

Educational Facility Design Awards 2018



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 Program is an internationally recognized forum for honoring and disseminating creative design responses to current educational thinking. As the field of education continues to evolve, it is essential to have an arena in which to test architectural design ideas and evaluate their results. This awards program is an opportunity to engage in critical evaluation and experimentation of the built environment within the larger context of educational theory and practice.

The CAE Design Awards recognizes projects that exhibit innovation and excellence through:

- Enhancement of the client’s educational program through thoughtful planning and design
- A holistic approach to the educational experience that encompasses the immediate context and reinforces the connection between the built and natural environment.
- Demonstration of an understanding of the diverse social and emotional needs of learners.
- Implementation of a collaborative planning/design process that embraces the concerns of individual users and the larger community.
- A commitment to an integrated design approach to sustainability
- Engagement of the physical and cultural context of learning to produce place-specific solutions tied to the unique character of the surrounding community
- Demonstration of rigor in design thinking, craft, and quality of execution.

THE JURY

LETTER FROM THE JURY CHAIR

Each year, the AIA Committee on Architecture for Education Awards Program highlights the very best in educational facilities design. This year there were over 130 entries from across the country and internationally, ranging from small remodel projects of a few thousand square feet 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 over a broad range of interests and disciplines.

During this year's jury deliberations, the discussion of what constituted design excellence coalesced around 5 themes representing the characteristics of exceptional projects. The projects selected for recognition all distinguished themselves in these five areas: Process Driven, Engaged, Connected, Agile, and Sustainable.

The number of exceptional entries in this year's design awards program is a testament to the importance that educators, institutions and communities place on quality environments for learning. At a time of increasing research into the relationship between good design and learning outcomes, it is clear that the design community is responding with innovative and effective environments that are certain to positively impact future generations of learners. This year's eight Awards of Excellence and two 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.

—2018 Jury Chair David Van Galen, AIA

PROCESS DRIVEN The involvement of end users in the design of educational facilities is an important aspect in creating buildings that directly meet their needs. The Jury was interested in projects that were as much about the process as they were about the product. Each of the projects awarded and many of the other notable submissions involved a process that valued the inclusion of end users, surrounding communities, and strategic partners to shape the final product.

ENGAGED Learning takes place within a context that engages human comfort and security. The Jury was looking for solutions that provided a variety of rich spatial experiences outside of traditional learning environments. The selected projects all display a keen sense of the social, emotional and cultural contexts of their designs by providing environments that engage the users in support of a diversity of human interaction.

CONNECTED Educational environments must reinforce existing connections and encourage new ones. Connections occur at many levels. The Jury looked for projects that broke down boundaries and blurred the distinctions between traditional learning spaces, between the built and natural environment, and that supported human interaction through collaboration and innovation.

AGILE Buildings should not only be adaptable to future change but provide a wide variety of opportunities to encourage creative re-thinking of their use over time: daily, moment-to-moment, and long-term. Projects selected for recognition creatively embraced the current need for easily manipulated spaces while setting the stage for the evolution of future teaching and instructional methodologies.

SUSTAINABLE Stewardship of the natural environment is an essential component of design excellence. Along with the other measures of sustainability, the CAE awards provide the opportunity to explore the relationship of sustainability to curriculum, and pedagogy. Submittals were not only evaluated on the performance of the facility, but on the degree to which a sustainable ethos is integrated within the educational program manifested within the facility.

DESIGN AWARDS JURY



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. David is currently a member of the AIA CAE Design Leadership Group and has served as past co-chair for the CAE K-12 Subcommittee.



LINSEY GRAFF, ASSOC. AIA
DLR Group

Linsey is a Campus Planner at DLR Group in Phoenix, Arizona. With a focus on higher education planning, Linsey has engaged with multiple colleges and universities throughout the nation to develop campus plans, sustainability plans, and strategic visioning. She has served as both an institutional representative as well as worked in private practice.

With a fierce focus on community outreach, Linsey has worked on key issues of education and diversity, and has used her platform to argue for a more accessible and equitable profession. Linsey was appointed to a three-year term on the AIA National Diversity and Inclusion Council, where her work focused on increasing attention and resources for K-12 pipeline programs. In 2016, she was one of 22 architects and educators invited to join the Equity in Architecture Commission. Linsey is currently serving on the AIA National K-12 Task Force to build long-term strategies for introducing architecture and design into K-12 curricula.



