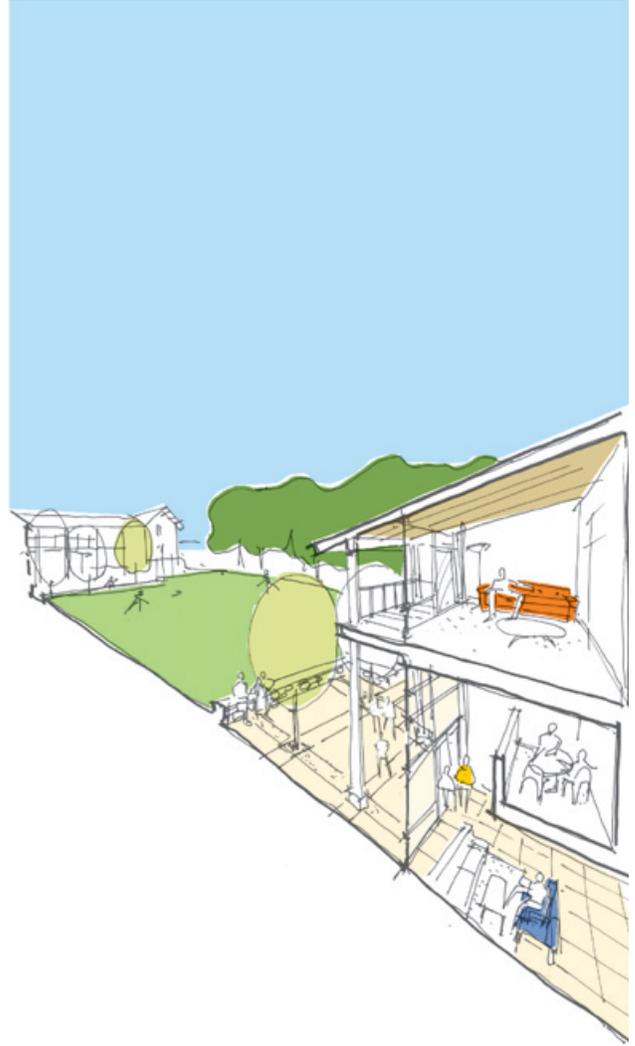


PITZER College



HOUSING MASTER PLAN

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1

Executive Summary

Introduction

In Pitzer's College Master Plan (2001), an analysis of the existing campus housing stock determined that it was in the best interest of the College to demolish and replace Sanborn, Holden and Mead Hall. With this Housing Master Plan, Pitzer College has the unique opportunity to revitalize its residential college, and in effect, its entire campus. This Master Plan documents a planning effort that took place between December 2002 and May 2003, and is augmented and reinforced by the existing Pitzer College Campus Master (2001). The intent of this plan is to capture and document the College's housing needs, and to provide an understanding of appropriate systems and pending construction costs.

Process

The basis for this Master Plan is a series of five on-campus workshops, attended by over 200 students, faculty, staff and administrators, and directed by an Ad Hoc Housing Committee. The workshops crafted a vision for housing, and included explorations of historical and current student housing trends. Subsequent workshops included drafting a preliminary program, testing various types of accommodations, and selecting a preferred program and accommodation. These accommodations were tested on the site in a series of alternatives, culminating in the preferred alternative documented in this plan.

Program

Pitzer's primary goal is to provide student accommodations fostered by a tangible sense of community. A summary of major program elements includes:

- Student beds are planned to increase from the existing 600 to 750 total beds
- These beds consist of 2/3 double accommodations (two students per room) and 1/3 single accommodations (one student per room), arranged in suites and sharing compartmentalized baths
- Accommodations are to be organized into communities such that each 24-40 beds share a common Living Room and Quiet Study Room
- Inherent in the plan is the key role of campus dining provided by the McConnell Center; the new housing constructs three communal student kitchens that supplement, but not replace, the McConnell Center
- The composited college housing program also includes new facilities for student storage, Laundry, Mail, Resident Life Offices, (3) Hall Director Apartments, and custodial spaces
- Renovations of the Gold Center are included as part of this program, and the location and orientation of new housing is intended to revitalize this facility
- Slated for demolition and programmed for replacement are the Facilities/Maintenance space currently located in the basement of Sanborn, and a replacement for the Mead Library
- A highly efficient Central Plant is planned as the infrastructure source for all new housing construction
- Creating vibrant, communal, usable outdoor open spaces are key to the plan; of particular importance is the design of a new Lawn centered on the Gold Center and the use of native landscape (as proposed in the Campus Master Plan)
- Environmentally responsible design, as identified by a U.S. Green Building Council LEED certification, is a key consideration that embodies Pitzer's concern for the environment and its sense of social responsibility.

Housing is proposed to be constructed in three phases. Phase One consists of 312 beds, to be built on the Gold Center playfield. Phase Two consists of 192 beds to the north of Phase One, on the edge of the existing “Outback”. Phase Three, totaling 248 beds, requires the demolition of Mead and Holden halls.

2

The Pitzer Campus

TODAY

The physical character of the Pitzer Campus is primarily defined by its landscape. The central open space, the "Mounds", acts as the campus's social center and is an inviting, park-like environment.

In contrast, the Pitzer Arboretum is an indigenous garden of ecologically sustainable landscapes that serves as an expression of the Pitzer culture, distinguishing the campus from its neighbors in the consortium. Both landscapes have important influences on the campus master plan and student housing.

In terms of buildings, the campus is comprised of masonry and cast in-place concrete structures built in the mid-1960's: modernist stucco buildings added in the early 1990's and the Grove House, a 1915 craftsmen style residential building moved to the campus in 1977. Most of the original structures are organized around internal courtyards loosely oriented toward the Mounds.

All the existing buildings housing students have been identified by the campus master plan to be in poor condition and in need of eventual replacement - hence, this Housing Master Plan.



The Mounds



The Arboretum



CAMPUS LEGEND:

FACILITIES

- 1** Broad Center
- 2** Scott Hall
- 3** Bernard Hall
- 4** Fletcher Hall
- 5** Avery Hall
- 6** Broad Hall
- 7** Sanborn Hall
- 8** Holden Hall
- 9** Mead Hall
- 10** Grove House
- 11** Gold Center
- 12** McConnell Center

LANDSCAPE

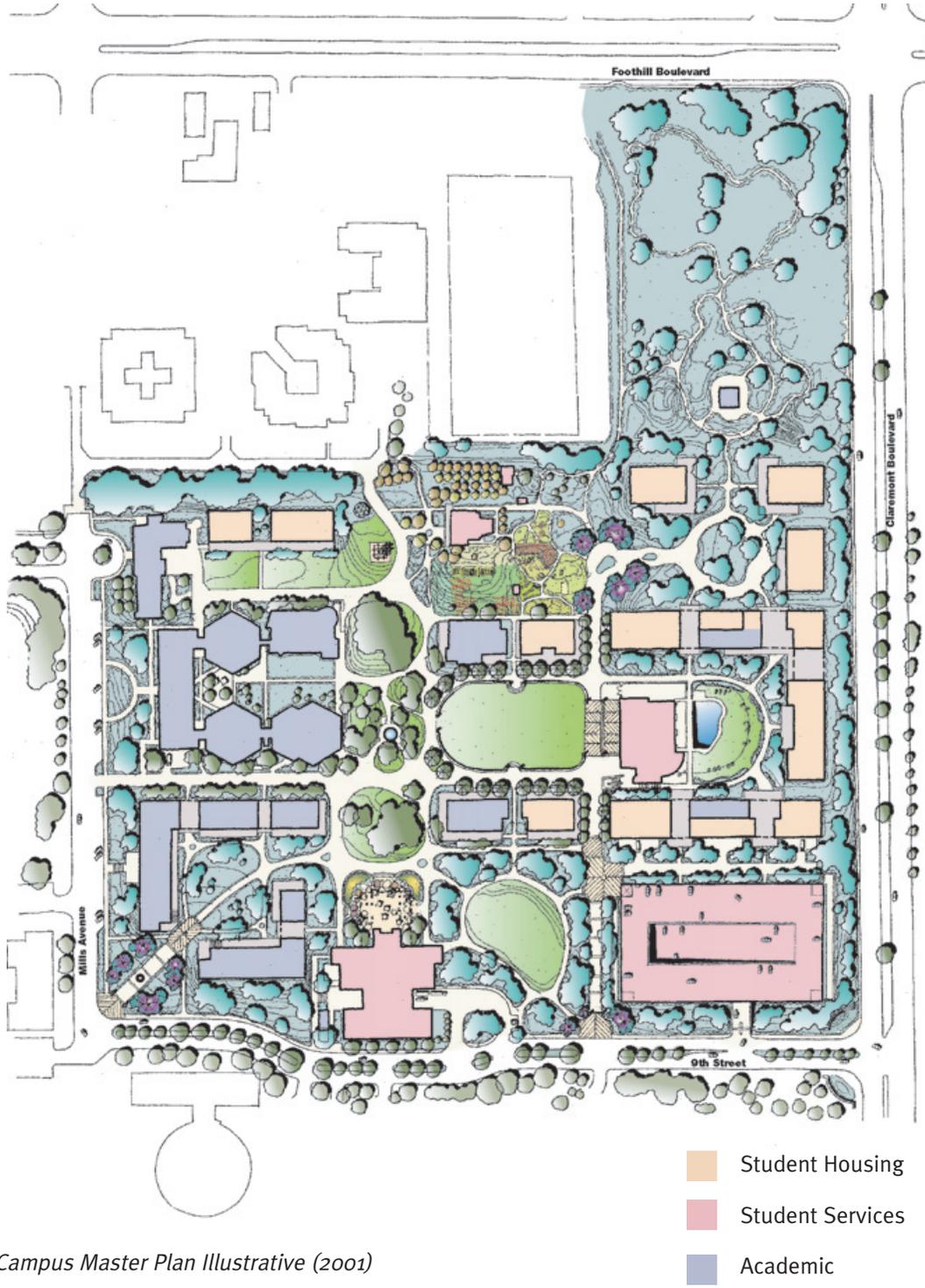
- A** The Mounds
- B** Brandt Fields
- C** Brandt Tower
- D** The Arboretum
- E** Playing Fields/Pool
- F** Scott Courtyard
- G** Sanborn Parking Lot
- H** McConnell Center Parking Lot
- I** Mesa Parking Lot



The Grove House



Entrance to Holden Hall



Campus Master Plan Illustrative (2001)

CAMPUS MASTER PLAN

Adopted by the Board of Trustees in 2001, the Pitzer College Campus Master Plan is the primary point of reference for this housing study. Following are the major themes outlined by the plan:

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

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

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

Create a hierarchy of public, semi-public, and private **SPACE**.

Recognize the variety of campus **LANDSCAPES** and related community functions - gathering, ceremonial, circulation, and recreational.

Encourage **COMMUNITY** interaction throughout the educational areas.

Balance the desire to create mixed educational and residential environments with the needs of the **INDIVIDUAL**.

Provide safe and convenient **ACCESS** in entering and moving through the campus.

Create a purposeful interaction between **BUILDINGS** and **OPEN SPACE**.

