

Educational Facility Design Awards 2020

Committee on
Architecture for
Education

The AIA logo is a black circle with the white letters "AIA" inside. It is positioned in the bottom left corner of the image, partially overlapping the sidewalk and the building's base.

AIA



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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. 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 together all involved in and influenced by teaching and learning environments 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 that 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, is 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 of the design of space and place to enhance the educational experience of the learner

THE JURY

LETTER FROM THE JURY CHAIR

"All the world is a laboratory to the inquiring mind."

–Martin Fisher

The Committee on Architecture for Education (CAE) is a large and active group of architects and allied professionals committed to the planning and design of educational facilities, firmly believing that the design of the physical environment plays a key role in the educational experience.

As education continues to evolve, we must evaluate and measure our successes and have an arena in which to test ideas. The Education Facility Design Awards provides an opportunity to engage in critical evaluation and experimentation, not as an end in itself, but in the context of our clients and their needs. This awards program is sponsored by the Committee on Architecture for Education, an AIA Knowledge Community.

The announcement of this year's awards recipients was put on pause as AIA conducted a review of its Honors & Awards programs to foster justice and equality in our organization, in our profession, and in our communities. Ensuring greater diversity in who we honor and recognize is critical to the long-term success of the profession as a leader of positive societal change. Who we honor today inspires tomorrow's innovators and motivates the next generation of leaders.

This year there were over 120 entries from around the country and internationally, with projects ranging in scale from modest learning environments to the execution of master plans with multiple new campus facilities. Projects were submitted for both public and private institutions and included early learning facilities, K-12 schools, higher education projects, and nontraditional learning environments, such as community centers, museums, libraries, nature centers, and interpretive centers. 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 learning environments. 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.

Each of this year's award recipients approaches learning environments in unique and compelling ways while bringing fresh thinking to the field of educational design. This year's awards include six Awards of Excellence and five Awards of Merit. Several themes/characteristics surfaced during the deliberations of this year's submissions and distinguished the winners:

COMPREHENSIVE leveraging both indoors and outdoors with careful attention to how the building engages the site

HOLISTIC APPROACH Blurring subject areas and breaking down program silos reflecting an integrated approach and an acknowledgement of how different program areas can inform and elevate the whole

SUSTAINABILITY beta testing of the Common App, integral to future award submissions

FOCUS ON COMMUNITY providing places that support both spontaneous and intentional interactions and that welcome not just the internal school community, but also the community at large

EQUITY conviction of the jurors to recognize those projects that maximized their budgets with creative and innovative solutions—economically—celebrating all designs regardless of their project budgets

Congratulations to all the winners! We trust these stunning projects will serve as an inspiration and a catalyst for future educational designs.

– 2020 Jury Chair: Judith Patzke Hoskens, Assoc. AIA, REFP, LEED AP

DESIGN AWARDS JURY

The composition of this year's jury included both higher education and K-12 expertise—a balance of educators, architects, authors, and researchers—and gender diversity, enabling the jury to view the submissions from a variety of perspectives. These diverse points of view provided for a robust evaluation as the jury came together to discuss the merits of each of the submissions. CAE is grateful for the talents and unique lens each juror contributed to the conversation!



MALCOLM HOLZMAN, FAIA
Steinberg Hart

Malcolm Holzman's buildings are acknowledged for their evocative nature, technical vision, and singular character. He has completed commissions in over 30 states, which represent some of this country's most notable architecture. His work shows a diversity of design solutions, reflecting a wide range of building types and the application of materials unique to the region of each project, winning numerous awards for this distinguished body of work.

An industry expert, Malcolm is a member of the Interior Design Magazine Hall of Fame and the American Institute of Architects College of Fellows, and he is a recipient of the Pratt Institute Distinguished Alumni Award. In recognition of his advancement of architecture and urbanism, he received a Gold Medal from Tau Sigma Delta, the honor society of architecture and the allied arts, and the first James Daniel Bybee Prize, which recognizes a body of work over a sustained period of time distinguished by excellence in design. Throughout the course of his professional practice, he has won more than a 100 awards, including the Arnold W. Brunner Memorial Prize from the American Academy of Arts and Letters and the American Institute of Architects Firm of the Year Award.



