

NOMINEE |

# Rich Connell AIA

OBJECT TWO | PRACTICE, FOCUS ON INDEPENDENT K-12 EDUCATION  
NOMINEE'S ASSIGNED CHAPTER | CONNECTICUT  
AIA AFFILIATION | MEMBER FOR 31 YEARS  
NOMINEE WORK HISTORY | 36 YEARS WITH THE S/L/A/M COLLABORATIVE  
NOMINEE PROFESSIONAL ROLE | PRINCIPAL, INDEPENDENT SCHOOL PRACTICE LEADER  
NOMINEE EDUCATION | BACHELOR OF ARCHITECTURE, RHODE ISLAND SCHOOL OF DESIGN



**FELLOWSHIP SUBMISSION | THE AMERICAN INSTITUTE OF ARCHITECTS**

October 14, 2016

Mary Katherine Lanzillotta, FAIA, Chair, 2017 Jury of Fellows  
The American Institute of Architects  
1775 New York Avenue, NW  
Washington, DC 20006

RE: Fellowship Application: Rich Connell, AIA

Dear Ms. Lanzillotta, FAIA, Chair and Members of the Jury :

I am honored to sponsor Rich Connell for Fellowship in the AIA. As both a student and former teacher in a private school setting, Rich has a profound understanding of the impact the social and physical environment of an independent school education has on young students. He has used his background to support the heritage and tradition of more than 35 such schools around the country.

Rich has developed and led a robust Independent Education Studio for our firm. He established an organized planning and programming methodology that focuses on the individual client's campus. His project solutions build on the special sense of place that are essential in the formation of a student's future sense of integrity and responsibility to the community. His personal connection with his clients is best exemplified by the many repeat commissions for institutions where he works.

His work in the planning and programming of innovative and pedagogically enriching spaces looks to maximize the impact of architecture in the lives of young students. He has lectured on a variety of educational subjects including the library of the future and trends in residential life.

Rich's demonstrated leadership in creating places that serve young people also translated into his service as a trustee at one school, a member of an advisory council at another, a director of the Connecticut Architecture Foundation and the State of Connecticut IDP Coordinator for more than 10 years. He has also contributed to the advancement of the profession through his leadership at AIA Connecticut and his current role on the AIA Strategic Council. His personal and professional dedication brings credit to the Institute and exemplifies the values of a Fellow.

Sincerely,

*The S / L / A / M Collaborative*



James McManus, FAIA  
Chairman Emeritus

## SUMMARY STATEMENT

“Through planning and design of facilities for independent PreK-12 schools, Rich Connell has developed a national practice focused on innovative user engagement resulting in transformative educational environments that are mission-driven, celebrate learning and foster community.”

## SUMMARY OF ACHIEVEMENTS

Throughout his career, Rich Connell has immersed himself in Independent K-12 schools. Located across the country, and around the world, they represent a unique aspect of the educational continuum. Providing a strong mission-driven approach to learning for both day and boarding students, they often blend the best elements of a public school education with the campus environment and facilities of a small college. It is within this niche that Rich has found his professional calling and has truly excelled.

### Beginning with Independent Schools

Rich began his involvement with independent schools as a boarding student during high school. Upon graduating college with a degree in architecture, he began working as a teacher for his alma mater, Avon Old Farms School, while concurrently pursuing his architectural career in master planning and design of independent school facilities at the firm, The S/L/A/M Collaborative (SLAM), and has remained with for the last 36 years. He continued this dual focus for 10 years, giving him unparalleled perspective, an understanding of how facilities can truly be mission-driven, and forming his initial thoughts about how well planned campuses and designed facilities could enhance the independent school experience.

### Developing a National Practice

Initially, Rich worked closely with his mentors at SLAM on independent school projects. At the time, the

practice was focused primarily on boarding schools in Connecticut. He began to see that the firm's expertise would have a positive impact on schools beyond the local region and inspiring the firm to expand its practice west and south. This required a deeper understanding of day schools, which Rich undertook as he looked to bring the positive qualities of the boarding school campuses to the day school environments. He eventually took over the leadership of the firm's Independent Education Studio practice where he has provided guidance and shared his expertise with others throughout the firm. To date, SLAM has done projects at over 50 independent schools, of which Rich has led the effort at over 35 schools, while having influence on all of the others.

### Illuminating the Future of Independent School Campuses

Rich has had a major focus on campus master planning. He has developed a very strong process that allows independent schools to blend mission, strategic plan, existing facilities, current needs and future aspirations into master plans that are realistic and achievable. He is always very engaged with the entire community at each school. Rich's trademark approach is his attention to benchmarking facilities in order to ensure they are appropriately sized. Schools often credit these metrics as being instrumental in validating the master plan and providing the impetus for its implementation, especially related to donor

support. In many cases, his approach has resulted in a long-term planning relationship where Rich has continued to inform campus planning decisions.

### Creating Mission-Driven Facilities

Rich has a strong portfolio of completed projects; many of which were born from campus master plans. It is within the project that his full vision is realized for educational environments. He has been engaged throughout the years on virtually every type of independent school facility including those for academics, arts, athletics, campus life and residential. He has stayed on the forefront of facility innovation, creating projects that embody the mission at each school.

### Giving Back

Rich has expanded his knowledge of independent schools by being a trustee at one school and on a national advisory council at another. He always welcomes working with students, which he considers his real clients, and has mentored many who have chosen architecture as their career.

Rich Connell has devoted his career to the advancement of facilities for independent education and the results have had a significant impact on students, faculty, administrators, trustees, parents, alums and donors at independent schools across the country.



## 2.1 SIGNIFICANT WORK



### Avon Old Farms School Campus Master Plan & Update Avon, CT

**Role** | Principal-In-Charge, Programmer, Planner  
**Completion** | 2000 & 2014  
**Scope** | First Campus Master Plan in decades for this Grades 9-12 all-boy's boarding and day school that addressed critical needs for academics, arts and athletics with subsequent update that expanded the original plan to encompass library, academic support, student housing and dining.



### Avon Old Farms School Ordway Science & Technology Center Avon, CT

**Role** | Principal-In-Charge, Principal Architect, Programmer  
**Completion** | 2002  
**Scope** | 25,000 SF Science and Technology Center that united and expanded these programs with a focus on project-based learning within a building that complemented the original architecture and scale of this historically significant independent school campus.



### Avon Old Farms School Beatson Performing Arts Center Avon, CT

**Role** | Principal-In-Charge, Principal Architect, Programmer  
**Completion** | 2008  
**Scope** | 25,000 SF Performing Arts Center that provided a multi-function meeting and performance venue as well as choral and instrumental instructional space that responded architecturally to its historic surroundings on the campus' Village Green.



### Avon Old Farms School Brown House Reconstruction Avon, CT

**Role** | Principal-In-Charge, Principal Architect, Programmer  
**Completion** | 2008  
**Scope** | 18,000 SF Dorm, replaced due to a major fire in the original building that provided a new layout with enhanced student rooms, common spaces and faculty apartments that created the best residential life configuration and atmosphere on campus.



### The Bolles School Girls Dorm and Dining Facility Jacksonville, FL

**Role** | Principal-In-Charge, Principal Architect, Programmer  
**Completion** | Design 2013, Awaits Funding  
**Scope** | 36,300 SF Girls Dorm and All-School Dining Facility for this 780 student upper school that provided home-like student accommodations with ample common spaces, easy access to faculty apartments, and complemented the Mediterranean Revival style of the existing campus.



### Chase Collegiate School Campus Master Plan & Update Waterbury, CT

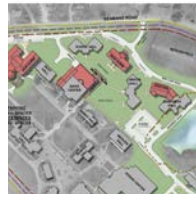
**Role** | Principal-In-Charge, Programmer, Planner  
**Completion** | 2005 & 2008  
**Scope** | Campus Master Plan at this 440 student Pre-Kindergarten through Grade 12 day school with a focus on providing an expanded upper school with learning spaces focused on an interactive project-based pedagogy, new visual and performing arts facility, and an expanded athletic center.

## 2.1 SIGNIFICANT WORK



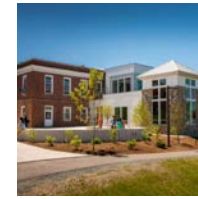
### Chase Collegiate School Upper School Expansion Waterbury, CT

**Role** | Principal-In-Charge, Principal Architect, Programmer  
**Completion** | 2008  
**Scope** | 22,000 SF Upper School Addition and renovation of the existing 17,000 SF building that accommodated a growth in enrollment and provided flexible classrooms and commons in support of project-based learning within a building that celebrated sustainability.



### Colby-Sawyer College Campus Master Plan New London, NH

**Role** | Principal-In-Charge, Planner  
**Completion** | 2012  
**Scope** | Campus Master Plan for this dynamic and innovative liberal arts and sciences college that allowed for growth to 1,500 students with additional academic, arts, student center, residential space and campus site improvements at what essentially feels like a larger independent school.



### Colby-Sawyer College Ware Campus Center New London, NH

**Role** | Principal-In-Charge  
**Completion** | 2013  
**Scope** | Substantial renovation and 14,000 SF addition to the existing campus center to provide expanded dining, serving and kitchen space, while also providing additional student activity and classroom space that will energize the facility throughout the day, evenings and weekends.



### Colby-Sawyer College Fine and Performing Arts Center New London, NH

**Role** | Principal-In-Charge, Programmer  
**Completion** | 2017 Phase 1  
**Scope** | This 60,000 SF Fine and Performing Arts Center will unify the instructional, performance and exhibit spaces essential to the arts program utilizing a design approach that will allow the facility to be built in phases as funding becomes available with the first phase currently under construction that contains art studios, a blackbox theater and gallery.



### Cushing Academy Campus Master Plan & Update Ashburnham, MA

**Role** | Principal-In-Charge, Programmer, Planner  
**Completion** | 2002 & 2008  
**Scope** | Campus Master Plan for this 400 student Grades 9-12 boarding and day school that addressed the need for mission-driven academic space, indoor athletic space and outdoor fields, and student housing, while creating a stronger, more pedestrian oriented, campus setting; with subsequent update.



### Cushing Academy New Academic Building Ashburnham, MA

**Role** | Principal-In-Charge, Principal Architect, Programmer  
**Completion** | 2005  
**Scope** | 48,000 SF Academic Center that addressed a variety of needs on campus as the home for math and science, performing arts, as well as athletic space, creating a truly dynamic multidisciplinary facility, while establishing a strong dialogue with the other major academic building on campus.

## 2.1 SIGNIFICANT WORK



### Cushing Academy Learning Commons Ashburnham, MA

**Role** | Principal-In-Charge, Principal Architect

**Completion** | 2010

**Scope** | Transformation of the existing 15,500 SF Library into an innovative, “bookless” Learning Center that received broad attention and ultimate acclaim within the independent school community as an effective approach to combine print and digital media on campus.



### Eastern Connecticut State University Fine Arts Instructional Center Willimantic, CT

**Role** | Project Manager

**Completion** | 2016

**Scope** | In association with William Rawn Associates, 119,000 SF facility that houses the entire fine arts program for the campus, including three performance venues, performing arts rehearsal spaces, visual arts studios, general purpose classrooms and faculty offices as well as an Art Gallery that takes the expertise from independent schools to higher education.



### Escola Graduada de Sao Paulo Campus Master Plan Sao Paulo, Brazil

**Role** | Programmer, Planner

**Completion** | 1995

**Scope** | Campus Master Plan at this 1,100 student Pre-Kindergarten through Grade 12 American day school that identified improvements and expansion of facilities for academics, arts, library and athletics on a very tight, secure urban campus.



### The Ethel Walker School Campus Master Plan Simsbury, CT

**Role** | Principal-In-Charge, Programmer, Planner

**Completion** | 2005

**Scope** | Campus Master Plan that addressed a desire to increase enrollment while providing improved facilities for the middle school, athletics and student housing for this 184 student, Grades 6-12 all girls boarding and day school.



### Fay School Campus Master Plan Southborough, MA

**Role** | Principal-In-Charge, Programmer, Planner

**Completion** | 2006

**Scope** | Campus Master Plan at this 475 student Pre-Kindergarten thru Grade 9 day and junior boarding school that allowed for expanding enrollment, provided for a new primary school, dorms, wellness center, student center, arts center and expanded athletics, as well as a new campus entrance.



### Fay School Village Dorms Southborough, MA

**Role** | Principal-In-Charge, Principal Architect, Programmer

**Completion** | 2009

**Scope** | Two 14,100 SF Dorms that redefine the residential experience for middle school students at this 475 student day and junior boarding school by creating age-appropriate, nurturing, home-like environments in response to their mission to educate the whole child.

## 2.1 SIGNIFICANT WORK



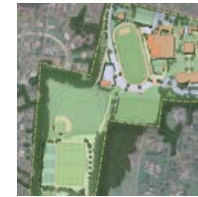
### Fay School Primary School Southborough, MA

**Role** | Principal-In-Charge, Principal Architect, Programmer  
**Completion** | 2011  
**Scope** | 32,200 SF Primary School that adds Pre-Kindergarten and Kindergarten, accommodates an expanded enrollment in Grades 1 and 2, while redefining the educational program to focus on student inquiry and multi-sensory learning.