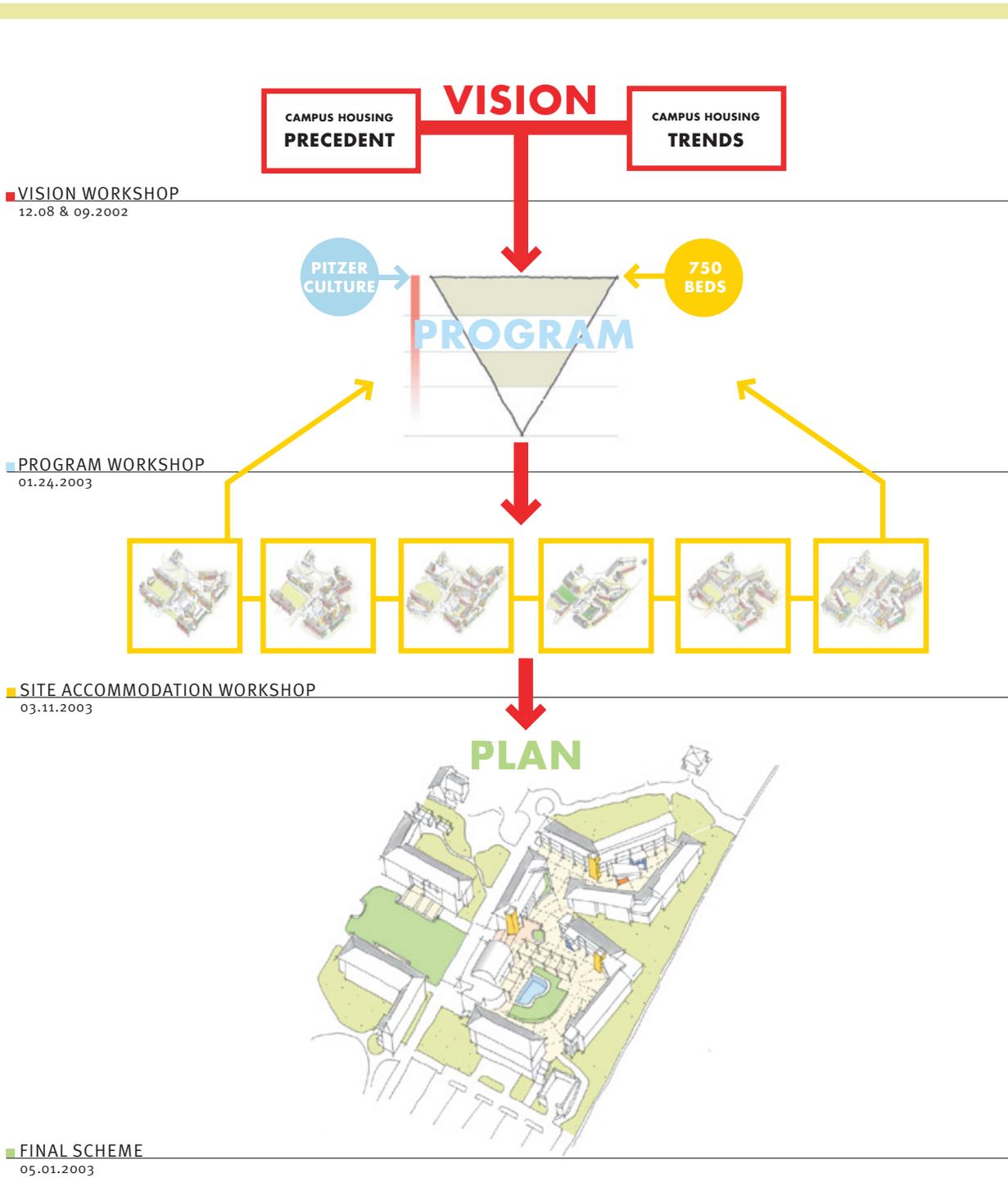
Transition **INDOOR-OUTDOOR** relationships with transparency and porosity.

Enhance essential relationships to **PEDESTRIAN** flows.

Emphasize **SUSTAINABLE** principles in campus design.

Choose **MATERIALS** that are sympathetic to the environs and promote connection to the physical environment.

Program and design buildings to accommodate multiple **USES**.



Process Diagram
Housing Master Plan

3

Planning Process

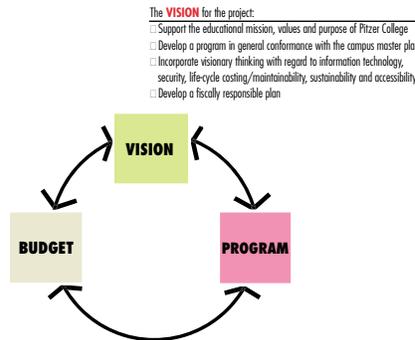
Building upon the process implemented during the campus master plan, a series of interactive work sessions were held to define vision, distill program, test site accommodation, and to review and refine the final plan.

Participation and Interaction

Work sessions were open to the entire campus community, including students, administrators, faculty, staff, resident life staff, maintenance staff, peer professionals, and trustees. The process was organized and directed by an Ad Hoc Housing Master Plan Committee.

Methodology

Key to achieving the Committee's goals (listed to the right), was a process that tested, balanced and considered a broad spectrum of opportunities. Three primary planning parameters were established; meeting the project vision, establishing a project program, and meeting the budget criteria established by the College.



Process Methodology Housing Master Plan Process

To develop a Housing Master Plan that supports the educational mission, values and purpose of Pitzer College as expressed through the residential life program of the college.

To solicit involvement of students, faculty, staff, alumni, and trustees in the development of a program for residential housing in general conformance with the goals of the Pitzer College Master Plan adopted in November 2000, to-wit:

- *Bind us together with common public purpose*
- *Establish the residential community*
- *Cultivate the College's relationship to its sister colleges*
- *Define the physical campus to present the Pitzer identity*
- *Provide flexibility in the design of the physical campus*
- *Establish opportunities for individual involvement in the campus environment*

To review best practices in the residential dorm design in order to incorporate the best visionary thinking available to us with regard to future development of residential housing and the need for integration of information technology, security of residents, life-cycle costing/maintainability, sustainability, and access to facilities and programs

To assure development of a fiscally responsible Housing Master Plan that takes into consideration the College's capacity for both fund-raising and debt financing

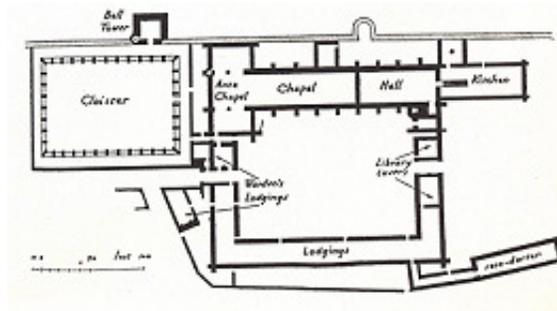
Project Goals Housing Master Plan Committee

Vision Process

A review of past campus housing typologies was followed by a discussion of recent trends in new student housing. Additionally, a visual gallery of housing imagery was presented for response. A list of visionary goals was then assembled.

Key findings in the analysis of historical precedents and current student housing trends are:

- The perception of students as “customers”
- Incoming students are sophisticated consumers with high expectations, and are well aware of the housing products and amenities available at competing/peer institutions
- Students arrive on campus with more “stuff” than ever before. These computers, stereos and cars require more space per bed, as well as greater connectivity and security.
- Privacy is increasingly a concern for “customers” coming from homes where many already had their own bedroom and bathroom.
- Student housing is demanding market driven amenities such as apartment-style accommodations, in-unit kitchens and baths, convenient and attractive laundry, mail, storage and parking, and access to a variety of recreation opportunities
- Student housing increasingly mimics the commercial market in the sense of permanence and durability of construction.
- Implementation of construction and construction delivery methods are changing; campuses are increasingly turning to design/build, fast-track, construction management as well as other alternatives to traditional design/bid/build.



Oxford University Cloister, circa 1400



Typical Post War Dormitory Interior

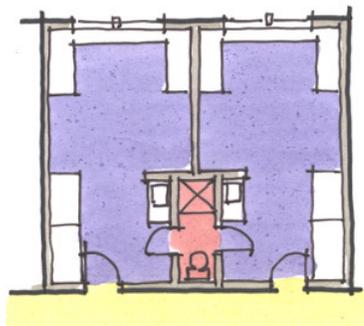


Construction trends mimic the marketplace

Programming Process

Based on the vision established for the student housing, the programming process began with a presentation and discussion of alternative student housing unit types (suite, apartment, single/double occupancy, etc).

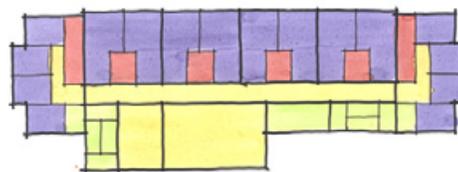
Additional program elements were developed to complement the individual accommodations and to provide various opportunities for community interaction. The size, quantity and relational patterns for these uses was also discussed and tested.



Existing Pitzer accommodations

Site Accommodation Alternatives

Prototypical community group organizations were discussed and ultimately planned on site using the full residential program. Resulting open space qualities were critiqued for input on a final plan.



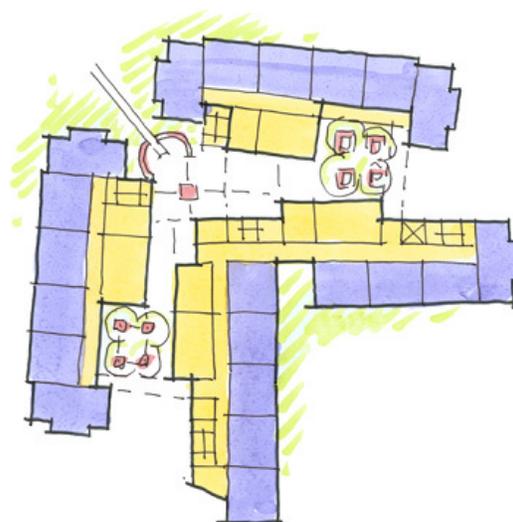
Double Loaded Building Model

Key considerations of site accommodation planning included:

- Meeting the planning parameters outlined in the College Master Plan, including general building location, arrangement and phasing
- Promoting outdoor circulation and social interaction
- Using common spaces as gateways and placing common elements along streets to generate activity
- Create a strong relationship between indoor & outdoor spaces

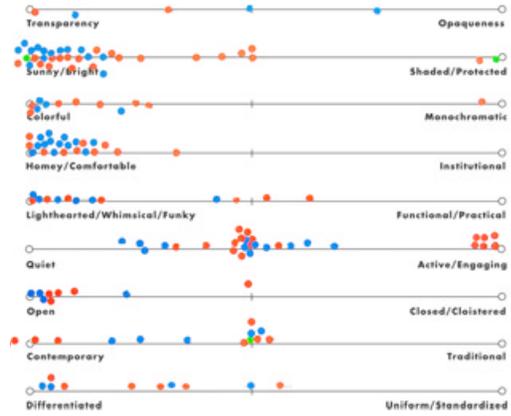
Selection of a Preferred Alternative

A final draft of the housing concept was presented in a work session for feedback prior to subsequent approval by the Board of Trustees.



Prototypical Neighborhood Plan

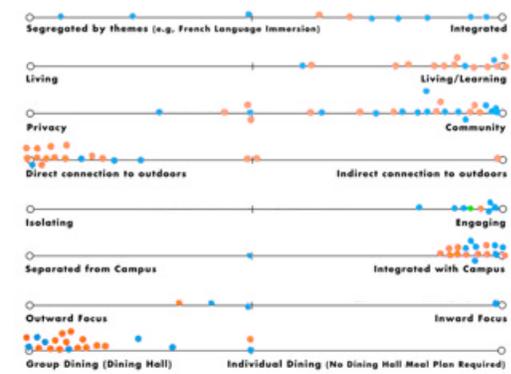
QUALITATIVE



CONSTRUCTION



RELATIONAL



ADMINISTRATIVE



Workshop Vision Exercise

4

Vision & Program

A VISION FOR STUDENT HOUSING

The residential community must manifest the **identity** for Pitzer College.

Communal dining (the McConnell Center) is an integral part of life at Pitzer.

Design for **environmental sensitivity**.

