

AIA Committee on Architecture for Education

2012 Design Awards

THE JURY



From left to right: David M. Ade, Robert W. Moje, Bukky Akinsanmi, Paul Hutton (Trung Le not pictured)

The goal of the annual AIA-Committee on Architecture for Education awards program is to identify emerging trends and ideas in the design of educational and cultural facilities, honor excellence in planning and design and to share knowledge about best practices in the field of design and planning of educational and community facilities.

This year, the American Institute of Architects (AIA) Committee on Architecture for Education (CAE) honored fifteen educational facilities. Four received Awards of Excellence, five received Citations, and six received Awards of Merit.

More than 100 submittals were received. The jury narrowed down the selection to 30 projects that were deliberated upon at the American Institute of Architects National Headquarters in Washington, DC. The selection of the finalists was a culmination of a series of rich discussions between the jurors about what constitutes architecture for learning. Several themes emerged in the thread of discussions related to the selected projects. These included:

- Demonstration of excellence in architectural design
- Integration of the local environment as an integral part of the design and learning experience
- Holistic design and planning approach
- Making learning transparent with intrinsic and extrinsic visual connections
- Understanding of social and emotional needs of learners and the corresponding manifestation into physical spaces
- Blurring the boundaries between indoor and outdoor learning

About the 2012 Jury

Robert W. Moje, AIA, LEED AP, is founding principal of VMDO Architects. He leads the firm's public K-12 projects, directing their design teams not just to create great schools, but to create schools that solve the mission of the building: to inspire students to become active participants in the learning process. Two of his projects, Manassas Park Elementary School and Poquoson Elementary School, have been recognized nationally not only for their design excellence, but also for their stewardship of the natural environment. Bob is a frequent presenter at conferences and school boards, and a regular juror for awards programs on both the local and national level. His personal mission is to create learning environments that enrich the lives of students and leave an indelible mark on the communities in which he works.

David M. Ade, AIA, LEED AP, is a principal at SMP Architects in Philadelphia, PA. Since joining the firm in 1997 he has assumed design and management roles on a variety of the firm's institutional, educational and non-profit projects. He is a member of the Delaware Valley Green Building Council and has presented at numerous green building conferences including Greenbuild and EvironDesign. Mr. Ade is an adjunct instructor at Drexel University, is a sustainable design guest critic at local universities and has served as a professional advisor in the Philadelphia AIA's Architecture in Education Program.

Bukky Oyedeji (nee Akinsanmi), AIA, LEED AP, NCARB, chairs the Committee on Architecture for Education Higher Education Subcommittee. Bukky is an architect, an artist and a research specialist. She specializes in the design of educational facilities and pursues the creation of optimal learning environments which she describes as 'places' for learning versus 'spaces' for learning. Her research explores the psychology of space and its influence on their users and she has several publications and conference presentations on the topic. She holds a Master of Architecture degree from the University of Oklahoma, a Master of Environmental Design and a Bachelor of Architecture degree from the University of Lagos.

Paul C. Hutton, AIA, LEED AP, NCARB, is the chair of the 2012 Design Awards jury and a member of the Committee on Architecture for Education national Advisory Group. He is the founder of Hutton Architecture Studio and has dedicated his 32-year career to integrating sustainable building strategies with creative design. He has been designing energy saving buildings since 1979 and daylighted buildings since 1982. He continues to use daylight as a primary tool to reduce energy use and to improve occupant well-being in all his projects. Paul directs the firm's educational projects, including the Aspen Middle School, Colorado's first LEED Gold public school, the International School of Hanoi, Vietnam, the American Academy School in Castle Pines North, numerous projects at both the Kent Denver School and the Alexander Dawson School; and the Science Technology Engineering Math Center for Cherry Creek Public Schools.