JUDITH HOSKENS, ASSOC AIA
Cuningham Group Architecture, Inc.

Judith 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.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.



WENDY ROGERS, FAIA
LPA

Wendy has designed and promoted innovative, high-performance learning environments through her work at LPA where she has practiced since 1987. She has worked collaboratively in both public and private schools to create informed solutions for future learners.

Serving nine years as the Green Schools Chair for the U.S. Green Building Council, Rogers has been an advocate for the adoption and design of green schools. An experienced educational designer, Rogers uses data and evidence to demonstrate the principles and strategies at work in sustainable school design. In 2009, she was the co-author of Green School Primer: Lessons in Sustainability, and she regularly shares her expertise and knowledge through national, state and local speaking engagements. Rogers has worked with more than 75 community groups, school boards and districts on innovative and sustainable educational projects across California.

AWARD OF EXCELLENCE

AWARD DESCRIPTION

Education Facility Design Awards were given to projects led by US-registered architects, which 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.

CHATHAM UNIVERSITY EDEN HALL CAMPUS

Chathm University | Richland Township, PA
Architect: MITHUN

The new Eden Hall campus is an immersive living and learning environment built sustainably from the ground up. The campus engages mindful living with increased awareness of resources and living systems, and is intentionally designed to support hands-on research and testing. The phase one campus core—including a dormitory, field lab and hoop house, dairy barn café and dining commons with classroom facilities to support 250 students—features full-cycle water recycling, net positive energy production and zero waste operations. Together these create a heart for this new satellite campus that will ultimately grow to house 1200 residential students.

JURY COMMENTS

Simple, elegant, and transformative aesthetically and behaviorally. This is smart organization and consistent language that provides the seeds for a fully sustainable campus





HAVERFORD COLLEGE VISUAL CULTURE, ARTS, AND MEDIA (VCAM)

Haverford College | Haverford, PA
MSR Design

Haverford College's new Visual Culture, Arts, and Media (VCAM) facility provides students, faculty, staff, and the wider community with a new, highly flexible, 24/7 creative hub of intersecting spaces designed for interpreting and making visual media. Located in a converted 1900 gym, the facility fronts the historic Founders Green in the center of campus. Classrooms, labs, offices, and presentation spaces encourage trans-disciplinary collaboration and experimentation in digital media, film, 3D fabrication, and material culture.

JURY COMMENTS

This is a building that is inherently about connection. It has a spatial richness that, while inserting a new series of program spaces within an historic building, retains the experience of a single unified space.

Image Credit: © Lara Swimmer





FRICK ENVIRONMENTAL CENTER

Pittsburgh Parks Conservancy | Pittsburgh, PA

Architect: Bohlin Cywinski Jackson

The Frick Environmental Center, the first free and open-to-the-public Living Building Challenge-targeted project, provides students and learners of all ages with a state-of-the-art center dedicated to environmental education. This cutting-edge facility inspires visitors to explore one of Pittsburgh's largest parks, Frick Park, serving as the base for programming that extends into the surrounding park trails, woodlands, and watershed. A joint venture between the City of Pittsburgh and the Pittsburgh Parks Conservancy, the center is an ambitious example of collaboration between public, nonprofit, and private entities seeking a greater, more holistic commitment to sustainability and promoting awareness for responsible environmental practices.

JURY COMMENTS

Beautiful in all seasons, this is extremely well sited and engages intimately with the surrounding landscape. The educational program is enhanced by its integration and stewardship to the park.

Image Credit: ©Nic Lehoux, © Ed Massery, © Denmark Photography





KAWARTHA TRADES AND TECHNOLOGY CENTRE

Fleming College | Peterborough, Ontario, Canada

Architect: PERKINS+WILL

The 87,000 sf Kawartha Trades and Technology Centre brings together theoretical teaching and applied learning in a dynamic, new environment that emphasizes program visibility, technology, collaborative learning and the simulation of real-world conditions. The Centre houses classrooms, faculty offices and administrative spaces, as well as teaching workshops, bulk project storage, and a 27,000-sf flexible multi-disciplinary project space called the “learning factory.” A large common area with interactive SMART classrooms, lounge areas, student “oasis” spaces and presentation spaces overlook the central learning factory, offering a dynamic venue for users of the building and campus alike.