JUDITH HOSKENS, ASSOC. AIA
Cunningham

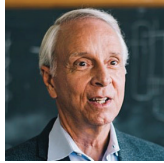
Judy Hoskens is a nationally respected thought leader in educational design. At her core is a spirit that values the unique contributions each individual brings to the design process, creating buy-in and enthusiasm for supporting the decisions that are reached collectively. Judy currently serves as a principal at Cunningham, where she 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), where she formerly served as international president and a 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 its schools worldwide. She has also worked with the American Architectural Foundation in partnership with the Bill & Melinda Gates Foundation for an initiative that applied design thinking in dramatically transforming selected school districts into centers of personalized learning.



DINA SORENSEN, ASSOC AIA
d.studio

Dina Sorensen is an award-winning, nationally recognized K-12 education design leader, strategist, speaker, and author with a notable background of achievement in the design of innovative, healthy, high-performance schools. Fluent in all aspects of design, educational philosophy, and operations, she works across disciplines to construct meaningful connections between people and place. With a passion for teaching and learning, her collaborative research and designs have pioneered significant contributions to school architecture and public health resulting in a Livable Buildings Award from the UC Berkeley Center for the Built Environment for Bluestone Elementary School in Harrisonburg, Virginia, and was a finalist for the health-promoting James D. MacConnell Award for the Carter G. Woodson Education Complex in Dillwyn, Virginia. She also won the American Institute of Architects Committee on the Environment (COTE) Top Ten Award for Discovery Elementary School in Arlington, Virginia, during her tenure at VMDO Architects. Dina's unique background in the arts, architecture, and interdisciplinary research informs her holistic approach to designs for learning that promote human engagement, resilience, well-being, joy, and creativity. Her passion is to explore how spaces, experiences, and affordances can become frameworks for learning diversity now and into the future. Prior to founding her interdisciplinary practice in 2020, Dina was a lead designer with VMDO Architects for 14 years, followed by her tenure as K-12 design leader for DLR Group in Washington, DC. Dina collaborates with exemplary leaders and entrepreneurs across many disciplines to harness creativity, insight, and innovation for designs in support of the new learner, focusing on the whole child, whole person, whole community. Since 2016, Dina has worked closely with the leadership and stewardship group at Crow Island School in Winnetka, Illinois, designed by Eliel Saarinen with Perkins, Wheeler & Will, on the reimagining of the furniture project and the current design research study on color and materials at Crow Island School in collaboration with Agency for Design. Dina is co-chair of the national AIA CAE Research Sub-Committee and founder/editor of Dialogues: The Intersection of Emerging Research + Design for Learning, published annually by Learning by Design, VS America, Shaw Contract, and the AIA CAE Foundation.



LAWRENCE W. SPECK, FAIA
Page

Lawrence W. Speck is senior design principal for the large (700 person) architectural firm Page. He is also a well-known design educator, having been a faculty member at University of Texas at Austin for many years. He served as dean of the School of Architecture at UT Austin from 1992–2001. Speck has helped lead six major master planning projects for his home city, Austin, including master plans for a seven-mile stretch of the Colorado River as it moves through downtown, for a 40-block area around the Texas Capitol, and for the new Dell Medical School campus at UT Austin. He has also been lead architect for two major park projects in downtown Houston—Discovery Green and Buffalo Bayou Park. In addition to designing many urban commercial buildings, Speck has been lead designer for Austin Bergstrom International Airport Terminal (three phases), Austin Convention Center (two phases), and academic buildings on eight university campuses. His work has been profiled in such popular publications as *The Atlantic*, *The New York Times*, and *Business Week*; in American architectural publications such as *Architectural Record*, *Architecture*, *Architectural Digest*, *ARCHITECT*, *Interior Design*, *Contract*, and *Progressive Architecture*; and in international architectural journals such as *The Architectural Review* (England), *OFX* (Italy), *Design Community* (China), *Baumeister* (Germany), *Projeto* (Brazil), *Tasarim* (Turkey), *Ottogano* (Italy), *Nikkei Construction* (Japan), and *Architectural Design* (England). In the last 25 years, Speck’s design work has won over 120 design awards—30-plus from AIA. As an educator, he has received over 40 teaching and service awards, including the AIA/ACSA Topaz Medallion. He is a Fellow in The American Institute of Architects and served as chair of the jury that selected fellows in 2005.



AMY YURKO, AIA
BrainSpaces Inc.

