

Community Asset Map: UC Davis and Davis Identity Centers and Resources

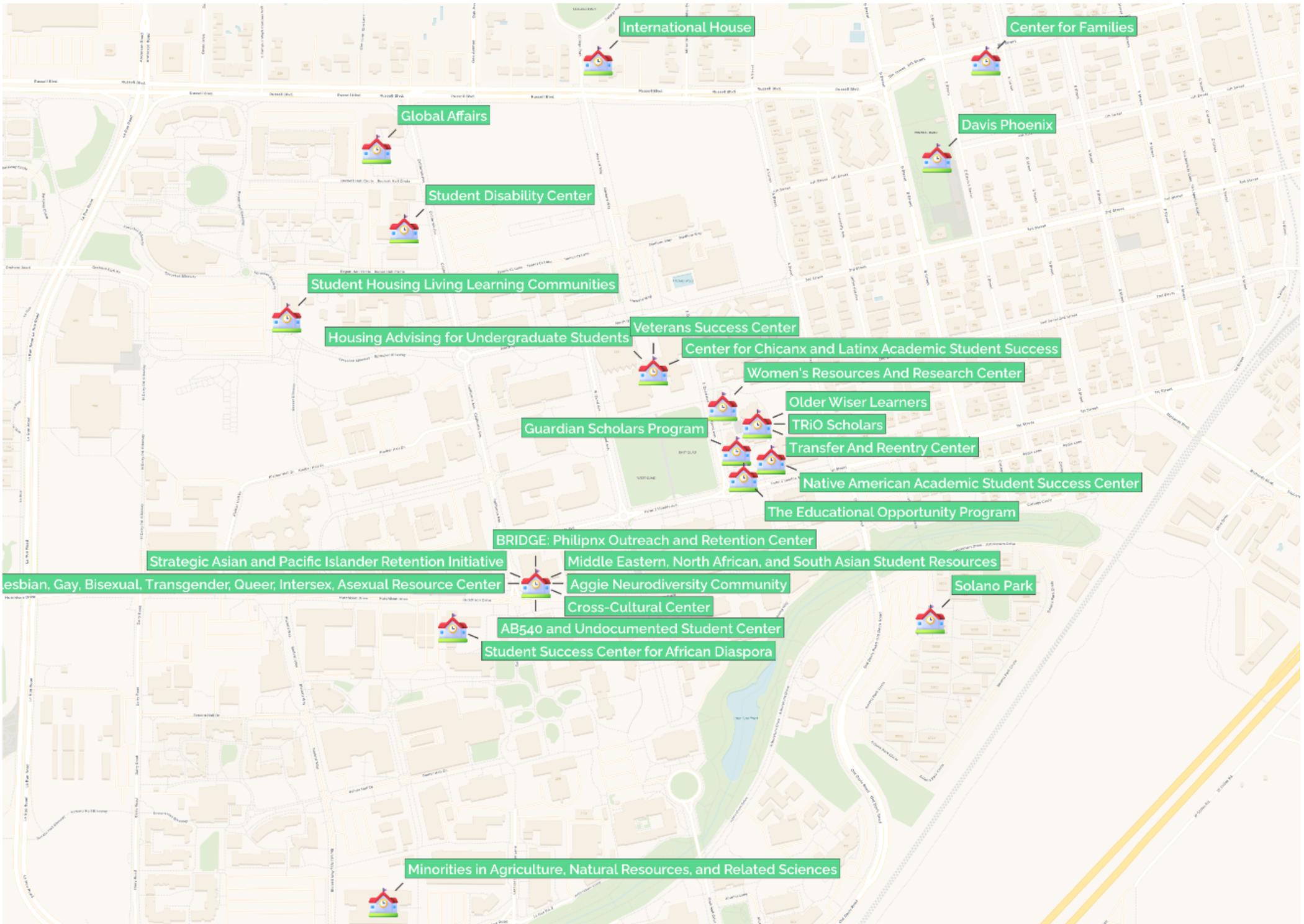
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CRD 152: Community Development

Dr. Catherine Brinkley

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International House

Center for Families

Global Affairs

Davis Phoenix

Student Disability Center

Student Housing Living Learning Communities

Housing Advising for Undergraduate Students

Veterans Success Center

Center for Chicana and Latina Academic Student Success

Women's Resources And Research Center

Older Wiser Learners

Guardian Scholars Program

TRiO Scholars

Transfer And Reentry Center

Native American Academic Student Success Center

The Educational Opportunity Program

BRIDGE: Philipnx Outreach and Retention Center

Strategic Asian and Pacific Islander Retention Initiative

Middle Eastern, North African, and South Asian Student Resources

Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual Resource Center

Aggie Neurodiversity Community

Cross-Cultural Center

AB540 and Undocumented Student Center

Student Success Center for African Diaspora

Solano Park

Minorities in Agriculture, Natural Resources, and Related Sciences

Location Guide

Stop	Name	Location	Latitude	Longitude
1	Minorities in Agriculture, Natural Resources, and Related Sciences	1335 Meyer Hall	38.534813	-121.754437
2	Student Success Center for African Diaspora	270 Silo	38.538688	-121.753187
3	AB540 and Undocumented Student Center	1003 Student Community Center	38.539313	-121.751688
4	Aggie Neurodiversity Community	Student Community Center	38.539313	-121.751688
5	Cross-Cultural Center	1300 Student Community Center	38.539313	-121.751688
6	Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual Resource Center	1400 Student Community Center	38.539313	-121.751688
7	Middle Eastern, North African, and South Asian Student Resources	2406 Student Community Center	38.539313	-121.751688
8	Strategic Asian and Pacific Islander	2405 Student Community Center	38.539313	-121.751688