Create spaces within the residential community that allow for informal group meeting and **interaction**, both indoors and out.

Take full advantage of the climate to **incorporate outdoor space**, and blur the line between inside and out.

An orientation towards the surrounding landscape and distant views(**mountains**) is desirable.

Organizational concepts that **promote community** take precedent over those that emphasize individuality.

Single and double occupancy rooms in suite-type accommodations are the preferred accommodation typology.

Use a bed/bath ratio of 4:1.

Residential accommodations should be flexibly appointed (no built-in furniture)

Create communities of 25-30 students.

More general study spaces are desired (at least one per "community").

Buildings housing more than one "community"

should have an **open and inviting** lobby, adjacent to a larger "Living room" for group gatherings

All shared spaces should be **flexible**, accommodating a variety of different uses.

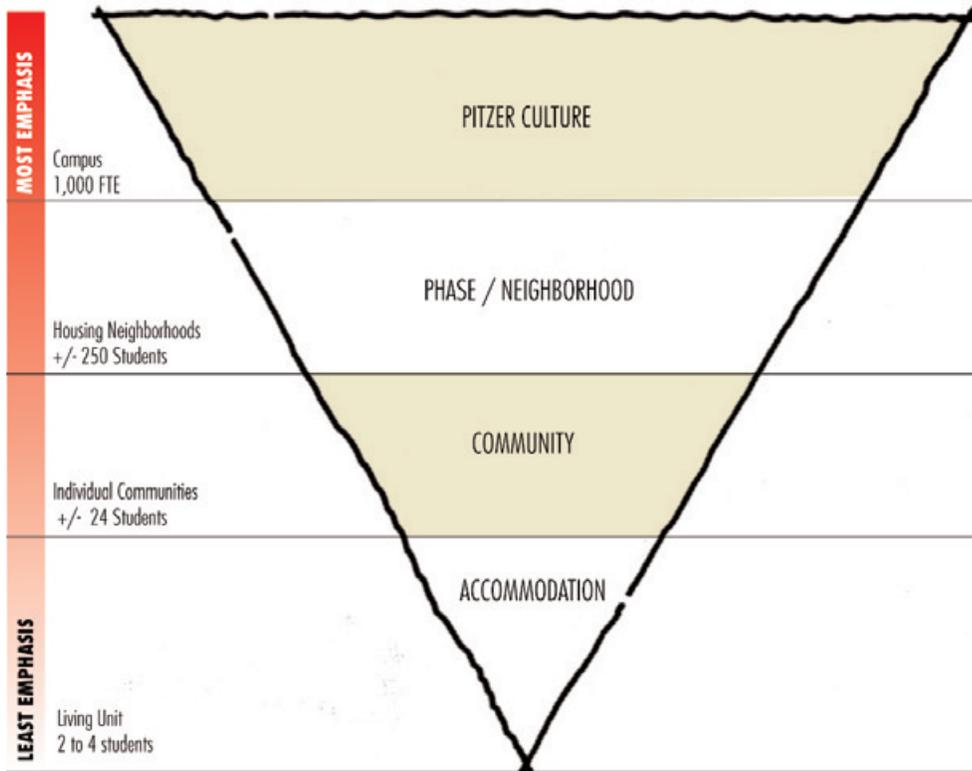
Use an RA/student ratio of 50:1. RA's occupy single rooms, and preference would be adjacent to general study rooms. Each RA also has a student mentor as a resource for those under his/her supervision.

Use a Hall director/student ratio of 250:1. Hall directors need apartment units and should be located adjacent to entry lobbies.

Administrative and/or academic use spaces are desired in the housing program, provided they clearly support the residential community.

A commercial-grade cooperative kitchen (shared by a larger community) is preferred to numerous residential grade kitchenettes (shared by smaller groups)

Create a central mail facility, perhaps in a renovated Gold Center.



Programming Pyramid

This diagram graphically depicts the importance of Pitzer's culture and community takes over all other components of the program

PROGRAM DIVISIONS

The "Pitzer Culture"

Characterized by a small (1,000 student entitlement) and a highly engaged, socially active student body, Pitzer College seeks a physical plan for housing that manifests its' identity.

This plan emphasizes the creation of Pitzer's culture and community over all

The Phase/Neighborhood

The project will be delivered in three phases of implementation varying from 200 to over 300 beds, with no defined time period between phases. Therefore, it's important to plan phases as working neighborhoods both independently and as linked communities.

The first phase satisfies an important goal of the campus master plan - activate, engage and better utilize the Gold Center.

Program elements that promote community at this level include a shared Kitchen/Living room that allows small groups of students to cook weekend dinners, a Laundry facility, and Multi-use academic space flexible enough to allow for art, music, study or computer use.

The Community Group

This is the "seed" community module that informs most of the programming decisions. It has been the experience of the College that groups of 24 to 40 students identify themselves as a distinct community. These numbers correspond to the current building's halls. To more successfully interact, this community

needs both group meeting space and quiet study space in addition to their basic accommodations. It's preferred that these spaces are "owned" by their distinct community and not shared on a Phase/Neighborhood level.

In terms of the Pitzer Culture, it's desired that these shared spaces have a direct connection to the outdoors or otherwise interact with the environment.

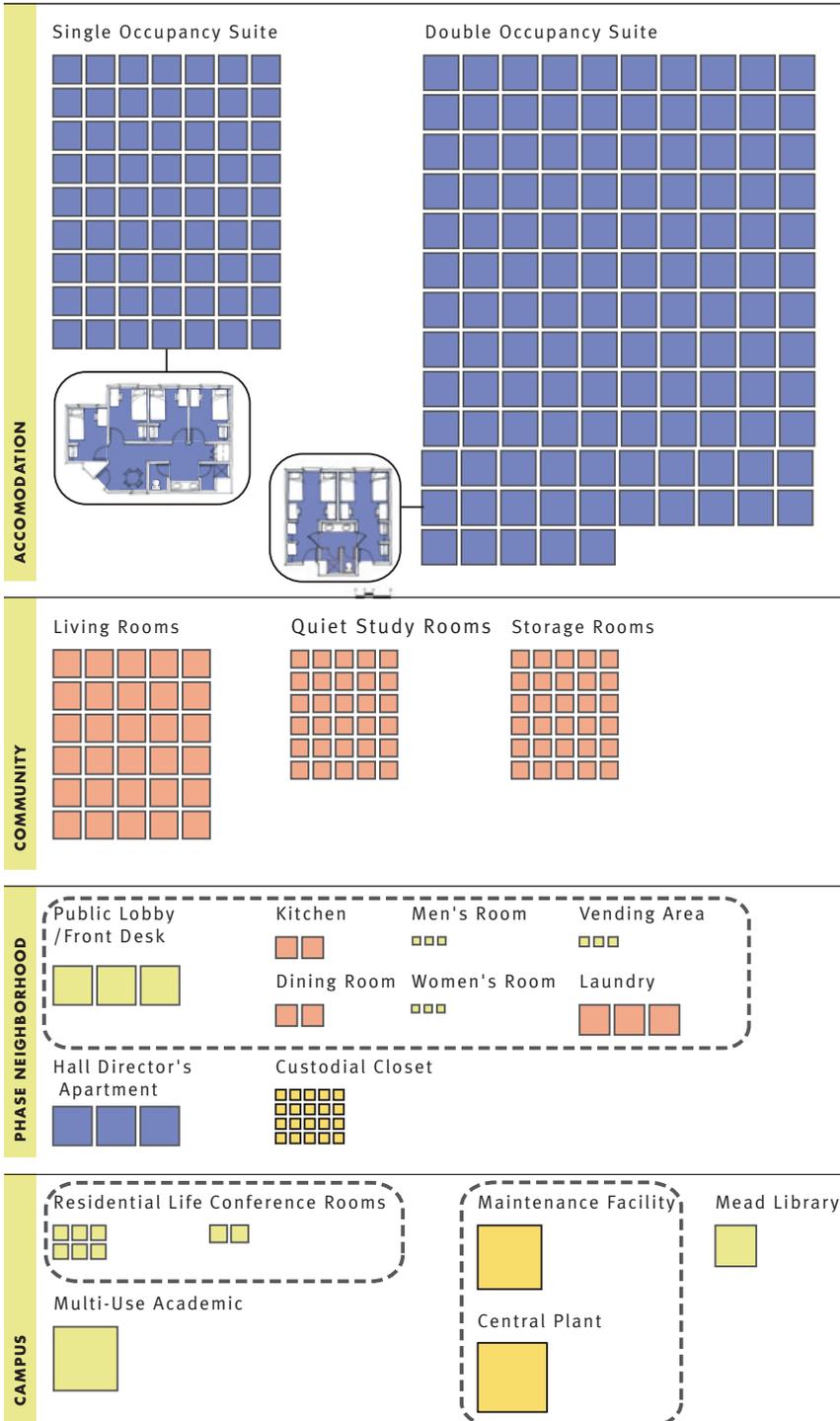
The Individual Accommodation

Pitzer students are happy with the basic suite-style dormitory unit currently employed on campus. Where students are seeking change, is in creating programming opportunities and building configurations that promote interaction at the Community Group, the Phase/Neighborhood, and in physically promoting Pitzer's cultural values.

Based on programming and vision workshops, the units shown reflect an update of the unit type currently used in Sanborn and Holden Halls. In addition, a higher number of Single Occupancy units are desired and proposed for upper class students.

A ratio of 4 beds to 1 bath is preferred. More flexibly appointed rooms, for both Double and Single Occupancy suites are desired (no built-in furniture).

For additional/detailed program information, see the detailed project program (bound separately).



PROGRAM SUMMARY

	SPACE NUMBER	SPACE NAME	QUANTITY	Net Area (ASF)	Total Net Area (ASF)	
Accommodation	1.00	4 Bed, SINGLE Occupant Suite	63	785	49,455	
	2.00	4 Bed, DOUBLE Occupant Suite	125	525	65,625	
Community Group	3.01	Living Room	30	500	15,000	
	3.02	Quiet Study Room	30	200	6,000	
	3.03	Storage Room	30	100	3,000	
Phase/Neighborhood	4.01	Public Lobby/Front Desk	3	1,000	3,000	
	4.02	Kitchen	2	300	600	
	4.03	Dining/Multi-Purpose Room	2	300	600	
	4.04	Men's Public Restroom	3	40	120	
	4.05	Women's Public Restroom	3	40	120	
	4.06	Hall Director Apartment	3	1,000	3,000	
	4.07	Custodial Closet	20	100	2,000	
	4.08	Vending Area	3	60	180	
	4.09	Laundry Facility	3	600	1,800	
Campus	5.01	Co-Op/Store	1	- Campus Renovations -		
	5.02	Mail Room	1	- Campus Renovations -		
	5.03	Multi-Use Academic	1	4,250	4,250	
	5.04	Resident Life Offices	6	150	900	
	5.05	Conference Rooms	2	300	600	
	5.06	Office Reception/Lobby	1	500	500	
	5.07	Mead Library Replacement	1	1,750	1,750	
	5.08	Facilities/Maintenance	1	4,250	4,250	
					Subtotal, Assignable Square Feet	162,750
					Assumed ASF to GSF Factor (75 %)	1.333
					Total Project Gross Square Feet (GSF - rounded)	217,000
					Assumed GSF/Bed	289

5

Housing Concept

The Housing Concept for Pitzer College is an extension of both the principles and the physical diagram of the campus master plan. Open space features, such as the Gold Center lawn and the existing pool grounds are framed and activated by new housing. A more meaningful dialogue with the Outback is proposed. Educational and institutional program is mixed with the housing in a mutually beneficial manner.

In addition to the parameters of the campus master plan, the housing concept is based upon a program that responds directly to the issue of defining the "Pitzer culture". The primary purpose of this plan is creating opportunities for community and interaction, better relating the buildings to their environment, and reflecting the identity of the college in its built form.

