



why?

pitzer college **master plan**



how?



what?



where?

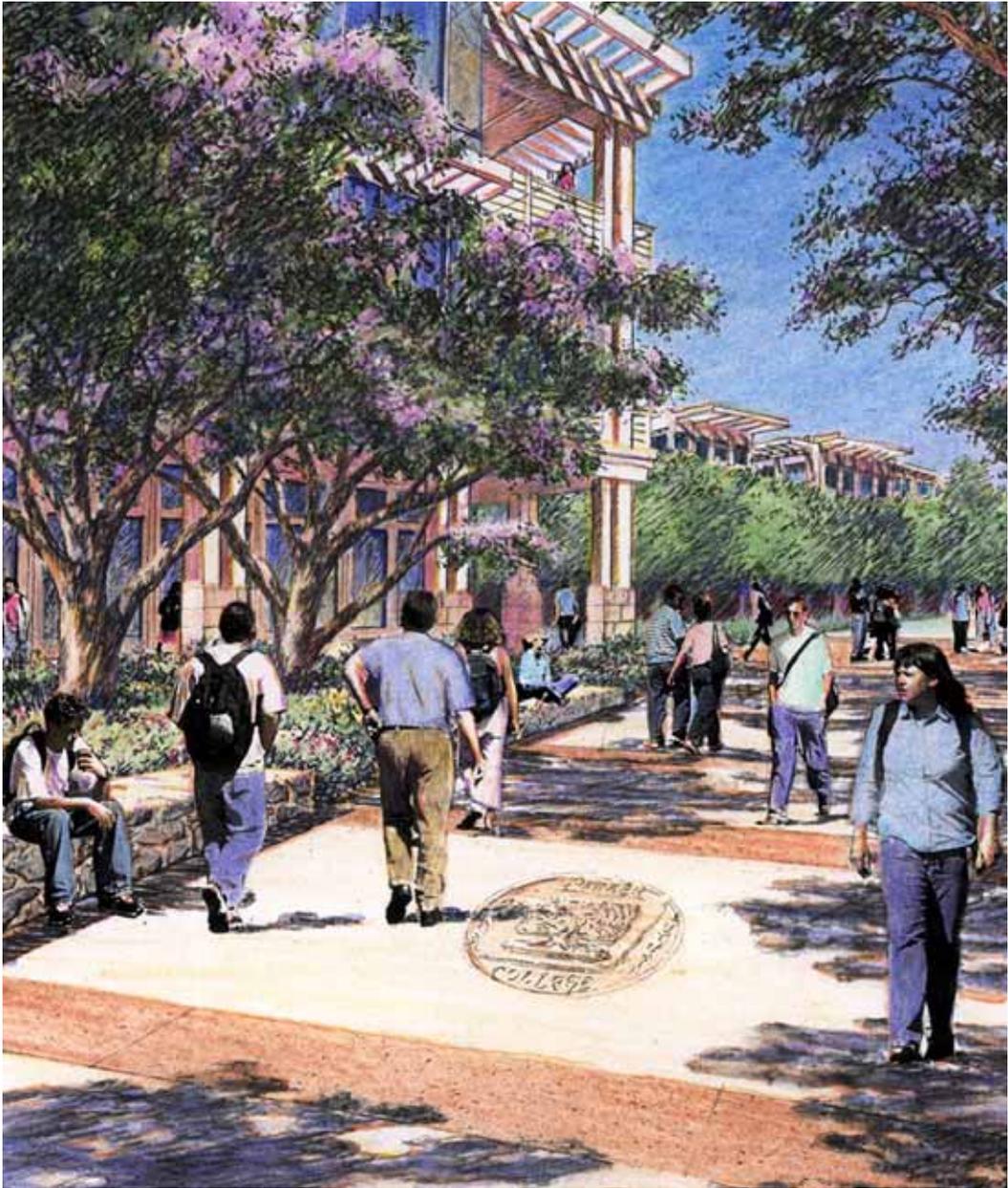


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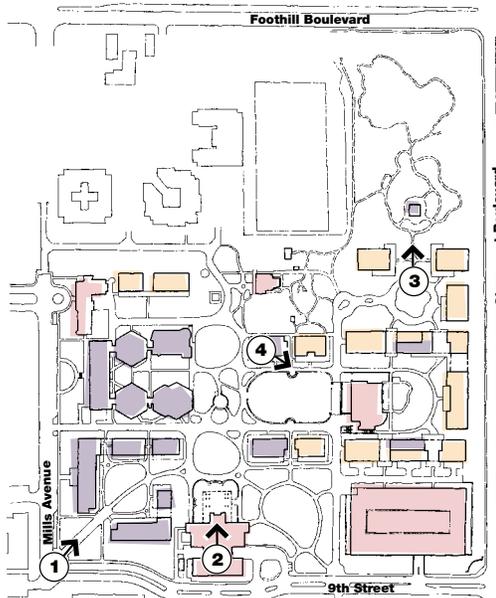
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A new **PORTAL** at 9th Street and Mills Avenue will enhance student movement to and from Pitzer's sister colleges.

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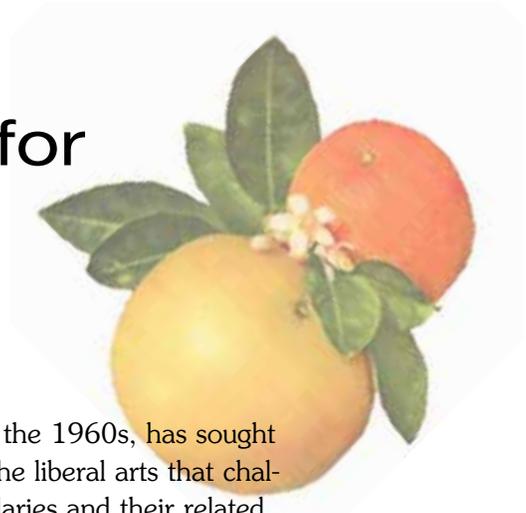
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why a master plan Pitzer College? for



Pitzer College, from its inception in the 1960s, has sought to offer courses and programs in the liberal arts that challenge traditional disciplinary boundaries and their related pedagogies. Its self-consciously interdisciplinary field group structure, highly participatory process of governance, and emphasis on the social sciences fostering links between knowledge and action, are key ingredients of the curriculum. Pitzer continues to be well positioned, maintaining relevance to the pressing issues of the late twentieth century, and to students who have the passion to take on those issues and change the world in important ways.

The liberal arts tradition and the distinctive educational objectives embraced by Pitzer, are conceptually dependent on a vigorous residential community where the boundaries between residential living and academic learning are blurred. As a small and intimate college, Pitzer has many opportunities to model a socially responsible and intellectually stimulating residential community. After forty years, most of Pitzer's facilities are in need of rejuvenation. There is also the growing recognition that the links between life inside and outside the classroom at Pitzer require strengthening. **Both of these factors call for change.**

This need for change in the physical environment offers a special opportunity for Pitzer to think and plan creatively about the constituent parts of a vital and vigorous residential community for living and learning.

MASTER PLAN INCENTIVES

Educational institutions embark on campus master plans for a variety of reasons. The incentives may be seen in three primary groupings, all of which fundamentally support the educational mission of the institution:

- To accommodate **existing or projected PROGRAM** need due to growth and/or emerging educational directions
- To respond to the **lessening value of EXISTING FACILITIES** due to their age and ability to effectively accommodate the needs of the institution
- To create a **physical vision** that portrays the **INSTITUTION'S UNIQUE IDENTITY** and fosters the quality environment desired for the campus community

These incentives are not mutually exclusive and may have a combined effect in the formation of a campus master plan. To clarify the imperatives of the Pitzer College master plan, we explore the incentives in greater detail below.

PROGRAM NEED

For Pitzer, growth is not the defining incentive to undertake this master plan. As a member of the The Claremont Colleges, Pitzer College has an entitlement of 1,000 full-time equivalent (FTE)

students. While this entitlement reflects the maximum FTE currently allowed, the College has defined its “planning target” FTE as 850 students, with a current student FTE of 800 students.

	C	PT	E	
Students	800	850	1000	FTE
Faculty	70	75	90	FTE
Staff	175	190	220	FTE
Assembly Space	0	0	0	SF

NOTE

C = Current; **PT** = Planning Target; **E** = Entitlement
Due to the Pitzer's emphasis on a vigorous residential community, 75% of the students currently live on campus. The College intends to maintain this residential target. On average, an additional 50 students participate in studies abroad each semester.

Based on studies undertaken as part of the master planing process, the College has adequate space for its academic and administrative needs. However, the College will need to accommodate new academic programs on the campus to provide facilities for the W. M. Keck Science Center and emerging academic initiatives.

FACILITY NEEDS

Pitzer College was founded in 1963. The campus consists of 34 acres including nine educational and three residential buildings. All of these buildings were

built between 1964-68 of masonry construction, with the exception of three educational buildings completed in 1994. Educational building use is defined as all uses other than residential - such as academic, administrative, student services. The residential buildings accommodate the student residential population of 601, with five faculty/staff apartments.

Depending on the building construction type, maintenance, and building usage, the conditions of campus buildings will vary. While some of the educational buildings are in reasonable condition, the campus residential halls are in need of replacement, with costs for renovation close to that of new construction. This poses a considerable challenge for the campus: the phasing of residential buildings while maintaining the community critical to the life of this residential college.

With the residential halls being the most pressing facilities' need, there is another aspect to consider. The configurations of the large residence hall buildings do not adequately support the community oriented Pitzer culture. New student housing would provide for a variety of building configurations and unit types, allowing smaller buildings, and direct connection to outdoor spaces.

SUPPORTING THE INSTITUTION'S IDENTITY

The history of campus development throughout the country often exemplifies campuses that support the educational mission, and enrich the quality of life for the institution. History, however, often reveals less successful combinations of buildings and open spaces that lack sensitivity to and detracts from the institution's goals. Discussions with the Pitzer College community revealed greater consternation with the quality of space, than a lack of space. Faculty, staff, and students recognized that the majority of buildings on the Pitzer campus were built within a short time frame, prior to the establishment of a clear identity for the College. Although functional, the buildings do not relate specifically to the campus environment, to each other, or to those who use them. Aligning campus growth with the educational mission is critical to achieve a unique physical identity.

Given the significance of the building replacement needed and the new shared academic facilities required, the College has the opportunity to reshape the campus; extending and supporting the educational mission of their institution. This is particularly compelling for Pitzer College, founded on principles of social equality, integration, and advancement.

QUESTIONS ABOUT COMMUNITY

In establishing the need to pursue a campus master plan, the College developed the following series of questions. These questions reveal issues significant to the campus community:

- What does the "residential college" mean? How do we make architecture to promote that definition?
- Do our current spaces promote the variety of community interactions that are intended?
- How does our architecture balance the tension between individuality and community?
- How can we replicate the feel of the Grove House in other spaces in the College, while still being mindful of the current architecture of the campus?
- How might one design a timetable for the renovation, demolition, and building of new structures?

Consideration of these questions was a critical step in establishing the master plan direction.

MASTER PLAN DIRECTION

The most important foundation in establishing the College's new master plan is to create a campus framework and design direction that embodies the educational objectives and mission of the College. These include a commitment to

interdisciplinary perspectives, intercultural understanding, depth and breadth of knowledge, critical thinking, formal analysis and effective expression, concern with social responsibility, and ethical implications of knowledge and action.

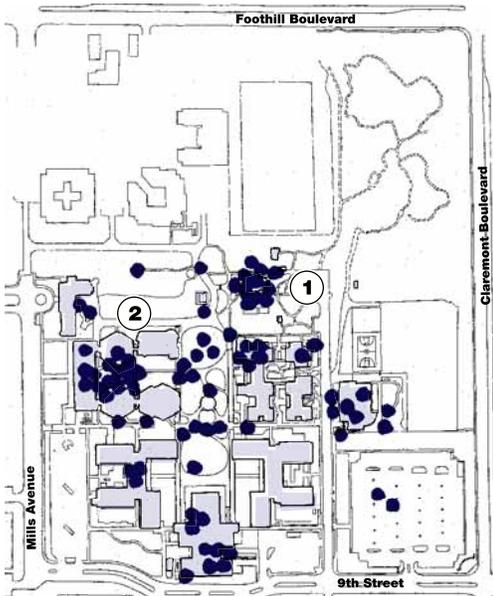
The master plan goals discussed in detail within this chapter capture the physical character of the campus, that is currently lacking. The College now has the potential to marry these goals with future campus development, creating a campus environment that reflects its unique educational mission.

PLANNING PROCESS

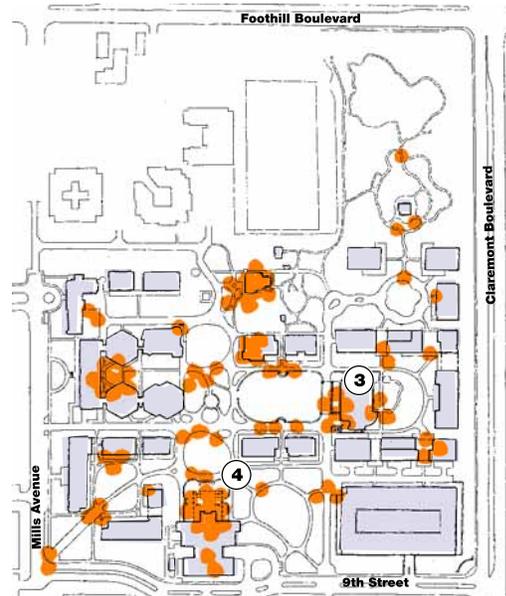
The master plan serves as a guide for the College for near and long-term campus development; 2001 - 2020. The process incorporates analysis of space utilization, the identification of new and emerging academic initiatives, the analysis of existing buildings for future renovation and/or retention, costing, and traffic and parking strategies. Campus participants joined the process in the following steps:

Step One: Data Collection and Identification of Campus Goals

Within resource group work sessions, students, faculty, and staff identified goals, issues, and initial concepts for the campus. Meetings and walkabouts



When asked where they **SCHMOOZED** last, the campus community placed dots on a plan of the **existing** campus. The Grove House (1) and the Scott Court (2) stood out as the two primary areas of interaction, probably due to their intimate scale and amenities offered.



The master plan serves to strengthen these existing areas and to create additional areas for **SOCIAL INTERACTION**, namely the Gold Center (3), the McConnell Center (4), and the new campus open space.

through the campus and its environs facilitated an understanding of building conditions, information regarding the campus's infrastructure and data systems. The College supplied additional information on campus buildings and environs.

Step Two: Campus Form and Function, Program Analysis, and Building Accommodation

The master plan team analyzed key aspects of the campus's character and function, diagramming potential long-term planning strategies. Coupled with the programmatic needs expressed by the College and building condition/programmatic fit analyzes, these strategies served to identify opportunities to promote campus-wide planning goals.

Step Three: Alternative Concepts and Selection of the Preferred Concept

Addressing the relationship of the buildings and open space based on the master plan principles, participants evaluated alternative conceptual directions for the Pitzer campus. The participants selected a preferred conceptual direction by comparing physical options to the master plan goals (the basic desire to create a more interactive community), and the ability of the concepts to accommodate facilities through renovation and new construction. The preferred alternative sets a framework for the campus's

physical vision, focusing upon the most effective, efficient, and economic means to accommodate the proposed improvements in terms of master plan principles, land, building organization, and the campus's organization.

Step Four: The Report

The report (this document) serves as a strategic planning document to guide Pitzer College's campus improvements in time increments, up to the year 2020.

COMMUNITY THEMES

The development of the campus master plan provided the opportunity for broad community involvement. The participation process involved the full campus community: individuals, resource groups, committees, and the campus-at-large. The process also included meetings with Scripps College, Claremont McKenna College, Consortium planners, and the City of Claremont planners.

An early series of work sessions resulted in a set of themes, expressing the collective concerns and ideas of the campus community. The themes are:

Continually evolving

As an institution, Pitzer is a work in progress of open development. The building and formation of the campus community is a continual, intentional process.



The **campus PARTICIPATION** process included a series of work sessions (large and small) that reached out to a broad campus community.

WHO PARTICIPATED:

- Student Senate
- College Council
- Campus Community
- Faculty
- Ad Hoc Facilities Committee
- Consortium Planning
- Consortium College Planning

WHAT WE EXPLORED:

- Open Space and Recreation
- Campus and Community Character
- Residential Living and Learning
- Educational Facilities
- Space Utilization and Capacity
- New Emerging Academic Initiatives
- Building Analysis

Educating for change

The educational mission of the College is to incite change. The College is in the process of making change a positive experience for its community. One important element of this progression is to provide order to the process.

