

Educational Facility Design Awards 2016



AIA
Knowledge
Community
Committee on
Architecture
for Education



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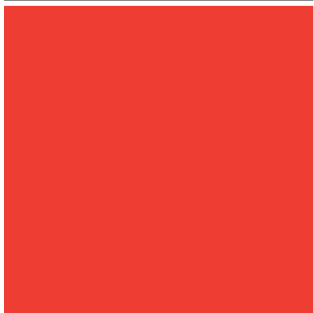
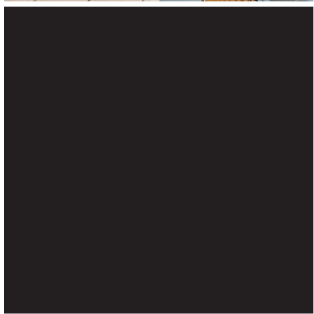
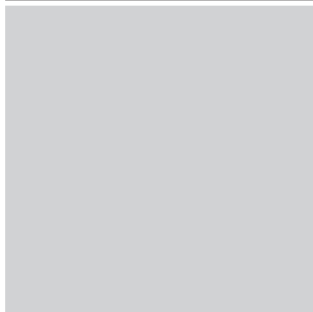
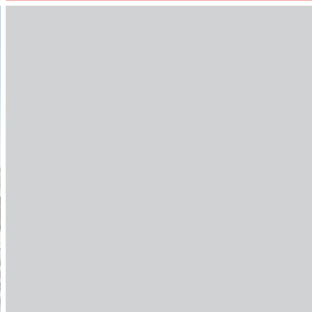
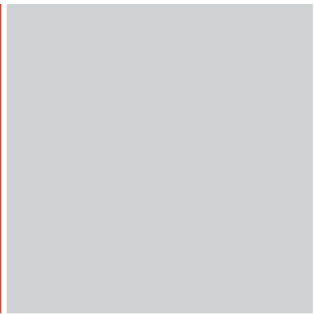
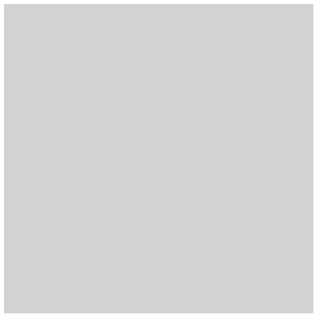
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Mission statement

The Committee on Architecture for Education (CAE) is a passionate group of architects and allied professionals engaged in understanding the link between teaching, learning and the built environment and dedicated to advancing the impact each can have on the other. By coming together to share best practices and celebrate exemplary educational architectural designs, we encourage dialogue and build an interface among architects and educators, administrators and students. From early learning, through K-12 and higher education, we practice in all aspects of traditional and alternative educational environments and aim to contribute to the social fabric of the communities they serve. The CAE researches national educational facility issues critical to architects and works to strengthen relationships with allied organizations, client groups, and the public.

Goals

To bring all involved in and influenced by teaching and learning environments together to enhance the conversation and improve outcomes for the learner by sharing best practices from an international, national, regional and local perspective. We acknowledge the best examples of educational projects to elevate the role of design in the practice of educational architecture.



John R. Dale, FAIA, CAE Chair

John Dale, FAIA. LEED AP is a Principal and Pre-K-12 Studio Leader at Harley Ellis Devereaux. John has been involved in the design, programming

and master planning of public and private education projects for over 30 years. His passion and expertise is in building high performance learning environments with an emphasis on Pre-K-12 students. By defining small learning communities which boost student achievement, promote sustainability and galvanize community involvement, John has significantly contributed to the establishment of widely recognized models for school design. His diverse experience includes sustainable high-performance schools, district-wide master plans and a variety of specialized learning environments. His designs for educational facilities have been honored with numerous awards and his leadership in the practice of school design earned him his AIA Fellowship in January 2008. An active member of the local community, John has served for the past three years as President of the Architecture and Design Museum>Los Angeles (A+D Museum) and also sits on the Board of the recently formed Center for Architecture and Urban Design (CALA), a collaborative venture between the A+D Museum and the Los Angeles Chapter of the AIA.



Claire B. Gallagher, Ed.D., Assoc. AIA

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



Stuart Pettitt, AIA

Stuart Pettitt is design principal with Straub Pettitt Yaste Architects in Clawson, MI and specializes in the design of community and education projects.