Amy Yurko, AIA, is the founder of Chicago-based BrainSpaces Inc. As both a licensed architect and educator, she applies brain-focused strategies to the planning and design of learning environments. Incorporating a growing body of brain-focused research, her firm's unique approach blends education and architecture, promoting the allocation of physical resources where they will yield the maximum educational value. Over her 30-year career, Amy has earned recognition as an expert in school planning and design and is consistently invited to teach, speak, write, and participate in design juries. She has a keen understanding of the opportunities and challenges in education today, reinforced through faculty positions held at Harvard University, the University of Southern California, Illinois Institute of Technology, and within Chicago Public Schools. She earned the international distinction of "Lifetime Achievement Award" from the Association for Learning Environments for her excellence in engaging communities to plan and design powerful environments for learning throughout the world. Amy currently serves on the national AIA Board Knowledge Committee and as immediate past chair of the national AIA Continuing Education Committee, and she has served on the AIA Chicago Board of Directors.

AWARD OF EXCELLENCE

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.

CHARLES LIBRARY AT TEMPLE UNIVERSITY

Temple University | Philadelphia, Pennsylvania

Architect: Stantec | Snohetta

Recognizing that great buildings must have both aesthetic appeal and contribute significantly to the surrounding community, the team conceived of the library as an academic research space that welcomes public exploration and fosters a culture of learning. Referencing materials found elsewhere on campus, the library's base is clad in vertical sections of split-faced granite, while sweeping arched wood entrances and glass offer maximum transparency along the dramatic three-story lobby.

Two expansive reading rooms sit at the north and south ends of the library's light-filled fourth floor, both of which feature glazed walls that offer views of the lush green roof. Envisioned as a meadow landscape, the ornamental grasses and perennials provide color and interest throughout the year and serve as a rich habitat for pollinators.

Inside the library, the bustling central atrium is active 24 hours a day and offers computer workstations for the greater community, largely underserved by the city's public library system. The atrium, with views to nearly every corner of the building, is the library's anchor, and an oculus excised from the dome above allows daylight to flood the lobby. A central stair that reaches the library's highest level is among the most visible elements greeting visitors at the lobby.

JURY COMMENTS

"Libraries are a great place for integration to occur, and Temple used this object building as a gesture toward bringing in the community," wrote a member of the jury.







GEFFEN ACADEMY AT UCLA

Geffen Academy at UCLA | Los Angeles, California
KoningEizenberg Architecture

A new, university-affiliated secondary school serving 620 students from across Los Angeles, Geffen Academy at UCLA provides world-class education opportunities focused on solving the critical issues facing society today. Housed in a repurposed building on the south side of UCLA's campus, the school is ready for future flexibility through adaptive reuse and student-first ideals that promote engagement, curiosity, and collaborative learning.

The idea of a school on the university's campus began in 2015, sparked by a donor's gift. The project came with an aggressive timeline, and the team spent just three years collaborating with the school to realize its educational vision and develop a new enterprise. The design focuses on casual social interactions and providing students with choices that heighten their sense of empowerment. Wellness, evident in the school's ample daylight, strong connections to the outdoors, and the stylish kitchen designed to deinstitutionalize food service, was also a key driver. Investment in dining services has since helped shift perceptions around healthy eating at the school, and an outdoor dining commons fosters impromptu conversations among students.

JURY COMMENTS

"This is a masterful translation of an existing office building into a whole school focused on creativity and active learning," noted one member of the jury.







THE LAMPLIGHTER SCHOOL INNOVATION LAB

The Lamplighter School | Dallas, Texas

Architect: Marlon Blackwell Architects

The centerpiece of a master plan initiated by Dallas' The Lamplighter School in 2014, the Innovation Lab presents a new and distinct identity on the village-like campus. The campus was originally designed in the late 1960s by O'Neil Ford, who worked closely with administrators to support their learning movement with open learning spaces and a deep connection to nature. This new architecture is reflective of the school's pedagogy and values while complementing additions made by Frank Welch in the 1980s and '90s.

Since its founding in the mid-1950s, the school has sought to promote a unique learning environment for students in pre-K through fourth grade. Its curriculum focuses on engaging students with their surroundings and encouraging them to explore and discover. The end results are independent and responsible students who are eager to continue their learning and pursue their passions. Programmed with hands-on learning classrooms that include a woodshop, robotics lab, and teaching kitchen, the Innovation Lab embraces a holistic approach to design and engagement with the natural environment. As the focal point of the master plan, which was developed by the lab's design team, it clarifies the organization of the campus and injects it with new vitality suitable for 21st century learning.