### The Forman School Campus Master Plan Litchfield, CT

**Role** | Principal-In-Charge, Programmer, Planner  
**Completion** | 2010  
**Scope** | Campus Master Plan for this 170 student Grades 9-12 boarding and day school with a focus on students with learning differences that provided a STEM Center, enhanced academic space, a new quad of student housing, expanded arts and athletics space and campus site improvements.



### Friends Academy Campus Master Plan & Update Locust Valley, NY

**Role** | Principal-In-Charge, Programmer, Planner  
**Completion** | 2006 & 2015  
**Scope** | Campus Master Plan at this 775 student Pre-Kindergarten through Grade 12 day school with the initial plan focused on lower school, athletics and campus site improvements, while the update addressed the middle school, an upper school STEM center and creating a learning commons.



### Friends Academy Lower School Renovation Locust Valley, NY

**Role** | Principal-In-Charge, Principal Architect, Programmer  
**Completion** | 2010  
**Scope** | 28,800 SF Lower School that was completely reconfigured and renovated to create mission-driven classrooms, science lab, breakout spaces, art and music studios for 200 students while also adjusting the exterior image to be more compatible with the existing campus.



### Friends Academy Middle School Renovation & Addition Locust Valley, NY

**Role** | Principal-In-Charge, Principal Architect, Programmer  
**Completion** | 2016  
**Scope** | 24,900 SF Middle School consisting of the complete renovation of the existing building and an addition for added learning space and new main entry that embraced a collaborative project-based pedagogy with a variety of shared collaborative zones beyond the classrooms.



### The Green Vale School Campus Master Plan Old Brookville, NY

**Role** | Principal-In-Charge, Programmer, Planner  
**Completion** | 2016  
**Scope** | Campus Master Plan that created a new STEAM Center for the middle school as a hallmark facility on campus, enhancements to the lower school, dining and administrative spaces as well as interactive outdoor classroom area for this 445 student Pre-Kindergarten through Grade 8 day school.

## 2.1 SIGNIFICANT WORK



**The Green Vale School  
STEAM Center**  
Old Brookville, NY

**Role** | Principal-In-Charge, Principal Architect, Programmer  
**Completion** | In Progress  
**Scope** | 58,000 SF STEAM Center created through renovations and additions that looks to integrate science, technology, engineering, arts and math in a manner that encourages interdisciplinary exploration and collaboration, while also improving the architecture of the original buildings.



**Miss Hall's School  
Campus Master Plan**  
Pittsfield, MA

**Role** | Principal-In-Charge, Programmer, Planner  
**Completion** | 2009  
**Scope** | Campus Master Plan for this 195 student all-girls boarding and day school that was focused on academic facilities, especially in support of STEM, arts expansion, a new athletics center and additional faculty housing in a way that enhanced the Olmsted designed campus.



**The Hotchkiss School  
Griswold Science Center**  
Lakeville, CT

**Role** | Project Manager  
**Completion** | 1999  
**Scope** | 33,000 SF complete renovation and 19,000 SF addition Science Center at this 600 student Grades 9-12 predominately boarding school that provided a variety of specialty science labs, significant project space for individual student long term experimentation and science on display.



**Kent School  
Campus Master Plan Update**  
Kent, CT

**Role** | Programmer, Planner  
**Completion** | 1999  
**Scope** | Campus Master Plan Update for this 550 student boarding and day school that built upon the projects completed during the previous campus consolidation to address the arts, athletics, student housing and the library as well as further enhancements to the campus.



**Kent School  
Campus Consolidation**  
Kent, CT

**Role** | Project Manager  
**Completion** | 1992  
**Scope** | Over 100,000 SF of new construction and renovation that involved closing one campus and consolidating the school on the limited area historic valley campus with new facilities carefully woven into the existing campus fabric.



**Kent School  
Dickinson Science Center**  
Kent, CT

**Role** | Project Manager  
**Completion** | 1998  
**Scope** | 38,300 SF combination renovation and expansion of the Science Center that provided a transformed facility with labs for specialty sciences, project space and a new exterior image in a project that was also construction, managed by the firm.



## 2.1 SIGNIFICANT WORK



### Kimball Union Academy Athletic Center Meriden, NH

**Role** | Principal-In-Charge  
**Completion** | 2016 Phase 1  
**Scope** | 31,900 SF expansion and 12,300 SF renovation to create a Health and Wellness Center with courts, fitness center and lockers for this 345 student Grades 9-12 boarding and day school that will centralize and enhance indoor athletic facilities, while creating a new focal point hub on campus.



### King School Campus Master Plan Stamford, CT

**Role** | Principal-In-Charge, Programmer, Planner  
**Completion** | In Progress  
**Scope** | Campus Master Plan for this 650 student Pre-Kindergarten through Grade 12 day school that addressed the need for a replacement lower school; a new innovation center, athletic center and student center; as well as renovations to existing facilities and a variety of campus site improvements.



### The Lexington School Campus Master Plan & Update Lexington, KY

**Role** | Principal-In-Charge, Programmer, Planner  
**Completion** | 2000 & 2016  
**Scope** | Campus Master Plan that accommodated a potential enrollment increase, while providing renovated and new facilities that reflected a change to a project-based pedagogy, while also strengthening the campus layout; with subsequent update for this 600 student Pre-K through Grade 8 day school.



### The Lexington School Lower School Wing Lexington, KY

**Role** | Principal-In-Charge, Principal Architect, Programmer  
**Completion** | 2004  
**Scope** | 35,800 SF Lower School Wing that replaced existing classrooms with a new facility that supported the desired change to a project-based pedagogy with robust collaborative areas as an early independent school adopter of this approach.



### The Loomis Chaffee School Campus Master Plan & Update Windsor, CT

**Role** | Principal-In-Charge for Update, Programmer, Planner  
**Completion** | 1984 & 1995  
**Scope** | Campus Master Plan for this 700 student Grades 9-12 boarding and day school that focused on academic, arts, athletics and student housing space, while increasing the number of boarding students and providing clarity to the existing campus organization through the establishment of a new quad.



### The Loomis Chaffee School Carter Hall Dorm Windsor, CT

**Role** | Project Manager, Programmer  
**Completion** | 1986  
**Scope** | 23,000 SF Dorm that was the first new dorm on campus that began to explore the incorporation of more home-like qualities and a more appropriate approach to faculty housing than had traditionally been provided.

## 2.1 SIGNIFICANT WORK



**The Loomis Chaffee School School Center**  
Windsor, CT

**Role** | Project Manager, Programmer  
**Completion** | 1986  
**Scope** | 38,200 SF substantial renovations and additions for dining and student activities, including a major lobby, server, reconfigured kitchen, additional seating, expanded bookstore, lounge, game room and student activity offices, while enhancing the architecture and creating a major amphitheater.



**The Loomis Chaffee School Richmond Arts Center**  
Windsor, CT

**Role** | Project Manager, Programmer  
**Completion** | 1992  
**Scope** | 21,000 SF Visual Arts Center that provided discipline specific art studios, classrooms, a major gallery and the inclusion of a visiting artist's apartment and studio space to add that dimension to the educational program.



**Louisville Collegiate School Campus Master Plan**  
Louisville, KY

**Role** | Principal-In-Charge, Programmer, Planner  
**Completion** | 2000  
**Scope** | Campus Master Plan for this Pre-Kindergarten through Grade 12 day school that accommodated an expansion of the upper school, performing arts, library, athletics and dining, while organizing the disjointed campus on a tight site within a sensitive historic district.



**Louisville Collegiate School Upper School & Athletic Center**  
Louisville, KY

**Role** | Principal-In-Charge, Principal Architect, Programmer  
**Completion** | 2004  
**Scope** | Substantial renovation (30,000 SF) and expansion (48,000 SF) for an Upper School and Athletic Center that provided a mission-driven design response, while accommodating a modest enrollment increase with an architectural style that has received acclaim within the historic neighborhood.



**Marist School Campus Master Plan**  
Atlanta, GA

**Role** | Programmer, Planner  
**Completion** | 2007  
**Scope** | Campus Master Plan that accommodated a potential enrollment increase, while it addressed the significant renovation and expansion of academic space, additional dining and athletic facilities, as well as the incorporation of an adjacent parcel into the campus for this 1,080-student, Grades 7-12 day school.



**Marist School Ivy Street Center & St. Peter Chanel**  
Atlanta, GA

**Role** | Programmer, Planner  
**Completion** | 2016  
**Scope** | 55,000 SF Academic and Athletics Building as well as 80,000 SF of renovated space that transformed the educational space on campus with mission-driven, innovative and technologically rich learning environments.

## 2.1 SIGNIFICANT WORK



### Miss Hall's School Main Building Pittsfield, MA

**Role** | Principal-In-Charge, Principal Architect, Programmer, Planner  
**Completion** | 2014  
**Scope** | 82,800 SF renovation of the primary building on campus incorporating classrooms, library, dining and dorm rooms in order to address life safety concerns while also enhancing the interiors throughout in a manner that emulated the original historic architecture.



### The New School Campus Master Plan Fayetteville, AR

**Role** | Principal-In-Charge, Programmer, Planner  
**Completion** | 2015  
**Scope** | Campus Master Plan for the expansion of this 360 student Nursery through Grade 7 day school to add Grades 8-12 for a potential enrollment of 810 students that incorporated a new campus vision and a robust project-based curriculum.



### The New School Academic Building & Innovation Center Fayetteville, AR

**Role** | Principal-In-Charge, Principal Architect, Programmer  
**Completion** | In Progress  
**Scope** | Design of 62,000 SF as Phase 1 of campus expansion to initially support Grades 8-12 with a new Academic Center, Innovation Center and Partial Athletic Center, while establishing the new campus organization and allowing for an additional future 63,000 SF.



### The Out-of-Door Academy Campus Master Plan & Updates Sarasota, FL

**Role** | Principal-In-Charge, Programmer, Planner  
**Completion** | 2005, 2007, 2012, 2015  
**Scope** | Campus Master Plan and Updates for this 600 student Pre-Kindergarten through Grade 12 day school on two campuses that accommodated a potential growth to 800 students, while it addressed academic, arts, library, athletics and administrative space on both campuses.



### Oregon Episcopal School Campus Master Plan Portland, OR

**Role** | Principal-In-Charge, Programmer, Planner  
**Completion** | 2013  
**Scope** | Campus Master Plan that provided clarity to the existing campus organization, while it added replacement lower school and dormitories, an arts and design center, expanded athletic center and other components for this 840 student Pre-Kindergarten through Grade 12 day and boarding school.



### Pine Crest School Campus Master Plan Ft. Lauderdale, FL

**Role** | Principal-In-Charge, Programmer, Planner  
**Completion** | 2015  
**Scope** | Campus Master Plan for both campuses of this 2,600 student Pre-Kindergarten through Grade 12 day school that provided a strong campus organization with replacement lower school, an innovation center, an arts center and welcome center at one campus and arts center at the other campus.

## 2.1 SIGNIFICANT WORK



### Portledge School Campus Master Plan Locust Valley, NY

**Role** | Principal-In-Charge,  
Programmer, Planner

**Completion** | 2008

**Scope** | Campus Master Plan for this 400 student Pre-Nursery through Grade 12 day school that created a new quad and clarified the campus organization that was anchored with a new upper school and renovations for a new library/dining and performing arts center; as well as a new athletic center.



### The Rocky Hill School Campus Master Plan East Greenwich, RI

**Role** | Principal-In-Charge,  
Programmer, Planner

**Completion** | 1999

**Scope** | Campus Master Plan for this 350 student Pre-Kindergarten through Grade 12 day school that established a new upper school, while enhancing the lower school, dining and refining site circulation as well as allowing for a future performing arts center.



### South Kent School Campus Master Plan South Kent, CT

**Role** | Principal-In-Charge,  
Programmer, Planner

**Completion** | 2008

**Scope** | Campus Master Plan for this 150 student Grades 9-12 primarily boarding school that expanded academic space, added a new dining/student center as a hub of campus life as well as an athletic center, replaced dorms and renovated space for the arts.



### St. Andrew's School Campus Master Plan Barrington, RI

**Role** | Principal-In-Charge,  
Programmer, Planner

**Completion** | 2008

**Scope** | Campus Master Plan for this 250 student Grades 3-12 day and boarding school that replaced existing houses being used as dorms with purpose-built dorms, expanded the student center and dining, and added an indoor pool, while reinforcing the pedestrian core campus.



### St. Andrew's School Cady House Addition & Renovation Barrington, RI

**Role** | Principal-In-Charge,  
Programmer, Planner

**Completion** | 2012

**Scope** | 11,800 SF Dorm addition and renovation that transformed a traditional dorm into a modified suite configuration that is a new approach for independent schools creating a more home-like atmosphere that also provided a shingle-style residential exterior.



### The Stanwich School New Campus Plan Greenwich, CT

**Role** | Principal-In-Charge,  
Programmer

**Completion** | In Progress

**Scope** | Design for a major campus expansion for this Pre-Kindergarten through Grade 12 day school with a target enrollment of 600 students that included a new 122,500 SF Upper School, 47,100 SF (renovation and significant expansion) Lower School, athletic fields and other campus amenities.