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



B. Karina Ruiz, AIA

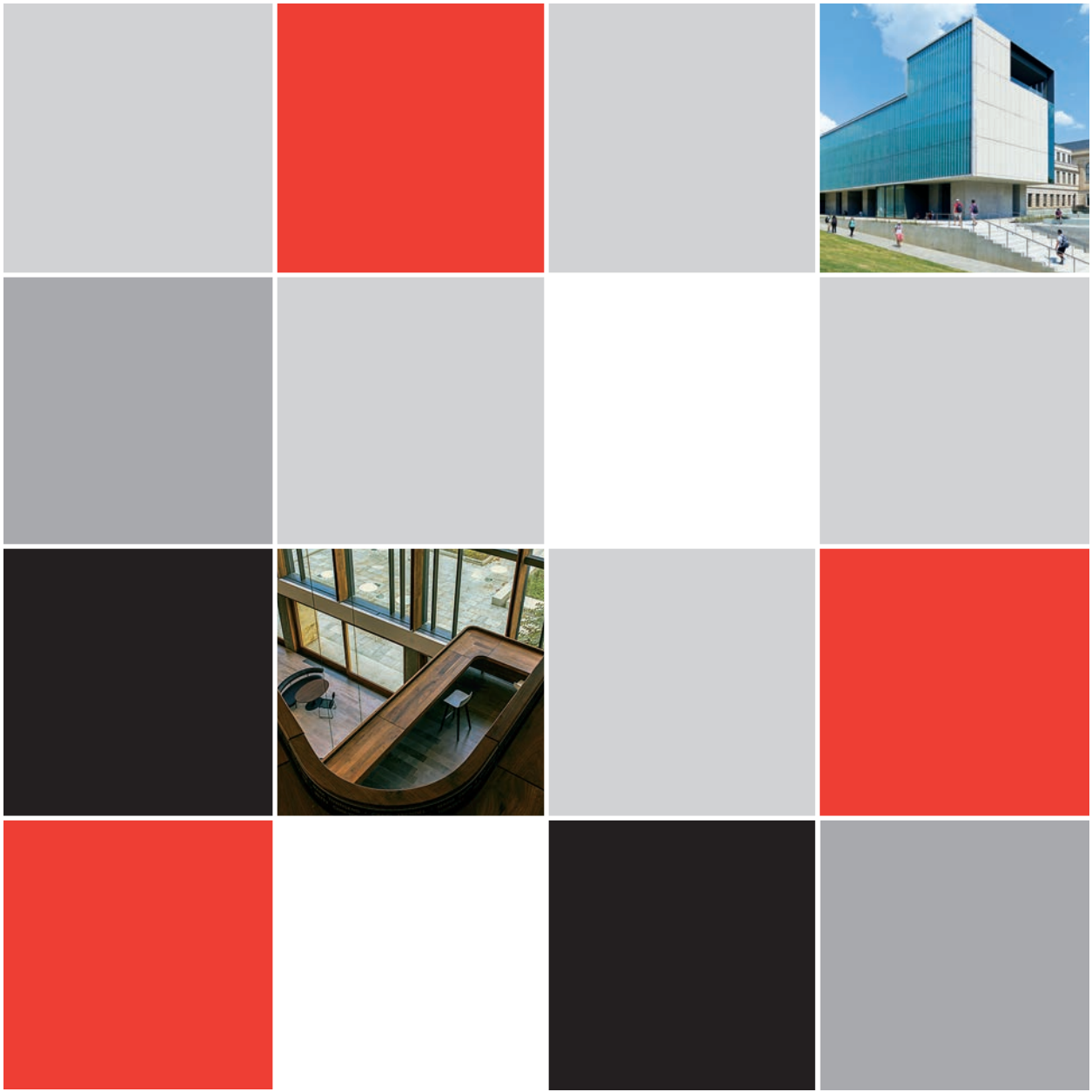
As a senior principal at Dull Olson Weekes-IBI Group Architects, Karina serves as the education sector lead for their global practice, IBI Learning+.

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



Brian Minnich, AIA

Brian Minnich is a licensed architect and project manager with GWWO Architects in Baltimore, Maryland. His 20 years of professional experience span the U.S. Northwest and Mid-Atlantic regions. He achieved several top honors and holds a bachelor of architecture and a bachelor of science in environmental design from North Dakota State University in 1998. His career has concentrated heavily on the planning and design of K-12 education environments. Brian served as the national co-chair for the subcommittee on K-12 Education for the American Institute of Architects (AIA) Committee on Architecture for Education (CAE) from 2011 through 2014. For the past two years he has served on the Advisory Board for the North Dakota State University Department of Architecture and Landscape Architecture. In August 2014, Brian moderated a national webinar for the AIA entitled “K-12 Educational Design for Safety and Security” where he gathered experts from across the country to discuss various aspects of school security design.



CAE Educational Facility Design Awards Program

The CAE Design Awards is an internationally recognized marketplace of ideas. Through this forum, the committee disseminates quality ideas on educational facility planning and design to clients, architects and the public. As the way in which we educate ourselves continues to evolve, we must evaluate and measure our successes and have an arena in which to test ideas. This awards program is an opportunity to engage in critical evaluation and experimentation, not as an end in itself, but within the context of our clients and their needs.

The CAE Design Awards identify, honor, and disseminate the projects and ideas that exhibit innovation and excellence through:

- Demonstration of excellence in architectural design
- Enhancement of a client's educational program through thoughtful planning and design of facilities
- Integration of the local environment as an integral part of the design and learning experience
- Integration of function and aesthetics in designs that also respect the surrounding community and context
- Understanding of social and emotional needs of learners and the corresponding manifestation into physical spaces
- Implementation of a planning/design process that is educational, collaborative and builds the capacity of the learning environment and its community to support its students
- Commitment to sustainability through a holistic and integrated design approach
- Understanding of the connection between the built and natural environment
- Connection the design of space and place to enhance the educational experience of the learner



Karina Ruiz, AIA, LEED AP BD+C,
DOWA-IBI Group Architects
Role: Architect/Jury Chair

As a senior principal at Dull Olson Weekes-IBI Group Architects, Karina serves as the education sector lead for their global practice, IBI Learning+. She is committed to the idea that buildings can have a positive impact on society and continues to pursue this goal with relentless passion. She has more than 20 years of experience in the planning, design and construction of educational facilities and believes fervently in the importance of this work to shape the future of this world. Karina's leadership of the Learning+ practice is based on academic research, is focused on the learner and on driving design innovation. With several LEED registered and certified projects to her credit, she also brings a deep knowledge of sustainable design that goes well beyond environmental consciousness to include issues of social justice and community building. Karina has managed more than \$800 million of public, educational architecture projects that have earned numerous local, regional and national design awards, including two James D. MacConnell Awards.

Karina is also engaged in architecture industry organizations in support of the built environment with a specific emphasis on architecture for teaching and learning. She serves on the Leadership Group of the AIA CAE and is the past president of the Association for Learning Environments Chapter in Portland, Oregon. As a member of the Leadership Group of the National AIA CAE, Karina is contributing to the national dialogue linking teaching and learning with the design of space.



Helena L. Jubany, FAIA
NAC|Architecture
Role: Architect/Member

Helena Jubany is the managing principal of the Los Angeles office of NAC|Architecture. Throughout her 28 year career, Helena has advanced her practice by developing a collaborative process that promotes diversity and has advocated for outstanding design with a focus on educational facilities, resulting in award-winning projects.