	Retention Initiative			
9	Women's Resources and Research Center	1st Floor North Hall	38.541812	-121.748312
10	Solano Park	4400 Solano Park, Davis, CA 95616	38.538812	-121.744563
11	The Education Opportunity Program	The EOP Cottage	38.540813	-121.747938
12	Native American Academic Student Success Center	University House and Annex	38.541062	-121.747438
13	Guardian Scholars Program	117 South Hall	38.541187	-121.748063
14	Older Wiser Learners	1210 Dutton Hall	38.541562	-121.747687
15	Transfer and Reentry Center	1210 Dutton Hall	38.541562	-121.747687
16	TRiO Scholars	3230 Dutton Hall	38.541562	-121.747687
17	Center for Chicanx and Latinx Academic Student Success	210 Memorial Union	38.542313	-121.749562
18	Housing Advising for Undergraduate Students	3rd Floor Memorial Union	38.542313	-121.749562
19	Veterans Success Center	243 Memorial Union	38.542313	-121.749562
20	Student Housing Living Learning	Student Housing Administration	38.543063	-121.756187

	Communities	Office		
21	Student Disability Center	54 Cowell Building	38.544313	-121.754063
22	Global Affairs	International Center	38.545437	-121.754562
23	International House	10 College Park, Davis, CA 95616	38.546688	-121.750563
24	Davis Phoenix	5th St & B St, Davis, CA 95616	38.545313	-121.744438
25	Center for Families	441 D St, Davis, CA 95616	38.546688	-121.743562
26	BRIDGE: Philipnx Outreach and Retention Center	1100 Student Community Center	38.539313	-121.751688

Stop Descriptions

Stop 1: Minorities in Agriculture, Natural Resources, and Related Sciences

Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS) is a program that enhances minority students' leadership, organizational, and public skills for those in the Agriculture, Natural Resources, and Related Sciences fields. MANRRS promotes academic achievement, advancement, and inclusion of all its members of different ethnic backgrounds and underrepresented groups. MANRRS provides opportunities that give students an advantage in the job market once they attain their educational goals (MANRRS, n.d.).

MANRRS' mission is “[promoting] academic and professional advancement by empowering minorities in agriculture, natural resources, and related sciences.” MANRRS pledges to “support endeavors that will always foster and promote the agricultural sciences and related fields in a positive manner among ethnic minorities” (MANRRS, n.d.).

MANRRS' development story is that it is a chapter of the national MANRRS organization. MANRRS UC Davis chapter is housed under the UC Davis College of Agricultural and Environmental Sciences. MANRRS UC Davis is presumably funded by grants from MANRRS Chapter Grant Program, as well as funding available to UC Davis student organizations (UC Davis MANRRS, 2021).

An interesting fact about Minorities in Agriculture, Natural Resources, and Related Sciences is there is a national conference held annually where students can network with agricultural and natural resource companies, student competitions that showcase students'

creative skills, and regional meetings that focus on students' professional development (UC Davis MANRRS, 2021).

Stop 2: Student Success Center for African Diaspora

The Center for African Diaspora Student Success (CADSS) Center is located at UC Davis in room 270 on the second floor of South Silo Union. The Silo was built in 1909 and it was used as a dairy barn, however, in 1965 it was converted to an eating lounge with multiple eating, study areas, and office spaces. The Silo CADSS center was opened in the fall of 2015 and it serves African American students with the focus on retention, persistence, and graduation of all students that attend their center.

The center has a significant symbol: Sesa Wo Suban is a West African adinkra: The Morning Star, it represents a new day, set inside a wheel, representing movement. Together this symbol illustrates life transformation. The campus programs and resources that are provided to support students achieve excellence in the classroom and maximize their potential are as follows: Mentoring by faculty Employment opportunities, Listserv announcements, Alumni networking events, Cultural resources and materials, Internship information and referrals, Program volunteer opportunities, Scholarship information and referrals, Collaborative partnerships, Student organization sponsorships, Safe space for students, Computer lab, Community lounge, and a Career Center. The center has a total of nine staff members that serve students holistically. The organization structure has a Director, Associate Director, UC Davis Student Health and Counselor, and student assistants. The staff priority is that African American students are achieving their best potential academically, that they are healthy, that they have the appropriate mentorship, and self-advocacy.

The challenge that the Center for African Diaspora Student Success center has faced is attracting African American students that want to attend UC Davis. Their research shows that students are not attracted to UC Davis because they lack diversity and do not have a large population of African American students (Division of Student Affairs 2015). Therefore, UC Davis is working closely with CADSS and has established a plan called the African American Initiative that will enhance outreach, recruitment, and retention efforts for African and African American students (CADSS,2020). Therefore because CADSS understands the importance of having diversity in the campus they have a three-fold approach. One is by increasing the number of black admitted students, implementing strategies that will support retention among African American Students, and strengthening the outreach recruitment. Having more African and African American students will not only benefit the black community but the entire UC Davis Campus as a whole

Stop 3: AB540 and Undocumented Student Center

The AB540 and undocumented Student Center was open October 21, 2014. The Center is located at the University of California, Davis, on the first floor of the Student Community Center in room 1003. The Student Community Center building cost 30 million dollars and it's state of the art and students were involved in all the construction phases of the project. The building is 43,000 square foot space achieved LEED - NC platinum and it has a study room, multi-purpose room, and a coffee shop that is managed by students. This building is also the home of other student organizations(Davis Wiki, n.d. a). What made this project possible was student fees and campus funds. The UC Davis students voted to pay 13.00 dollars per quarter and in 2006 the center was built. (AB540 and Undocumented Student Center, 2022)

The AB540 and Undocumented Student Center were granted their space in 2001 after Assembly bill 540 (AB540) was passed. The bill allowed certain non-resident students to pay in-state tuition at California public universities if they had a California high school diploma. This bill aids students who are considered undocumented. This bill was granted to assist students so they have equal opportunity to receive a college education. The university of Davis was able to see three times the enrollment of undocumented students. Janet Napolitano, University of California President, allocated \$5 million to fund undocumented students' resources throughout the UC schools.

