

# ACSA/AIAS New Faculty Teaching Award

2015-2016 Winner Submission Materials

ERIN CARRAHER  
University of Utah

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AIA | NCARB | LEED AP

AIAS/ACSA NEW FACULTY TEACHING AWARD SUBMISSION

WITH AN EMPHASIS ON BEGINNING DESIGN EDUCATION, I WORK TO **EMPOWER STUDENTS** TO MAKE A POSITIVE IMPACT THROUGH THEIR WORK AND TO UNDERSTAND THEIR POSITION WITHIN THE LARGER CONTINUUM OF ARCHITECTURE PRACTICE BEGINNING ON THEIR FIRST DAY OF SCHOOL.

I DEVELOP FUNDED PROJECT OPPORTUNITIES THAT ENGAGE STUDENTS IN **MEANINGFUL COLLABORATION** WITH PRACTITIONERS, RESEARCHERS, AND COMMUNITY ORGANIZATIONS.



GIRL SCOUTS OF UTAH SUMMER CABINS  
BEETLE-KILL PINE INTERLOCKING CROSS LAMINATED  
TIMBER CABIN - EXAMPLE OF INTEGRATED, APPLIED  
RESEARCH AND OUTREACH PROJECT. (PROJECT:  
ARCHITECTURE CO-PI: JÖRG RÜGEMER)  
IMAGE CREDIT: NICHOLAS STEFFENS

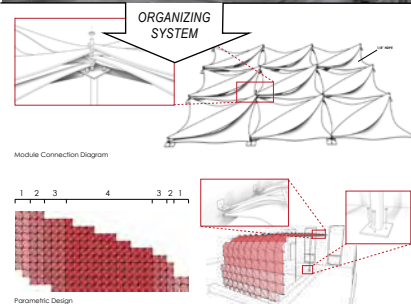


# FOUNDATION

*"Erin required a lot from us and it really pushed us to the next level in our development. She gives you a lot of freedom to explore the way you want and doesn't force ideas on you. She is not afraid to tell you when you are not meeting your potential."*

*[Anonymous student comments from university course evaluations]*

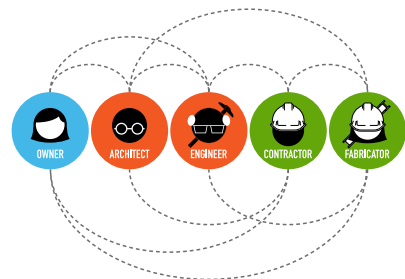
MY TEACHING APPROACH IS BASED ON PRINCIPLES OF **INTEGRATION, APPLICATION, AND IMMERSION**. STUDIO AND SEMINAR COURSE PROJECTS ARE OFTEN TIED TO ONGOING WORK IN CREATIVE WORK, APPLIED RESEARCH, AND/OR COMMUNITY ENGAGEMENT AND STRIVE TO CONTINUALLY AND CRITICALLY ENGAGE STUDENTS WITH OPPORTUNITIES TO WORK AT 1:1 SCALE AND ADDRESS REAL-WORLD DESIGN CHALLENGES.



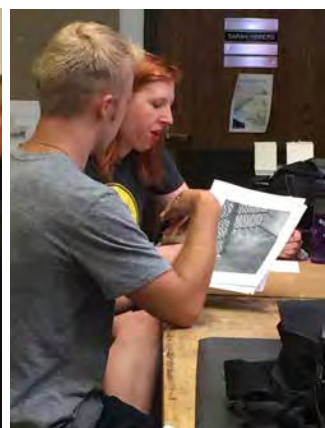
**PARAMETRIC DESIGN-BUILD SCREEN PROJECT - DEVELOPED OVER THE PAST FOUR YEARS, THIS PROJECT INTRODUCED BEGINNING STUDENTS TO PARAMETRIC CONCEPTS THROUGH PARALLEL PROCESSES IN TRADITIONAL CRAFTS SUCH AS LETTERPRESS, WEAVING, AND MASONRY CONSTRUCTION. STUDENT GROUP SHOWN - TAYLOR, CALQUIN, POULSEN, SCOBEE, WALLER; GALYEAN, HOLLOPETER, ANDERSON, DAHL; COPIER, FROHN, ARGYLE, THISSEN. [ARCH 3011 2012-15 - FACULTY: ADAMS, HOFFMAN, GREUB, YEE, DIMICK, TSOUTSOUNAKIS, CARRAHER (COORDINATOR)]**

