

EYES ON THE PRIZE

THE 2011 NCARB PRIZE

The NCARB Prize for Creative Integration of Practice and Education in the Academy is a recognition of successful efforts to bridge the gap between the academy and practice. The differing perspectives of practitioners, architectural faculty, and students offer unique opportunities for partnerships and learning. As the architecture profession continues to evolve, these partnerships highlight a chance for the architecture community to foster an environment of close collaboration.

NCARB is pleased to recognize the 2011 NCARB Prize Grand Prize winner, five additional prize winners, and two honorable mentions that have succeeded in bringing together students, faculty, and non-faculty architects to enrich the experiences of all.

“The project-based collaboration as outlined in the NCARB Prize is an excellent means to integrate practice and academia,” said Robert Dunay, FAIA, Director, Center for Design Research; School

of Architecture + Design (Virginia Tech) and 2011 NCARB Prize recipient. “The pursuit of an object between the two worlds of education and practice allows each to contribute from its strengths toward the end of a common goal.”

Throughout the lifetime of the Prize, NCARB has awarded over \$600,000 to 76 different programs from 43 schools that have demonstrated a commitment to integrating practice and education. This final NCARB Prize recognizes a collection of outstanding projects for the 2011 year.

Although 2011 is the 10th and final year of the NCARB Prize, NCARB's support for the integration of practice and education continues. The NCARB Board of Directors unanimously voted to significantly increase funding of the NCARB Grant Program from \$10,000 to \$75,000. The Grant encourages the development of new programs to further these same goals. For more information on the NCARB Grant, see page 31.

MAKE WAY FOR THE NCARB GRANT

Over the years, NCARB has sought to recognize architecture programs that seek to bridge the gap between the academy and professional practice. This year we transition from a dual focus on completed projects recognized by the NCARB Prize and new initiatives to a single focus on the future recognized by the NCARB Grant. This change allows an increase in available funds and is designed to more fully compliment NCARB's focus on the preparation for licensure. The NCARB Grant provides funding for new initiatives for future academic terms. Proposals must demonstrate creative initiatives to integrate practice and education. Submission is open to architectural programs with NAAB-accredited degree programs and programs that are candidates for NAAB accreditation that are located in an NCARB Member Board jurisdiction. Projects must also involve non-faculty architect practitioners who are registered in a U.S. jurisdiction.

The NCARB Grant Program is one of the largest sources of funding available to schools, and grant money may be used as primary funding or as seed money. NCARB allocated up to \$75,000 for the 2011 Grant Program, and six proposals were awarded an NCARB Grant based on their effectiveness in meeting program criteria in November 2011.

THE 2011 GRANT RECIPIENTS ARE:

Boston Architectural College: \$10,000

Project Name: Collaborative Global Practice:
Students and Professionals Learning Together

Lawrence Technological University: \$13,800

Project Name: Public Interest Design Practices
and Research Workshop

Portland State University: \$16,000

Project Name: Multidisciplinary Collaboration
and Research-Based Design

Tulane University: \$13,000

Project Name: Field studies to inform design
for healthy, high-performance buildings

Tuskegee University: \$11,700

Project Name: Preservation Tenets, Technology,
and Stewardship of the Historic Tuskegee Campus

University of Miami: \$10,500

Project Name: Writing in Architecture as a
Professional Endeavour

For more information on the NCARB Grant,
visit www.ncarb.org/grant.



GRAND PRIZE WINNER

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY (VIRGINIA TECH) SCHOOL OF ARCHITECTURE AND DESIGN

Students at Virginia Tech learned about the challenges of professional life in the same way that they learn about the other aspects of architecture: as a design problem.

The 2011 NCARB Grand Prize was awarded to Virginia Tech’s “Designing Practice” for teaching students that the daily opportunities of professional life can be tackled with the same vigor, passion, and creativity that they apply to their studio work.

“The thing that has made ‘Designing Practice’ successful at engaging students without making a built work is the idea that design challenges and excites architecture students, no matter what the subject of study is,” said Marie Zawistowski, architecte d.p.l.g., Assistant Professor of Practice; School of Architecture + Design; Virginia Tech. “The students leave the course eager to learn more about practice on their own, and excited to begin to understand the issues they will be facing as practitioners.”

