



BASE CAMP 4

Educational Facility Design Awards 2019



The American
Institute
of Architects

Committee on
Architecture for Education
an AIA Knowledge Community

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INTRODUCTION

MISSION STATEMENT

The Committee on Architecture for Education (CAE) is a passionate group of architects and allied professionals engaged in understanding the link between teaching, learning and the built environment and dedicated to advancing the impact each can have on the other. By coming together to share best practices and celebrate exemplary educational architectural designs, we encourage dialogue and build an interface among architects and educators, administrators and students. From early learning, through K-12 and higher education, we practice in all aspects of traditional and alternative educational environments and aim to contribute to the social fabric of the communities they serve. The CAE researches national educational facility issues critical to architects and works to strengthen relationships with allied organizations, client groups, and the public.

GOALS

To bring all involved in and influenced by teaching and learning environments together to enhance the conversation and improve outcomes for the learner by sharing best practices from an international, national, regional and local perspective. We acknowledge the best examples of educational projects to elevate the role of design in the practice of educational architecture.

CAE EDUCATIONAL FACILITY DESIGN AWARDS DESCRIPTIONS

The CAE Design Awards is an internationally recognized marketplace of ideas. Through this forum, the committee disseminates quality ideas on educational facility planning and design to clients, architects and the public.

As the way in which we educate ourselves continues to evolve, we must evaluate and measure our successes and have an arena in which to test ideas. This awards program is an opportunity to engage in critical evaluation and experimentation, not as an end in itself, but within the context of our clients and their needs.

The CAE Design Awards identify, honor, and disseminate the projects and ideas that exhibit innovation and excellence through:

- Demonstration of excellence in architectural design
- Enhancement of a client's educational program through thoughtful planning and design of facilities
- Integration of the local environment as an integral part of the design and learning experience
- Integration of function and aesthetics in designs that also respect the surrounding community and context
- Understanding of social and emotional needs of learners and the corresponding manifestation into physical spaces
- Implementation of a planning/design process that is educational, collaborative and builds the capacity of the learning environment and its community to support its students
- Commitment to sustainability through a holistic and integrated design approach
- Understanding of the connection between the built and natural environment
- Connection the design of space and place to enhance the educational experience of the learner

THE JURY

LETTER FROM THE JURY CHAIR

Each year, the AIA Committee on Architecture for Education (CAE) Awards Program highlights the very best in educational facilities design. This year there were over 130 entries from across the country and internationally, ranging in scale from modest learning centers to expansive new campus facilities. Projects were submitted for both public and private institutions and included early learning facilities, K-12 schools, and higher education projects, as well as informal learning environments covering life-long learning and wellness over a broad range of interests and disciplines. This year's jury focused emphasis their deliberations on the following seven key criteria:

STORY TELLING The clarity of the project entry to clearly “tell their story” through images including diagrams, drawings and photographs as well as narratives. Winning projects clearly illustrated and spoke to their projects intentions.

COLLABORATION Demonstrated evidence of collaborative, project-based learning addressing both current and predicted future trends in both formal and informal learning spaces was paramount in the selected award winners.

STUDENTS FIRST Learning spaces must always be designed with a mind to “students first”! Selected projects for awards feature student-centered classrooms, maker spaces and/or informal or “third spaces” in a deliberate, programmed manner. Flexible design of learning spaces allowing for change over time was an important criterion for evaluation.

PROGRAM SATISFACTION In our deliberations, the jury paid particular attention to the strategies employed in each design solution to ensure satisfaction of the Users programmatic aspirations. We strived to understand user needs for each project in as inclusive a perspective as possible where as many voices were heard and responded to with utmost sensitivity.

AESTHETICS The jury while recognizing high aesthetic quality as a more subjective criterion paid attention to the visual results of each project. When the visual expression of the project matched the other key criteria and was still visually pleasing, all goals are met and enhanced.

CONNECTED Educational environments must reinforce and extend connections into the community. Winning projects demonstrated clear evidence of a clear connection to their particular place in support of specific community and context.

ENVIRONMENTAL STEWARDSHIP Appropriate strategies were well integrated into the overall design. CAE's award submission requirements were the first other Knowledge Community design awards program to fully incorporate the AIA COTE's (Committee on the Environment) criteria for sustainability and resilience including all applicable quantitative metrics as well qualitative narrative descriptions. CAE has since continued to work with COTE and other KCs to refine and streamline this process with the goal of a Common App by 2020.

Entries for this year's design awards program speaks to the importance that educators, institutions and communities place on quality environments for learning. Increasing research into the relationship between good design and learning outcomes by the design community has led to many innovative and effective environments that will positively impact future generations of learners. This year's four Awards of Excellence and five Awards of Merit each approach learning environments in unique and compelling ways while bringing fresh thinking to the field of educational design. Congratulations to all the winners! We trust the work exhibited here will serve as an inspiration and a catalyst for future discussions!

—2019 Jury Chair Michael A. Nieminen, FAIA

DESIGN AWARDS JURY



MICHAEL A. NIEMINEN, FAIA
Kliment Halsband Architects

Michael A. Nieminen has over 30 years of experience as a designer, programmer, and manager of planning and architectural projects. He has programmed over 10 million square feet of new and renovated space. His innovative and analytical programming and planning techniques focus on utilization of existing space, shared space, and flexible multi-use space strategies. His work has been recognized as one of the fundamental acts of sustainability: making better use of what we have and building more efficient new buildings. His recent projects include the master plan and renovation of The Spence School in New York City; the New Academic Building at SUNY College at Old Westbury; and the renovation of Welch Hall at The Rockefeller University. Michael was the Chair of the 2019 CAE Awards Jury, and is a member of the CAE Leadership Group and former Co-Chair of the CAE Subcommittee for Higher Education.. He has lectured at the AIA National Convention, AIA/CAE Learning Environments Conference; and Society of College and University Planning. He received a Bachelor of Environmental Design from The University of Florida and a Master of Architecture from North Carolina State University School of Design.