## 2.1 SIGNIFICANT WORK



**Tuxedo Park School  
Academics and Athletics Wing**  
Tuxedo Park, NY

**Role** | Principal-In-Charge, Principal Architect, Programmer  
**Completion** | 2004  
**Scope** | 24,000 SF Academics and Athletics Wing and 11,100 SF of related renovations at this 190 student Pre-Kindergarten through Grade 9 day school that involved a historically significant existing building designed by Carrere & Hastings to provide additional classrooms and a gym.



**St. Timothy's School  
Dixon Hall**  
Stevenson, MD

**Role** | Principal-In-Charge, Principal Architect, Programmer  
**Completion** | 2013  
**Scope** | 18,000 SF renovation and 18,500 SF expansion of the primary academic building that provided a mission-driven solution that created flexible, technologically rich and user defined learning environments for this 150 student Grades 9-12 all-girls boarding and day school.



**St. Timothy's School  
Commons and Redlands Cafe**  
Stevenson, MD

**Role** | Principal-In-Charge, Principal Architect, Programmer  
**Completion** | 2014  
**Scope** | 8,100 SF Dining and Café that created a space that can be effectively used throughout the day and evening for students and faculty with a design that creates a visual beacon reinforcing its role as a major hub on campus.



**St. Timothy's School  
Fine Arts and Student Center**  
Stevenson, MD

**Role** | Principal-In-Charge, Programmer, Planner  
**Completion** | In Progress  
**Scope** | Design of renovations and additions to the school's arts facility to create a 28,000 SF new home for vocal, instrumental, dance, theater and visual arts, including an art gallery, while also creating a student center that will engage the entire campus with a variety of spaces in support of student activities.



**The Williston  
Northampton School  
Campus Master Plan & Update**  
Easthampton, MA

**Role** | Principal-In-Charge, Programmer, Planner  
**Completion** | 2001 & 2005  
**Scope** | Campus Master Plan for this 650 student Grades 7-12 boarding and day school that addressed the need to expand academic space and student housing and created two new quads, one academic within the core campus and the other residential within an existing residential neighborhood.



**Winchester Thurston School  
Campus Master Plan**  
Pittsburgh, PA

**Role** | Principal-In-Charge, Programmer, Planner  
**Completion** | In Progress  
**Scope** | Campus Master Plan at the city campus of this 580 student Pre-Kindergarten through Grade 12 day school that looks to create a more cohesive campus with innovative learning environments, a clearer identification between the divisions, and an expansion of the upper school with flexible, project-based space.

## 2.2 SIGNIFICANT AWARDS, HONORS AND RECOGNITION

### AIA Project Awards

**2009** | AIA Committee on Architecture for Education, Facility Design Awards

**AIA Citation Award** | Avon Old Farms School, Beatson Performing Arts Center

Role | Principal-In-Charge, Principal Architect, Programmer

### Other Project Awards

**2015** | American School & University Architectural Portfolio

**Outstanding Design** | St. Timothy's School, Dixon Hall

Role | Principal-In-Charge, Principal Architect, Programmer

**2015** | American School & University Architectural Portfolio

**Outstanding Design** | Marist School, Ivy Street Center

Role | Programmer, Planner, Principal Architect

**2005** | American Society of Landscape Architects, CT Chapter

**Honor Award** | Louisville Collegiate School, Upper School & Athletic Center

Role | Principal-In-Charge, Principal Architect, Programmer

**2005** | Louisville Historical League

**Future Landmark Award** | Louisville Collegiate School, Upper School & Athletic Center

Role | Principal-In-Charge, Principal Architect, Programmer

**2002** | Connecticut Associated Builders and Contractors **Excellence in Construction Award** | Avon Old Farms School, Ordway Science & Technology Center

Role | Principal-In-Charge, Principal Architect, Programmer

**2000** | Associated General Contractors of Connecticut

**Build Connecticut Award** | The Hotchkiss School, Griswold Science Center

Role | Project Manager

**1993** | Associated Builders and Contractors

**Certificate of Merit** | Kent School, Campus Consolidation

Role | Project Manager

**1993** | American School & University Architectural Portfolio

**Citation for Design Excellence** | Kent School, Campus Consolidation

Role | Project Manager

**1990** | American School & University Architectural Portfolio

**Citation for Design Excellence** | The Loomis Chaffee School, Student Center

Role | Project Manager, Programmer

### Industry Awards and Recognition

**2013** | Associated General Contractors of Connecticut, Industry Recognition Awards **Designer of the Year** | Rich was honored for his contributions to the design and construction industry, including his commitment creating innovative and enriched educational environments.

**2015** | Avon Old Farms School

**Alumni Spotlight** | Rich was recognized for his career and commitment to the School throughout the years.

## SECTION 2 ACCOMPLISHMENTS

## 2.3 SIGNIFICANT PUBLICATIONS, SPEAKING ENGAGEMENTS, TEACHING AND GIVING BACK

## Publications

**2015** | American School & University  
**Award Winning Architectural Portfolio** |  
 St. Timothy's School, Dixon Hall

**2009** | Architecture Week | September 23  
**AIA Education Awards** | Avon Old Farms School,  
 Beatson Performing Arts Center  
 By Architecture Week Staff

## Speaking Engagements

Traditional Building Conference  
 New Haven, CT | July 19, 2016  
**"Traditional Building Materials at Ninety: Masonry,  
 Timber and Tiles"**

By | Richard T. Connell, AIA | Sara Nelson, AIA | Tab  
 Colbert  
 Message | The architecture of Avon Old Farms School,  
 the process of historic restoration of the original  
 buildings, the integration of 21st century educational  
 approaches within the historic buildings, and the  
 addition of new buildings on this architecturally  
 sensitive campus.

Sandy Hook Advisory Commission  
 Hartford, CT | February 15, 2013  
**"Safe School Environments"**  
 By | Richard T. Connell, AIA | Glenn Gollenberg, AIA  
 | James LaPosta, FAIA | Randall Luther, AIA | Richard  
 Munday, AIA  
 Message | While the tragedy at Sandy Hook  
 Elementary School encouraged the State of  
 Connecticut to consider design recommendations for  
 existing and new construction to create safer facilities,  
 the goal is to do so in a way that actually enhances the  
 educational experience through a focus on learning,  
 while addressing situational awareness, physical  
 environment and enhanced protection.

American Institute of Architects, Connecticut Chapter  
 Avon, CT | June 12, 2012  
**"Theodate Pope Riddle and the Architecture of  
 Theodate Pope Riddle"**  
 By | Richard T. Connell, AIA  
 Message | Theodate Pope Riddle, one of  
 Connecticut's first woman architects, founded  
 and designed Avon Old Farms in the 1920s with a  
 holistic approach to architecture and education that  
 combined a progressive educational pedagogy within  
 a campus designed in the English arts and crafts style;  
 resulting in varying initial successes, but establishing  
 a strong legacy for the future.

The Association of Boarding Schools (TABS)  
 Conference  
 Boston, MA | December 3, 2011  
**"Is It a Library If It Doesn't Have Any Books?"**  
 By | Richard T. Connell, AIA | James Tracy - Cushing  
 Academy | Tracy Herzer - SLAM  
 Message | The conversion of the library at Cushing  
 Academy into the first digital library for an upper  
 school, the great success of the completed space  
 that has students accessing print and digital media  
 at record levels in what has become the most highly  
 utilized campus collaborative space, as well as the  
 lessons learned.

The Association of Boarding Schools (TABS)  
 Conference  
 Baltimore, MD | December 5, 2008  
**"Building a Greener, Better Dorm"**  
 By | Richard T. Connell, AIA | Andrew Long - Fay  
 School  
 Message | Realizing a vision for smaller, greener  
 and mission-focused dorms at Fay School through  
 a collaborative design process that created home-  
 like student spaces, family-size faculty apartments,  
 interactive transition space and a host of  
 environmentally-sensitive features.

## Teaching

American Institute of Architects, Connecticut Chapter  
**Lecturer for Architectural Registration Exam:  
 Building Design & Construction Systems**  
 1992 to Present  
 Rich is a strong advocate for architectural registration  
 and has presented and enhanced this seminar over  
 the years in support of this process.

Avon Old Farms School  
**Instructor of Photography and Architecture**  
 September 1979 through June 1980 (Full-time);  
 September 1980 through June 1989 (Part-time)  
 This experience brought Rich an invaluable  
 perspective on the faculty side of the educational  
 equation at independent schools. It has also added  
 to his credibility and helped enable effective design  
 conversations with faculty on his projects.

**SECTION 2 ACCOMPLISHMENTS****2.3 SIGNIFICANT PUBLICATIONS, SPEAKING ENGAGEMENTS, TEACHING AND GIVING BACK****Giving Back to the Institute**

American Institute of Architects

**Member**

31 Years

American Institute of Architects

**New England Regional Representative, Strategic Council**

2015 to Present

Rich was elected to serve as one of New England's two regional representatives to the Strategic Council, where he has been an active participant in study groups and discussions as part of this new forum at the Institute.

American Institute of Architects, New England Chapter

**Member, Board of Directors**

2011-2012, 2015 to Present

Rich works with the leadership of the various New England Chapters to bring their voice to the Strategic Council.

American Institute of Architects, Connecticut Chapter

**Member, Board of Directors**

2009-2014

**Secretary, Board of Directors**

2010

**Vice President, Board of Directors**

2011

**President, Board of Directors**

2012

During Rich's tenure on the Board, he was engaged in a variety of initiatives including support of the adoption process for new State Building Codes, legislation related to establishing a statute of limitation for State projects, and a new member-focused website.

American Institute of Architects, Connecticut Chapter  
**Connecticut State Coordinator, Intern Development Program**

1992-2004

As a primary resource for interns preparing for licensure, Rich was engaged in the process during the initial years of its implementation in Connecticut.

**Giving Back to the Industry**

Connecticut Architecture Foundation

**Member, Board of Directors**

2011 to Present

The Connecticut Architecture Foundation awards scholarships to architectural students as well as supports special projects that raise public awareness of architecture and the built environment. Rich is an active participant on the Board including their major yearly fundraising event.

Various Educational Institutions

**Career Day, Professional Practice Participant**

1980 to Present

Throughout his career, Rich has been a resource for students interested in pursuing a career in architecture. He advised students when he was a faculty member at Avon Old Farms School; ongoing sessions for The University of Hartford, Avon Old Farms School, The Ethel Walker School and local high school students; as well as more recently mentoring of individual students at Avon Old Farms School. He is thrilled that a number of these individuals have become the next generation of practicing architects.

**Giving Back to Independent Education**

Avon Old Farms School, Avon, CT

**Member, National Council (Advisory Board)**

31 Years

2008 to Present

Rich is part of this select group who serve as informed ambassadors and an effective resource for the exchange and implementation of ideas focused on the School's mission.

Avon Old Farms School, Avon, CT

**Pro-Bono Work, Veterans Tribute**

2012 to 2016

Rich organized and ran a design competition for a veterans tribute in honor of alums who served their country in war and in peace, including selection of the winning entry, design refinements and with a construction budget of \$200,000, the coordination of executing the project through construction.

Oxford Academy, Westbrook, CT

**Member, Board of Trustees; Chair, Buildings and Grounds Committee**

2014 to Present

As an active member of the Board, Rich has been involved with governance and strategic planning issues, including the creation of a Campus Master Plan and implementation of facility improvement projects focused on enhancing student life.

Oxford Academy, Westbrook, CT

**Pro-Bono Work, Campus Master Plan**

2014 to 2016

In order to help the school identify a vision for the future of campus facilities, Rich prepared a campus master plan with a focus on improvements to residential life as well as a new campus center with a flexible performance and meeting venue.

**Giving Back to the Community**

Boy Scouts of America, Troop 540, Glastonbury, CT

**Assistant Scoutmaster**

2010 to Present

Rich is responsible for engaging new boys into the Scouting program, a regular participant in troop activities, and is also an avid backpacker.



### 3. EXHIBITS



**Independent School Practice  
Growth Through Campus Master Planning**  
Graphics Credit: The S/L/A/M Collaborative



**Fay School  
Primary School**  
Southborough, MA  
Photo Credit: Robert Benson Photography



**Avon Old Farms School  
Ordway Science & Technology Center**  
Avon, CT  
Photo Credit: Woodruff / Brown Photography



**The Lexington School  
Lower School Wing**  
Lexington, KY  
Photo Credit: Woodruff / Brown Photography



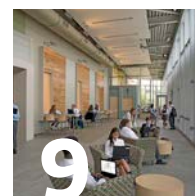
**Avon Old Farms School  
Beatson Performing Arts Center**  
Avon, CT  
Photo Credit: Avon Old Farms School



**Louisville Collegiate School  
Upper School and Athletic Center**  
Louisville, KY  
Photo Credit: Woodruff / Brown Photography



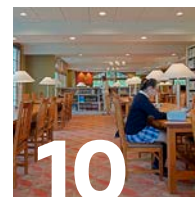
**Cushing Academy  
Curry Academic Center**  
Ashburnham, MA  
Photo Credit: Woodruff / Brown Photography



**Marist School  
Ivy Street Center and St. Peter Chanel**  
Atlanta, GA  
Photo Credit: Alain Jaramillo



**Fay School  
Village Dorms**  
Southborough, MA  
Photo Credit: Robert Benson Photography



**St. Timothy's School  
Dixon Hall**  
Stevenson, MD  
Photo Credit: Alain Jaramillo

## EXHIBIT 1 INDEPENDENT SCHOOL PRACTICE GROWTH THROUGH CAMPUS MASTER PLANNING

ARCHITECTURE FIRM OF RECORD |  
The S/L/A/M Collaborative

DESIGN FIRM | The S/L/A/M Collaborative

COMPLETION DATE | Ongoing

ROLE OF NOMINEE |  
Principal-In-Charge, Principal Architect, Programmer,  
Master Planner

SYNOPSIS |  
Campus Master Planning has been an integral part of the firm's independent school practice and the vehicle that has expanded the geographic footprint of its client base from regional to national. In many ways, the process developed for master planning has been as important as the resulting plans. It has been an extremely effective means to further bond school communities, created shared visions for the future, and established the momentum that has turned key components of each plan into reality.