Therefore, there was a strong push to have a space for these particular students for years. A task force of six students was created to oversee how the allocated funds given to the university were going to be distributed. The task force felt it was critical to have a resource center for undocumented students because it was important that UC Davis students had a place where they could feel supported and guided in their education without feeling they did not belong. Marciel was one of the six students who were part of the task force and he said, "that the center is just the first step to a changing campus climate concerning undocumented students." The center was able to open its doors because, for years, students were able to use their voices to advocate for change at the national level but also around the UC Davis campus. Students were able to organize and pushed for the campus to care about immigration reform and social inclusivity. (AB540 and Undocumented Student Center, 2022)

It was the first center in the country; therefore, it was a big accomplishment for many students, alumni, and current to be able to have a space where AB540 and Undocumented students are provided services to ensure their success in academia. This center's main priority is to provide a foundation of equity and opportunity for these particular students at UC Davis. They

want students to thrive in this large institution and become leaders of their own communities one day. In addition, it strives to provide a safe space where students can feel safe and empowered to be their own identity. The AB540 and Undocumented Student Center understand that immigration status is one aspect of an individual's identity that does not solely define a person in their capacity. Therefore, the center structure consists of UC Davis employees and student interns. Every position was designed in mind to assist and support each student and meet them wherever they are in their academic success at University. The center has the following staff:

- Director
- Assisting Director
- High School Outreach
- Community Advocate for Mental Health and Cultural Identity
- Community College and Transfer Outreach Administrative & Volunteer Community Advocate, Marketing Publicity Community Advocate,
- Training and Curriculum Coordinator, Graduate Student Researcher (GSR), Basic Needs Community Advocate
- Advocacy and Policy Community Advocate

The center also provides students with a variety of programs for professional development such as Mentorship programs, Internship programs and workshops to ensure that students learn self-advocacy (AB540 and Undocumented Student Center, 2022). Lastly, the center of AB540 and Undocumented Student Center is committed to providing a holistic space, and for students to feel supported in whatever is needed to reach academic success and beyond.

Stop 4: Aggie Neurodiversity Community

The UC Davis Aggie Neurodiversity Community is a group established by and for neurodivergent students however university faculty and staff are also welcomed. Neurodivergent students include but are not limited to autistic students, students with ADHD, and learning disabilities. The Aggie Neurodiversity Community was created in 2018 (presuming from the creation of their Facebook page) to better serve the neurodivergent student population at UC Davis and help mitigate the unique problems they face in higher education. For example, neurodivergent students graduate at much lower rates than neurotypical students and experience non-academic hurdles such as anxiety, depression, feelings of alienation, and bullying at higher rates (White, 2011). Pre-pandemic, members met weekly in the Student Community Center to offer peer support and engage in fellowship over pizza. Now, meetings are conducted through zoom. In addition to providing peer support, the Aggie Neurodiversity Community offers training to campus faculty and staff to help foster a more inclusive environment for neurodivergent students, and the organization connects members with resources like mental health, adult transitioning, food, housing, and financial aid.

The Student Community Center location has presented some challenges for the group. Sometimes, members do not have privacy to facilitate discussions which sometimes cover sensitive topics. Additionally, the Student Community Center may not be suitable for members with sensory issues. Summer 2021, the Aggie Neurodivergent Community wrote a letter to Javier Arsuaga, chairperson of the University Committee on Affirmative Action, Diversity, and Equity (UCAADE). The letter highlights opportunities the university could take to increase the representation of and support for the campus's neurodivergent community (Dwyer, 2021). One

request includes the establishment of a Disability Cultural Center. Here is hoping that they are successful in their petition!

Stop 5: Cross-Cultural Center

The Cross-Cultural Center at the University of California Davis (UCD) is the reflection of the efforts of groups of people who came together to create a safe space for those who needed one to express themselves. A movement that started with the dissatisfaction of the Hispanic community at UD Davis resulted in the establishment of this center that provides information to all communities identified on campus. This center overlooks other ethnic and identity centers which highlight the respective communities that they support. There was much push back on the establishment of this center because the university needed to address allegations of discrimination within the Spanish Department. In January 1990, members of the Movimiento Estudiantil Chicano de Aztlán (MEChA) raised concerns about these same allegations (Student Affairs, 2022). Following this, Dean of Education, Henry Trueba saw to the investigation of these allegations against the department. The efforts by students only increased. In May of that same year, a walkout on Mrak Hall showed that students were still not satisfied as discrimination persisted (Student Affairs, 2022). The demands increased as students protested for the low rates in retention and recruitment of underrepresented students. This walkout led to the hunger strike that four students participated in. Their demands included:

1. “Launching an official investigation into alleged racism in the Spanish Department”
2. “Establishing an on-campus ethnic and cultural center”
3. “Increasing the number of full-time faculty members in the Afro-American, Asian American, Native American, and Chicano Studies Programs”. (Student Affairs, 2022).