JASON FORNEY AIA, LEED AP
Bruner/Cott Architects

Whether he's designing a new building or transforming an existing space, Jason combines creativity with building performance to craft sustainable design solutions. As a principal, Jason has been the design leader on many of Bruner/Cott's award-winning projects, including the Massachusetts Museum of Contemporary Art (MASS MoCA) and the Lesley University Lunder Arts Center in Cambridge. The Regenerative Village at Yale Divinity School Master Plan and the R. W. Kern Center at Hampshire College in Amherst both aim to meet the high standards of the Living Building Challenge, including net positive energy and water, and Jason has designed multiple LEED Gold and Platinum certified college campus projects across the Northeast.

Born and raised in North Carolina, he earned bachelor's degrees in architecture and environmental design from N.C. State University. Jason lived in a historic fire station and elastic waistband factory before settling down in Arlington, MA, with his wife and two children.



MERYATI JOHARI BLACKWELL, AIA, ASID, LEED AP BD+CDLR
Marlon Blackwell Architects

Meryati Johari Blackwell brings over twenty-five years of experience to her role as Principal at Marlon Blackwell Architects where she also serves as Director of Interiors and Sustainability. Her sensitivity as a designer and knowledge of materials and details enrich every project in the office. She works closely with Marlon and project teams to deliver thoughtful designs that are both sensual and sensible.

With a degree in Architecture and Planning, Meryati is both a Registered Architect and a Registered Interior Designer. Meryati brings a broad range of experience in architectural offices in the United States and Asia to her work at Marlon Blackwell Architects. She has worked with many project types including churches and banks, health centers, office buildings, stadiums, libraries, schools and university buildings, as well as residences, retail spaces and hotels. Her talents in architectural and interior design and her expertise in the preparation of construction documents, code research and contract administration, design and detailing, spec writing, as well as her ability to coordinate work with various consultants involved in a project, are highly valued. She is a LEED Accredited Professional specializing in Building Design and Construction and serves as the LEED Project Team Administrator for each of the firm's projects that seeks LEED certification.



KIM TANZER, FAIA
University of Virginia, School of Architecture

Kim Tanzer FAIA completed her five-year term as the Dean and Edward E. Elson Professor of Architecture at the School of Architecture at University of Virginia in June 2014. Prior to beginning her tenure at the University of Virginia in 2009 she served as a professor of architecture at the University of Florida for more than two decades. She received her Bachelor of Arts from Duke University and her Master of Architecture from North Carolina State University. She was elected to the American Institute College of Fellows in 2011, and named a Distinguished Professor of the Association of Collegiate Schools of Architecture in 2014.



JOANN HINDMARSH WILCOX, AIA, LEED AP
Mahlum Architects

JoAnn is a recognized leader of architectural design and public engagement strategy, specializing in the creation of buildings that support student life and advance educational goals. Her work highlights a quiet sensitivity to place, craft, and people, leveraging spatial and functional exploration; multi-disciplinary collaboration; and the cultivation of social interaction through design within the public realm. She is a frequent speaker on issues in architecture related to equity, inclusion, and creating agile learning environments that align space to pedagogy. With nearly 21 years of experience in master planning and architectural design, her work has achieved local to international recognition with awards from A4LE, AIA, and the national AIA Committee on Architecture for Education.

JoAnn holds a Bachelor of Architecture and a Bachelor of Science in Building Science from Rensselaer Polytechnic Institute. She is a registered architect in Oregon and Washington, and is a LEED-Accredited professional.

AWARD OF EXCELLENCE

FOR THE BEST OF THE BEST

IN THE FIELD OF

TECHNOLOGY

AND INNOVATION

FOR THE YEAR 2023

AWARDED TO

THE COMPANY

FOR ITS

OUTSTANDING

ACHIEVEMENTS

IN THE

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AWARD DESCRIPTION

• Awards of Excellence were given to registered architects whose projects represent exemplary practice in all five of the following areas of educational facility design:

- Demonstration of excellence in architectural design
- Design that integrates functional needs and aesthetic considerations while respecting the surrounding community and context
- Planning and design process
- Understanding of the connection between the built and natural environment
- Integrated and holistic approach to sustainability

The number of awards given is at the sole discretion of the jury, based on the number of projects it deems necessary to represent exemplary practice.

CROSTOWN HIGH SCHOOL

Crosstown High School | Memphis, Tennessee

Architect: ANF Architects

Nested in the heart of Crosstown Concourse in Memphis, Tennessee, this innovative 500-student high school is an integral component within this newly-transformed vertical urban village. Formerly a Sears regional distribution center, this one million square foot building lay vacant for nearly two decades before its rebirth as Crosstown Concourse, a vibrant hub for education, wellness, and the arts. Crosstown High is uniquely situated on the first, fourth, and fifth floors of the east tower of the iconic art deco building.

JURY COMMENTS

This project activates an underappreciated area in Memphis and speaks to a student population in a positive way. Working within a small budget, the team's strategy of leaving existing shell creates a moment of design.







