



BREAKING DOWN THE SILOS

A SERIES OF DISCUSSIONS PRESENTED BY THE AIA-CAE RESEARCH SUBCOMMITTEE IN PARTNERSHIP WITH VS AMERICA

**Committee on
Architecture for
Education**

AIA Knowledge Community

V/S

6 CONVERSATIONS

YOUR VOICE MATTERS.

A FUTURE FORWARD CALL FOR CHANGE.



CAROLINE LOBO AIA
PhD
FOUNDING PRINCIPAL **SuoLL ARCHITECTS**
CO-CHAIR: AIA - CAE
RESEARCH SUB-COMMITTEE

Caroline Lobo is founding principal of suoLL architects studio in Phoenix, Arizona. With over 25 years of experience, Caroline has designed and managed over 100 education projects. Her penchant for architectural research and design combined with her experience of working in different cultures brings a unique perspective to the studio. Her expertise lies in contextual design, sustainability, master planning and participatory planning. She leads her studio-based practice in designing learning and healing environments that are values based and culture specific. She is a speaker at local, national and international conferences, has been widely published and has chaired several design awards juries. She is Past-President of AIA-Arizona, Past Chair of the AIA-CAE (American Institute of Architects Committee on Architecture for Education) and Co-Chair of AIA-CAE Research sub-committee.



DINA SORENSEN ASSOC.
AIA
FOUNDER / DESIGN DIRECTOR **d.studio**
CO-CHAIR: AIA - CAE
RESEARCH SUB-COMMITTEE

Dina Sorensen is founder of d.studio, an interdisciplinary design practice focused on the belief that everybody has a role to play in designing healthy, equitable, resilient futures for every learner to thrive in. Her approach to learning space design taps the creative capacity of every participant by weaving expertise together with the warmth of lived experiences to construct meaningful connections between people and place. She is an award-winning educational design leader, speaker, and author with notable achievement in health-promoting, eco-driven schools. Dina's unique expertise combines art with architecture and interdisciplinary research to inform holistic designs that motivate and inspire learners of all ages. For nearly 20 years, her passion for collaborative research in practice has influenced school design and health-promotion, historical design stewardship, and the development of new innovative frameworks such as the *Healthy Eating Design Guidelines for School Architecture*® and *Physical Activity Design Guidelines for School Architecture*®. She and Caroline Lobo co-founded *Dialogues: Emerging Research at the Intersection of Designs for Learning* published annually by Learning by Design, VS, Shaw Contract, AIA-CAE Foundation.

SIX TALKS TO EXPLORE
WHAT A GLOBAL PANDEMIC
IS TEACHING US...

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1

TRANSFORMATIONAL LEADERS IN EDUCATION

JUNE 5, 2020

A conversation with distinguished leaders in education currently working at the intersection of innovation and learning at the state, district, and school levels across the United States. Moderated by **Dina Sorensen**, Assoc. AIA and **Caroline Lobo**, AIA, the panel discusses how transformational leadership matters in response to today's challenges in education, while providing insights into both short- and long-term opportunities for change.

Featured guests include:

- **Kathy Hoffman**, State Superintendent of Public Instruction (AZ)
- **Dr. RJ Webber**, Assistant Superintendent of Curriculum and Instruction, Novi Community Schools (Novi, MI)
- **Aaron Jetzer**, Principal, Eastwood Elementary School (Irvine, CA)

WATCH HERE! CLICK OR TYPE IN THE LINK TO ACCESS THIS RECORDING:

<https://bit.ly/vs-transform>

in conversation with

TRANSFORMATIONAL *Leaders* IN EDUCATION



KATHY HOFFMAN

STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

State of Arizona



DR. RJ WEBBER

ASSISTANT SUPERINTENDENT
FOR ACADEMIC SERVICES

Novi Michigan



AARON JETZER

PRINCIPAL
IRVINE UNIFIED SCHOOL DISTRICT

Irvine California

JUNE 5TH 2020

in conversation with TRANSFORMATIONAL Leaders IN EDUCATION



KATHY HOFFMAN

STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

State of Arizona

Worked in preschool, speech therapy, special ed, and administration. I saw Arizona losing teachers and funding for the neediest students, so I ran for office and I WON the job!

ARIZONA IS DIVERSE!

How can we work for Equity? How can we lead in this COVID crisis?

→ IF I HAD A MAGIC WAND?



I would make our schools a part of economic recovery, leading SOLUTIONS and leading in the CRISIS.

WE'RE *Elevating* STUDENT VOICES WITH A Student Advisory Council with twenty 5th to 12th graders.



OUR ROADMAP for opening Schools has more innovation and online opportunities.

✓ WHAT'S WORKING WELL?

- Flexible schedules
- Can operate at your own pace
- Finding ways to connect online

✗ NOT WORKING WELL?

- Missing the hands-on
- Different learning opportunities

Digital Divide in **AZ**:

200,000 STUDENTS WITHOUT ANY INTERNET ACCESS!

NAVAJO NATION

↑ ESPECIALLY hard-hit by COVID. 20+ teachers positive, no internet access. ↓

INNER CITY PHOENIX

faces very similar issues.

There are *LAYERS + LAYERS* of concern in online learning.

HEALTH
MITIGATION

LEARNING +
SOCIALIZING

SCHOOLS ARE
LIFELINES!



HOW TO BALANCE?

in conversation with TRANSFORMATIONAL *Leaders* IN EDUCATION



DR. RJ WEBBER
ASSISTANT SUPERINTENDENT
FOR ACADEMIC SERVICES

Novi Michigan

Taught in prisons, in Nigeria and is assistant superintendent in Novi, Michigan, near Detroit. He believes strongly in giving agency and voice to students.

STUDENT AGENCY

IS CRITICAL! We must engage our students *meaningfully and thoughtfully* so they CAN PARTICIPATE IN THE PROCESS OF EDUCATION.



K-12 students provided such important feedback, especially from the youngest students who are direct and honest!

Students miss their connections deeply.



CONNECTIONS + RELATIONSHIPS:

FOUNDATIONAL!

"School is our second home!"

For months we know there are kids being abused and that many of those kids come to our schools to get fed.

TOO MANY STUDENTS DESPERATELY NEED TO BE IN OUR PUBLIC Schools.

  Some homes do well with remote education—some struggle! TECHNOLOGY isn't always the solution.

EDUCATIONAL INNOVATION?



Why not look back to Crow Island School ideas? Montessori ideas?

"I have **28 years of experience** in education and this spring if I could teach my son well **ONE DAY A WEEK**, that was a win for me."

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in conversation with TRANSFORMATIONAL Leaders IN EDUCATION



AARON JETZER
PRINCIPAL
IRVINE UNIFIED SCHOOL DISTRICT
Irvine California

From the finance industry to inner-city LA, Aaron has a diverse background as a principal in Orange County, California.

GIVING KIDS THEIR VOICE.

THAT'S HOW YOU DRIVE CHANGE: AT the GRASSROOTS.

School is founded on connections and relationships. How can we build it into the environment?

→ IF I HAD A MAGIC WAND?

Help kids take what they have learned to change the



SOCIAL · EMOTIONAL · HUMAN
HOW DO WE HELP BUILD THIS NOW?

KIDS are HONEST!

"I get my schoolwork done in an hour."

Maybe 6+ hours of school does NOT meet every student's needs.

TRADING COMPLIANCE FOR WHAT PUTS STUDENTS IN A POSITION to LEARN.

FLEX and ENGAGEMENT:

How can we make school work? We're finding what kids are most passionate about and pivoting to teach them reading, writing and math.

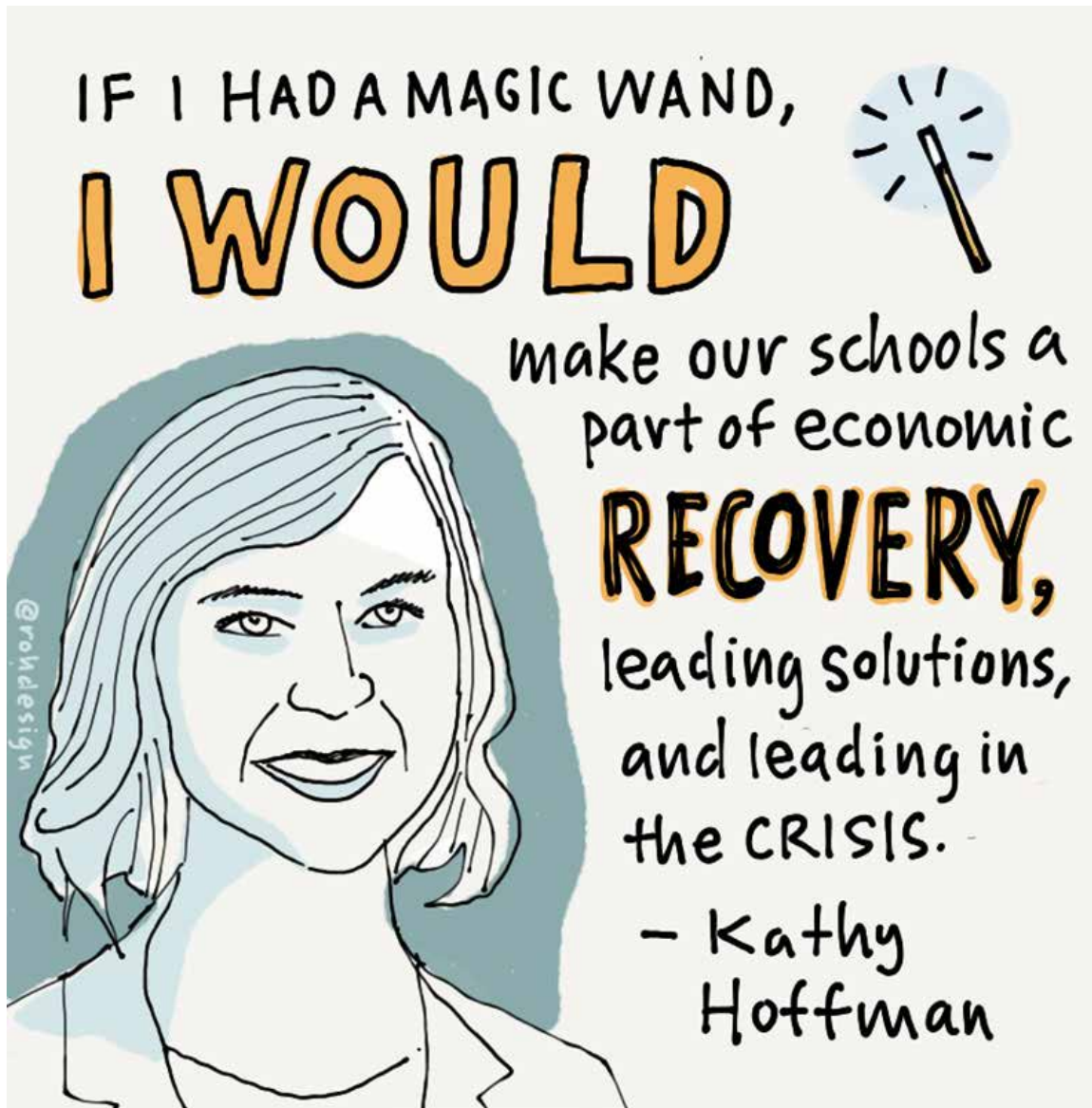
How do we rebuild **Hello?**
How do you invite Kids in? We don't want to become STERILE, like college.

