THE AMERICAN INSTITUTE
OF ARCHITECTS
Committee on Architecture for Education

2013 Committee on Architecture for Education Design Awards

Overview

The CAE Design Awards program offers architects, clients and the public examples of proven strategies and the latest trends in the planning, design and construction of educational environments of all types worldwide. With changes to teaching and learning, design of educational environments is rapidly changing responding to new understandings about ecology and new types of communication and collaboration contexts. The jury selected projects that demonstrate quality of form, functionality, and current architectural responses that promote learning for people of all age groups. Projects showed an increase in the use of natural light throughout, increased outdoor socializing and learning spaces, expanding learning space typologies in new and exciting ways. It was encouraging to see so many projects demonstrate community collaboration in the design process. In addition, the increase in environmentally connected and energy responsive use of water collection, filtration, green roofs, roof terraces, and sun shading techniques shows a positive trend for the profession. Eighty 2013 submissions represented K12, library, athletic, university, community college, community center and various other learning environments.

This year the award categories were modified to recognize the best in educational design through the CAE Design Excellence Award, and incorporate two prestigious American Association of School Administrators (AASA) awards, the Shirley Cooper and Walter Taylor Awards. The AASA Shirley Cooper Award is presented to the project that best meets the educational needs of its students while the Walter Taylor Award is presented to the project that best meets a difficult design challenge. Seven educational facilities were honored with awards this year; five received an Award of Excellence; one each received the AASA Shirley Cooper Award and AASA Walter Taylor Award.

All of the awards exhibited integration with the local environment as an integral part of the design and learning experience, function and aesthetics that respect the surrounding community and context, and an understanding of social and emotional needs of learners and the corresponding manifestation into physical spaces. Planning and design processes were shown to be educational, collaborative, and built the capacity of the facility and its community to support its users.

Committee on Architecture for Education
Design Excellence Award

The CAE Design Excellence Award honors educational facilities that the jury believes should serve as an example of a superb place in which to learn, furthering the client's mission, goals and educational program while demonstrating excellence in architectural design. These projects exemplify innovation through the client's educational goals through responsive and responsible programming, planning and design. Function and surrounding regional and community context are valued as part of the planning and design process. In addition, connection to the site, surrounding campus, community, and environment are evident in the design solutions.

CAE Design Excellence Award
California State University, Northridge Student Recreation Center

Northridge, California
LPA, Incorporated

The Student Recreation Center strategically creates a strong bookend to the east end of the campus, providing a dynamic, energetic approach to recreation. The design concept is clearly executed with a judicious use of colors and finishes. Upon entering the building natural lighting and material choices raise excitement and motivate movement. As an athletic building, it captures the energy and impetus of the various sporting activities inside. Strong transparency and interconnections between spaces inside the building are appealing, inviting and conducive to exercising. Compositionally it is assured and confident. Its community connection is highly apparent. Rainwater collection, natural ventilation, and day lighting are strong sustainable design features that are nicely integrated into the design. It was evident to the jury that students were involved in the conceptualization process and planning.

CAE Design Excellence Award
Sandy High School

Sandy, Oregon
Dull Olson Weekes – IBI Group Architects

Breathtakingly detailed as a public school, Sandy High School sets very high standards in terms of materials, finishes and aesthetics. Sitting lightly on the land, the building allows nature to penetrate the campus. It takes advantage of the hillside and creates panoramic views while nestling comfortably on the contours. Visible green roofs below adjacent classrooms add to hillside views while remaining roof areas are opportunities for power generation. Transparency between classrooms

and common areas is executed boldly, with floor to ceiling glass suggesting a confidence with the user groups. Single loaded corridors were used to great effect by allowing natural light into both sides of learning spaces. Exterior treatments reflect the region in a wonderful and indigenous way and incorporate pleasant verandas with deep overhangs. The usable space per student and color combinations contribute to and promote student development.



CAE Design Excellence Award
Jobie L. Martin Classroom Building

Jackson, Mississippi
Duvall Decker Architects

This simple and honest building with strong forms and an elegant façade shows that a few simple gestures can render a sense of identity to an otherwise nondescript campus. The rigorous use of materials, straightforward detailing, and clarity of concept elevates the modest program to a new level. The jury admired the light airy classrooms that combined the translucent, transparent, fixed, and operable glazing.




CAE Design Excellence Award
Mesa Community College Health Wellness Building

Mesa, Arizona
SmithGroupJJR



The transformation of this postindustrial concrete building into a light filled, translucent learning environment is exceptional. This project sets a high standard for reuse and repurposing of an existing building and demonstrates how constraints can benefit and strengthen a project. The conversion of leftover space between buildings creates dynamic and interactive circulation opportunities. The exterior is striking in its bold gestures, especially at night.