DANIELS BUILDING AT ONE SPADINA CRESCENT

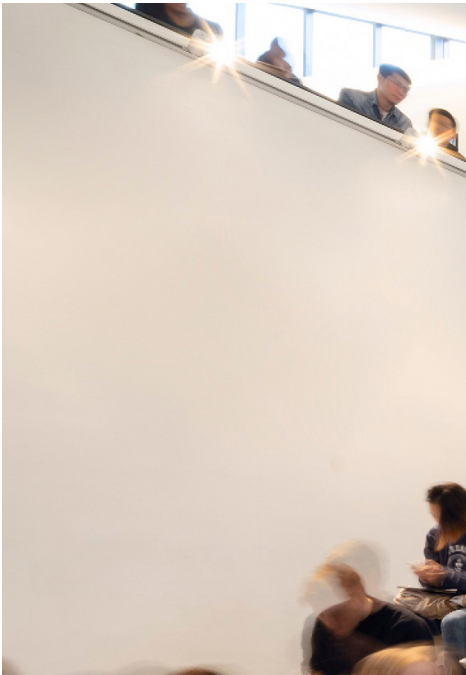
The University of Toronto/Daniels Faculty of Architecture, Landscape, and Design | Toronto, Canada
Architect: NADAAA with Adamson Associates and ERA Architects

The Daniels Faculty required a new working prototype of sustainability to accommodate a program for studio space, fabrication workshops, classrooms, offices, library, cafe, exhibition space, auditorium, and state of the art 'urban theater.' The design of this building presents a case where problems of pedagogy come face-to-face with a physical environment that is inhabited and tested daily by an audience of experts, critics, teachers, practitioners, and students, the very protagonists of the medium.

JURY COMMENTS

The building is a masterclass in and of itself—perfect in every way. It is responsive to a difficult site and existing building and with a confident combination of new and traditional forms.







MAGNOLIA MONTESSORI FOR ALL

Magnolia Montessori For All | Austin, Texas

Architect: Page

Magnolia Montessori For All (MMFA) is the first public Montessori school in Austin, Texas, located in the historically disadvantaged and underserved communities in East Austin. Focused on a “whole child” education, the school works to cultivate creativity, innovation and leadership skills within a racially, culturally and socioeconomically diverse community.

In place of the traditional single school building, the design team conceived a village with classroom buildings reading as houses, so the school would feel like a second home to its 500 pre-K–6th grade students. Crisp cottage-like building clusters tuck into the gentle slope of the site. The scale, proportion and materiality of the buildings echo that of the nearby residential neighborhood, which creates harmony between the new school and its context, and helps it belong to the community.

JURY COMMENTS

This is an example of good design can happen anywhere and on any budget. The simplicity of the architecture and appropriate scale responds to and lifts the community in a way that does not feel alien.







SAN FRANCISCO ART INSTITUTE-FORT MASON CENTER PIER 2

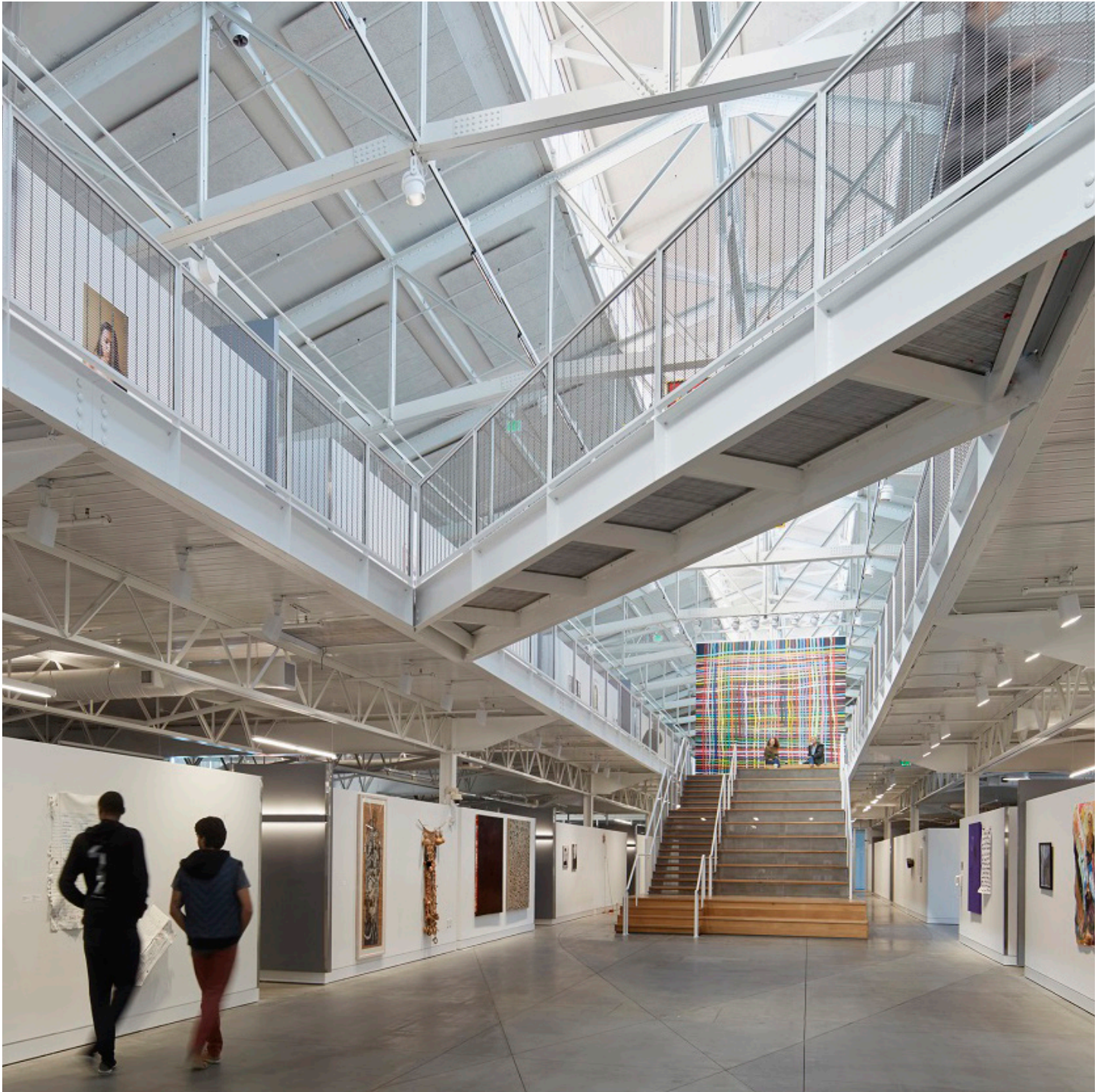
San Francisco Art Institute/Fort Mason Center for Arts and Culture | San Francisco, CA