CHALLENGE |  
Implement an approach to campus master planning that addresses the unique missions, ethos and realities of independent schools that serve students in Pre-Kindergarten through Grade 12. This includes the variables of boarding and day; lower, middle and upper schools (usually on the same campus with the need to share common facilities); and engaging a variety of constituencies, including students, faculty, administrators, trustees, parents, alums and donors. These schools are often more akin to small college campuses than their public school counterparts. Yet, they are also places, due to the younger ages involved, where the focus is on the fundamental education of the whole student – mind, body and spirit – in a way where creating nurturing campus communities is of paramount importance.

OUTCOME |  
The success of the master planning process has been evidenced by the ability of the resulting plans to achieve the desired outcomes, the most important of which were realistic plans that have supported each independent school's mission. It has involved illuminating the future, where a long-term vision was established that was mission-driven, allowed short-term initiatives to be accomplished within a clear framework of campus organization, achieved the highest and best use of often finite existing land and building resources, enhanced the campus setting to reflect each school's unique brand, and left room for undefined future initiatives. Ultimately, the process invested each school in the result, with a clear methodology and momentum to start implementation.

NOMINEE'S CONTRIBUTION |  
As the firm's Independent Education Practice Leader, Rich has led campus master planning assignments at over 25 of the over 35 schools with which he has been engaged on projects, while overseeing an independent school practice that has been involved with over 50 schools, nationally. In many cases, this master planning expertise has evolved into long-term relationships where the initial plan has been followed by subsequent periodic updates. While the firm may or may not have done the actual projects identified in the plan, these schools look to Rich to help them define their next campus initiatives. His leadership of this process includes:

*Geographically Robust and Diverse Practice*  
Independent schools were first started in the northeast with a predominance of boarding schools serving Grades 9 through 12. Through time, these spread across the country to some extent as boarding schools, but predominately as day schools that expanded their enrollment to serve students in Pre-Kindergarten through Grade 12. In order to enhance the firm's practice and provide a broader perspective to his clients, Rich embraced the challenges presented by the difference between grade configuration,

boarding and day, as well as geographic region to provide master planning that would be informed by this diversity, but celebrate the unique qualities of each independent school. This involves his full-emersion approach and his deep understanding of the key drivers at each institution and guide them through the planning process.

*Mission-Driven, Outcomes Based Process*  
Rich has refined the process involved in campus master planning so that it has a very strong independent school focus in terms of being driven by each school's mission and strategic plan, while looking to capture clear desired outcomes. While this process is orchestrated in steps that cover existing conditions and needs assessment and master planning, it always begins by reaching consensus in terms of understanding, and in some cases helping to further define each school's base parameters related to mission and strategic planning direction. He then works with each school to identify the real outcomes that the campus master plan and its process need to achieve to be really successful. This goes beyond just doing the master plan, but looking for ways to kick-start the identified projects or using the process to further bond a school community.

*Collaborative, Inclusive Engagement*  
Rich encourages the full participation of the various constituencies at each school in the master planning process. He understands the importance of each school becoming fully vested in the resulting plan in order to enable its implementation. To achieve this, he uses a very interactive workshop process. Participants are engaged in a variety of targeted activities such as prioritization exercises during the discussion of programming objectives to rearranging component chiclets during discussions on planning schemes. Rich really enjoys student involvement based on his past experience as an independent school teacher. Students are, after all, the real client and he looks to work through student government to have them weigh in on various initiatives being considered and to include them in the planning committees whenever possible.

## EXHIBIT 1 INDEPENDENT SCHOOL PRACTICE GROWTH THROUGH CAMPUS MASTER PLANNING

### *Analytics and Benchmarking*

One of the hallmarks of Rich's programming process is the use of analytics and benchmarking space usage. This is a methodology of helping to ensure that the space being proposed at each school is right sized for the projected needs. As the primary building block, he looks at usage of learning spaces based on a variety of metrics, including schedule, class size and faculty assignment. Given the small size of many schools and the related intimate class sizes, he looks to find the right blend of number and size of spaces. He has also developed guide ranges for space usage at independent schools in the myriad of functional space categories including academics, arts, athletics, student housing, student support and administrative. This is a very unique tool in the industry that allows him to help each school quickly evaluate their existing space and validate decisions on the addition of new space.

### *Walking In Their Shoes*

Throughout his career, Rich has strived to constantly increase his perspective on independent schools in terms of their history, their position in today's educational continuum, and the prospects for the role that they will play well into the future. This started with his experience as a boarding student, continued with his involvement as an independent school faculty member for ten years, his service as an active alumni class agent, participation on a national advisory council at one school which functions as a think tank for where the school is headed, and the fiduciary responsibility of being on the board of trustees at another school. It has allowed him to converse at a variety of levels with true credibility, which has been acknowledged as a very strong attribute by many of his clients. At the same time, he is appreciated for the way in which he assimilates into the unique culture of each independent school.

### DECLARATION OF RESPONSIBILITY |

I have personal knowledge of the nominee's responsibility for the exhibit listed above. That responsibility included

project under direction of nominee



Steven W. Ansel, AIA  
Chairman, The S/L/A/M Collaborative

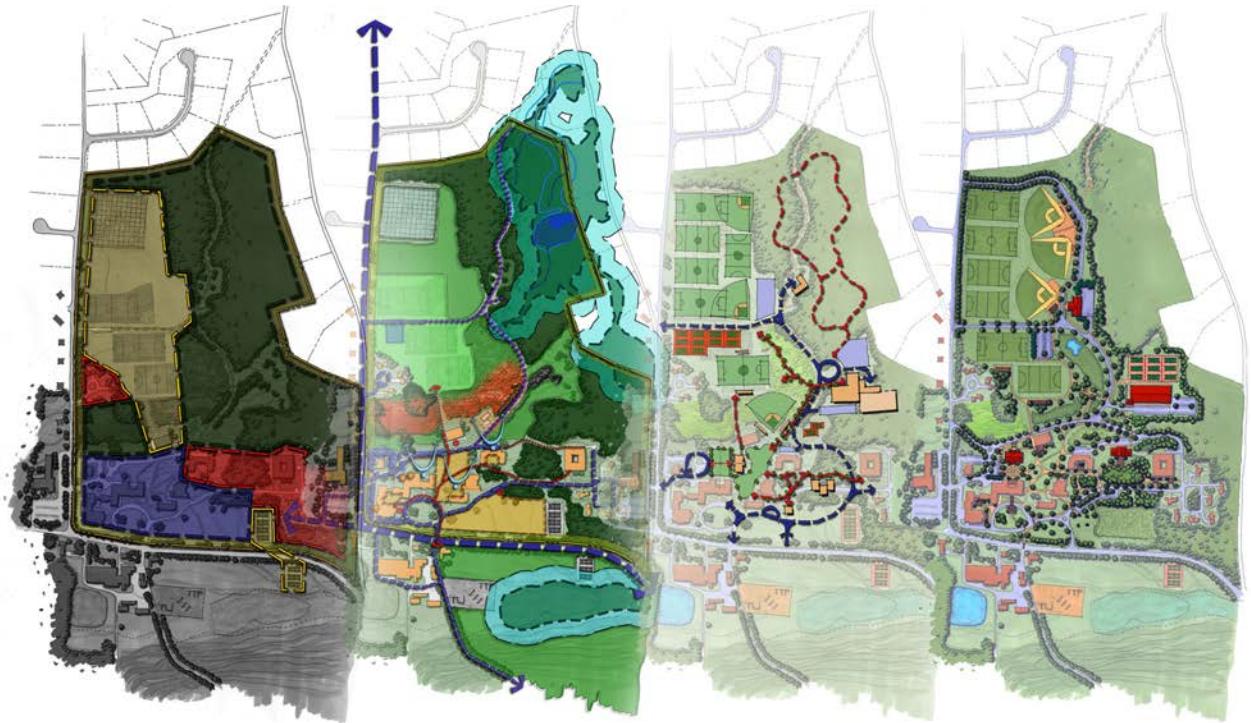


EXHIBIT 2 AVON OLD FARMS SCHOOL, ORDWAY SCIENCE & TECHNOLOGY CENTER AVON, CT

ARCHITECTURE FIRM OF RECORD  
The S/L/A/M Collaborative

DESIGN FIRM | The S/L/A/M Collaborative

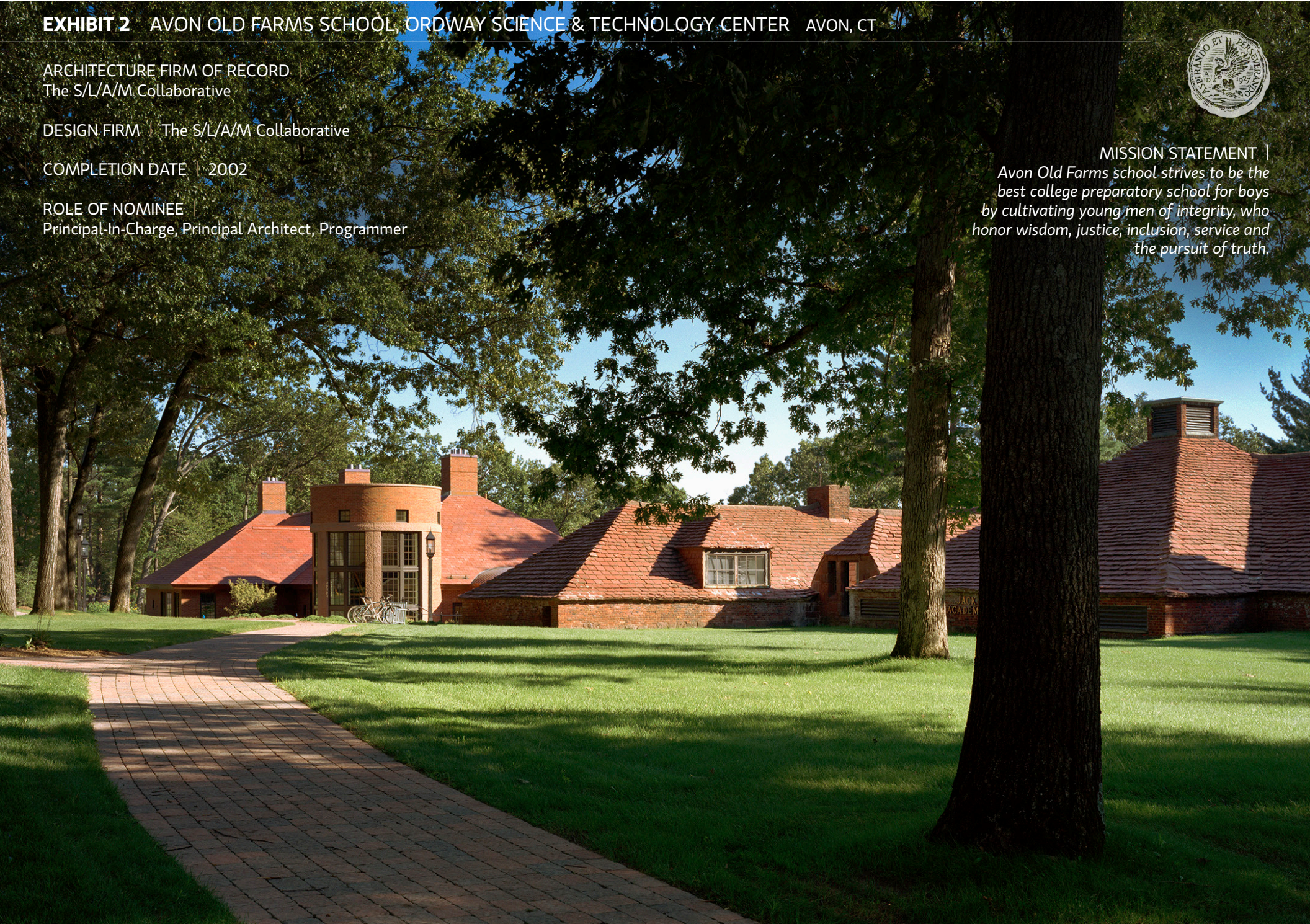
COMPLETION DATE | 2002

ROLE OF NOMINEE  
Principal-In-Charge, Principal Architect, Programmer



MISSION STATEMENT |

*Avon Old Farms school strives to be the best college preparatory school for boys by cultivating young men of integrity, who honor wisdom, justice, inclusion, service and the pursuit of truth.*



## EXHIBIT 2 AVON OLD FARMS SCHOOL, ORDWAY SCIENCE & TECHNOLOGY CENTER AVON, CT

### SYNOPSIS |

A 25,000 SF Science and Technology Center at this all-boys school of 450 boarding and day students that unites and expands this academic program in a mission-driven facility that emulates the original English Arts and Crafts inspired historic campus designed in the 1920s by Theodate Pope Riddle.