*"Erin is great at creating an atmosphere of collaboration between students and herself. Felt like we were all part of the same team."*

*[Anonymous student comments from university course evaluations]*



I BELIEVE THAT **COLLABORATION IS A FUNDAMENTAL DESIGN SKILL**. IN MY RESEARCH, I STUDY EMERGING MODES OF PRACTICE AND DEVELOP RESOURCES FOR BOTH PRACTITIONERS AND STUDENTS THAT SUPPORT THE DEVELOPMENT OF COLLABORATIVE PROJECTS IN THE COURSES I TEACH AS WELL AS THOSE I COORDINATE IN THE FIRST THREE YEARS OF THE UNDERGRADUATE PROGRAM.



**COLLABORATIVE DESIGN PROCESS ENGAGING STUDENT TEAMS AND STAKEHOLDERS AS PART OF RESEARCH, CREATIVE WORK, COURSES, AND COMMUNITY ENGAGEMENT.**

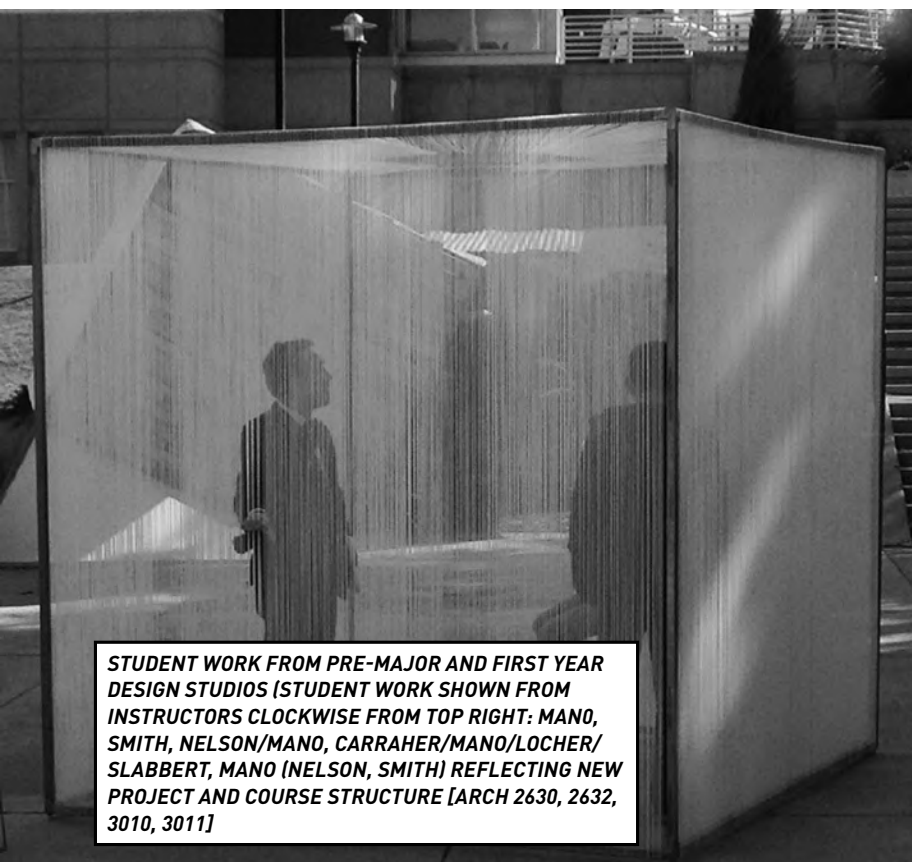




*"The amount of time and effort that she put into teaching was very helpful and encouraging. She also had wonderful insight and design knowledge."*

*[Anonymous student comments from university course evaluations]*

IN MY WORK AS AREA COORDINATOR FOR PRE-MAJOR AND FIRST YEAR STUDENTS, I AM HELPING TO DEVELOP A **TRANS-DISCIPLINARY DESIGN FOUNDATION** FOR ALL STUDENTS IN THE COLLEGE THAT IS COLLABORATIVE, HANDS-ON AND SPATIAL. AS A RECOGNIZED NATIONAL VOICE IN THIS AREA, I WILL CO-HOST THE 2017 NATIONAL CONFERENCE ON THE BEGINNING DESIGN STUDENT IN SALT LAKE CITY.