During the design process of the campus master plan it was revealed that students "schmoozed" primarily at the Scott Courtyard, the Grove House and the McConnell Center. The latter two locations can be partly explained by food amenities, the former is more about physical accommodation. The Scott Courtyard is a densely programmed academic hub, with provisions for outdoor seating, shade, and landscape interest. The urban quality of this space is a logical spatial precedent for the active pedestrian streetscape proposed for the upper housing neighborhoods.

The landscape and topography's influence on the housing concept is also reflected by fundamentally different approaches to the two housing zones : the core campus and the of the higher elevation at the current Gold Center playfields and pool (upper campus).



Scott Court is an outdoor space that reflects Pitzer's culture

The core campus, at the level of the Gold Center lawn, is characterized by picturesque gardens and formally organized buildings in an academic setting. The upper campus is influenced by the indigenous quality of the Outback landscape, an informal organization of buildings that promote the looser structure of residential life. The grade change is mitigated by buildings, in the manner of the Gold Center, which both actively engage and act as a transition between the two levels.

What results is a series of linked housing neighborhoods, distinct in character and delivered separately over time, but sharing the common goals of the master plan and, implicitly, the Pitzer culture.



Campus Housing Master Plan Illustrative

OVERALL PLANNING CONCEPTS

From a campus-wide standpoint, the housing concept adheres to the guidelines set by the Campus Master Plan. In addition, the following strategies are recommended:

Create two distinct residential neighborhoods that reflect the character and topography of the campus. The first is a new pedestrian community on the site of the existing playfields, the second focused on the new Gold Center Lawn.

Terminate the existing east/west axis through the Broad Center entry and the Clock Tower with the new housing gateway.

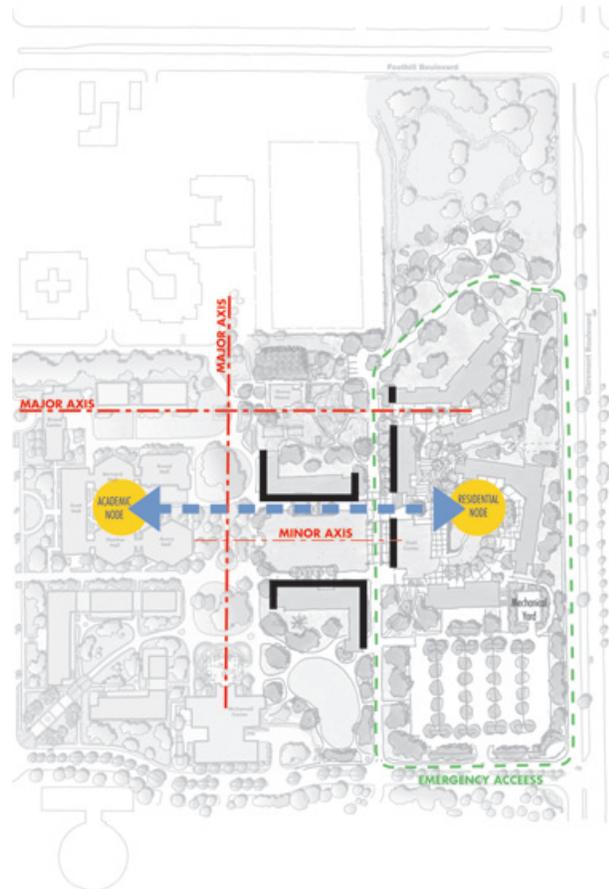
Complement the “Academic Hub” in the Scott Hall courtyard with a new “Residential Hub” at the crossroads of the Gold Center Neighborhood.

Delineate “build-to” edges defining the Gold Center lawn and the service road frontages.

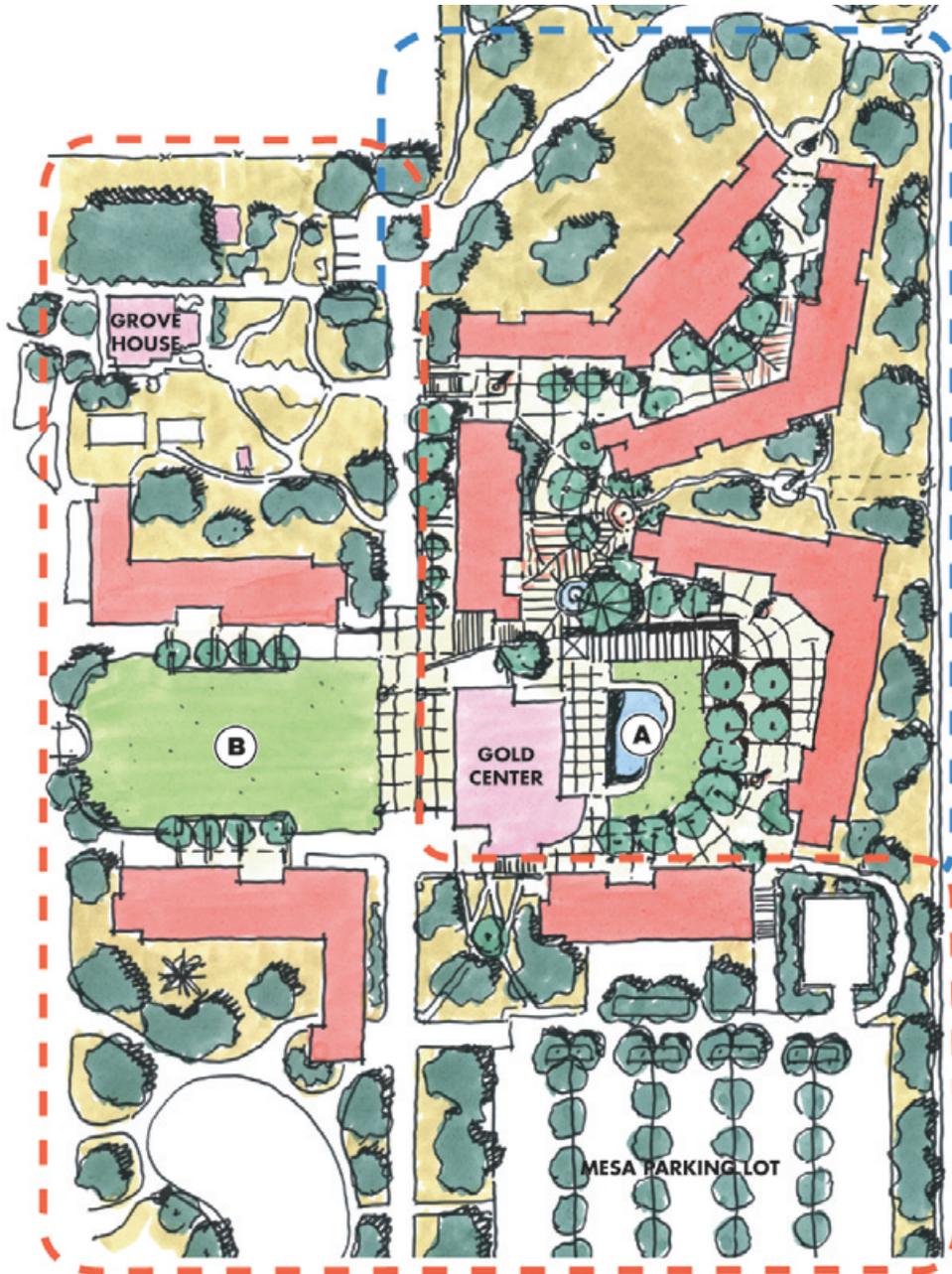
Reserve the slope at the Mesa Parking Lot as the best location for the replacement of Facilities/Maintenance space, and as an access point to a new mechanical yard/central plant.

Embody environmental sensitivity by using building systems, elements and materials that serve to educate the community.

Locate emergency access around, rather than through, the housing communities.

