Educational Facility Design Awards 2017

AIA Knowledge Community Committee on Architecture For Education
Table of Contents

Introduction
5 Mission Statement & Goals
7 AIA CAE Leadership Group
13 CAE Educational Facility Design Award Program

The Jury
15 Design Awards Jury
21 Letter from the Jury Chair
22 AIA CAE Educational Facility Design Award Descriptions

Award of Excellence
26 Bridge for Laboratory Sciences Vassar College Integrated Science Commons
30 Kohler Environmental Center—Choate Rosemary Hall
34 Music and Arts Center
38 Northwood Elementary School
42 University of Oregon Allan Price Science Commons Research Library Remodel

Award of Merit
48 Bates Technical College
52 Chengdu International School
56 Cherry Crest Elementary School
60 Jacobs Institute for Design Innovation
64 Winsor School—Lubin O'Donnell Center for Performing Arts and Wellness
68 University of Illinois Urbana-Champaign Electrical and Computer Engineering
72 University of Pennsylvania—Stephen A. Levin Building
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 and 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.
AIA CAE Leadership Group
Clair B. Gallagher, Ed.D., Assoc. AIA

With Masters degrees in Architecture and Secondary Science Education, and a doctorate in architecture education, Claire Gallagher has extensive experience in both design and education. She has taught a wide range of content and grade levels including K-12 math and science in New Jersey public schools, architecture design studio at Carnegie Mellon University, and teacher education courses at the undergraduate and graduate levels at Monmouth University and Georgian Court University: she developed the curriculum and served as Coordinator of Curriculum for the Charter High School for Architecture and Design in Philadelphia, and was the Director of Teacher Residencies at Frank Lloyd Wright’s Fallingwater for over 20 years. Dr. Gallagher is an active researcher in the area of pedagogy and school design, a published author, and a frequent speaker at conferences in the US and abroad. She is a member of the Advisory Council of the Academy of Neurosciences for Architecture at the Salk Institute in LaJolla, CA, and is currently a Professor of Education at Georgian Court University in Lakewood, New Jersey.
Stuart Pettitt, FAIA

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

As a senior principal at Dull Olson Weekes - IBI Group Architects, Karina serves as the education sector lead for their global practice, IBI Learning+.

She is committed to the idea that buildings can have a positive impact on society and continues to pursue this goal with relentless passion. She has more than 20 years of experience in the planning, design and construction of educational facilities and believes fervently in the importance of this work to shape the future of this world. Karina’s leadership of the Learning+ practice is based on academic research, is focused on the learner and on driving design innovation. With several LEED certified projects to her credit, she also brings a deep knowledge of sustainable design that goes well beyond environmental consciousness to include issues of social justice and community building. Karina has managed more than $800 million of public, educational architecture projects that have earned numerous local, regional and national design awards, including two James D. MacConnell Awards.
Brian G. Minnich, AIA, LEED AP

Brian Minnich is a licensed architect and project manager with GWWO, Inc./Architects in Baltimore, Maryland. His 20 years of professional experience have concentrated heavily on the planning and design of K–12 education environments. He achieved several top honors and Bachelor of Architecture and Bachelor of Science in Environmental Design degrees from North Dakota State University where he currently serves on the Architecture Alumni Advisory Board. Brian’s speaking engagements include: AIA Baltimore Excellence in Educational Design 2014, AIA|DC Design DC Conference 2014; Ed Spaces Conference, 2014; NFPA School Safety Symposium, 2014; National Institute of Building Sciences National Conference, 2015; AIA National Convention, 2016.