Architect: Leddy Maytum Stacy Architects

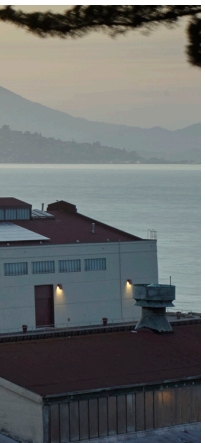
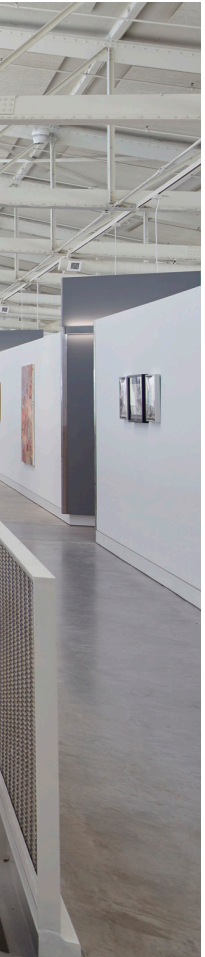
San Francisco Art Institute (SFAI) is “dedicated to the intrinsic value of art and its vital role in shaping and enriching society and the individual.” It prepares students for a life in the arts through an immersive studio environment, an integrated, interdisciplinary curriculum, and critical engagement with the world. To meet their mission, SFAI set out to expand their facilities and curriculum for their graduate program, build a cohesive urban campus near the historic main campus, and find a new creative space in one of the most challenging real estate markets in the world.

JURY COMMENTS

This sensitive adaptation of a remarkable historic site is hard to achieve. The design is delicate, and lets the beauty of the space be, while integrating sustainable strategies.







AWARD OF MERIT

AWARD DESCRIPTION

Awards of Merit may be given to other firms for superior quality projects.

The number of awards will be given at the sole discretion of the jury, based on the number of projects it deems necessary to represent exemplary practice.

CORNELL UNIVERSITY COLLEGE OF VETERINARY MEDICINE

Cornell University | Ithaca, New York

Architect: Weiss/Manfredi

Cornell University tasked Weiss/Manfredi with transforming their original College of Veterinary Medicine campus—a disconnected collection of ad-hoc buildings—into a cohesive campus that would signal the importance of the College and enable the school to advance research while offering an innovative curriculum for training future practitioners and researchers. Through outreach ranging from Ebola virus prevention to healthy pet clinics, and research ranging from invasive diseases to species tracking, the College works to support communities across the world by leading in research on animal health and infectious disease prevention.

JURY COMMENTS

This project dramatically changes the relationship between outside and inside and makes the school part of the overall campus. The interiors are luminous and meticulously detailed.







IIT INNOVATION CENTER

(Ed Kaplan Family Institute for Innovation and Tech Entrepreneurship)