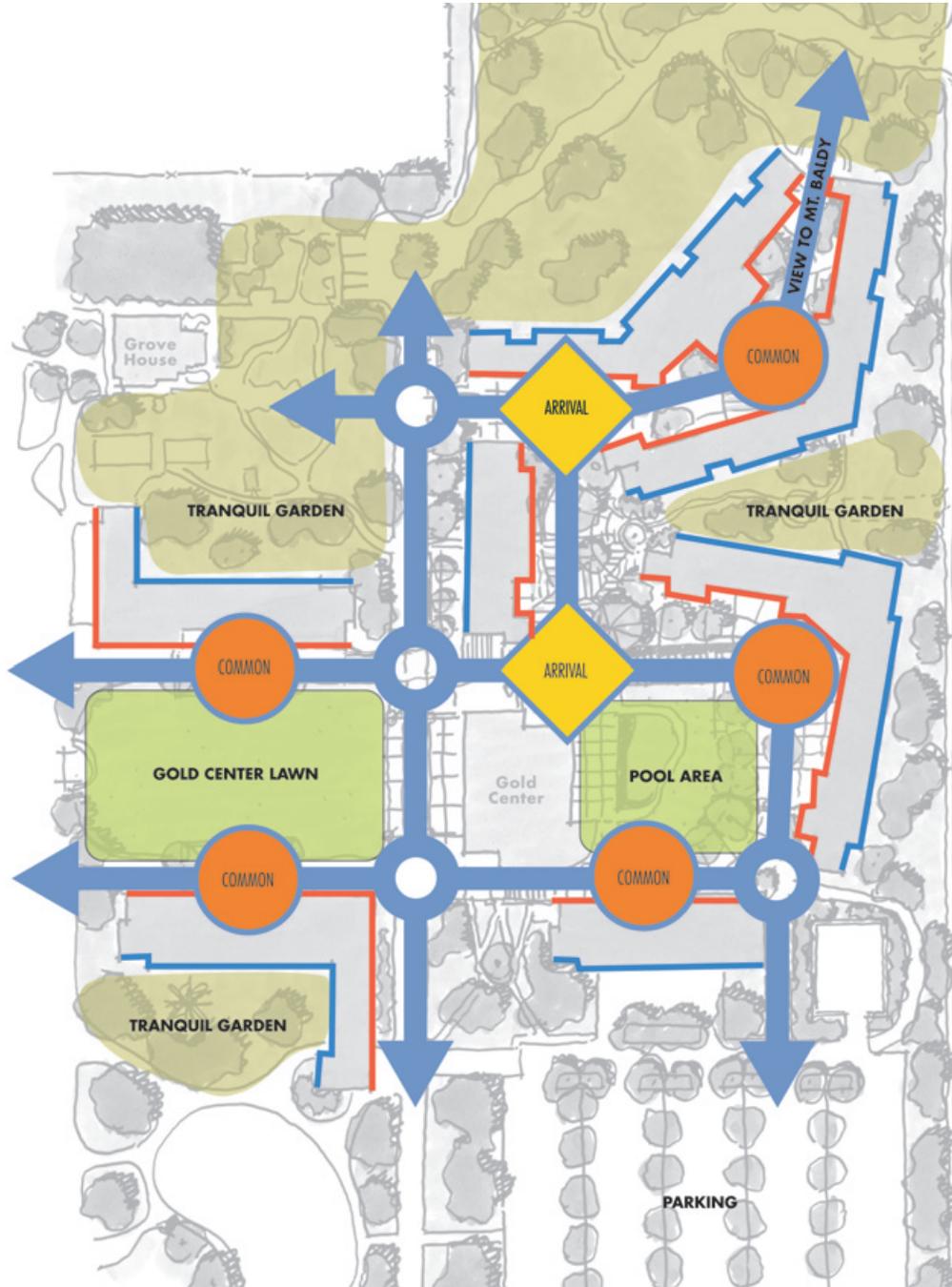


Campus Framework



*Housing Neighborhoods
Illustrative*

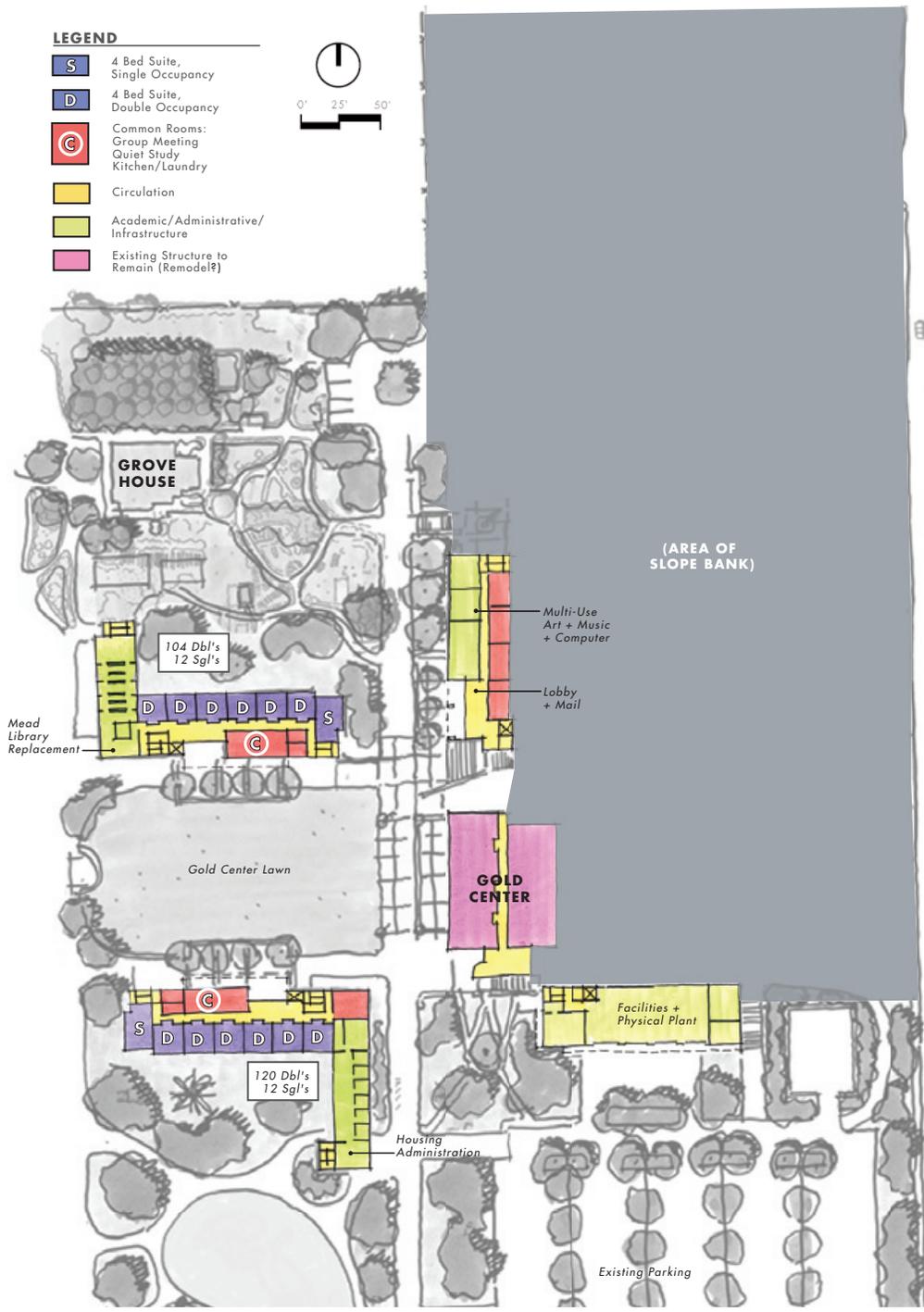
- A** Pedestrian Street (Upper Neighborhood)
- B** Gold Center Lawn (Lower Neighborhood)



— Active Edge
 — Quiet Edge

*Housing Neighborhoods
 Concept Diagram*

5 Housing Concept



Upper Campus
Gold Center Lawn Neighborhood Plan

GOLD CENTER LAWN PLANNING CONCEPTS

Utilize a double-loaded corridor building organization with common rooms and public entries along one side of the corridor and residential accommodation along the opposite side, creating distinct public and private orientations for the building.

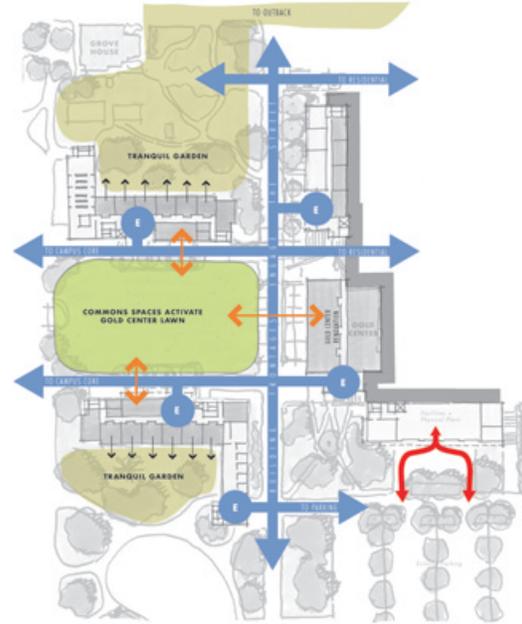
Activate Gold Center Lawn with the public orientation of the residential buildings.

Utilize "L" shaped buildings to frame tranquil garden space at the private orientation, and utilize leg of "L" to engage the Mounds or the service road frontage (Mead Library and Housing Administration, respectively).

Create active and engaged street frontage along the current service road by establishing programmatic elements (Housing Administration, remodeled Gold Center, Multi-use Academic (art, music, computer lab)) along its length.

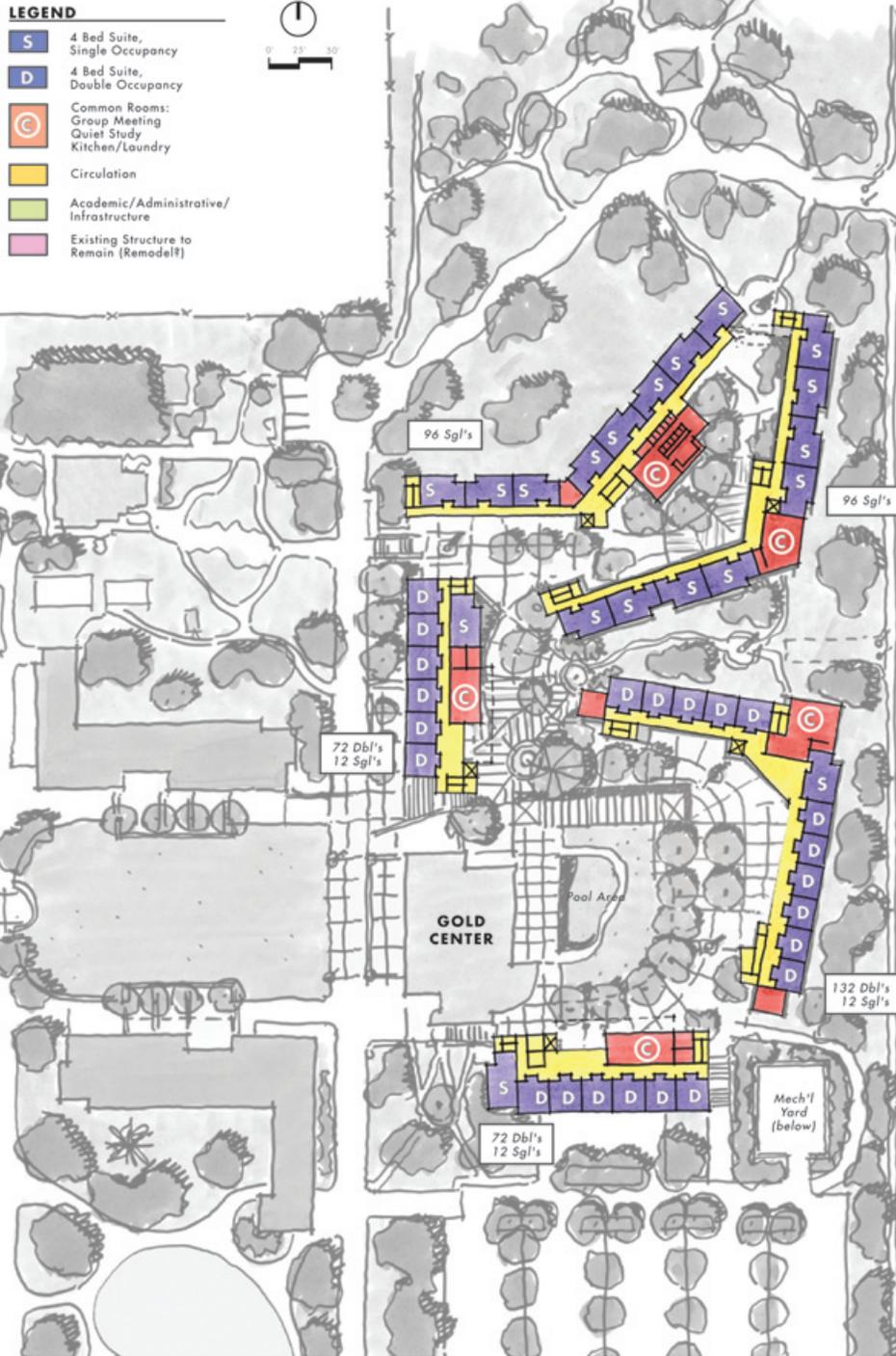
Engage the grade change in similar fashion to the Gold Center. Locate the Multi-use Academic and Facilities/Maintenance/Central Plant program in the "podium" levels of these buildings.

Building forms should respect the more formal planning and geometry of the Core Campus.



**Pedestrian Street
Concept Diagram**





Upper Campus
Pedestrian Street Neighborhood Plan

PEDESTRIAN STREET PLANNING CONCEPTS

Create a series of linked pedestrian "streets" as organizing devices. Locate all building entries, common rooms, and vertical circulation along the streets to contribute to a vibrant, active outdoor environment.

Utilize single-loaded buildings with outdoor balconies, where possible, to help shape the streets and allow for naturally ventilated residential units. These elements should expand to act as "porches" in front of common rooms, and blur the transition from indoors to out.

Landscape and architectural features such as overhangs, trellises, fountains and planter walls should be used to temper the pedestrian street's environment - the goal is to create "outdoor rooms" that act as an extension of the community-based program.

Residential Accommodations should be oriented toward tranquil gardens of indigenous planting and/or distant views afforded by the elevated nature of the site.

Landmarks like Mount Baldy should be acknowledged, and interaction with the natural amenity of the Outback should be encouraged.