Engage the community

People are the key to achieving the educational mission. The value of Pitzer is the commonly held understanding of community-wide interests. The objectives can only be reached if the community is engaged in them.

Interdisciplinary values

Cross-fertilization is the basis of the interdisciplinary value of the College. The emphasis on a dynamic educational curriculum should be manifested in the campus environment.

Individuality and common values

The Pitzer community appreciates and values all aspects of the individual. There is a genuine desire to empower each person while moving forward as a community. The result is a dynamic tension between these two goals.

No physical center

As a community, the College has a collective thought, with multiple physical centers. The current physical campus does not reflect the values of the community - the buildings and campus areas

lack connection and cohesiveness. The College community should be strengthened and encouraged by its environment.

Interact

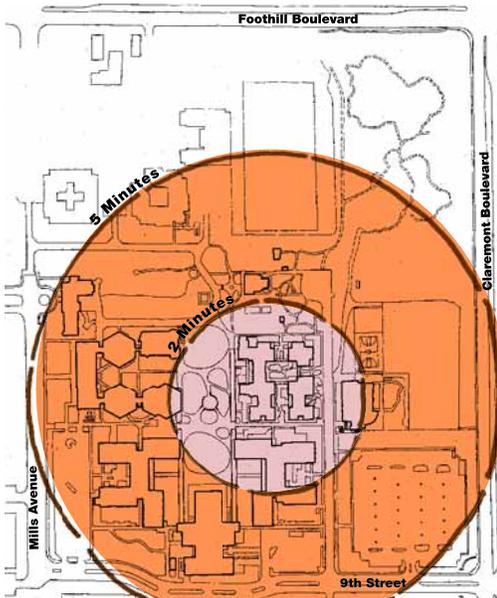
The Pitzer community recognizes the need for increased interaction to include all campus constituencies. Emphasize the use of design to facilitate interaction by providing multiple routes, and a variety of smaller scale spaces to foster centers of activity.

Open doors

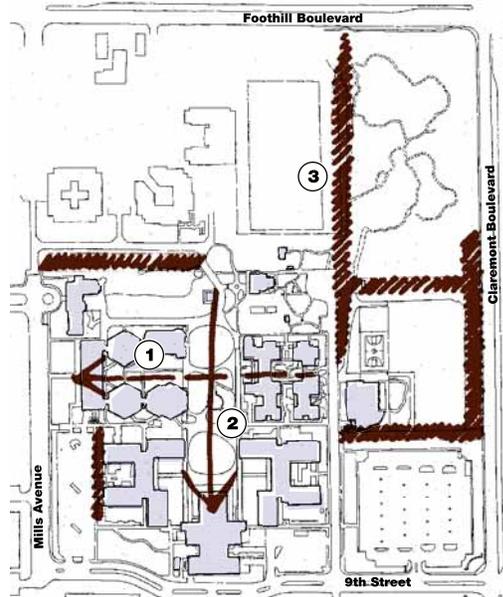
There is a need for the physical campus to foster social and intellectual interaction amongst its community. Residential areas, classrooms, and the relationship between buildings and the outside environment need to be planned and designed accordingly. This was captured during the discussions as "It's all about breaking down the walls".

The landscape as a social focus

The campus landscape serves as social focus for the campus community, who readily make use of the wide variety of outdoor spaces. The landscape includes park-like spaces supporting active and passive activities; and the arboretum which supports educational use, ecological principles, and social uses. The ability of the campus community to change the landscape and to see it grow and evolve



The compact size of the campus allows **PEDESTRIANS** to walk easily across the campus in less than five minutes. The majority of the common areas are within a **three-minute walk** from the center of the campus.



The **existing** campus **TOPOGRAPHY** is a key aspect of the relationship of spaces on campus. While the campus has a constant four percent slope from the north **(1)** and a cross slope of approximately two percent **(2)**. Extreme grade changes **(3)** occurring in the vicinity of the Gold Center, impact the flow of movement to the eastern part of the campus. The master plan development seeks to bridge these grade changes, allowing for increased movement throughout the campus.

reflects a core value of the College - change and evolving values.

Flexibility

An important aspect of Pitzer values is the need to be able to reinvent space. The campus buildings, both educational and residential do not allow for the desired flexibility in their current configurations. New campus facilities should be designed to integrate options for change (multiple uses) on a daily basis, and provide for longevity over time.

Destination campus

Due to its location at the edge of the Consortium's campuses, Pitzer is a destination, and is not as easily accessed by the students as the centrally located campuses. At present, the College lacks clear portals into the campus. There is a need to improve campus gateways.

CAMPUS GOALS

Embarking on the development of a campus master plan requires a true understanding of the College's intent. This is a critical first step in the planning process. In starting this process, the College stated an overarching goal for the master plan: "Our goal is to develop a plan that will not sit on the shelf, but will bind us together with common public purpose".

Campus master plan goals serve as the foundation of the plan, and later to serve as a benchmark to guide the development of open spaces and facilities. By definition, goals are general, overall, and ultimate purposes, aims or ends, towards which the College will direct its effort in the advancement of the campus. The goals must reflect the identity of the College, and its educational mission.

Garnered through work sessions with the Resource Groups, these goals are a compendium of the campus mind-set. The development of the goals resulted from the melding of common themes, and express commonly held points of view or interests of specific user groups. The themes are then refined to form the campus goals.

Establish the residential community

Create a residential community as a microcosm of the larger community within which the campus exists. This will be a mixed residence community where students, faculty and staff interact as colleagues and neighbors. The educational focus will include a variety of learning types, those within the campus and those that extend out to the regional community.

Cultivate the College's relationship to its sister colleges

Pitzer and its sister colleges have an incomparable opportunity to share resources and to provide an exceptional educational experience. Foster the overall relationship and physical linkages to the Consortium, while further establishing Pitzer as an individual and important institution of its own.

Define the physical campus to present the Pitzer identity

An important aspect of the Pitzer College mission is "educating for change". The campus environment will provide a framework for change to occur, allowing the evolution of the College and its culture. Within this process of evolution, the design of the physical campus will reinforce and reflect the unique identity of the College.

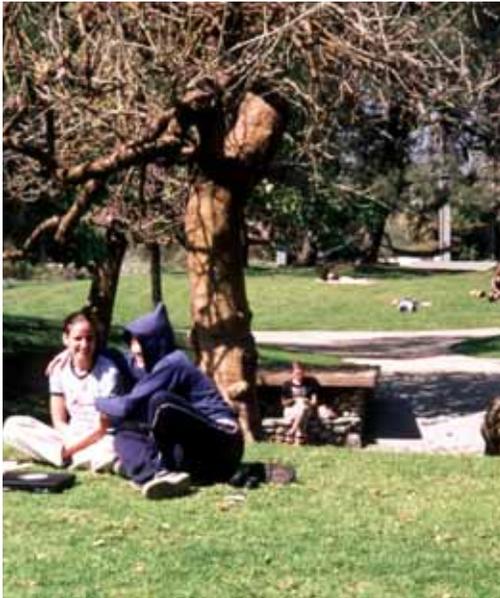
Provide flexibility in the design of the physical campus

Pitzer's distinctive educational objectives of interdisciplinary study, social responsibility, and intercultural understanding, express the need for flexible educational facilities to support the campus community. Buildings in particular must be developed with the goals for faculty and student interaction central to the process

of education. Campus open space and courtyards will provide opportunities to foster interaction and to provide opportunities for alternative classroom environments.

Establish opportunities for the individual involvement in the campus environment

With a central tenet underlining the importance of social responsibility, the College has emphasized opportunities for its community to engage in the link between knowledge and action. One such example on the campus is the development of the campus arboretum. Establish additional opportunities for faculty, staff, and students to become involved in and effect their campus environment. 🍁



how is Pitzer distinctive? College



Praeterita sciens, provida futuri'; 'knowing the past, mindful of the future'. Pitzer College offers a comprehensive curriculum in the arts, humanities, sciences and social sciences leading to the bachelor of arts degree. Pitzer is part of a unique educational environment known collectively as The Claremont Colleges -- a consortium of five undergraduate colleges and two graduate schools on adjoining campuses. The sixth institution to be founded within The Consortium, Pitzer College was established within the political and social context of the 1960's. The educational curriculum focuses on the social progress and process within our society. Pitzer's educational process gives students the freedom to think, to design their own programs, and live their own lives.

Pitzer was named after Russell K. Pitzer, who founded the College at the age of 85. Mr. Pitzer was a resident of Pomona since 1893, and was noted throughout the Valley for his philanthropic work and interest in educational institutions. He was a man of visions who was committed to carrying them out. Trained as an attorney, in 1916 he began to devote full time to his citrus interests, at one time owning 1,000 acres in the region. He served an instrumental role in establishing Claremont McKenna College. After its establishment, he personally provided the funds for the first two buildings on the Pitzer campus, and continued to support the College through its growing years. His commitment to The Claremont Colleges set a high standard for future generations.



The **HISTORIC PITZER** campus, clockwise from upper left: The **symbolic orange tree** of the College dedication ceremony in 1964, an early photo of **the campus**, the 1963 **architectural plan** for the College with John Atherton at left, **pioneer** students.

The founding president of the College was John Atherton. Mr. Atherton, who is now variously described as an enigma and an idealist, made an indelible impression on the College, by choosing not to impress his personality on it; thereby establishing one of Pitzer's few traditions. "The result was that everyone, in a sense, felt as if he or she were running the place - from the students to the faculty to staff to trustees (and even in some measure the parents of the students who were literally paying most of the bills through tuition). What some call the 'core' or 'soul' of Pitzer began to form then - through a kind of wild and wonderful participatory democracy, called community government." While the sense of egalitarianism was promoted on campus, the educational program was of central concern, and participation in governance was seen as one part of an entire educational experience. "At Pitzer College, you will be expected to embark upon an original intellectual and developmental enterprise, not to accept the maxims of Scholars."

The first year of classes was in 1964, and the College opened with two buildings and a student body of 150 women. During that year the Town Meeting was established as a forum for the entire community, and Time maga-

zine published an article describing Pitzer as the first independent women's college founded since Bennington in 1932. The College's curriculum received accreditation by the Western Association of Schools and Colleges (WASC) in 1965. By 1968, the College had 550 students and had matured into a highly respected residential college for women. Pitzer became a co-ed college in 1970, with an enrollment of 80 men and 618 women. In 1973 Pitzer received a 10-year accreditation from WASC, becoming one of the first colleges to receive a long-term accreditation.

Within the Claremont Consortium, Pitzer's educational philosophy is singular. In keeping with its 1960's heritage, Pitzer strives to enhance individual growth while building community. Students create their own academic programs in close collaboration with faculty advisers guided by a unique set of educational objectives.

RELATIONSHIP TO THE CONSORTIUM

As the most recent undergraduate institution of The Claremont Colleges, Pitzer is located on the northeastern edge of the consortium. Pitzer's adjacent neighbors are Harvey Mudd, Scripps, and Claremont McKenna, with the fourth edge of the campus bordered by

Claremont Avenue. Because of its physical position within the Consortium, Pitzer has a sense of autonomy and remoteness from the other campuses.

The Claremont Colleges cover 350 contiguous acres. Pomona College, the founding member, was established in 1887. With the need for expansion of Pomona in the 1920's, the College sought to preserve the personal values of the small college while meeting the interests of a larger community of scholars. Following a yearlong search, Pomona President James Blaisdell returned from England with a solution: a consortium modeled after the small colleges comprising Oxford and Cambridge universities.

The Claremont Colleges consortium is unique in American higher education. Each institution is autonomous, with its own campus, administration, academic focus, and educational philosophy. The campuses are contiguous, and the colleges cooperate in many ways that complement and benefit the entire community. Through intercollegiate cooperation, the Colleges provide university-scale services and facilities, including a two-million-volume library system, ethnic centers, a performing arts complex, and an ongoing panoply of events open to the Colleges community. Together, the

five undergraduate colleges enroll approximately 4,580 students; with Claremont Graduate University bringing the student population to just over 5,500. The members of The Claremont Colleges are detailed below.

Pitzer College

Founded in 1963, Pitzer is a coeducational liberal arts college with a strong commitment to the values of a residential educational community. It offers concentrations in all major fields of the liberal arts with curricular emphasis on the social and behavioral sciences. Its particular strengths lie in encouragement of independent work and the development of a critical approach to the traditional disciplines. The campus consists of 34 acres, with an approximate enrollment of 800.

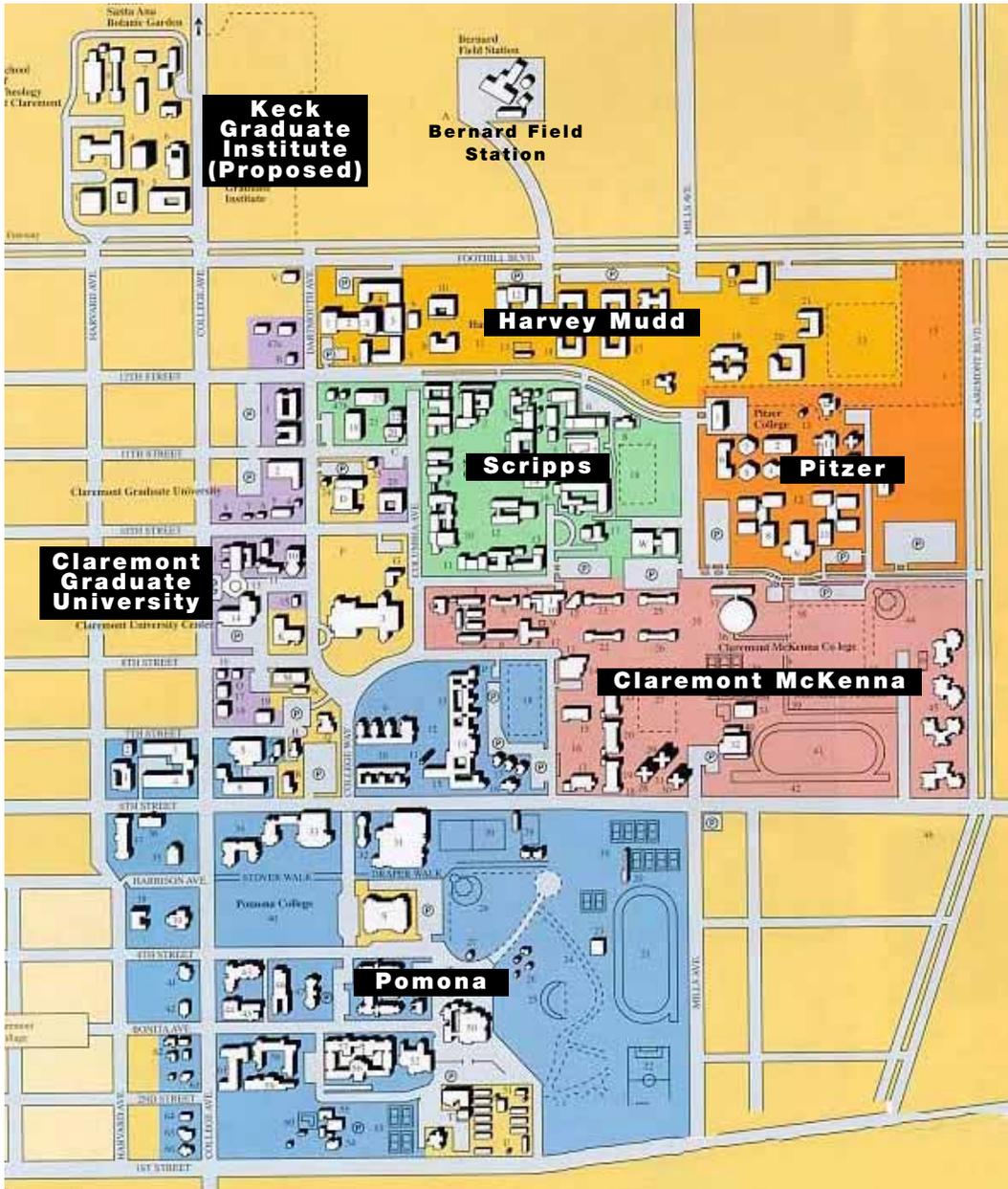
Harvey Mudd College

Established in 1955, HMC is a coeducational college of science and engineering. The curriculum is designed to create scientists and engineers with unusual breadth in their technical education and a firm academic grounding in the humanities and social sciences.

The Claremont Colleges CONSORTIUM,

patterned after the colleges at Oxford and Cambridge universities, offer university scale services and facilities to the five colleges and two graduate schools.





