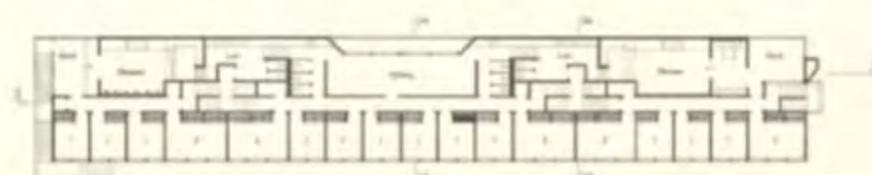
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SECOND FLOOR PLAN



THIRD FLOOR PLAN



SECTION CC

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Progr

Initial Design for College Six

Regental Approval in March 1968



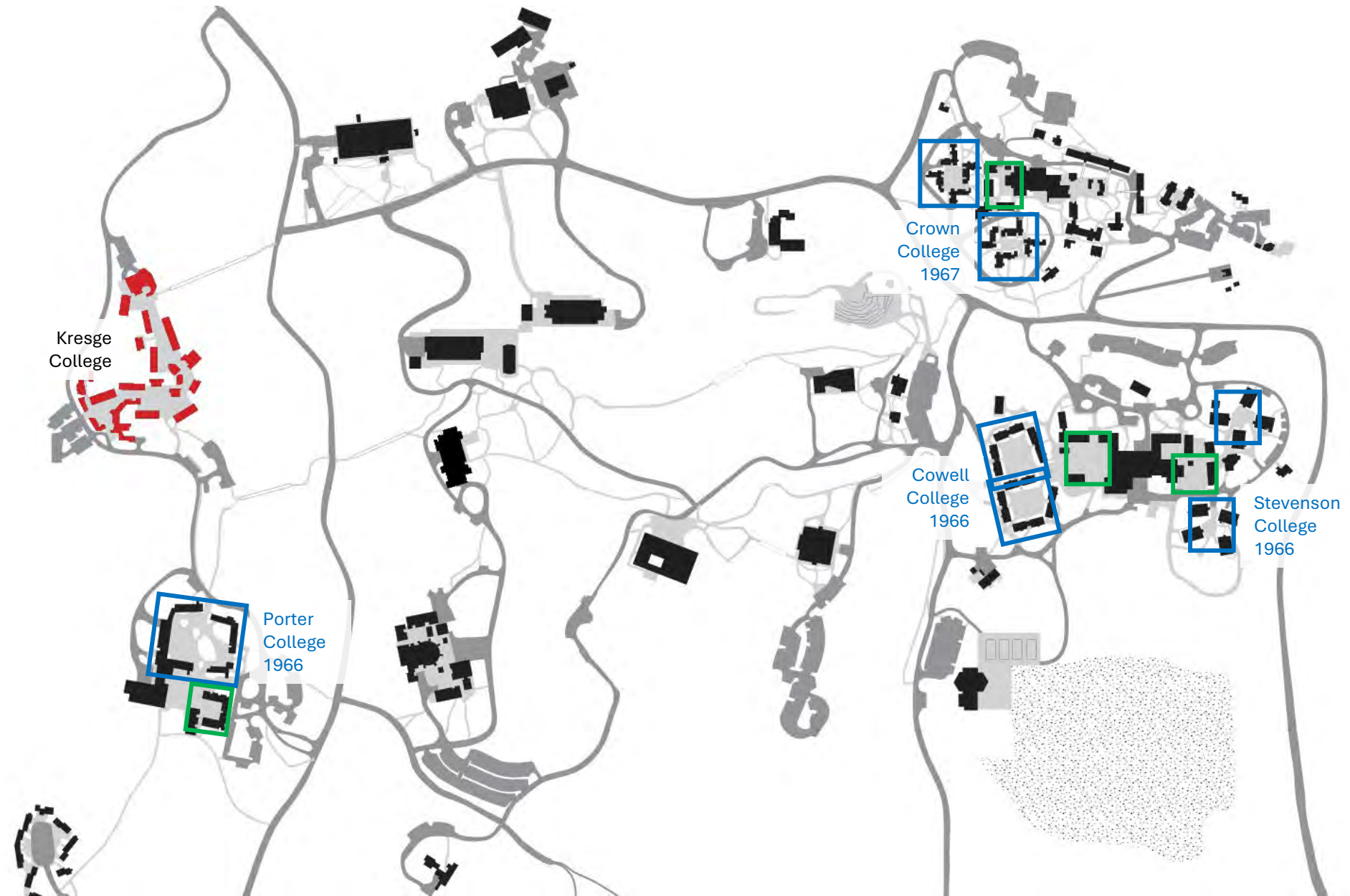
Budget delays, budget cuts, and redesign starting July 1970

- reduced building heights from three to two stories
- removed parking beneath buildings
- stucco over wood framing

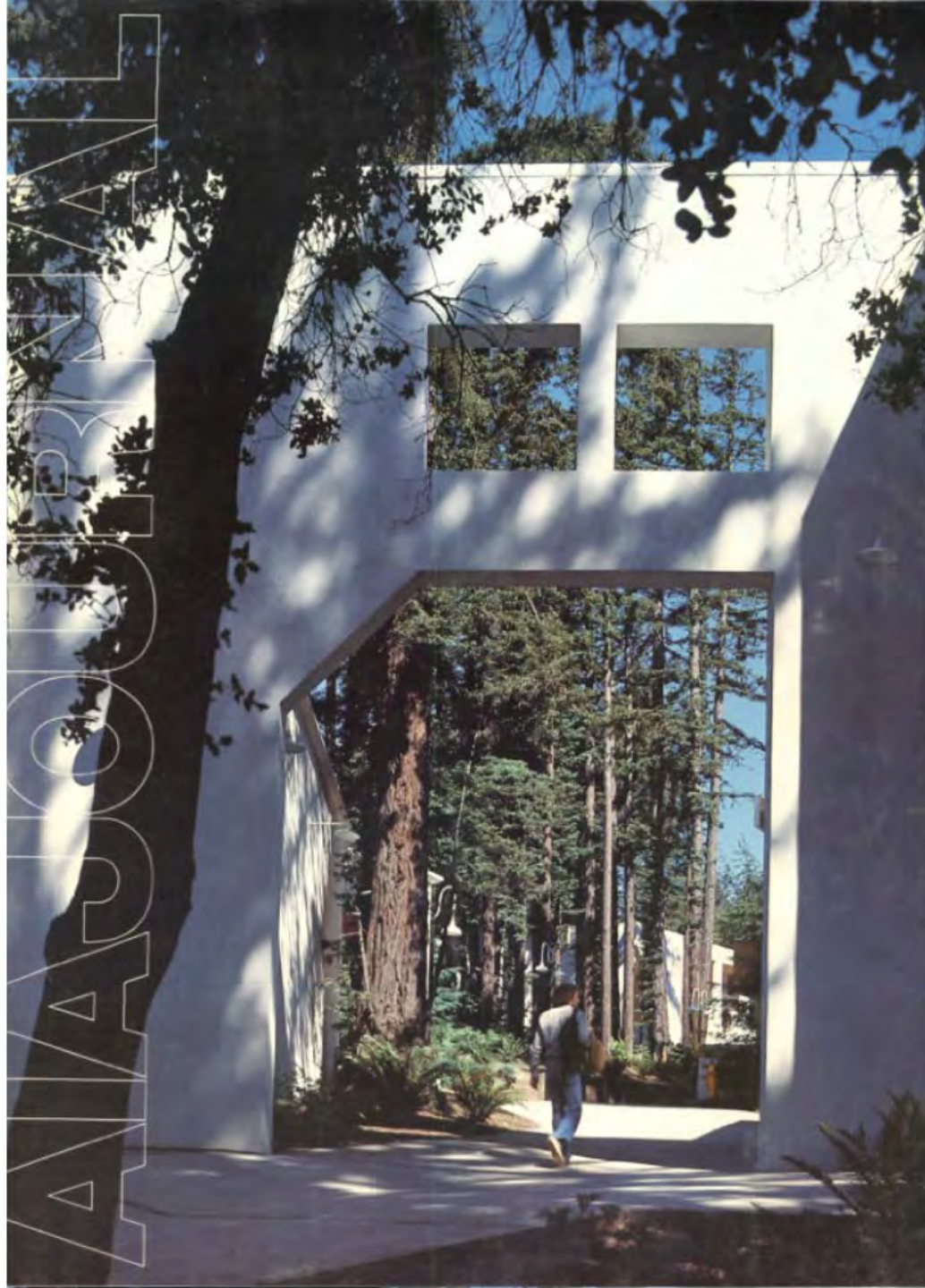
Occupancy: September 1973



From Quads to a Street



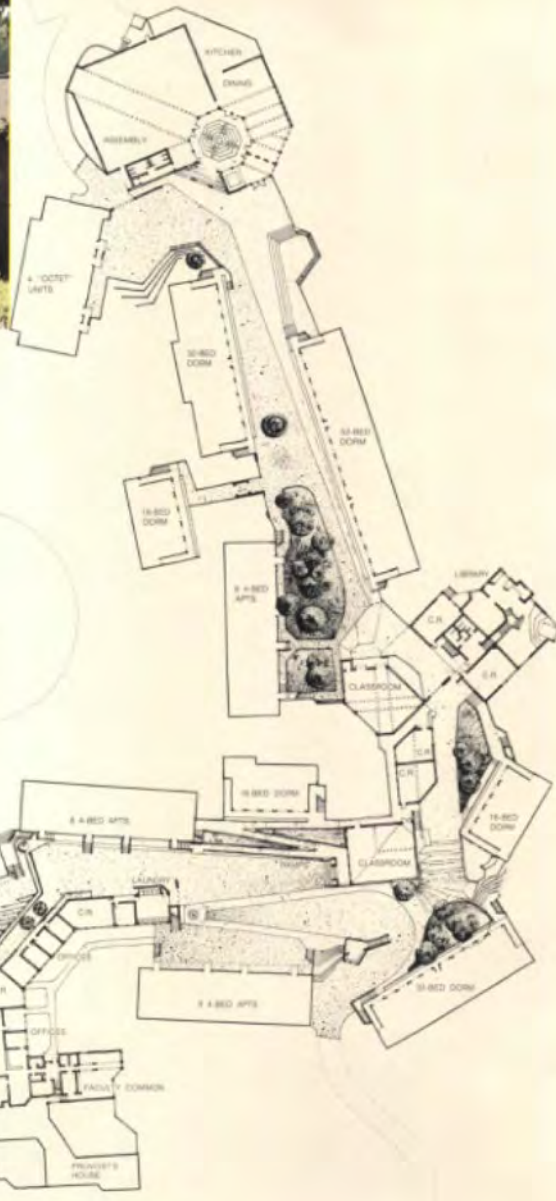
Progressive Architecture, May 1974



AIA Journal, August 1979



On the forest side, Kresge College is painted camouflage brown, revealing only glimpses of the white facades along the winding "village streets." Photo: Morley Baer.



SITE PLAN, SHOWING PUBLIC INTERIOR SPACES

Design Features

- Inside/Outside
 - a complex IN the forest, not OF the forest
- Street
 - stage set fronts to magnify scale
- “Monuments”
 - “magnets” at top and bottom
 - community elements along the way
- *description as Italian hill town came AFTER Kresge was built*
 - Moore’s idea of “Russian Easter egg”

On the forest side, Kresge College is painted camouflage brown, revealing only glimpses of the white façades along the winding "village streets." Photo: Morley Baer.

PLAY

MAIN GYM

GUEST APTS

STUDENT CO-H

9-4 BED APTS

DANCE STUDIO

STUDENT ACTIV

PARKING

0 60'

SITE PLAN, SHOWING PUBLIC INTERIOR SPACES



THE STREET



On the forest side, Kresge College is painted camouflage brown, revealing only glimpses of the white façades along the winding "village streets." Photo: Morley Baer.



SITE PLAN, SHOWING PUBLIC INTERIOR SPACES

"The architects felt that a residence for undergraduate students should promote **a feeling of community** as well as **an awareness of self**. The model adopted to gain this end was that of the shopping center....