"I DON'T CARE WHAT YOU KNOW UNTIL I KNOW YOU CARE..."
CONNECTIONS ↔ CARING

ONE TAKEAWAY?

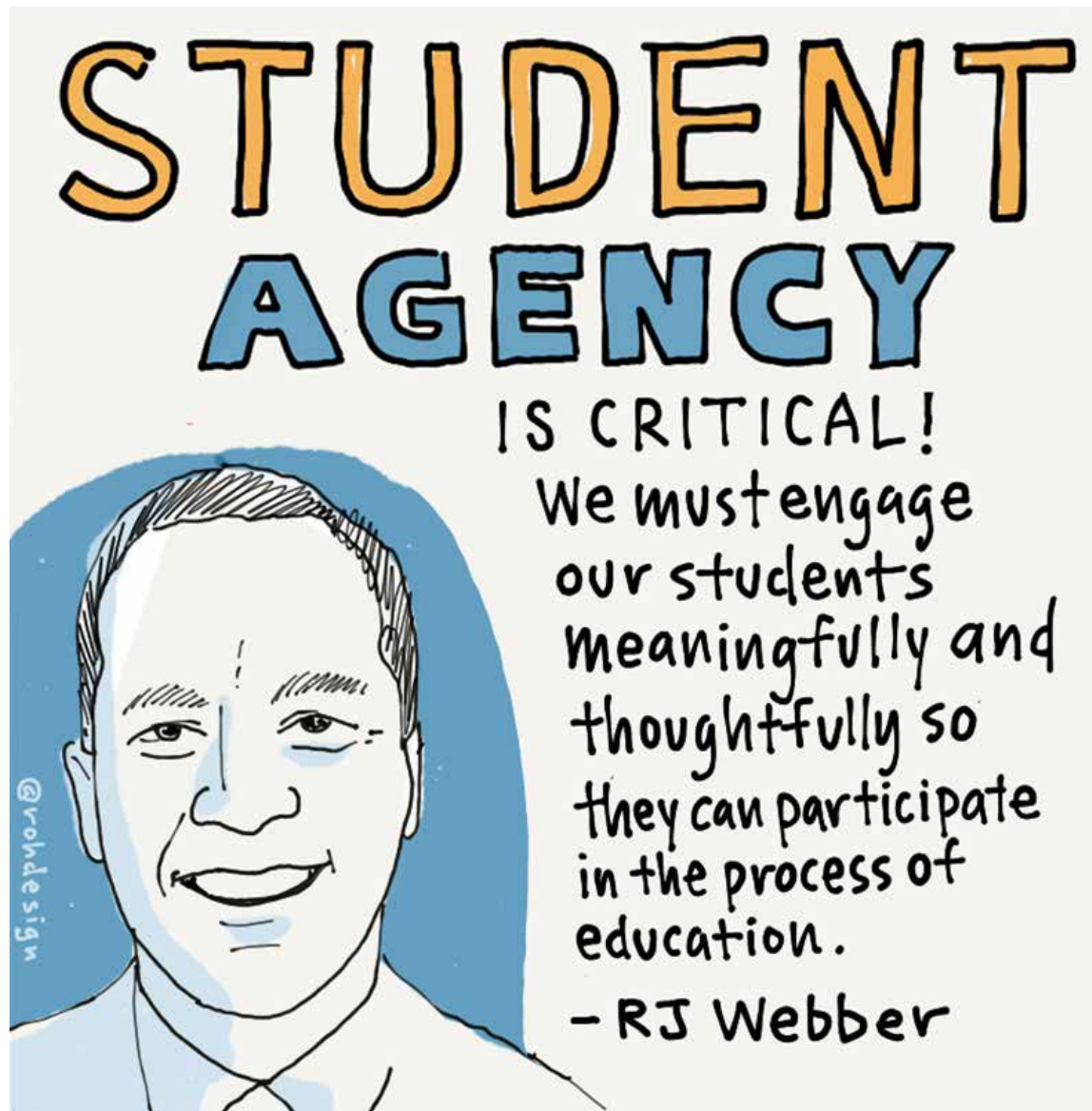
We must leverage the staff we have into roles they aren't comfortable in to support our kids. Flex into an environment that helps kids feel safe so they can **LEARN.**

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**KATHY HOFFMAN**

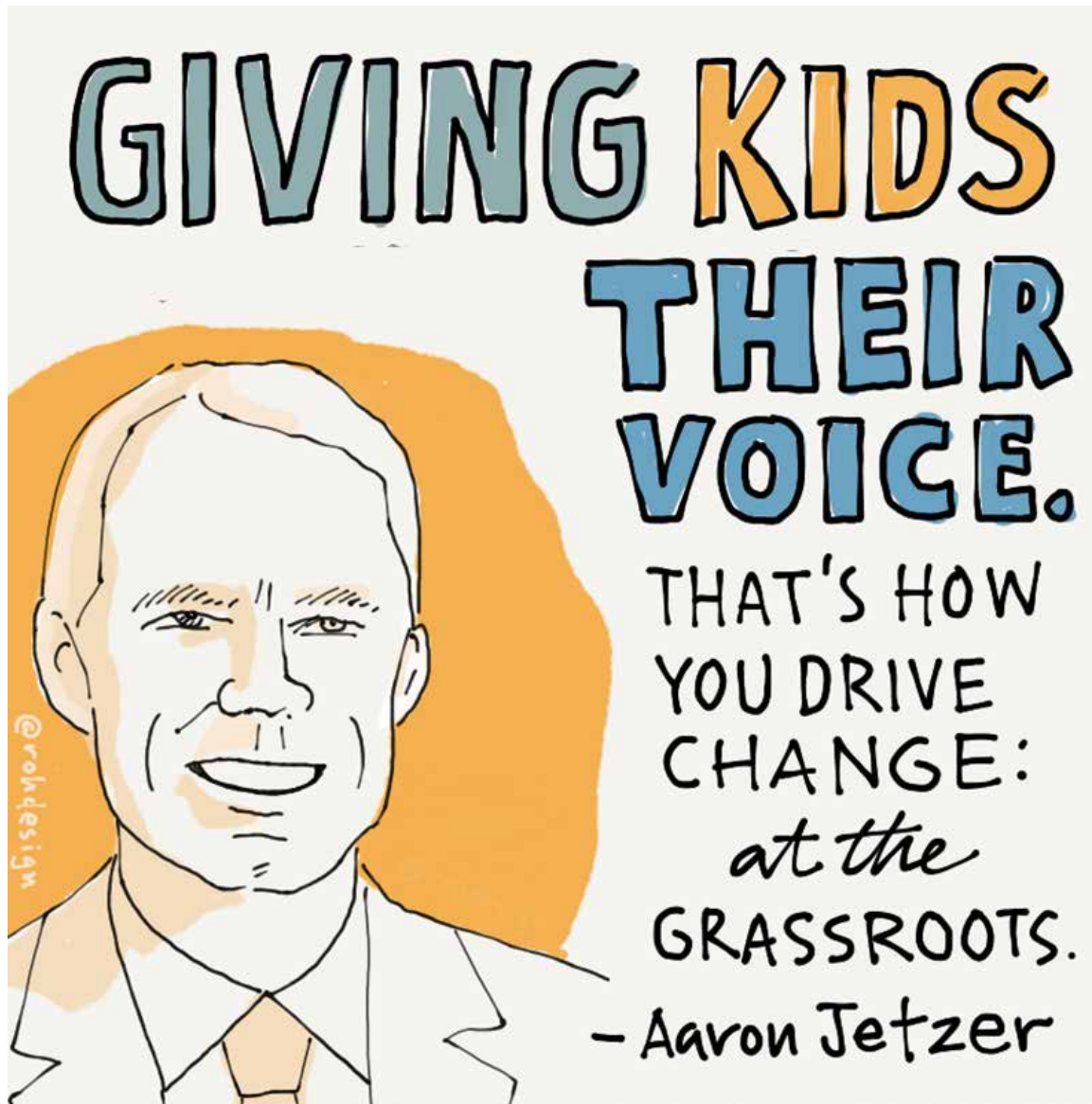
Arizona Superintendent of Public Instruction

Superintendent Kathy Hoffman has spent her entire career working in public education, first as a pre-school teacher and then as a speech therapist in Arizona's public schools. She believes all students deserve equal access to a high-quality public education, and that only through committed investment and inclusive policies can Arizona bring its public schools to the top of our nation's school system. Like her colleagues in the classroom, Superintendent Hoffman holds the adamant belief that Arizona's future starts in our schools.