Engineering students may opt for a fifth-year master's degree program. The campus consists of 33 acres, with an approximate enrollment of 650.

Claremont McKenna College

Founded in 1946, CMC offers the Bachelor of Arts degree in 26 fields, often combined by students in dual majors. Most of the College's students choose a major or part of a dual major in economics, government or international relations. CMC is unique among liberal arts colleges in that it actively supports faculty and student research and publications through seven research institutes. The campus consists of 50 acres, with an approximate enrollment of 1,020.

Scripps College

Established in 1926, Scripps is a liberal arts college for women. Its curriculum offers a wide variety of humanities, fine arts and social science courses. Scripps offers Bachelor of Arts degrees, with more than 30 majors in five fields: the Arts, Languages and Literature, Philosophy and Religion, Science and Social Sciences. The campus consists of 33 acres, with an approximate enrollment of 625.

Pomona College

Pomona, founding member of the consortium (1887), is an independent, coed-

ucational college offering instruction in all major fields of the arts, humanities, social and natural sciences. Pomona emphasizes both liberal arts and para-professional training, providing students with considerable exposure to a wide range of fields and first-rate preparation for future professions. The campus consists of 131 acres, with an approximate enrollment of 1,350.

Claremont Graduate University

Founded in 1925, CGU offers advanced work in humanities, fine arts, mathematics, social sciences, education, management, executive management, and information science. It is a graduate-only institution, granting masters and doctoral degrees. The campus consists of 19 acres with an approximate enrollment of 1,850.

Keck Graduate Institute

Keck Graduate Institute of Applied Life Sciences, the seventh and newest member of The Claremont Colleges, is the first American graduate school dedicated exclusively to the emerging fields of the applied life sciences. KGI's mission is to combine the vast power of ongoing developments in molecular biology, biotechnology, chemistry and related fields with creative, application-centered engineering. Professionally oriented master's degrees requiring two full years

of study will be KGI's primary offering. KGI's first students enrolled in August 2000. Students are currently taking classes at a facility on Watson Drive in Claremont.

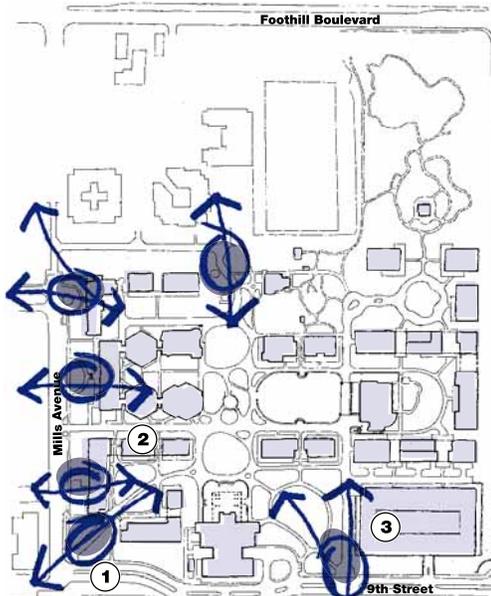
PHYSICAL CONTEXT

The Claremont Colleges are located in the city of Claremont, proximate to Los Angeles, in southwestern California. Sited in the Pomona Valley, the city has a spectacular setting at the foot of the San Gabriel Mountains, with direct views of the mountains. The city, founded in 1887 by the Pacific Land Improvement Company, was named for Claremont, New Hampshire, hometown of one of the company's directors. It developed as an educational center after 1889, when Pomona College (1887) moved there. In addition to the Claremont consortium, The Southern California School of Theology (1957) is also located in the city.

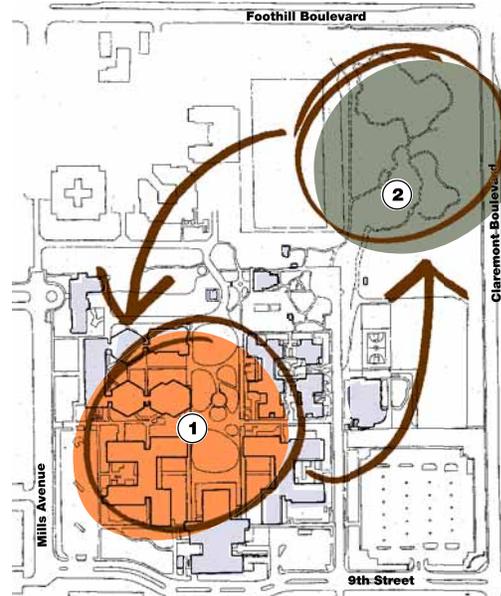
The Pomona Valley evolved as an agricultural center, principally of citrus orchards. The first California citrus association was formed (1893) in Claremont. As the metropolitan area of Los Angeles has grown, the agricultural lands have been replaced by urbanization of the Pomona valley. With its educational focus, Claremont has evolved as a quiet

oasis within an otherwise burgeoning region. The City is known for its scenery and charming qualities, with The Village downtown district acting as the center for both the City and the Colleges. The adjacent Los Angeles metropolitan area offers a broad range of opportunities for internship and service learning experiences, which are an important element of the Pitzer College education.

The city's location adjacent to the mountains allows for direct access to outdoor activities, and environmental education opportunities. The area is semi-arid in nature, with a mild climate. Although temperatures may reach extremes of a low of 27 and a high of 111 degrees fahrenheit, the average monthly temperature ranges from 65 degrees in September to 93 degrees in July. Wide variations in rainfall occur over long periods, but the average rainfall for the past 30 years is 10.3 inches. The heaviest rainfall occurs between November and March. Claremont is located within the South Coast Air Basin (SOCAB) where the meteorological characteristics and pollutant sources contribute to severe air quality problems. The air quality is improved with the meteorological changes in the winter, but can affect the City during summer and fall months.



The campus needs **MULTIPLE DOORS** to welcome colleagues and direct pedestrian activity toward the center of the campus. The clarity of a **new pedestrian entrance (1)** in the southwest corner of campus will orient visitors and invite a broader use of the campus by its sister institutions. As a significant new entry for the campus, the College will retain siting and design control for the proposed expansion of the W.M. Keck Science Center. **(2)**. The new parking structure will also create a focus of pedestrian circulation to the campus **(3)** that will also serve improvements anticipated for Claremont McKenna College.



The master plan emphasizes the joining of the **CORE CAMPUS (1)** and the **ARBORETUM (2)**. Currently, the two spaces **function as separate entities**, supporting disparate activities and social activities. A key master plan goal is to meld these spaces, bringing the arboretum into the core campus.

CAMPUS CHARACTER

An interesting aspect of The Claremont Colleges is that each campus is physically distinct from the others. While Pomona is the largest campus and has classic American campus qualities, each of the other campuses has established an individual character. While the campuses are open and contiguous to each other, their differences are visually apparent, establishing cues for navigating the campus environments.

Pitzer College is comprised of 34 acres, and gently sloping topography, running generally from the north-east to south-west end of campus. The campus is an L-shaped configuration, of approximately 34 acres; 18 acres developed as the campus proper and six acres devoted to the Pitzer Arboretum. Within the campus proper are nine educational and three residential buildings.

The campus has a distinctly non-traditional quality, both in the types of buildings, and their overall relationship to the campus open space. In this respect, Pitzer stands apart from the other consortium campuses, which tend toward traditional campus qualities, and more highly structured use of space. The physical center of the campus is 'the mounds', a park-like space for campus activities and interactions. Most of the

campus buildings are in small quads, oriented around the mounds; it therefore plays a central role for the campus.

The campus open space is composed of two distinctly different types of landscape. The mounds and other large green spaces have a park-like, tree covered quality, which is pleasant in this warm hospitable environment. This is the campus landscape that was introduced with the development of the college. The other type of landscape is 'the arboretum', created over the last 10 years by students and faculty, as an alternative for providing examples of ecologically sustainable landscapes. The arboretum consists of two connected areas. One area is adjacent to the mounds, and includes a collection of trees and shrubs native to southern California. The second area, known as the arboretum natural area or the Pitzer Outback, is separate from the central campus zone. The parklike and arboretum landscapes are in contrast to each other, physically and culturally, and the resolution of these is an important element of the master plan development.

EDUCATIONAL VISION AND PROGRAMS

Blending classroom instruction with fieldwork, the Pitzer educational vision engages a student's mind, heart and spir-

it by integrating educational resources on campus, abroad and in the local community. The Pitzer curriculum spans 40 major fields and focuses on interdisciplinary, intercultural education with an emphasis on social responsibility and community service.

This educational vision was set in place by the founding members of the Pitzer community. These quotations from an early catalog reveal the balance of approach faculty hoped to achieve then, which set the course for the future:

"There was never any intention to depart from the fundamental principles of education in the liberal arts...to which the Claremont Colleges have always been devoted...but long deliberations culminated in intense enthusiasm over the possibilities of a curriculum in which emphasis would be placed on such fields as anthropology, biology, psychology, economics, government, sociology, and the other social sciences."

"The faculty have shown a strong disposition to experiment with curriculum, without abandoning their basic commitment to the liberal arts and to the emphasis on social and behavioral sciences."

Pitzer's faculty pioneered the increasingly popular interdisciplinary approach to learning, looking at issues from multi-

ple perspectives and the point of view of several disciplines. Both the curriculum and the campus life encourage this union of intellect with action, providing students and faculty the opportunity to test theory, practice techniques, and explore career options through campus governance, community internships, and study abroad. Encouraged by provocative tutelage and by the opportunity to participate in all phases of community governance, students address issues in the Pitzer community which reflect the concerns of society at large.

Pitzer celebrates cultural diversity and intercultural understanding. Students of ethnically diverse backgrounds come from all parts of the United States, as well as from nearly 20 other countries. In addition to learning from one another, students are encouraged to participate in one of Pitzer's External Studies programs. Pitzer challenges students to develop a set of courses that will examine some issue from the perspective of at least two cultures and two disciplines, placing emphasis on intercultural and interdisciplinary learning. Students are encouraged to take advantage of these programs and other Claremont resources, enriching and strengthening their appreciation of global diversity.

CAMPUS SPACE UTILIZATION

Based on the desire to teach in an interdisciplinary fashion, the College community has resisted the typical approach of centralized programs. As such, the College is not organized in departments in the traditional format. Educational programs and the use of instructional space are similarly decentralized. While this approach supports the cultural aspects of the curriculum, it does not always support an efficient use of campus facilities.

The master plan process included analyses to study the usage and programming of educational space on campus. Two studies focussed on support space usage on campus. The other two focussed on the quality of the campus environment at Pitzer. As was identified earlier, Pitzer has the entitlement to expand in the long term, but is not planning to grow in the foreseeable future. Therefore, the assessment of educational programming was oriented toward qualitative analysis rather than a quantitative analysis.

Below is a brief summary of the key findings from each study. For more detailed information, please refer to the Master Plan Appendix.

Overall Inventory Analysis

Inventory and categorization of space by primary use. This information enables the College to assess the distribution of space in relation to national norms.

The summary of findings are:

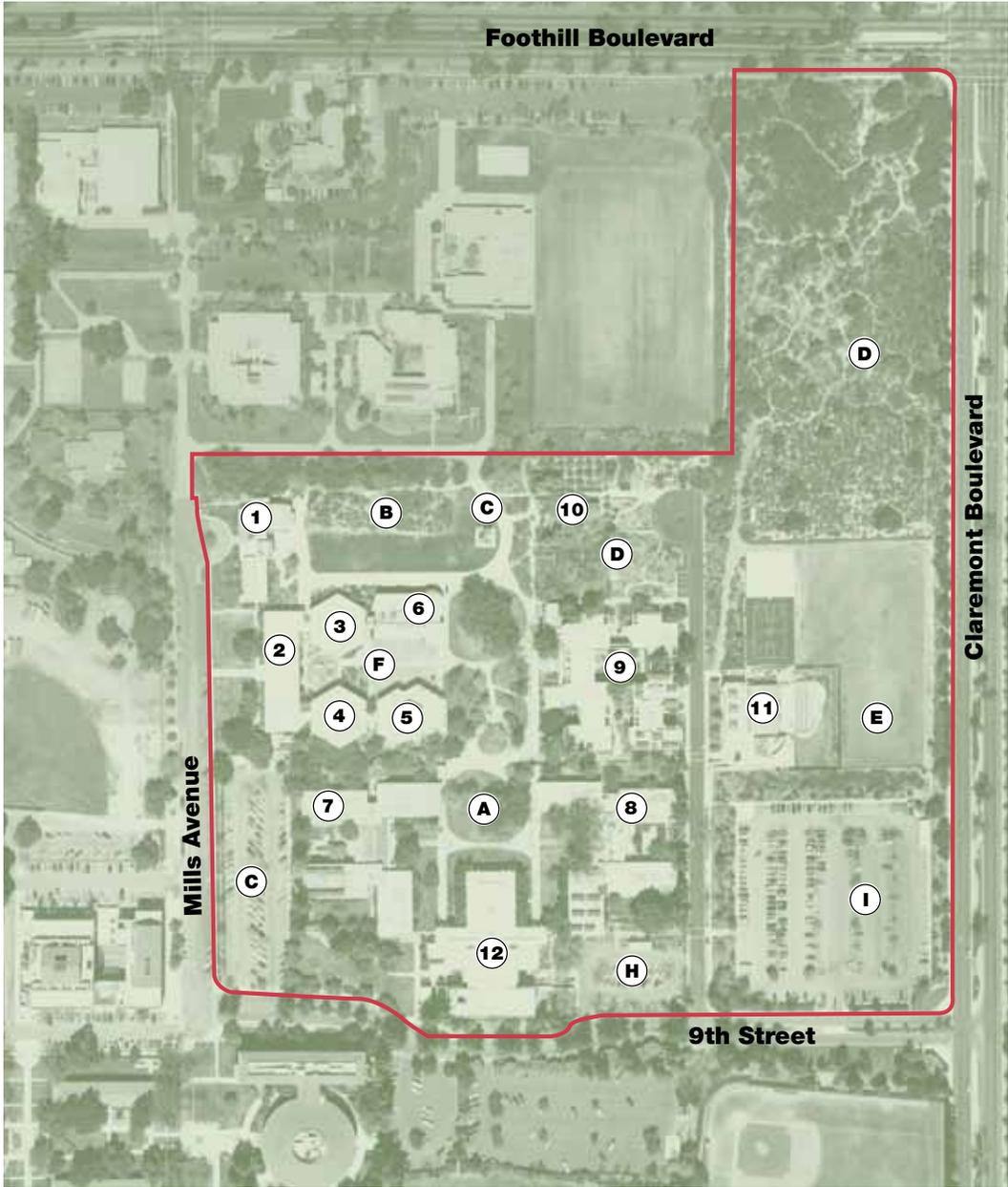
- Pitzer has more classroom space available than what is needed to support their academic programs
- The amount of academic/administrative office space on campus is in-line with national standards
- The quantity of study space on campus is below standards, but when combined with consortium libraries is adequate
- The College is above national standards in general use: food service and dining could be reduced to allow for other student uses

Space Utilization and Capacity Analysis

Analysis of space usage to identify student capacity levels for class and lab use. This information is used to evaluate the need for new classrooms or replacement programs within existing facilities. The evaluation is based on a comparison of the Pitzer College data to national standards for small colleges. It should be recognized that the standards represent a benchmark number - the actual culture and related usage will vary for each

No.	Title	Use	GSF	Year Built	Condition
1	Broad Center	Educational	12,850	1994	Good
2	Scott Hall	Educational	22,900	1964	Sufficient
3	Bernard Hall	Educational	8,300	1965	Good
4	Fletcher Hall	Educational	8,300	1965	Good
5	Avery Hall	Educational	11,300	1968	Sufficient
6	Broad Hall	Educational	14,500	1994	Good
7	Sanborn Hall	Residential	48,800	1964	Poor
8	Holden Hall	Residential	48,400	1965	Poor
9	Mead Hall	Residential	65,300	1966	Poor
10	Grove House	Student Center	5,850	1915	Sufficient
11	Gold Center	Student Center	11,900	1994	Good
12	McConnell Center	Student Center	58,000	1966	Sufficient
A	The Mounds	Open Space			
B	Brandt Field	Open Space			
C	Brandt Tower	Open Space			
D	The Arboretum	Open Space			
E	Playing Fields/Pool	Recreation			
F	Scott Courtyard	Open Space			
G	Sanborn Parking Lot	Parking			
H	McConnell Center Lot	Parking			
I	Mesa Parking Lot	Parking			

The existing campus offers a variety of open space and buildings. The **CONDITIONS** of the **buildings** vary and ultimately determined that residence halls require replacement. 



college. This study concluded:

- The College uses its available classrooms an average of 16.2 hours per week for scheduled classes. This is somewhat less than 2/3 of what would be considered a reasonable standard of 27 hours per week of scheduled room use
- The College has a sufficient number of classrooms to accommodate current enrollment and any anticipated enrollment growth
- The class laboratories could easily accommodate more student sections; current room usage averages 10 hours a week, which is one-half of what would be considered a reasonable standard of use
- There is an oversupply of larger rooms, while the average class size is small
- Four percent of the existing academic programs are currently housed in windowless basement space - further study should be conducted to provide above ground classroom space to these programs

Space Implications of New or Emerging Academic Initiatives

Academic initiatives are new opportunities or additions to the College's existing curriculum, which reinforce and extend the educational mission. A preliminary

study of emerging initiatives was conducted through initial campus conversations, to identify needs, anticipated changes in space use or programs related to the College's academic planning.