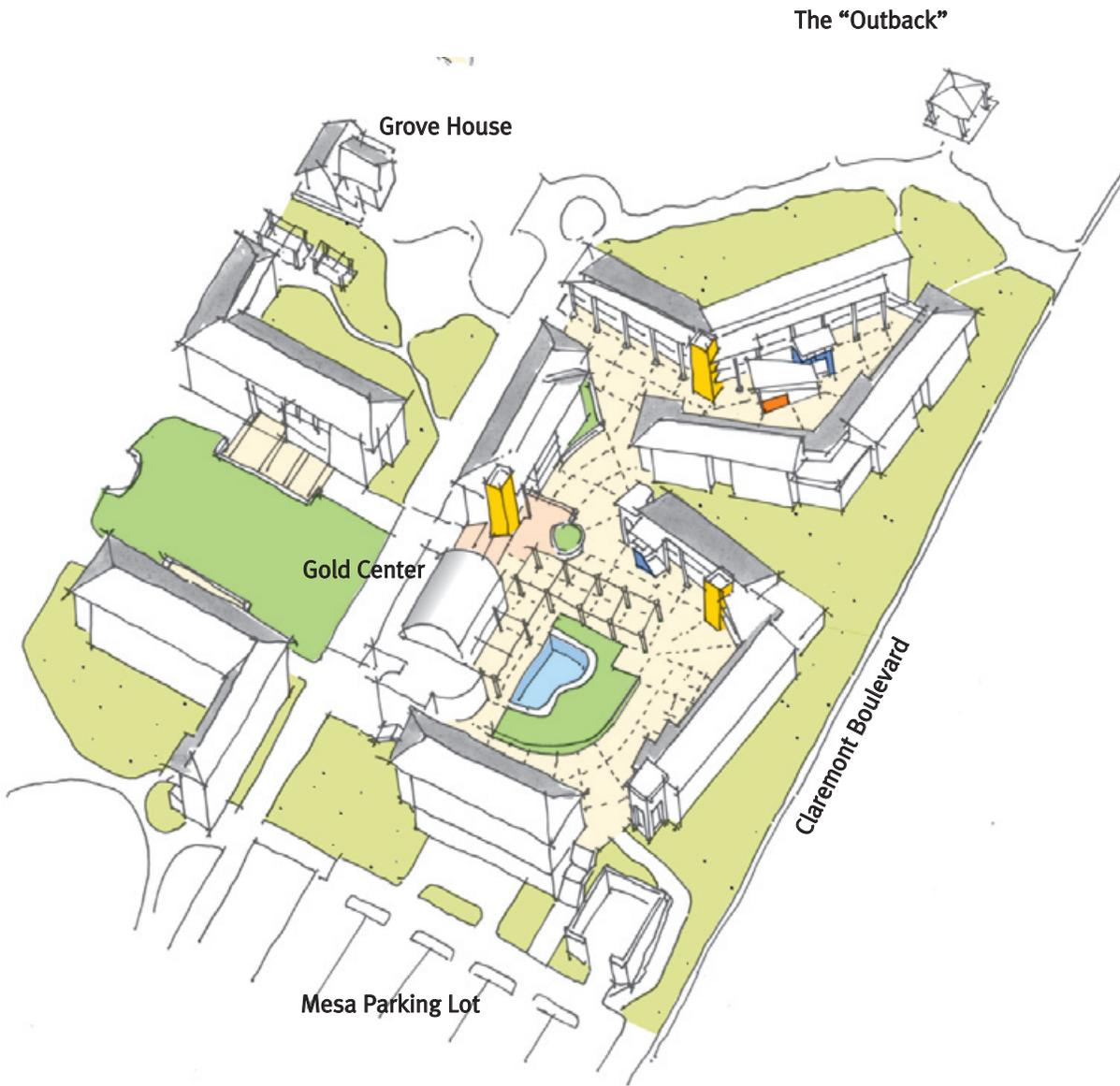
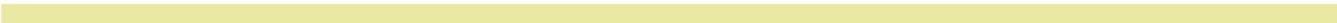


Pedestrian Street
Concept Diagram

Single-occupant units (upper-class) are best suited for the furthest neighborhoods from the Core Campus.

Building form and organization could be more informal, perhaps organic in nature.





*Axometric
of Housing Neighborhoods*

MASSING + CHARACTER

All housing buildings are proposed as three stories over finish grade. This satisfies budget expectations (allowing for Type V construction), and meets the criteria for "walk-up" housing. The exceptions occur at the buildings engaged in the slope bank, which utilize a podium structure to mitigate the grade change.

One-story community buildings, both attached and detached, are utilized to differentiate building heights and provide more intimate scale to the pedestrian streetscape. Notably, the two-story Gold Center, enveloped by the new housing, also provides distinction.

Pitched roofs are desired by Pitzer for their relative lack of maintenance, and serve to further characterize the housing. It is recommended that roof eave projections be utilized to provide shade/shadow and add detail.

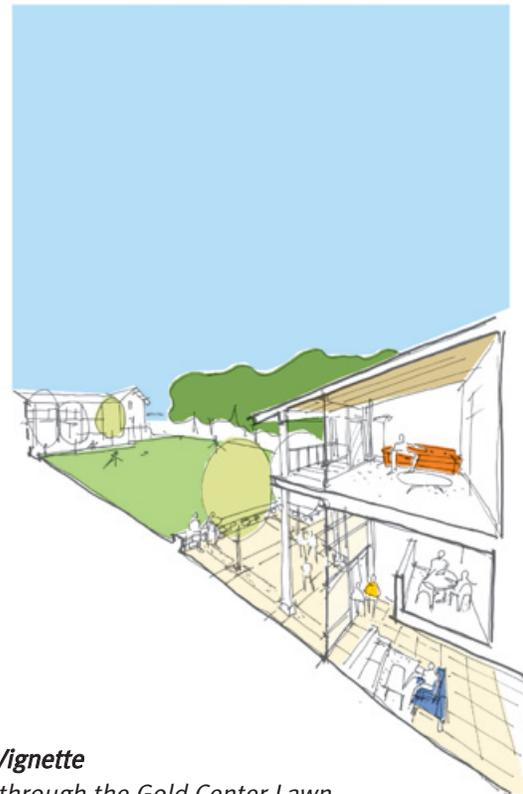
Trellis elements (already in use with great success at the Gold Center and outside the Grove House), porches, balconies, canopies and landscape are all elements proposed to capture outdoor space and blur the transition between indoors and out.

Circulation elements should be readily identifiable, located in conjunction with common rooms, and/or placed to activate the pedestrian streetscape. Elevators, where required, should be located where vertical emphasis is desired, such as a terminus to a view corridor.

Common spaces and shared rooms within the housing buildings should be used as opportunities to break up the building mass, optimize glazing, and incorporate outdoor spaces.



Vignette
through Pedestrian Street



Vignette
through the Gold Center Lawn

INDIVIDUAL ACCOMMODATION

In contrast to recent student housing trends toward student apartments, Pitzer College expressed satisfaction with their existing suite-style accommodations. After testing a spectrum of housing accommodation types and styles, the new accommodations are similar to existing campus models.



Holden Hall
*Existing Suite Style
Double Occupancy Room*

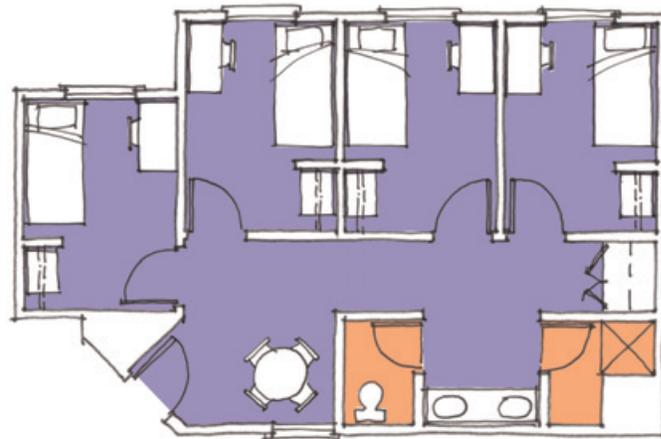
4 Bed SINGLE

This unit type is planned to accommodate 1/3 of the total beds required in this master plan.

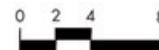
This unit responds to a need for greater privacy than what is provided in a typical DOUBLE accommodation. Intended for upper division students, single rooms are an opportunity to retain a broader spectrum of the student body and to provide greater diversity in the campus community than what the campus currently provides.

Each student has a private bedroom and closet. Residents share vanities and compartmentalized shower/toilet rooms. This allows for multiple occupant use, more clearly delineates finishes, and creates three distinct “zones” (living/sleeping, entry/storage, and bathroom).

This unit is unique in that each bedroom can have an “open door” to the suite (a door closer is required on the suite door, not each bedroom door).



**4 Bed SINGLE
Occupancy Suite**



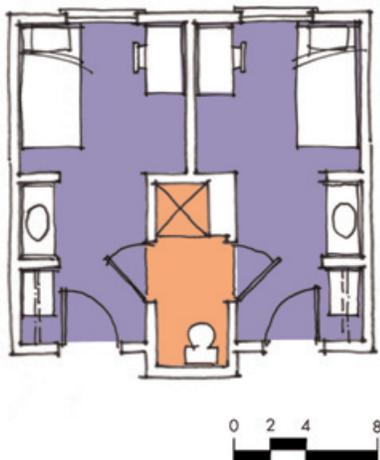
2 Bed SINGLE

This unit is an alternative to the 4 Bed SINGLE. While requiring less space per bed than the 4 Bed SINGLE, the 2 Bed SINGLE requires more plumbing fixtures per bed.

The 2 Bed SINGLE can be used as an upgraded single unit. The upgrade is programmed as an ideal accommodation for Resident Advisors (RA's).

Each student has a private bedroom, closet and in-room vanity. Suite amenities include a shower/toilet room shared with one other resident.

The 2 Bed SINGLE is designed to be arranged along semi-public corridors and/or balconies, with rooms oriented to a more private exposure.



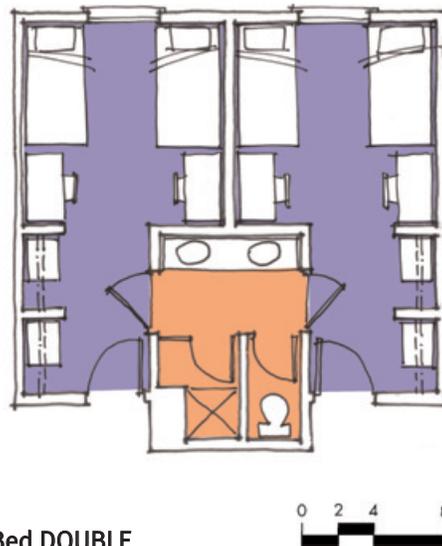
2 Bed SINGLE
Occupancy Suite

4 Bed DOUBLE

This unit type is planned to accommodate 2/3 of the total beds required in this master plan. This unit is similar to existing accommodations currently available in Sanborn and Holden Halls.

Each student has their own closet, but shares a room with one other person. Residents share vanities and compartmentalized shower/toilet rooms. This allows for multiple occupant use, more clearly delineates finishes, and creates three distinct “zones” (living/sleeping, entry/storage, and bathroom).

The 4 Bed DOUBLE is designed to be arranged along semi-public corridors and/or balconies, with rooms oriented to a more private exposure .