**DR. RJ WEBBER**

Assistant Superintendent of Curriculum and Instruction, Novi Community Schools, Novi, MI

Dr. RJ Webber has been a passionate ally and advocate for students and teachers his entire career. RJ's teaching career spanned two continents and three school districts. RJ has served as a middle school assistant principal, middle school principal, and high school principal. RJ also earned honors from the Michigan Science Teachers Association as their administrator of the year in 2010. RJ transitioned to his current role in 2010. His tenure in Novi has seen the articulation of a publicly searchable K-12 curriculum, the first of its kind in Michigan. The district has also launched extensive assessment and teacher evaluation efforts connected to the fully articulated curriculum. RJ has also led a community wide approach to social justice efforts that focus upon student and educator voice. He has partnered with the University of Michigan School of Social Work, Oakland Schools, and the Novi Community to offer training in culturally relevant instruction.

**AARON JETZER**

Principal, Eastwood Elementary School,
Irvine, CA

Aaron has been serving students and parents for 18 years as a teacher and principal. He is a visionary, forward-thinking educator who brings stakeholders together to create a shared vision that promotes a positive school culture. He has assembled a team at Eastwood that blends 21st century skills and leverages technology with the curriculum to best support student learning. He is approachable, visible, and highly engaged in all areas of the school. Aaron enthusiastically works with students, teachers, and parents to create a world-class elementary school where all students are valued and love coming to school.

2

THE FUTURE OF DESIGN AND LEARNING

JUNE 18, 2020

In this conversation with leading experts from Johns Hopkins School of Education, we take a deep dive into the Center for Safe and Healthy Schools actionable research to create safe and healthy environments where all students can learn and thrive. The Center was created to inform national dialogue, and most importantly, catalyze action around the policies and practices that research shows support safe and healthy learning communities for whole child well-being.

Moderated by Dina Sorensen, Assoc. AIA, Caroline Lobo, AIA, and Karina Ruiz, AIA, the interdisciplinary panel discusses the science behind a holistic framework in support of better health and better learning. Panelists include: **Annette C. Anderson** PhD, Assistant Professor, Johns Hopkins School of Education; Center for Safe & Healthy Schools; **Megan E. Collins**, M.D. Johns Hopkins Consortium for School-based Health Solutions; **Panagis Galiatsatos**, M.D., M.H.S. Director of the Tobacco Treatment Clinic, Assistant Professor of Medicine; Co-Director, Medicine for the Greater Good, Johns Hopkins Medicine.

Informal conversation centers around three big ideas:

- What do we need to do to advance health promotion and health equity in schools?
- How have current disruptive drivers of change re-cast the future of safe, healthy learning communities?
- How has the global reversal of school-to-home learning forced us to re-evaluate initiatives centered around health and well-being in our physical environments, our networks, our infrastructure, our relationships?

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The FUTURE of DESIGN and LEARNING

JOHNS HOPKINS UNIVERSITY CENTER for SAFE and HEALTHY SCHOOLS



ANNETTE C. ANDERSON PhD

ASSISTANT PROFESSOR
DEPUTY DIRECTOR

*Center for Safe and
Healthy Schools*



PANGIS GALATSATOS M.D.
M.H.S.

ASSISTANT PROFESSOR
CO-CHAIR, JHHS HEALTH EQUITY
STEERING COMMITTEE

CO-DIRECTOR
Medicine for the Greater Good



MEGAN COLLINS M.D.

ASSISTANT PROFESSOR

*Wilmer Eye Institute and
Berman Institute of Bioethics*

CO-DIRECTOR
HOPKINS CONSORTIUM FOR
SCHOOL-BASED HEALTH SOLUTIONS

JUNE 18TH 2020

The FUTURE of DESIGN and LEARNING



ANNETTE C. ANDERSON PhD

ASSISTANT PROFESSOR
DEPUTY DIRECTOR*Center for Safe and
Healthy Schools*CENTER for SAFE and
HEALTHY SCHOOLS

Began 2 years ago, after school shootings + violence led our Dean, Christopher Morphey of the Johns Hopkins School of Education to understand school safety and health.

COVID

HAS TAUGHT US THE VALUE OF
CAPACITY PLANNING + AGILITY.

WHAT WE'RE DOING:

E-SCHOOL PLUS



We're tracking States to see what they're DOING and NOT DOING across 12 indices.



CHECKLISTS:

- School Closure *around*
- School Opening *equity*

How can we leverage school's role
in a COVID + POST COVID WORLD?

ROSTERING - who is going to sit in WHICH classroom?

SCHOOL BUILDINGS are still very
powerful EVEN at partial capacity.HOW CAN WE support in-person and
distance learning - effectively?

- Instructional rigor
- Supporting STRESSED teachers
- Adapt to new ways of LEARNING!
- Training school leaders like principals

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The FUTURE of DESIGN and LEARNING



PANGIS GALATSATOS M.D.
M.H.S.

ASSISTANT PROFESSOR
CO-CHAIR, JHHS HEALTH EQUITY
STEERING COMMITTEE
CO-DIRECTOR

Medicine for the Greater Good

Committee on
Architecture for
Education

AIA Knowledge Community

*"You're the FIRST line of
defense: Education."*

As a doctor, I'm your LAST."

THIS PANDEMIC - WE DON'T
KNOW WHEN IT WILL END,
SO WE'LL HAVE TO *Assimilate*
TO THESE NEW NORMS.



MASKS



HANDWASHING



DISTANCING

These are NOT normal for us
or society - yet we must
address these new norms

BEHAVIORALLY.

My highest priority?

SCHOOLS TO **Redefine**
Relationships

WITH OTHER COMMUNITY
RESOURCES - LIKE

Hospitals!

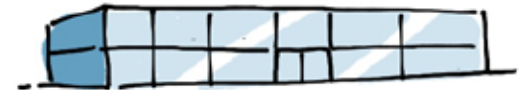


WE'RE ALL IN THIS 
TOGETHER!

Partnerships are **KEY**
to getting the most out of
learning experiences.

HEALTH EXPERTS out in our
schools, teaching COVID-19
So teachers can just TEACH.

FUTURE BUILDINGS



Must be designed to better
prepare for future
pandemics + epidemics.

★ SOCIAL RE-ENGINEERING
OF **NETWORKING**



**BLOWING
UP the
SILOS!**

@rokdesign

V/S

The FUTURE of DESIGN and LEARNING

**MEGAN COLLINS M.D.**

ASSISTANT PROFESSOR

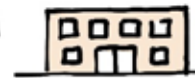
*Wilmer Eye Institute and
Berman Institute of Bioethics*

CO-DIRECTOR

HOPKINS CONSORTIUM FOR
SCHOOL-BASED HEALTH SOLUTIONS**SILVER LINING of COVID**

IS CROSS-POLLINATION OF PEOPLE
interested in health and in doing
different things to advance school
and health equity – because of the virus.

I focus on delivering health
care in the schools.




WE KNOW THAT
**UNHEALTHY
KIDS SUFFER**
Academically

VISION
ASTHMA
ABSENCES
DISENGAGED
MENTAL HEALTH

SCHOOL CLOSINGS STOP COMMUNITY
SERVICES that students rely upon.

CHALLENGING OUR

Ability to deliver needed health
services in physical buildings. 

VISION for BALTIMORE, EX:


VERY *challenging* DELIVERING
THIS SERVICE WITH COVID.


**5 CORE THINGS
SCHOOLS PROVIDE:**

- 1 CONTINUITY OF LEARNING
- 2 FOOD SECURITY
- 3 DAYTIME SUPERVISION
- 4 DAYTIME HOUSING
- 5 HEALTH SERVICES

NOT a one-size-fits-all
solution for every state or
every one of these 5 areas.