Assessment of Residence Hall and Community Meeting Space

Analysis to identify existing and potential meeting space in residence halls and elsewhere on campus. This information enables the College to assess the available space for student interaction, and factors leading to student satisfaction. future design considerations include:

- Flexibility as a necessary design element
- Desire for connection between the built and natural environments
- The opportunity to express individuality in the residence halls and common areas
- Repair the disconnect of the Colleges desire for community and the feelings/behaviors engendered by the facilities
- Increased common and study areas

Based on standard guidelines, the observations indicate Pitzer has approximately three times the national average space available for common use. This indicates campus concerns regarding space relate to quality and design, rather than the amount of space available.

BUILDING CONDITION

The Pitzer campus is comprised of twelve buildings supporting the educational and residential components of the College. The majority of the buildings were constructed between 1964-68 and consists mainly of masonry construction techniques. The Grove House, built in 1915 and moved to the campus in 1977, is of the craftsmen style. The three most recent additions to the campus, modernist stucco structures with windows and skylights, were completed in 1993. All campus buildings are two levels, and some of them have basements.

The College completed a thorough analysis of campus building conditions prior to the commencement of the master plan. The planning process utilized this information, adding seismic considerations and the qualitative goals of the Pitzer campus to evaluate the effectiveness of the buildings in serving the campus needs. Using the cost models to evaluate renovation and new construction, the College identified the long term viability of these facilities, summarized in the accompanying table as 'poor', 'sufficient', and 'good' for each building. 'Poor' indicates the building should be replaced, 'sufficient' indicates that some renovation is needed, and 'good' identi-

fies buildings that meet current program requirements. The educational buildings have a variety of uses including academic, administration, assembly, and exhibit space. Those designated Student Center also address a variety of needs, including dining, student services, common spaces, and student activity spaces. For further information on building conditions and related cost, please refer to the Master Plan Appendix. 

Great to see the master plan take maximum advantage of the Southern California climate, fostering all three levels of community

Love to see "coves" of discovery and community within the chosen plan, where people can have intimate and/or private moments of community - not unlike the spaces that surround the Grove House

More integration of the arboretum into all of campus

Move more of the "natural landscape" into the campus

More views - and connections with nature

More views so all can see and be seen

Interior green spaces should not emphasize buildings - but site lines

Open up the middle of the college with an open space and have the residence halls embrace the space

Like the removal of the service road and incorporating the west and east parts of campus

Hide the cars - we want to see people traveling through campus

More green near educational buildings - faculty and students want to sit in the grass, under trees

Like to see more of a mixture within the buildings - not just living spaces mixed with classrooms, but an administrative building adjacent to a residence hall, or a small office within a living space like Student Affairs

Like the notion of "grounding" of students into smaller units in environments they own and tend



These **QUOTES** are a sample of the **campus community's** input to the goals and critique of the alternatives, forming the basis for the master plan.

what will the master accomplish? plan



Perhaps the greatest driving force voiced by the campus community in the development of the master plan is to create 'social space'. The College and the consultant team explored and focused on this goal - its meaning and the guidance it might provide to the physical plan and design of the campus. Pitzer holds strong the ideal of human scale and "personal touch", a variety of levels of community, and the concept of interconnectedness between the various functions of the institution. The campus plan reflects those ideals, providing a basis for the community design, balancing the needs of the community with that of the individual.

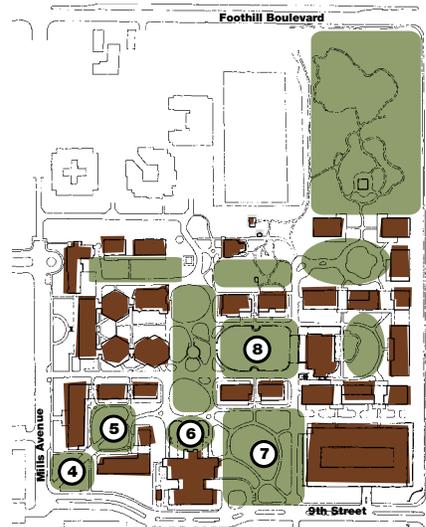
Undertaking a master plan guiding the campus for the next twenty years, requires Pitzer to think outside the box. The commitment for the community involves participation in the master plan, while determining the long term goals of the campus. In turn, the plan provides the future structure of the campus, while maintaining the flexibility to act as a directional compass.

The plan was developed within a set of overall concerns expressed by the Pitzer community. These concerns include providing for free movement between consortium campuses, recognizing future development occurring on adjacent campuses, while emphasizing such aspects of campus stewardship as the pedestrian environment, and design recognizing the physical and social sensitivities of the campus.

CREATING SOCIAL SPACE

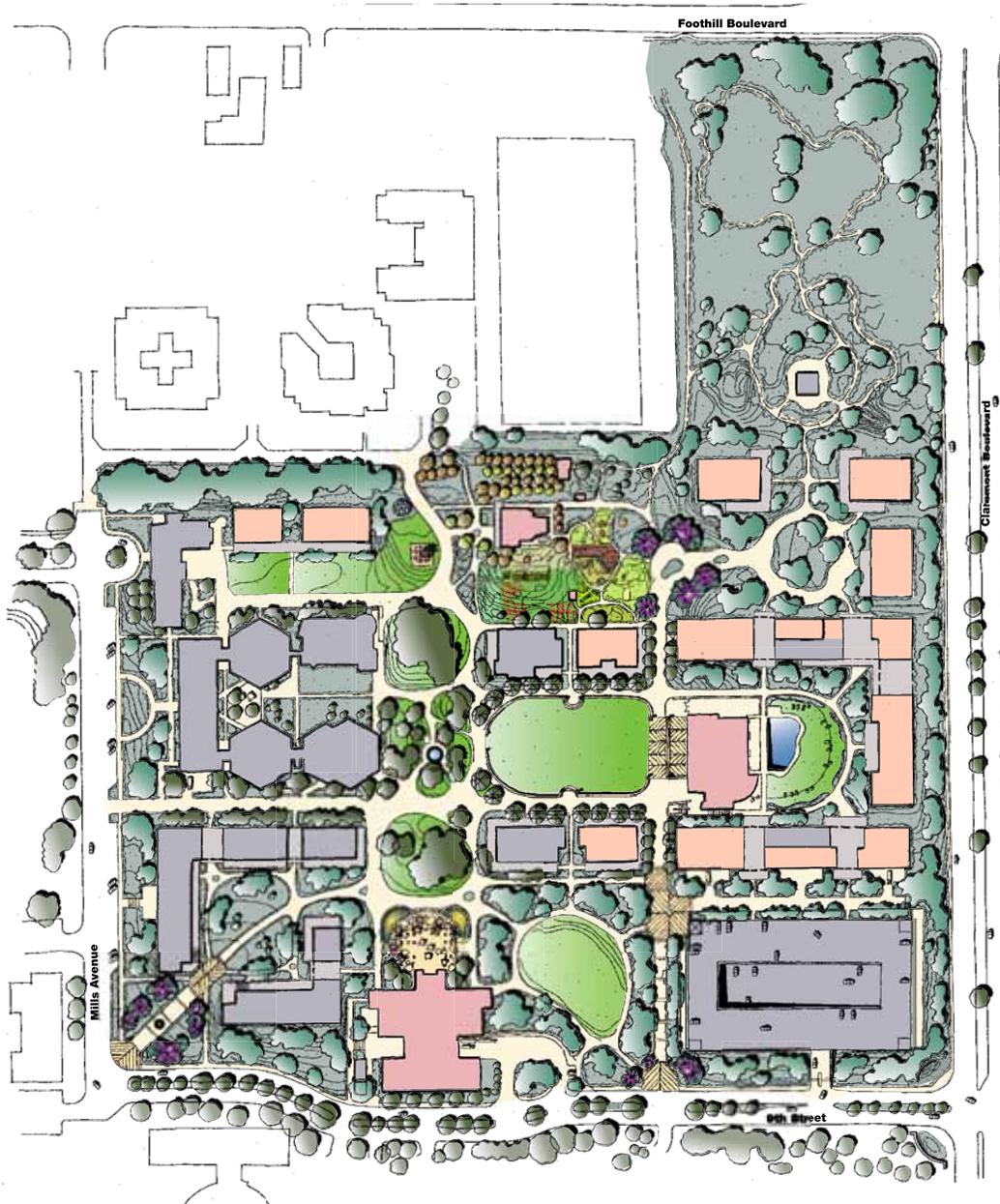
Based on the collective thought of the campus community, the following guidelines formed the physical framework for the plan. These set the tone for the overall campus organization. The defining need to create social space necessitates a coherent system of connections, fostering campus relationships. The master plan organizes building and open space to address this need. Building on this concept, the plan emphasizes the melding of indoor and outdoor environments and a hierarchy of spaces to increase campus interactions.

Successful spaces on the campus provide the basis for future design. The Grove House fosters social contact, based on its human scale, use of materials, and indoor-outdoor connections. The Scott courtyard is another example, as a contained and proportional space, with comfortable seating, and multiple-pedestrian flows.



No.	Title
1	Broad Center
2	Scott Hall
3	Bernard Hall
4	Fletcher Hall
5	Avery Hall
6	Broad Hall
7	New Residential
8	New Educational Facilities within Residential
9	New Educational Facility
10	Grove House
11	Gold Center
12	McConnell Center
13	McConnell Outdoor Dining Pavilion
A	The Mounds
B	New Outdoor Space
C	Brandt Tower
D	The Arboretum
E	Outdoor Space and Pool
F	Scott Courtyard
H	Parking Structure
I	On-Street Parking

The **master plan ILLUSTRATES** joining of buildings and open space to create an indoor-outdoor environment for living and learning. 



PLANNING AND DESIGN GUIDELINES

The master plan reflects the following guidelines. These guidelines have two primary purposes. At the master plan level, they guide the location of ‘social spaces’ through the placement of buildings, definition of open space, and the means of circulation. Secondly, and perhaps most importantly, these guidelines establish the benchmark for the design and use of new facilities. Stewardship of these principles will prove to be a significant factor in the implementation of the plan.

The development of campus projects will entail referencing the siting of buildings and open space within the master plan. The guidelines are integrated with this process, to ensure buildings and open space are designed in relation to each other, and to the campus overall. Design occurs at these two levels, striving for a cohesive campus environment, while providing for variety within its parts. Successful campus spaces are composed of buildings with intentional faces, which relate to each other, and adjacent open space elements. The recognition of emphasis and flow creates a rhythm within a campus, allowing the pieces to relate overall as a whole.

The guidelines are ordered to address the overall campus first, follow-

ing with those pertaining to the placement of buildings and open spaces. Integrated with the written guidelines are diagrams, which exemplify the ideas in graphic form.

The guidelines are preceded with the master plan illustrative, providing the reader with an overall understanding of the future campus.

- **Create** a physical and experiential **IDENTITY** for the campus entrances and edges

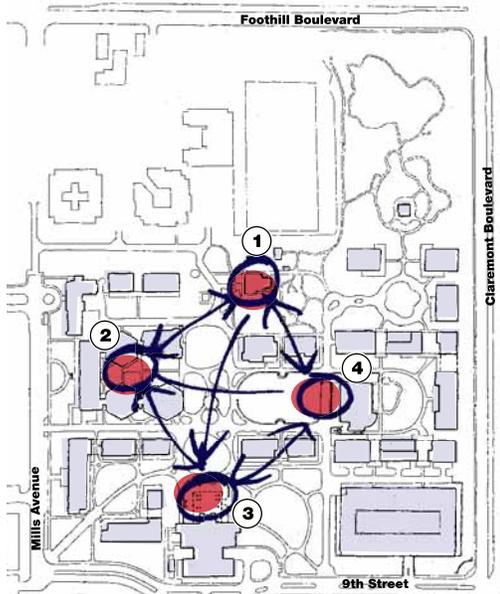
People approaching the campus will recognize the unique image of Pitzer College, with a clear understanding of entry and orientation.

- **Emphasize the quality** of the **ENVIRONMENT** - climate, views, topography, and character of the campus

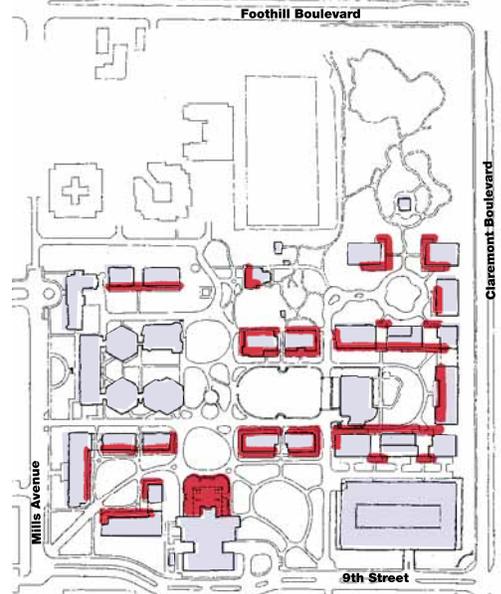
Future development will recognize and promote campus assets, while sustaining them through environmentally sensitive design. New campus development will balance programmatic and social needs with sensitivity to the unique environment of the Pitzer campus.

- **Develop the SPATIAL ORGANIZATION** through **connections** and **integration** of campus buildings and open spaces

The goal of increased interaction for



The **proposed MULTIPLE FOCUS** creates an animation zone within the campus core. Building upon the synergy of the Grove House (1) and Scott courtyard (2), are the McConnell Pavilion (3), and the Gold Center (4).



PORCHES will invite indoor-outdoor use of the buildings, extending activity into the adjacent open space and serving as an intermediary layer between the building and outdoor space. This promotes an integration of uses between the two elements.

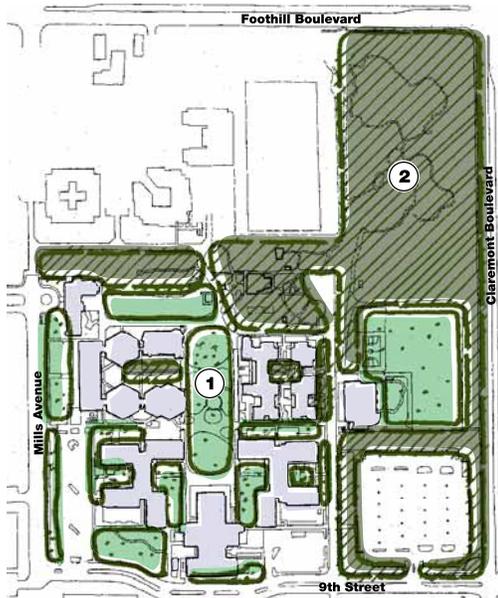
the campus community calls for a system of linkages within and between buildings, recognizing the value of both the interior and exterior spaces.

- Create a **hierarchy** of public, semi-public, and private **SPACE**
Create buildings and open spaces with a variety of sizes to provide small intimate spaces, group common spaces, and large campus wide assembly spaces.
- Recognize the **variety** of campus **LANDSCAPES** and related **community functions** -gathering, ceremonial, circulation, and recreational
The parklike and arboretum landscapes support varied and complementary functions. The arboretum provides an outdoor teaching laboratory and enriches the campus ecology. The parklike landscape provides for recreation and play space, active and passive use. Program the use of the spaces in a similar respect to buildings, to encourage this variety of use.
- Encourage **COMMUNITY interaction** throughout the educational areas
Multiple focus areas within the center of campus provide points for interaction for the campus community. These will be shared by the whole Pitzer community, and the greater consortium community.

- **Balance** the desire to create **mixed educational and residential environment with the needs of the INDIVIDUAL**

While providing a mix of use in the educational zones of campus, allow some areas to be primarily residential zones. Students desire a reasonable separation between their academic and social life on campus.