JURY COMMENTS

"This project brings the quest for innovative problem solving to children's intelligence with an architecture that appeals to the mind, body, and full use of the senses," said one member of the jury.







LINDE CENTER FOR MUSIC AND LEARNING

Boston Symphony Orchestra | Boston, Massachusetts

Architect: WILLIAM RAWN ASSOCIATES, ARCHITECTS, INC.

Built to support the Boston Symphony Orchestra's Tanglewood Learning Institute, the Linde Center for Music and Learning functions as a music incubator that delivers the full Tanglewood experience to both students and visitors. Nestled into the Berkshires in western Massachusetts, the center's four buildings sit on a ridge overlooking Tanglewood's famed Seiji Ozawa Hall and the hills beyond, while, inside, the institute's programs foster experimentation and a deeper, intellectual engagement with music.

As an educational campus, students are drawn to the center to learn from master musicians, seeking inspiration to shape their own careers in music and music education. To support that, the center's design encourages the free exchange of ideas and includes distance learning capabilities that share programs beyond Tanglewood itself. As the newest addition to the campus, the center carefully intertwines the intensity of music creation at the highest levels with the trademark informality of the setting.

JURY COMMENTS

"The connection and lineage of this project is beautiful," noted a jury member. "The open rooms recall outdoor performances traditionally held at Tanglewood."







REEDS SPRING MIDDLE SCHOOL

Reeds Spring R-IV School District | Reeds Spring, Missouri

Architect: Dake Wells Architecture

Rather than employ conventional site preparation methods that scrape, flatten, and often destroy a location's natural character, this new school in Reeds Spring, Missouri, was placed strategically at the edge of a wooded area to flow gracefully down an existing ravine. The preservation of the site clearly informed the design solution, which echoes common elements found throughout the surrounding landscape.

The project is part of the school district's effort to unify its campus on one contiguous piece of property. It purchased 150 acres of undeveloped land that separated the high school from three elementary schools and selected the land as the site of its new middle school. Initially, the district was in favor of conventional methods for clearing the land. However, a collaborative planning process helped shift its focus to preservation, but only if doing so could save money. A cost analysis proved that while initial construction costs would be higher, the school's ability to capture daylight, divert storm water runoff, and minimize exterior walls would reduce operating costs. In addition, the new school's location allowed all five of the district's schools to be connected by a new ring road that significantly reduces annual bus travel.

JURY COMMENTS

"This is an incredibly contextual, powerful landscape, and the building suits it so well," said one member of the jury. "It adds to the dialogue around how architecture responds to middle schoolers and their specific needs."







TARBUT V'TORAH EXPANSION

Tarbut V'Torah | Irvine, California

Architect: LPA, Inc.

By leveraging the concept of campus planning, this expansion of a private K-12 school in Irvine, California, reinforces the school's efforts to provide 21st century learning opportunities and provide spaces that support the whole student. Three new buildings—a maker building, a STEAM building, and a fitness building—provide spaces that promote critical thinking, creativity, and balanced lifestyles while representing the school's invigorated approach to education.

In 2013, Tarbut V'Torah found itself at risk of losing its accreditation and facing a slew of significant issues, from declining enrollment and operational deficits to a less-than-stellar reputation. To combat this, the trustees developed a new strategic vision that laid out clear goals to grow the student body and reestablish Tarbut V'Torah as a premier independent school. The design team was engaged early in the process to co-develop a program to respond to the vision, create a school site master plan, and create future-ready learning environments.

JURY COMMENTS

"When threatened with closure, they re-thought community and education to set the stage for their future," wrote a member of the jury. "The result is a vibrant, inclusive, and thriving school!"







AWARD OF MERIT

AWARD DESCRIPTION

Awards of Merit may be given to other registered architects 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.

AMHERST COLLEGE NEW SCIENCE CENTER

Amherst College | Amherst, Massachusetts

Architect: Payette

Representing the most significant transformation of Amherst College's campus since its founding in 1821, the school's new Science Center facilitates collaboration among students in the sciences. Its open and accessible learning environment serves the entire college community, and the project demonstrates the school's mission to ensure science remains a critical component of its liberal arts education program.