Helena is the vice chair of the Design Control Board, a County Commission for Marina Del Rey and also serves as chair of the board of A Community of Friends (ACOF), a non-profit focused on providing permanent supportive housing for homeless people with mental illness. Helena is currently a member of the Mayor of Los Angeles Food Policy Council. Until recently, she served as president of the Commissioners for the Los Angeles Department of Building and Safety Board. In the past, she served for two years as president of the Asian American Architects/Engineers Association.

In 2006 and 2007, Helena served as a board member for the American Institute of Architects, Los Angeles Chapter. She also served as jury chair at the 2008 AIA Albuquerque Design Awards. Helena was elevated in 2013 to the College of the Fellows for the American Institute of Architects for her significant contribution to architecture and society.

Her work in education led to her appointment in 1996 to the Department of Architecture Consultancy Board at Woodbury University, where she also serves as adjunct professor teaching the fifth year Professional Practice course and various design studios.



Steve Ziger, AIA
Ziger/Snead Architects
Role: Architect/Member

Steve Ziger is a founding partner of Ziger/Snead Architects of Baltimore. As design principal, he is responsible for maintaining the highest standard of design excellence for the firm and has extensive experience with cultural, educational and religious institutions.

Through dedication to a distilled design approach, focus on relationships, and active community engagement, the firm's philosophy that great design can have a positive impact on our quality of life has resulted in transformative projects for many non-profits and institutions in Baltimore and beyond. Ziger/Snead has been honored with more than 100 local, state, national, and international design awards. In 2014, the firm was listed as one of the top 50 architects in the nation by ARCHITECT magazine, the publication of The American Institute of Architects.

Steve currently serves on the boards of the Baltimore Design School, Parks and People Foundation, Baltimore Community Foundation, The William G. Baker Fund, and the Station North Arts & Entertainment District. Steve's life-long passions for design excellence, appreciation of art and commitment to the community all inspire his colleagues, clients and friends.



Cristina C. Alvarez, Ed.D.
Delaware Design Lab High School
Role: Educator/Practitioner

Dr. Cristina C. Alvarez is the chief executive officer of Design-Lab Schools LLC, offering educational services in leadership development, curriculum, charter start-ups, school turnarounds, and research and evaluation. Along with Dr. Martin Rayala, she founded and launched Delaware Design-Lab High School, the first public charter school in the state to use design thinking as a signature instructional practice: design-labschools.org.

Cristina has had an exciting career as an educator, holding the positions of teacher, technology coordinator, curriculum supervisor, principal, accountability administrator, and chief executive in K-12 district and charter schools. When she served as deputy CEO for Philadelphia's Charter High School for Architecture + Design (CHAD), her leadership work informed Daniel Pink's breakthrough book, *A Whole New Mind: Moving from the Information Age to the Conceptual Age*. CHAD is featured as an innovative and successful school using design methods to innovate learning.

Cristina holds K-12 administrator and superintendent licenses in several states and is bilingual and bicultural. She is an alumnus of Leadership Philadelphia and holds a bachelor of fine arts from Tyler School of Art, a masters in educational administration from Temple University, and a doctorate in educational and organizational leadership from the University of Pennsylvania.



Bruce Lindsey

Washington University in St. Louis

Role: Educator/Practitioner

Bruce Lindsey, the E. Desmond Lee Professor for Community Collaboration, is dean of the College of Architecture and the Graduate School of Architecture & Urban Design in the Sam Fox School of Design & Visual Arts at Washington University in St. Louis.

As a teacher and administrator, Bruce has made significant contributions to beginning design education, sustainable design education, and community design education. He began his tenure as dean of architecture at Washington University in November 2006, and since then launched a new Master of Landscape Architecture program—the first such program in the state of Missouri—strengthened community design programs, and enhanced environmental education at all levels. Design Intelligence named him one of the Most Admired Educators in 2009 and 2010. In 2014, he was awarded the American Collegiate Schools of Architecture Distinguished Professor Award.

Bruce currently serves on the governance group for CityArchRiver 2015 Foundation, the non-profit organization coordinating efforts to improve connections between Eero Saarinen's iconic Gateway Arch, downtown St. Louis and the Mississippi riverfront. From 2001–2006 Bruce served as head of Auburn Universities School of Architecture and from 2002–2006 was co-director of the acclaimed Rural Studio in Alabama.

His research has focused on beginning design education, and digital tools and their application to design and construction. His book, *Digital Gehry: Material Resistance Digital Construction* (Birkhauser, 2001), explores the use of technology in the design and delivery process of Frank Gehry's architectural office. A native of Idaho, Bruce earned a bachelor's degree in art in 1976 and a master's in sculpture and photography in 1979, both from the University of Utah.



Zachary Neubauer

University of Portland

Role: Student

A junior at the University of Portland, Zac is studying mechanical engineering, entrepreneurship, and sustainability. He received his first degree from the University of Alaska Anchorage. A lifelong student, he is autodidactic, gravitating toward the sciences and sustainability. An active community member, Zac directs the nonprofit High School of the Future Design Competition (HSOTF) and is always working toward promoting sustainable practices and environmental stewardship. His passion for sustainability was the initial impetus in participating and eventually directing the HSOTF. He was teaching an after-school middle school program on sustainability and school design through the Association for Learning Environments. Thus was born his taste for teaching and realization that HSOTF would be a wonderful medium for secondary students to experience the same learning opportunity as his middle school students.



Letter from the Jury Chair

One of the highlights of being a Leadership Group member of the AIA Committee on Architecture for Education is the honor of serving as the jury chairperson for the annual Educational Facility Design Awards. The opportunity to review the submissions and have a rich dialogue about the current and future state of educational facility design is a fantastic learning experience.