"The buildings are carefully and consciously stage sets, for a drama improvised by the inhabitants."

Kent C. Bloomer & Charles W. Moore
Body, Memory, & Architecture
1977



On the forest side, Kresge College is painted camouflage brown, revealing only glimpses of the white façades along the winding "village streets." Photo: Morley Baer.

A detailed site plan of Kresge College, showing the layout of buildings and outdoor spaces. The plan includes labels for various areas: 'PLAZA' at the top right, 'MINI-GYM' at the top center, 'GUEST APPTS' in the center left, 'STUDENT COMMON' below it, 'PARKING' at the bottom left, 'DANCE STUDIO' at the bottom center, and 'STUDENT ACTIVITIES' at the bottom right. A large building labeled '8-4-BED APPTS' is circled in red. A thick black line runs through this red circle. Another thick black line is shown near the 'DANCE STUDIO' and 'STUDENT ACTIVITIES' buildings. A scale bar at the bottom left indicates 0, 20, and 40 feet. The caption below the plan reads: 'SITE PLAN, SHOWING PUBLIC INTERIOR SPACES'.

78 Progressive Architecture 5:74



On the forest side, Kresge College is painted camouflage brown, revealing only glimpses of the white façades along the winding "village streets." Photo: Morley Baer.

PLANT

MIN. GYM

GUEST APTS

SHOWER COMMON

9-4-BED APTS

PARKING

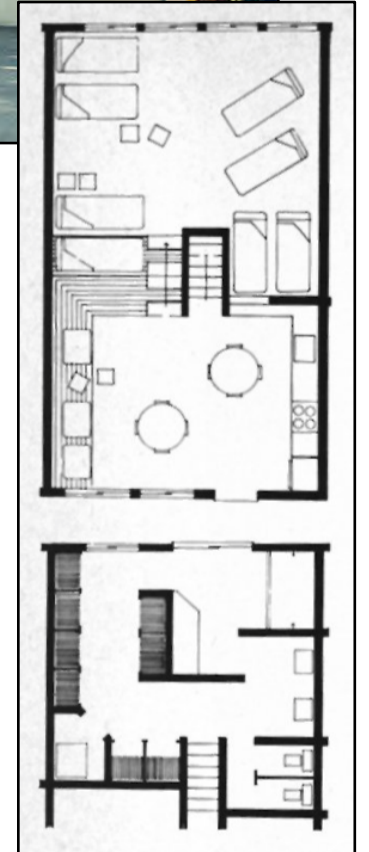
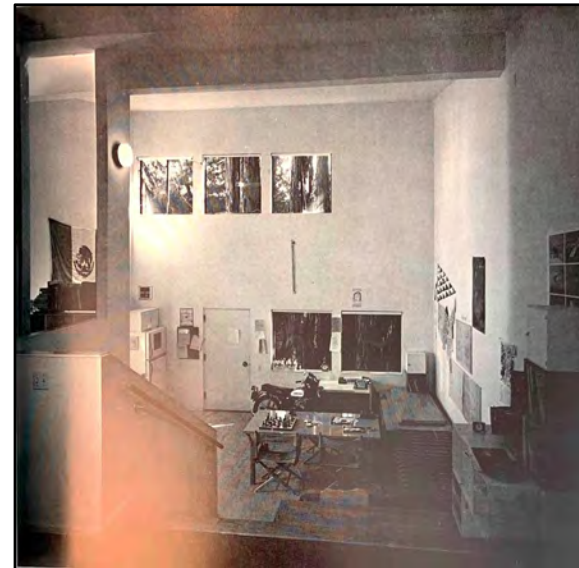
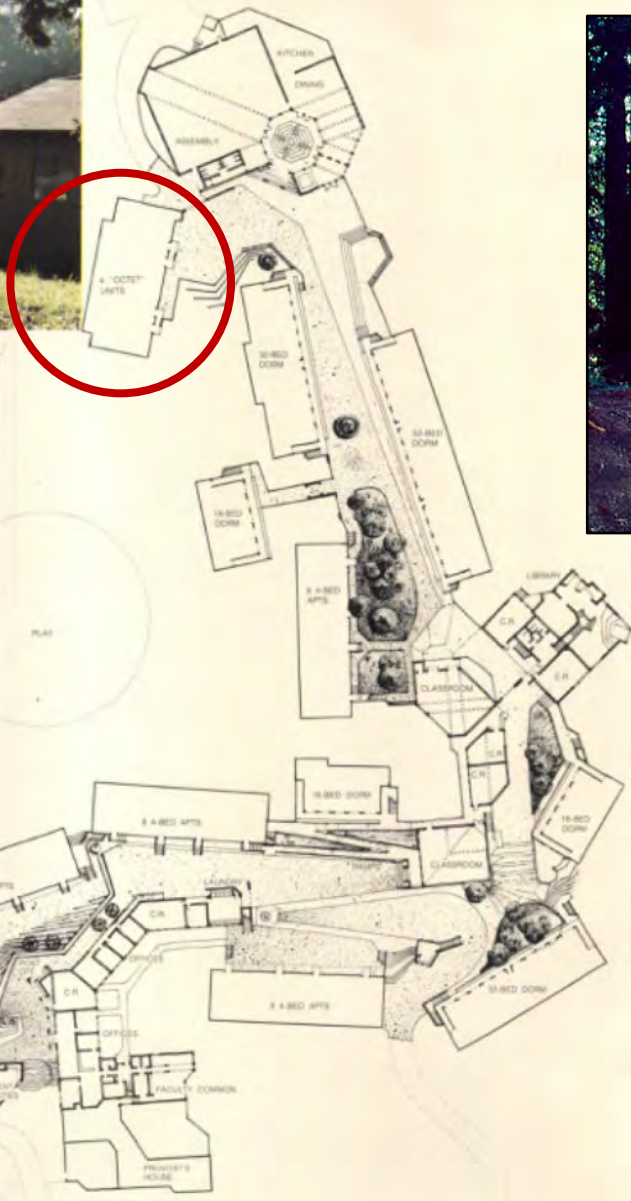
DANCE STUDIO

STUDENT ACTIVITIES

D.R.

0 40'

SITE PLAN, SHOWING PUBLIC INTERIOR SPACES

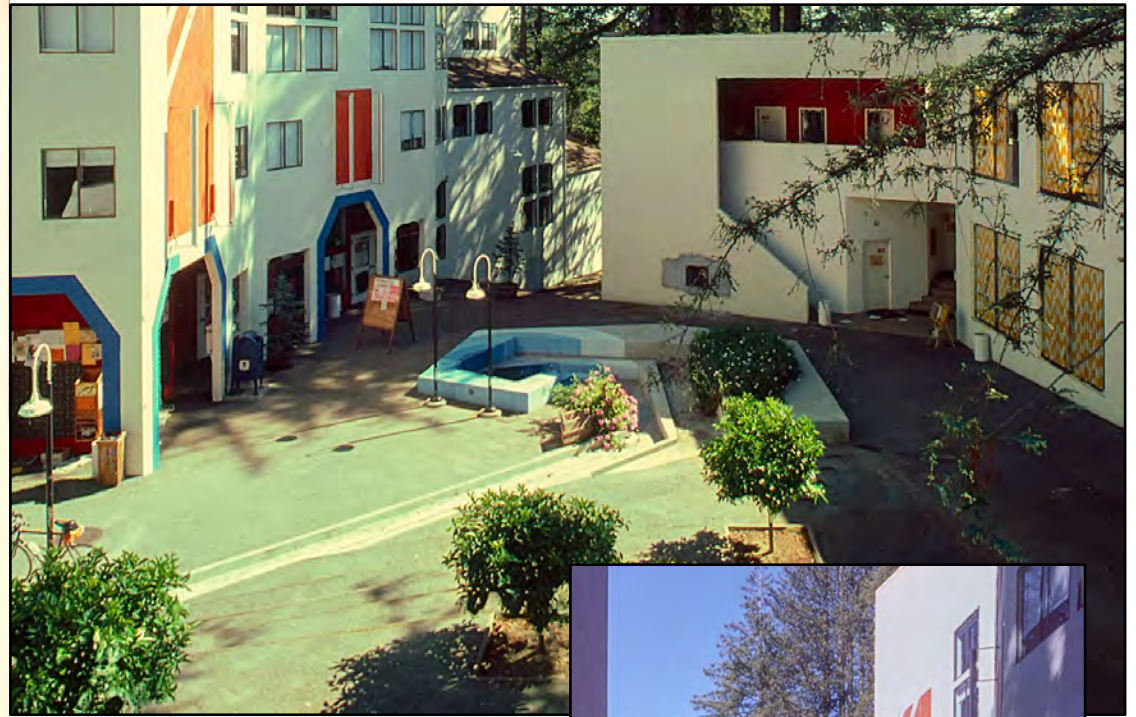


Architectural site plan of the University of Illinois at Chicago campus. The plan shows various buildings and their locations, including:

- KITCHEN
- DINING
- ASSEMBLY
- 4 "OCTET" UNITS
- 30-BED DORM
- 16-BED DORM
- 8-BED APTS
- CLASSROOM
- LIBRARY
- C.R.
- S.R.
- T.C.R.
- C.C.R.
- 16-BED DORM
- CLASSROOM
- 8-BED APTS
- LAWSON
- C.R.
- OFFICE
- FACULTY COMMON
- PROVOST'S HOUSE

A red circle highlights a specific area on the left side of the plan, near the "OCTET" UNITS and the 30-BED DORM.

Entry -
College Offices -
Mail Room -
Fountain



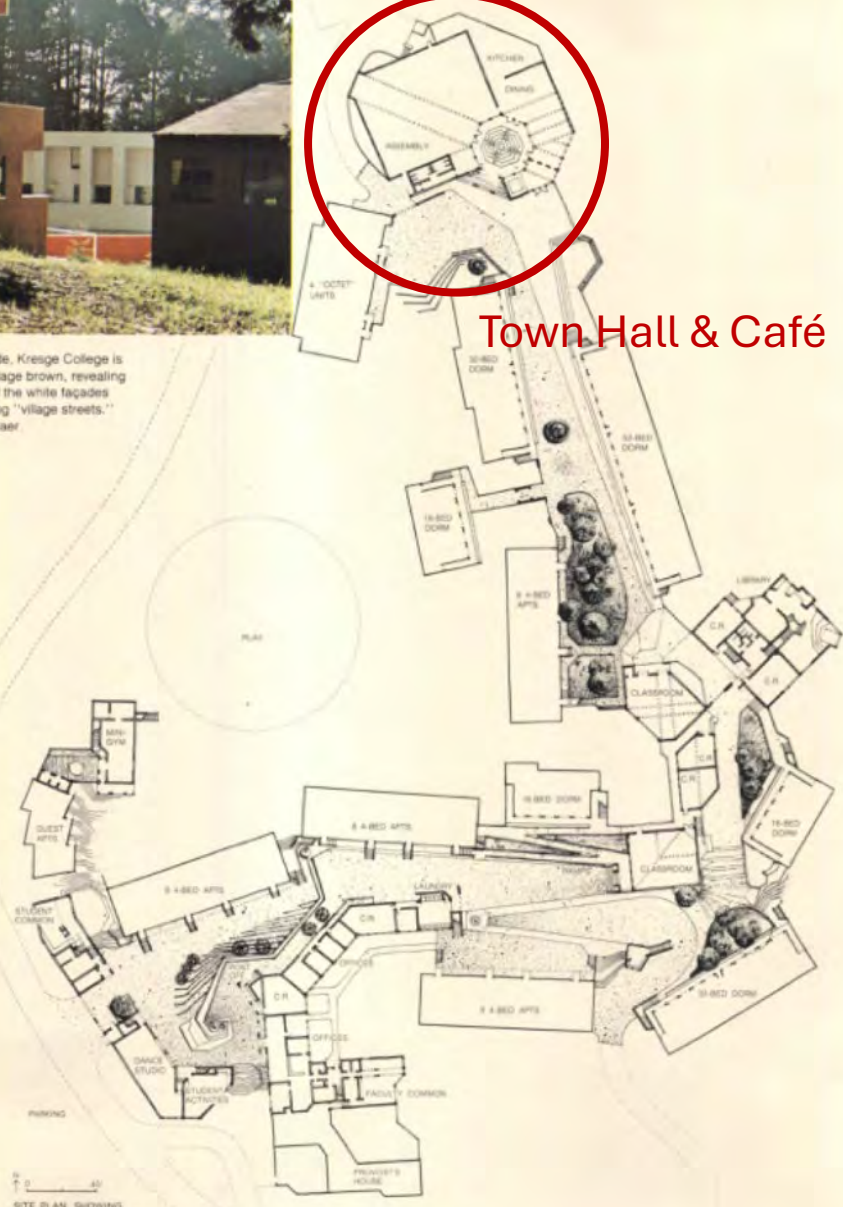


THE MONUMENTS



Town Hall & Café

On the forest side, Kresge College is painted camouflage brown, revealing only glimpses of the white façades along the winding "village streets." Photo: Morley Baer.