- Provide **safe and convenient ACCESS** in entering and moving through the campus
Campus development should provide for all types of users, for both day and night time activities.
- Create a purposeful **interaction between BUILDINGS and OPEN SPACE**
Use buildings to define open space, strengthening both elements through their complementary relationship. Design buildings and open space to create human-scaled relationships between the two elements. Focus attention on building massing, views to and from buildings, and articulation/location of entries. Recognize programmatic relationships, pairing educational buildings with appropriate adjacent outdoor use.



The campus's **existing LANDSCAPE CHARACTER** is contrasted between the "traditional parklike" landscape of rolling hills and lawn (1) and the naturalized areas of the "arboretum type" landscape (2).



The master plan **proposes** to meld the two **LANDSCAPE TYPES**, maximizing connections through the campus and the interface of the community.

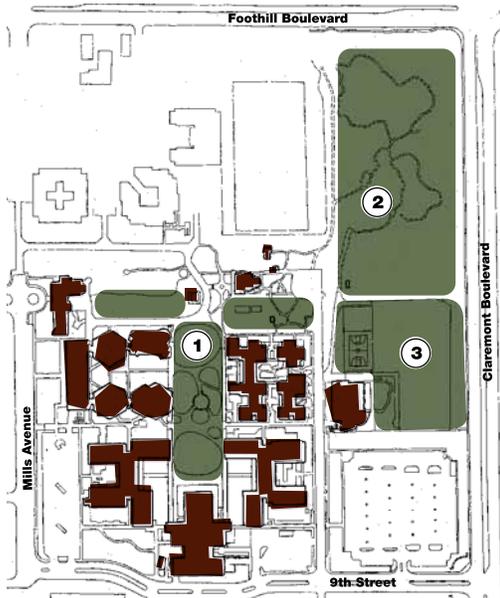
- **Transition INDOOR-OUTDOOR** relationships with transparency and porosity
Make use of windows, doors, porches, shade structures and breezeways to create an ease of connection between buildings and outdoor areas.
- **Enhance essential relationships to PEDESTRIAN flows**
Site building entrances and open space orientation to strengthen pedestrian circulation throughout the campus. Forming these relationships will contribute to ease of use, and will strengthen spines/nodes of activity within the campus.
- **Emphasize SUSTAINABLE principles in campus design**
The College has a unique opportunity to educate users on the benefits of sustainable design. Buildings should express this response in their orientation, articulation, materials, and operation. Open space should reflect programmatic needs in the choice and treatment of plant materials, and minimizing water usage. Emphasize pedestrian circulation over vehicular circulation.
- **Choose MATERIALS that are sympathetic to the environs and promote connection to the physical environment**

Preference for materials of the natural and regional environment includes use of wood, stone, and simplified techniques of expression in building.

- **Program and design buildings to accommodate multiple USES**
Discussions with the campus community revealed the need to change 'binary' building uses to allow multiple functions. Utilizing facilities, such as the McConnell Center for after hours study, for example, would stretch the use of this resource for the campus.

BUILDINGS CONTRIBUTING TO THE CAMPUS

The existing campus buildings form a variety of configurations on the campus. These configurations relate in a large part to the building usage. While we have discussed the buildings in terms of their educational and residential use, these are the uses that predominate the buildings - most buildings are actually mixed in use. For example, the Broad Center includes administrative and academic use with exhibit and performance space. McConnell includes student-centered uses, with academic and administrative use. The residence halls include academic and administrative uses. The configurations of those buildings termed educational, support large courtyards



The strongest expression of **existing FORM** within the campus is the mounds (1), given its proximity to the greatest number of users and the complementary placement of the adjacent buildings. The arboretum (2), while lacking a strong connection to the campus, is powerful in its size and character. The recreation fields (3) area is elevated and remote to the core of the campus.



The master plan **proposes** a campus **FORM** that reinforces the existing open spaces and creates new ones to provide a variety of experiences. The new entry forecourt (4) and linking open space (5) will create a strong visual image for the new gateway to the campus. The McConnell Pavilion (6) will provide an outdoor-indoor dining experience. The open space west of the parking structure will have an informal lawn area surrounded by arboretum plantings (7). A new multipurpose open area (8) will allow the College to host a variety of events from graduation to festivals, while providing an area for informal recreation.

open to the campus community. The residential building configurations tend to have small closed courtyards. For this reason, the educational areas of the campus have a distinct, open character.

The architectural character of the buildings is a reflection of the 60's aesthetic. The buildings are somewhat eccentric and varied, although commonly treated in a unifying white tone. The exception is the three new buildings, which are in tones of gray. In general, there is a large percentage of wall to window, therefore leading to a closed off character. These aspects combined together lend an the institutional quality to the architecture.

The master plan calls for an overall warming to the character of the campus. New buildings will be smaller, scaled in proportion to their users. This will be accomplished through massing and articulation of architectural elements. Increased use of windows, doors, and porches will form stronger visual and physical connections between the buildings and adjacent outdoor spaces. Use of materials relating to the natural and regional environment are encouraged, such as the use of stone and wood expressed in the distinctive architectural gems of Claremont. Siting of the buildings to optimize solar and other climac-

tic benefits is promoted. Finally, the buildings should present facades to the spaces they are fronting, clearly expressing their entrance and position within the campus.

Educational Space

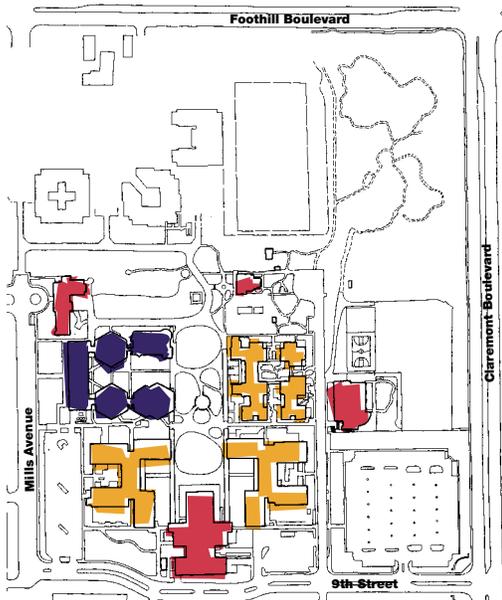
While the educational buildings support the majority of the Colleges' needs, a variety of factors identify program for new facilities:

- Remove existing educational programs from basement spaces, and provide new or renovated facilities to accommodate these programs (16,000 GSF)
- Provide for new emerging academic initiatives (22,000 GSF)
- Provide for expansion of the W.M. Science Center to be located on the Pitzer campus (81,000 GSF)
- Provide for administrative space removed from the existing residential halls (31,000 GSF)

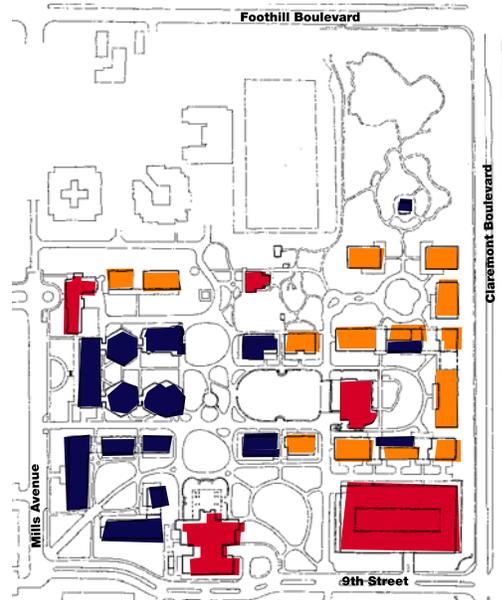
These programs can be accommodated as necessary with the growth of the College.

Residential Space

In contrast to the educational buildings, the residential halls are in need of replacement. The buildings are in poor condition based on their age, the quality of construction, deferred maintenance, and high usage. The buildings also do



The primary **USES** of the **existing** campus buildings cluster **educational**, **residential**, and **student services** primarily in close proximity to the mounds.



The **master plan** building **USES** extend **educational** facilities to frame the new campus gateway while also introducing this use in the new **residences**. The plan augments and creates new **student services** around the campus to provide an ease of access for the community.

not meet the qualitative program requirements of the College. The desire on the Pitzer campus is to have smaller residential buildings that accommodate a range of housing types. The current residence halls are strictly dorm rooms, generally housing two students per room. The majority of single rooms are in Mead Hall. The master plan accommodates the desired range of housing types from traditional residence halls to suites - housing four to ten people providing some but not all of the amenities of an apartment (i.e. - shared bedrooms and bathrooms, a kitchen, and a common room) to apartments that allow more independent living. While the College will determine the exact mix of housing types after more detailed study, the master plan recommends a range per student bed of 300 - 425 GSF in buildings of three floors each. The College will provide 650 beds for the target enrollment of 850 students, and 750 beds for the campus build-out of 1,000 students, should that occur. For additional information on residential and educational facility analysis, please refer to the Master Plan Appendix.

The master plan locates the residential buildings throughout the campus to foster the connection with the environment and to create the desired adjacencies

and mix with the educational program. Some locations allow for direct access to educational buildings, while others are clustered on the eastside of the campus adjacent to the arboretum. While the locations vary, the buildings and their design will promote a transition of public to semi-public to private areas.

Student Centers

The campus student centers will also undergo some renovations. While the Grove House functions well, both the McConnell Center and the Gold Center will be renovated to improved usage. The proposed plan integrates the Gold Center into the new residential program and opens the building to the new multi-purpose open space accommodating a variety of uses. The McConnell Center 'living room' will be converted to an open-air pavilion for campus dining and gathering along the mounds. Inside McConnell, the dining area will provide a variety of seating configurations, and a range of smaller dining and study spaces. These renovations will increase usage of the campus buildings, providing a variety of spaces for the campus community to gather and interact.

CAMPUS OPEN SPACE

With the development of the campus buildings in the mid-1960's, came the open space elements supporting a variety of activities. The central campus open space is 'the mounds', a long quadrangle with rolling landscape surrounded by educational and residential buildings. Smaller courtyards relating to each cluster of buildings connect to the pedestrian circulation surrounding the perimeter of this open space.

The original landscape development of the campus has a 'traditional parklike' quality, consisting of a varied tree canopy, lawns, and undulating topography. The mounds is an excellent example of this expression, as is Brandt Field. The courtyards are of a similar palette, although flat, in their role as forecourts to the buildings. These spaces have an important role in providing places where the campus community can gather in large and small groups, for formal or informal events.

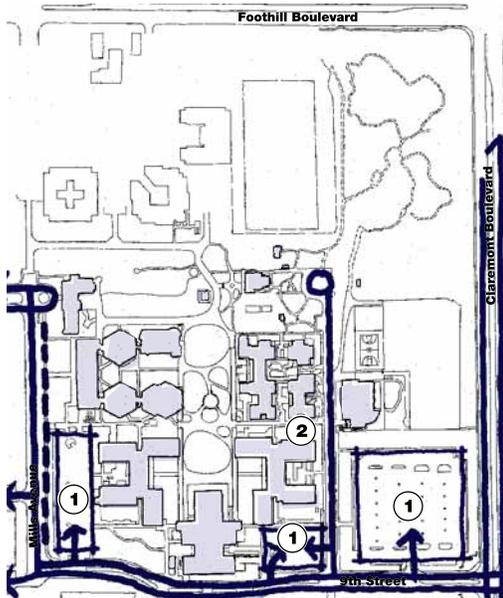
Over time another significant landscape has evolved on the campus, 'the arboretum'. Started by a Pitzer professor for educational and ecological purposes, it has expanded with the contributions of other faculty and students. A series of gardens exemplify native and specialized plant use, including food production,

riparian, desert, woodland, and wildflower specializations. All of these gardens reflect the arid environment of the campus. For additional information on the arboretum, please refer to the Master Plan Appendix.

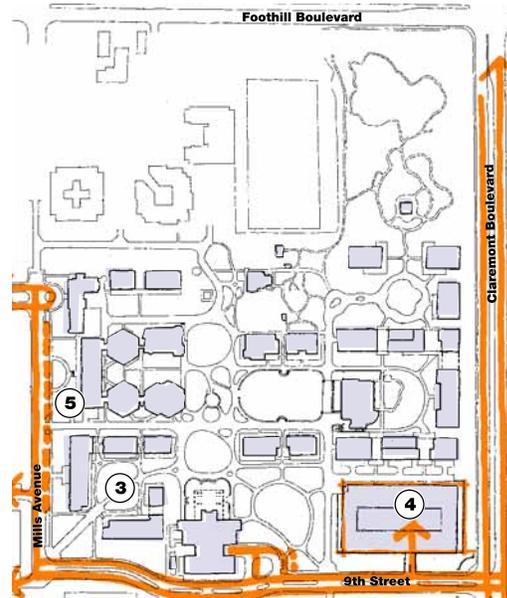
The traditional-parklike landscape provides for a variety of passive and active uses. The arboretum, though mostly passive in character, strongly relates to the desire of the community to create connections with the natural environment.

While both the parklike and arboretum landscapes are important to the campus environment, they are treated as separate entities, with separate uses, activities, and social contingencies. The lack of unity leads to missed opportunities to form connections through the campus, and connections between the users within these two landscapes. The master plan addresses this need by integrating both the built and natural environments.

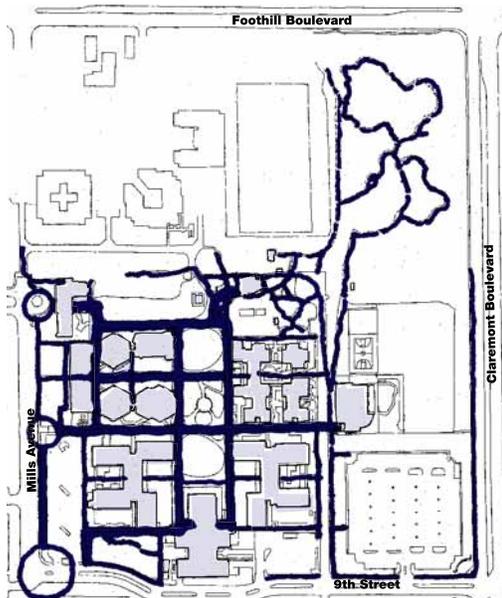
The master plan also address other important aspects of the campus open space - entrances, views, and linkages between spaces and buildings. Providing a hierarchy of size and use of spaces, the plan defines points of orientation for campus users, while allowing for a variety of movement through the campus.



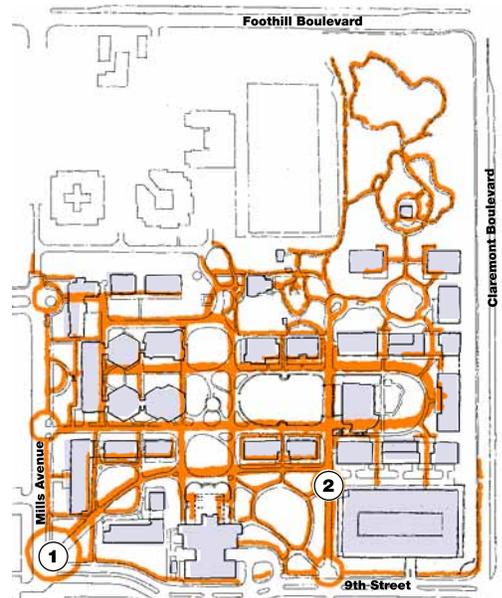
The **existing VEHICULAR CIRCULATION** minimizes intrusion into the campus by accessing three parking lots from Ninth Avenue. These parking lots (1) accommodate 440 cars of the total 487 parking spaces provided. The primary vehicular impact is the emergency access road (2) that runs east of Sanborn and Mead, contributing to the psychological division between the east and west campus.