This year's jury members (architects, educators and administrators) were able to view the submissions from a variety of perspectives. This was also the first year the jury included a student, ensuring the perspective of one of the fundamental user groups in the evaluation process. Jurors provided their unique points of view, valuable feedback and insights. Some jurors focused on the implications for teaching and learning while others highlighted purely design characteristics. In coming together to review and discuss the projects as a collective jury, we were able to express these impressions and discuss the merit of the submissions through a robust and varied series of lenses.

One of the best take-aways from this year's design awards program was the number of exceptional entries. It appears the education design market has begun its recovery in earnest. It's exciting to see the amazing work happening across the nation throughout the learning continuum. This year's theme of "Visioning and Re-Visioning" provided a perfect foundation for exploring the ways in which pedagogical innovation and cutting-edge design impact and influence each other. The jurors found this year's submissions as evidence of many evolving trends in educational design. There is a renewed focus on the learner with an emphasis on both formal and informal learning space. Science, technology, engineering, arts and math (STEAM) has also become a philosophical catalyst to the design of learning spaces as evidenced in the quantity of STEAM-related spaces in our submissions.

Letter from the Jury Chair (continued)

The superior quality of many projects came from the creative use of interior finishes and space designed at a human scale. Places of intentional collision and interaction were key to supporting the new collaborative paradigm in next-generation learning. The craftsmanship evident in this year's submissions was incredible and showed the impact that architecture can have on a school or campus. Sustainability remains a key contributor to the built environment and is also being leveraged as a learning tool for building occupants and surrounding communities.

From early childhood facilities to higher education and throughout the learning continuum, architecture can be used to inspire learners, educators, administrators and the campus communities alike. This year's six Awards of Excellence and six Awards of Merit were vibrant examples of why the design of space and place now matters more than ever. Congratulations to all of the winners! We look forward to what the educational design community continues to deliver to our learners.

B. Karina Ruiz, AIA LEED AP BD+C
2016 CAE Educational Design Facilities Award Jury Chair

AIA CAE Educational Facility Design Awards Descriptions

Awards of Excellence were given to registered architects whose projects represent exemplary practice in all five of the following areas of educational facility design:

- Demonstration of excellence in architectural design
- Design that integrates functional needs and aesthetic considerations while respecting the surrounding community and context
- Planning and design process
- Understanding of the connection between the built and natural environment
- Integrated and holistic approach to sustainability

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

The number of awards given will be at the sole discretion of the jury, based on the number of projects it deems necessary to represent exemplary practice.



Award of Excellence



Henderson-Hopkins School

East Baltimore Community School Inc.

Baltimore, MD

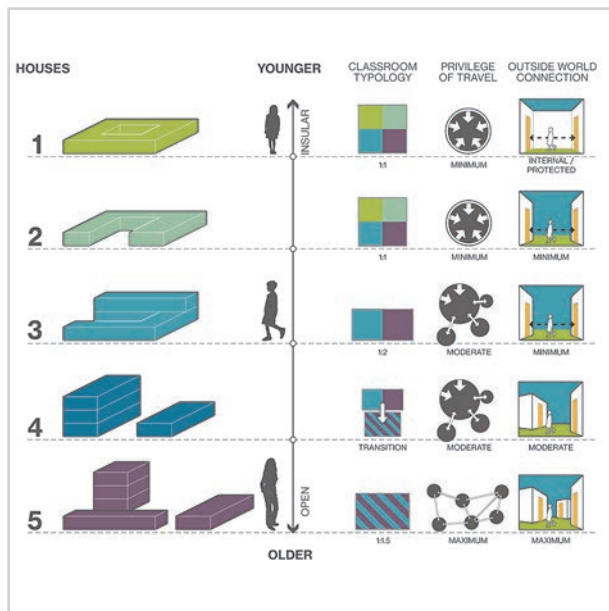
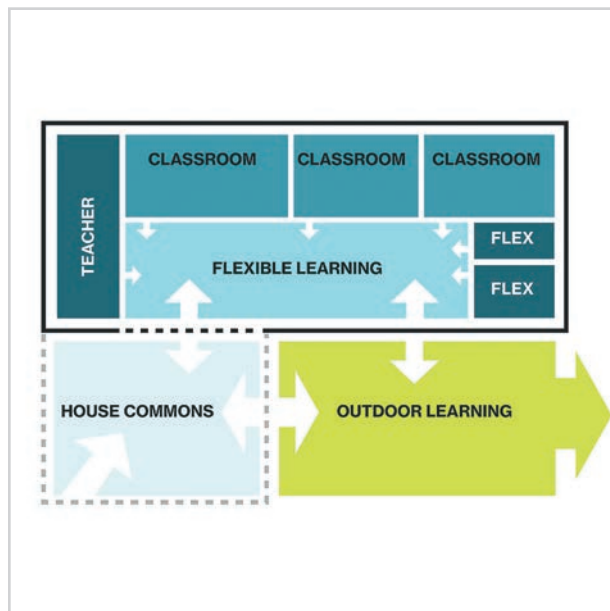
Rogers Partners Architects+Urban Designers

The Henderson-Hopkins School is the first new Baltimore public school in nearly 30 years. A 125,000-square-foot K-8 partnership school and early childhood center run by Johns Hopkins University, Henderson-Hopkins is a progressive learning environment for children and a laboratory for the next generation of educators. The school is a cluster of “containers for learning” inspired by East Baltimore’s row houses, stoops, and social civic spaces. Through its intentionally porous, safe, urban plan, and the craftsmanship of light, materiality and performance, its design respects history and supports the future of education and of its neighborhood.

Jury comments

Aldo van Eyck meets Alejandro Aravena in Baltimore, MD. Neighborhood urbanism as pedagogy is a radical approach to this problem. The diagram of the houses is compelling in its simplicity and organization of learning space (both formal and informal) and its connection to outdoor spaces. Interior spaces are well-scaled and use color as an organizational device. The school serves as a resource and is an extension of the fabric of the community.