This went on for 6 days where the students were able to come to an agreement with the University Administration and began planning about the cross-cultural center. Originally it was housed in the AG Extension Building. It was not until January of 2012 that the center was moved to its current location at the Student Community Center. This center is particularly interesting in that the university does not cite the efforts made by the students, but rather as a place constructed to ensure that the Principles of Community, also written in 1990, were met (Gond, 2015). The principles establish that the university must run its facilities taking into account multicultural education and diversity awareness. To be more specific the university responded to the establishment of the cross-cultural center as: “The UC Davis Cross-Cultural Center (Center) was established in 1990 in response to the students' need to promote understanding and appreciation for the many races and ethnic traditions, which make up the UC Davis community” (Gong, 2015). This does not tell the complete story on this one place which goes to show that there is more than one story to be told about a development built to benefit more than just one community.

Stop 6: Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual Resource Center

The Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual Resource Center is a center for those on the LGBTQIA+ spectrum, their allies, and for anyone who would like more information on the full range of sexes, genders, and sexualities, in the UC Davis Community Center building. The core values for the Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual Resource Center are intersectionality, critical love, interdependence, authenticity, dynamism, and responsiveness (LGBTQIA Resource Center, 2018).

The Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual Resource Center's mission is "[providing] an open, safe, inclusive space and community that is committed to challenging sexism, cissexism/trans oppression/transmisogyny, heterosexism, monosexism, and allosexism. We recognize that this work requires a continued process of understanding and dismantling all forms of oppression" (LGBTQIA Resource Center, 2018).

The Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual Resource Center's development story is the center opened on January 31, 1994, based on recommendations by the Chancellor's Committee on Gay, Lesbian & Bisexual Issues two years prior, presumably funded by UC Davis (LGBTQIA Resource Center, 2018).

An interesting fact about the Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual Resource Center is that the center faced anti-LGBTQIA+ vandalism in February of 2010, and the center requested the vandalism remain up for a temporary amount of time to spread awareness of anti-LGBTQIA+ hate (Davis Wiki, n.d. a).

Stop 7: Middle Eastern, North African, and South Asian Student Resources

Middle Eastern, North African, and South Asian Student Resources is a Community Resource and Retention Center that provides opportunities, programs, and resources to the Middle Eastern, North African, and South Asian communities, in the UC Davis Community Center building. The center recognizes that Middle Eastern, North African, and South Asian students hold various identities that shape their experiences (MENASA Student Resources, 2021).

Middle Eastern, North African, and South Asian Student Resources' mission is “[providing] holistic support to [Middle Eastern, North African, and South Asian] students at UC Davis. We approach the work through education, advocacy, and an intersectional lens” (MENASA Student Resources, 2021).

Middle Eastern, North African, and South Asian Student Resources' development story is the center was formed after the increased discrimination of Middle Eastern, North African, and South Asian students following 2001, presumably funded by UC Davis. The Middle Eastern / South Asian Studies program, a separate department, played a monumental role in establishing the Middle Eastern, North African, and South Asian Student Resources (MENASA Student Resources, 2021).

An interesting fact about Middle Eastern, North African, and South Asian Student Resources' is the center believes in the concept of holistic support, through the facets of academic support, advocacy, community building, cultural identity, sense of belonging, and student wellness (MENASA Student Resources, 2021).

Stop 8: Strategic Asian and Pacific Islander Retention Initiative

The Strategic Asian and Pacific Islander Retention Initiative is a Student Affairs Academic Retention Initiative aimed at the Asian and Pacific Islander communities, in the UC Davis Community Center Building. The center upholds the concept of inclusive excellence, as detailed in UC Davis' Principles of Community. The Asian and Pacific Islander communities consist of people who identify with the regions of Asia, Melanesia, Micronesia, and Polynesia (API Retention, 2022).

The Strategic Asian and Pacific Islander Retention Initiative's mission is "[dedication] to the academic, personal, and professional success of all UC Davis students who identify with the Asian and Pacific Islander community. Through collaborative efforts with Student Affairs, Academic Affairs, and community partners, SAandPIRI seeks to create a support network for all students at UC Davis" (API Retention, 2022).

The Strategic Asian and Pacific Islander Retention Initiative's development story is UC Davis faculty, staff, and students advocating for a center to provide student services and representation to the Asian and Pacific Islander communities. The center launched on May 15, 2020, through the hiring of Inaugural Director Noel Salunga, Ed.D, presumably funded by UC Davis. The current director is Interim Director Katherine 'Kat' Parpana, M.A. (API Retention, 2021).

An interesting fact about the Strategic Asian and Pacific Islander Retention Initiative is the center offers programs and events that pertain to the following categories: academic excellence, connectedness, and empowering leaders (API Retention, 2022).

Stop 9: Women's Resources and Research Center

The Women's Resource and Research Center was established in the winter of 1971. The Center is located at the University of California, Davis, first floor of North Hall. In 1970, a group of UC Davis students organized and began a group called The Women's Liberation organization. These women understood that they were underrepresented and needed to unite and create an alliance. They were able to organize and influence the chancellor to appoint a task force on the status of women at UC Davis. This action was able for the Women's Liberation Organization to start the Women's Center at UC Davis. The Center was able to provide referral services,

literature, peer counseling, and support groups. They also started a Woman newsletter (WRRC,2022).

The Women's task force conducted a study and reported that women at UC Davis were still marginalized due to a lack of programs and resources that will help them achieve their educational goals. Therefore, after many months of advocacy, the women's center was given a temporary space. Two years later (1974) the center was restructured and renamed the center to Women's Resources and Research Center (WRRC,2022). In 1996 the center moved from the basement of Freeborn Hall to the North Hall.