Evident in its organization and details, the design of the Science Center maximizes transparency and interaction among students and faculty. The overall program is divided among five building elements: two high-energy laboratory wings nestled into a hillside on the site's eastern edge and three less energy-intensive pavilions to the west. All of the elements open onto a multi-story commons enclosed in glass. In addition to building community around the ideals of science, the commons makes the activity inside the center visible to the college at large. A distinctive roof, animated by a series of skylights, caps the commons and serves as the building's unifying feature. The roof itself provides a number of functions, including providing natural and artificial light, hosting photovoltaic panels, and handling acoustic control through its materials and shape.

JURY COMMENTS

"The approach to sustainability is both humane and aware," wrote a member of the jury. "Masterful daylighting strategies weave together the co-benefits of light for well-being as well as energy generation."







CANYON VIEW HIGH SCHOOL

Agua Fria Union High School District #216 | Avondale, Arizona

Architect: DLR Group

Eager to serve the generations of learners in Waddell, Arizona, Canyon View High School encourages academic success and exploration by expanding on the notion of a place-based school. Developed in concert with parents, students, and local business and government representatives, the story of its design and construction is one of collaboration. Nearly 500 stakeholders took part in community meetings to shape the bold ideas that form the foundation of its design.

The project began in 2015, when a collective of teachers, administrators, members of the community, and the architects gathered to better understand the future of teaching and learning. The process was informed by a number of visits to leading American educational institutions, both public and private, which reinforced the need for flexible teaching environments that include digital platforms for learning. From this collaborative process emerged a set of guiding principles that form the framework for the school's success.

JURY COMMENTS

"The project hits on equity, health, and accessibility," noted one member of the jury. "Every indoor-outdoor space is a place for socializing, movement, gathering, performing, and creating as a community of learners."







MIT THEATER ARTS

Massachusetts Institute of Technology | Cambridge, Massachusetts

Architect: : designLAB architects

A 200-seat theater and numerous spaces for dance, design, and experimentation are the hallmarks of the new home for MIT's Theater Arts Department, which, for decades, has served as the creative counterpart to the school's highly technical endeavors. Conceived as a continuous studio, programming slides easily between its highly malleable spaces, encouraging a robust exchange of creativity.

As the department outgrew its former home, a repurposed tile factory, it turned to an available industrial building on the periphery of MIT's Cambridge campus. This new location allowed the design team to craft an identity reflective of the department's educational approach. The project is a reimagination of the building envelope that both expresses the creative activity inside and retains the texture of the façade. A double-height performance space was inserted into the single-story section of the building, and a new lobby connects it to rehearsal venues, dance studios, and a number of instructional spaces.

JURY COMMENTS

"This project gives hope and delight and is an example of adaptive reuse that most American cities can implement," said one juror.







MUBUGA PRIMARY SCHOOL

MSquared Foundation | Ruhengeri, Musanze District, Rwanda

Architect: MASS Design Group

This redesign and renovation, born from a partnership between the Musanze District of Rwanda's Ministry of Education and the US-based nonprofit M2 Foundation, has radically transformed one of the district's lowest-performing and dilapidated schools into a scalable model of school design that now enjoys a 96% student pass rate. The project exceeded the national educational infrastructure standards and has proven that high-quality schools can be delivered without a significant budget.

In 2003, Rwanda, in an effort to improve enrollment, eliminated primary school fees. Enrollment skyrocketed, but the country did not have the appropriate classroom infrastructure to meet the demand. The resulting overcrowding and poorly constructed and maintained facilities prompted the Ministry of Education to enact new guidelines in 2009 that updated standards of school design. While the guidelines helped identify schools that were struggling, many facilities, Mubuga Primary School among them, could neither meet the needs of students nor address existing issues without significant intervention.

JURY COMMENTS

"This is a beautiful story of community, craft, and well-built forms that shape significant social spaces between learning pavilions," wrote a jury member.







SALISH COAST ELEMENTARY SCHOOL

Port Townsend School District | Port Townsend, Washington

Architect: Integrus Architecture

The citizens served by Washington state's Port Townsend School District share a belief in the power of place and its ability to support learning and stewardship. This new elementary school is designed to support those beliefs and reinforce the community's ties to the surrounding landscape and the network of coastal waterways that comprise the Salish Sea.