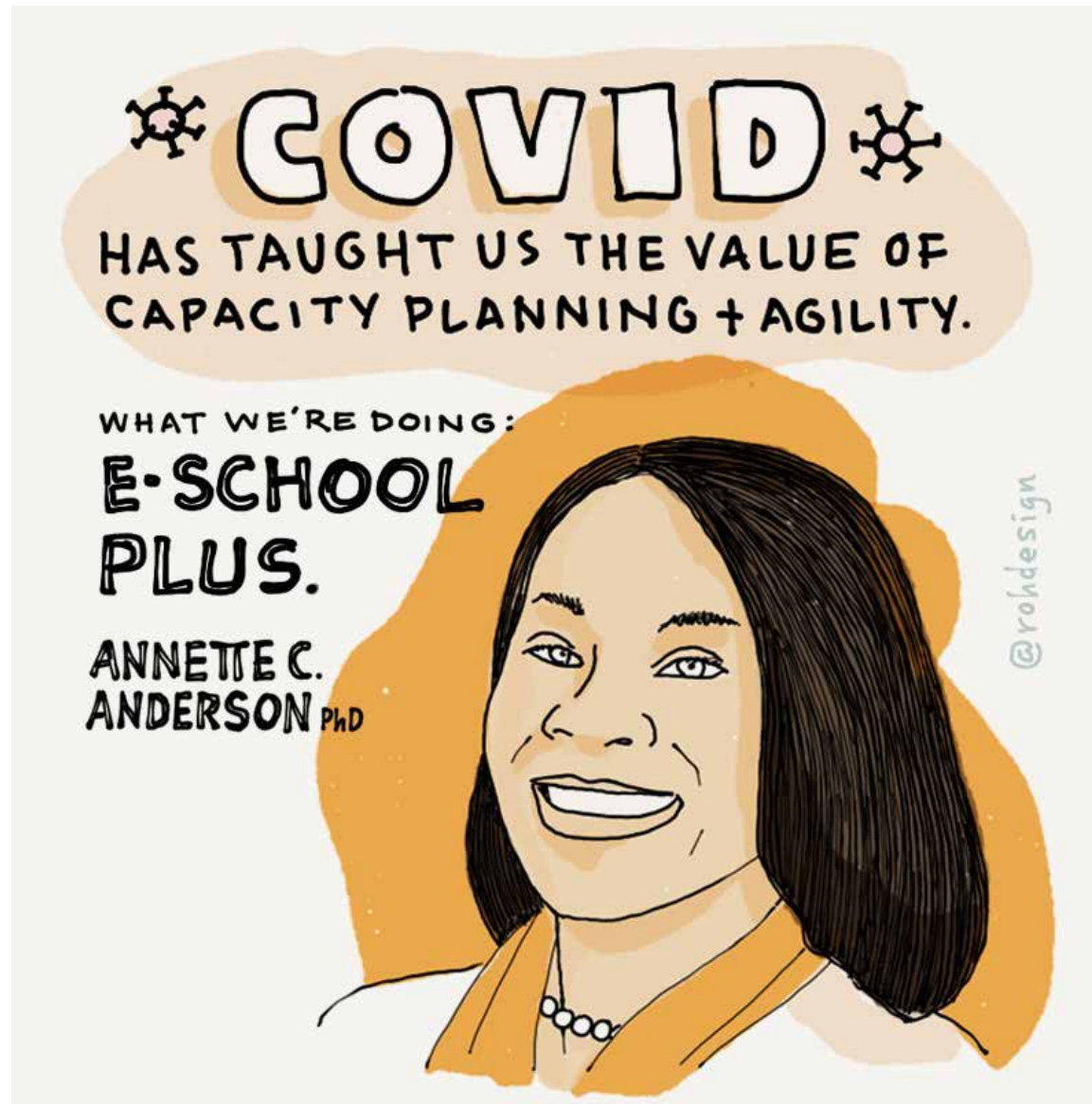
NOT all or nothing! We
can be adaptable!

BUDGETARY CONSTRAINTS 
are often viewed as obstacles:
I see them as OPPORTUNITIES.
School districts are forced
to adapt and get creative!

 **TELEHEALTH**
may not be perfect
but we CAN learn and do it.

WE RELY SO MUCH
ON OUR SCHOOLS:

How can we
re-imagine
this?

**ANNETTE C. ANDERSON, PHD**

Annette C. Anderson is a native of Baltimore and a graduate of Baltimore City Public Schools, an experience that has left an indelible mark on her career interests in educational equity and adequacy. Besides her research pursuits, she has served in a variety of school-based positions, including classroom teacher, teacher leader, curriculum coordinator and assistant principal. She served as the Chief Executive Officer and Founding Principal of Widener Partnership Charter School, the first university-assisted charter school in Pennsylvania. The school quickly became known to state and local education officials as a successful model for university-public school partnerships. She currently serves as the Director of Academic Programming for the Center for Safe and Healthy Schools. She is also the Faculty Lead for the School Administration & Supervision programs at the Johns Hopkins School of Education. She holds a Ph.D. and master's degree from the University of Pennsylvania, a second master's degree in public policy from Georgetown University and a bachelor's degree from Syracuse University.

THIS PANDEMIC – WE DON'T
KNOW WHEN IT WILL END,
SO WE'LL HAVE TO *Assimilate*
TO THESE NEW NORMS.



MASKS

HAND WASHING



DISTANCING

PANGIS
GALIATSATOS M.D.
M.H.S.



@rohdesign

PANAGIS GALIATSATOS M.D., M.H.S.

Principal, Eastwood Elementary School,
Irvine, CA

Dr. Galiatsatos is a pulmonary and critical care medicine physician. He is an expert in the diagnosis and treatment of obstructive lung disease, tobacco cessation, and in the care of critically ill patients in the Medical ICU. He is a member of the Obstructive Lung Disease Group at Johns Hopkins, oversees the Tobacco Treatment Clinic and provides teaching to medical students and residents at Johns Hopkins.

5 CORE THINGS SCHOOLS PROVIDE:



**1 CONTINUITY
OF LEARNING**

**2 FOOD
SECURITY**

**3 DAYTIME
SUPERVISION**

**4 DAYTIME
HOUSING**

**5 HEALTH
SERVICES**

**MEGAN
COLLINS M.D.**



MEGAN E. COLLINS, M.D.

Megan E. Collins is an assistant professor of ophthalmology at the Wilmer Eye Institute. She specializes in pediatric ophthalmology and adult strabismus, including amblyopia (lazy eye), congenital cataracts, retinopathy of prematurity, vascular anomalies and craniofacial malformations. Dr. Collins received her medical degree from the University of Chicago, where she also completed a fellowship in clinical medical ethics. After an internship in internal medicine at the University of Maryland, she returned to the University of Chicago for her residency in ophthalmology, followed by a fellowship in pediatric ophthalmology and adult strabismus at the University of Toronto's Hospital for Sick Children. Since becoming a faculty member at Wilmer she has focused on researching the doctor-patient relationship, barriers in access to eye care, epidemiology of pediatric eye disease, and the impact of refractive error on academic performance. As part of all of these research areas she currently leads Hopkins' activities for Vision for Baltimore (V4B), a collaborative school-based vision program providing vision screening, eye exams, and eyeglasses to every child preK-8th grade in Baltimore City Public Schools. She is one of the co-founders of the Johns Hopkins Consortium for School-Based Health Solutions.

3

TECHNOLOGY AND LEARNING IN THE TIME OF COVID

JUNE 25, 2020

In this deep dive conversation with leading global experts in education, technology, and architecture, we explore the domain of technology as a lens for the future of learning and space design. As contributors to large scale learning ecosystems and global school networks, our guests talk more about their experience pivoting from in-person learning to a global online learning experience across three continents, including China. This talk takes on both practical and aspirational exploration as we address the potential for the future of learning as an interconnected network for human engagement, holistically infused with healthy, safe, equitable, and culturally sensitive learning environments.

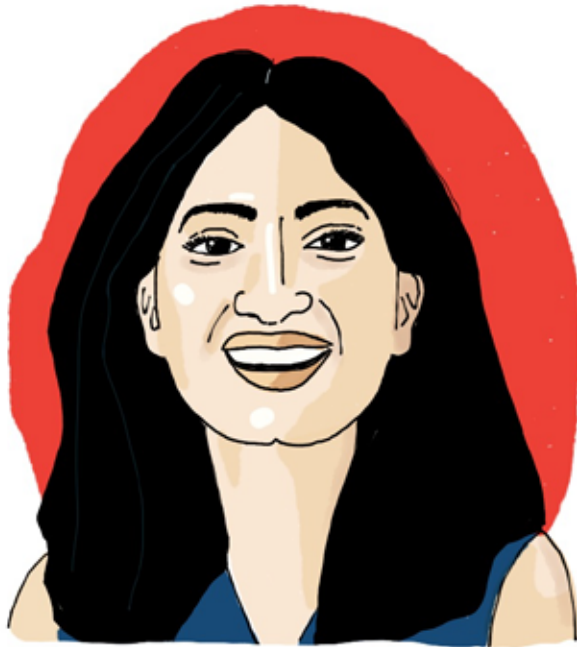
Informal conversation centers around these big ideas:

- Has the global disruption in education changed the trajectory for research and innovation across technology, space, and learning?
- What are some emerging techno-brightspots and how might those drivers of change help us reimagine the future of deeper learning and inhabiting space?
- Let's talk about human creativity and human engagement. How might technology, space, and pedagogy combine to foster human engagement even at a distance, or hybrid experience?

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TECHNOLOGY and LEARNING in the TIME of **COVID** and BEYOND



VRITI SARAF
GLOBAL DIRECTOR OF
PROFESSIONAL LEARNING
Whittle School & Studios



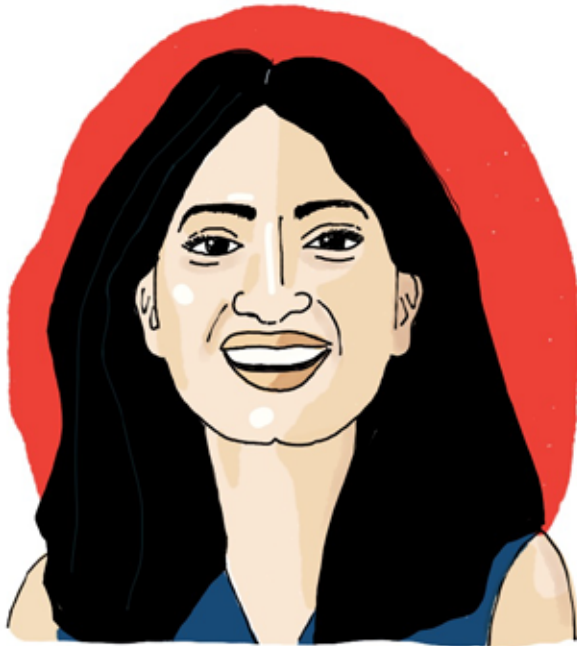
**ANAND
PADMANABHAN**
GLOBAL CHIEF INFORMATION
& TECHNOLOGY OFFICER
Whittle School & Studios



PETER BROWN FAIA
PRINCIPAL / FOUNDER
Agency for Design

JUNE 25TH 2020

TECHNOLOGY and LEARNING in the TIME of COVID and BEYOND

**VRITI SARAF**GLOBAL DIRECTOR OF
PROFESSIONAL LEARNING*Whittle School & Studios***CHINA CAMPUS** PIVOTED TO
ONLINE *first*, then the **D.C.**
CAMPUS PIVOTED NEXT.D.C. had quite different
obstacles and scenarios.