The course acts as a lens through which students can view the challenges of life outside the academy. Guest lecturers focus on an enormous range of relevant subjects. Students learn about the realities of architectural practice directly from those working

in it. They meet with architects in firms to discuss what they’ve learned in class and understand how different practitioners have handled the same aspect of professional practice. Students and professionals discuss everything from staffing, to contracts, to payroll, and legislation.

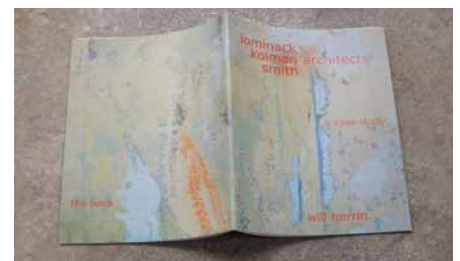
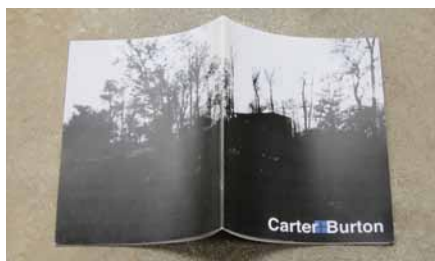
To demonstrate their creative approaches to potential challenges, students design a mock-up “virtual firm,” which incorporates plans and procedures for project acquisition, financial planning, and a comprehensive approach to practice. Learning from a diverse group of professionals who have “been there” puts students on the fast track to a more rewarding—and successful—career.

Project
“Designing Practice”

Project Directors
Keith Zawistowski,
Assistant Professor of Practice, Associate AIA, GC

Marie Zawistowski,
Assistant Professor of Practice, architecte d.p.l.g.

Jury Comment: “Incredibly innovative in the manner in which the project challenges the norm with regard to the teaching of professional practice.”





PRIZE WINNER

UNIVERSITY OF CINCINNATI SCHOOL OF ARCHITECTURE AND INTERIOR DESIGN

In rural Tanzania, unique challenges for architectural practice were an opportunity for professional development. A team of students, faculty from the University of Cincinnati, and a local architecture firm joined with local building partners and nonprofits to construct the first building of the Roche Health Center, a 14-building medical campus.

“The integration of academia and practice is critical for addressing the complexities

of a project with and for an impoverished community in a region with no power, sanitation, or consistent water supply,” said Michael Zaretsky, Design Director and Project Coordinator for Roche Health Center. “This provides a unique challenge and collaborative opportunity for practitioners, faculty, and students.”

The partnering architecture firm emersion DESIGN led workshops and reviews, and the engineering firm Arup helped

with the design of earthquake-resistant construction techniques, ensuring that construction and design solutions met the requirements on the ground.

Project
“Roche Health Center”

Project Director
Michael Zaretsky, Assistant Professor

Jury Comment: “Students are encouraged to expand their minds into learning a new culture, design, materials, and construction methodologies. It engages several U.S. firms, and the process is easily adaptable for other locations.”



PRIZE WINNER

UNIVERSITY OF OREGON SCHOOL OF ARCHITECTURE AND ALLIED ARTS

For “Sustainable City Year,” students joined with architects and local officials from Salem, OR, to design a new police station, and develop opportunities for collaborative growth. By working with professionals on a public project, students were exposed to the real-life challenges of public design and practice.

Eventually producing a site analysis, precedent study, and design proposals for the proposed police station, the team re-

ceived real world feedback from a wide variety of community stakeholders, such as the chief of police and the mayor.

“Proposals strove to reach beyond the boundaries of the building envelope, and even the site, to propose specific ways of engaging the public, giving back to the community, and enhancing the urban fabric,” said Chris Jones, Sustainable Cities Initiative.

Project
“Sustainable City Year (Salem)—
Police Station for the City of Salem”

Project Directors
Nico Larco, Assistant Professor

Josh Hilton, Adjunct Professor

Christine Theodoropoulos, Head,
Department of Architecture,
Consulting Instructor

Jury Comment: “The project creatively integrates the needs of the community with the teaching process, creating a win-win opportunity for students, practicing professionals, civic leaders, and the community.”