### CHALLENGE |

The original science center dated to the 1920s with space that no longer met the academic needs of today's students and lacked the integration of technology. The mission of the School's science program is "first, to promote and sustain natural curiosity in the many areas of science to which a student is exposed in his daily life, and second, to develop, the student's ability to explore, discover, and investigate some of the fundamental truths of nature". To do so required educational environments that accommodated the needs of a variety of scientific disciplines, while also allowing for a focus on project-based learning. In addition, the proposed site was immediately adjacent to a low-scale historic building, which required a sensitive architectural response.

### OUTCOME |

The Science and Technology Center was identified during the Campus Master Plan. This included developing the program and conceptual layout for a facility that would embrace the School's science mission with a variety of labs, project labs, tech labs and support spaces. As the first new academic building to be added to the campus since the 1920s, the resulting facility provides instructional space that enhances the learning experience, supports specialty sciences, encompasses robust technology, and provides access to outdoor opportunities; all with an eye towards flexibility for the future. The building also engages students more informally

with science, through the incorporation in the design of features, including significant historic documents that trace the path of scientific discovery, antique science equipment, and a two-story Foucault pendulum, in concert with current access to information by touch screen technology. Architecturally, the building is positioned on the edge of the historic campus where it presents a low, one-story façade to the balance of the School and provides a dialogue with an adjacent original campus building through the use of similar scale, massing and materials. The building then cascades down the hill creating light-filled labs on three-stories. A tower form, reminiscent of the historic tower at the entrance of the campus, but in this instance filled with windows, creates a beacon for science and technology that can be seen from the core campus. The Headmaster has noted that "the science center is an inspiration, combining beauty and high tech teaching labs in one building that makes you want to go back to school".

### NOMINEE'S CONTRIBUTION |

This is the first of a number of building projects on campus that Rich has led. He helped the School achieve their vision of a facility that would be in sync with the mission of the science program, while respecting the historic architecture of the original campus. This began during the Campus Master Plan and continued throughout the building design process as he helped to hone the result into a facility that, in a very appropriate quiet way, complimented the original campus architecture, while in a very exciting way, enhanced the educational experience.

### AWARDS RECEIVED |

2002 Connecticut Associated Builders and Contractors; Excellence in Construction Award

### DECLARATION OF RESPONSIBILITY |

I have personal knowledge of the nominee's responsibility for the exhibit listed above. That responsibility included

project under direction of nominee



Steven W. Ansel, AIA  
Chairman, The S/L/A/M Collaborative



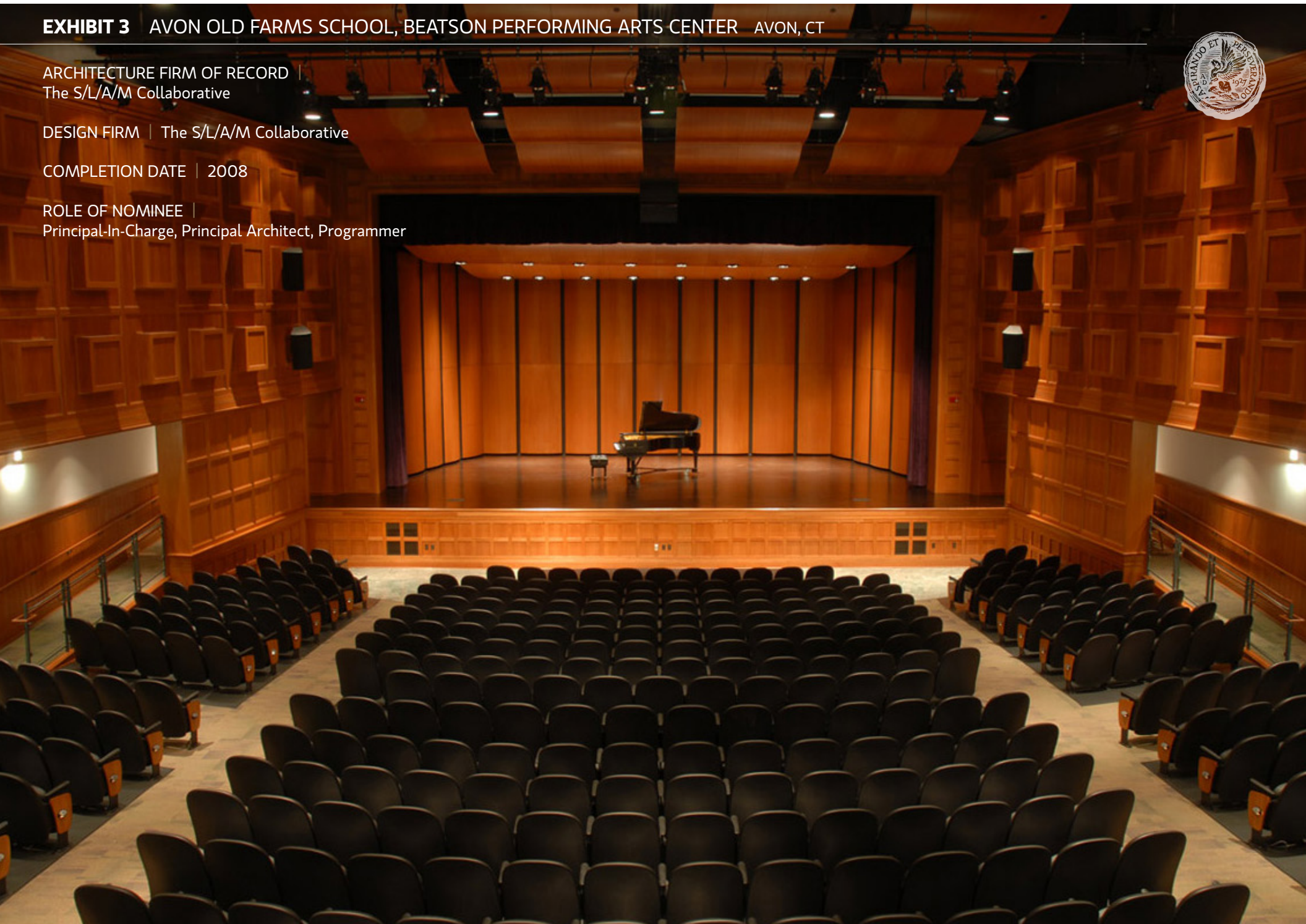
**EXHIBIT 3** AVON OLD FARMS SCHOOL, BEATSON PERFORMING ARTS CENTER AVON, CT

ARCHITECTURE FIRM OF RECORD |  
The S/L/A/M Collaborative

DESIGN FIRM | The S/L/A/M Collaborative

COMPLETION DATE | 2008

ROLE OF NOMINEE |  
Principal-In-Charge, Principal Architect, Programmer



### EXHIBIT 3 AVON OLD FARMS SCHOOL, BEATSON PERFORMING ARTS CENTER AVON, CT

#### SYNOPSIS |

A 25,000 SF Performing Arts Center with instructional space and performance venue at this all-boys school of 450 boarding and day students that also serves as an all-school assembly space in an architectural style that complements the original historic campus designed in an English Arts and Crafts, Cotswold inspired aesthetic by Theodate Pope Riddle in the 1920s.

#### CHALLENGE |

The original historic campus did not have any purpose-built choral and instrumental instructional or performance space with the needs being only partially met in substandard facilities. This program was clearly seen as an important component in the School's mission of "cultivating young men" as it looked to expand the performing arts offerings in response to student demand. In addition, an all-school assembly space was needed that would also have the right scale for the younger performers. Adding new construction to the campus was also challenging given the design strength of the historic campus fabric.

#### OUTCOME |

The Performing Arts Center was first conceived during the Campus Master Plan, including both programming as well as identifying the most appropriate location on this intimate campus for what would become one of the School's largest new facilities. The performance venue for 500, is a very effective space, functionally and acoustically, for the variety of school functions as well as an attractive hall for outside performers. The resulting facility takes a commanding but respectful position on the School's Village Green across from historic buildings. A strong tower form establishes the main entrance and along with the use of cast stone,

dormers and slate roof, complements the original campus architecture. The interior spaces provide an ease of flow between this building and the adjacent student center, a signature performance venue, and a full complement of group rehearsal and individual practice spaces that has allowed the program to grow exponentially. In awarding the project a Citation as part of the 2009 AIA Committee on Architecture for Education Facility Design Awards, the jury noted "by providing a place to both practice and perform as well as host students, families and visitors, the structure has become a vibrant campus icon". In considering the end result, the School has stated that it "is a spectacular structure both in form and function and is undoubtedly one of the top music facilities among all New England's schools, strongly reinforcing Avon's mission to promote intellectual, creative and emotional growth, and encourage self-discovery in the young Men of Avon".

#### NOMINEE'S CONTRIBUTION |

Rich was a very strong advocate for this project, both as part of the Campus Master Plan and during the facility's design. In developing the program, he encouraged the School to create a performance venue that would be used daily as well as forward-thinking rehearsal and practice space that would allow for the needs of vocalists and instrumentalists, as the program expanded in the future. He helped establish the building's organizational concept and analyzed the historic campus architecture in a way that informed the exterior massing and detail.

#### AWARDS RECEIVED |

2009 AIA Committee on Architecture for Education Facility Design Awards; Citation

#### PUBLICATIONS |

Architecture Week; September 23, 2009

#### DECLARATION OF RESPONSIBILITY |

I have personal knowledge of the nominee's responsibility for the exhibit listed above. That responsibility included

project under direction of nominee



Steven W. Ansel, AIA  
Chairman, The S/L/A/M Collaborative



**EXHIBIT 4** CUSHING ACADEMY, CURRY ACADEMIC CENTER | ASHBURNHAM, MA

ARCHITECTURE FIRM OF RECORD |  
The S/L/A/M Collaborative

DESIGN FIRM | The S/L/A/M Collaborative

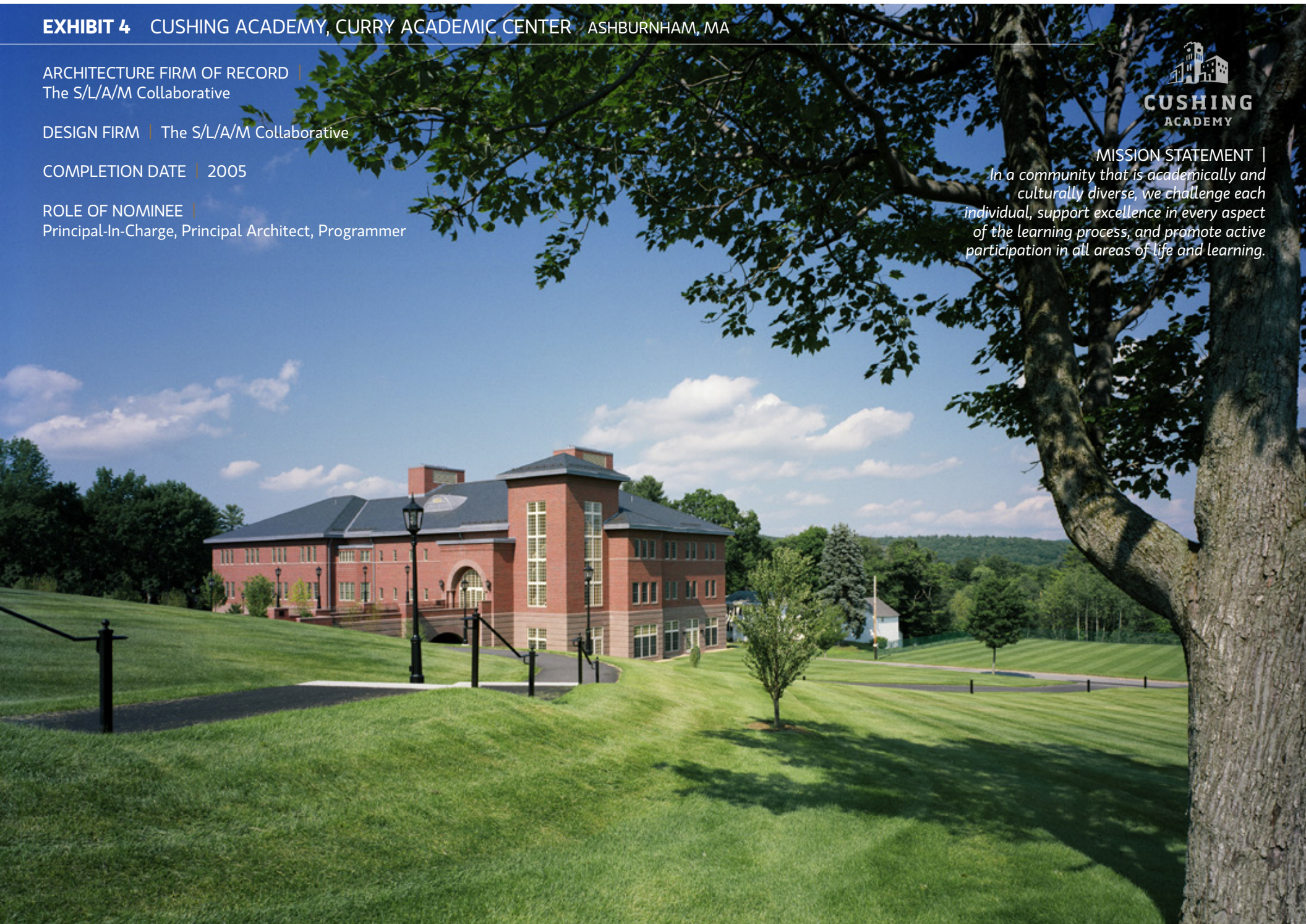
COMPLETION DATE | 2005

ROLE OF NOMINEE |  
Principal-In-Charge, Principal Architect, Programmer



MISSION STATEMENT |

*In a community that is academically and culturally diverse, we challenge each individual, support excellence in every aspect of the learning process, and promote active participation in all areas of life and learning.*





## EXHIBIT 4 CUSHING ACADEMY, CURRY ACADEMIC CENTER ASHBURNHAM, MA

### SYNOPSIS |

A 48,000 SF Academic Center that meets a variety of educational needs on campus as the home for math and science, instructional and practice space for performing arts as well as locker rooms associated with the adjacent premier athletic field on campus, creating a truly dynamic multidisciplinary facility where students and faculty converge for many reasons.