Trung Le, AIA, is a key leader for Cannon Design's education group and is a widely-recognized advocate for incorporating multiple intelligences and learning styles in the design of education environments. During his 20-year career he has created spaces encouraging student inquiry and imagination, and what it means to be a part of a global community. His design philosophy has yielded awards from the Chicago and national chapters of the American Institute of Architects, and has been featured in Architectural Record, Contract Design and Edutopia. Le is a frequent speaker at national and international education and design conferences, and his collaboration with Bruce Mau resulted in the publication *The Third Teacher*, a cabinet of wonders on how design can transform the ecology of learning. Le also leads *The Third Teacher Plus*, an education design consultancy within the firm's ideas-based practice assisting learning communities to better serve 21st century learners.

DESIGN EXCELLENCE AWARD

- Innovation and excellence of the client's educational program through responsive and responsible programming, planning and the design of learning environments.
- Does each project further the client's mission, goals and educational program?
- Understanding the learning environment beyond the aesthetic where the function and surrounding regional and community context are valued as part of the planning and design process.
- How well the building connects with the site.
- How was each submitted project conceived, programmed, planned, designed, built and inhabited?



2012 Design Excellence Award Ardmore Elementary School

Bellevue, Washington, Elementary School
NAC|Architecture

The interior, the courtyard and the exterior landscape were almost Zen gardens in their thoughtful composition and calm and crisp execution. The commitment to day lighting and the transparency within the building creates a harmonious environment that flows throughout the interior and provides strong connections with the nature on the site. The materials and coloring were sophisticated and elegant blending with the environment while still creating strong and distinctive and memorable images and spaces. The plan uses simple geometric forms but yields some interesting spaces from the intersection of the two axes. This is a well thought out and crafted project with depth and integrity in all areas of educational environment design.



2012 Design Excellence Award Bowdoin College Studzinski Recital Hall

Brunswick, Maine, Higher Education
William Rawn Associates, Architects



This project is an example of adaptive reuse at its best – a creative reprogramming of an abandoned swimming pool housed in an historic campus building. By taking advantage of the bones of the existing facility: below-grade pool area, column-free span and upper level daylighting, the space is transformed into an unexpectedly ideal venue for the tiered recital hall. Wood wall surfaces, seating and paneling introduce warmth to the basic shell. Freestanding wall panels define circulation zones and diffuse daylight while also serving a technical role as acoustic treatment.

2012 Design Excellence Award Milton Academy Pritzker Science Center

Milton, Massachusetts, High School
William Rawn Associates, Architects



Many new educational facilities claim to embody the trait of transparency, but this project shows us how powerful that can be when thoughtfully and comprehensively implemented. Beginning with the over-scaled entry that puts science on display, continuing with floor to ceiling and wall to wall

glazing from corridors to classrooms, and concluding with large double height spaces linking the two floors, this project sets a new standard for school building transparency in the U.S. Another aspect of the project that delighted the jury is its thoroughgoing commitment to becoming a building that teaches both science and sustainability.



2012 Design Excellence Award Redding School of the Arts

Redding, California, K-8 Charter School
Trilogy Architecture Urban Design Research



This project may best capture the spirit of Innovation in design. At its core is a unique outdoor theater that is unlike anything the jurors had seen before. It is an open air performance venue, completely surrounded by complimentary classrooms for the performing arts. These classrooms may be enclosed with large overhead doors, or may be completely opened to the Agora like space. Such indoor outdoor spaces have typically been problematic for school districts and architects alike, but this one is quite convincing. Strong natural materials and bold colors compliment the inventive floor plan.



CITATION AWARD

- Does each project further the client's mission, goals and educational program?
- Understanding the learning environment beyond the aesthetic where the function and surrounding regional and community context are valued as part of a participatory planning and design process.
- How was each submitted project conceived, programmed, planned, designed, built and inhabited?
- This award does not necessarily showcase an entire project, but rather select elements from each project which highlight the best aspects of design.