DIRECT CONNECTION: A PUBLICATION OF NCARB



PRIZE WINNER

UNIVERSITY OF TENNESSEE-KNOXVILLE SCHOOL OF ARCHITECTURE

A team of students and faculty from the University of Tennessee team drew on the expertise of a wide range of architects and building professionals in their reinvention of the Norris Hours, a model home for a landmark community, in the historic town of Norris, TN.

The team participated in side-by-side industry workshops, plant tours, and even worked alongside installation crews. By embracing integrated project delivery, the team experienced the importance of critical input from a diverse set of professionals.

Project

“A New Norris House”

Project Directors

Robert C. French, RA, Adjunct Professor

Richard Kelso, PE, Ph.D., Professor

By engaging with a wide variety of stakeholders, and by working alongside a local homebuilder, the team established a close and collaborative work environment that extended throughout the life of the project.

“The diversity and combined expertise of these practitioners and their associates ideally served our goals,” said Tricia Struth, AIA, Assistant Professor, College of Architecture + Design.

Tricia A. Stuth, AIA, Assistant Professor

Eric Holcombe, PE, Lecturer

Jury Comment: “The full scope of student involvement with architects is noteworthy—from applying and successfully receiving EPA funds to working closely with a prefab company that successfully used integrated project delivery to achieve a highly sustainable dwelling.”



PRIZE WINNER

UNIVERSITY OF WISCONSIN-MILWAUKEE DEPARTMENT OF ARCHITECTURE

Students and faculty at the University of Wisconsin-Milwaukee partnered with a local architectural firm to work together on an intelligent approach to social research and social design for the “Campus|Community Initiative.”

Practitioners joined with students to research the design of a new campus center for an urban campus in Chicago, IL. Classroom spaces became information spaces,

and research insights blossomed into design strategies for the new center. “The Campus|Community Initiative is noteworthy for advancing the goals of teaching, practice, and scholarship, and for the synergies it has created among all three,” said Brian Schermer, Ph.D., RA, Associate Professor, Department of Architecture.

Students and professionals worked together to research and interpret the

needs of the new campus project and methods for approaching the design of a successful physical space.

Project

“Campus|Community Initiative”

Project Director

Brian Schermer, Ph.D., RA,
Associate Professor

Jury Comment: “Students worked with firm leaders and were involved in all phases of the project from research to development of conceptual design.”



PRIZE WINNER

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY (VIRGINIA TECH) SCHOOL OF ARCHITECTURE AND DESIGN

Students and faculty members at Virginia Tech joined a wide range of building professionals to create a cutting-edge design-build project called “A Sustainable, Net Zero Energy Dwelling.”

The combined team pushed the boundaries of design—and the boundaries of traditional approaches to architecture education. The project strove for a dramatic reimagining of technological approaches to sustainable design. Because of the emphasis on an interdisciplinary approach, the team chose to work with a large and varying group of building experts in addition to architects.

Students updated design plans by engaging in short visits to practitioner offices, as well as by inviting professionals to come visit their physical design space. “With each visit to practitioners, consultants, suppliers, and fabricators, students became more informed of the myriad components that make up the design of a work,” said Dunay.

Project

“A Sustainable, Net Zero Energy Dwelling”

Project Directors

Joseph Wheeler, AIA, Lead, Project Coordinator

Robert Dunay, FAIA, Director, Center for Design Research

Robert Schubert, Associate Dean for Research

David Clark, Adjunct Professor

Jury Comment: “Students not only worked with practicing architects, they learned from and collaborated with all disciplines of engineering plus experts from the industry.”



HONORABLE MENTION

PENNSYLVANIA STATE UNIVERSITY

Project

“Interdisciplinary Collaborative BIM Studio”

Project Directors

Robert J. Holland, AIA, Associate Professor of Practice of Architecture and Architectural Engineering

Dr. Ute Poerschke, Associate Professor of Architecture

Madis Pihlak, Associate Professor of Architecture and Landscape Architecture

Dr. John Messner, Associate Professor of Architectural Engineering

HONORABLE MENTION

MONTANA STATE UNIVERSITY

Project

“The Next Generation of Mountain Architects”

Project Director

Michael Everts, AIA, NCARB, Associate Professor of Architecture