Mundo Verde Bilingual Public Charter School

Washington, DC

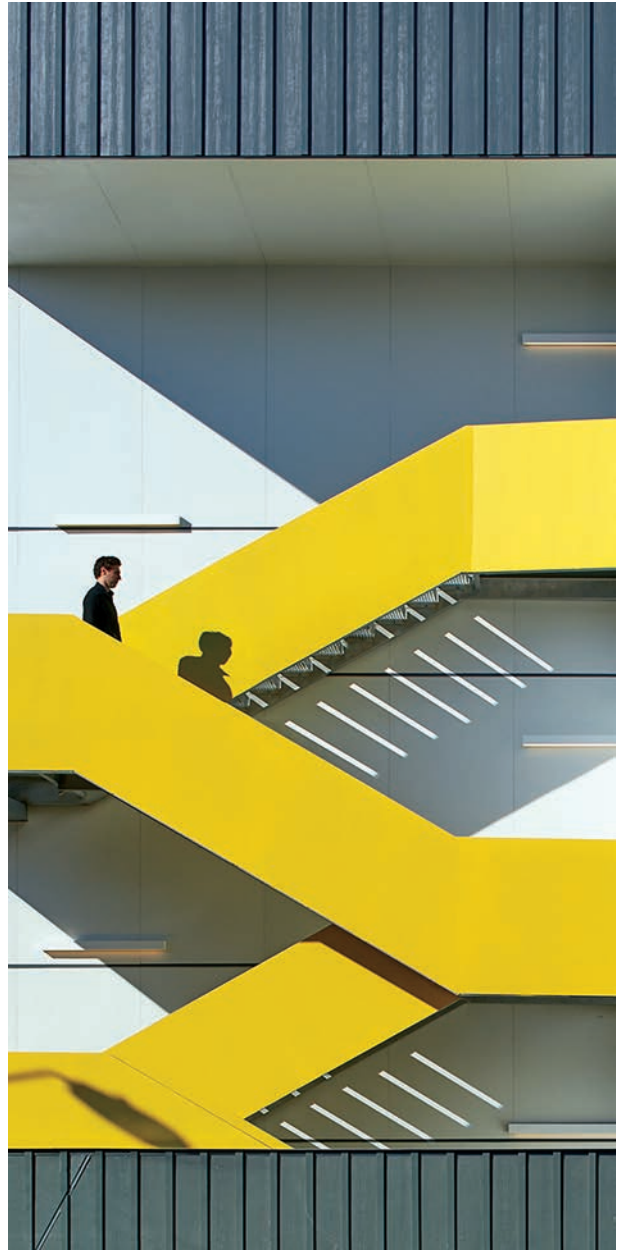
Studio Twenty Seven Architecture

Mundo Verde is a bilingual, sustainability-focused public charter school located in the District of Columbia. The school's curriculum is based on expeditionary learning, where students learn through the critical exploration of complex issues. Awarded a shuttered 1920's-era school building and site by the District in 2013, Mundo Verde had a direct question for the design team: "How can this redevelopment and addition project teach our students to be global stewards?" From the renovation of the existing building to the precise detailing and material efficiency of the PK annex, the entire campus is designed to foster learning through environmental living.

Jury comments

The site planning enables the contemporary building to be different from the historical building yet connected to it, while still respecting the historical building. The combination of historical and contemporary buildings is a rich experience for children. The design team's process for engaging the community in the design will ensure the project's long-term success. Several features reflect a thoughtful and holistic sustainability strategy within a modest budget.







Wake Technical Community College

Regional Plant 2 Teaching Facility

Raleigh, NC

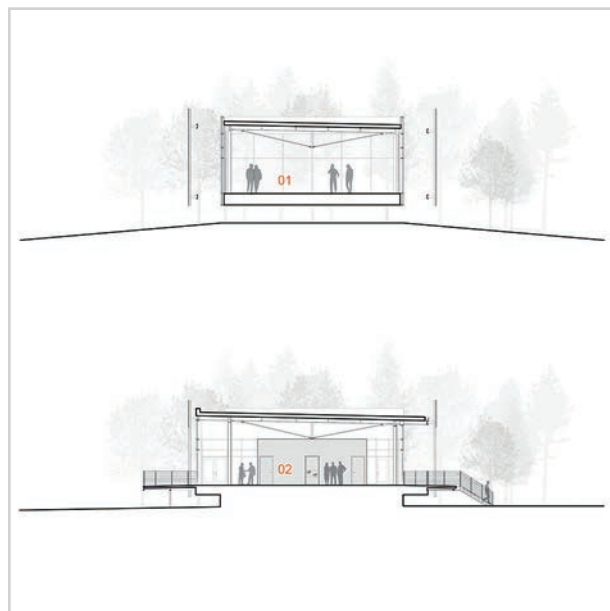
Clark Nexsen

Located at the entrance of Wake Tech Community College on a wooded site, the Regional Plant Teaching Facility creates a gateway to the campus and symbolizes the merging of technology, education and sustainability. Although the building's program is composed of spaces to house heating and cooling equipment, it also serves as an educational facility for teaching students and the public about energy efficient building systems. A simple rectilinear glass and steel box with a perforated metal screen layer houses, screens and displays the technology and creates a unique educational space for the college.

Jury comments

From utilitarianism to architecture, the Teaching Facility demonstrates innovative ways for making every space on campus a learning opportunity. Rather than hiding the building's elements in an out-of-the-way bunker on the site, the College chose to showcase the facility's necessary operations in a way that serves the students. It is exceptionally well-detailed with clear and precise planning.