JURY COMMENTS

What an amazing vessel to create a significant real-world impact. It maximizes use of topography while creating a variety of highly flexible spaces in a way that reinforces and celebrates the educational program.

Image Credit: © Tom Arban, © Scott Norsworthy





MEMPHIS TEACHER RESIDENCY

Memphis Teacher Residency | Memphis, TN

Architect: Archimania

Memphis Teacher Residency, a faith-based non-profit, required a new space for recruitment, training, and supporting teachers through an urban teacher residency graduate program. MTR's new home is made up of offices, large training rooms, and community gathering areas for breaks and informal instruction. Wooden space defining elements indicate the community spaces and facilitate gathering. The client's use of book icons in their logo to express a source of knowledge inspired an architectural language and graphic, spatial detailing strategy that colors and meters the space. This maturing home-grown organization further defined its brand through spatial detailing in their new home.

JURY COMMENTS

Wonderful re-use of an old Sears building to support an ambitiously mixed-use program. Minimal interventions create a series of sophisticated spaces that elevate teacher education to a higher level of professionalism.

Image Credit: © Hank Mardukas





PAGLIUCA HARVARD LIFE LAB

Harvard University | Allston, MA

Architect: Shepley Bulfinch

The Pagliuca Harvard Life Lab is the newest addition to Harvard University's Innovation Labs ecosystem, supporting Harvard students and alumni in their quest to create ventures that improve the world. Located on Harvard's Allston campus, the 15,000 SF, two-story modular building is a pilot project for innovation and entrepreneurial co-working space with a focus on life sciences.

JURY COMMENTS

The design solution showcases the program beautifully. The use of off-site construction is pushed beyond the usual bounds of modular componentry to create a rich and varied experience.

Image Credit: © Robert Benson





TSINGHUA OCEAN CENTER

Graduate School at Shenzhen, Tsinghua University | Shenzhen, China

Architect: OPEN Architecture

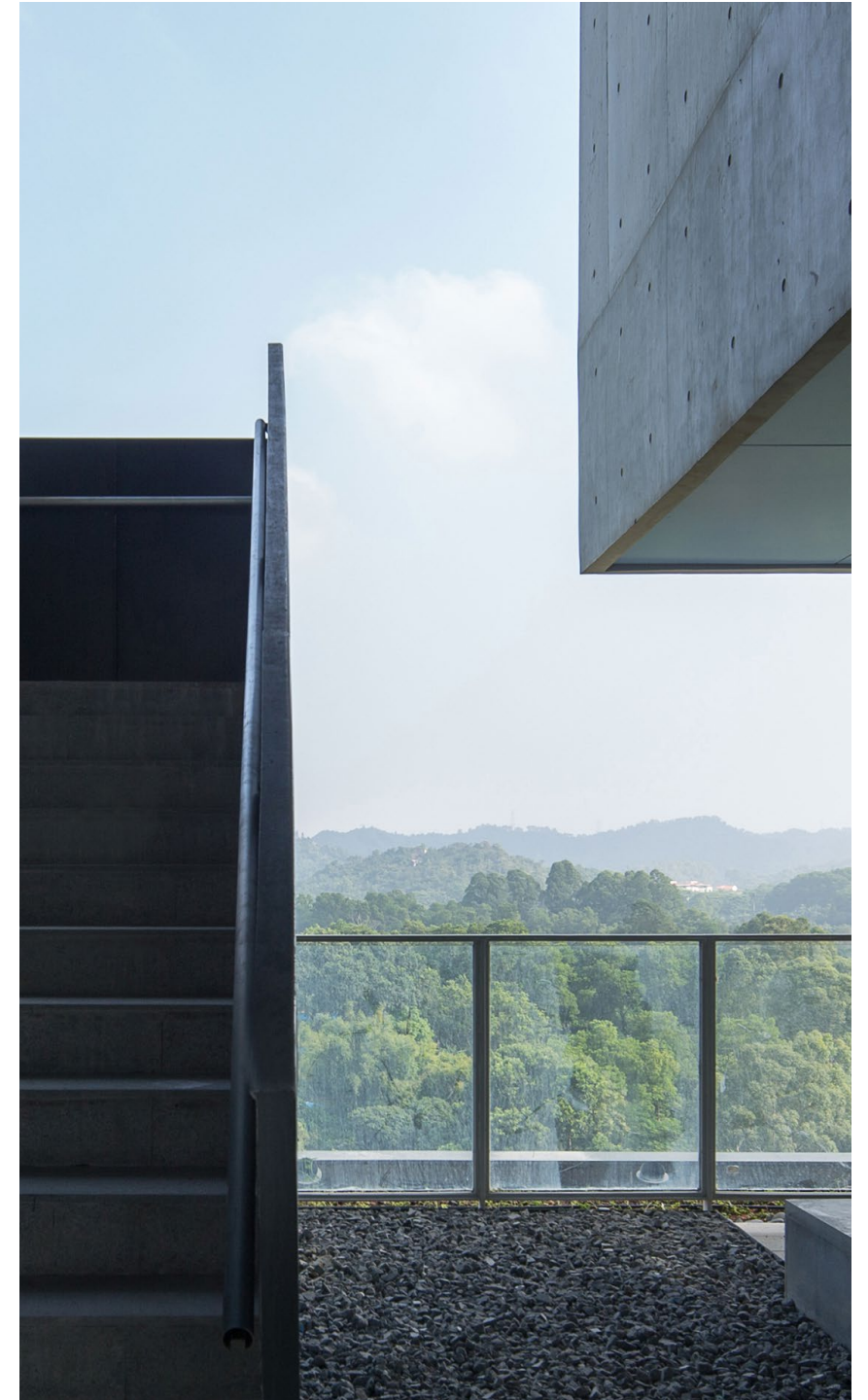
Associate Architect: Shenzhen Institute of Building Research Co., Ltd