A strong proponent of being straightforward and open when communicating with education clients and all members of a design team, Brian believes, “A successful project reaches a balance of all design considerations through complement rather than compromise.”
David Van Galen, AIA LEED AP

David Van Galen has over 30 years of experience in planning, architecture, and urban design with a focus on diverse learning environments. As Design Principal at Integrus Architecture, David provides design oversight on all K12 educational projects, ensuring each final design accommodates program and district goals, and appropriately reflects the spirit and culture of the communities they serve. His commitment to an integrated team approach to the design process and broad-based, client focused sensitivity has resulted in award-winning architecture that functions superbly within the often-demanding contexts of the public realm. David continues to elevate, challenge, and celebrate the standards for thoughtful design within the larger community through his work with various local regional and national organizations.
CAE Educational Facility Design Awards Program

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
2017 CAE Design Awards Jury
Brian Minnich is a licensed architect and project manager with GWWO, Inc. / Architects in Baltimore, Maryland. His 20 years of professional experience have concentrated heavily on the planning and design of K – 12 education environments. He achieved several top honors and Bachelor of Architecture and Bachelor of Science in Environmental Design degrees from North Dakota State University where he currently serves on the Architecture Alumni Advisory Board. Brian’s speaking engagements include: AIA Baltimore Excellence in Educational Design 2014; AIA|DC Design DC Conference 2014; Ed Spaces Conference, 2014; NFPA School Safety Symposium, 2014; National Institute of Building Sciences National Conference, 2015; AIA National Convention, 2016.

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Philip J. Poinelli, FAIA, LEED AP
SMMA / Architects
Role: Architect / Member

Philip J. Poinelli has over 45 years’ experience in the programming, design, and execution of projects for education. He serves as the primary Educational Planner in SMMA | Symmes Maini & McKee Associates’ K-12 design studio, and is a founding member of the Boston Society of Architects’ Education Facilities Committee.

Mr. Poinelli is currently the Lead Educational Planner for SMMA’s comprehensive 10-year educational and facilities master plan for Boston Public Schools, and has recently developed educational programs for major high school projects in Waltham, Somerville, Townsend (North Middlesex), and Winchester, Massachusetts. Over his career, he has led or made significant contributions to more than 75 school projects, master plans, and studies.

In 2012, Mr. Poinelli was elevated to the American Institute of Architects’ College of Fellows, a distinction he received based on his extensive portfolio, his record of service, and his contributions to architecture and society in the field of educational architecture. He served as co-chair of the AIA CAE K-12 Committee from 2011 to 2014, and sits on the International Board of Directors of the Association for Learning Environments. He was also the first Accredited Learning Environment Planner in New England.

A graduate of San Diego State University with an Advanced Certificate in Educational Facilities Planning, Mr. Poinelli has been a strong voice within the K-12 design and educational programming community for decades. He has presented extensively and authored numerous articles on the subject of educational planning and design.
Brandi Rickels, RA
Lake|Flato, Architects
Role: Architect

Brandi is an accomplished designer and a leader of the Schools Studio at Lake|Flato Architects in San Antonio, TX. Her twenty-year history at the firm with a focus on educational projects has elevated Lake|Flato’s approach to school design the profile of the firm’s schools work and has been instrumental in the firm’s growth.

Brandi’s steady leadership has helped to evolve and hone a unique design approach for school clients that centers around People, Place, Programs and Performance. This approach has resulted in award-winning and thoughtful school designs across the nation that are inspirational, adaptable and connected to the landscapes and climates of their surroundings. Brandi’s active participation at school-focused conferences such as the National Association of Independent Schools (NAIS) and The Association of Boarding Schools (TABS), as well as partnerships with leading educational consultants, has helped shape Lake|Flato’s understanding and knowledge of modern educational practices and client considerations.

Notable projects Brandi has led include Indian Springs School in Birmingham, AL; Cranbrook Kingswood Girls Middle School in Bloomfield Hills, MI; Francis Parker School in San Diego, CA; and the Carver Academy in San Antonio, TX. Each of these projects have been honored with an AIA Committee on Architecture for Education Award for their exemplary design. Brandi’s current projects include the New Mexico School of the Arts in Santa Fe, NM; the United Auburn Indian Community Tribal School in Loomis, CA; St. Francis School in Louisville, KY; and the Rivertree Academy in Fort Worth, TX.

As a devoted mother of two daughters, Brandi marries her personal experience as a parent with her passion for creating thoughtful and authentic learning environments. Brandi is also active in the community, volunteering her time for the USGBC Green Schools Program.