Richard Ivey Building

Richard Ivey School of Business, Western University
London, Ontario, Canada
Hariri Pontarini Architects

The vision for the Richard Ivey Building was creation of a vibrant, unified campus that would attract the best students and faculty, express the School's global identity, and celebrate Western University itself. Located on the western edge of the university's campus at an active corner, the Richard Ivey Building is a beacon, a signifier of the school's flagship status. Echoing the architecture of Western University's campus and the adjacent Brescia College, the solid masonry on the exterior conveys the traditional materiality of the University's Gothic architecture, making it a modern building rooted in tradition.

Jury comments

If James Bond went to a business school, this would be it. It is aspirational to their students in their quest to succeed. The rich materials and warmth speak to a clarity and consistent development across many scales. The plan is well-integrated with the exterior spaces, and the site plan is articulated to the surrounding area. The next generation of mid-century modern ideas of space, light and materials resound here.







Seton Hill Arts Center

Seton Hill University

Greensburg, PA

designLAB architects with BSHM Architects

Seton Hill University's new performing and visual arts facility is an interdisciplinary arts center that connects the local community with members of the University. Channeling the Pittsburgh area's industrial heritage, the steel frame and metal clad building was conceived as a "Factory for the Arts." The project features an outdoor Arts Yard where the making of 3D arts is visible from the commercial Main Street in its host city of Greensburg, PA.

The four-level facility features a full complement of studio spaces for traditional disciplines like painting, drawing, printmaking, sculpture, dance and theater, along with tech-heavy digital and graphic arts. The new building is an economic catalyst for the city's cultural district, drawing local artists, gallery observers, and performing arts attendees to support and critique student work.

Jury comments

The building celebrates arts while animating the city. The distribution of the program energizes its surroundings. The project invites people off the street to engage with the making of art. The building presents a blank canvas for the display of student work. The team manipulated two different scales to address the different sides of the building. The interior public spaces are well connected to the public context. The building emphasized the importance of the interdisciplinary nature of art by visually connecting most spaces to the arts yard.







Vol Walker Hall Renovation & The Steven L. Anderson Design Center

Fay Jones School of Architecture + Design, University of Arkansas
Fayetteville, AR

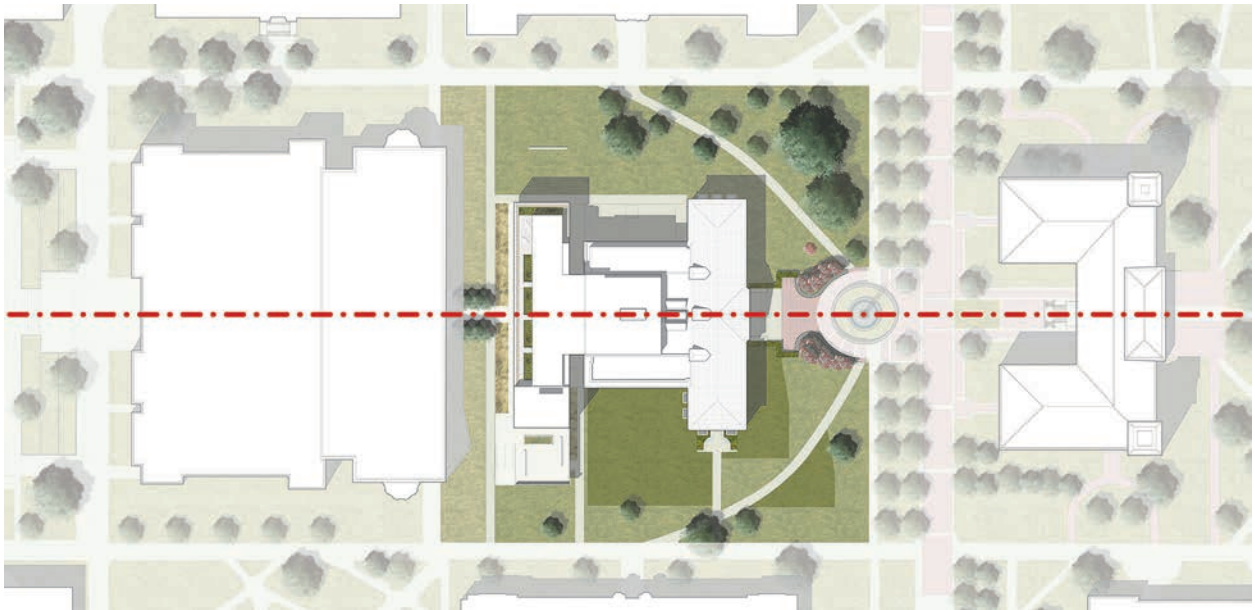
Marlon Blackwell Architects with Polk Stanley Wilcox Architects

Vol Walker Hall and the addition of the Steven L. Anderson Design Center for the Fay Jones School of Architecture and Design at the University of Arkansas is a complex but resolute hybrid of a historic restoration and a contemporary insertion and expansion. Post-tensioned concrete and Indiana limestone honor the weight and substance of the historic, while the west-facing fritted glass brise-soleil and steel curtainwall create a contemporary figure. The overall design is a didactic model, establishing a tangible discourse between past and present, while providing state of the art facilities for 21st century architectural and design education.

Jury comments

The project provides a beautiful, bold and respectful relationship to the original building both inside and out. There is refinement and consistency to the detailing and an intentional contrast between the new interventions and the historic renovation. This is a very disciplined approach to scale, shape and color consistency. The studios appear incredibly flexible with little wasted circulation space. We see activity everywhere!







Award of Merit



Dwight-Englewood School Hajjar STEM Center

Englewood, NJ

Gensler

The new 28,000-square-foot STEM building at the Dwight-Englewood School, an independent day school for PK-12, is the realization of a multi-year exploration and visioning process. It is also the embodiment of the school's mission and growing STEM (Science/Technology/Engineering/Math) curriculum. The technically innovative, highly sustainable, programmatically energized, and contextually sensitive solution equals an expanded campus that seeks to unify Dwight-Englewood's community of faculty, students, and administration and create a center of excellence around this ever-important pedagogy.