STUDENT WORK FROM PRE-MAJOR AND FIRST YEAR DESIGN STUDIOS (STUDENT WORK SHOWN FROM INSTRUCTORS CLOCKWISE FROM TOP RIGHT: MANO, SMITH, NELSON/MANO, CARRAHER/MANO/LOCHER/SLABBERT, MANO (NELSON, SMITH) REFLECTING NEW PROJECT AND COURSE STRUCTURE [ARCH 2630, 2632, 3010, 3011])



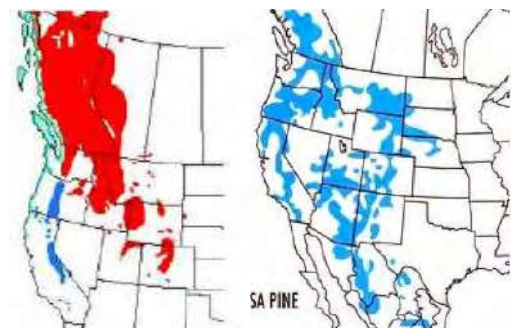
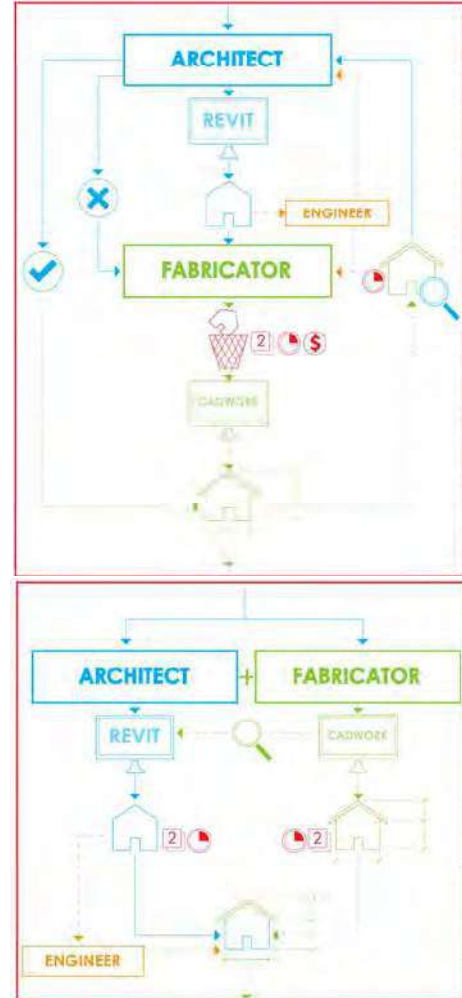


# INTEGRATION

*"This beautiful project provides social benefits on several levels: education and mentorship to girls, creative use of natural materials, service to the Girl Scouts organization, exploration of sustainability across multiple dimensions, and a functional, elegant design that goes beyond the expected in its aesthetic solution."*

Ellen Lupton, Curator of Contemporary Design at Cooper-Hewitt, National Design Museum in New York City [Design Arts Utah 2014 juror's commentary on Girl Scout Cabins]

MY APPROACH INCORPORATES SCHOLARSHIP, TEACHING, AND SERVICE IN APPLIED PROJECTS THAT ADDRESS THE **INTEGRATED NATURE** OF ARCHITECTURAL PRACTICE, ESPECIALLY IN NON-STANDARD AND EMERGING MODELS THAT ENGAGE COMMUNITIES AND THE PUBLIC INTEREST IN MEANINGFUL WAYS.