CAE Design Excellence Award
Cranbrook Kingswood Girls' Middle School

Bloomfield Hills, Michigan
Lake|Flato Architects

This design integrates form and function in ways reminiscent of the Crow Island School. The building is indicative of an independent language that fits well within the campus context. Cranbrook Kingswood Girls' Middle School is beautifully detailed, appropriately contextual in a place where expectations are very high, modest in scale, yet intimate. The variety of shared common learning spaces connects directly to the exterior while providing opportunities to integrate imaginative ideas into the educational environment. The scale of the interstitial spaces and classrooms give a very secure feeling to the learning environment. This school builds on great traditions but creates a quality and life of its own.

AASA Shirley Cooper Award
Trillium Creek Primary School

West Linn, Oregon
Dull Olson Weekes – IBI Group Architects

Children and community were clearly involved in the design of this school. The breadth and diversity of learning spaces provides abundant evidence the children were advocates and participants in an interactive planning process. Discovery centers flow while classrooms are filled with natural light and visually connected between spaces. The clustering of L-shaped classrooms creates varied learning opportunities in a playful yet organized manner.

AASA Walter Taylor Award
Ingraham High School Addition
Seattle, Washington
Integrus Architecture

This carefully thought out addition to an urban high school could become a catalyst for change in this school. It has provided the opportunity to transform a difficult project into something quite spectacular. Preserving an existing grove of trees connects spaces to the outdoors while shading classroom windows from western sun, creating a culture of environmental respect. Instead of repeating an existing pattern of light wells, a two story atrium is created that offers a casual gathering place for students.

2013 Jury

Steven M. Shiver, AIA, Chair, NAC Architecture, Seattle, has spent the last two decades managing the planning, design and construction of more than $300 million in educational, recreational and public facilities. He has an international reputation for his thoughts on how integrated sustainable building features can be incorporated as teaching and learning tools. He is particularly gifted in integrating educational delivery goals into facility design and regularly speaks at national conferences on educational planning and design. Several of his recent projects were the recipient of multiple national and regional awards.

John R. Dale, FAIA, Harley Ellis Devereaux, Los Angeles, has been involved in the master planning, programming and design of public and private educational projects for over twenty years. In 2007, he was honored with an AIA Fellowship for his work in school design. By defining small learning communities which boost student achievement, promote sustainability, and galvanize community involvement, he has established widely recognized models of regional and national significance. His educational projects have been honored with numerous awards at the national, state and local level. An experienced communicator, he has lectured and taught at MIT, UCLA, California State Polytechnic University.

Linda Nelson Keane, AIA, Studio 1032, Shorewood, WI, is an artist, architect and design education innovator who champions creativity as essential to a sustainable future. Professor of Architecture and Environmental Design at the School of the Art Institute of Chicago and co-founder of STUDIO 1032, she consults on green initiatives along the Milwaukee- Chicago corridor. She serves on the City of Chicago Metropolitan Planning Council and developed place making, pocket parks, street design and public space journeys for K12 classrooms. Keane's work has been recognized by the American Institute of Architects, Association of Collegiate Schools of Architecture, American Architectural Foundation, Graham Foundation, National Endowment of the Arts and United States Green Building Council.

Victor Sidy, AIA, Taliesin School of Architecture, Scottsdale, AZ, has been Dean of the Frank Lloyd Wright (Taliesin) School of Architecture since 2005. Prior to this appointment, Sidy worked as principal architect in his own firm, which focused on the act of making as the departure point for design. As an architect, Sidy developed methods to design and execute highly specialized projects, from disaster relief shelters to luxury retreats, nature study centers to the design of urban schools. In collaboration with the North American Montessori Teachers' Association, Sidy coordinated programs for adolescents in which students design and build environmentally sensitive structures. Sidy has also published key literature on the design for Montessori learning environments, and has provided design consultation services for schools across the country.

C. Kenneth Tanner, University of Georgia, Athens, GA, a graduate of the Florida State University, has served as a professor of educational planning at the University of Tennessee and the University of Georgia, where he is currently a member of the Graduate Faculty, Engineering Faculty, and Workforce Education Faculty. While employed at the University of Tennessee he was a regular member of the School Planning Laboratory teams that planned schools across the Southeast. In 1997 he founded the School Design and Planning Laboratory (SDPL) at UGA, and for approximately 15 years his research focus has been directed at how the design of school facilities impacts behavior and learning. Dr. Tanner is has published numerous articles on school facility planning and is the lead author of several books on various aspects of planning.