SITE PLAN, SHOWING PUBLIC INTERIOR SPACES



A site plan diagram showing a rectangular area divided into several sections. A north arrow is located in the top left corner. A scale bar is positioned below the north arrow, with markings for 0, 20, and 40 feet. The plan includes various labeled areas such as 'Public Interior Spaces', 'Private Interior Spaces', and 'Public Exterior Spaces'.

SITE PLAN, SHOWING
PUBLIC INTERIOR SPACES





On the forest side, Kresge College is painted camouflage brown, revealing only glimpses of the white façades along the winding "village streets." Photo: Morley Baer

Site plan showing public interior spaces. The plan includes labels for various buildings and areas: SAND DRY, GUEST APTS, STUDENT COMMONS, DANCE STUDIO, 9-4 BED APTS, PARKING, POND, and FOREST. A scale bar indicates 0 to 60 feet, and a north arrow is present.

SITE PLAN, SHOWING PUBLIC INTERIOR SPACES

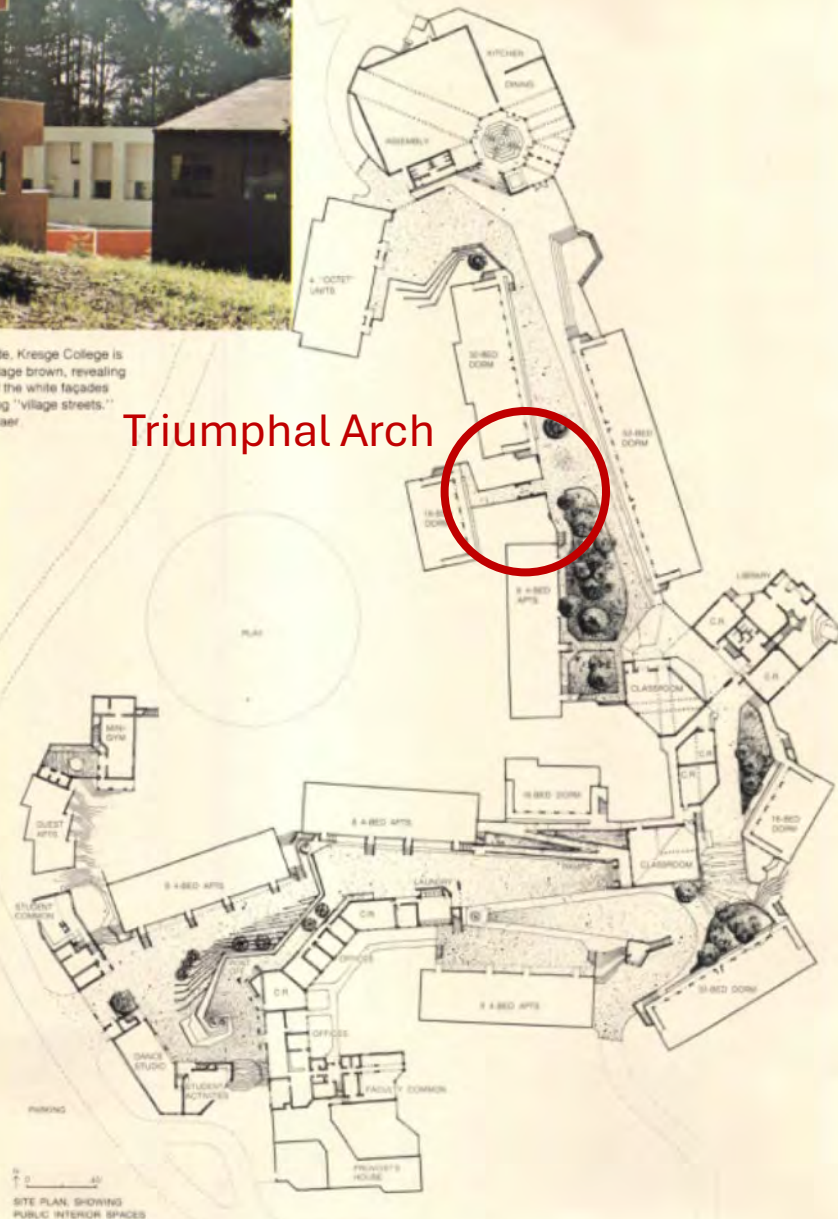


THE MONUMENTS



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Triumphal Arch



SITE PLAN SHOWING PUBLIC INTERIOR SPACES



Charles W. Moore:

“Plug It in, Rameses, and See if It Lights up.
Because We Aren't Going to Keep It Unless It Works”

Perspecta 11, 1967

“Many of us have stamping grounds which exist in separate places ending at one airport and picking up again at some other one. No matter where our bodies are at any moment, we can have 'instant anywhere' by making immediate electronic contact with people anywhere on the face of the globe...

“This is to say that our new places are given form with electronic, rather than visual, glue.”



April 1990: Kresge College Students
Vote 306-79 to Secede from UCSC

KRESGE SECEDES

SANTA CRUZ INDEPENDENT

VOLUME I, NUMBER 5

APRIL 27, 1990

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

Symbolic Gesture

Kresge Voters React to "Demise" of University

Greg Dewar
Editor in Chief

Students at Kresge College voted to secede from the University of California to protest recent administrative policies and to declare their "autonomy and freedom."

The initiative passed with 306 students voting for secession and 79 students voting against the measure. Approximately 900 students are affiliated with Kresge College.

According to Kresge students Brant Smith and Steve Parks, students were frustrated at what they called the "dismantling of the college system in favor of a blander campus-wide, centralized technocratic program."

Among the grievances put forth by the students was the design of College 8, the Student Centre, the lack of support for the Narrative Evaluation System, "shopping for classes", and the fact that a number of PCB transformers are still on campus.

Stephanie Hauk, Assistant to Chancellor Robert Stevens, said in response to the vote, "I'm not clear on what the issue are. There seems to be a misunderstanding that the demise [of the Narrative Evaluation System] is imminent. It's difficult to respond to something as vague [as the Kresge ballot initiative]."

Vice-Chancellor Tanner was unavailable for comment at press time.

April 1990: Kresge College Students Vote 306-79 to Secede from UCSC

Full text of Ballot Measure 2071X:

We vote to support the secession of Kresge College from the University of California. This symbolic initiative demonstrates our displeasure of recent Administrative policies, bureaucratic politics, and unacceptable technocratic responses to the declining state of our undergraduate education. We will no longer be a part of educational mediocrity. Students are being slighted by a de-sensitized central Administration that is composed of managers and demagogues rather than the visionaries and idealists who once established this alternative institution.

We secede in the name of the environment; we secede in the name of the Earth. We demand an Administration that plans University expansion with environmental integrity, as well as a firm commitment to UCSC's founding ideals of well-thought-out and "gentle" development.

With the increasing erosion of undergraduate emphasis and significance on this campus, we, as Students of Kresge College, refuse to be victims of Administrative tyranny. In the face of insensitivity and incompetence, we demand autonomy. We demand freedom.

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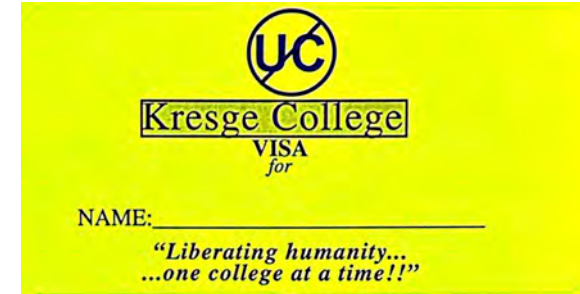
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Friday morning, April 27, 1990

San Jose Mercury News

Serving Northern California Since 1851

Students vote for secession

KRESGE, from Page 1A

said student leader Steve Parks on Thursday, "We're going to take this thing a bit further" with toll booths and visas.

A university spokesman said administrators are baffled by the vote to secede.

"We are not sure what this means," said John Harvith, assistant director of public information for UC-Santa Cruz.

One thing it might mean, said student Brant Smith, is that the Kresge provost's house "might be sold to raise money. At least that's the rumor."

'Managers, demagogues'

The ballot measure that swept to victory among Kresge student voters blasts school administrators as

Separate turf in Surf City?

By Lee Quarnstrom
Mercury News Staff Writer

Having voted overwhelmingly to secede from the rest of the University of California, Santa Cruz, residents of the campus's Kresge College were making plans Thursday to issue passports and entry visas.

They were also planning to set up toll booths at border checkpoints to further isolate themselves from the rest of campus.

Students at Kresge, one of eight UC-Santa Cruz residential colleges, voted 306-79 this week to secede.

Just what this means, nobody knows.

The ballot measure calling for secession touted itself as a "symbolic initiative." Yet,

See KRESGE, Back Page

April 1990: Kresge College Students Vote 306-79 to Secede from UCSC

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A 4 San Francisco Chronicle ****

THURSDAY, APRIL 26, 1990

Perturbed Students Try to Jolt UC Santa Cruz

By Diane Curtis
Chronicle Staff Writer

Students at Kresge College at the University of California at Santa Cruz last night voted to secede from the campus to protest what they said is a deterioration of undergraduate education at the 25-year-old school.

"When this campus was founded, the people who established it were idealists and visionaries," said Steve Parks, a 23-year-old senior who is chair of the Kresge Student Parliament.

"The people who run it now tend to be more managerial, more concerned with financial and economic facts. They emphasize quantity over quality."

Students at Kresge College, one of eight residential and academic centers designed to make the 9,500-student university more intimate, voted, 306 to 79, to secede.

Parks acknowledged that the vote is only "symbolic" because there is "no chance" Kresge will separate itself from the full university.

He said the students wanted the vote to serve as a statement to the administration that they are

deeply dismayed by the direction of the school.

John Harvith, assistant director of public information at UC Santa Cruz, agreed that the vote to secede has little effect because the state makes decisions about the university.

He said the administration will seriously consider the message behind the vote.

Parks said school administrators were threatening "to kill cer-

tain facets of the Santa Cruz experience that make it unique," such as a choice of written evaluations or grades and ability to attend clas-

ses for a week before deciding on whether or not to enroll.

The administration denied that it is making any such changes.

Parks said students are also unhappy with the "slow" pace of achieving ethnic diversity in the student body and faculty.

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WORLD
TULSA, OK
M-125,000 S-215,000

FYI Public Information
APR-28-90

**College Becomes
Nation All Its Own**

SANTA CRUZ, Calif. (AP) — Any plans to visit Kresge College, part of the University of California, Santa Cruz, will require a passport and visa.

Students at Kresge, one of eight UCSC residential colleges, voted overwhelmingly this week — 306-79 — to secede from the main campus.

The students on Thursday were making plans to issue passports and entry visas. They also intend to set up toll booths at "border checkpoints."

It all started with a ballot measure that sought a secession. Initially, it was considered a "symbolic initiative," but Steve Parks, chairman of the Kresge Student Parliament, said, "We're going to take this thing a bit further." Hence, the toll booths and visas.

The ballot measure blasts school administrators as "managers and demagogues rather than the visionaries and idealists" who established the university among the redwoods above downtown Santa Cruz in the 1960s.

"We secede in the name of the environment; we secede in the name of the Earth," stated the initiative.

Parks said the secessionist movement was spurred, among other things, by concerns about fast campus growth.