### CHALLENGE |

The Campus Master Plan identified a clear direction to replace the existing outdated science labs; combine those labs with math and technology instructional spaces in support of STEM; add rehearsal and informal performance space for choral and instrumental music, dance, and drama; as well as varsity level locker rooms for football; all within the same facility. It was essential to not only accommodate these disparate functions but to look for ways to capitalize on bringing them all together. In addition, the identified site would shift the campus academic core to allow it to be more pedestrian friendly but it had the challenge of a hillside with a 50 foot grade differential between the existing Main Building (which contained the major existing academic facilities) and the proposed new building.

### OUTCOME |

The new Academic Center creatively and effectively combined a variety of functions under one roof in a methodology that addressed many of Cushing's most pressing space needs, while creating collaborative learning environments and spaces where students and faculty could informally gather. Its placement on campus strengthens the campus academic core by creating an informal relationship with the Main Building and Learning Commons on the uphill side. A strong pedestrian walk was created that links the

buildings and connects to a small pedestrian bridge at the building's entrance on the second floor that helps mitigate the grade differential on the hillside while having students enter the building on the mid level. The interior is zoned with the taller volume performing arts spaces on the lower level along with the athletic locker rooms. The main spaces for choral and instrumental, dance and drama are flexible studios that also allow for small performances and are supplemented with a variety of practice spaces, including a MIDI electronic music lab. The main and upper levels contain the various science labs, project labs for longer term experimentation, math classrooms and seminar rooms, as well as departmental faculty offices where teachers are also encouraged to collaborate. The programmed spaces throughout the building are linked by a series of gathering alcoves for informal student and student/faculty interaction.

### NOMINEE'S CONTRIBUTION |

Rich's efforts began with the Campus Master Plan where he worked on the program and initial concepts for the building. He then worked very closely with the client and design team to create a solution that not only addressed the functional requirements but achieved the vision of creating a building with a spirit of collaboration that would formally and informally advance 21st century learning. The result is mission-driven to "support excellence in every aspect of the learning process".

### DECLARATION OF RESPONSIBILITY |

I have personal knowledge of the nominee's responsibility for the exhibit listed above. That responsibility included

project under direction of nominee



Steven W. Ansel, AIA  
Chairman, The S/L/A/M Collaborative



EXHIBIT 5 · FAY SCHOOL, VILLAGE DORMS · SOUTHBOROUGH, MA

ARCHITECTURE FIRM OF RECORD |  
The S/L/A/M Collaborative

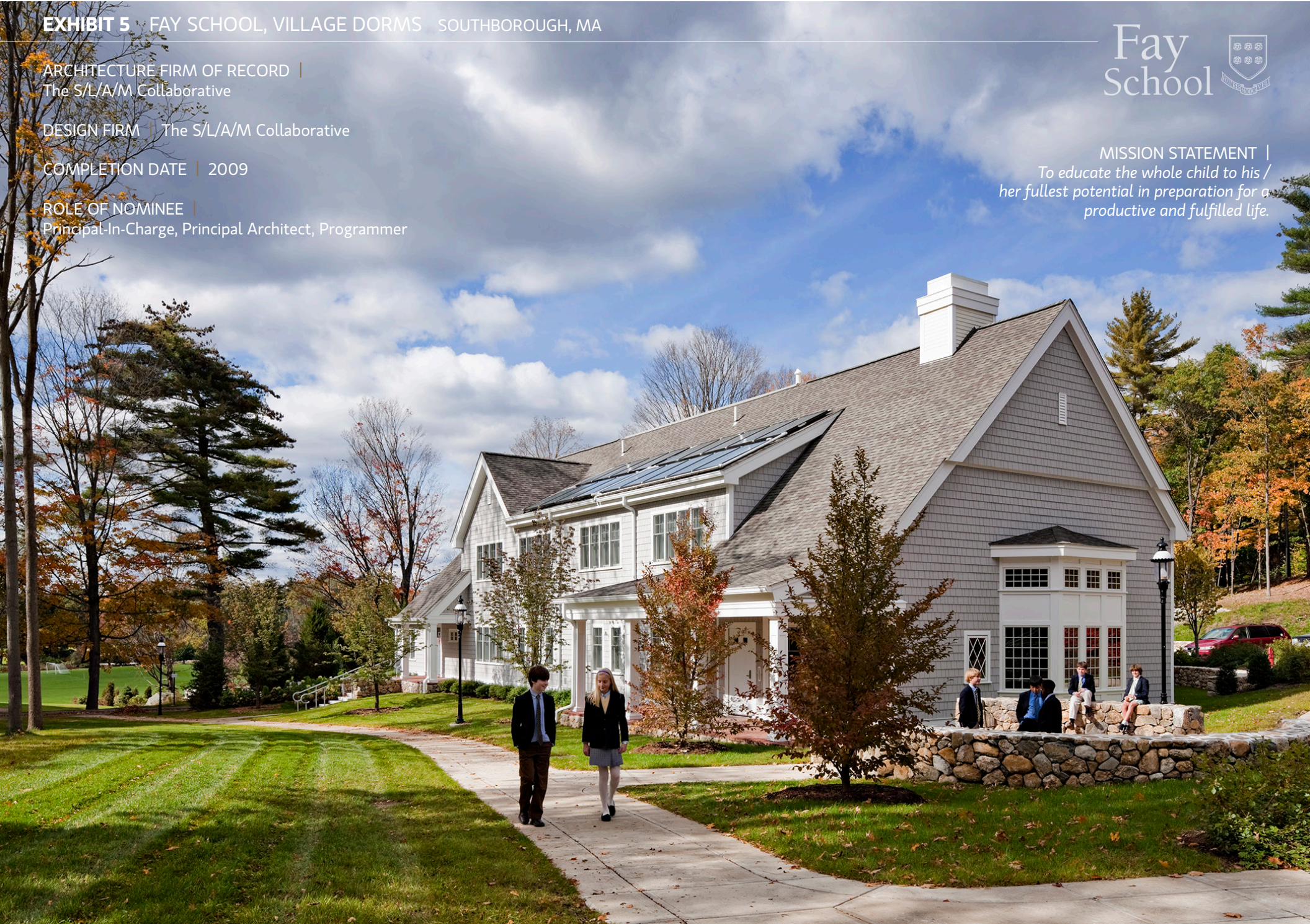
DESIGN FIRM | The S/L/A/M Collaborative

COMPLETION DATE | 2009

ROLE OF NOMINEE |  
Principal-In-Charge, Principal Architect, Programmer



MISSION STATEMENT |  
*To educate the whole child to his /  
her fullest potential in preparation for a  
productive and fulfilled life.*



## EXHIBIT 5 FAY SCHOOL, VILLAGE DORMS SOUTHBOROUGH, MA

### SYNOPSIS |

Two new dorms (14,100 SF each) that redefine the residential experience for middle school students at this 475 student day and junior boarding school by creating age-appropriate, nurturing, home-like environments in response to their mission “to educate the whole child”, while providing a stronger relationship between the students and their dorm parents.

### CHALLENGE |

Boarding schools have a unique responsibility defined by “in loco parentis”, Latin for “in place of the parents”, that reflects an obligation that is woven into each school’s mission. Add to this the special needs of boarding students between the ages of 11 and 14; formative years in so many ways. Fay School had previously addressed their student housing in the traditional approach of larger buildings with limited amenities and smaller, isolated faculty apartments. This model was no longer in support of their mission and the desire was to create replacement housing that would not only achieve mission alignment, but would help retain Fay as a leader in junior boarding school education.

### OUTCOME |

The concept of redefining student housing began with the Campus Master Plan. This plan established a new residential village that would allow for these first two dorms to be set into an overall design for a student-centered village of five dorms. Each dorm was positioned to actively engage a village green while providing a clearly defined pedestrian “main street” connection to the balance of campus. Programmatically, the decision was made to reduce the number of students under each roof, while also increasing the number of faculty units so that each dorm accommodates 16 students and three faculty families; a trend-setting ratio. In many ways, they were conceived as cottages where students lived with their dorm

parents, while respecting the privacy of each. Students enter from the green side into a large common room that feels like a family room at home and is open to both floors of the building. A small cluster of student rooms on each floor has integral, residential style bathrooms and other amenities. The faculty apartments are two-story townhouses in the center of each building that connect to the student spaces through a den, a space which students are encouraged to use in order to engage them in the family lives of their dorm parents, truly embracing “in loco parentis”. The apartments open to the opposite side of each building with access to private outdoor areas and their cars. These buildings were also LEED™ Gold, with sustainable features on display where the Director of Residential Life noted that they were “not simply designed to be more efficient and have less environmental impact, but will also become an organic teaching tool that will help foster a mindfulness of living responsibly”.

### NOMINEE’S CONTRIBUTION |

Rich helped turn Fay’s vision into reality. This began with the Campus Master Plan through the creation and validation of the program and major involvement with the establishment of the overall campus plan. During the design of the dorms, he engaged the users, including students, in a design process that helped refine the approach, layout and details for the project. The result has made a significant enhancement to residential life on campus and has helped maintain Fay’s leadership position within junior boarding schools.

### DECLARATION OF RESPONSIBILITY |

I have personal knowledge of the nominee’s responsibility for the exhibit listed above. That responsibility included

project under direction of nominee



Steven W. Ansel, AIA  
Chairman, The S/L/A/M Collaborative

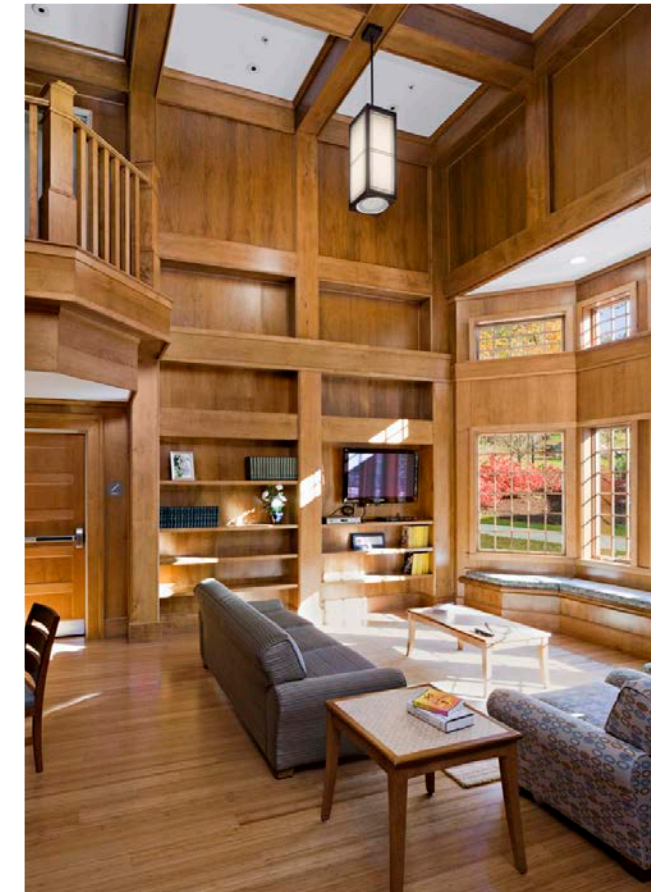


EXHIBIT 6 FAY SCHOOL, PRIMARY SCHOOL SOUTHBOROUGH, MA

ARCHITECTURE FIRM OF RECORD |  
The S/L/A/M Collaborative

DESIGN FIRM | The S/L/A/M Collaborative

COMPLETION DATE | 2011

ROLE OF NOMINEE |  
Principal-In-Charge, Principal Architect, Programmer



## EXHIBIT 6 FAY SCHOOL, PRIMARY SCHOOL SOUTHBOROUGH, MA

### SYNOPSIS |

A 32,200 SF Primary School that adds Pre-Kindergarten and Kindergarten, accommodates an expanded enrollment in Grades 1 and 2, while redefining the educational program to focus on student inquiry and multi-sensory learning with the design of integrated exterior and interior learning environments that support a discovery-based pedagogy.