Ocean Center is a laboratory and office building designed for the deep ocean research base of the University. As a critique to the instant university towns mushrooming in China which are typically over scaled and lack of humanistic concern, this building actively engages the campus life with an open and welcoming attitude. Abundant public spaces are injected into this vertical campus, transforming an efficient and flexible research center into a lively social hub where intelligent minds can meet and interdisciplinary exchanges happen naturally. The architectural language is born of the local climate and passive strategies are adopted whenever possible.

JURY COMMENTS

A single building turns campus planning on its end. Creating a series of interconnected vertical public spaces. Excellent and consistent detailing with restrained use of materials and colors.





UNIVERSITY OF IOWA, VOXMAN MUSIC BUILDING

University of Iowa | Iowa City, IA

Architect: LMN Architects

Associate Architect: Neumann Monson Architects

When the Iowa River flooded in 2008, the university sustained the worst natural disaster in its history, and the existing Voxman Music Building was damaged beyond repair. The School of Music scattered across the campus to multiple buildings and faced the challenge of replacing its custom facilities: acoustically appropriate and isolated practice, rehearsal, and performance spaces. With its new home located in downtown Iowa City, the 107-year old program is being reinvigorated by the exchange of academic and urban life—sharing musical discovery with the public, catalyzing an arts district, and bringing a civic presence to the School of Music.

JURY COMMENTS

The organization of performance, rehearsal, practice, and social spaces visually and functionally connect the school's activities with the community beyond. The innovative composition of forms and materials maximize daylight within an energy efficient building.

Image Credit: © Tim Griffith





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.

ARLINGTON ELEMENTARY SCHOOL

Tacoma Public Schools | Tacoma, WA

Architect: MAHLUM

Like many districts across the country, Tacoma Public Schools has experienced declining graduation rates, hitting a low in 2010 at 55 percent matriculation. The district recognized that to accept the challenge for their schools to be an agent for serious change, work must happen that touches on deeper levels by rethinking the concept of school itself, empowering community partners and establishing a positive culture. A simultaneous and generative collaboration between the design of learning programs and the building design was used to move the needle away from traditional cells and bells.

JURY COMMENTS

This is a complete package that rethinks the concept of learning environments beyond the traditional classroom. The care that went into design and planning, as well as the incorporation of research implementation is innovative and praiseworthy.