2012 Citation Award

Betty and Norman Levan Hall

Santa Fe, New Mexico, Higher Education
Lake|Flato Architects



This project exhibits great design and sensitivity to context. It has an efficient floor plan design that reflects a well thought out building program. Its use of materials, daylight and texture creates a pleasant environment for study. It has a variety of learning spaces that provide for individual and group study.

2012 Citation Award

Kathlyn Joy Gilliam Collegiate Academy

Dallas, Texas, Alternative or Innovative Learning Environment
SHW Group



The compact exterior form of this building contains a surprising variety of delightful interior spaces. These range from the Media Center to the Indoor/Outdoor stage to the open Dining Areas. The Academy includes a large number of collaborative learning spaces. These too take many forms, responding to different learning styles and needs. Interior finishes and colors are vivid without overwhelming student activity.



without overwhelming student activity.

2012 Citation Award

MHCC Early Childcare Center

Gresham, Oregon, Early Childhood
Mahlum



The Jury praised the simple clean forms and design, allowing the focus to be on the children's activities and nature. The integration of the plan with the site and the use of nature for hands on (and even feet on) learning opportunities were also noted. Natural day lighting

and the controlled use of color were also well done. The sand beach and ability for children to "get dirty" and interact directly with water is wonderful. The simple rectangular forms of the plan elements sliding past each other creates separate areas for the different age levels while working together to form a small village for the whole sensitively interwoven with the natural landscape. All children should have this kind of place to begin their educational journey.

2012 Citation Award

Portland Community College Newberg Center

Newberg, Oregon, Community College
Hennebery Eddy Architects



This small, simple, building achieves LEED Platinum and Net Zero Energy. The jury appreciated that the use of natural ventilation and aggressive daylighting strongly influenced building form. This is especially true of the ventilation chimneys.



Classrooms provide an exceptionally strong sense of visual connection to the exterior, while still providing adequate interior wall area for normal use.

2012 Citation Award

Riverview Elementary School

Snohomish, Washington, Elementary School
NAC|Architecture

The integration of building and site are clear design drivers of this school that engages with the site on a variety of levels. The challenge of building near a wetland is

embraced as an opportunity where each classroom wing reaches out into the landscape. Thoughtful organization of the interior minimizes traditional corridors to create informal learning 'pods' with transparent connections to adjacent classrooms and views out to nature. Terrace classrooms and walkways expand the learning to the outdoors. Overall, it is a true integration of spaces for learning.



AWARD OF MERIT

- Does each project further the client's mission, goals, and educational program?
- Understanding the learning environment beyond the aesthetic where the function and surrounding regional and community context are valued as part of a participatory planning and design process.
- This award does not necessarily showcase an entire project, but rather select elements from each project which highlight the best aspects of design.

2012 Award of Merit

The Bertschi School Living Science Building

Seattle, Washington, Elementary School

KMD Architects



This small addition creates numerous opportunities for active engagement with living science. Although tiny in its footprint, this building is jammed full of opportunities for students to explore systems such as a green wall, storm water management, and energy monitoring. An interior 'river' integrated with the floor construction displays the path of storm water that continues outside to form the exterior edge of the terrace classroom. Raw interior materials and finishes generate the character of a 'laboratory garage' that further supports hands-on learning.

2012 Award of Merit

Early Learning Center

Des Plaines, Illinois, Early Childhood

Wight & Company



The Early Learning Center's design and scale is contextually appropriate for pre-schoolers. It has a diversity of learning areas that cater to different instructional methods and learning styles providing varied learning experiences for children. From its private spaces to its semi-private and private zones, we see an attention to detail that encourages and nurtures the learner's curiosity. The use of texture, volume, color and materials as we transition from the conditioned spaces into the courtyard makes the courtyard visually interesting; it also creates a fun and exciting play area that encourages exploration.