### CHALLENGE |

This project was a bold step for Fay School. Within the local market, they were looking to add Pre-Kindergarten and Kindergarten as well as expand Grades 1 and 2 in a geographical area that already had good educational choices. This was seen as an essential move to expand their day student feeder population for Grades 3 through 8, but it needed to be done with a building that would support a refinement in teaching methodology, be child friendly and create excitement about learning.

### OUTCOME |

The program and location of the Primary School were established during the Campus Master Plan. The program looked to give flexibility for the future, especially as Fay School grew into the new grades. From a planning perspective, the building was pulled slightly away from the existing core campus to give these students their own sense of place, while retaining connections to other facilities, especially as second graders would look to transition to the core campus. The subsequent building design was informed by an extensive consideration of the educational program, especially for the new Pre-Kindergarten and Kindergarten students, and how spaces could complement and enhance this approach. The new facility is designed around the concept of a New England village. The existing 1850's house on the site provided the architectural inspiration

and vision for the design. The plan is organized around the commons, which serves as the main gathering space for students and as an interior Town Green. The corridors become Main Street, with student flow choreographed to maximize learning opportunities along the way and places for informal small group gatherings. The individual classrooms are sized to allow for future flexibility with faculty workspaces that encourage collaboration. There is a strong connection between the interior and exterior spaces with the building shaped in a way to cradle the play and discovery areas providing protection and a more intimate environment for the youngest students. Architecturally, the massing uses traditional New England elements, such as the red barn, to break down the scale of the building and relate it to the size of the students, and the architecture of the adjacent neighborhood. The use of traditional materials and blocks of color create a cohesive collage that reinforces the overall design concept.

### NOMINEE'S CONTRIBUTION |

Rich began working with Fay School in the establishment of the building program, placement and overall conceptual design during the Campus Master Plan. As the project turned into building design, he worked closely with Fay's educational consultant, users and the design team to realize a building that not only met the goals and aspirations for the project, but has become a model primary school.

### DECLARATION OF RESPONSIBILITY |

I have personal knowledge of the nominee's responsibility for the exhibit listed above. That responsibility included

project under direction of nominee



Steven W. Ansel, AIA  
Chairman, The S/L/A/M Collaborative

**EXHIBIT 7** THE LEXINGTON SCHOOL, LOWER SCHOOL WING LEXINGTON, KY

ARCHITECTURE FIRM OF RECORD |  
The S/L/A/M Collaborative

DESIGN FIRM | The S/L/A/M Collaborative

COMPLETION DATE | 2004

ROLE OF NOMINEE |  
Principal-In-Charge, Principal Architect, Programmer

 The Lexington School 

MISSION STATEMENT |

*The mission of The Lexington School is to provide an education of the highest quality to students in preschool through middle school. In a structured, nurturing environment, The Lexington School seeks to instill integrity, a life-long enthusiasm for learning, and a strong work ethic.*



## EXHIBIT 7 THE LEXINGTON SCHOOL, LOWER SCHOOL WING LEXINGTON, KY

### SYNOPSIS |

A 35,800 SF Lower School Wing for this 600 student Pre-Kindergarten through Grade 8 day school that replaced existing classrooms with a new facility that supported the desired change to a project-based pedagogy, became an early independent school adopter of this approach, and created a campus image reflective of the architecture of the Bluegrass.

### CHALLENGE |

The existing facilities at The Lexington School dated to the 1950s and were no longer in support of the School's mission, with an increased focus on project-based learning, were challenged in accommodating today's technology, and presented a tired image to the local community. The School was also interested in accommodating a modest enrollment increase, while dovetailing this facility within the vision for overall campus development required for the potential additional students in the future.

### OUTCOME |

Beginning with a Campus Master Plan, a bold vision for the campus was established. The New Lower School Wing was the first building to be realized. The program and overall organization of the redesigned campus were established during the Campus Master Plan. This included benchmarking space at comparable schools and working closely with the faculty to visualize how the new space could support their project-based approach and other collaborative activities. The new Lower School Wing uses a bold curve to set it apart from the existing facility but it also defines a new campus green and sets the stage for future projects as the Master Plan is fully realized. The interior plan has two floors of grade clusters, each with a complement of classrooms and a large common space that allows for grade level activities and special projects and in support of creating a "nurturing environment". These clusters were designed with a

level of flexibility to allow some classrooms to shift between grades to address the normal enrollment fluctuations that are inherent with day schools. They also leverage the adjacent corridor spaces to get better use of these areas during the class day and the configuration allows these collaborative spaces to receive abundant natural light, something that the original building lacked. On the exterior, the massing pays homage to the area's Federal and Green Revival architectural forms and elements with a nod to the horse farm stables that are prevalent in Lexington. The traditional stone columns, natural Kentucky stone base, and rusticated brick complete the visual composition. The design sends a strong message to the local community on the vibrancy of the School and its educational program.

### NOMINEE'S CONTRIBUTION |

Rich established the program during the Campus Master Plan as well as the concepts behind creating the collaborative educational space. He worked closely with the faculty during the building design to test ideas and ensure the success of the individual spaces right down to the individual details. He was also instrumental in supporting the faculty in convincing the School's trustees that building the additional common space for each grade in support of project-based learning was an appropriate move.

### DECLARATION OF RESPONSIBILITY |

I have personal knowledge of the nominee's responsibility for the exhibit listed above. That responsibility included

project under direction of nominee



Steven W. Ansel, AIA  
Chairman, The S/L/A/M Collaborative

**EXHIBIT 8** LOUISVILLE COLLEGIATE SCHOOL, UPPER SCHOOL AND ATHLETIC CENTER LOUISVILLE, KY

ARCHITECTURE FIRM OF RECORD |  
The S/L/A/M Collaborative

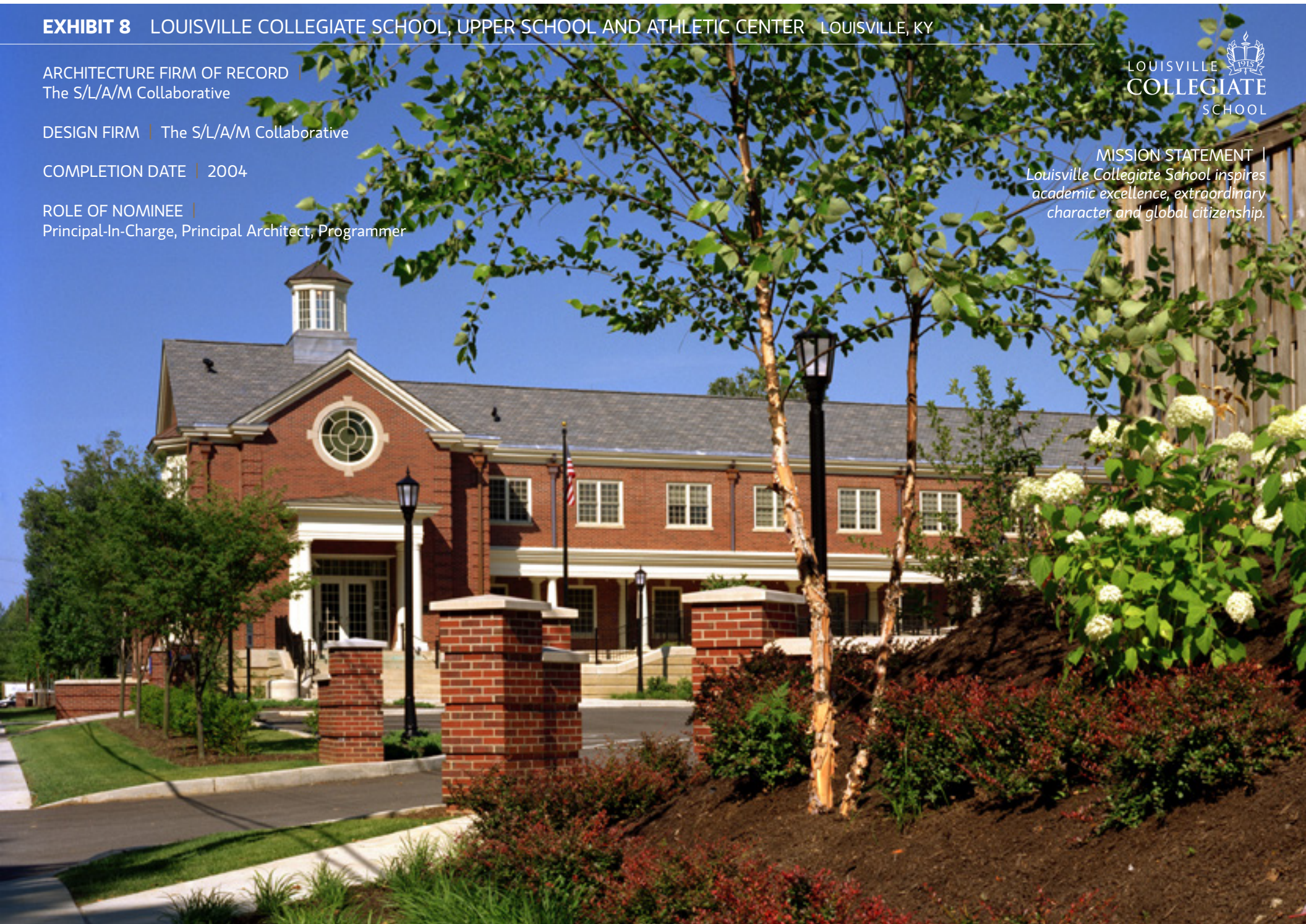
DESIGN FIRM | The S/L/A/M Collaborative

COMPLETION DATE | 2004

ROLE OF NOMINEE |  
Principal-In-Charge, Principal Architect, Programmer



MISSION STATEMENT |  
*Louisville Collegiate School inspires  
academic excellence, extraordinary  
character and global citizenship.*





## EXHIBIT 8 LOUISVILLE COLLEGIATE SCHOOL, UPPER SCHOOL AND ATHLETIC CENTER LOUISVILLE, KY

### SYNOPSIS |

Substantial renovation (30,000 SF) and expansion (48,000 SF) for an Upper School and Athletic Center that provided a mission-driven design response, while accommodating a modest enrollment increase of 600 students for this Pre-Kindergarten through Grade 12 coed day school in the historic Highlands neighborhood of Louisville.

### CHALLENGE |

When SLAM was first engaged by Louisville Collegiate, the tone in the School's neighborhood was one of conflict with a feeling that the best solution might actually be to leave the campus, which had been occupied since the 1920s and move to the suburbs. The campus was also a tale of two architectural styles, the neighborhood compatible original Georgian and the less sympathetic work of the 1970s. To compound this, the Upper School no longer provided the space needed to support the educational mission, the site within the residential neighborhood was finite, and the School needed to increase enrollment.

### OUTCOME |

Initiated with a Campus Master Plan, the Upper School and Gymnasia project built upon the unique qualities of the original campus, were inspired by and embraced the School's mission and vision for the future, and firmly reinforced the School's presence in the neighborhood. The project was also a catalyst in creating support for a major capital campaign, improving local community relations, and ultimately enabling the goal of enrollment stability and growth. The tight site and insensitive positioning of the 1970's construction actually provided the opportunity to solve a number of the campus issues. A barren parking lot at a key corner, where a more contextual building once stood, was infilled with new construction to provide the necessary additional educational and athletic space, while creating a strong

urban street corner. The parking was relocated more central to the site with a historic inspired pergola being used to shield the parking from the street, while also reinforcing the street edge. The new Upper School addition was designed to allow the existing building to remain in place during construction and then the functions were flipped, facilitating the renovation of the existing building. New classrooms and science lab were added, along with essential common space for student and faculty interaction. Architecturally, the original Upper School was transformed into a contextual Georgian building that received rave reviews in the neighborhood and a local preservation award. The integration of the campus landscape development with the architecture also received a CT ASLA Award. In the end, Collegiate not only remained in the neighborhood, but was able to grow and prosper as an urban school.

### NOMINEE'S CONTRIBUTION |

Rich was intimately involved in all aspects of this project, beginning with programming and planning during the Campus Master Plan and through its implementation. He worked closely with the School's various constituents, the neighborhood, and local officials to help make this project a reality. In the process, he helped mend the relationship between the School and the neighborhood, with the resulting campus development being recognized as a highlight within the community.