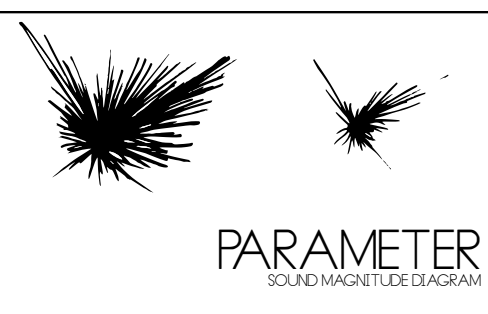
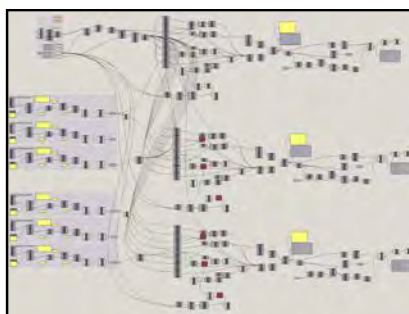


THE GSU CABINS ARE AN EXAMPLE OF COLLABORATIVE INTEGRATED PROJECTS INVOLVING MATERIAL SCIENCE RESEARCH, MARKET STUDY, COMMUNITY OUTREACH, EDUCATION, DESIGN, AND MENTORING.  
(PRIMARY COLLABORATORS ON WORK SHOWN: JÖRG RÜGEMER, RYAN SMITH, GENTRY GRIFFIN, EUCLID TIMBER FRAME LLC.)





*[Anonymous student comments from university course evaluations]*

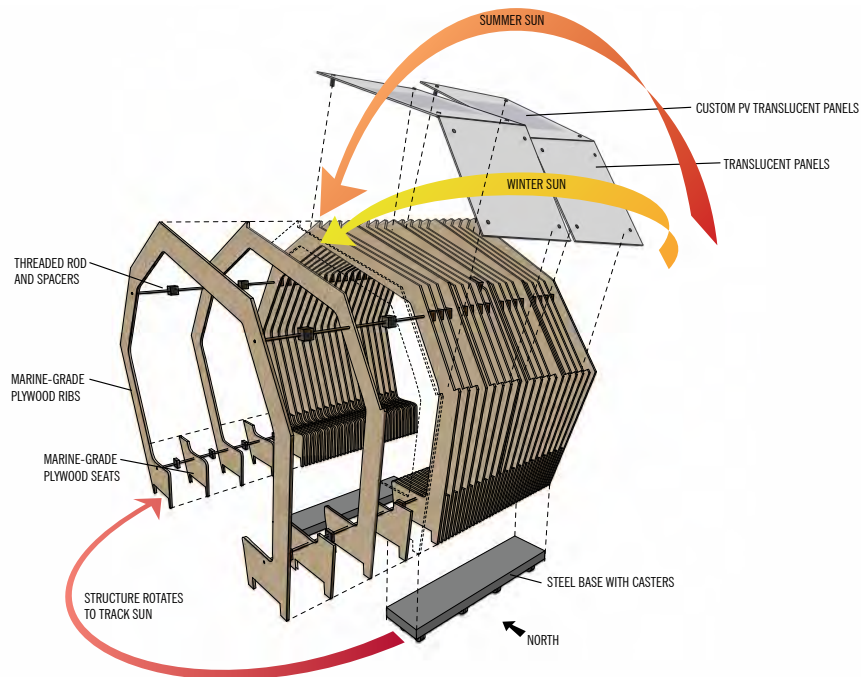


**[BOTTOM] STUDENT WORK - MICHAEL HOEHN, PARAMETRIC SYSTEM DEVELOPMENT FOR SALT LAKE PROPOSED STRUCTURE. [ARCH 3010]. THIS COURSE STRUCTURE BUILDS OFF OF PREVIOUS EXPERIENCE AS AN ADJUNCT FACULTY AT VIRGINIA TECH. [TOP] STUDENT WORK - MEREDITH WALKER**

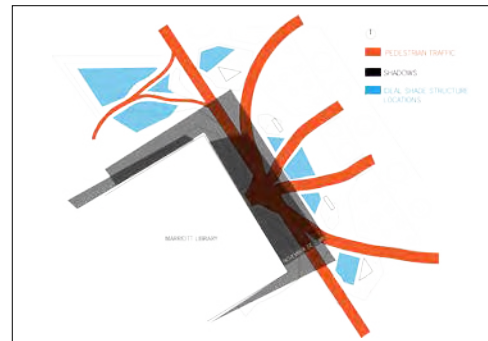
"Everything I learned in this class will directly help me in the real world and that is awesome and it is nice that I actually enjoy a class for once."