Image Credit: © Benjamin Benschneider





BALLET MEMPHIS

Ballet Memphis | Memphis, TN

Architect: Archimania

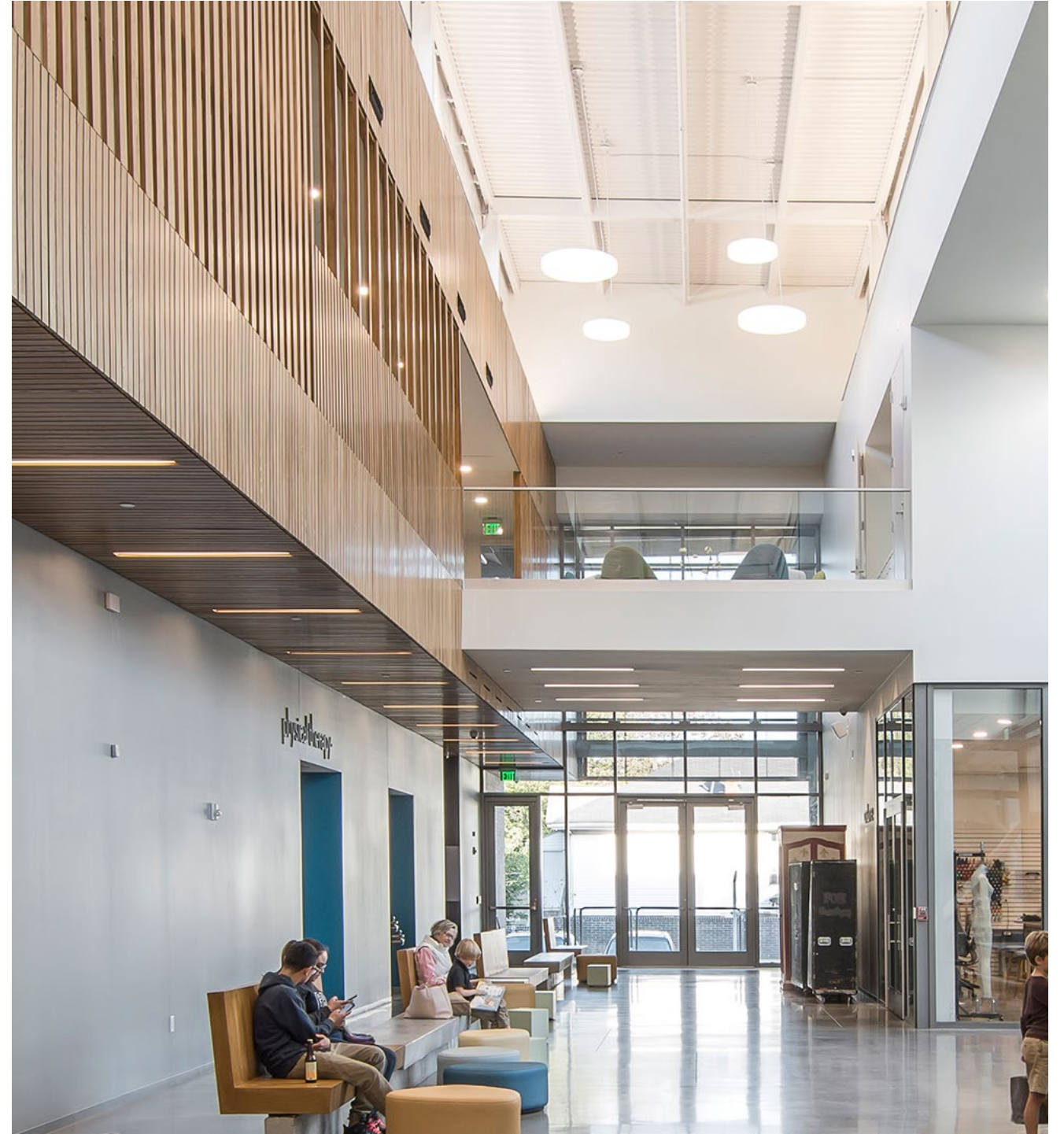
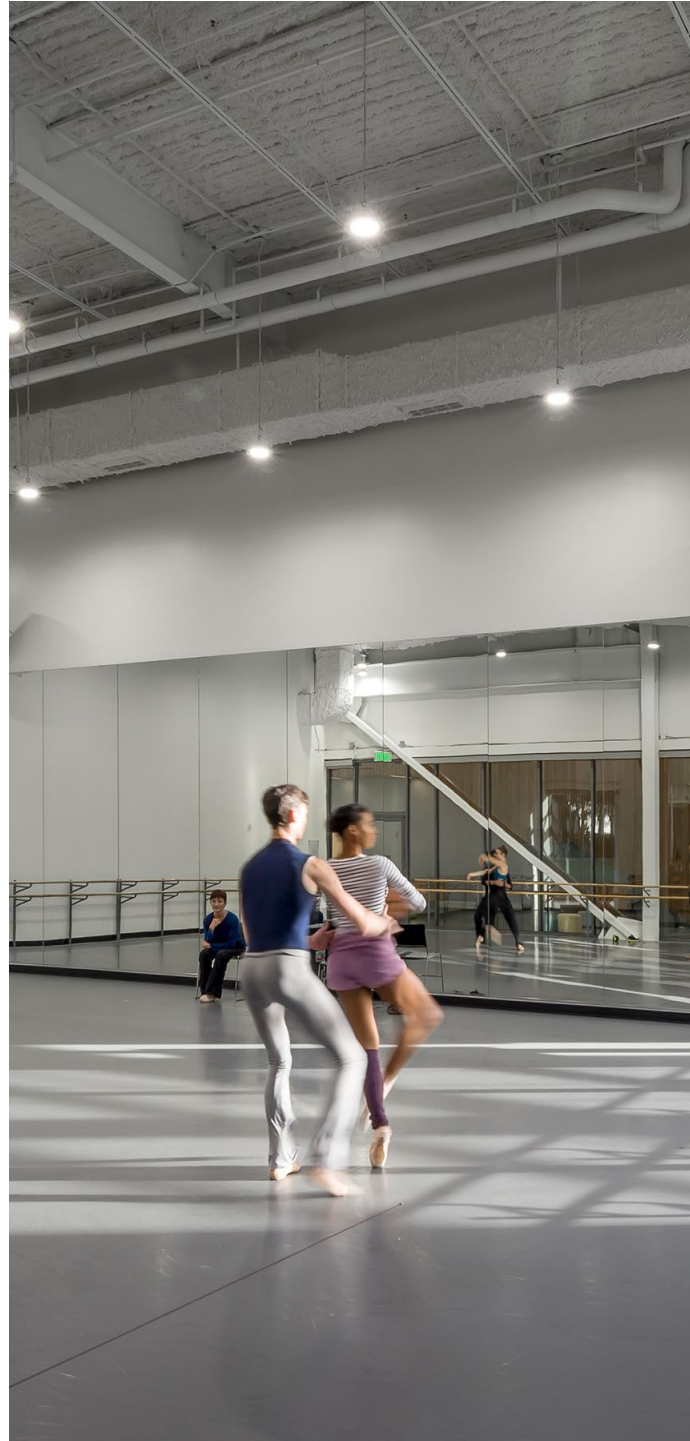
Ballet Memphis, a nationally acclaimed professional ballet company, wished to move to a growing performing-arts district in Memphis, Tennessee. The Company sought to uplift the community beyond dance and exercise with an inspiring community space filled with creativity and vibrancy—for Memphians to find new ways to share in each other's accomplishments. Ballet Memphis' new, civic-oriented facility is an extension of their mission, performing a joyful message about culture and arts. With large windows and public courtyards, the building contributes symbiotically within the thriving district. The building is designed to engage the public in movement, wellness, culture, and community connection.