Illinois Institute of Technology | Chicago, IL

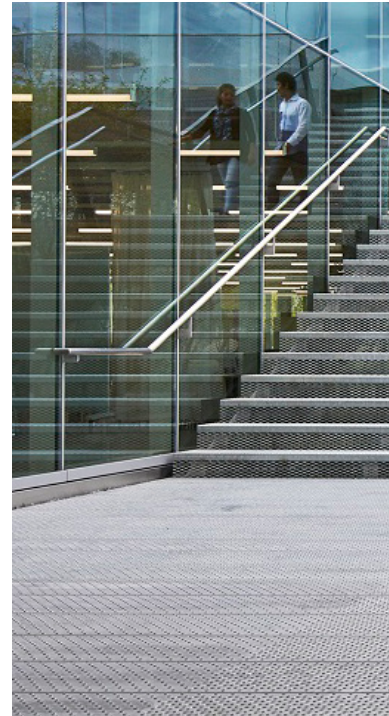
Architect: John Ronan Architects

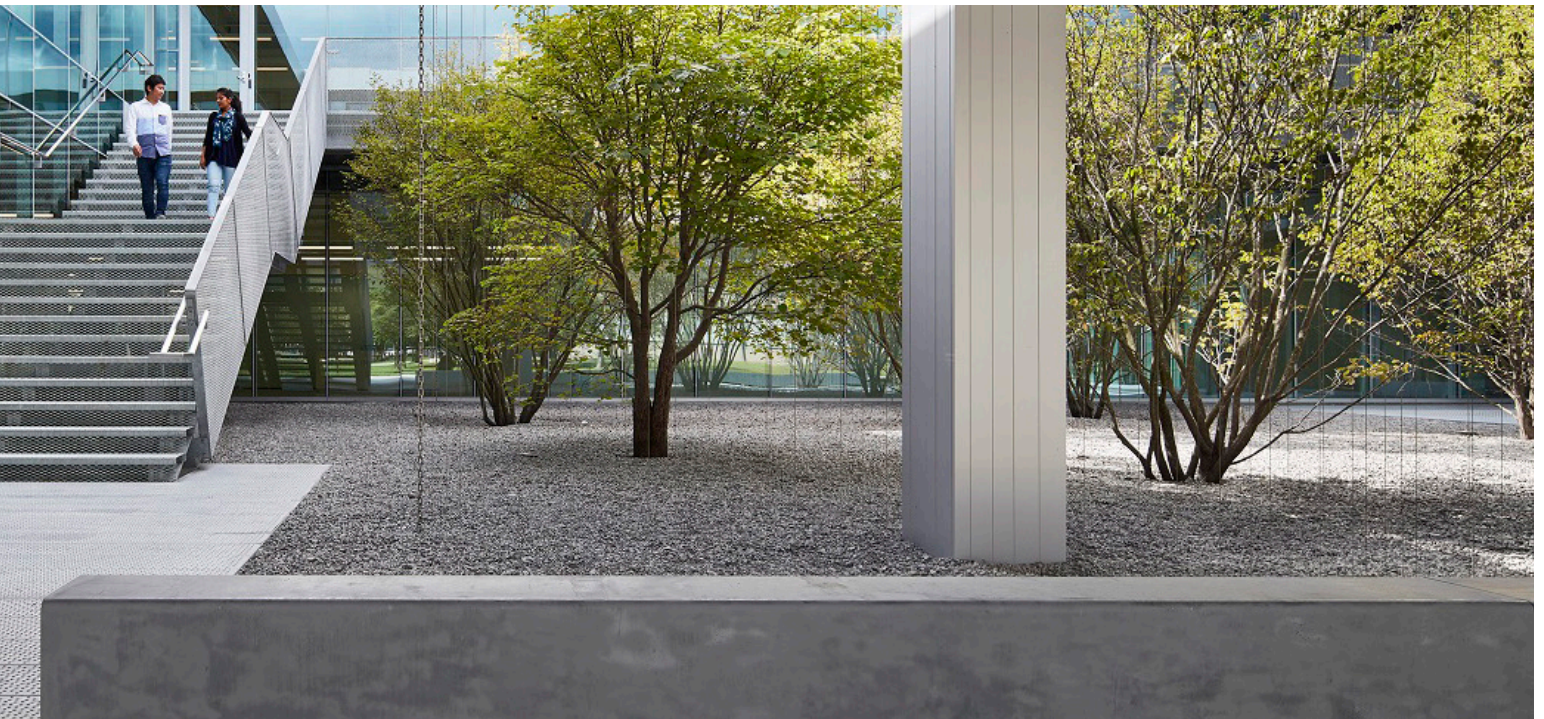
The horizontal, open and light-filled building is designed to encourage creative encounters between students and faculty across disciplines. Located in the heart of IIT's historic Mies campus, the building draws students and faculty in from all directions. Conceived as a hybrid of campus space and building, the design is organized around two open-air courtyards through which visitors enter the building, and which serve as collision nodes for chance meetings and information exchange across departments. These two-story glazed courtyards bring natural light deep into the floor plate, creating a spacious, airy and light filled interior and a continuous connection with nature. The design of the Innovation Center is innovative in its own right, and forward-thinking in its approach to sustainability. The second floor of the building, which cantilevers over the ground floor to provide sun shading, is enclosed in a dynamic façade of ETFE foil cushions which can vary the amount of solar energy entering the building through sophisticated pneumatics. The ETFE foil is one percent the weight of glass and gives the building a light, cloud-like appearance.

JURY COMMENTS

IIT doesn't trap itself in the past but finds a modern expression of ideas—superior use of building technology.







MIT.NANO

Massachusetts Institute of Technology | Cambridge, Massachusetts

Architect: Wilson HGA

MIT.nano is one of the largest commitments to research in MIT's history. Just steps from the Infinite Corridor and the Great Dome, at the heart of the MIT campus, MIT.nano supports the activities of 2,000 researchers. The 216,000 GSF facility allows faculty and students to manipulate materials at the atomic scale and create innovative devices. It streamlines delicate experimentation and prototyping by bringing together complex research and learning activities that are currently distributed around campus. A world-class facility, it modernizes MIT's capacity and deepens the collaboration between disciplines, nurturing game-changing ingenuity and advancing the frontiers of innovation without boundaries.

JURY COMMENTS

This building is understated in its context; simple but appropriate to the narrow site. The technical spaces are phenomenal and a showcase for the future.







RUTGERS UNIVERSITY-CAMDEN: NURSING AND SCIENCE BUILDING

Rutgers University-Camden | Camden, New Jersey

Architect: Perkins Eastman

After several decades of disinvestment and decline, Camden, New Jersey, has recently shown a commitment to revitalization and community-building. This commitment is realized in the Rutgers University-Camden: Nursing and Science Building.