2012 Award of Merit
Hinman Research Building

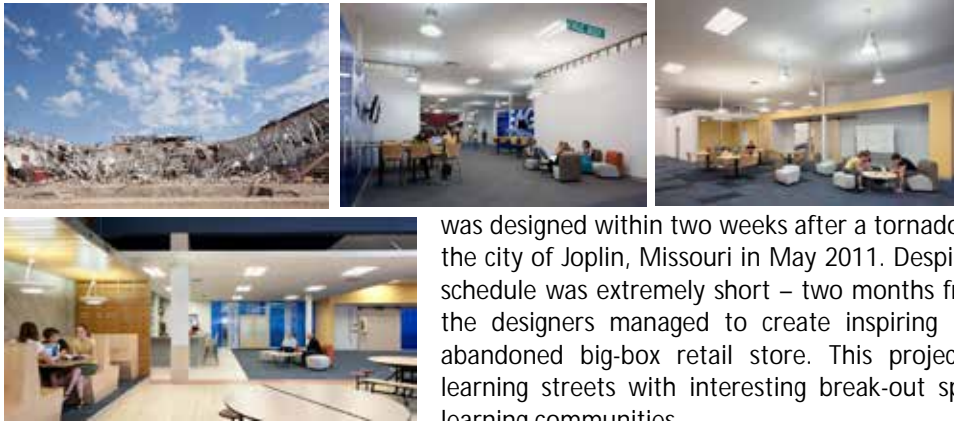
Atlanta, Georgia, Higher Education
Lord, Aeck & Sargent in collaboration with Office dA



The celebrated use of structure and technology in the renovation of this design studio, lab and exhibit space reinvigorates a Modernist structure with opportunities for didactic engineering. The suspended mezzanine effortlessly floats within the large interior volume, while detailing of railings and stairs with stainless steel mesh provides for transparent celebration of the primary structural elements. The result is a design that successfully serves the program while embracing the industrial vocabulary of the interior architecture.

2012 Award of Merit
Joplin Interim High School

Joplin, Missouri, High School
DLR Group



This is a successful adaptive re-use project designed and implemented within unusual constraints and severe challenges. It

was designed within two weeks after a tornado tore down nine schools in the city of Joplin, Missouri in May 2011. Despite the fact that the project schedule was extremely short – two months from design to occupancy – the designers managed to create inspiring learning spaces within an abandoned big-box retail store. This project showcases corridors as learning streets with interesting break-out spaces while creating small learning communities.

2012 Award of Merit

Morse & Ezra Stiles Colleges

New Haven, Connecticut, Higher Education

KieranTimberlake



Architecture from this era – the early 1960's - can be hard to love and as a result much excellent work from that time has been unfortunately demolished. The jury was pleased to see a college residential complex from this era so carefully brought back to life. Aspects of the original Saarinen design might be considered Brutalist by today's standards. Yet, the rearrangement of suites, the creation of new exterior open space, and the re-invention of common spaces, have softened the original harshness while retaining its strength of character. This project should serve as a model for the potential renovation of buildings of this time.

2012 Award of Merit

USAFA Center for Character and Leadership Development

Colorado Springs, Colorado, Higher Education

Skidmore, Owings & Merrill LLP



The conceptual idea of this building using the North Star as the alignment and focal point of the Honor Court is a powerful integration of Architecture with the history, values, and traditions of the Institution. Working within a context that includes Architectural icons like the existing

chapel can be a daunting challenge for any Architect. This project rises to meet and complement that existing structure. While the chapel is about a cadet's relationship with God, this building is about the cadet and his relationship with him/her-self and the honor code of the Academy. Can't wait to see this built.

LESSONS LEARNED

- All projects had a clear vision and the educational program was valued
- Especially important to showcase a variety of instructional spaces
- Transparency
- Green – Sustainable
- Variety of spaces
- Connections between interior and exterior
- Connections between interior spaces
- Spaces are layered
- Spaces flow (dynamic not static)
- Spaces are flexible