TECHNOLOGY FIRST, then CONTENT.

PBL → Jumped into projects with
PROJECT students who we knew
BASED had certain passions —
Learning it gave asynchronous
time to the students**MASTERY** Focused students on their
BASED literacy and math skills
Learning to AMP THEM UP in this
unusual time.*Contextualized exploration*
ALLOWED STUDENTS TO HAVE POWERFUL
REAL-WORLD EXPERIENCES!

STUDENTS + SPACE = RELATIONSHIP.

Because departments had a
tendency not to interact. ↗CURRICULUM: Focused on the
student performance to
see how they're learning
through PROJECTS. 😊*immersive +*
EXPERIENTIAL LEARNING
in context + **AUTHENTIC**
for our STUDENTS. 🧑‍🚀

HOW TO DESIGN A BETTER PROCESS?

EFFICACY FOCUS:

- How will teachers teach the content effectively?
- How will students be assessed?

★ DISTANCE LEARNING
is a global opportunity.

@rohdesign

V/S

TECHNOLOGY and LEARNING in the TIME of COVID and BEYOND




**ANAND
PADMANABHAN**
GLOBAL CHIEF INFORMATION
& TECHNOLOGY OFFICER
Whittle School & Studios


THE CRISIS OPENED UP a lot of DISRUPTIONS in the LEARNING SPACE.

It was an opportunity to re-think education in a short timeframe:



We tried to build something out that SCAFFOLDS by having a smaller set of tools for both teachers and students.


 **TEACHERS needed to
SEND + RECIEVE CONTENT.**
CONSTANT FEEDBACK from both teachers and students.

Asynchronous vs.  **SYNCHRONOUS LEARNING**
started asynchronous → synchronous with known tools. 90% satisfaction for teachers, students, and parents.
FEEDBACK was KEY!

Technologists at the table for the **PLANNING** and **DESIGN** stages was key to our success. NOT an afterthought – **INTEGRATION.**

 **INTERNET WAS A CHALLENGE in CHINA** 
From a cost perspective, so we had to get creative with bandwidth.

ADMINISTRATORS have a chance to take risks now to integrate and help develop the **WHOLE CHILD.**

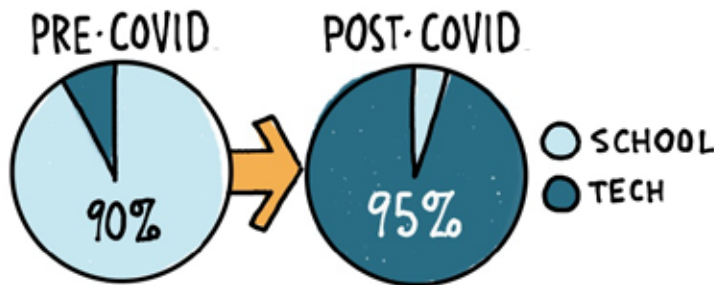
K12 SPACES applied to **MIDDLE SCHOOL:** 
Flexible Spaces
and **TECHNOLOGY**
GET OVERLAID.

TECHNOLOGY and LEARNING in the TIME of COVID and BEYOND



PETER BROWN FAIA
PRINCIPAL / FOUNDER
Agency for Design

AAAAHH!
The abrupt shift to school
at home was like learning
to swim at the

POLAR BEAR
CHALLENGE!!


It's possible to have school without the buildings - now we need to determine what we missed about buildings.

- WHAT CAN WE TAKE FROM HOME?
- HOW WILL WE CALCULATE OCCUPANCY?
- WHAT WILL TECH INTEGRATION LOOK LIKE?

How can we take what we have learned from school at home to make school at school better?

OVERLAY
HEALTHY 
PROTOCOLS
on PHYSICAL and
DIGITAL SPACE
integration.

HOW TO DESIGN

MAKE SURE 
the RIGHT PEOPLE ARE
AT THE TABLE and
LEADING with the
EDUCATION TEAM.

HOW DO
WE make more
humane SPACES?



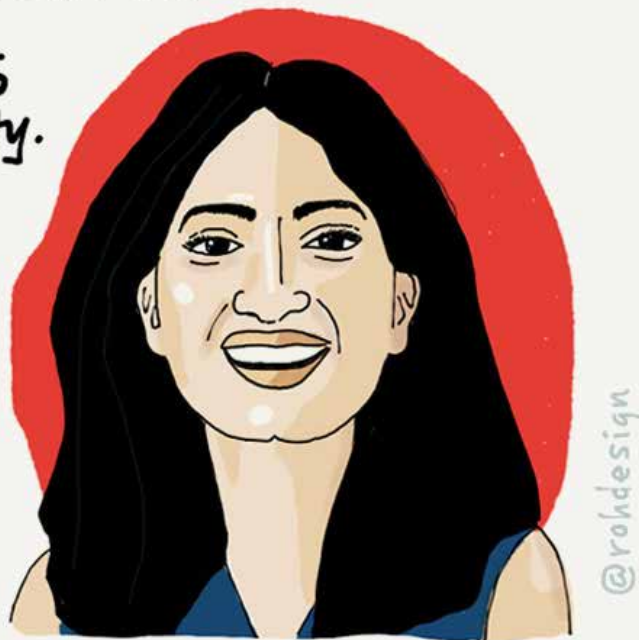
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V/S

immersive + 
EXPERIENTIAL LEARNING
in context + **AUTHENTIC**
for our STUDENTS.

DISTANCE LEARNING
is a global opportunity.

VRITI SARAF

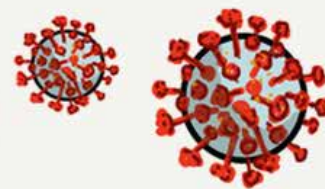


VRITI SARAF

Director Professional Learning

Vriti spends most of her time reimagining learning for the modern world, as an independent consultant. She believes the most important question to ask now is not how to optimize virtual environments, but how to optimize human engagement. Most recently, as the Global Director of Professional Learning at Whittle School & Studios, a progressive network of prek-12 private schools with two start-up campuses in Shenzhen, China, and Washington DC, she built a global ecosystem of programs that cultivated educator potential. She also co-led the development of Whittle's Early Learning Center programming inspired by Reggio Emilia and Social Emotional Learning model for all campuses. Before that, she was the Network Director of Professional Development at Ascend Public Charter Schools, a network of 15 schools in Brooklyn, NY, where she founded their first Teacher Residency Program and provided personalized coaching to all Instructional Deans. Vriti started her career as a Teach for America teacher and later served as an Instructional Dean at Ascend as well. Somewhere in between, she served as an adjunct professor at Relay Graduate School of Education and developed higher education science products at Pearson Education.

THE CRISIS OPENED UP a lot of DISRUPTIONS in the LEARNING SPACE.



**ANAND
PADMANABHAN**

ANAND PADMANABHAN

Global Chief Information & Technology
Officer, Global Executive Team | Whittle
Schools & Studios

Anand holds global responsibility for leading Whittle School & Studios' technology organization and its technology portfolio ranging from digital strategies, learning technologies to infrastructure and technology platforms. Anand has significant experience and achievement in leading technology strategy and innovation in educational organizations. He has been a CIO at multiple universities around the world and has led strategies for statewide and university-wide initiatives on various aspects of using technology in teaching and learning, data security, high-performance computing, among others. Anand was named a 2018 CIO 100 (U.S.) and 2013 CIO 100 (India) award recipient for being an inspiring example of how IT leadership, business partnership, and customer engagement can reshape the future. He has received multiple recognitions nationally and internationally, including the 2017 Cloud Leadership Award; and Campus Technology's Innovation in Teaching and Learning award. He has served on multiple boards and has published papers in peer-reviewed journals.

The abrupt shift to school at home
was like learning to swim at the



**PETER
BROWN** FAIA



PETER BROWN

FAIA Peter Brown Architects

Peter collaborates with exemplary educators and architects to design engaging environments for teaching and learning. Fluent in all aspects of educational operations, Peter works with owners, school organizations, and architects to construct thoughtful connections between program and place. Focusing on the 'where' of learning, Peter often serves as a translator of educational ideas to architectural responses. His firm, Peter Brown Architects, is an agency for design practicing nationally and internationally. Notably and recently, he served as Global Head of Design for Whittle School & Studios, a network of modern schools with a vision toward 30 campuses in 30 of the world's most vibrant cities. In this role, Peter engaged renowned firms – including Renzo Piano Building Workshop, Arup, and Perkins Eastman – to envision design and experience as foundational components in reimagining education. In fall of 2019, sites in Shenzhen and Washington DC opened. Campuses Suzhou and New York City are underway.

4

CHANGING THE CONVERSATION IN DESIGN

JULY 2, 2020

Design, as a process, has the power to bring about an architecture that evolves from the unique cultural, social, and economic opportunities of a people within a given place. But in cultivating a 'sense of place' and belonging, the design process often defaults to replicate bias and inequity through the dominant notion that architecture is a neutral object created by one group, only to be used by another group. This critical discussion on race, equity, and bias led by experts in human-centered design **Lesley Ann-Noel** PhD [Tulane U] and **George Aye** [Co-Founder, Greater Good Studio] is the beginning of an authentic breakdown of the design process to address coded meanings and power structures at play.