[Anonymous student comments from university course evaluations]

I HELPED LEAD THE EFFORT TO FORM AN OFFICIAL **PARTNERSHIP WITH A DIGITAL FABRICATION** DESIGN AND PROTOTYPING SHOP TO SERVE AS THE OFFICIAL FABRICATION FACILITY FOR THE SCHOOL. THIS RELATIONSHIP GAVE STUDENTS BOTH IMMEDIATE ACCESS TO STATE-OF-THE-ART FABRICATION FACILITIES AND ALSO THE BENEFIT OF THE EMBODIED KNOWLEDGE OF THE PROFESSIONAL FABRICATORS.



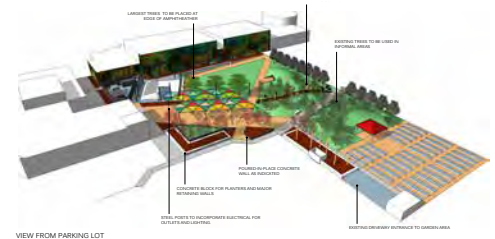
**ADVANCED TECHNOLOGY: DIGITAL FABRICATION COURSE FOCUSING ON FULL-SCALE PROTOTYPING FOR UNIVERSITY SOLAR CHARGING STATIONS - \$16,000 +/- SECURED FOR PROJECT FUNDING. [ARCH 6371, SPRING 2012]**  
**STUDENTS: BAKER, BELL, BUNDY, CANDEE COLLETTE, LYMAN, STOTT, TRANTER, WALTERS, WHITE, WILKES**



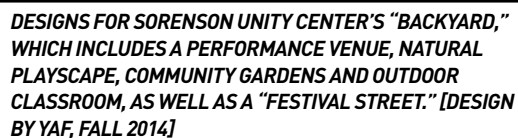


*"You can tell that she actually cares about her students. She is also very good at giving constructive criticism."*

*[Anonymous student comments from university course evaluations]*



Category	CHALLENGE	APPROACH	APPROACHES	SOLUTION
PROBLEM	SHORT RT	CLIPPING, COPY MULTI-MULTIMEDIA (AUDIO) PART-REPAIR	TASKS HERE STANDARDIZATION TODAY'S (STANDARD) TODAY'S	STANDARD
PROBLEM	→ EFFICIENCY IN PRODUCTIVITY	ADA	STANDARDIZATION	STANDARD BUT CAN BEAT
PROBLEM	* TRANSFORMED STANDARD → PART STANDARD	TRANSFORMED MATERIAL	MEANING OF STANDARD USE (PARTS IN INTERCHANGEABLE)	STANDARD
PROBLEM	CONCEPT "STANDARD" IN INTERCHANGEABLE STANDARD BY (STANDARD)		STANDARD BUILDING REBUILDING STANDARD STANDARD TO STANDARD	
PROBLEM	STANDARD STANDARDIZATION AS THE STANDARD PARTS STANDARD	STANDARD STANDARDIZATION STANDARD PARTS	STANDARDIZATION STANDARDIZATION PARTS IN STANDARD / PARTS	STANDARD PARTS





*"What a wonderful opportunity for these girls. It was so fun to hear conversations from some of our older girls saying they didn't even know this was a possibility, but they were for sure going to be architects now! I also heard so many positive praises coming from our parents."*