APR 28 1990
APPLETON, WISC.
POST-CRESCENT
E - 52,589
S - 65,290

College secession

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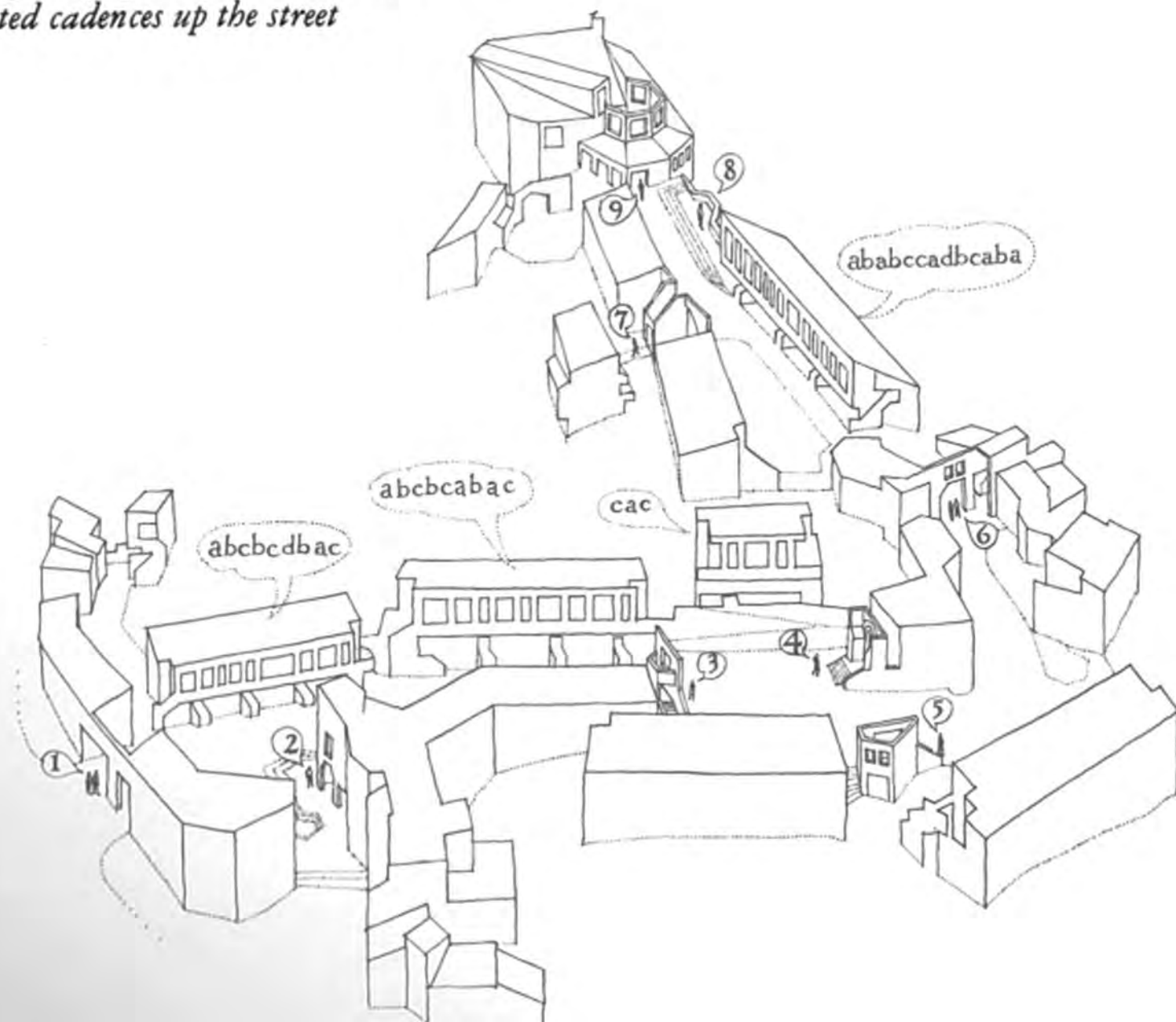
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*The trivial monuments (1 through 9)
and the gallery openings (abcd) mark
syncopated cadences up the street*







What's most important?

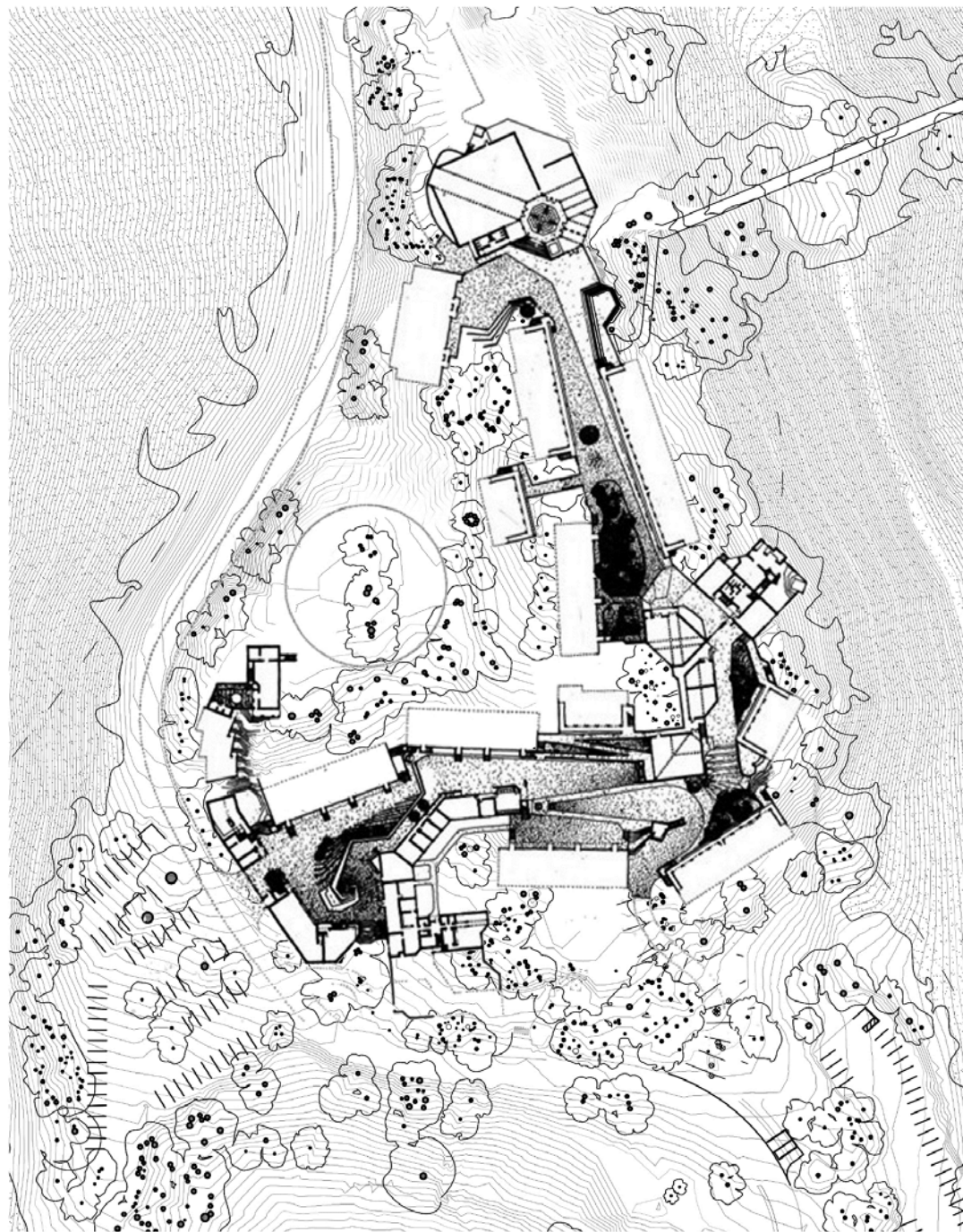
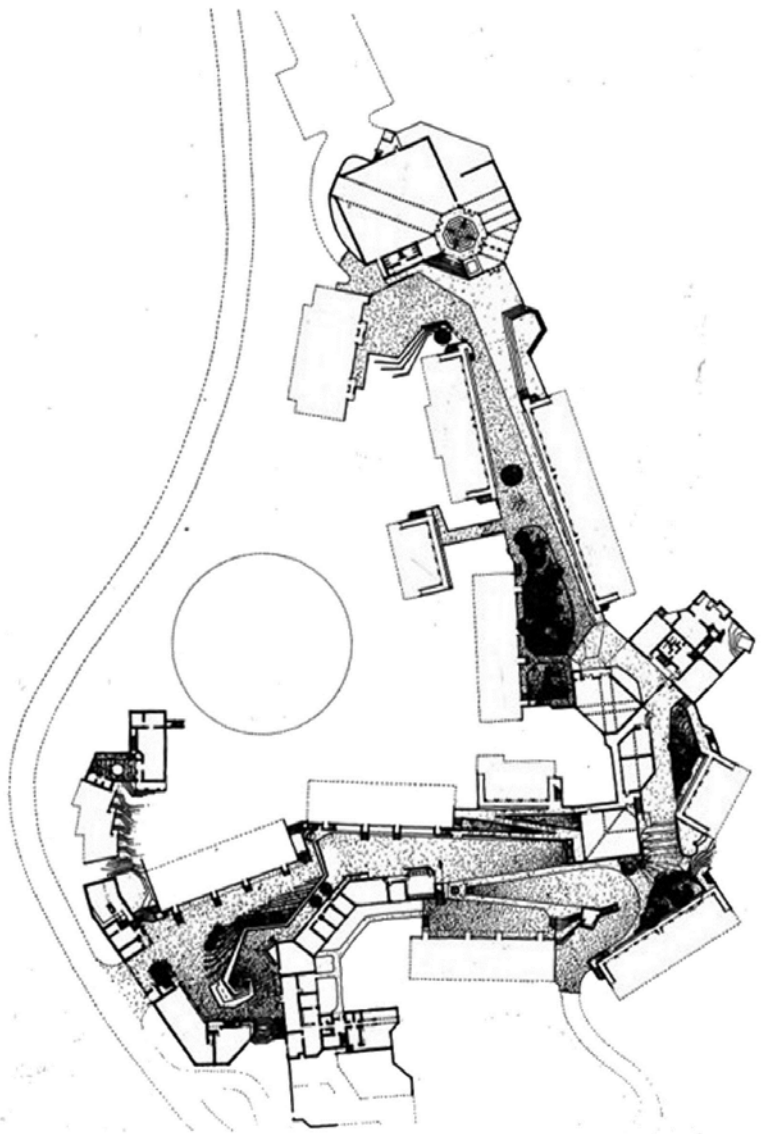
What works now and what doesn't?

What is the impact of adding more density?

Potential of street becoming village?

Is the original intent still relevant?

How do we balance the public and the private?





ASKING THE RIGHT QUESTIONS

How does a campus apply principles of Participatory Democracy TODAY to effectively engage stakeholders and others?

With pressures to continuously evolve, how can we both RESPECT, and ADVANCE, our heritage campuses?

How can DESIGN embody program goals, assure long-term performance, and live within budgetary constraints while reinforcing the fundamental ethos of a campus?

What outreach processes and team structures can set the stage for a large public university to be NIMBLE and opportunistic?





KRESGE
COLLEGE

A raccoon with grey and black fur and a white chest patch is looking directly at the camera. It is positioned behind a wooden surface where a pepperoni pizza sits. One slice of the pizza is being pulled away, showing melted cheese. The background is a blurred green, suggesting an outdoor setting.

Next Town Hall:
Monday August 14







So what would
Charles think?

Look at the expression
on his face; you tell me...