4 Bed DOUBLE
Occupancy Suite

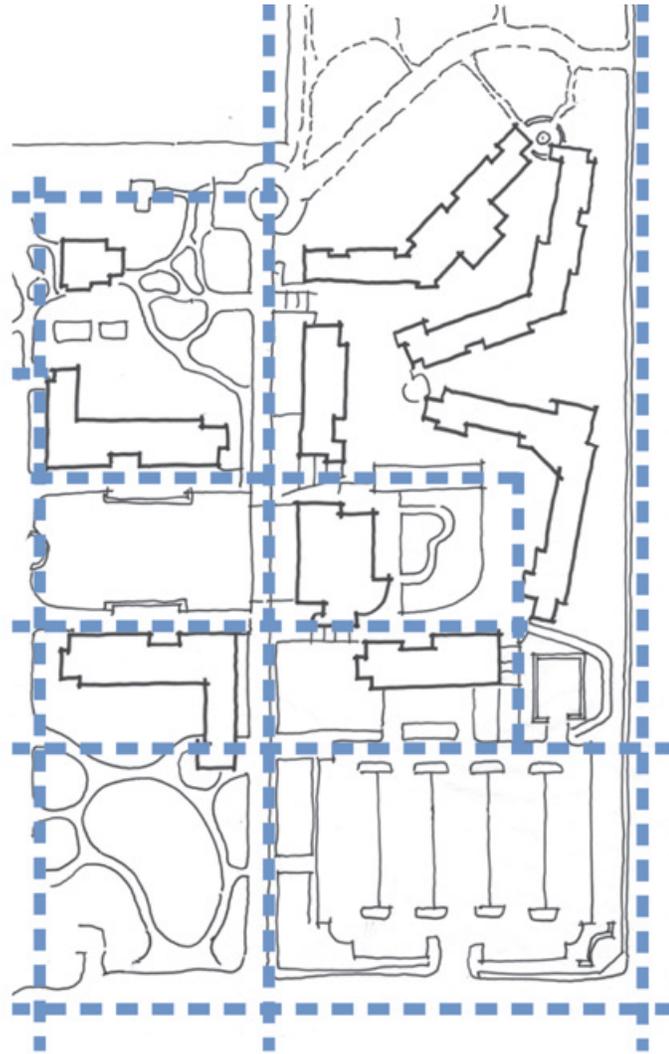
6

Implementing the Plan

GRID

The campus grid is extended into the new construction. It is established by existing circulation, buildings and open spaces, and proposed circulation, buildings, open spaces and new construction.

The grid is characterized by large, formal divisions, loosely based on the street grid found in Claremont. The rectilinear pattern breaks into smaller, more informal divisions as one moves from west to east. This is consistent with the character of the landscape, the buildings and their programmatic uses in the different areas of the campus.



■ ■ Grid

CIRCULATION

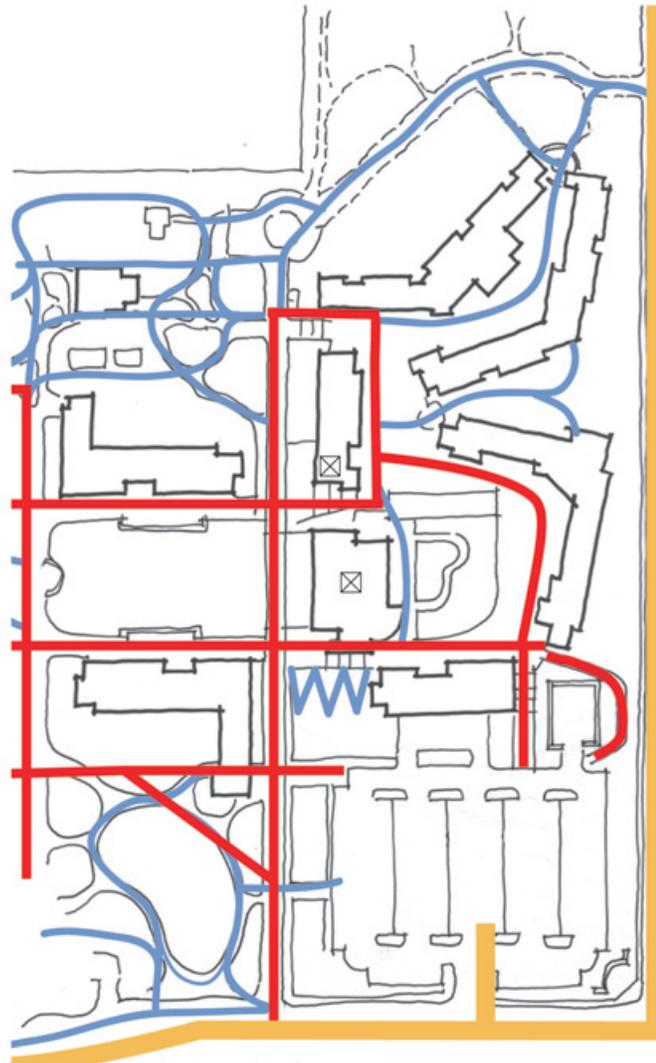
Major vehicular circulation is excluded from the housing precinct.

Major pedestrian/service paths typically follow the campus grid and act as extensions of the campus pedestrian streetscape. These routes are paved, lighted and graded suitable for service vehicle access and pedestrian and bike traffic.

- These major pedestrian paths include stairs that traverse the grade change from lower campus to upper campus. In addition to stairs, an accessible ramp and elevators are included for mitigating this grade change.
- Critical to the success of the maintenance and service of the upper campus is a cart path that rises from the east of the mechanical yard to the pedestrian street. This cart access leads through the entire neighborhood, and returns to the lower campus via the emergency access/path on the edge of the Outback.
- For move-in/move-out, residents should be provided with limited access to campus the service drives.

Minor pedestrian paths are primarily found in areas of natural landscape. These areas are typically free of service road access requirements. Where appropriate, these paths can make use of a variety of paving systems.

- To ensure accessibility, care should be taken in mitigating grade changes and in the selection of materials.

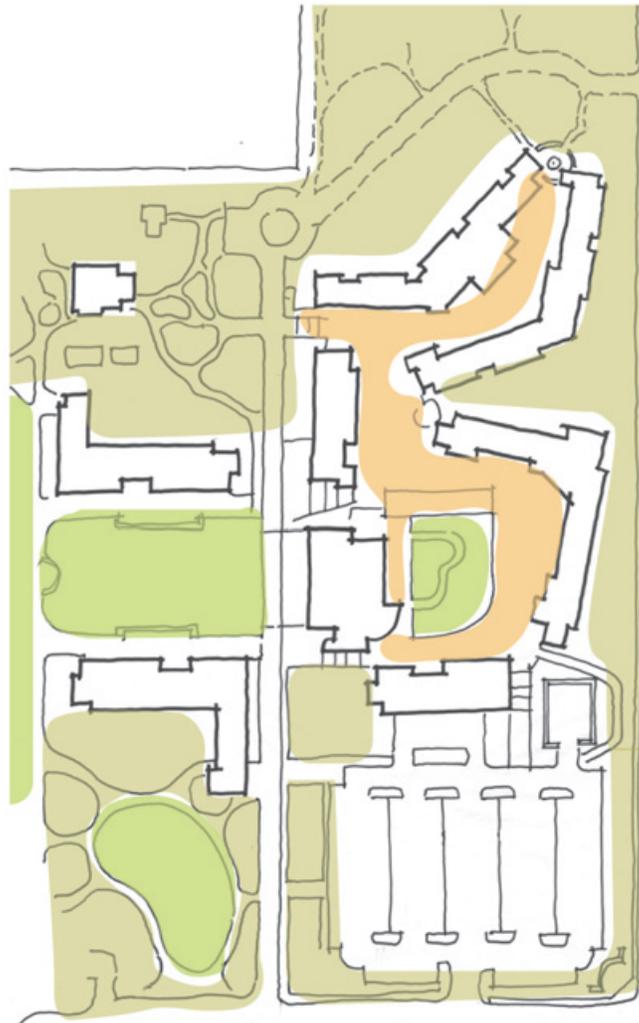


- Automobiles
- Major Pedestrian/Service Cart Path
- Minor Pedestrian Path
- ⊗ Elevator

OPEN SPACE

The open space network is characterized by three distinct types of landscape. Each of these landscapes is integral to other components of the plan.

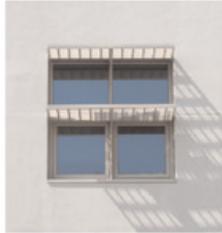
- The central campus zone is comprised the existing Mounds and the Gold Center Lawn - inviting, parklike landscapes suitable for interaction and passive recreation. The Gold Center Lawn is planned as the future location of graduation and other major outdoor events.
- The pedestrian streets linking the housing neighborhoods are primarily hardscape, with captured planting, seat walls, and art installations. These streetscape areas are also accessible to first floor neighborhood Lobbies and Laundry facilities, and community Living Rooms and Dining Rooms.
- The indigenous landscape is an extension of the Outback, and consists of ecologically sustainable plant material.



- Natural Landscape
- Open Landscape
- Plaza/Streetscape



①



⑤



⑪



②



⑥



⑧



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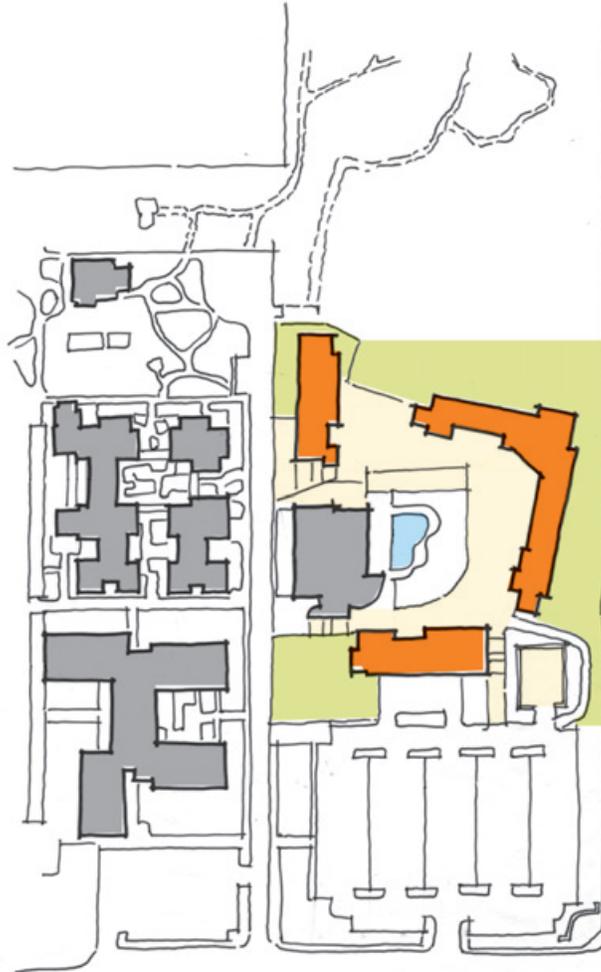
MATERIALS & EXPRESSION

- 1** Indigenous Planting; typical of that found in the "Outback" symbolizes the environmental awareness of the Pitzer Community.
- 2** Porches and Balconies; extensions of the buildings capture outdoor space and focus social interaction.
- 3** Trellis; blur the line between natural and man-made, indoors and out - capitalize upon the benign climate.
- 4** Wood Siding; informal cladding most appropriate for buildings adjacent to indigenous planting zones - provides warmth, texture, and human scale as an accent material.
- 5** Sunscreens; attuned to building orientation, provide texture & relief, manifestation of environmental goals.
- 6** Nook; intimate spaces and objects personalize buildings.
- 7** Metal Panels; low maintenance material should be used with care - expressing craft, contrast, precision.
- 8** Transparency; reinforce connection between inside and out, use common spaces to showcase community activity.
- 9** Streetscape; pavers, seatwalls, planters, landscape, art installations and site furnishings designed to promote outdoor interaction (both active and passive).
- 10** Local Stone; like the indigenous planting, used as a contextual thread for planter walls, buildings, etc.
- 11** Formal Landscape; used sparingly but optimized in highly visible and utilized areas - characterized by irrigated turf, shade trees, and decorative planting.
- 12** Louvers; filter sunlight at extreme solar exposures and where privacy is demanded.
- 13** Stucco; contextual, economical and easy-to-maintain material should be utilized in composition with more articulated materials.

PHASE 1: GOLD CENTER PLAYFIELD

The first phase of the project accomplishes one of the primary goals of the master plan - activate and better utilize the Gold Center. Major program elements achieved in phase one include 312 beds of student housing, the central plant, the facilities/maintenance department, and the multi-use academic space.

Included, but not shown, is the demolition of Sanborn Hall, preparing that site for the future Joint-Sciences Building.