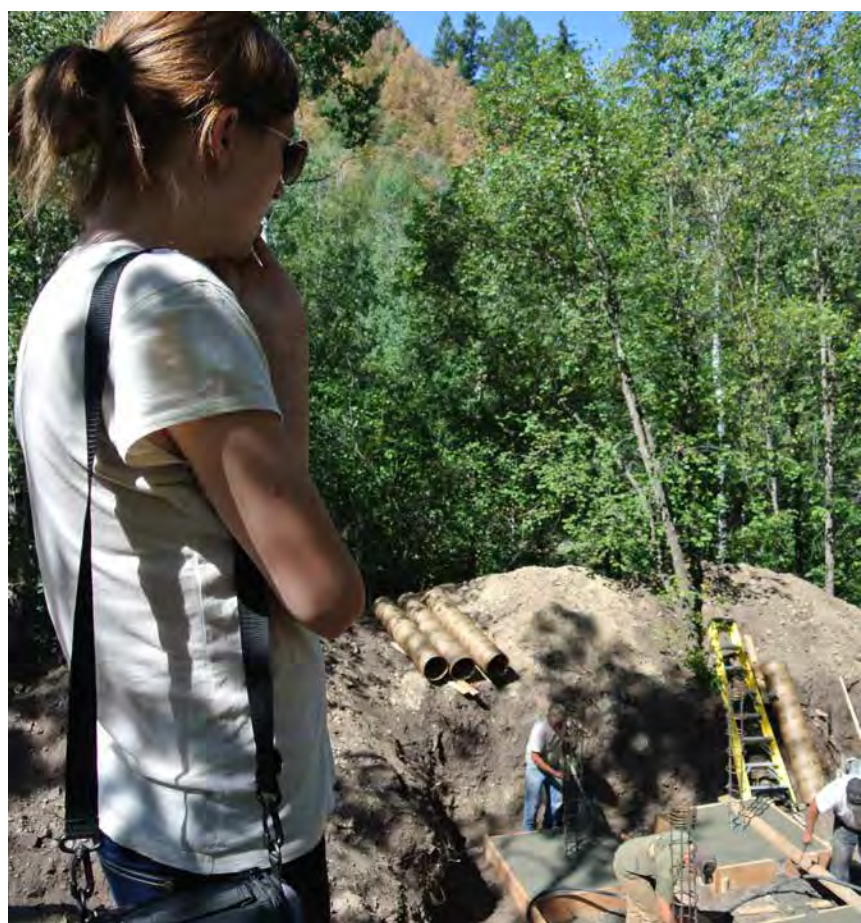
*I saw one girl in particular, who has been so quiet through this Leadership Group process, come alive when she realized she could utilize her passion for art with a profession in architecture! Erin and Jörg, thank you for your time, effort, collaboration and patience through this process. We are so excited for the upcoming project and the impact it will have on the future of our scouts!"*

*Carly Ann Cahoon, GSU Outdoor Program Specialist and Project:ARCHITECTURE Liaison*

I HELPED ESTABLISH A PARTNERSHIP WITH THE GIRL SCOUTS OF UTAH (GSU) AS AN ONGOING COLLABORATION TO **RAISE AWARENESS OF CAREER OPPORTUNITIES FOR WOMEN IN THE BUILT ENVIRONMENT**. THE FIRST PROJECT THAT HAS BEEN COMPLETED THROUGH THIS PARTNERSHIP INCLUDES THE DESIGN AND CONSTRUCTION OF THREE 500 SF SUMMER CABINS TO REPLACE WEATHERED TENT PLATFORMS AT THEIR CAMP. GIRL SCOUTS AND FEMALE ARCHITECTURE STUDENTS WERE EXPOSED TO ALL ASPECTS OF THE DESIGN AND CONSTRUCTION AND WERE INTEGRAL TO THE DESIGN DEVELOPMENT.



**PRACTITIONERS, ARCHITECTURE STUDENTS, AND SCOUTS OF ALL AGES PARTICIPATED IN EDUCATION AND OUTREACH ACTIVITIES DURING THE YEAR-LONG PROJECT: ARCHITECTURE PROGRAM. [CO-PI: JÖRG RÜGEMER, FALL 2012 - SUMMER 2014] PHOTO CREDIT (TOP RIGHT AND BOTTOM LEFT): NICHOLAS STEFFENS**