Pre-readings to prime your mindset before the conversation:

- **It's Time to Define What "Good" Means in Our Industry: Design Observer**
- **Dismantling White Supremacy Culture Within AIGA**

WATCH HERE! CLICK OR TYPE IN THE LINK TO ACCESS THIS RECORDING:

<https://bit.ly/vs-changing>

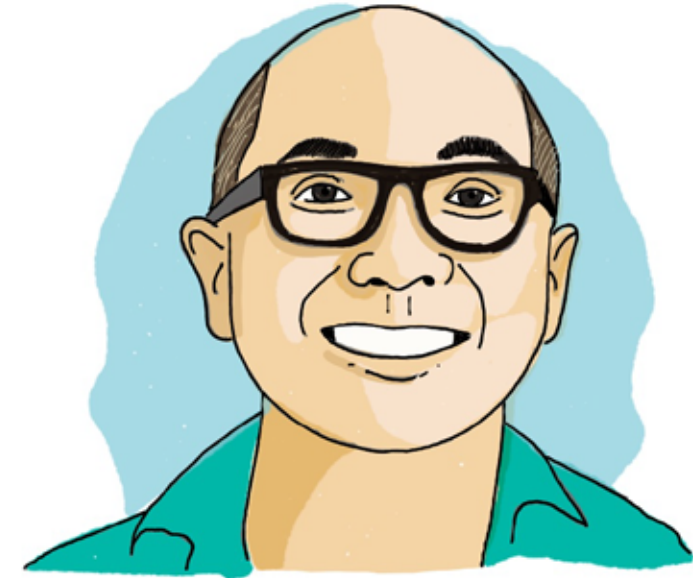
CHANGING *the* CONVERSATION *in* DESIGN: RACE, EQUITY, BIAS



LESLEY-ANN NOEL Ph.D.

PROFESSOR OF PRACTICE IN DESIGN THINKING,
ASSOCIATE DIRECTOR DESIGN THINKING FOR SOCIAL IMPACT

*Phyllis M. Taylor Center for Social Innovation
and Design Thinking*



GEORGE AYE

CO-FOUNDER

*Greater Good
Studio*

JULY 2ND 2020

CHANGING the CONVERSATION in DESIGN: RACE, EQUITY, BIAS



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Committee on
Architecture for
Education

AIA Knowledge Community

9 STEPS TOWARDS changing the CONVERSATION in DESIGN.

1. START WITH POSITIONALITY.

Recognize who you are and your position in the world.

2. HELP STUDENTS SEE COLOR, OPPRESSION, JUSTICE + BIAS.

Help students see diversity in the group - or lack of diversity.

3. FORGET DIVERSITY + INCLUSION... EMBRACE PLURALITY, PLURIVERSITY, and ANTI-HEGEMONY.

Include others that aren't like me.
Design isn't just for one group.

4. CENTER THE EXPERIENCES and EXPERTISE of PEOPLE OF COLOR.

5. INTENTIONALLY Shift POWER.

See people of color as experts to be learned from - not studied.

6. SHOW BLACK & LATINX joy NOT ONLY PAIN. Hopes, futures, happiness!

7. INTRODUCE more CRITICAL ANALYSIS OF PROBLEMS.

8. INTRODUCE CRITICAL THEORY AND Language.

9. HIRE more BIPOC FACULTY and STAFF. Attract and welcome BIPOC students.

@rolfdesign

V/S

CHANGING the CONVERSATION in DESIGN: RACE, EQUITY, BIAS



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DOES *Equity* BECOME A PROGRAM
ELEMENT - JUST LIKE SPACE?

EDUCATION IMAGINARY
world!

I do choose to bring equity into
the room - even though as a
black woman it's difficult.

I'm getting BETTER at it.

Q: WHAT CAN I DO IF I HAVE
LIMITED POWER?

We may have much more POWER
than we think - we have to
recognize potential power.

Q: WHAT HAS TO STOP?

Focus on white experience ONLY,
in favor of plurality - more than
assuming one, universal experience.

Q: HOW DOES A TEACHER
REDESIGN A SYLLABUS?

Understand and see where
in their curriculum
WHITENESS is assumed.
A false universal experience.
How can you make curriculum
less teacher-centered and
plural experience-centered.

Q: HOW WOULD YOU MAKE
A SCHOOL FROM SCRATCH?

Parents + students make
content for learning.
CONTEXTUAL!

★ DESIGNERS need to be part
of the solution earlier on
by defining the problem
and not just giving
solutions.

**QUESTIONS ARE
NECESSARY!**

@rohdesign

V/S

CHANGING the CONVERSATION in DESIGN: RACE, EQUITY, BIAS



GEORGE AYE
CO-FOUNDER

Greater Good Studio

WHERE A SCHOOL EXISTS
impacts principals, teachers,
parents and students –
CONTEXT to place is KEY.

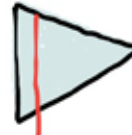
Designing solutions for systemic racism like it's just another app, trivializes the effort.



POWER THE ABILITY TO AFFECT AN OUTCOME.

POWER IS OFTEN LOPSIDED (ASYMMETRY)

• POLICE
• DOCTORS
• TEACHERS



• DETAINEES
• PATIENTS
• STUDENTS

IF DESIGNERS ARE HERE
YOU'RE ON THE POWER SIDE



WHITE SUPREMACY
CULTURE...

How long did it
take me to
bring it up?

1 HOUR IN NOW.

CENTERING AROUND THE REALITY
OF CULTURE BUILT AROUND ONE
GROUP. I HAVE TO GET IT OUT!

I'm still learning how to
do this and I'm TERRIFIED
of what MIGHT HAPPEN.

Q: WHAT CAN I DO IF I HAVE
LIMITED POWER?

Ask framing questions:

- Why is this project pressing for you now?
- What attempts have been made to try projects like this in the past? How did it go last time?

This helps avoid bad situations.



BRING THIS UP BEFORE
YOU SIGN CONTRACTS.

You have power until you
sign the agreement.

"IF I'M NOT WHITE...
WHAT ELSE COULD I BE?"

"I've been addicted to
whiteness a long time."

COMFORT and
SMUGNESS.

IT'S FICTION.

@rohdesign

CHANGING the CONVERSATION in DESIGN: RACE, EQUITY, BIAS

I do choose to bring equity into the room -
even though as a black woman it's difficult.



*I'm getting
BETTER
at it.*

**LESLEY-ANN
NOEL Ph.D.**

@rohdesign

LESLEY ANN-NOEL

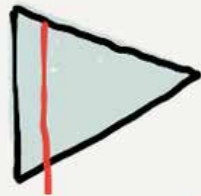
PhD, Assoc. Director for Design Thinking for Social Impact and Professor of Practice, Tulane University

Lesley-Ann Noel teaches design thinking courses for the Social Innovation and Social Entrepreneurship Minor. She is also building capacity for design thinking education through facilitations, consultations, and trainings at the Phyllis M. Taylor Center for Social Innovation and Design Thinking. Noel was part of the 2018-2019 Ocean Design Teaching Fellowship, co-hosted with the Stanford d.school, where she also served as a lecturer. In her professional practice, she draws on the fields of design, anthropology, business, and education to create product development and business strategy with stakeholders. Her research practice is guided by an emancipatory philosophy. Noel focuses on developing design curriculum for non-traditional audiences and promoting the work of designers outside of Europe and North America. Noel completed her Ph.D. in Design at North Carolina State University in 2018. Her Ph.D. research focused on design thinking at a rural primary school in Trinidad and Tobago. She also holds a master's degree in business administration from the University of the West Indies and a bacharelado (equivalent to bachelor's degree) in industrial design from Universidade Federal do Paraná. Lesley-Ann is a former Fulbright Scholar and a lecturer at the University of the West Indies, St. Augustine Campus in Trinidad and Tobago.

POWER THE ABILITY TO AFFECT AN OUTCOME.

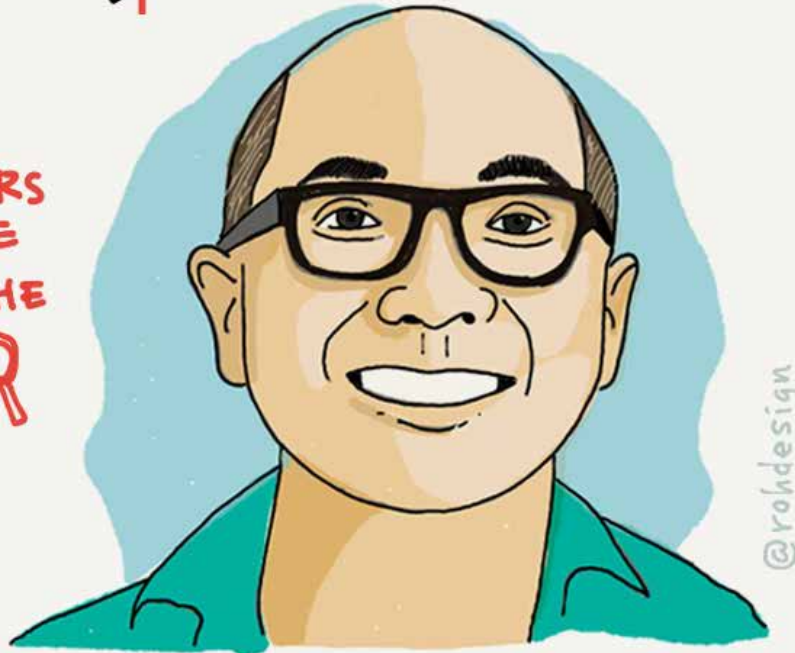
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- DETAINEES
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IF DESIGNERS
ARE HERE
YOU'RE ON THE
POWER
SIDE.



GEORGE AYE

Co-Founder - Greater Good Studio

George co-founded Greater Good Studio with the belief that design can help advance equity. Previously, he spent seven years at global innovation firm IDEO before being hired as the first human-centered designer at the Chicago Transit Authority. Since founding Greater Good, he has worked across complex social issues such as criminal justice, civic engagement, public education, public health and youth development. He speaks frequently across the US and internationally. George holds the position of Full Professor (Adj) at The School of the Art Institute of Chicago. <http://greatergoodstudio.com/>.