Replacing an existing 60-year-old facility, the school has doubled its capacity and welcomes 600 students in pre-K through fifth grade. It is designed to enliven the community's aspirations through leveraging indoor and outdoor learning environments that provide students easy access to nature and encourage them to explore the natural world. The school is anchored by three overarching goals: place-based collaborative learning, a commitment to community engagement, and recognition of the student body's intimate relationship with nature. The team was challenged to "leave no child inside," and the design arranges the school around a linear courtyard with branching pathways that bring students outside and inside throughout their everyday movements.

JURY COMMENTS

"There are strong connections between learning and real-life applications," wrote a member of the jury. "The integration of community partners to maximize the learning experience is wonderful to see."







CAE LEADERSHIP GROUP

AIA CAE LEADERSHIP GROUP



OLIVIA GRAF-DOYLE, ASSOC. AIA
Architecture for Education, Inc.

Olivia Graf-Doyle is a partner and the design principal for A4E (Architecture for Education, Inc.), a women-owned—and majority women-staffed—design firm that specializes in education architecture. As the design visionary and thought leader responsible for conceptualizing innovative learning environments at A4E, Olivia leads the practice from the belief that outstanding projects begin with a clear concept, augmented by a comprehensive research-and-discovery process. Olivia balances aesthetics with curriculum-based innovations, creating expressive and functional future-ready learning environments that feature hands-on/minds-on maker spaces, transdisciplinary settings, and project-based learning, whether for a single classroom or an entire campus.

Olivia currently serves on the Leadership Group of the American Institute of Architects' Committee on Architecture for Education, where she advocates for innovation in pedagogy and increasing engagement of emerging professionals, and is a former co-chair of the AIA/CAE K-12 Sub-Committee. She is a frequent speaker at education-focused conferences, including the California STEAM Symposium, California School Business Expo, EDSpaces, A4LE, and NSTA. Olivia has written for numerous architectural textbooks and magazines, was former director/editor-in-chief of AIA's Forward magazine, and was recently a featured contributor in Learning by Design's 2020 fall issue with an article on spatial well-being.



ALISSA HARRINGTON
McDaniel College

Alissa Harrington draws from more than 20 years of industry experience as an instructional designer and technology educator. In addition to her role as the senior instructional designer for McDaniel College, she is also an instructional designer for Johns Hopkins University's Center for Safe and Healthy Schools. Alissa holds a degree in elementary education from Towson University and currently serves as the education liaison for the Committee on Architecture for Education.



JUDITH HOSKENS, ASSOC. AIA
Cunningham

Judy Hoskens 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 a principal at Cunningham, where she 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), where she formerly served as international president and a 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 its schools worldwide. She has also worked with the American Architectural Foundation in partnership with the Bill & Melinda Gates Foundation for an initiative that applied design thinking in dramatically transforming selected school districts into centers of personalized learning.



BRIAN MINNICH, AIA
GWWO Architects

Brian Minnich's career has concentrated heavily on the planning and design of environments for K-12 education. He served as the national co-chair for the K-12 Education Sub-Committee for the AIA Committee on Architecture for Education (CAE) and currently serves on the Executive Leadership Group. He frequently serves on awards juries and is a regular speaker at national and regional conferences on subjects influencing K-12 project design, including school security.

Working with the Department of Homeland Security and the National Institute of Building Sciences, he helped develop the Integrated Rapid Visual Screening of Schools, a manual and risk assessment tool to help improve school safety. Brian is a graduate of North Dakota State University with Bachelor of Architecture and Bachelor of Science in environmental design degrees.



MICHAEL A. NIEMINEN, FAIA
Kliment Halsband Architects

Michael A. Nieminen is a partner at Kliment Halsband Architects in New York City with 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 educational innovation and 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 renovations of The Spence School and Friends Seminary in New York City; South College Academic Building renovation and addition at the University of Massachusetts Amherst; the Neubauer Collegium at University of Chicago; the renovation of Welch Hall at The Rockefeller University; and the new Academic Building at SUNY College at Old Westbury. After three years in the Leadership Group, Michael became the chair of the 2021 Committee on Architecture for Education. He is a former co-chair of the AIA/CAE Sub-Committee for Higher Education. He has frequently presented at AIA national conventions, AIA/CAE Learning Environments conferences; and Society of College and University Planning conferences. He received a Bachelor of Science in environmental design from the University of Florida and a Master of Architecture from North Carolina State University School of Design.



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, Oregon. 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 of 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 and 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, building 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.

**Committee on
Architecture for
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 Knowledge Community