CAE Design Awards Jury
Janine Kotob, Associate AIA
Quinn Evans Architects
Role: Architect / Member

Janine Kotob is an architectural designer with Quinn Evans Architects (QEA) in Washington, D.C. At QEA, Jenine's school designs focus on providing 21st century learning environments that encourage the development of global citizenship for our youth. She holds a Master of Science in Architecture from the Massachusetts Institute of Technology (MIT) and a Bachelor of Architecture from Virginia Tech University. At MIT, Jenine researched building technology efficiency of public schools in Cambodia, schools in crisis areas and refugee camps in the Middle East, university campus design in developing countries, and environmental literacy through education and participatory development throughout the United States. She serves on the CAE's national early childhood group and is a board member for her local CAE chapter in Washington D.C. She also organizes with several non-profits in the Greater D.C. area and nation-wide.
Alissa Harrington
Center for Technology in Education for Johns Hopkins University's School of Education
Role: Educator / Practitioner

Alissa Harrington draws from more than 20 years of industry experience as an instructional designer and technology trainer. She partners with subject matter experts on designing and developing engaging online learning experiences for the Center for Technology in Education for Johns Hopkins University’s School of Education. In addition, she is a recognized presenter on education technology solutions, effective presentation strategies, and mobile/web-based classroom tool integration. A former elementary school teacher turned “techie”, Alissa is recognized for her ability to teach complex technology concepts to the non-technical. Harrington holds a degree in Elementary Education from Towson University, and has obtained several certifications including Certified Internet Webmaster (CIW), Quality Matters (QM) Peer Reviewer, and Smart Notebook Certification.
Letter from the Jury Chair

This past year we had an impressive group of submissions. The honor of reviewing all of the amazing design work from across the country by AIA architects is one of the most rewarding tasks of the AIA CAE leadership group. The opportunity to engage in an in-depth discussion with my fellow jurors on the full breadth of submissions was nothing less than inspiring.

This year’s jury brought a wide range of unique experiences and perspectives to the conversation. Some jurors focused on the detail and craft of the built form while others recognized the beauty in which the form embraced and enhanced the pedagogy of the facility.

The most apparent take away from this year’s submissions was the prevalence of shared gathering areas along the main circulation path. It is evident that the “learning stair” has come of age, however, it is only one of the many learning spaces that embrace collaboration among learners. In the end, it was the focus on the learner, not the form, that impressed the jury. As with past years, the focus on sustainability of the facility was undeniable. It was inspiring to see so many facilities act as a teaching tool and intimately interwoven into the curriculum.

The overall quality of submissions was truly impressive. Among all of the outstanding submissions, there were several projects that rose above the rest. They are listed in this publication in two categories: 5 awards of Excellence and 7 awards of Merit. Congratulations to all of our award winners! We look forward to seeing how the educational design community will continue the mission of inspiring the life long learner in all of us.

Brian G. Minnich, AIA LEED AP

2017 CAE Educational Design Facilities Award Jury Chair
AIA CAE Educational Facility Design Awards Descriptions

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

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

The number of awards given will be at the sole discretion of the jury, based on the number of projects it deems necessary to represent exemplary practice.
Award of Excellence
Bridge for Laboratory Sciences
Vassar College Integrated Science Commons
Ennead Architects

The new Vassar College Bridge for Laboratory Sciences (VBLS) redefines the sciences at Vassar. Spanning over a creek and connecting two sides of campus, the VBLS houses state-of-the-art undergraduate teaching and research laboratories, offices and shared public spaces and physically connects the sciences with the surrounding wetlands. Consolidating the sciences on Vassar’s campus, in addition to the new VBLS, the Integrated Science Commons includes the renovation of three buildings and ten acres of landscape to create a cohesive science precinct on Vassar’s campus.

Jury Comments
Elegant building solution that evolved from an impetus to connect students to each other, the sciences, the campus context and the environment.
Kohler Environmental Center - Choate Rosemary Hall
Wallingford - CT
Robert A.M. Stern Architects, LLP

Some schools build environmentally responsible buildings; some schools teach environmental responsibility. Designed to achieve net-zero energy usage, the new LEED-Platinum Kohler Environmental Center brings these two objectives together, accommodating cohorts of up to 20 students for a total-immersion environmental living/learning experience. Feedback from the building's monitoring systems enables students to teach themselves important lessons about how to live sustainably and responsibly.