Jury comments

The simple, rectangular forms are executed with precision and sophistication that clearly reflect its use. This building acts like a big STEM lab with a central core that connects the entire building, physically and visually. The plans allow for both formal and informal building spaces throughout the building. The adjacencies reinforce the collaborative nature of making, prototyping and design-thinking process inherent in the science, technology, engineering and math fields.







Fayetteville High School Addition and Renovation

Fayetteville, AR

Hight Jackson Associates

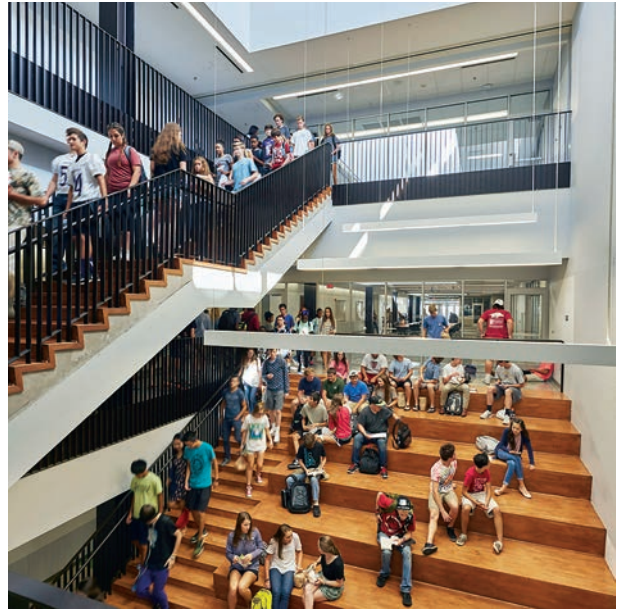
DLR Group with Marlon Blackwell Architects

To maintain its competitive advantage in academics, Fayetteville Public Schools tasked the design team to strategically re-structure its high school education program into a small learning community (SLC) model. At more than 500,000 square feet, this project is the largest civic project in Fayetteville over the past 50 years. It constitutes an addition and a massive modernization of aged buildings through a 36-month phased approach, allowing for continuous operation of the school during construction. Fayetteville High School features greatly simplified circulation and improved security around a public entry plaza and a pedestrian green street that mediates between the first and second phase and the 85-foot change in topography across the site. SLCs are designed with core learning studios that feature discovery, project-based learning, digital and applied learning labs to foster collaboration. Distributed administration, resource centers and dining allow students to spend a majority of their day within their SLC. The addition features abundant glass and overlooks a new landscaped street that creates a collegiate campus feel reflective of the school's ties to the University of Arkansas.

Jury comments

The project strategically restructures the massive program into small learning communities. The buildings have an exceptional rigor that requires design discipline in its implementation (difficult to accomplish with such a large program). The buildings frame the outdoor courtyards, providing an elegant backdrop to the exterior learning environments. The project feels collegiate, which is aspirational for a high school campus. It is ingenious in its planning, both in relationship to the existing building and to the new and rejuvenated exterior spaces.







GateWay Community College Integrated Education Building

Phoenix, AZ

SmithGroupJJR

GateWay Community College, located centrally in the metropolitan Phoenix area, has created a new all-in-one 122,000-gross-square-foot facility for their urban campus. The Integrated Education Building (IEB) is centrally located on campus and meshes an entire new campus of functions into a single three-story structure. The IEB provides a new student services center, learning center and community library, instructional labs, classrooms, faculty offices and a large community-oriented 200-seat multi-purpose room. The project both transforms the campus and provides metamorphic momentum for a historically blighted and under-valued part of the city.

Jury comments

This project solved the needs of a variety of programs comprehensively and capitalizes on the temperate climate to provide dynamic outdoor learning spaces. It draws features from a comprehensive sustainability vision. This project really pushes the expectation of what a community college should be. The bowl acts as an icon for the college arts curriculum and draws the community to partake in its performing arts. The building is incredibly well-scaled to the landscape.