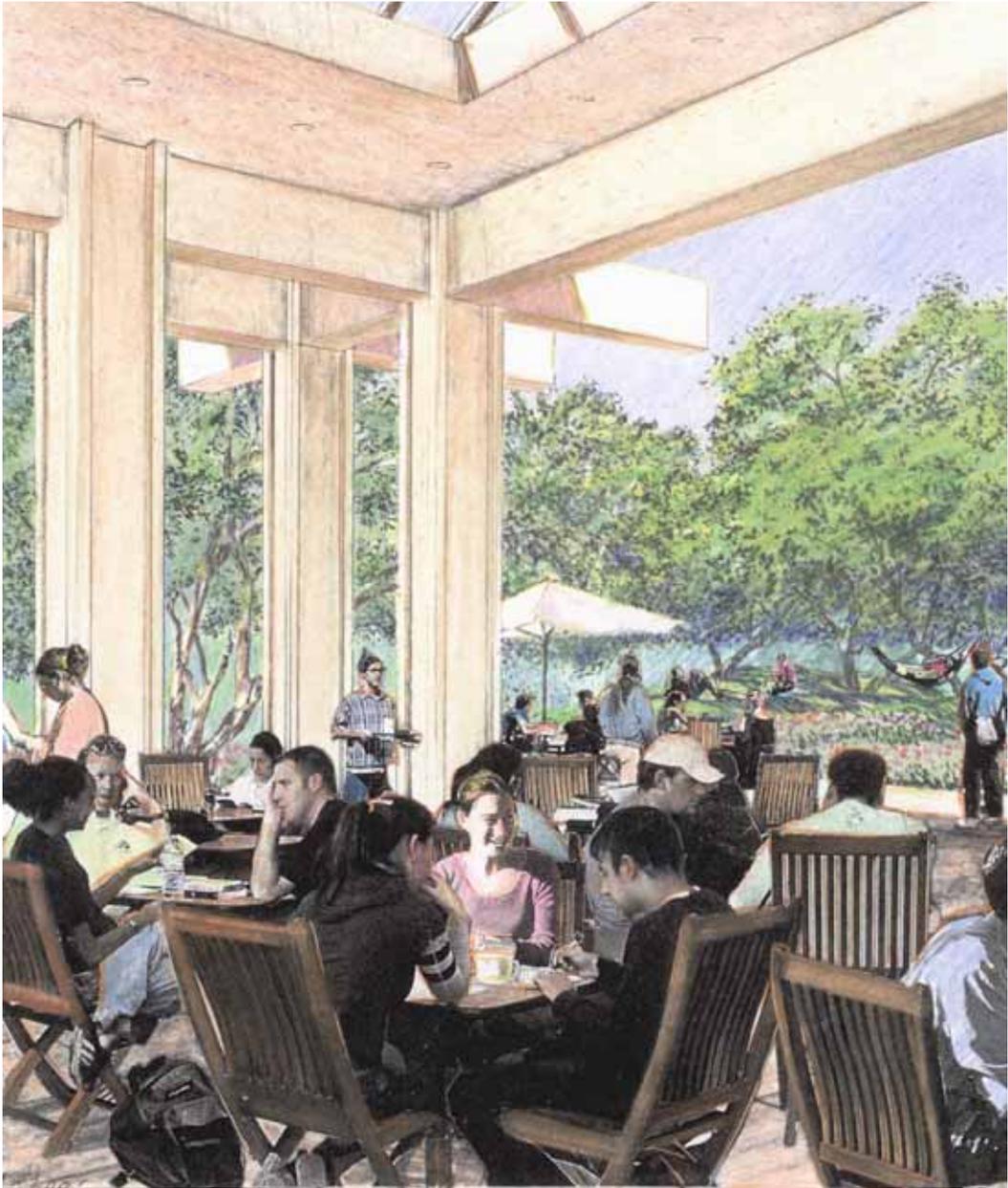
The **proposed VEHICULAR CIRCULATION**, while improving emergency access throughout, minimizes the physical and visual impact to the campus. The demand for new academic buildings on the south east corner of the campus (3) and the removal of the parking lot east of McConnell requires a four story parking structure (4). The structure will accommodate 600 spaces, consolidating the majority of parking to one location on the campus. The plan maintains the majority of streetside parking along Mills Avenue (5).



The **existing PEDESTRIAN CIRCULATION** system provides adequate internal access to the majority of the campus. Due to the location of the existing facilities, the majority of pedestrian circulation is focused west of the emergency access road.



The **proposed CIRCULATION SYSTEM** for **PEDESTRIANS** responds to the internal location of new facilities and creates a visually strong gateway to the sister colleges at the intersection of Mills Avenue and 9th Street (1). Exiting the parking structure, pedestrians will be greeted by a series of walks that lead them into the core campus (2).



Finally, through sensitive grading and building siting, the plan addresses the challenges presented by the campus topography, minimizing the separation of spaces present on campus today.

CAMPUS CIRCULATION

The master plan enhances pedestrian, bicycle and vehicular movement within the campus through the clarification of each system. Pedestrian circulation will continue to dominate the campus character, while vehicles will circulate primarily along the campus edges.

Vehicular circulation for the campus includes provisions for daily use by students, faculty, and staff, as well as emergency access. Interstate 10, and Interstate 210 currently under construction, provide regional access to the campus, with Indian Hill Boulevard and Claremont Boulevard providing access to the Claremont Colleges. The campus gateway, located at the intersection of Claremont Boulevard and 9th Street, serves as the primary vehicular access and is adjacent to the Mesa parking lot. Because of its location on the eastern edge of the Consortium, Pitzer has the advantage of access through two local

streets, Mills Avenue and 9th Street. Campus circulation and parking functions well and there are few deficiencies. There are a total of 487 on-site parking spaces available on the campus, with 47 of the spaces located along Mills Avenue. The current FTE of 800 students, 75 staff, and 190 faculty requires 560 spaces (with a parking ratio of 0.5 spaces). The entitlement enrollment of 1,000 students, 90 faculty, and 110 staff results in a parking demand of 655 spaces. These will be provided with a parking structure to be located on the Mesa parking lot. Emergency access will allow for fire access throughout the campus with development of the master plan. For additional information regarding the campus traffic and parking system, please refer to the Master Plan Appendix.

Existing pedestrian paths, while numerous, have weak linkages in some areas, especially at the campus edges. Primarily, these weaknesses are caused by the lack of a defined pedestrian entrance to the campus from its sister colleges. The majority of pedestrians access the campus at Mills and 9th. Since this is the current location of the Sanborn parking lot, it does little to enhance the pedestrian movement both in terms of function and image. The

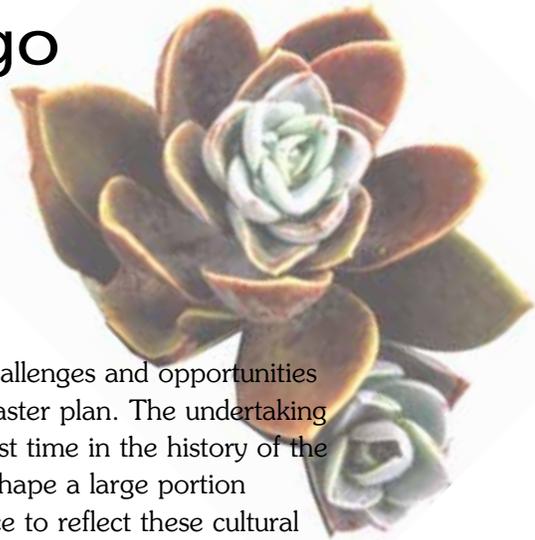


Directly adjacent to the mounds, the **MCCONNELL DINING PAVILION** will provide a dynamic gathering place for the campus community.

master plan development reorganizes this corner to serve as the campus's primary pedestrian entrance, creating a gateway into the campus with a landscaped forecourt and educational buildings defining new campus open spaces. The flow of movement from this gateway brings pedestrians to the mounds, providing a point of orientation and access to other campus buildings.

New campus open spaces will either link directly to the mounds or will be linked by pedestrian connections. This system of spaces and connectors will provide important visual connections throughout the campus, orienting users. The north-south fire access road, that previously acted as a barrier, will emphasize pedestrian activity as its primary use, thus serving to further join the east and west areas of the campus. 

where do we go from here?



Pitzer College faces significant challenges and opportunities in the implementation of the master plan. The undertaking is significant, because for the first time in the history of the College, Pitzer has the opportunity to shape a large portion of its campus's buildings and open space to reflect these cultural and educational missions.

To ensure the campus environment supports the educational goals, Pitzer College will take measured steps in the implementation of the master plan. These steps include planning with insight and flexibility for future needs, conducting analysis of needs and increasing resources to maintain or construct new buildings and open space. To do this, the College will develop a process for sound decision making regarding programmatic uses of facilities, their design, and continued stewardship for the physical assets of the campus.

While the master plan provides overall direction for the development of the campus, it cannot anticipate future events in detail. The master plan is a working document that will guide campus development. The College will administer, monitor, and interpret the master plan as necessary to meet their educational mission. Perpetuating the spirit of the College, this process will be inclusive of the Pitzer community, involving individuals representing the broad interests of the campus.

STEWARDING THE MASTER PLAN

The master plan provides flexibility to respond to the evolving educational mission of the College. This will require periodic review and evaluation by the College to assure that the master plan remains pertinent and viable.

To ensure a comprehensive implementation process, the College should consider forming a core committee of students, faculty, staff, the Board of Trustees, and perhaps including outside expertise in architecture/ landscape architecture to steward the master plan. The prime responsibility of this committee will be to assure that future development on the campus supports the overall campus planning and design goals. The broader perspective is often lost when campuses undertake specific projects. In this role, they will ensure that design and aesthetic intent of the master plan are followed within individual campus projects.

This committee would be augmented (or a separate committee could be formed) to address the specific programming needs of the particular project. Members would represent future users of the specific facility or outdoor space under consideration.

Additionally, the College might consider undertaking post-occupancy evalua-

tions of the facilities in order to provide further guidance in future development and to further fine tune the facilities already completed.

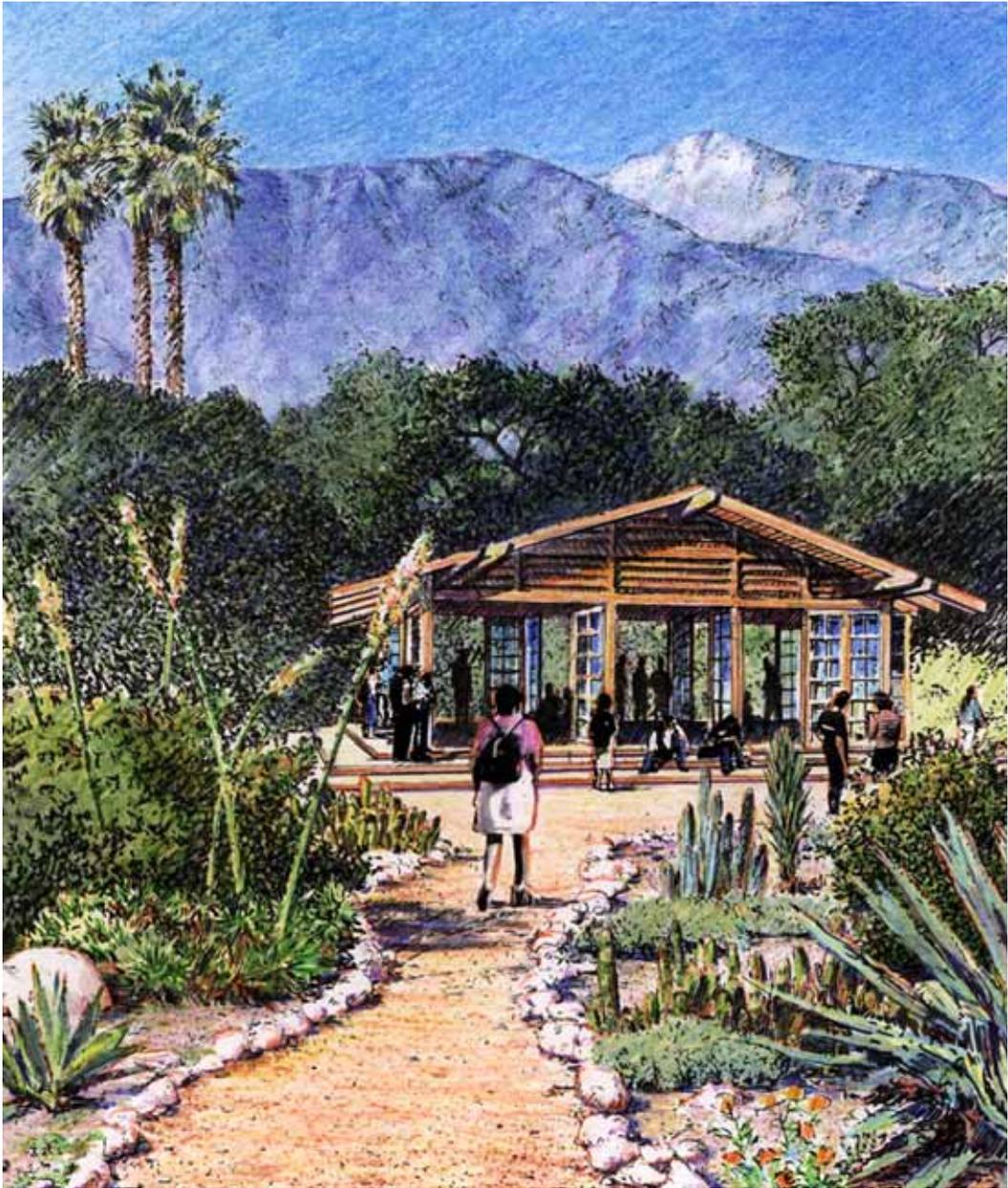
The role of these committees would address the following responsibilities:

- **Inform and Discuss**
Communicate to the Pitzer community, and other entities as necessary, a coherent and integrated perspective of planning and development projects
- **Management of Use**
Formulate and implement guidelines for allocation of use of space
- **Design and Development**
Guide campus expansion through the development of major and minor projects
- **Improvements/Operations**
Identify needs and establish priorities for maintenance, repair, improvement, and beautification projects

In this role, the committee(s) would solicit expert opinion in fields relevant to the development of specific campus projects. This includes thinking broadly about the College and its goals, through the development of individual projects.

The **NEW PAVILION** located in the arboretum will create an outpost for **educational** and **social gathering**.





CAMPUS RESIDENTIAL

While a detailed explanation of the master plan implementation steps follows, the first project indicated is 400 beds of student housing. Sited on the existing campus playfields, the project is large in program. It will be a significant financial and physical step for the campus. The preparation and timing related to project development will be critical in setting the tone for future implementation, reflecting stewardship of the campus.

The College will explore a number of key considerations through this process. The first is the definition of the housing program. The master plan has designated a range of housing types to be included in future campus developments. The first project will include 400 of an eventual 750 beds to be built on the campus. While the long-term goal is to provide a variety of shared rooms, suites, and apartments, the program for these 400 beds must be defined. The second is to define the qualitative goals. What are the most important elements for these buildings to contribute beyond housing students? The master plan provides this direction, such as creating community and integration of indoor and outdoor space. The third is the physical manifestation of the buildings. Examples are sensitivity to the environ-

ment in building siting and orientation, understanding of patterns of usage, energy efficiency, and expression of materials. This sampling of considerations touches on the size and scale of this first project to be undertaken under the master plan direction. The importance of adequate preparation to maximize the benefits for the College cannot be underestimated.

STEPS OF IMPLEMENTATION

The following steps provide a basis for this and future projects to be developed on campus:

- Designate the **campus review committee** to champion the master plan and to guide the development of the project.
- To assess project viability and to further refine the campus's direction, select a consultant to prepare a **housing feasibility study**. The study will outline the project goals, develop the program and site evaluation, establish a financial plan, and outline a project schedule.
- Select the **design consultant**, with thoughtful consideration towards a demonstrated understanding of the Pitzer culture, and specific challenges of the project.
- Undertake a selected **design-construction** process, such as tradi-

tional design-bid-build (with contractor prequalified), construction manager - general contractor (CMGC), design-build, or modified design-build (bridging).

IMPLEMENTATION STEPS

Through the five steps of implementation, Pitzer College will replace 50% of its current buildings. New housing will replace the three residential halls, and 150,000 GSF of additional educational facilities will be developed. The staging of the construction and removal of facilities will be critical to assure that the College provides adequate program capacities throughout the implementation process. The following descriptions briefly describe each step. The accompanying diagrams provide further detail.

Step One

In Step One, 400 beds of housing, built on what is currently playfields, will address a significant portion of the campus residential requirement, while retaining 100% of the current campus residents. These buildings will provide a modicum of educational space to support varied uses. Expansion of the food service in the Gold Center will provide a student activity center. Rejuvenation of the pool and multi-purpose open space related to these buildings supports out-

door activities. The McConnell Center transforms to an outdoor dining pavilion adjacent to the campus mounds, and a renovated interior dining room.

Step Two

In Step Two, the campus prepares for the implementation of Step Three. The demolition of Mead Hall occurs first to prepare for the future open space, and buildings. Next, the demolition of Sanborn Hall with the related Sanborn parking will make way for new educational facilities to occur in Step Three. Construct temporary parking on the Sanborn and Mead sites prior to the construction of the parking structure in Step Three. Retain Holden Hall to house students while additional new housing is being built.