Jury Comments

Beautiful, site specific and sustainable solution to a unique opportunity of marrying a high performance building with environmental educational program. Interiors are warm, comfortable and visually connected to the exterior - supporting the pedagogical aspirations.
Music and Arts Center
Wenatchee Valley College
Integrus Architecture

The visual and performing arts are intertwined in life and now under one roof. The performing arts venues are positioned to welcome and engage the community, while the visual arts spaces allow students to use a preserved northerly grove of trees for artistic inspiration. A single pivot point between artistic disciplines serves as both a gathering space allowing students to continue learning outside the classroom and an area for patrons to gather prior to performances. The design integrates the historic heart of the campus with the existing and future circulation routes while preserving the integrity of the surrounding educational community.

Jury Comments

A rich presentation with clear site and floor plans and rich photos of the building and spaces in use by learners, all images we want to experience. I am struck by the simplicity and directness of both form and detail.

A nicely scaled and well composed project - each of the visual and performing arts programs is considered both for its function and form within the whole. The clean lines of the exterior are carried through inside providing airy daylit studios, a finely tuned recital hall and a beautiful and generous gathering area that welcomes students and visitors alike.
Northwood Elementary School
Mahlum Architects

Northwood Elementary is located on Mercer Island, positioned directly between the cities of Seattle and Bellevue, and is the first school that the community had built since the 1950s. The project occupies the corner of a large, multi-use campus, adjacent to one of the last remaining stands of Madrona trees on the island, and nestles into a steeply sloped site at the head of a major geological outlet to Lake Washington. The design is an eco-system of flexible and fluidly connected spaces that promote active learning and support the Next Generation Science Standards.

Jury Comments

Northwood is a beautiful school. The project takes advantage of its NW locale - connecting to the outdoors with the courtyard, porches, and ample glazing in the learning spaces. The plan is thoughtful and well-executed with a variety of types and scales of learning environments and smartly combines the dining/library programs into a connected hub.
Allan Price Science Commons Research Library Remodel – Expansion
University of Oregon
Opsis Architecture, LLP

The Price Science Commons and Research Library creates an inviting identity for the Lokey Science Complex as a glass enclosed pavilion containing a social commons café and event space overlooking and connecting to the subterranean research library and landscaped courtyard. A hub of student activity, it is a technologically robust, dynamic learning environment for learning and discovery that reflects a 21st Century paradigm. The student-centered design promotes experimentation, collaboration, and investigation. Spatial flexibility, with classrooms that reconfigure into study groups and informal learning arrangements, promotes collaboration across diverse user groups. Science-specific study rooms support collaboration, tutoring, and hands-on learning.

Jury Comments

This is such a beautiful and inviting project. The insertion of this relatively small building has transformed a rather undesirable void into an oasis of community and study.
Award of Merit
Advanced Technology Center
Bates Technical College
McGranahan Architects

The Advanced Technology Center integrates student, faculty, project and instructional areas to provide pedagogical overlap to nurture student growth in STEM and broadcast technologies; attracting a diverse student body and supporting outcomes for a variety of educational capabilities and community benefits. The project inspired an exploration into shared craft and design methodologies that exist between building technologies and information architecture. The porous campus fosters student success by involving community and industry partners to support the college Foundation, which helps address financial needs of at-risk students. Project-oriented work, educational effectiveness, inquiry and collaboration among faculty and students is heightened through connectivity.

Jury Comments

Here the architecture successfully exudes the raw and technical nature of the educational program in composition and materiality. This project highlights the important role of Technical Colleges in our communities.
Chengdu International School
Chengdu-China
Perkins Eastman

Born out of a need to accommodate a growing enrollment and expanding curriculum, Chengdu International School (CDIS) transformed a newly constructed structure from its original intended use as an Elementary School for Chinese students, to an International School, grades pre-k thru 12, providing a western based educational model for foreign nationals living in China. The conversion of the 15,910sm, five-story building was extensive and highlighted the spatial, organizational and cultural differences between a Chinese teaching model. Drawing upon the rich use of color and frames in traditional Chinese architecture, a language of wrapping planes enfold non-programmed and shared community space.