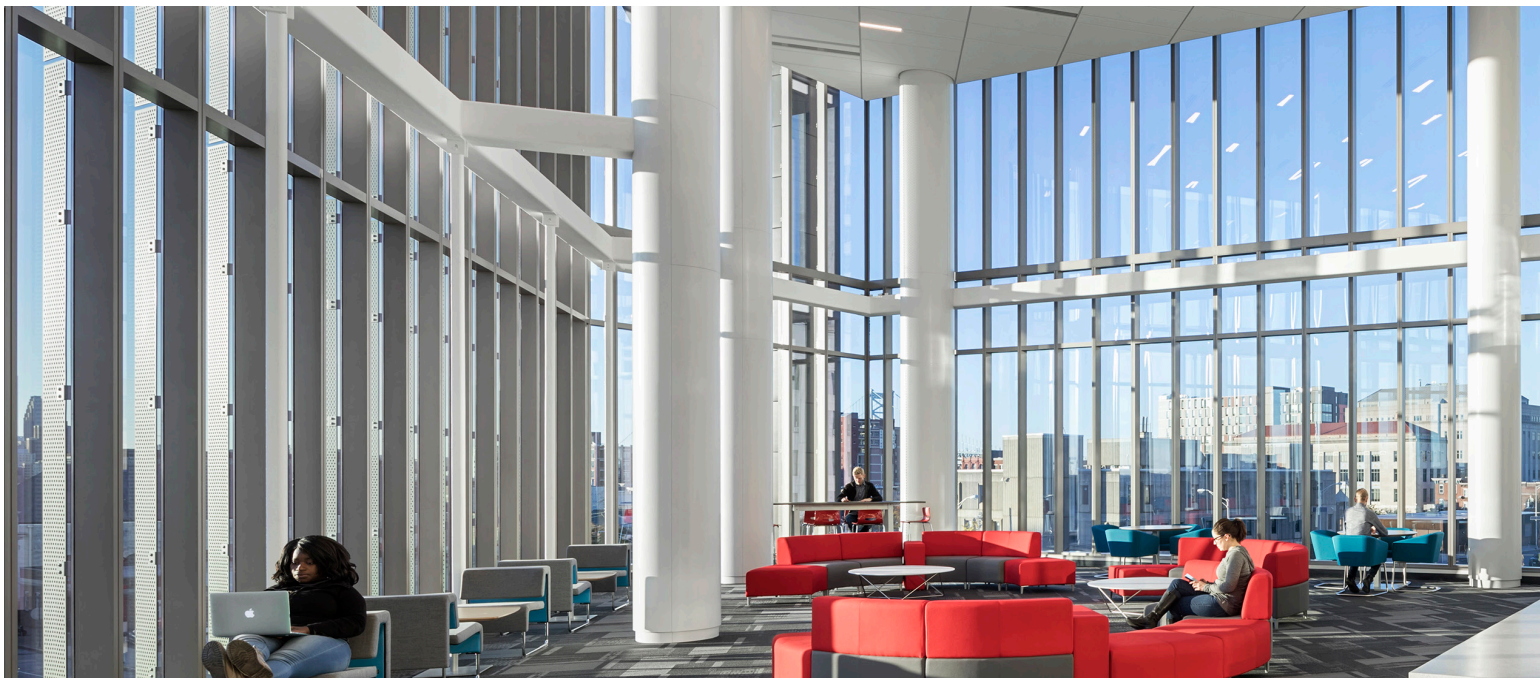
Adjacent to City Hall, abutting the heavily trafficked Light Rail station, the building significantly improves Camden's urban context; it captures at once the inherent value of access to transportation, a waterfront, historic building stock, and an activated pedestrian realm.

Located on a triangular site between the Rutgers-Camden campus and the Cooper Medical Center—the first academic building located off Rutgers-Camden's traditional boundaries—the building is described as a game-changer in the revitalization of Camden, by building an “eds and meds” corridor connecting Camden's university district with the Cooper University Hospital and Cooper Medical School of Rowan.

JURY COMMENTS

This project is an excellent response to urban context. We commend the team for materials choices and positive solution to a difficult plan.







UBC AQUATIC CENTRE

The University of British Columbia / UBC Properties Trust | Vancouver, Canada

Architect: MJMA & Acton Ostry Architects

How can the new aquatic center effectively train Olympians, serve its community, and enhance the student experience? How can it operate learn-to-swim programs while at the same time run a 1000-person swim meet?