Step Three

In Step Three, construct the 600-car parking structure on the current Mesa parking lot site. The addition of 160 beds of housing, built on the remainder of the playfields, adds to the new residential component. A new open space supports this and the adjacent housing, while linking to the adjacent arboretum gardens and pedestrian system. The new educational pavilion within the arboretum will provide classroom and meeting opportunities. An additional 55 beds of housing, and an educational building

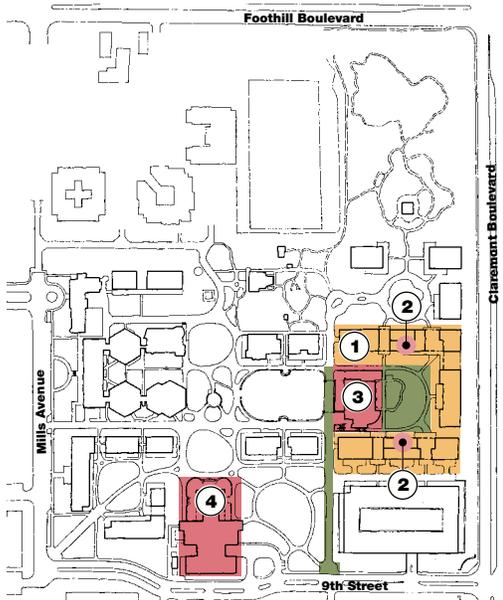
provide a frame for the large new campus open space. This open space will accommodate a mixture of passive and active use for the campus. The expansion of the W.M. Keck Science Center and additional educational facilities form the cornerstone campus entry and related courtyard space.

Step Four

In Step Four, the demolition of Holden Hall allows for the final campus open space and building construction to occur in Step Five.

Step Five

In Step Five, 55 beds of housing, and an educational building will frame the south side of the new multipurpose open space. These buildings also provide an edge for the final campus open space, located between the central campus and the parking structure. This open space, framed by an arboretum landscape, will accommodate a mixture of passive and active use for the campus. If the College desires to increase enrollment to its entitlement of 1,000 FTE, the master plan includes an additional 90 beds on the north edge of Brandt Field.

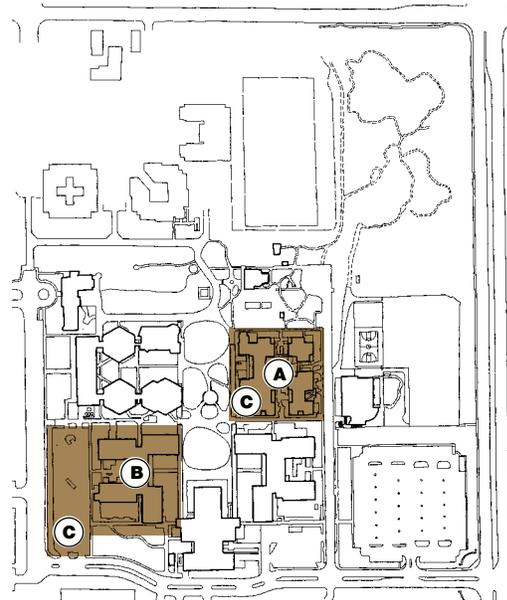


Step One

1. Construct new residential - 400 beds, and associated landscape/open space improvements
2. Construct educational facilities within the new residential - 6,900 GSF
3. Expand food service in the Gold Center
4. Renovate McConnell Center to create an outdoor dining pavilion, and remodeled interior dining

NOTE:

- Nos. 3 and 4 can occur in any step

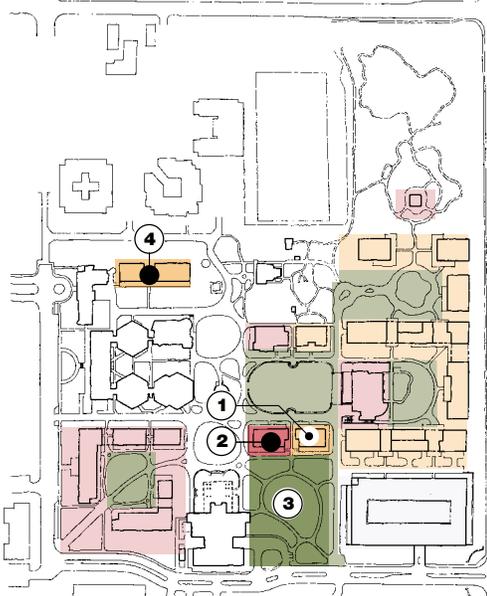


Step Two

- A. Demolish Mead - 200 beds
- B. Demolish Sanborn - 200 beds
- C. Construct temporary parking

NOTE:

- Use Sanborn and Mead sites for temporary parking prior to construction of parking structure

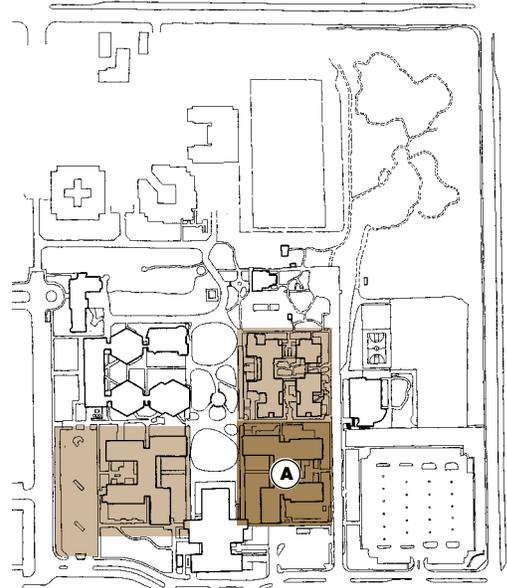


Step Three

1. Construct parking structure - 600 spaces
2. Construct new residential - 160 beds
3. Construct new outdoor space and associated landscape improvements
4. Construct new educational pavilion - 900 GSF
5. Construct new residential - 55 beds
6. Construct new educational facility - 12,000 GSF
7. Construct new outdoor multipurpose space
8. Construct new educational facility - 115,000 GSF
9. Construct new outdoor space

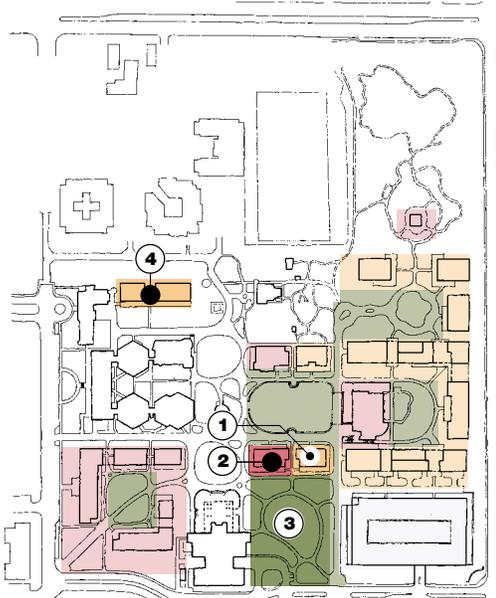
NOTE:

- No. 8 includes the joint development of the W. M. Keck Science Center expansion



Step Four

- A. Demolish Holden - 200 beds

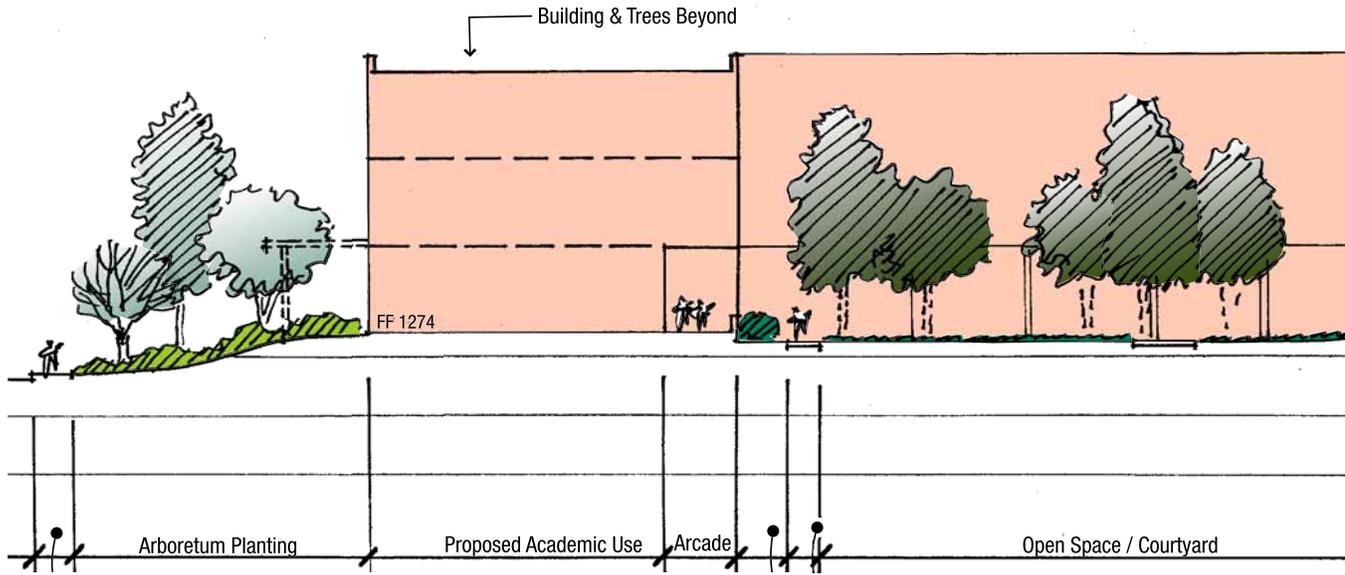


Step Five

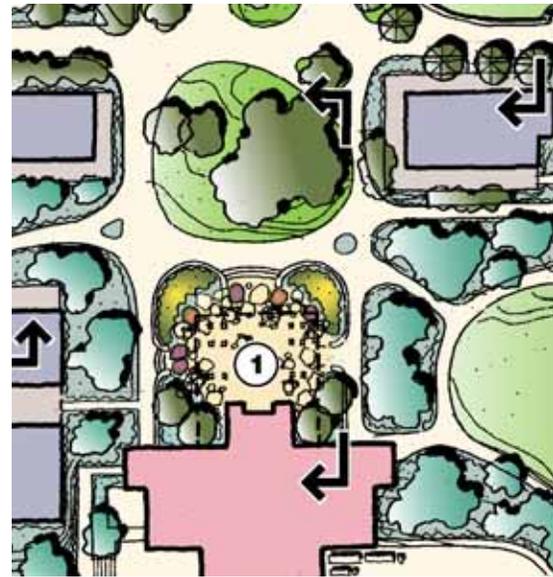
1. Construct new residential - 50 beds
2. Construct educational facilities - 15,000 GSF
3. Construct new outdoor space
4. Construct new residential - 90 beds

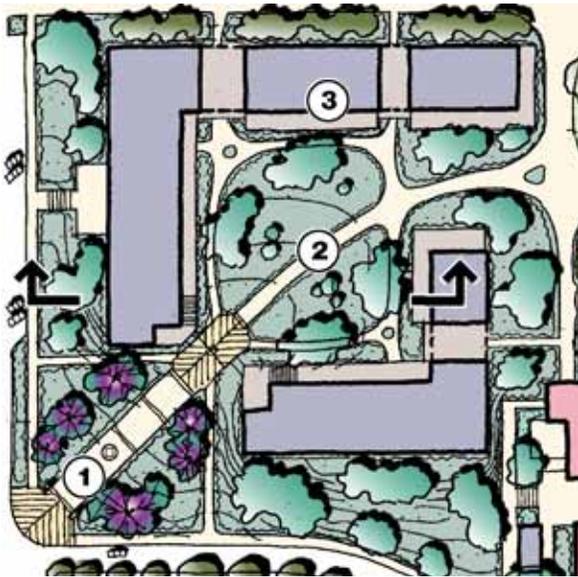
NOTE:

- No. 4 would be required only if the College reached entitlement capacity of 1,000 students

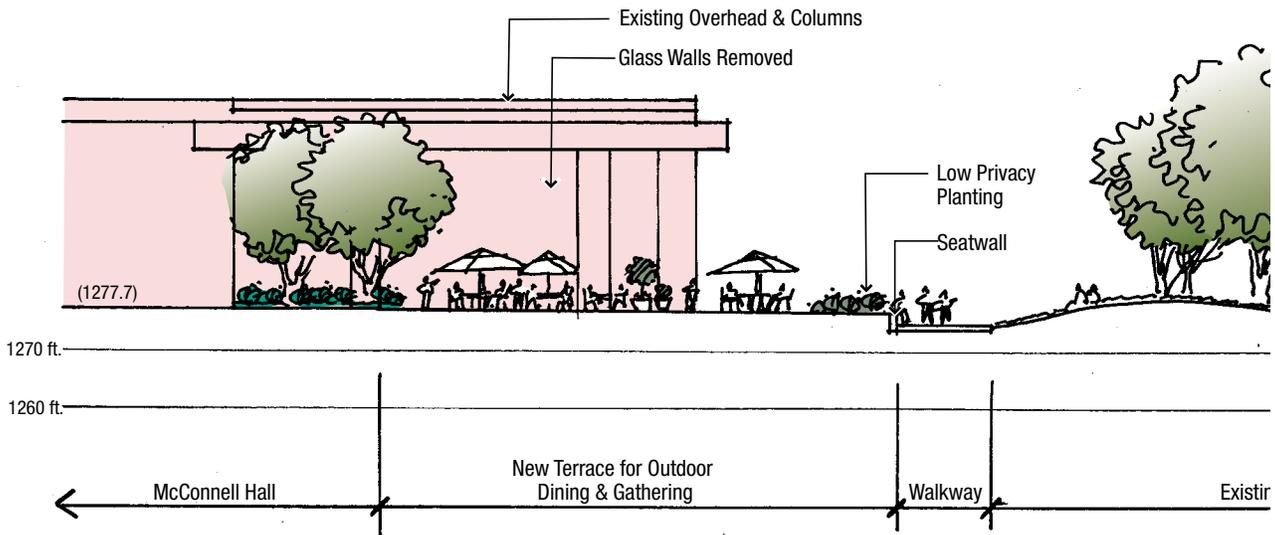


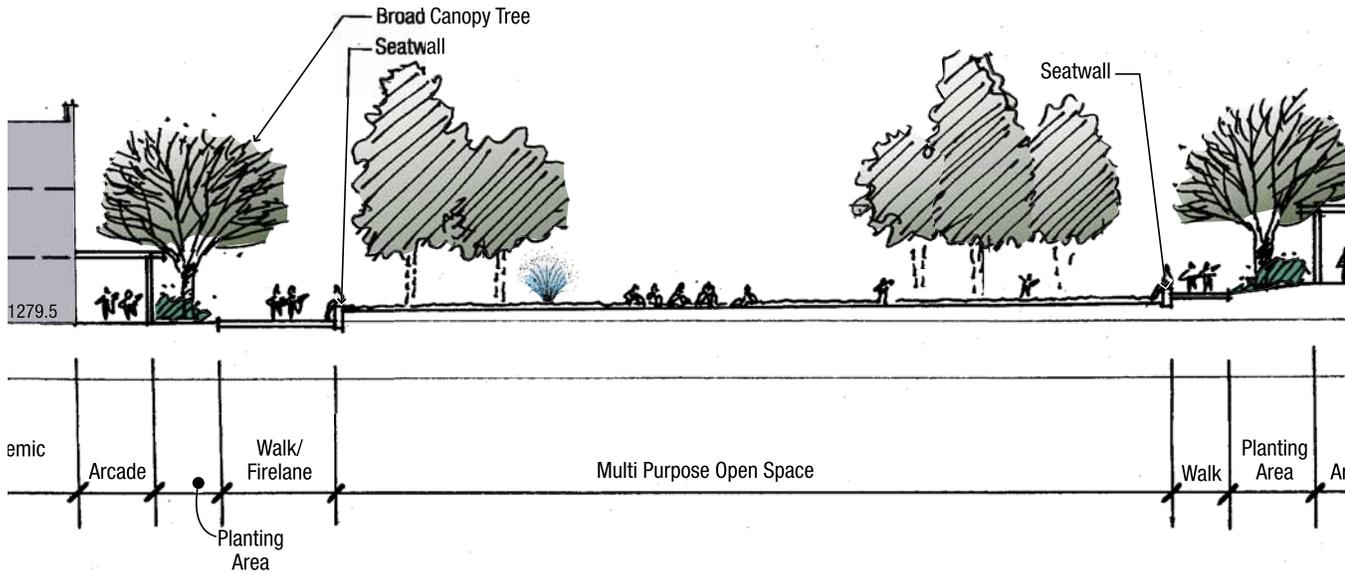
A **new outdoor dining pavilion (1)**, created  by removing the walls of a portion of the McConnell Center, will augment the social focus on this portion of the campus.