The Women's Resource Center has done extraordinary things to support many women at UC Davis throughout the years. They established and housed the Women's studies program, and continue to promote and support women in the fields of Science, technology, engineering, and mathematics. The center just celebrated its over 40 years of excellence and advocacy towards gender equity at UC Davis (WRRC, 2022).

The WRRC center space has a Resource Room, a place where students can get numerous resources to help them with academics or community resources. Conference Room that is utilized for meetings, film screening, workshops, and tutoring. The room can also be used by other UCD organizations if needed. They also have a Joy Fergoda Library, a space for study and hangout, free tea, computers, and free printing. Another resource that they have is the Student Parent Closet and they assist with school supplies, diapers, dental care, and other resources that a student parent might need (WRRC, 2022).

The Women's Center gets funded through the ASUCD budget and other federal grants. The WRCC vision is to provide education, advocacy, resources, and safe space for women, transgender, femme, and non-binary individuals. The WRRC currently offers a wide array of

programs, including: academic programs (Joy Fergoda Library, STEM for Girls, STEM Cafe and WiSE Mentorship Programs, Scholarships), awareness programs (Equal Pay Day, International Womxn's Day, etc.), community-building programs (Davis Feminist Film Festival, End of Year Banquet, etc.), and wellness programs (Chillin' on the Porch, Creative Circles, etc.) (WRRC, 2022).

Stop 10: Solano Park

Solano Park is a UC Davis housing community primarily for students with families. The housing community was built in 1962 and designed by Clark, Beuttler, Rockrise & Watson. Architect Lawrence Halprin fashioned the building's landscape. The project cost \$2,201,000 and was the first family home built with funds from the U.S. Housing and Home Finance Agency, underneath the Kennedy administration (University of California History Digital Archives, 2004). Situated next to the Arboretum, Solano Park sits on 15 acres of land with plenty of green space and a park for children to run around. The community is close-knit, residents host events like barbeques and children's arts, crafts, and games. They also have a community garden. The neighborhood parks serve as the cornerstone for the community. They are the place for study and playdates. Student parents lounge on the grass and study while their kids play. However, Solano Park's residents' tight-knit way of life is under threat. The family housing community will be demolished to pursue the Downtown University Gateway Plan which will redevelop the land to support mixed usage (Woodland Daily Democrat, 2014). Community members fear that rent will increase with the transition from being university-owned to privately owned (Stewart, 2014). With anticipated rent hikes, residents will have to work more which takes time away from their families and community building.

Stop 11: The Educational Opportunity Program

The Center for the Educational Opportunity Program is located at the UC Davis campus in the EOP Cottage. The UC Davis center was established in 1968. In response to the inequities in education between whites and groups of color. The program offered a range of services to UC Davis students to help them navigate and adapt academically and socially in their new journey in higher education. Many of these students were of low socioeconomic status and had never been in such a large institution before.

The background of how EOP was established is there were large rallies and campaigns that were student-led in California. The Black Student Union (BSU) and the United Mexican-American Students Association (UMA) were instrumental in establishing EOP. Students were able to gather enough momentum and prove that students had the grades to get admitted to any university of their choice, however, students lacked resources and guidance (CAL State LA, 2009). In 1969, the state legislature passed a bill that established EOP as a state-funded organization and institutionalized the program at community colleges and universities statewide.

The Center for the Educational Opportunity Program at UC Davis has EOP pillars which are: Advocacy & Leadership Development, Social and Personal Support, Academic Guidance, and Financial Resources. EOP is geared towards improving the outcomes of first-generation and low-income students. The center strongly believes that students need all these services to be well-rounded and achieve their educational goals at UC Davis. Regarding funding, while UC Davis is rather opaque about EOP's funding, another Californian university details that all EOP

centers are state-funded and state-mandated, for all community colleges and universities (Cal State LA).

Stop 12: Native American Academic Student Success Center

The Native American Academic Student Success Center serves Native American students in providing academic support and public guidance through education for the UC Davis community (*NAASSC*). The center was established in support of the Native American Student population and to help address concerns of discrimination in harm that had occurred post-colonialism. The center serves students as a learning hub for community members to understand the injustices faced by students that identify as Native American.

It has structures in place that help celebrate the practice of community engagement and share education. This center has been limited to the capacity of its space and the form that it can work with the Davis community. There were disconnects between the members of the community and the origins of the land. Thus, leading to the rise of the centers' need to provide the community with educational resources in support of shared knowledge. The center serves students by providing not only educational support but also support for emotional well-being. Its noted developmental feature is that the space existed as previous portions of the policy and administrative work that occurs in UC Davis. The center has also been able to vocalize the voice of members of this community and provide different methods of allyship.

Stop 13: Guardian Scholars Program

Guardian Scholars program supports the different foster youth that attends the university. The vision of this organization was to support the educational needs as well any personal goals.

The requirements of this organization are also to participate in community activity and be included in a cohort with other peers. It is an asset to the Davis community, as it supports different levels of educational goals for different “non-traditional” youth that can have access to certain financial support. The start of this organization was set forth through the efforts of supporting more gauges of youth and undergraduate students. This proposed budget for this plan is through donations and campus sponsors, in their Impact report for the 2021 school year they were able to obtain \$1,645,000 in support of youth.

These foster youth are limited to the support mechanisms and systems for success in higher education. The Guardians Scholars program recognizes these needs and provides services in support of better educational attainment and support. These services include Higher Education Programming, Graduation Pathways, and support Post-Graduation. Although there are large portions of support for current undergraduates the program extends its funds in support of foster youth as well. These youth can participate in different support programs such as having a mentor or having resources of different foundations that these folks can interact with, In, addition it offers community involvement through allyships and professional partnerships.