Phase 1

276 Double Occupancy Beds
36 Single Occupancy Beds



PHASE 2: THE OUTBACK

The second phase of the project completes the upper campus build-out. Primarily comprised of single-occupant rooms, this neighborhood is envisioned as a junior and senior level community.

The fire road extension will have to be completed with this phase.

Depending upon need and/or budget, Mead Hall could be demolished after the new housing is constructed, with the Mead Library temporarily relocated to the multi-use academic space.



Phase 2
192 Single Occupancy Beds

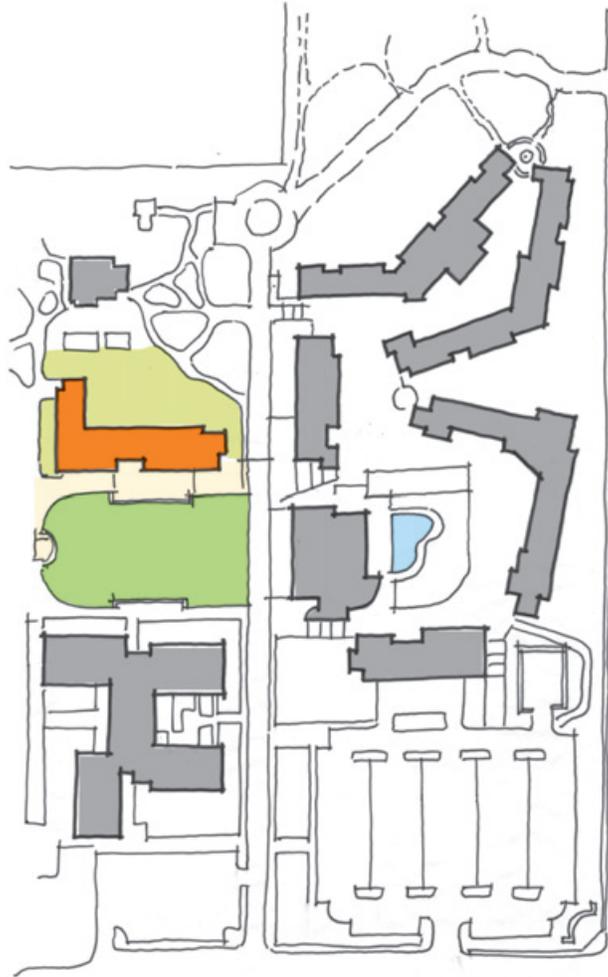


PHASE 3A: GOLD CENTER LAWN NORTH

Due to the physical location of Mead and Holden Halls, phase three will have to be implemented in two parts (unless the existing rooms are not being utilized).

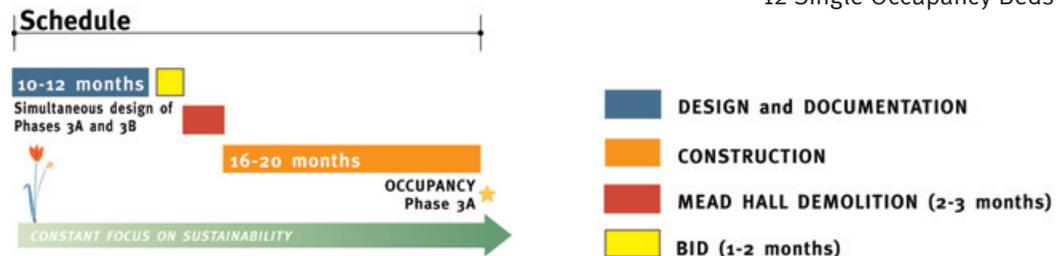
This phase will result in the Gold Center Lawn, a major goal of the campus master plan. In addition to the 116 beds of housing, this phase includes the construction of the Mead Library replacement in essentially its previous location.

To truly serve as a focus of the new lawn, alteration of the Gold Center's west elevation should be studied in combination with some of the proposed programmatic renovations.



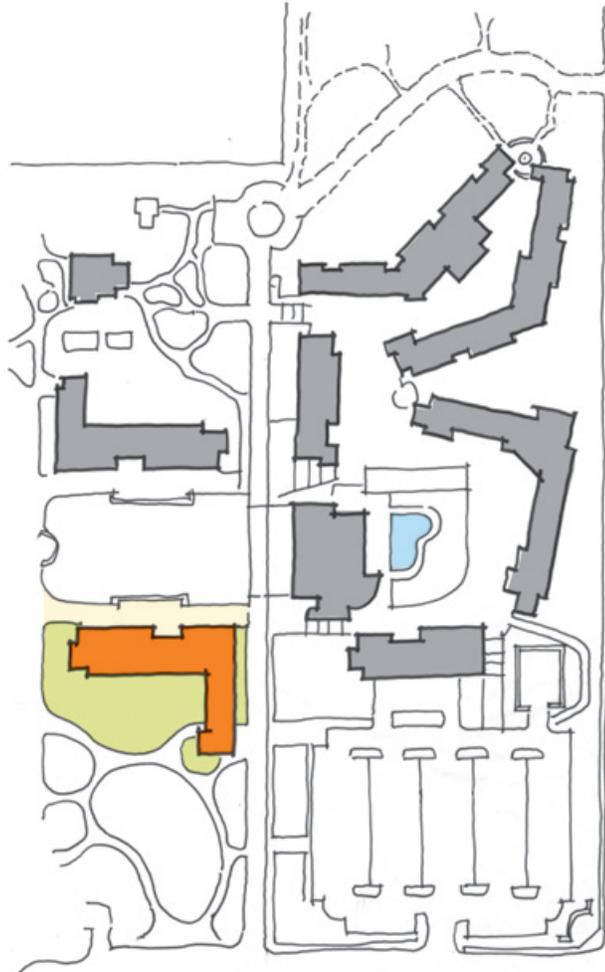
Phase 3A

104 Double Occupancy Beds
12 Single Occupancy Beds



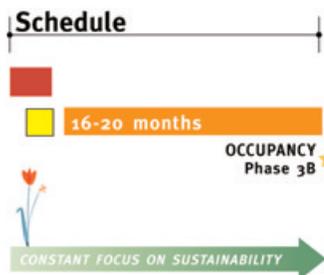
PHASE 3B: GOLD CENTER LAWN SOUTH

Completing the build-out is the final 132 beds of housing and the resident life offices. This important phase provides community spaces along the perimeter of the Gold Center Lawn, and further engages the service road street frontage.



Phase 3B

120 Double Occupancy Beds
12 Single Occupancy Beds



- CONSTRUCTION
- HOLDEN HALL DEMOLITION (2-3 months)
- BID (1-2 months)

ENVIRONMENTALLY SENSITIVE DESIGN

Pitzer has expressed a goal of actively pursuing and fostering an environmentally sensitive design (“Green Design”) strategy for the campus. This vision for a “green” campus is shared by a diverse cross section of the campus population, and is one that students see as an integral to their future. The student housing proposed in this Master Plan is the first substantive opportunity to implement these goals.

A common benchmark for interpreting and defining “Green Design” is LEED (*Leadership in Energy and Environmental Design*). LEED is a rating system for environmentally sustainable design that is developed, created, maintained and administered by a national non-profit organization, the U.S. Green Building Council (USGBC). Since 1993, the organization, consisting of representatives from environmental groups, product manufacturing, building owners, design professionals, engineers, utilities, government agencies, and others, has used consensus to craft a framework for rating achievement in sustainable design.

The USGBC defines “Green Design” as: *“Design and Construction practices that significantly reduce or eliminate the negative impact of buildings on the environment and occupants that address:*

- Sustainable Site Planning
- Safeguarding water and water efficiency
- Energy efficiency
- Conservation of materials and resources
- Indoor environmental quality

Environmentally sensitive design benefits all parties by:

- Reducing the impact of construction on the environment
- Reducing pollution
- Reducing depletion of limited resources

- Creating healthier indoor and outdoor environments

In addition, real economic benefits are accrued by pursuing Green Design. Sustainable design has proven to:

- Reduce operating costs
- Create local benefits by reducing the burden on utilities, roads, landfills, etc.
- Increase productivity and reduce absenteeism
- Reduce liability by improving workplace environments

This plan offers several strategies for realizing an environmentally sensitive student community. From a broad planning perspective, and in conjunction with the existing Pitzer College Master Plan (2001), sustainability is manifested by:

- Sensitive building placement that reinforce and maintain campus vistas to the San Gabriel mountains
- A framework accommodating solar orientation, building massing and site elements that provide comfortable, usable shaded exterior spaces appropriate to the campus location and climate
- Implementing the campus Master Plan goal of creating the Pitzer identity through the use of native landscape (represented in the Arboretum and Outback)
- Promoting a strong indoor-outdoor relationship between building users and adjacent open spaces
- Engaging the Outback as an integral component of the campus environment
- Providing opportunities for tangible site sustainability features (such as photovoltaic panels) that serve to educate and anchor the community to its context

- Encouraging foot and bike traffic as the first means of travel

In addition to sustainability recommendations made in the Campus Master Plan, additional sustainability features are incorporated into this Housing Master Plan.

These recommendations include:

- Integral daylighting and line-of-sight to the exterior in all student accommodations and community spaces
- Using operable windows and promoting natural ventilation as a first choice in creating and maintaining thermal comfort
- Exceeding the energy requirements established in California Title 24. This plan proposes the creation of a Central Plant facility capable of serving all new facilities constructed in this plan. The Central Plant serves as a highly efficient, flexible source for mechanical system chillers, boilers, and as the source for domestic hot water. This Central Plant is planned to incrementally enlarge capacity with each subsequent phase of construction.
- Utilize finish materials that consist of recycled, reclaimed, or reused materials
- Utilize finish materials from rapidly renewable resources, such as bamboo flooring
- Providing dedicated program and site space for the collection, storage and removal of recycled materials



The Arboretum

- Recommending the selection of a design team with technical expertise that supports and encourages the environmentally sensitive goals of the campus
- Recommending a consistent approach to contractor General Conditions, including construction waste recycling, erosion control, and indoor air quality control.

Please see the LEED checklist for a preliminary project approach to achieving LEED certification.

ACKNOWLEDGEMENTS

Ad Hoc Housing Master Plan Committee

Faculty:

Paul Faulstich, Environmental Studies
Sheryl Miller, Anthropology
Jason Ventulious, Visiting Faculty,
Environmental Studies

Students:

Jennifer Thompson, Student Senate Chair
Anna Charles, Sophomore
Evan Doty, Junior
Heather Thompson, Sophomore

Staff:

Victor Milhon-Martin, Co-Chair, Staff Council
Representatives
Angel Jauregui, Instructional Technology
Specialist
James Lippincott, Assistant Director, Alumni
Relations

Administration:

Laura Skandera Trombley, President
Jim Marchant, Vice President for Student
Affairs/Dean of Students
Alan Jones, Vice President for Academic
Affairs/Dean of Faculty
Vicke Selk, Vice President for Administrative
Services/Treasurer
Jim Gates, Director for Facilities

Trustees:

Joel Schwartz, Trustee Ad Hoc Facilities
Committee
Nancy Bushnell, Trustee Ad Hoc Facilities
Committee

Alumni:

Kathey Haas, Alumni Association
Representative

Master Plan Consultants

Sasaki Associates

*Planning, Landscape Architecture and
Architecture*

Robert Sabbatini

Tim Stevens

Vitas Viskanta

Harry Akiyama

Evan Jacob

Sarah Manning

Davis Langdon Adamson

Cost Planning and Estimating

Ethan Burrows

PSOMAS

Civil Engineering and Utilities

Sean Vargas

Jeff Chess

In addition to the Ad Hoc Housing Committee and the master plan consultants, over 200 total attendees participated in the workshop process culminating in this Housing Master Plan.