5

STUDENT EXPERTS REIMAGINE SCHOOL

JULY 16, 2020

COVID-19 has radically shifted our opportunities to explore new contexts for learning with students as experts and explorers for the future of school. This conversation centers around the lived experiences of six remarkable students across the U.S. from high school to higher education as communities across the country start to unpack their plans to re-open schools. We are so excited to amplify the ideas of our students for the creation of a powerful and socially inclusive learning experience whether at home, on campus, or on-the-go. Now more than ever, inventing new ways to navigate

learning and the social life around new platforms requires a new mindset – one that needs to be fostered by giving our students the agency to create.

Co-moderated by the AIANY-Social Science and Architecture Committee Co-Chair and AIA-CAE Research ThinkTank member **Eve Klein** [CUNY/Pratt], **Dina Sorensen** [Assoc. AIA], and Caroline Lobo [SuoLL Architects] with provocations by **Dr. RJ Webber**@NoviAcademics.

WATCH HERE! CLICK OR TYPE IN THE LINK TO ACCESS THIS RECORDING:

<https://bit.ly/vs-student>

changing the conversation in education:

STUDENT EXPERTS REIMAGINE SCHOOL

JULY 16TH 2020



MEAGHAN WHEAT



SUNIDHI MAJALKAR



MARINA ACKERMAN



ELY VAZQUEZ



EMELY BALAGUERA



NOOR UL AIN



EVIE KLEIN



DR. R.J. WEBBER

— Moderators —

Changing the conversation in education: STUDENT EXPERTS REIMAGINE SCHOOL



ELY VAZQUEZ

Graduate, Novi High School

YOUTH ACTIVIST

Congress of Communities

482 Forward

Detroit, Michigan

"Build TRUST with the youth around you."

STUDENT VOICE: NOT THE BEST FUNDED *lots of students*

Detroit Public Schools

REACTION TO THE PANDEMIC TOOK

ONE MONTH 

When other nearby school districts had reacted in a few weeks.

FALL PLANNING?

Leadership never really ASKED students their opinions. It would have helped to calm students + families to know what was going on and to have our voices HEARD by leadership.

STUDENT ~~FEEDBACK~~

STUDENT SURVEYS 

Became teacher and administrator TRAINING!

CREATE SAFE SPACES

So shy, introverted and disadvantaged students are enabled to step forward.

WHAT STUDENTS NEED?

Teachers can talk to us like people: eye to eye.

Give US YOUR perspective.

@rohdesign

changing the conversation in education: STUDENT EXPERTS REIMAGINE SCHOOL



EMELY BALAGUERA
Student, Pratt Institute
(B.Arch)
Brooklyn, New York

If your list of issues keeps coming up - something ISN'T WORKING! Take a second look and listen."

STUDENT VOICE:

We students come from such different parts of the country, but these are all issues we can RELATE TO. We've all had instances where we feel we have NOT been heard.

I DON'T WANT TO FEEL I HAVE TO BE A friend OF a PROFESSOR TO BE LISTENED TO. EVERY STUDENT HEARD.

- ★ Students at Pratt had a voice in choosing a new Dean of Architecture out of 5 possible candidates. Students met each person and asked frank questions of them. BUT IT WAS A LOT OF EXHAUSTING WORK ON TOP OF OUR NORMAL STUDIES.

Cooperation · Understanding · Empathy

IN ANOTHER SITUATION students had a lot of

BACKLASH ✨

to get a student SEAT AT THE TABLE with our core design curriculum in faculty meetings.

WE FOUGHT and found that the table wasn't DESIGNED for us as students to have a seat at it.



WE NEED TO DESIGN BETTER TABLES!

BECAUSE FACULTY FAILURES HAVE TRAUMATIZED STUDENTS.

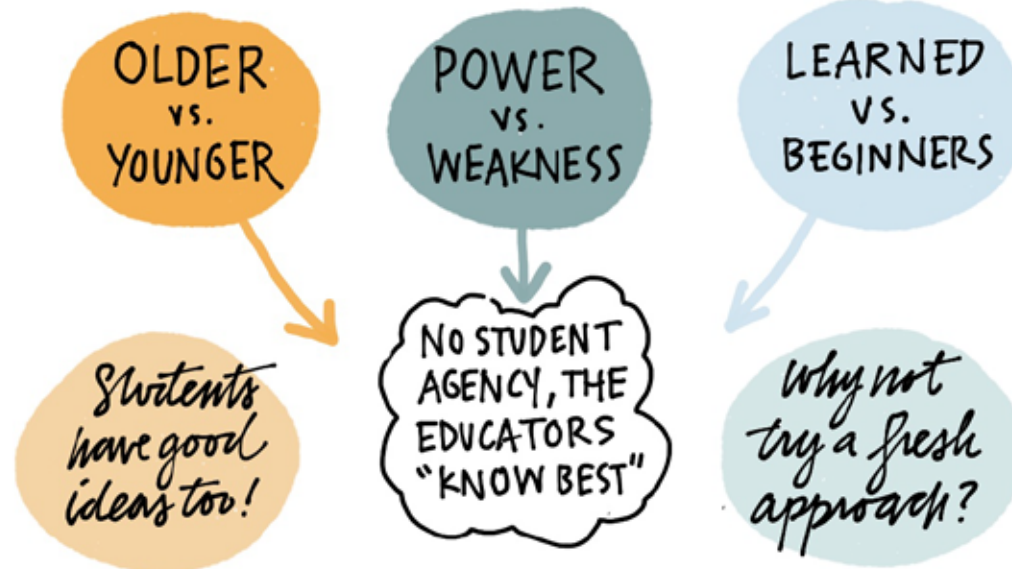
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changing the conversation in education: STUDENT EXPERTS REIMAGINE SCHOOL

NOOR UL AIN
Northeast Quad Director
American Institute
of Architecture Students
New York, NY

*"transform
SILENCE
into language
and action."*

WHY HEARING STUDENTS IS HARD:
MANY DYNAMICS EXIST:



SOMETIMES YOU JUST HAVE TO GO
AND **CREATE** YOUR COMMUNITY!

Students provide resources for each other!

IN SCHOOLS there is often a SEVERE LACK OF
ACCOUNTABILITY.

changing the conversation in education: STUDENT EXPERTS REIMAGINE SCHOOL



SUNIDHI MAJALKAR

Senior, Novi High School

YOUTH ACTIVIST
Metro Detroit Area

Novi, Michigan

"Remember that education is the basis for all change and STUDENTS are the center of education apply their voice to schools."

STUDENT VOICE:

BY A LUCKY CHANCE
I WAS GIVEN THE
OPPORTUNITY TO BE
HEARD.

Unless I kept adamant in my position in these kinds of conversations — then I wouldn't have opportunities for contribution.

Millions of students across the country don't have this kind of VOICE. It's not ACCEPTABLE anymore — we have to take it a STEP FURTHER.

STUDENTS AT NOVI
created student-led
ADMINISTRATOR
training and it was
AMAZING!



We tackled tough subjects!

WITH ONLINE LEARNING

BUILDING

genuine
relationships



With students and teachers is KEY.

That makes me feel more
Safe in class.

Changing the conversation in education: STUDENT EXPERTS REIMAGINE SCHOOL

STUDENT VOICE:



MARINA ACKERMAN

2019 Graduate, Novi High School
Sophomore,
Michigan State University
East Lansing, Michigan

"Schools are for students and if you're making them more functional, why not just ASK students themselves?"

At Novi I really felt I had a VOICE and that my voice was HEARD and RESPECTED.

I SAW THE CONTRAST between high school – where my voice was heard and WANTED to a large university where I felt SMALL.

AT COLLEGE I WAS VERY **LUCKY** to find someone to help – in that environment I have to work harder to be HEARD.

BEING HEARD SHOULDN'T BE SO DIFFICULT!


"The secret to education lies in the student."
– RALPH WALDO EMERSON

ADULTS HEARING BETTER?

1:1 COACHING IN A PROACTIVE WAY

What questions do YOU have to ASK ME?

 **TECHNOLOGY + SOCIAL MEDIA HAS REAL POWER TO FILL THE GAP AND HAVE HUGE IMPACT and a VOICE!!**

 JUST BECAUSE CLASSES ARE **ONLINE** doesn't mean students can drop **EVERYTHING** for your lecture!

Changing the conversation in education: STUDENT EXPERTS REIMAGINE SCHOOL

STUDENT VOICE:



MEAGHAN WHEAT

Graduate Student,
University of Michigan
School of Social Work and
School of Education

Ann Arbor, Michigan

*"Don't just invite
students to the
table, share OWNERSHIP
of the table."*

In my undergrad, I had
to work hard and put
as much effort
into being heard as
I spent studying.

It was hard work getting heard
and showing I was serious about
bringing ideas to fruition.

★ ONE OF THE PROJECTS I WORKED
ON was an effort to add a Social
Class in Equality Studies minor
for 20 HOURS/WEEK for 3 years
FELT HEARD: I received credit
for the effort and a professor
became a CHAMPION. **ACTION!**

At some point we have
to deal with the reality
that our BUREAUCRACIES
ARE BROKEN.

MISCONDUCT · RACISM · SEXISM

we have to be IMAGINATIVE
and design NEW SYSTEMS
that actually WORK.

ONLINE LEARNING
IS IMPACTING OUR
**MENTAL
HEALTH!**

Understand the toll it takes
and remember to have
GRACE and
UNDERSTANDING.

@rohdesign

In my undergrad, I had to work hard and put as much effort into being heard as I spent studying.

MEAGHAN WHEAT



MEAGHAN WHEAT

Graduate student, University of Michigan School of Social Work and School of Education
Ann Arbor, Michigan

BY A LUCKY CHANCE I WAS GIVEN THE OPPORTUNITY TO BE HEARD.