Stop 14: Older Wiser Learners

Older Wiser Learners (O.W.L.) is a student-run organization that partners with the Reentry and Transfer Center. Their goal is to provide a space community for students who do not fit the conventional characteristics (Transfer and Reentry Program, 2022). However, members of this community are more than likely to be older than 25 years, married, parents, caretakers, and reentry students (Transfer and Reentry Program, 2022). O.W.L is a reentry-specific program that is housed in the Reentry and Transfer Center but is an organization on its own. Because both of

these initiatives aim at helping one common population of students they are closely linked to one another. Back in 2007, O.W.L. was discontinued and did not take part in the UC Davis campus until 2015 when it was reintroduced (Leus, 2022). These groups of unconventional students were in dire need of a space that would allow them to feel welcomed and understood. Some accountants show that these students need professors who are more understanding of their situation (Leus, 2022). Specifically for students who are parents, their responsibilities and priorities are more pressing than said 19-year old college student. Setting up schedules that allow them to still take care of their children is said to be difficult and a lot of compromises must be made (Leus, 2022). The supervisor of this organization, Victor Garcia, states that the organization aims at retaining these students in the university by providing them with the resources and support they need (Leus, 2022). What started as an attempt to address the lack of support for unconventional students has now led to the establishment of the Reentry and Transfer Center and O.W.L.

Stop 15: Transfer and Reentry Center

The Transfer and Reentry Center (TRC) is a community space dedicated to "non-traditional" students such as transfer students that have come from community colleges, other University of California schools, and out-of-state colleges and re-entry students who have had a gap of five years or more in their education. It was created to address the unique problems encountered by "nontraditional" students like navigating the quarter system, securing resources for student parents, and creating and connecting students to other campus communities in order to diminish the loneliness that unconventional students may sometimes feel. Events that the TRC host includes coffee chat Tuesdays, trivia night, movie night, arts and crafts events, and workshops.

The TRC is in 1210 Dutton Hall on the first floor next to the cashier's office. It has been in that location since 2008 when it was known as the Transfer, Reentry, and Veteran center. There used to be transfer services, reentry services, and veteran services, but they were combined about 2008-2009 because the University of Davis found that the one thing they all had in common was that they were all transfer students of some form (Jeane, 2017). Around 2016, veterans received their own community space after realizing that each group was too specialized in the way they needed to be served (C. Florence, personal communication, February 10, 2022).

Stop 16: TRiO Scholars

TRIO Scholars is a federally funded educational equity program administered by the Department of Education. It is one of three educational programs that were launched in the 1960s by President Lyndon B. Johnson. Back then, known as Special Services for Disadvantaged Students, it was launched under the administrations' Higher Education Act of 1965 as part of President Johnson's Great Society Program which also included the enactment of the Civil Rights (Flannery, 2015). The HEA made education possible for millions of smart Americans from low- and middle-income backgrounds by providing need-based scholarships, work-study programs, and federal student loans. It also established outreach programs for the nation's poorest kids. Poverty rates in the United States fell to their lowest level since records started in the decades after the passage of these monumental laws, and there's no question that the HEA had a role in that accomplishment.

With a five-year \$1.1 million government grant from the United States Department of Education, the TRIO Scholars Program was founded on the UC Davis campus in 2005. The program aimed to sponsor 160 first-generation and low-income undergraduates from the time

they enroll at the institution until they graduate. The TRIO program increased participant retention rates to 97 percent in its first four years, compared to 85 percent for individuals who were eligible but did not partake. Participants graduated at an 81 percent rate, compared to 71 percent for qualified but non-participating students (Easley, 2015). The mission of the TRIO Scholars program is to provide academic assistance, help students develop community-building skills, and promote financial literacy for first-generation college students, low-income students, and students with learning or physical obstacles. TRIO Scholars is located in room 3230 in Dutton Hall.

Stop 17: Center for Chicanx and Latinx Academic Student Success

The Center for Chicanx and Latinx Academic Student Success or El Centro CCLASS is located at the UC Davis campus on the second floor of Memorial Union. Memorial Union was built in 1955. Memorial Union was named and dedicated to the 128 UC Davis students and alumni who lost their lives in World War I and World War II. Memorial Union cost \$1 million to build the first floor (Memorial Union was later expanded) and the funds came from private support via grants and the campus community. The biggest contributors were the Cal Aggie Alumni Association, students, and community members. Through the years, they added additional floors and have remodeled to accommodate the growing student population at UC Davis. The biggest remodeling project in 2015 cost 23.5 million dollars.

However, the Center for Chicanx and Latinx relocated from the first floor to a bigger space on the second floor of the Memorial Union. The reason behind the relocation was that the space was becoming too small to serve all students coming to the center. The Center for Chicanx and Latinx is a place where underrepresented groups can have a space to build community, a

space where they can feel supported academically. CCLASS is known as “El Centro”, they want students to feel a sense of belonging while using this space. This center has a study room, socializing area, computer stations, a conference room, office, and a kitchenette. This program gets its funding through institutional transformation grants. These are large grants, multi-million-dollar grants that support research on new interventions related to the recruitment and retention of Hispanic students (Diversity, Equity, and Inclusion, 2020).

In addition, individuality is important for CCLASS. Their main three core missions are Access, Academics, and Empowerment because all students should feel a sense of belonging. The center also provides students with an academic specialist that helps the student with academic questions and guidance. They have peer advising one on one which helps students feel more comfortable in sharing their academic, personal experiences and challenges. Students also have access to counseling because CCLASS understands that students come from various backgrounds and have different life experiences and counseling will reduce some of those stressors (Easley, 2017). Therefore, having services at the center for students will increase students' success in higher education.