Layers of Wood, Paint and Attitude

**Charles Moore Foundation
November 2018**





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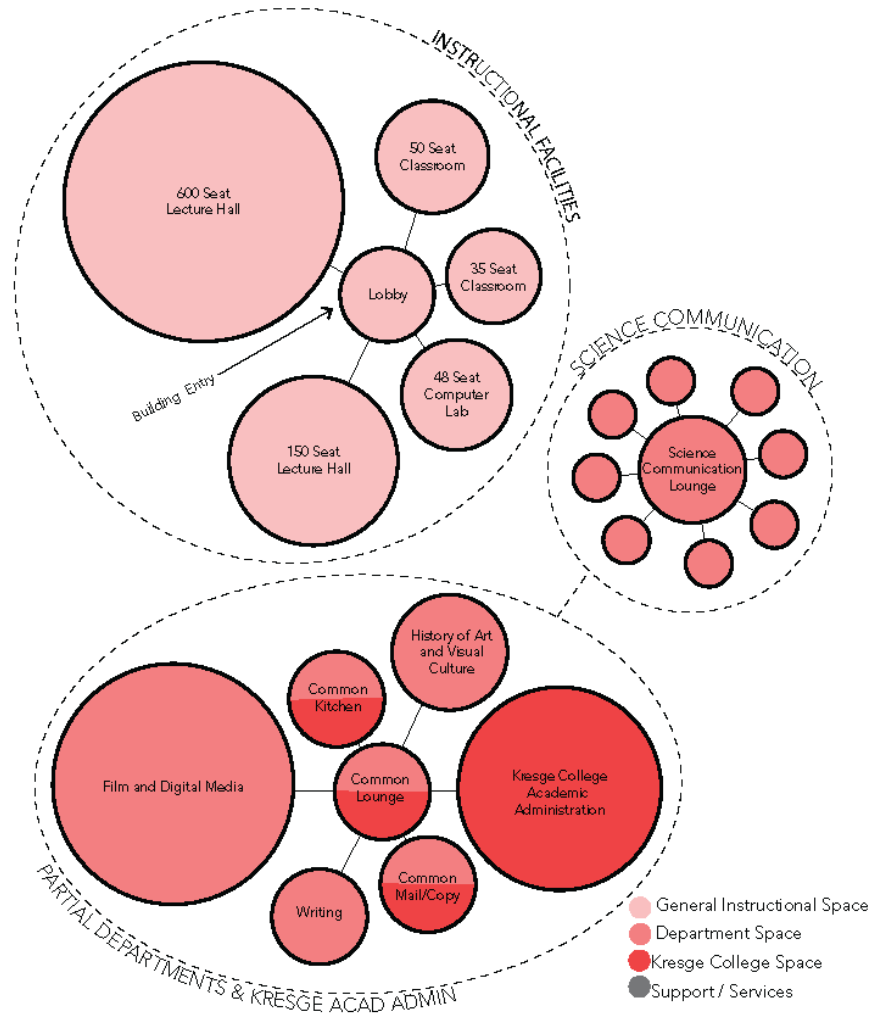
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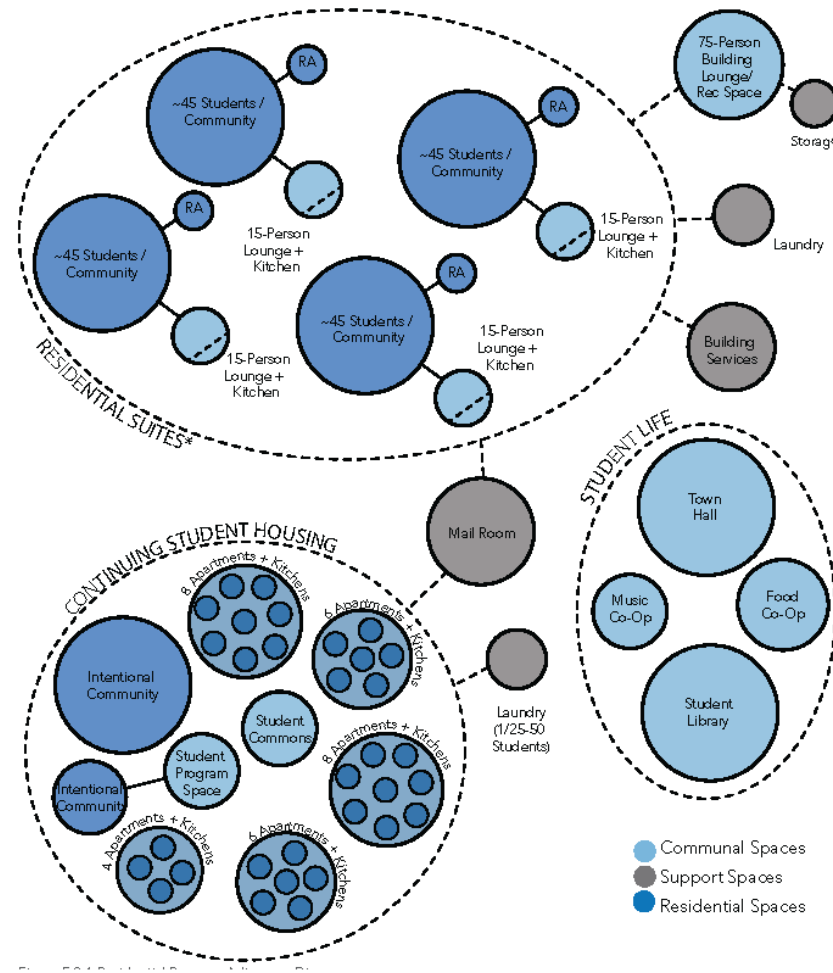
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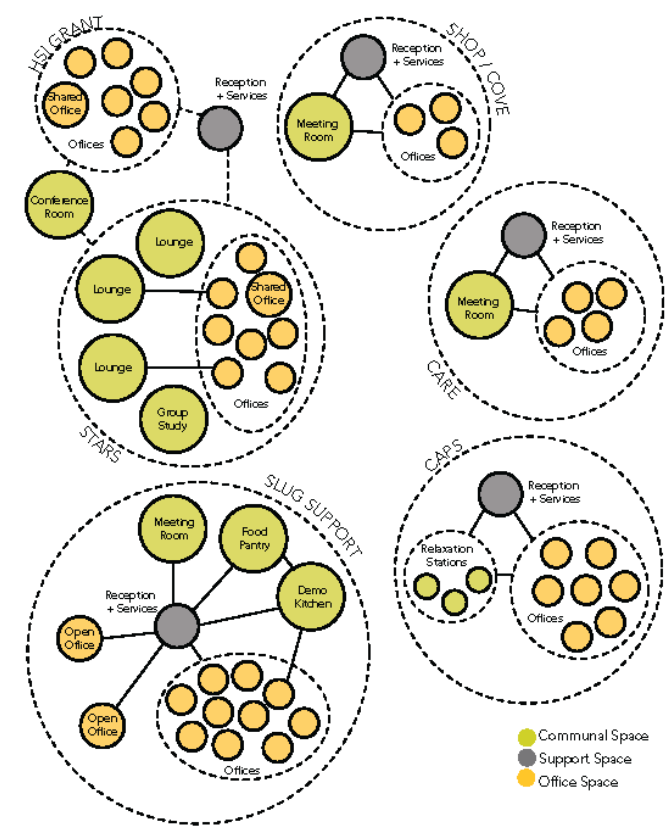
Academic



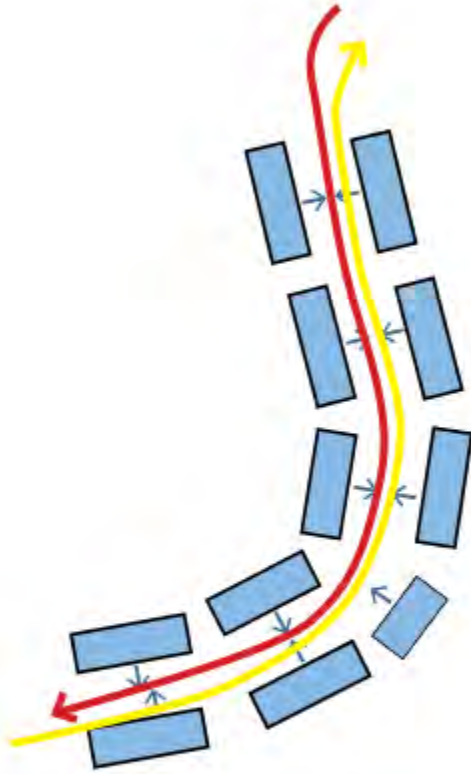
Residential



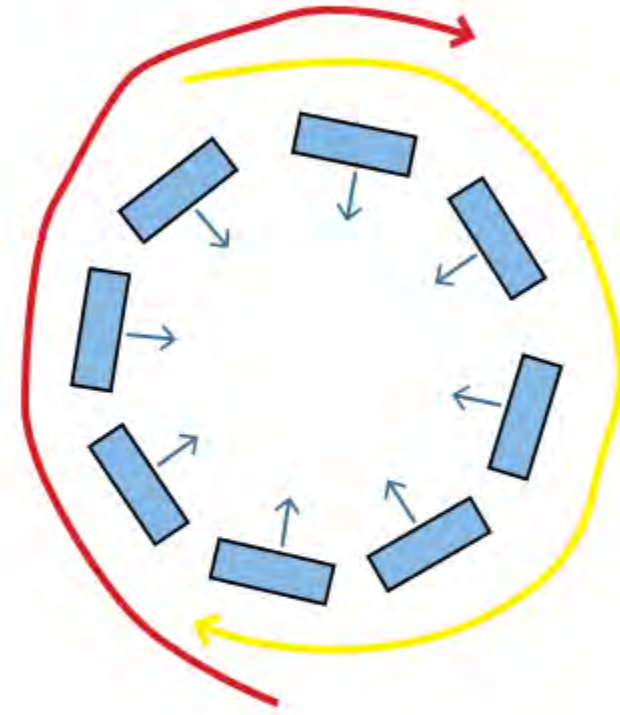
Student Support



STUDENT EXPERIENCE

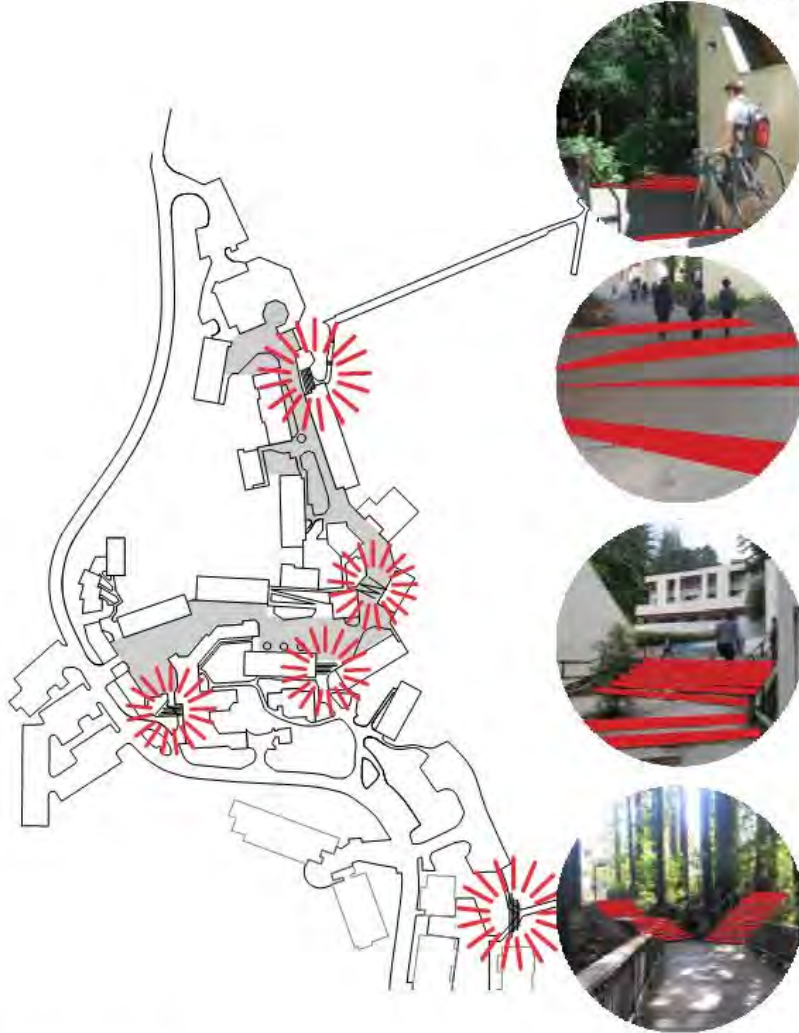


PROBLEM:



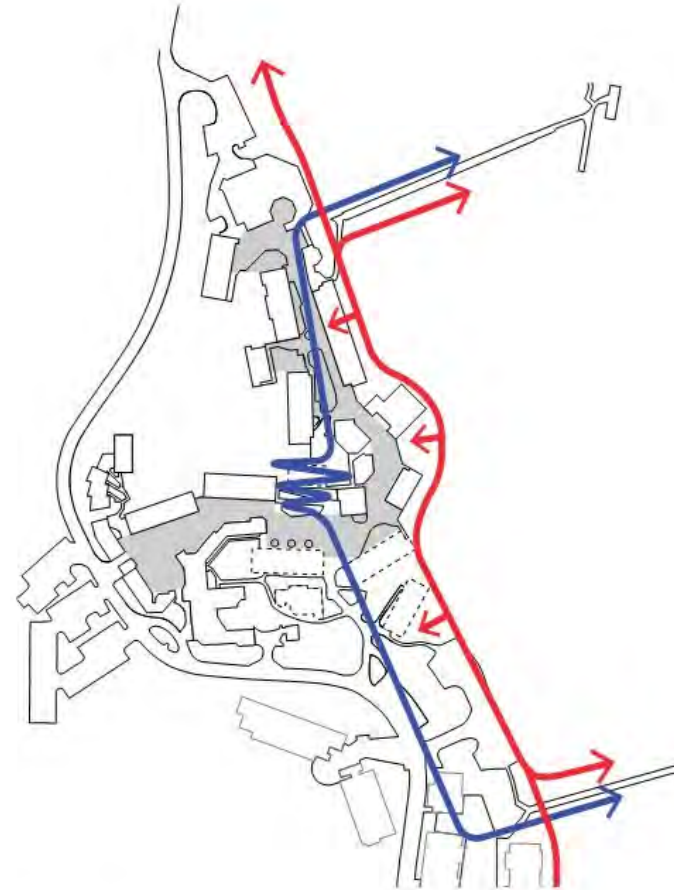
STRATEGY:

CIRCULATION



PROBLEM:

Entry into, and circulation through Kresge is **inaccessible** for ADA and cycling.



STRATEGY:

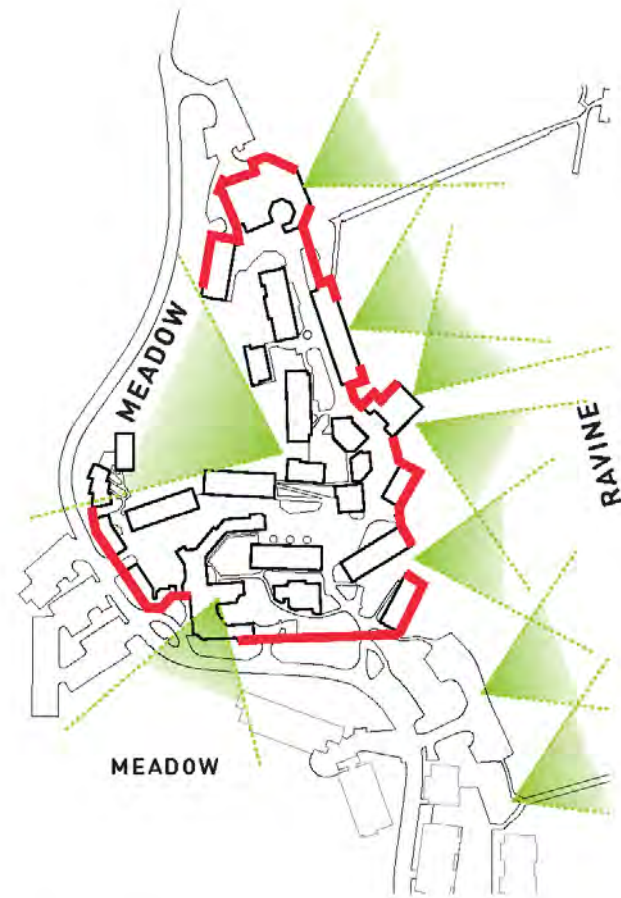
Provide **accessible routes** and connections.

CONNECTIVITY



CHALLENGE:

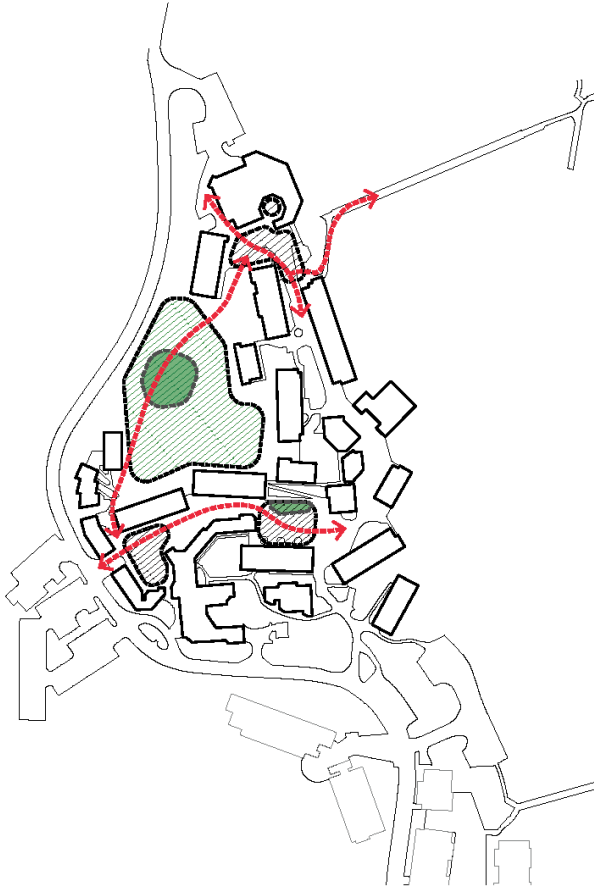
Kresge is **inward-focused**, and feels like an enclosed enclave in the forest.



STRATEGY:

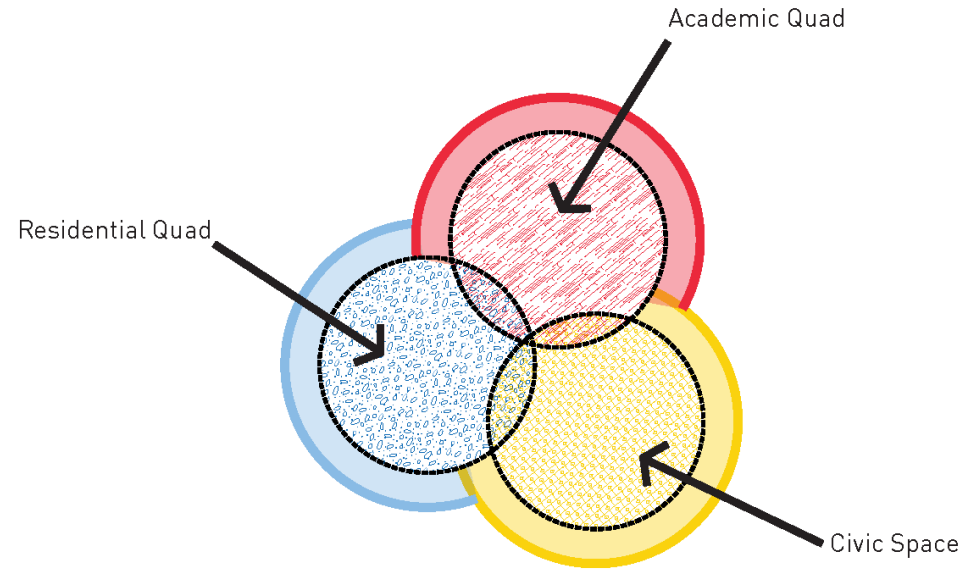
Open Kresge up at strategic moments, and reorient buildings towards the ravine and meadow.

OUTDOOR GATHERING/SOCIAL SPACE



CHALLENGE:

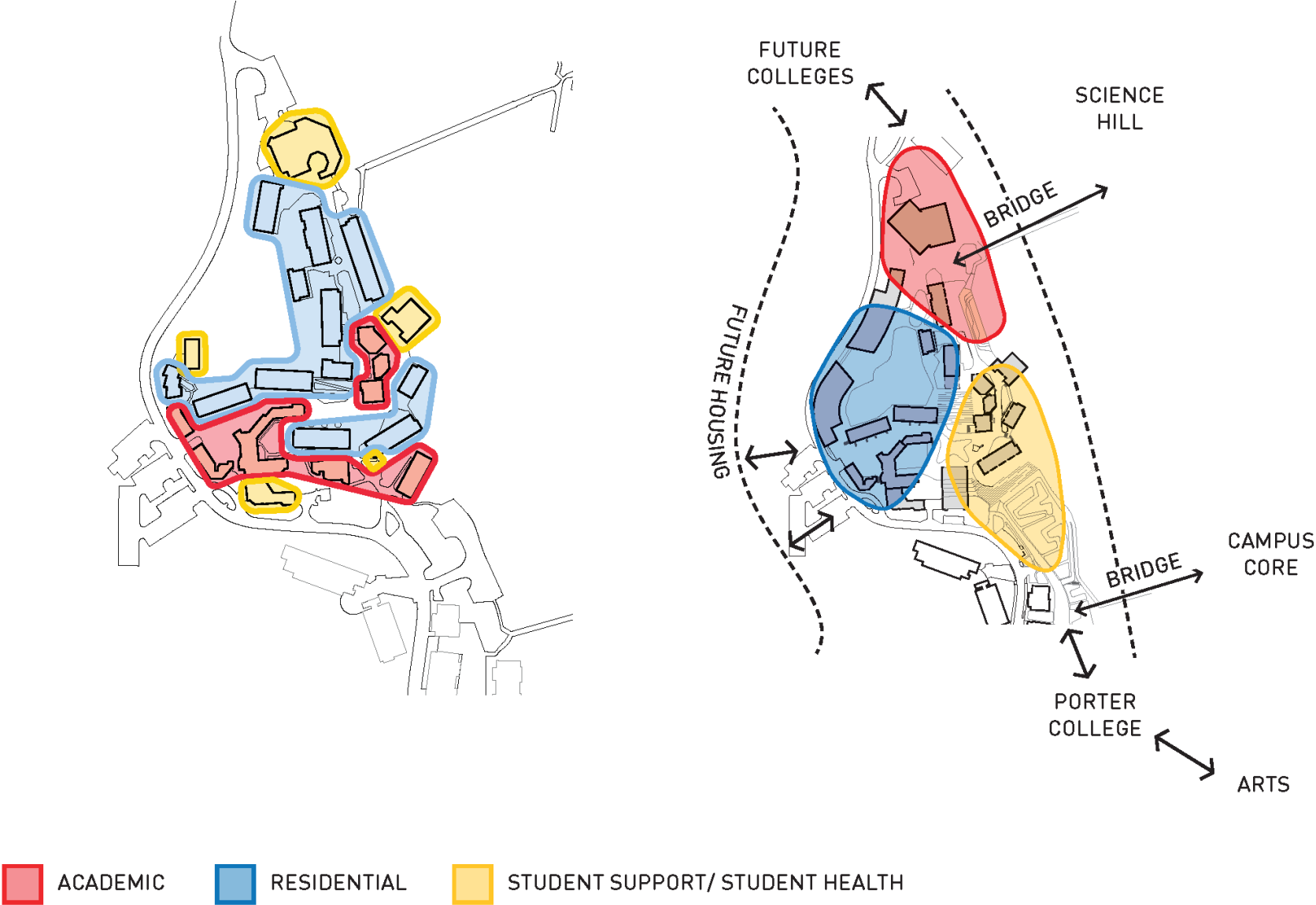
Kresge **lacks** useful **outdoor gathering space**. Current social spaces overlap with circulation routes, making them uncomfortable as places of respite.



STRATEGY:

Locate, scale, and **program outdoor gathering** spaces to meet the wide variety of student needs.