JURY COMMENTS

This is a wonderful, contemporary interpretation of the role arts can play in our communities. A simple gem of a civic-oriented facility that engages the public and invites them to dance.

Image Credit: © Hank Mardukas





CAE LEADERSHIP GROUP

AIA CAE LEADERSHIP GROUP



STUART PETTIT, FAIA
Straub Pettitt Yaste Architects

Stuart Pettitt is design principal with Straub Pettitt Yaste Architects in Clawson, MI and specializes in the design of community and education projects. His higher education master plans and space programs guide both his subsequent building designs and those of other architects. Before the design synthesis of program and site begins, Stu builds a collaborative relationship to draw from his clients' design precepts, which become the judgment criteria for subsequent design solution alternatives. This inclusive design process has led to many successful projects recognized with 37 design awards. Stu is a past member of the AIA Michigan Board of Directors and AIA Detroit Board of Directors. He is a frequent presenter at the annual AIA Michigan Design Retreat and serves on juries for university architecture programs and design awards.



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

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 dialogwue on the intersection between pedagogy and design innovation. The issue of school safety & security has become a passion project for Karina an 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 (AIACAE) 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.



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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 is Co-Chair of the AIACAE Sub-Committee for Higher Education. He has lectured at the AIA National Convention, AIACAE 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.



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