Stop 18: Housing Advising for Undergraduate Students

The Housing Advising for Undergraduate Students (HAUS) serves UC Davis students through the realm of supporting students with housing needs. The unit also exists in the realm of ASUCD which serves different needs of students during their basic needs. The HAUS unit focuses on providing workshop activities and a Housing fair to support the high housing needs from the students. The unit came to be as the city was beginning to see struggles in access to equitable housing and suffered from low vacancy rates. This high need prompted UC Davis

students to advocate for a unit in the student body that could provide this need for freshman students in search of housing accommodations. As part of a unit through ASUCD, there needs to be a legislative process that could enable such needs to be met. Due to this, it was a challenge on how to support these students when there were no existing accelerated methods of support.

It was passed as a referendum in 2005, each year adapting new methods of finding sponsorship with the different apartment properties in the city (*ASUCD Housing Day*). In 2008, the first Housing Day Fair was created and would start the legacy of Housing Day even for students (*ASUCD Housing Day*). They also offer services via peer advisors that can support the legalities of the housing market such as leases, or housing applications. In the 2021-2022 school year the unit was able to utilize its budget plans in favor of supporting a larger housing and engaging Housing Day for UCD students (*Haus - 2021 - 2022: ASUCD budget*).

Stop 19: Veterans Success Center

The Veteran Success Center was planned to open in 2016 as part of the Memorial Union Renewal Project, but it was not until Spring of 2017 (“About Us”, 2022). This was achieved by those in support of providing veterans with their own space on campus where they would feel welcomed. As described by a pamphlet distributed to advertise the establishment of this new identity center on campus, the center is to provide a reception area, meeting area, and additional space where computers and printers will be made accessible to students. This center is an extension of the Transfer Reentry Veterans Center (TRV) and the Veteran Affairs Office; however, it is important to note that this center was developed to be a stand-alone center. It was first introduced to the university after veteran students presented the first proposal for a stand-alone center. Through their efforts and with the support of other members of the

community they were able to advocate for the development of such a center. After analyzing the Student Affairs Budget Presentation, there is no money allocated to fund this center; therefore it is assumed that while the university did provide funds to initially construct the center and its facilities, the center must now rely on outside donations to continue its services (“About Us”, 2022).

Stop 20: Student Housing Living Learning Communities

Living-Learning communities help service students have a sense of belonging in their chosen educational setting. The development of these communities in the Student Housing sector in order to supply them with resources and spaces that can support different needs and interests that target have been concerned with. In support of these spaces is the need of having academic and professional needs met, with others that can relate to them via a shared identity. This program was created in order to support the transitional time for first-year students and their previous institutions (Housing, 2021-22 living-learning and shared-interest communities). Some of the difficulties that occur within living-learning communities are the lack of support outside of these specific spaces. Thus, why there began to be methods and needs of identity centers and locations that could continuously support the different needs for different identities.

The main goal for the living-learning communities is to provide these students with safe and dedicated spaces to build and foster community. In doing so there are greater opportunities and enhancements to their educational experiences. These Living Learning communities continuously develop and get restructured to provide the most students with these accommodations. A continuous challenge is the lack of available resources and spaces for the students, thus resulting in only limited participation.

Stop 21: Student Disability Center

The student disability center is tasked with providing equitable access to the university campus through accommodations, approving services, and coordinating support for students with disabilities (UC Davis, 2022). This center has been able to build a community that focuses on creating a safe and inclusive environment for students with disabilities to build connections and have access to the resources they need in order to be successful in college (UC Davis, 2022). The center is currently housed in the Cowell Building on the north side of campus. This was a problem for students with mobility disabilities as it is out of the way from general areas regularly visited by students. The center was able to obtain a space inside the Memorial Union (MU) after its completion in 2018, that serves as a satellite office that is a “visible, central location for quick questions or to schedule appointments for more in-depth visits (Kitaura, 2018). After accessing and reviewing the student affairs annual budget presentation it is unclear what amount is allocated for the Student Disability Center. However, the extension from the main office to the satellite office in the MU resulted in having the main office in an inconvenient location where the students it is meant to serve did not have access to it on a regular basis (Kitaura, 2018). President Josh Dalavai is responsible for giving new space to this center in the newly constructed MU. The lack of information on this center goes to show how the documentation of a small development is only significant to those who are directly involved and affected; without the right resources and tools, it is difficult to document the changes that occur.

Stop 22: Global Affairs

Global Affairs is the home of UC Davis’ global partnerships and hosting programs, in the International Center building. Global Affairs' aim is to work towards global challenges through

facilitating collaborations with educational institutions worldwide. The main focus of Global Affairs is the idea of “Global Education for All,” a concept of providing everyone a globalized education through global learning opportunities (Global Affairs, 2021a).

Global Affairs’ mission is “to inspire global curiosity, understanding, and engagement. We envision a UC Davis community that engages, thrives and leads in an interconnected world” (Global Affairs, 2021a). Global Affairs seeks to “provide 100% of our undergraduate, graduate, and professional students with global learning opportunities that change their lives and our world” (Global Affairs, 2021b).

Global Affairs’ development story is that it was established in 2014 (Global Affairs, n.d.), presumably funded by UC Davis. Global Affairs was established to be both UC Davis’ link to interact with and contribute to the globalized world of education and research (Global Affairs, 2021a).

An interesting fact about Global Affairs is Global Affairs welcomes over 10,000 international leaders, scholars, and students, through over 150 global partnerships (Global Affairs, 2021a). Through this, UC Davis “ranked first in the diversity and internationalization category in the inaugural QS World University Rankings” (Global Affairs, 2021c).