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Senior, Novi High School
Youth Activist, Metro Detroit Area
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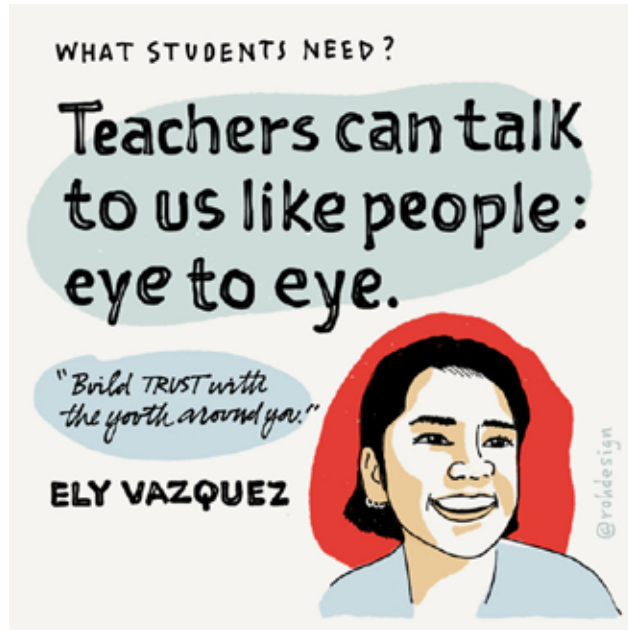
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**EMELY BALAGUERA**

Student, Pratt Institute
(B. Arch)
Brooklyn, New York

**NOOR UL AIN**

Northeast Quad Director
American Institute of Architecture
Students
New York, NY

6

THE GREAT INDOORS

JULY 30, 2020

Given that “modern humans are essentially an indoor species,” spending 90% of time inside, more and more scientists have turned their investigative attention to our ever expanding indoor worlds. In this deep dive conversation with award-winning science journalist and author, **Emily Anthes**, we discover the unexpected ways buildings can shape our lives, discussing some of the cutting-edge research featured in her new book, *The Great Indoors: The Surprising*

Science of How Buildings Shape Our Behavior, Health, and Happiness. Moderated by **Susan S. Szenasy** [Director of Design Innovation – *Metropolis Magazine*], this conversation brings fresh insight to the power of architecture and design to build a healthier, more resilient world.

WATCH HERE! CLICK OR TYPE IN THE LINK TO ACCESS THIS RECORDING:

<https://bit.ly/vs-indoors>

THE GREAT INDOORS: THE SURPRISING SCIENCE of HOW BUILDINGS SHAPE OUR BEHAVIOR, HEALTH, and HAPPINESS



EMILY ANTHERS

AWARD-WINNING SCIENCE JOURNALIST
AND AUTHOR OF:

The Great Indoors
and *Frankenstein's Cat*



SUSAN S. SZENASY

DIRECTOR OF DESIGN INNOVATION
FORMER EDITOR-IN-CHIEF

Metropolis
Magazine

JULY 30TH 2020

THE GREAT INDOORS: THE SURPRISING SCIENCE & HOW BUILDINGS SHAPE OUR BEHAVIOR



EMILY ANTHERS

AWARD-WINNING SCIENCE JOURNALIST
AND AUTHOR OF:

The Great Indoors
AND *Frankenstein's Cat*

OUR DESIGN NEEDS TO HELP
CONNECT TO NATURE, DAYLIGHT
TO BENEFIT PEOPLE SO MUCH.

Committee on
Architecture for
Education

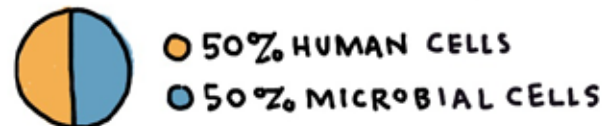
AIA Knowledge Community

HOW DID YOU GET INVOLVED IN THE
BUILT ENVIRONMENT AS A SCIENCE WRITER?

JOURNALS I READ
awakened ME TO THE
REVELATION THAT I
WAS LIVING IN THIS
PLACE THAT WAS REALLY
a VIBRANT ECOSYSTEM.



MICROBES ARE PARTNERS IN OUR LIVES:



We CANNOT live without MICROBES!



*There are 2 criteria for
the book I wrote:*

- 1 Synthesizing technical, scientific literature into understandable writing.
- 2 Looking more broadly at related topics like: designing for public health creativity + productivity, and building for resilience.

SPACE AS A THOUGHT EXPERIMENT:

**We can start
from Scratch,
considering our
values in design.**

FLORENCE NIGHTINGALE
ADVOCATED FOR:

- Fresh Air flow in wards
- Sunlight in the wards
- Nature in the wards

**BEFORE GERM
THEORY!**

@vohdesign

V/S

THE GREAT INDOORS: THE SURPRISING SCIENCE & HOW BUILDINGS SHAPE OUR BEHAVIOR



EMILY ANTHERS

AWARD-WINNING SCIENCE JOURNALIST
AND AUTHOR OF:

The Great Indoors
AND *Frankenstein's Cat*

WE'RE SEEING MORE EMPHASIS ON
MORE DIVERSE USERS. THERE
NEEDS TO BE MORE CARE TO INCLUDE
OCCUPANTS IN DESIGN.

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Education

AIA Knowledge Community

FOCUS ON HOSPITALS AS A
FACTORY for PATIENTS SHIFTING
TO SPACES TO HEAL WHOLE PEOPLE:



RESEARCH IS
SHIFTING THINKING!

MANY HOSPITALS now feature windows,
single-person rooms w/ sleeper sofas
to include families in care.

WORKPLACES are farther
behind - the pandemic may
have an impact on healthier
workplaces - though open office
spaces are CHEAPER but not at
all healthier for the workers.

SCHOOLS Also emphasize the same
challenges as workplaces. Choice + Control

OFFICES ARE A TOUGH CHALLENGE.

There are many variables
to manage in office spaces:

- Different job types
- Different people needs
- Different personalities

EMBRACE the idea of micro
environments for many, with
a foundation of TRUST in the
EMPLOYEE by management to
choose their best environment.

NYC HEALTHY DESIGN
guidelines 

- Center for Active Design
- Growth of
green space

@vohdesign

VS

THE GREAT INDOORS: THE SURPRISING SCIENCE & HOW BUILDINGS SHAPE OUR BEHAVIOR



SUSAN S. SZENASY

DIRECTOR OF DESIGN INNOVATION
FORMER EDITOR-IN-CHIEF

Metropolis Magazine

HOW CAN WE DESIGN
BUILDINGS FOR HUMANS+NATURE?

HOSTILE CLIMATES
LIKE **MARS** REQUIRE
DESIGN OPTIMIZED
FOR INTERIOR SPACES.



IT'S ABOUT
UNDERSTANDING
who we are!

WHEN WE GO TO **SPACE** WE CARRY
OUR HUMANITY **WITH US.**

OUR INTERIOR environments
are incredibly **UNIQUE TO US.**

We are biological creatures of the
EARTH and its **SYSTEMS:**
We must stay connected to this—
We cannot broad jump this fact!

*This idea was INCREDIBLY
POWERFUL for ME!*



I LOVE how you've brought
history into your book
to help us learn—like
Florence Nightingale
in the Crimean War.

CIRCADIAN LIGHT:



I was a proponent until I
realized it only **MIMICKED**
sunlight WITHOUT benefits
sunlight can bring to us.

I WANT TO SEE THE SUN!

WHO DO ARCHITECTS
interview as the
users? Why not occupants?

GALLAUDET UNIVERSITY
Worked with architects
to design for their
needs.

@vohdesign

JOURNALS I READ awakened
ME TO THE **REVELATION**
THAT I WAS LIVING IN THIS
PLACE THAT WAS REALLY
a VIBRANT
ECOSYSTEM.

EMILY
ANTHES

@rohdesign



EMILY ANTHERS

Emily Anthes is a science journalist and author. Her new book, *The Great Indoors: The Surprising Science of How Buildings Shape Our Behavior, Health, and Happiness*, was published in June. She is also the author of *Frankenstein's Cat: Cuddling Up to Biotech's Brave New Beasts*, which was longlisted for the PEN/E.O Wilson Literary Science Writing Award. Emily's work has also appeared in *The New York Times*, *The New Yorker*, *The Atlantic*, *Wired*, *Nature*, *Slate*, *Businessweek*, and elsewhere. Her magazine features have won several awards, including the AAAS Kavli Science Journalism Award and the NASW Science in Society Journalism Award. Emily has a master's degree in science writing from MIT and a bachelor's degree in the history of science and medicine from Yale, where she also studied creative writing.

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*This idea was
INCREDIBLY
POWERFUL
for ME!*

**SUSAN S.
SZENASY**



SUSAN S. SZENASY

Susan S. Szenasy is known as a design advocate, historian, and educator. She taught history and ethics at New York's Parsons School of Design; was director of design innovation and the long-time editor-in-chief at Metropolis Magazine. Among the many recognitions she received are the Cooper Hewitt National Design Award, and four honorary doctorates. She is advisor to NYSID's Masters in Sustainable Environments, Parsons Materials Lab, and LAF Board of Emeritus.

CALL TO ACTION

YOUR VOICE MATTERS.

A FUTURE FORWARD CALL FOR CHANGE.

VS America, Inc. is a leading manufacturer of educational furniture for K-12 schools, colleges, and libraries. Focused on best practices for educational facilities worldwide, VS develops adaptable, ergonomic, and sustainable furniture solutions which allow for the creation of agile learning environments.

At VS, we believe successful learning should balance the needs of the body, mind, and soul. We always encourage mobility and natural curiosity. From our fully-adjustable chairs to modular tables that encourage collaboration, we believe that learning is an active process.

When students engage their senses while learning, the long-term benefits include a heightened focus, stronger motivation, and a sense of well-being. For more information, please visit www.vsamerica.com.

**Committee on
Architecture for
Education**



www.aia.org/cae



www.vsamerica.com

Sketchnote Design
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www.rohdesign.com