PREFERRED PROGRAM DIAGRAM



00

**Existing
Conditions**



1A

Residential Loop



1B

**Rooms with a
View**



1C

**Tripartite
Expansion**



2A

**Expanding
Behind**



3A

**Expanding
Upward**



4A

**Cascading
Quads**



4B

**Ravine
Boardwalk**



4C

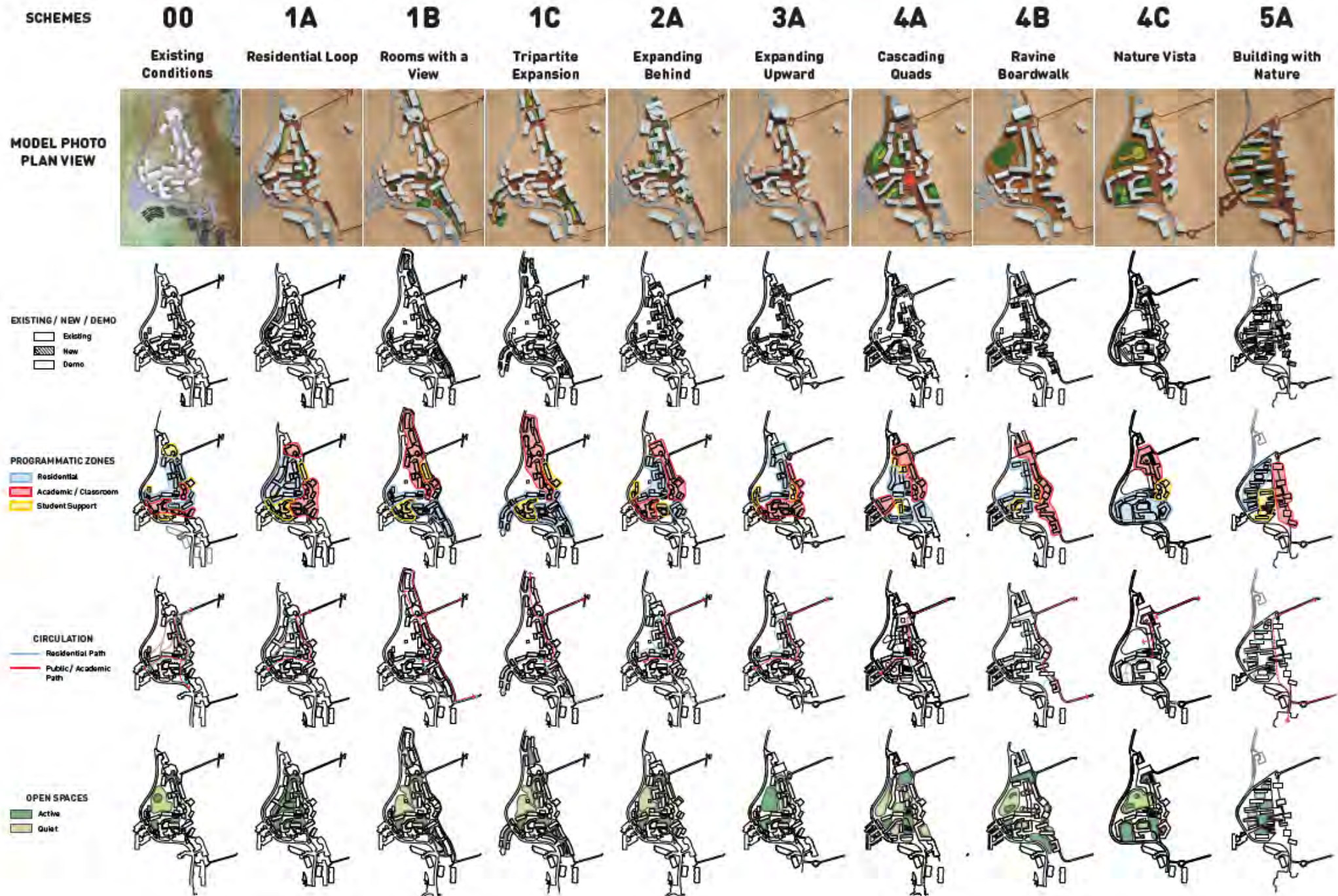
Nature Vista



5A

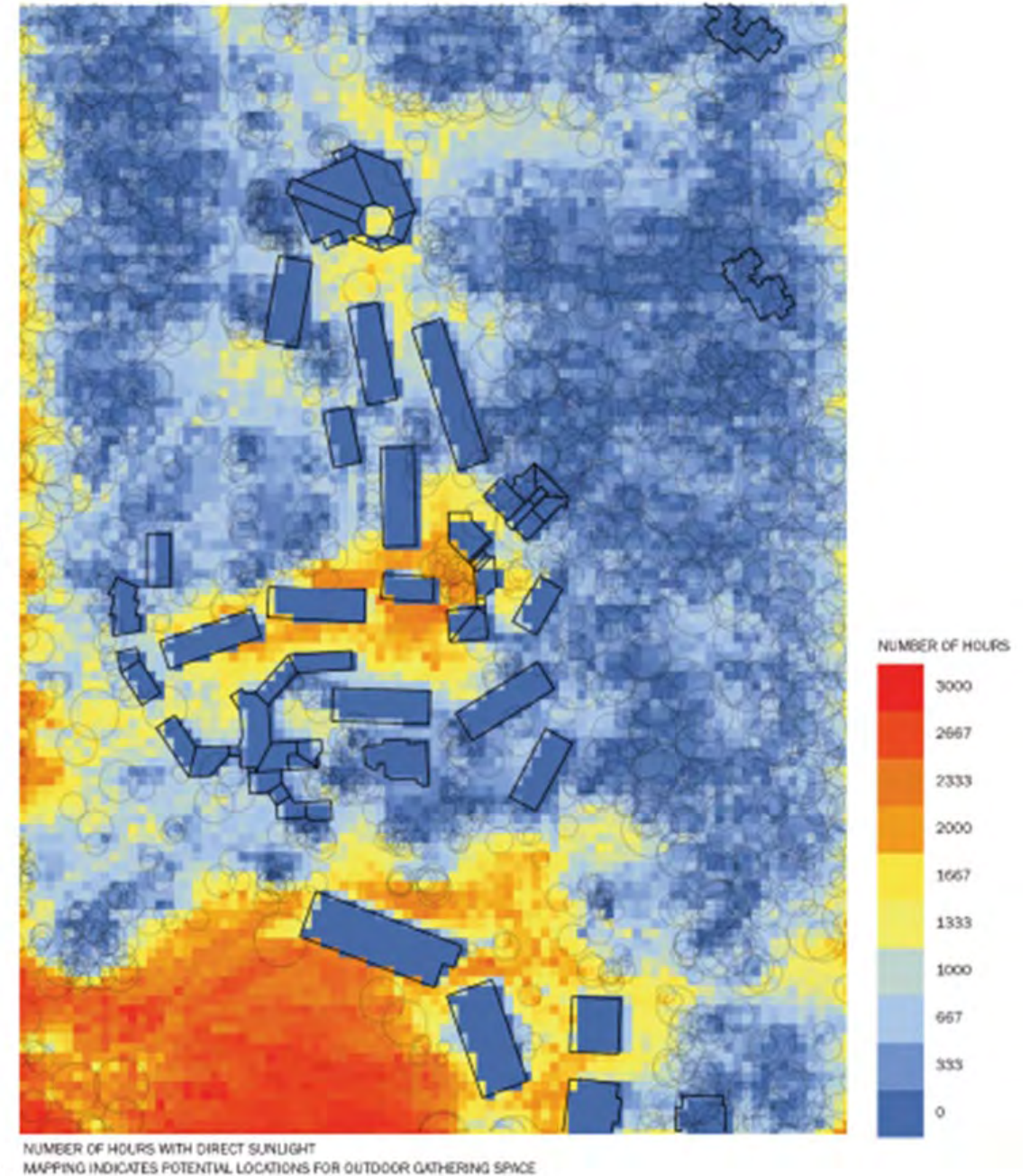
**Building with
Nature**







Outdoor Comfort





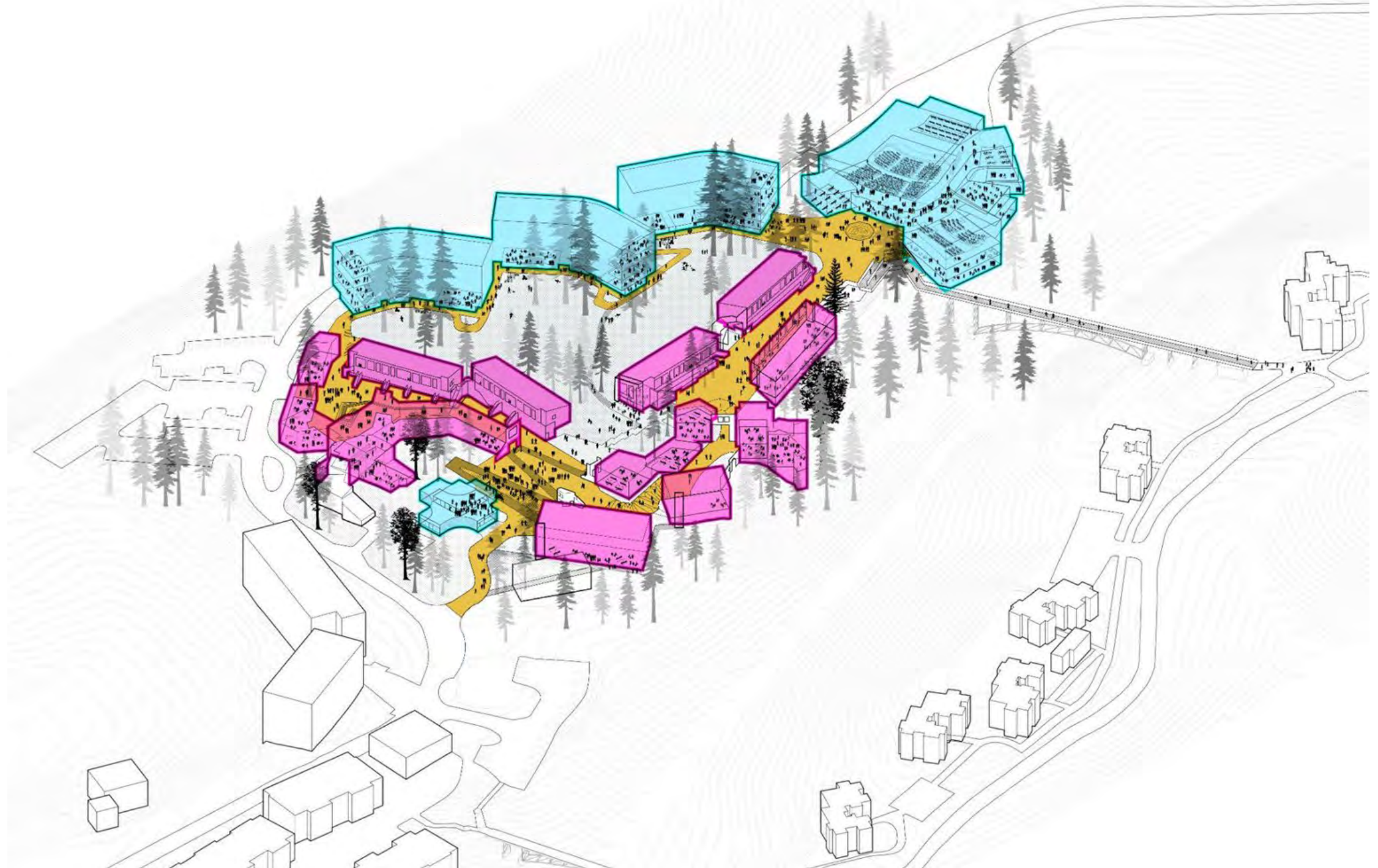
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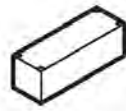