Stop 23: International House

International House is a socialization gathering space for people all over the world to come together in celebrating common humanity, combating isolation, cultivating joy, engaging with differences, fostering civic dialogue, sharing cultural practices/traditions, and working towards global challenges for a brighter future, nearby campus. International House offers

events, lectures, seminars, talks, and workshops. International House's core values are access, diversity, equity, and inclusion (International House, n.d.).

International House's mission is “[connecting] people, experiences, and perspectives within a global framework. Our programs, classes, services, and events provide opportunities to learn about and experience cultures from around the world while building connections within our diverse local community” (International House, n.d.).

International House's development story is that it was established in 1981 (<https://internationalhousedavis.org/about-us/>) to help foreign visitors and residents to acclimate to the United States and Davis (for example, through English languages classes or international storytelling for children), and to host international-focused events. International House is funded by city support, event space rental fees, fundraising events, grants, member donors, membership fees, and university support (Davis Wiki, n.d. b).

An interesting fact about International House is the subject matter international house conducts its events, lectures, seminars, talks, and workshops on are wide-ranging, including climate change, social justice, and so many other global issues (International House, n.d.).

Stop 24: Davis Phoenix

The Davis Phoenix Collation aims to support and empower individuals to develop safe and respectful spaces that do not tolerate any methods of violence or discrimination. This group was developed by the unjust hate crime towards “Mikey” a Davis resident who was beaten because of his sexual orientation. In efforts to help diminish this discrimination in the city, Gloria

Partida has made efforts in creating partnerships that could help create different perspectives for allyship (*Davis Phoenix Coalition*).

Davis Phoenix partners with different organizations with different identity backgrounds to best support the intentionality amongst different members of the community. The programming is in large efforts to support members of the LGBTQIA+ community in partnership with Yolo Rainbow. The educational reinforcement and efforts by these organizations help create a safer community in the city. A large part of their development process is maintaining these partnerships and having an effort of community advocacy (*Davis Phoenix Coalition*). The process of budgets and funds is supported through the means of donations and community involvement in the work. Davis Phoenix supports the community through methods of education and programming in support of understanding the differences and similarities amongst different individuals. This is an asset for the city of Davis as it has large diverse community members that have different relationships and needs.

Stop 25: Center For Families

The Center for Families came about the partnership between the Davis Community Church and Yolo Center for Families. The opening of this center in central Davis has opened the opportunity for low-income families and individuals to have access to community services and resources. It is important to note that while the previous state is the focus of this center, it also includes connecting families and individuals of all socioeconomic backgrounds (Olivares, 2015). In the present day, the center provides services and programs that touch on four areas. These areas include Family Support, Children's Services, Health Services, and Access to Benefits (Olivares, 2015). Some of the services they provide include women's support groups, homelessness services, Zumba classes, food distribution, playgrounds for toddlers, parent

education, etc (Olivares, 2015). The initial intent of the opening of this facility was to “provide an environment where staff could partner with families to identify their needs, connect clients to resources, and address and resolve issues in order to improve their lives” (Baltazar, 2020). The location of this center is actually on the premises owned by the Davis Community Church. After their partnership commenced the church provided this space to the Yolo Center for Families in order to house the Center for Families. Not much is said about the obstacles that were faced with the establishment of this center. Because there was already a building in place and Yolo County was taking part in this development its success was foreseen. Today it continues to provide services for the community of Davis.

Stop 26: BRIDGE: Philipnx Outreach and Retention Center

Prior to its establishment BRIDGE: Philipnx Outreach and Retention Center provided its services as a part of the Mga Kapatid organization. Mga Kapatid aimed to “provide personal, social, cultural and academic support” to the several organizations it oversees and spread appreciation for Filipino culture (Gonzales, 2012). However, as the population of Filipinos decreased on campus, the need for additional services and support to address the dropping number of Filipinos entering the university was necessary. As such, the BRIDGE: Philipnx Outreach and Retention Center was established as a separate student organization in 1997 (Gonzales, 2012).

This organization is located in the Student Recruitment and Retention Center (SRRC) where other culturally-based educational programs are housed (Gonzales, 2012). Their overall goal is to “help empower students to transform this educational system and validate the complexity of the Filipino culture through our services” (Acebu, 2018). Some of the services

they provide are in partnership with other organizations on campus. These include Filipino Association for Health Careers, Filipinx in Liberal Arts & Humanities, Kappa Psi Epsilon (Gamma Chapter), Mga Kapatid, Philipnx Americans in Science & Engineering, Kapwa, Pilipinx in Business & Law (SRRC, 2021).

What is unique about this organization is that it aims to increase retention rates amongst college students by providing mentorship and outreach programs to high school students within the Sacramento and Northern Bay Schools. This is done through the High School Outreach & Community Mentorship programming. They also work closely with their LGBTQIA+ community as well as strive to empower their womxn in their fight for gender equality (Acebu, 2018).

In order to have these active programs, they draw funding from the allocated amount set by the ASUCD budget for the SRRC. In the 2020-21 school year, the SRRC allocated \$100,000 to be split aside in support of the seven organizations it houses (Ocampo, 2021). In that same year, the center spent a total of \$128, 943: \$28, 943 more than it had budgeted (Ocampo, 2021). However, this does not mean that there was a lack of funding because at the end of the year there was a variance of +\$102,963 after all expenses were taken into consideration (Ocampo, 2021). The Pilipinx center continues to provide services in support for the Filipinx community despite issues faced.

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