### AWARDS RECIEVED |

2005 Louisville Historical League, Future Landmark Award  
2005 American Society of Landscape Architects, CT Chapter, Honor Award

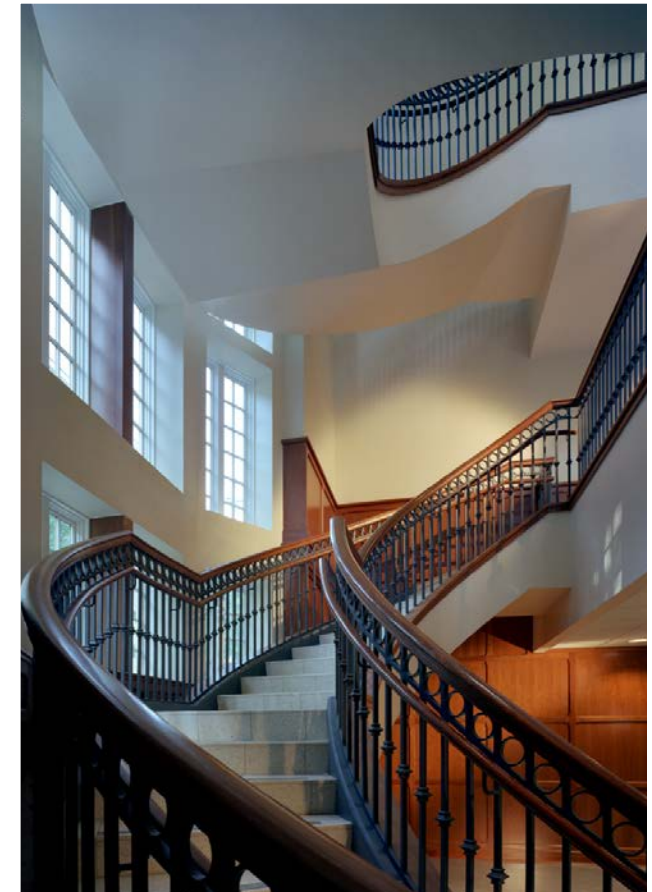
### DECLARATION OF RESPONSIBILITY |

I have personal knowledge of the nominee's responsibility for the exhibit listed above. That responsibility included

project under direction of nominee



Steven W. Ansel, AIA  
Chairman, The S/L/A/M Collaborative



**EXHIBIT 9** MARIST SCHOOL, IVY STREET CENTER AND ST. PETER CHANEL ATLANTA, GA

ARCHITECTURE FIRM OF RECORD |  
The S/L/A/M Collaborative

DESIGN FIRM | The S/L/A/M Collaborative

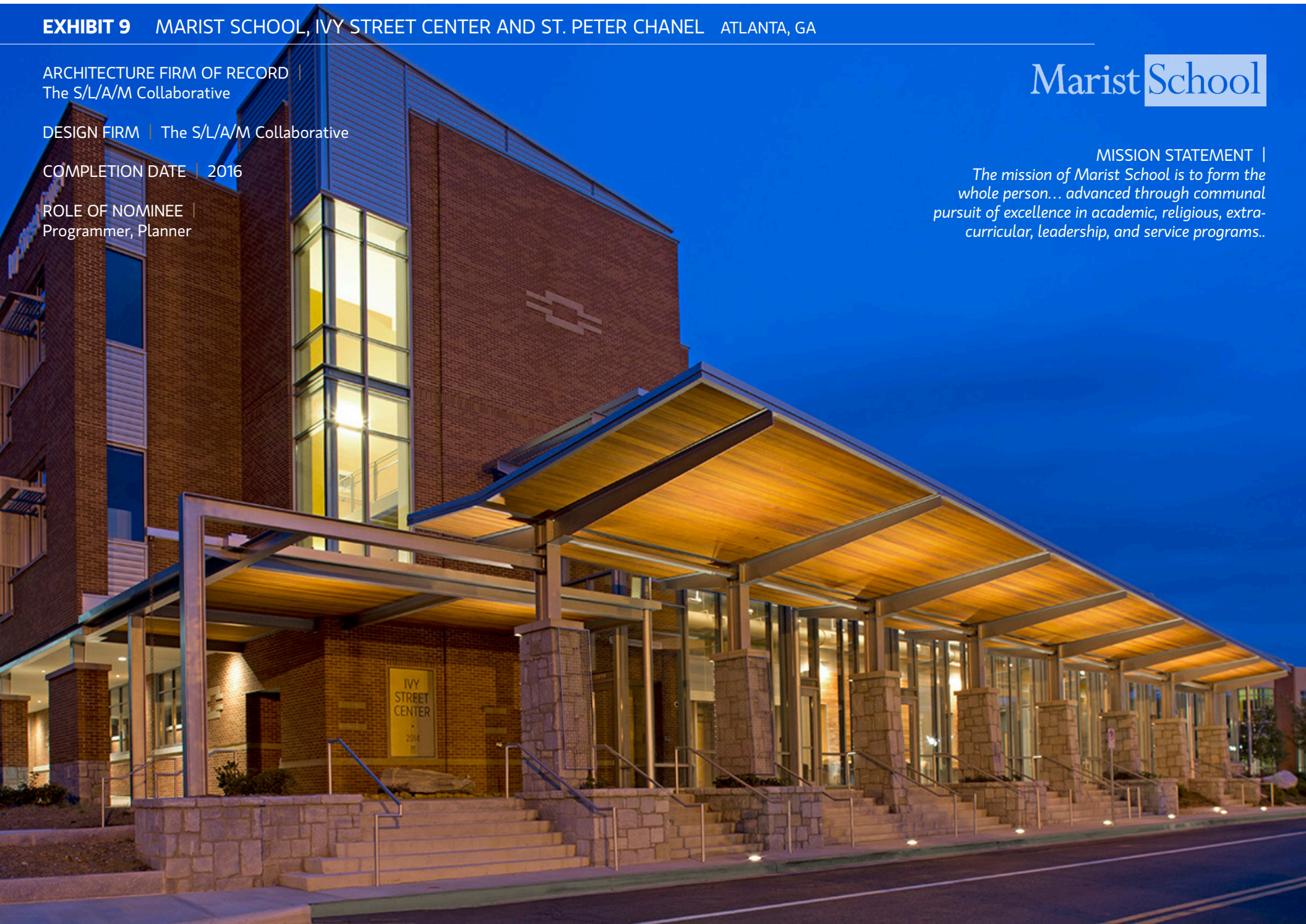
COMPLETION DATE | 2016

ROLE OF NOMINEE |  
Programmer, Planner

Marist School

MISSION STATEMENT |

*The mission of Marist School is to form the whole person... advanced through communal pursuit of excellence in academic, religious, extra-curricular, leadership, and service programs..*



**EXHIBIT 9** MARIST SCHOOL, IVY STREET CENTER AND ST. PETER CHANEL ATLANTA, GA

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**SYNOPSIS |**

A new academic building (55,000 SF) and substantial renovation (80,000 SF) of the primary academic facilities, providing a mission-driven solution that incorporates innovative, technologically rich learning environments for this 1,080-student, Grades 7 through 12 coed day school.

**CHALLENGE |**

After five decades of inwardly focused buildings with limited openness and connection to their surroundings, Marist sought facilities through a combination of new construction and renovation that would be more extroverted and transparent, while meeting the needs of the evolving pedagogy, and expressing the School's missions of community service, respect for the environment and development of the well-rounded person.

**OUTCOME |**

In a process that defined the new academic building and related renovations through a Campus Master Plan, the resulting Ivy Street Center is a three-story, eco-friendly building with a mix of classrooms, collaborative spaces, faculty offices and expanded athletic facilities, creating a true 21st century multidisciplinary educational facility. Large pivoting walls open up the classrooms into the adjacent multi-function breakout and collaborative areas with access to small group rooms, allowing for a variety of learning spaces in support of the academic program. At St. Peter Chanel, the complete renovation provides enhanced classrooms and science labs on three floors. The classroom design takes what were small spaces and capitalizes on otherwise ineffectively used corners with angled walls for organizing technology and a variety of furniture configurations in support of a more project-based collaborative curriculum, thus effectively

leveraging these spaces to meet the educational needs and saving on the number of new classrooms that needed to be added on campus. The original building also had an unenclosed first floor which was originally utilized as an open space for drill exercises when the School had a cadet program. The renovation captured part of this space as a unique dining area with large operable doors allowing it to be essentially covered outdoor space in good weather, increasing the desire to connect more with the outdoors. It has become a hub on campus for a variety of uses throughout the day. The project was implemented in a number of construction phases in order to allow the existing, and progressively added or renovated space to meet the educational needs during its implementation.

**NOMINEE'S CONTRIBUTION |**

Rich worked closely with the users in the development of the programming and planning associated with the Campus Master Plan and, as a design consultant, with the team providing direction on the implementation of the new and renovated academic facilities.

**DECLARATION OF RESPONSIBILITY |**

I have personal knowledge of the nominee's responsibility for the exhibit listed above. That responsibility included

nominee's firm executed project



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Steven W. Ansel, AIA  
Chairman, The S/L/A/M Collaborative

EXHIBIT 10 ST. TIMOTHY'S SCHOOL, DIXON HALL STEVENSON, MD

ARCHITECTURE FIRM OF RECORD |  
The S/L/A/M Collaborative

DESIGN FIRM | The S/L/A/M Collaborative

COMPLETION DATE | 2013

ROLE OF NOMINEE |  
Principal-In-Charge, Principal Architect, Programmer



MISSION STATEMENT |

*St. Timothy's instills a passion for learning and is committed to the formation of character, spiritual growth, social responsibility, and a respect for diversity. Such commitments are the hallmarks of our heritage; they illuminate our motto and guide our lives together.*



## EXHIBIT 10 ST. TIMOTHY'S SCHOOL, DIXON HALL STEVENSON, MD

### SYNOPSIS |

Substantial renovation (18,000 SF) and expansion (18,500 SF) of the primary academic building that provided a mission-driven solution that created flexible, technologically rich and user defined learning environments in support of the International Baccalaureate diploma program for a 150-student, Grades 9 through 12 girls' boarding and day school.

### CHALLENGE |

The existing building, dating from the 1960s, no longer successfully supported St. Timothy's mission or the current project-based pedagogy, due to small and outdated classrooms, science labs and a library. The project also had a very tight budget and the need to phase construction to allow the existing academic program to be delivered during its implementation.

### OUTCOME |

St. Timothy's embarked on a design process that resulted in a facility which they have called truly transformational, not only to the existing building but also in the ability of the completed project to enhance the learning process. The solution provides new appropriately sized classrooms and science labs, a world languages and culture center, a center for learning and teaching, a small lecture hall for faculty and student presentations, and a library with a variety of seating options for individual and group study. These spaces go well beyond the traditional classroom environments, with special attention to the interstitial spaces between the instructional spaces where students and faculty interact throughout the academic day. The transformation of this facility was enhanced through the use of technology which allowed to fully enable the School's iPad program. These technology resources have elevated teaching, particularly in STEM, to new levels and have also been a driving force for innovation. Furnishing options incorporate Harkness™ Tables and flexible seating

options that encourage collaboration and allow for a variety of teaching styles. The result is a comfortable environment for students to collaborate and prosper within this nurturing academic community. There are already quantifiable results in terms of the impact that this well-conceived and executed educational space has had on the learning process at St. Timothy's, for both faculty and students. The exterior blends the balance of the campus with the stone facades of Carter House, the historic main building, while creating a moon gate entrance symbolizing inclusion and reflection and a copula that houses the School's original bell; creating the new center for learning on campus. The exterior amphitheater is used for graduation and other major functions. The budget and construction phasing requirements were also achieved.

### NOMINEE'S CONTRIBUTION |

Rich worked very closely with the users to initially establish a space program that would identify ways to best align space with the requirements of the International Baccalaureate requirements, look at options for maximizing the use of the existing and new space to respond to the budget and phasing concerns, and immerse them in the balance of the design and construction process.

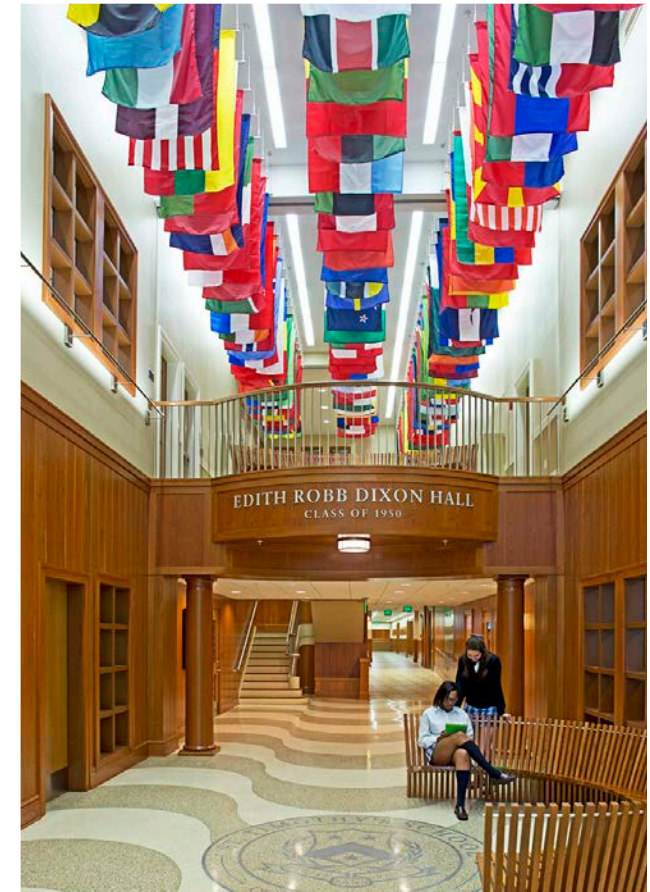
### DECLARATION OF RESPONSIBILITY |

I have personal knowledge of the nominee's responsibility for the exhibit listed above. That responsibility included

project under direction of nominee



Steven W. Ansel, AIA  
Chairman, The S/L/A/M Collaborative



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