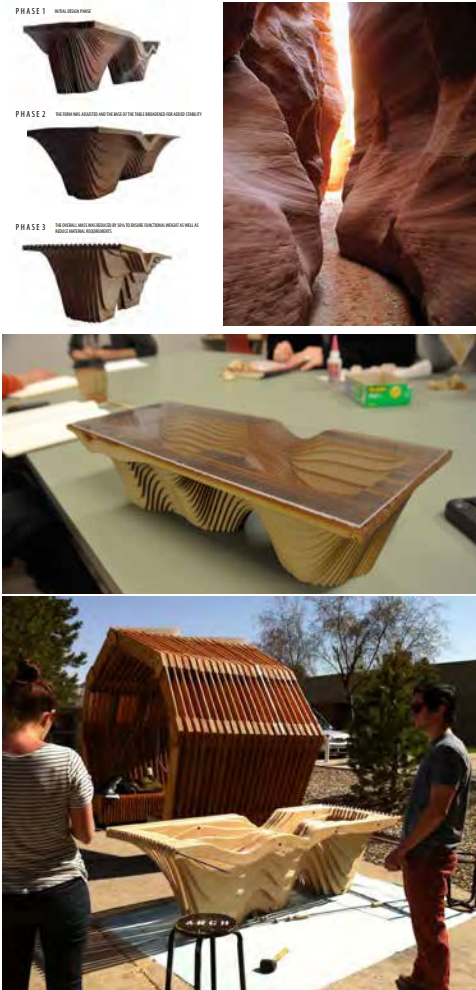




*"Designing and fabricating a table for the new Girl Scouts' cabin and working with a real client was an empowering experience for us as graduate architecture students. The challenge was to design a table that met the scouts' needs and use digital methods for the design and fabrication. Mistakes were made along the way, but we gained confidence that as a team we could solve each issue and move on. The three teams created three unique visually dynamic tables that we hope will inspire the scouts to challenge themselves in their future creative pursuits."*

*Sarah Winkler, March 2014*

IN ADDITION TO THE CREATIVE WORK AND OUTREACH COMPONENTS OF THE GIRL SCOUT PROJECT, I MADE EVERY EFFORT TO LEVERAGE THE PARTNERSHIP FOR **REAL-WORLD DESIGN OPPORTUNITIES** FOR STUDENTS. IN SPRING 2013, I TAUGHT A GRADUATE SEMINAR ON DIGITAL FABRICATION WHERE STUDENTS DESIGNED AND BUILT TABLES THAT EMERGED OUT OF THE COLLABORATIVE DESIGN PROCESS WITH THE SCOUTS AS DESIRABLE TO ALLOW FOR COMMUNAL ACTIVITIES.



**GIRL SCOUTS OF UTAH SUMMER CABIN INTERIOR  
FEATURING TABLE DESIGNED AND DIGITALLY FABRICATED  
BY STUDENT GROUPS THROUGH THE OVERALL \$150,000  
FUNDED SERVICE GRANT. STUDENT WORK (TABLE):  
BLACK, WINKLER, DENNIS [ARCH 6371, SPRING 2013 -  
FACULTY: CARRAHER, BRINTON]**



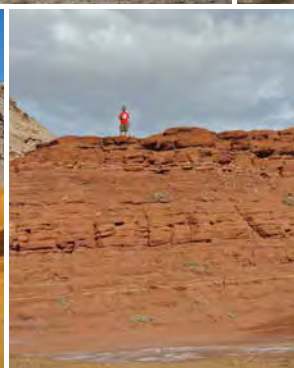
# IMMERSION

*"Last year's partnership with the architecture students resulted in projects that are treasured by the community of Green River, especially Mayor Pat Brady. Additionally, the benches (aka "Places of Pause") have brought attention to the proposed Green River Trails System, a collaboration of the National Park Service, City of Green River, Epicenter, and local Trails Committee.*

*I believe the students benefited greatly from the Places of Pause projects. The project gave the students a glimpse into the workings of the Epicenter, a model of alternative architecture practice. The students gained community development skills through working with local residents and design/building site-specific work."*

*Maria Sykes, Epicenter Co-Director*

FIRST-YEAR ARCHITECTURE STUDENTS COLLABORATED WITH THE CITY OF GREEN RIVER, UTAH AND THE EPICENTER, A COMMUNITY DESIGN CENTER BASED IN THE TOWN, ON A **DESIGN-BUILD** PROJECT TO DEVELOP INSTALLATIONS ALONG A PROPOSED TRAIL SYSTEM IN SOUTHWESTERN UTAH. THROUGHOUT THE PROJECT, STUDENTS WERE ASKED TO ENGAGE WITH THE **LOCAL COMMUNITY**, STUDY AND ANALYZE THE POWERFUL NATURAL AND MAN-MADE LANDSCAPES, AND DEVELOP PROGRAMMATIC RESPONSES.