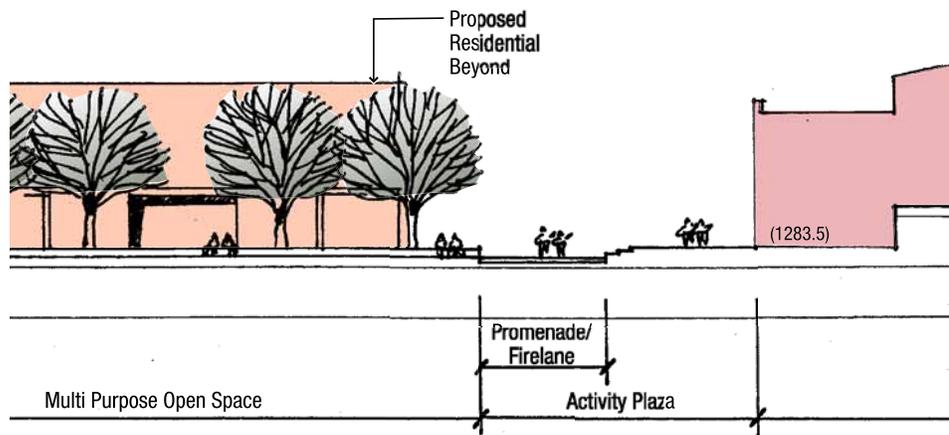


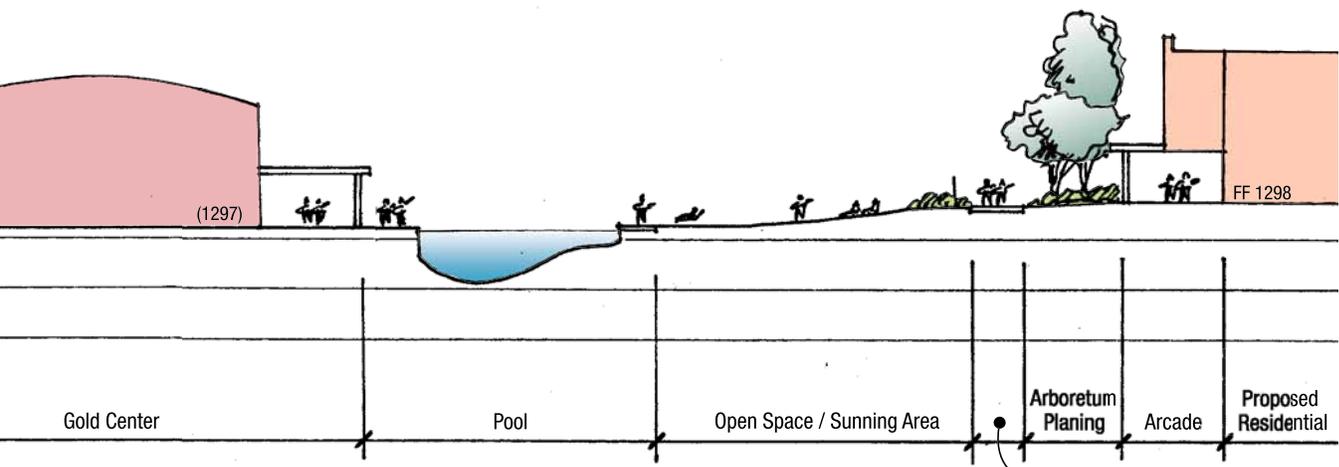
 The new front door to the campus will consist of an **arboretum forecourt (1)**, which will lead into a **new campus open space (2)** surrounded by **new educational buildings (3)**. These buildings include the W. M. Keck Science Center expansion to be jointly developed by Pitzer, Scripps and Claremont McKenna Colleges.

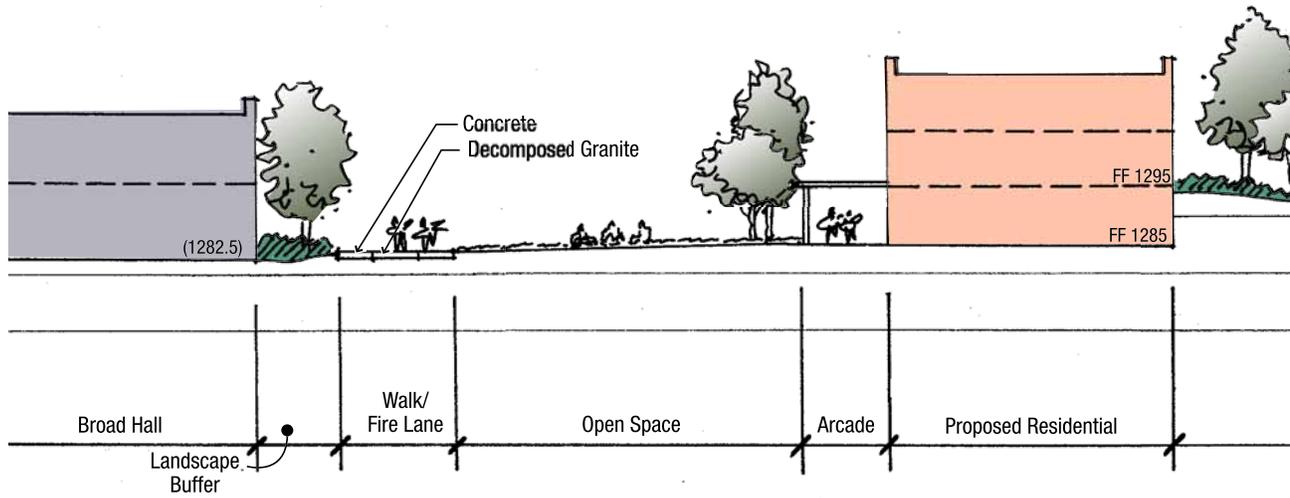
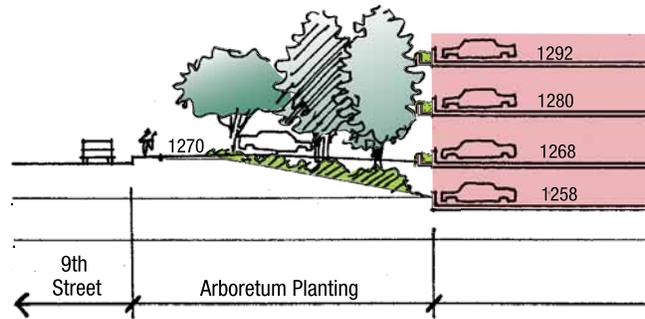
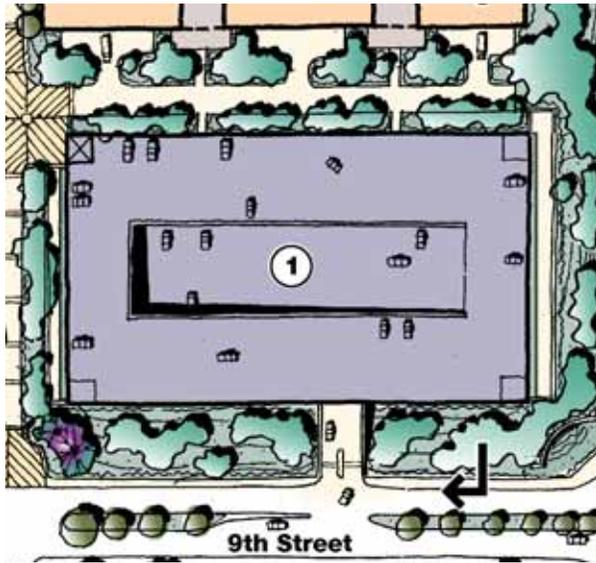


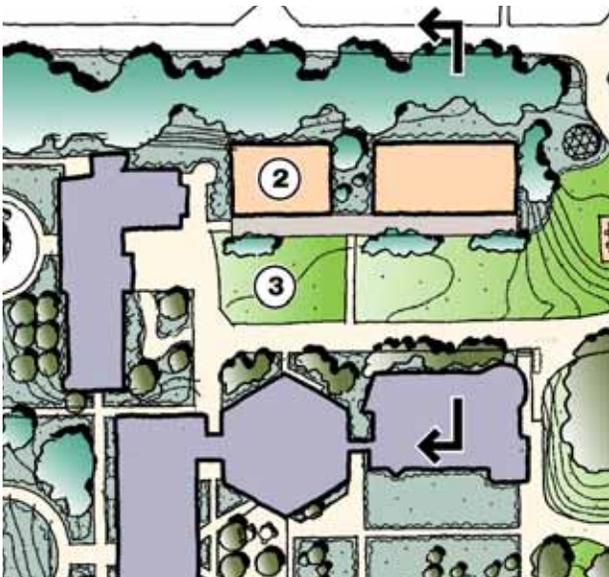
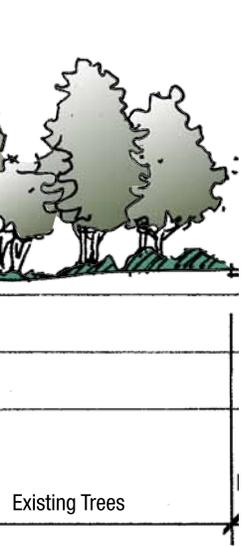
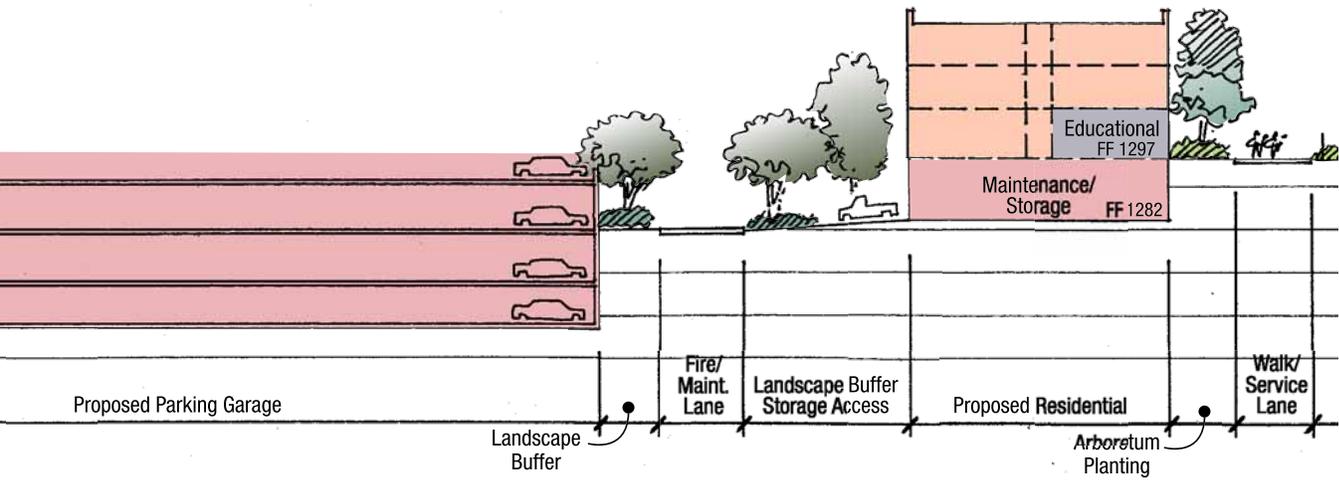


New residential (1) and **educational facilities (2)** will surround the **Gold Center (3)**, drawing together the east and west areas of the campus. **A new outdoor open space (4)** will allow for multiple uses, from informal recreation to festivals and graduation ceremonies.









The **new parking structure (1)** will consolidate the majority of parking for the campus. Set back and screened from 9th Street, the parking will provide simple and clear access to the campus.



New residential units (2), needed only if the College decides to reach its entitlement FTE, will face the north side of the **existing open space (3)**. The open space will be made level to accommodate multiple uses.

who participated from the community?

Pitzer College **AD HOC COMMITTEE**

Dave Clark , Project Manager	Dean of Students
Martha Crunkleton	Dean of Faculty
Paul Faulstich, Chair	Professor of Environmental Studies
Jim Gates	Director of Facilities
Megan Hanson	Student
Angel Jauregui	Residential Network Technician
Tom Lowery	Pitzer College Alumnus
Reena Mathew	Student
Kathryn Miller	Professor of Art
Eduardo Regalado	Student
Barry Sanders	Professor of History of Ideas/English
David Zinser	Student

COLLEGE CONSORTIUM contributors

James Manifold	Vice President of Business Affairs/Treasurer, Scripps College
Rafael Torrez	Claremont Consortium Central Physical Plant
Fredrick (Fritz) Weis	Vice President/Treasurer - Claremont McKenna College

Pitzer College **CAMPUS COMMUNITY** (Partial List of Participants)

A. Ahmad	Ashley Denault
Adrienne Cohen	Awoop Anand
Alan Jones	Betty Farrell
Alex Clark	Bill Baker
Alex Juhasz	Brett Hamilton
Alice Holziullea	Brooke Yoshino
Alice Holzman	Carmen Fought
Alison Blake	Cassandra Meagher
Anoop Anand	Cassandre Reeves
Anthony Lopez	Cheryl Morales
Armen Anamian	Chris Freeburg
Arnaldo Rodriguez	Christina Villon

Pitzer College **CAMPUS COMMUNITY**

Cole Thompson	Jim Lehman	Peter Nardi
Dale Lowery	Jim Marchant	Pieter Rowlette
Dan Guthrie	Jonathan Snowiss	Rachel Newman
Daniel Williams	Jose Zapata Calderon	Rebecca Rubel
Daniel Zmoer	Karen Suarez	Richard Chute
Darlene Holmquist	Kate Rogers	Rochelle Brown
David Zinser	Kathleen Hilimire	Rudi Volti
David Perez	Kersey Black	S. O'Hara
Dean Campbell	Kiara Canjura	Sam Hasson
Diane Badeau-Brokl	Lara Foy	Savannah Buffett
Eduardo Regalado	Laura Purcell	Sharon Katmann
Elsbeth Leech-Black	Lawrence Chan	Sharon Snowiss
Emelyn dela Pena	Link Roberts	Sheryl Miller
Emily Chao	Lori Yoshino	Shirley Hawkins
Eric Otto	Loy Nashua	Stefan Judelman
Erika Samano	Lydia Crawford	Stefanie Contract
Erin Hayne	Marcie LaFrenierre	Steve Glass
Ethel Jorge	Marilyn Massey	Sungbum Kim
Francine Baker	Mark Crawbuck	Susan Cass
Gabriel J. Garcia	Mark Ingalls	Susan Naonari
Garry Clark	Megan Hansen	Susan Seymour
Gary Cordova	Megan Purn	Susanne Faulstich
Greg Saks	Megharei Shah	T.D. Sidell
Hal Farchild	Michael Jennings-Offen	Tanya James
Ivana Wong	Michael Martinez	Teo Grossman
J.D. Warner	Michael Woodcock	Teresa Flores
Jaime Ramirez	Micki Clowney	Terra Slavin
Janine Johnson	Min Hoag	Thanh Hoang
Jennifer Berkley	Mita Banerjee	Tom Ilgen
Jesse Lerner	Nanette Moreno	Tom Lowery
Jessica Warner	Naomi Glasky	Tom Manley
Jessie Rebert	Neva Barker	Vardehi Campbell
Jessy Kronenberg	Nicholas Dusic	Vicke Selk
Jill Benton	Nigel Boyle	Yvonne Berumen

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Harry Akiyama	Land Planner
Albert Cruz	Planner
Julia Monteith AICP, ASLA	Project Manager and Project Planner
Robert Sabbatini AICP, ASLA	Principal-in-Charge and Principal Planner
Scott Smith AIA	Principal Architect
Vitas Viskanta AIA	Project Architect

Davis Langdon Adamson

Cost Planning and Estimating

Ethan Burrows

MGT of America

Educational Programming

Denis Curry

Vicki Delory

Tom Jons

Kaku Associates

Traffic and Parking Analysis

Dick Kaku

Cathie Tasasaka

Perspectives

Illustration

Timothy Wells

Bordered by residential and educational uses, the new **CAMPUS OPEN SPACE** will provide for active and passive recreation, and an assembly space for the campus community.



April 2001