photograph by
Jason O'Rear

MLTW

STUDIO GANG

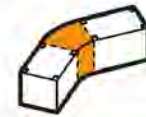
1. BLOCK MORPHOLOGY



EXISTING BLOCK

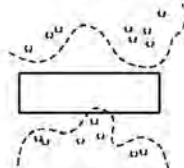


BEND TO SITE

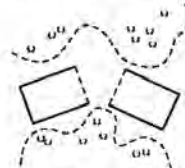


CIRCULATION INSERT

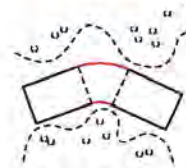
2. FOREST LAYOUT



LINEAR GEOMETRY

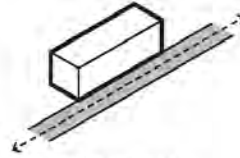


FIT AMONG REDWOOD TREES

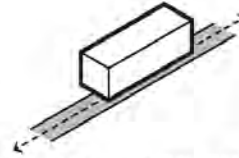


NEW BLOCK TYPOLOGY

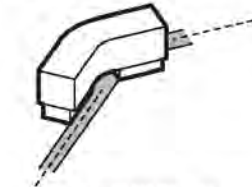
3. STREET CONDITION



INTERIOR STREET

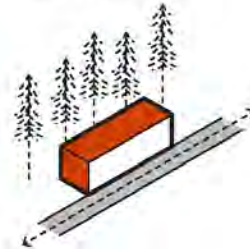


5. ELEVATED MASSING

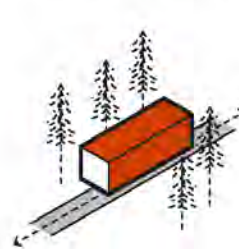


PEDESTRIAN WEAVE

4. RELATIONSHIP WITH NATURE



INTERIOR STREET



ELEVATED MASSING



INTERTWINED STREET + FOREST

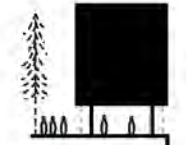
5. COMMON STREET



5. 'MOORE' STREET

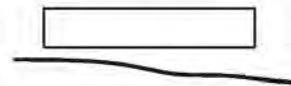


5. 'MOORE' STREET

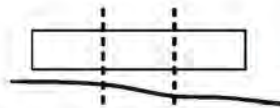


NEW RESIDENTIAL BLDGS.

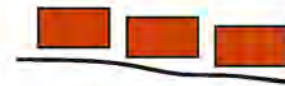
6. TERRAIN



4. ELONGATED PROFILE



4. SPLIT PROFILE

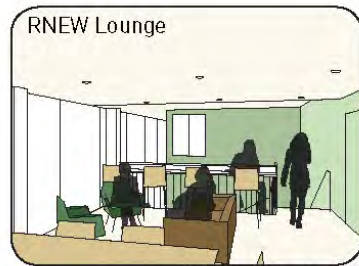


4. STEPPING UNITS



NEW RESIDENCES

On the west side of Kresge, three new residence halls accommodate the college's larger population. These three structures preserve the same scale of student community as the MLTW residence halls, providing living and social spaces for thirty-three students per floor. Designed to be glimpsed between the existing buildings along the street and surrounding the Piazzetta, the residence halls bend and open to the forest beyond with organic gestures. The bending is calibrated to maintain as many redwood trees as possible and to frame intimate, more naturalistic landscape spaces.



















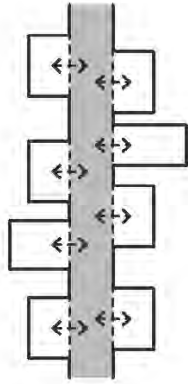






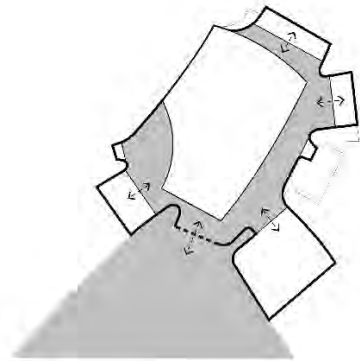
RELATIONSHIP TO STREET

MLTW



INTROVERTED

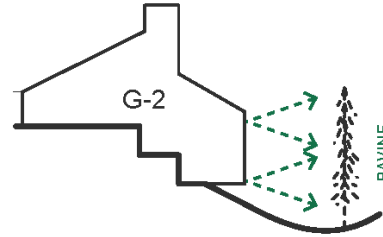
STUDIO GANG



EXTROVERTED

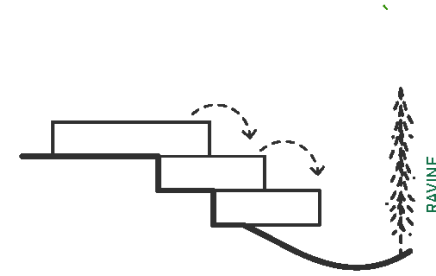
MLTW

RAVINE CONNECTIONS



THE LIBRARY

STUDIO GANG



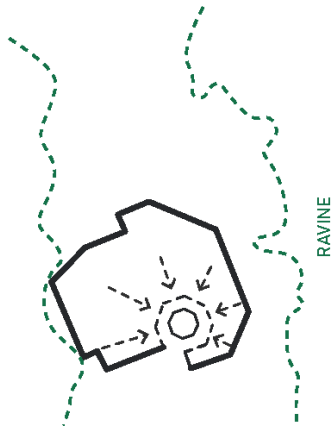
NEGOTIATING SITE TOPOGRAPHY

CONCRETE TIMBER

ACADEMIC BLDG.
LAYERING

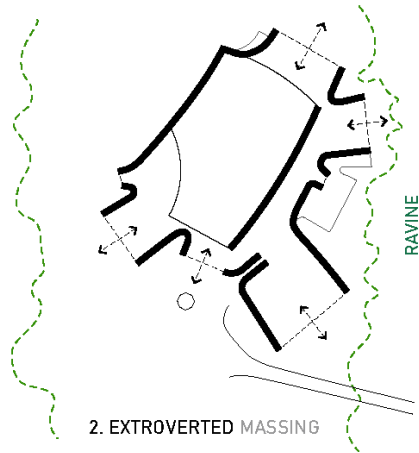
MLTW

RAVINE CONNECTIONS



TOWN HALL

STUDIO GANG



2. EXTROVERTED MASSING

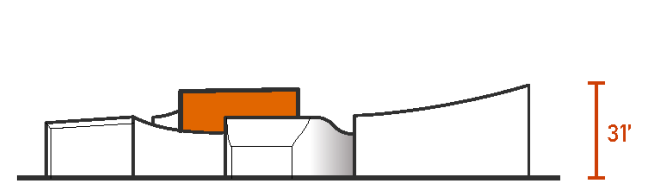
MLTW

STREET TERMINUS



TOWN HALL

STUDIO GANG

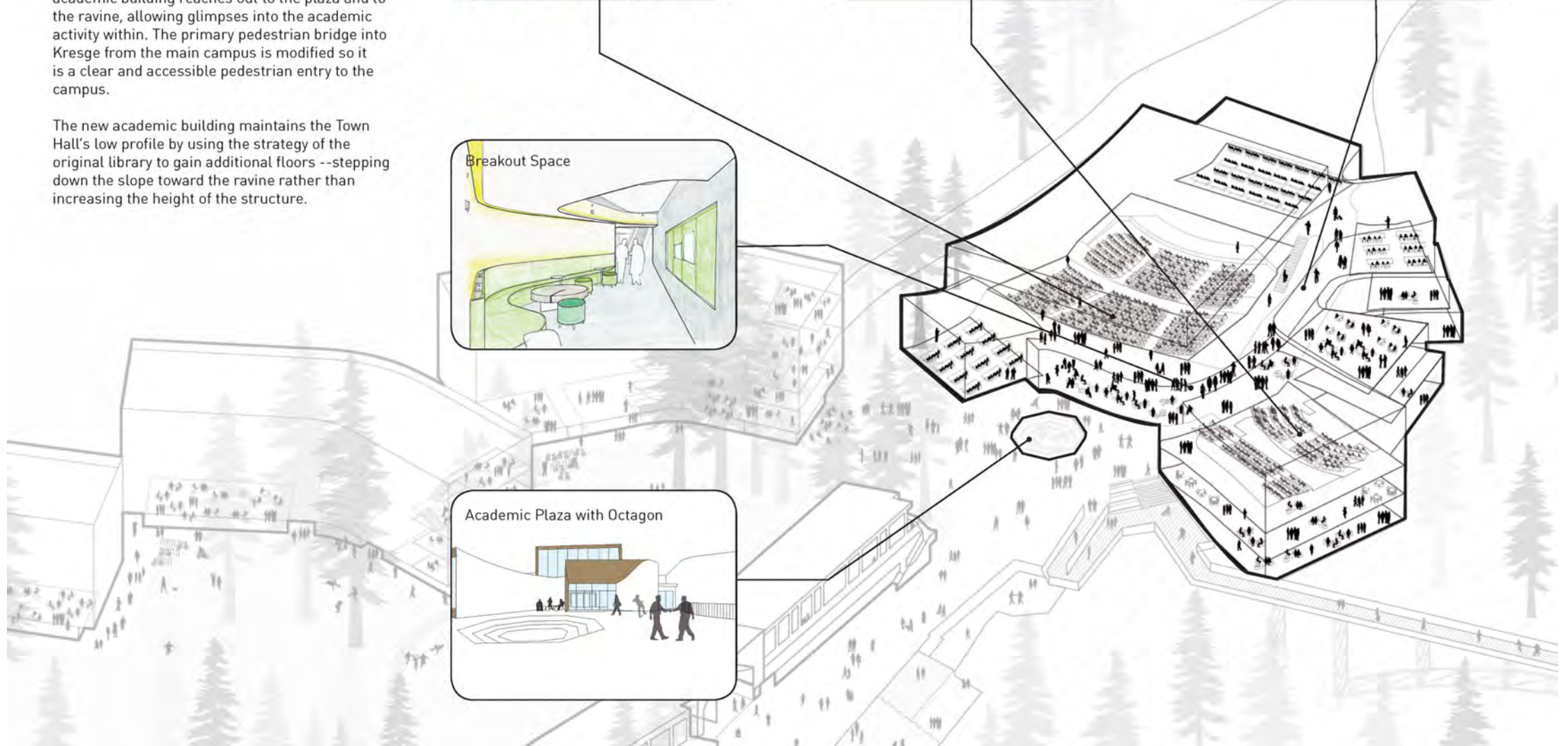
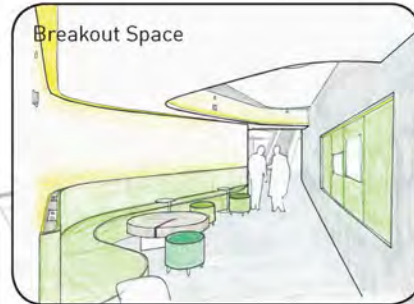
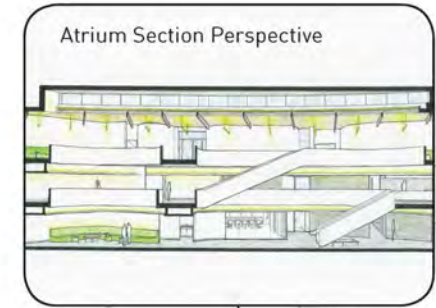
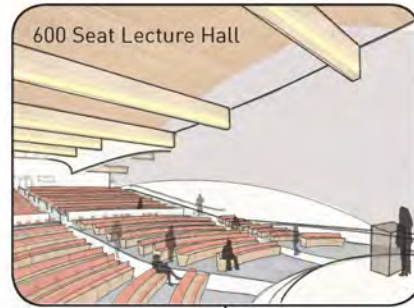


ACADEMIC BLDG.

ACADEMIC CENTER AND PIAZZA

At the north side of Kresge, a new academic building is located on the site of the existing town hall. Inverting the current structure, the new academic building reaches out to the plaza and to the ravine, allowing glimpses into the academic activity within. The primary pedestrian bridge into Kresge from the main campus is modified so it is a clear and accessible pedestrian entry to the campus.

The new academic building maintains the Town Hall's low profile by using the strategy of the original library to gain additional floors --stepping down the slope toward the ravine rather than increasing the height of the structure.



























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