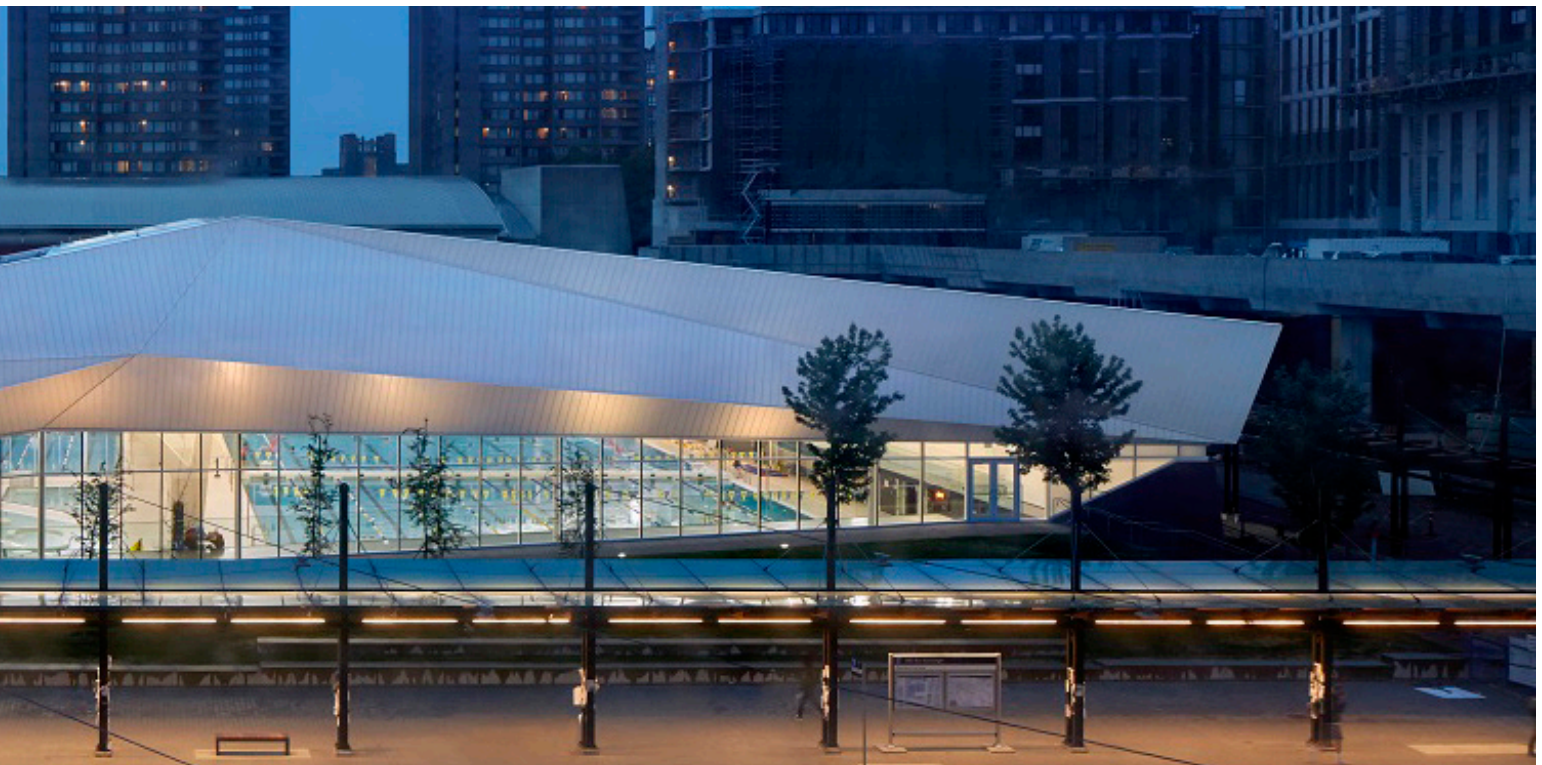
In 2012, UBC sent more swimmers to the London Olympic summer games than anywhere else in Canada, sporting the most successful swim team in the country. Meanwhile, the explosive market-driven expansion of the endowment lands and burgeoning campus community, created the fastest growing youth and family population in Vancouver's lower mainland. The new aquatic center was required to meet the needs of both these groups with a high-performance training/competition venue and a community aquatic center, all within a single facility. The aquatic center was also required to actively engage the public realm and contribute to ongoing campus life and the greater student experience.

JURY COMMENTS

The beautiful roof organizes the building over a traditional floorplan and is well-executed. The plan champions the education of the whole student, integrating swimming as part of the learning process.







CAE LEADERSHIP GROUP

CAE is a public company listed on the New York Stock Exchange (NYSE) under the ticker symbol CAE. The company's headquarters are located in Montreal, Quebec, Canada. CAE is a global leader in providing simulation and training solutions for the aviation, defense, and space industries. The company's products and services are used by airlines, military forces, and space agencies around the world. CAE's revenue is primarily derived from the sale of simulation and training equipment, as well as from the provision of training services. The company's leadership group is responsible for the overall management and strategic direction of the company.

The CAE Leadership Group is composed of the following members: **Chairman of the Board:** **John J. Frawley**, President and Chief Executive Officer of CAE. **President:** **John J. Frawley**, President and Chief Executive Officer of CAE. **Chief Financial Officer:** **David A. H. Smith**, Chief Financial Officer of CAE. **Chief Operating Officer:** **John J. Frawley**, President and Chief Executive Officer of CAE. **Chief Technology Officer:** **John J. Frawley**, President and Chief Executive Officer of CAE. **Chief Marketing Officer:** **John J. Frawley**, President and Chief Executive Officer of CAE.

CAE's Leadership Group is committed to the following principles: **Integrity:** The company's leadership group is committed to the highest standards of integrity and ethical conduct. **Transparency:** The company's leadership group is committed to transparency in its financial reporting and other disclosures. **Accountability:** The company's leadership group is committed to accountability for its actions and decisions. **Respect:** The company's leadership group is committed to respecting the rights and dignity of all individuals. **Environmental Stewardship:** The company's leadership group is committed to environmental stewardship and sustainable development.

CAE's Leadership Group is also committed to the following goals: **Financial Performance:** The company's leadership group is committed to achieving strong financial performance and sustainable growth. **Operational Excellence:** The company's leadership group is committed to achieving operational excellence and high-quality products and services. **Customer Satisfaction:** The company's leadership group is committed to achieving high levels of customer satisfaction and loyalty. **Employee Engagement:** The company's leadership group is committed to achieving high levels of employee engagement and productivity. **Community Impact:** The company's leadership group is committed to achieving a positive impact on the communities in which it operates.