Jury Comments

The goal was to re-purpose a recently constructed building to house a traditional Chinese elementary school to a 21st C learning environment for an International school. Although at first glance, it comes across as a traditional double loaded corridor, the architects provide varying and rich learning environments that support team teaching; personalized learning and spaces that can make learning fun.
Cherry Crest Elementary School
NAC Architecture

Building and Site are woven into each other at Cherry Crest Elementary, making one feel not so much “in the building” as “on the site.” This integrated experiential environment stimulates both the curriculum and student engagement by offering a variety of learning spaces which encourage overlap of formal and informal interaction. Educational environment and physical environment intertwine and are inseparable. The building is a gentle part of the site and the whole site is a teaching tool.

Jury Comments

One is struck by the integration of the site and architecture. The site offers numerous learning space opportunities from roof-top to courtyard to site all around the school. It feels as though this building leaves no imprint on the land. The clustering of learning spaces along with the paired shares spaces is genuine providing a wide range of spaces for personalized learning.

Beautiful integration of site and building provides ample opportunities to extend learning to the outdoors. The path of water is well illustrated. The warm materiality both inside and outside conveys well the "treehouse" quality that the students desired.
Jacobs Institute for Design Innovation
Leddy Maytum Stacy Architects

Founded on the conviction that design can help address some of society’s most pressing challenges, the Jacobs Institute for Design Innovation at the University of California, Berkeley, is devoted to introducing design innovation at the center of engineering education and university life. The project was conceived by the College of Engineering as an interdisciplinary hub for students and teachers from across the university who “love working at the intersection of design and technology”. It is designed as both a team-based, project-centric educational space and a compelling symbol to the region of the University’s commitment to enlightened, sustainable innovation.

Jury Comments

Quiet building featuring high performance building and envelope strategies in an integrated and elegant manner. Integration of student art is inspiring and reflective of program. Studios interiors are clean, beautifully daylit.
Lubin O'Donnell Center for Performing Arts and Wellness
The Winsor School
William Rawn Associates, Architects, Inc.

Committed to the school motto, “A sound mind in a sound body,” The Winsor School’s new mixed-use facility serves as the home for the performing arts, athletics, and wellness education at the center of the school’s historic campus. The project features a new 515-seat theater, which serves as the school’s main assembly space, as well as major athletic and recreation facilities, including a two-court gymnasium, five squash courts, and physical education spaces. Other program elements include rehearsal and teaching areas for drama, dance, music, and health and wellness.

Jury Comments

Innovative and immersive planning process. Nicely scaled and detailed building combining a variety of large scale program spaces into a lovely composition on a tight urban site. Good plan organization offers clear circulation and interior glazing connects programs and people to each other and the adjacent athletic field.
The Electrical and Computer Engineering Department at the University of Illinois Urbana-Champaign consistently ranks amongst the top five engineering programs in the country. Known for groundbreaking research and technological innovations, the department needed a new home that reflected the program prestige by becoming the most sustainable laboratory classroom in the world. The 230,000 sf ECE building was designed with maximum energy efficiency in mind, eventually reaching a Net Zero Energy rating. This is an incredible feat, considering that to date the Department of Energy has classified only 10 U.S. facilities as net-zero energy buildings, each less than 15,000 sf.

Jury Comments

This powerful, net-zero energy building catalyzes the university's electrical and computer engineering programs. Learning environments are well equipped, visually accessible and thoughtfully arranged enhancing the learning process.
Stephen A. Levin Building  (Neural Behavioral Sciences)  
University of Pennsylvania
SmithGroupJJR

The genesis for the new Neural and Behavioral Sciences (NBS) building is the acknowledgment that the study of complex behaviors will be a fundamental focus of life sciences in the 21st century. The NBS building strongly identifies itself as an iconic gateway into campus and celebrates a new life sciences precinct by defining a new academic quadrangle.

Jury Comments

The materiality of the building is striking and provides richness to the interior and exterior spaces. The dappled light and textures of the circulation and learning environments are visually and cognitively stimulating - a beautiful expression of the school's program.
Committee on
Architecture for Education

An AIA Knowledge Community

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