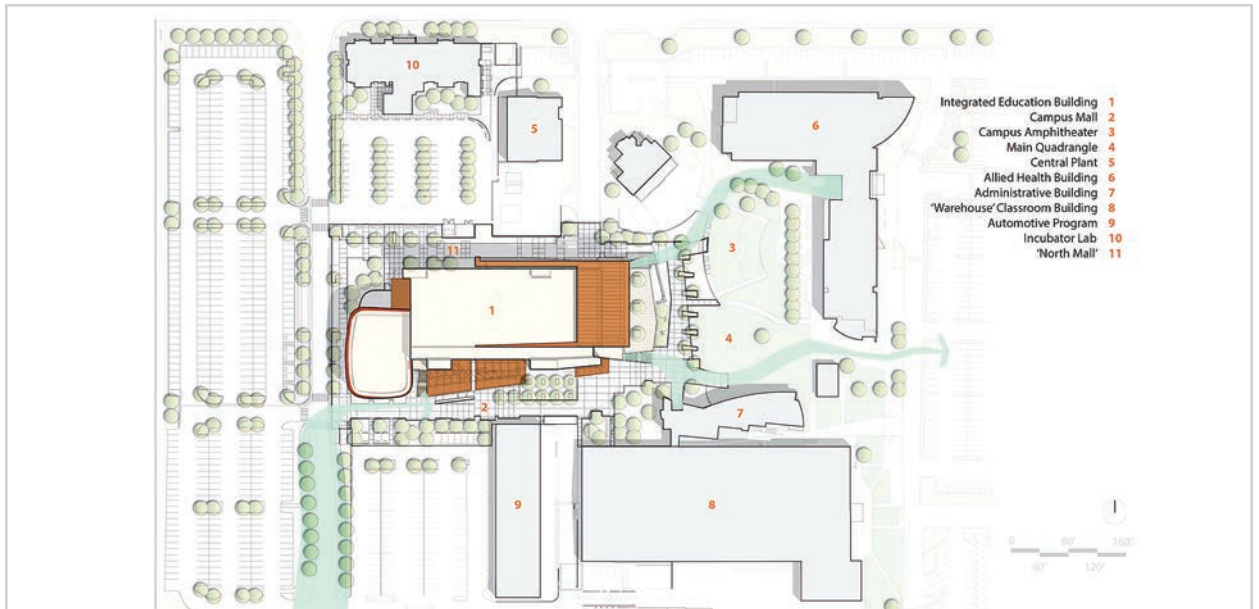
CLASSROOMS
LEARNING CENTER

2

ART STUDIO
ADVISING
CAFE
CAREER CENTER
COPPER ROOM
COUNSELING
DISABILITY
RESOURCES
ENROLLMENT
SERVICES
LIBRARY
TESTING CENTER

1







Harvard Business School, Tata Hall

Boston, MA

William Rawn Associates, Architects, Inc.

Sited on the banks of the Charles River, Tata Hall at Harvard Business School creates a porous edge to the campus and a new sense of openness between the school and the city of Boston. Dedicated to the Executive Education program, the building groups students into clusters of eight-person suites, each with a common space for work, collaboration and presentations.

Jury comments

The building responds beautifully to the river in all directions and defines outdoor space on the river's edge and the internal campus. This is a contemporary take on Aalto's Baker House and provides a thoughtful solution to a cohort model of executive education programs. The sophistication of the detailing and performance of the exterior skin allows the transparency of the ground floors to expose the public parts of the building.







Indian Springs School

Birmingham, AL

Lake|Flato Architects with Architecture Works

Founded in 1952 on the motto, “Learning through Living,” Indian Springs School is a place of exceptional people and purpose. The 350-acre boarding and day school campus, originally planned by the Olmstead Brothers, was functional and serviceable but aging facilities were inhibiting the growth of educational programs and opportunities. This first phase of a comprehensive master plan includes new academic and administrative buildings and complementary landscapes that create a memorable, meaningful place. The new academic heart of the campus recalls its original vision with a contemporary overlay of teaching methodology, technology, aesthetics and performance that make a unique learning environment—Springsian in every way.

Jury comments

This is a different type of campus planning, where the buildings and landscape define each other. It is a beautifully sited, culturally and architecturally sensitive addition to the campus. These buildings are pure buildings that provide rich, warm exteriors and interiors. The approach to daylighting within the building is well-handled and provides for more diffuse light from above. The building connects to its place and makes the exteriors an extension of the interior experience.







Kennedy Child Study Center

East Harlem, NY

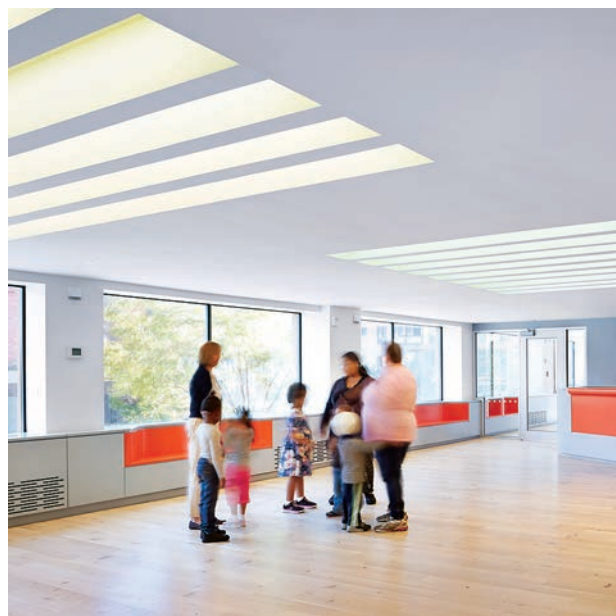
PellOverton Architects

Last summer, the 165-family Kennedy Child Study Center relocated to a new home in East Harlem, occupying two floors of a previously un-renovated 1930's warehouse building. The adaptive reuse of the 25,000-square-foot space presented a number of difficult challenges, including an unusually low ceiling and absence of any natural light. Consequently, the design of the 16-classroom facility developed around the need to radically transform the existing warehouse into a varied space for learning and engagement, creating a sense of both openness to the surrounding community and continuity between the neighborhood and the individual classroom environments.

Jury comments

This is a refined and distilled learning environment that responds to the developmental needs of this sensory-sensitive population. This works at the scale of the individual and of the collective. It allows the faculty to configure and reconfigure groups based on the learning needs. The project worked within the constraints of the low ceiling in the existing building. This is an exceptional adaptive-reuse project that supports the central concept of the school, which is to adapt pedagogy to the unique needs to each student.





Photography credits

Award of Excellence

Henderson-Hopkins School
Albert Vecerka/Esto

Mundo Verde Bilingual Public Charter School
Anice Hoachlander

Wake Technical Community College
Mark Herboth Photography

Richard Ivey Building, Richard Ivey School of Business, Western University
Tom Arban, Christopher Lyons, Ben Rahn, Nikolas Koenig, Jun Kahng,
Hariri Pontarini Architects

Seton Hill Arts Center
Jonathan Hillyer

Vol Walker Hall Renovation & The Steven L. Anderson Design Center
Tim Hursley

Award of Merit

Dwight-Englewood School Hajjar STEM Center
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Fayetteville High School Addition and Renovation
Tim Hursley

GateWay Community College Integrated Education Building
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Harvard Business School, Tata Hall
Robert Benson Photography, Bruce T. Martin Photography

Indian Springs School
Casey Dunn

Kennedy Child Study Center
Mikiko Kikuyama

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