CAE's Leadership Group is also committed to the following initiatives: **Research and Development:** The company's leadership group is committed to investing in research and development to develop new and innovative products and services. **Marketing and Sales:** The company's leadership group is committed to investing in marketing and sales to increase the company's market share and revenue. **Human Resources:** The company's leadership group is committed to investing in human resources to attract and retain top talent. **Environmental and Social Governance:** The company's leadership group is committed to implementing and improving its environmental and social governance practices.

CAE's Leadership Group is also committed to the following values: **Teamwork:** The company's leadership group is committed to working together as a team to achieve the company's goals. **Communication:** The company's leadership group is committed to open and honest communication. **Collaboration:** The company's leadership group is committed to collaborating with others to achieve the company's goals. **Resilience:** The company's leadership group is committed to being resilient in the face of challenges and setbacks. **Adaptability:** The company's leadership group is committed to being adaptable to change and new circumstances.

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AIA CAE LEADERSHIP GROUP



KARINA RUIZ, AIA, LEED AP BD+C
BRIC Architecture, Inc.

Karina Ruiz is the 2019 Chair of the AIA Committee on Architecture for Education and one of the founding Principals of BRIC Architecture in Portland, OR. Karina sits on the K-12 subcommittee and is the Leadership Group liaison for the CAE's Advocacy Task Force. Karina has focused her 20 year career on the design of innovative learning environments. She has designed and managed over \$1 billion in educational projects throughout her career, many which have earned numerous local, regional and national design awards, including two James D. MacConnell Awards. Karina is actively engaged in the national dialogue on the intersection between pedagogy and design innovation. The issue of school safety & security has become a passion project for Karina and she has become a leading voice in this conversation. As principal, she brings an innate ability to inspire educational planning, build community engagement and design efforts that exceed expectations of clients and users. It is her goal to design schools that empower learners to change the world.



BRIAN MINNICH, AIA
GWWO Architects

Brian Minnich is a licensed architect and project manager with GWWO Architects in Baltimore, Maryland. His 20 years of professional experience span the U.S. Northwest and Mid-Atlantic regions. He achieved several top honors and holds a bachelor of architecture and a bachelor of science in environmental design from North Dakota State University in 1998. His career has concentrated heavily on the planning and design of K-12 education environments. Brian served as the national co-chair for the subcommittee on K-12 Education for the American Institute of Architects Committee on Architecture for Education from 2011 through 2014. For the past two years he has served on the Advisory Board for the North Dakota State University Department of Architecture and Landscape Architecture. In August 2014, Brian moderated a national webinar for the AIA entitled “K-12 Educational Design for Safety and Security” where he gathered experts from across the country to discuss various aspects of school security design.



DAVID VAN GALEN, AIA, LEED AP
Integrus Architecture

David Van Galen has over 30 years of experience in planning and architecture with a focus on complex public buildings within demanding contexts. His planning work with civic projects includes master planning and feasibility studies for a wide variety of facilities across the country. He has brought this same broad-based, context-focused sensitivity to his architectural design work. Diverse public projects in science & technology, government, higher education, and K-12 schools have given him an intimate understanding of the public design process, as well as the ability to work creatively and collaboratively within institutional and civic guidelines, resulting in projects that are truly connected to their communities.

As Design Principal at Integrus Architecture, David provides design oversight on educational projects, ensuring their designs seamlessly accommodate user goals and program needs, and appropriately reflect the spirit of the institutions and communities they serve. He is committed to an integrated team approach to the design process. His broad-based, client-focused sensitivity and intimate understanding of the aspirations and concerns of building users has resulted in award-winning architecture that functions superbly within the often demanding contexts of the public realm.

David is currently a member of the American Institute of Architects Committee on Architecture for Education (AIACAE) Leadership Group. He is a past co-chair of the AIACAE K-12 Subcommittee.



MICHAEL A. NIEMINEN FAIA
Kliment Halsband Architects

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JUDITH HOSKENS, ASSOC. AIA
Cunningham Group Architecture, Inc.

Judy is a nationally respected thought leader in educational design. At her core is a spirit that values the unique contributions each individual brings to the design process, creating buy-in and enthusiasm for supporting the decisions that are reached collectively. Judy currently serves as principal at Cunningham Group Architecture, Inc., and leads the firm's K-12 Education sector. Throughout her career, Judy has worked with communities and education groups throughout all phases of project development from master planning through construction. Judy's experience serving and working with communities, together with her technical background, provides the clear communication and coordination required for project success. Judy has brought these skills to numerous projects, including significant facility planning efforts for districts in Minnesota, around the country and around the world.

Judy is an active member of the Association for Learning Environments (A4LE), former International President, and past member of the International Board. In 2013, she was designated an A4LE Fellow and received the A4LE Lifetime Achievement Award, the most distinguished professional award bestowed to an individual in recognition of contributions to the field of educational facility planning. Judy was part of a select group invited by the Department of Defense Education Activity (DoDEA) to help rewrite the educational specifications for all their schools worldwide. She has also worked with the American Architectural Foundation in partnership with the Bill & Melinda Gates Foundation in an initiative that applied design thinking in dramatically transforming selected school districts into centers of personalized learning.



**The American
Institute
of Architects**

Committee on
Architecture for Education

an **AIA** Knowledge Community