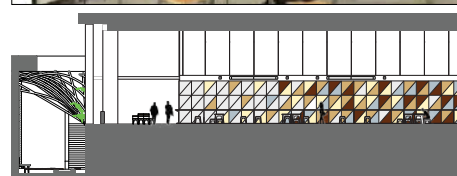
I HAVE ESTABLISHED THAT THE FIRST PROJECT OF THE FIRST YEAR UNDERGRADUATE SEQUENCE IS COLLABORATIVE, COMMUNITY-ENGAGED, SITE-SPECIFIC, AND DESIGN-BUILD. [ARCH 3010, FALL 2013 - FACULTY: LOCHER, MANO, SLABBERT, CARRAHER]



*"I loved that we worked with the library on a real project. I felt that the experience of being able to work with a client is very valuable. She was really invested in each student which made me not want to do the assignment just because I had to but rather because I wanted to do it, and well, for her. This in turn made my work better."*

*[Anonymous student comments from university course evaluations]*

**DESIGN-MODEL-BUILD** IS A PEDAGOGICAL FRAMEWORK THAT BEGAN AS A JOINT PROJECT BETWEEN THE UNIVERSITY FINE ARTS AND ARCHITECTURE LIBRARY AND FIRST-YEAR ARCHITECTURE STUDENT TEAMS TO DEVELOP FURNITURE AND ART DISPLAY DESIGN IDEAS FOR A PROPOSED SCULPTURE GARDEN SPACE. THE PROJECT WAS FUNDED, AND THE SCOPE DRAMATICALLY INCREASED. I WAS ABLE TO LEVERAGE SUPPORT FOR CONSULTANTS AND FABRICATION COSTS IN THE FALL STUDIO AND FOR EIGHT MULTI-DISCIPLINARY STUDENT RESEARCH INTERNS WHO WORKED TO FURTHER REFINE THE DESIGN IDEAS WITH THE LIBRARY IN THE SPRING.



**IMAGES OF STUDENT WORK AND COLLABORATIVE CHARRETTE SESSIONS FOR THE DESIGN-MODEL-BUILD PROJECT. STUDENT INTERNS: POULSEN, BEY, LUND, HOEHN, STEFAN, XU, THORNE, KEENE [ARCH 3010, FALL 2014 / \$22,000 FUNDED DESIGN AND RESEARCH PROJECT, SPRING 2015 - LIBRARY COLLABORATORS: LUKE LEITHER, GREG HATCH, IAN GODFREY]**

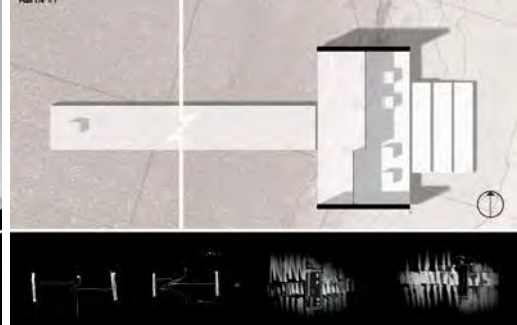
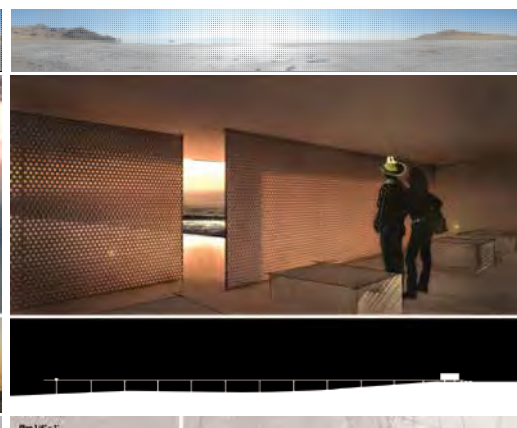
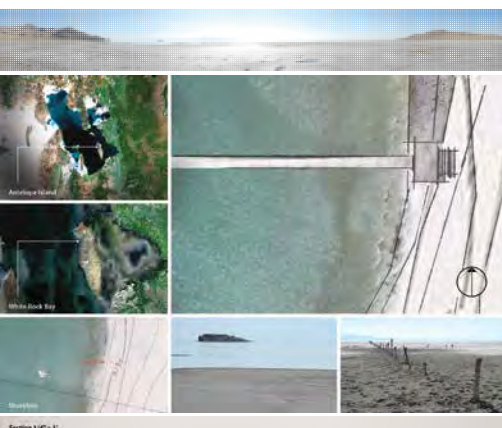
*"Erin's care for and involvement with her students is both admirable and exhausting. She is always available for consultation and has very helpful suggestions."*

*"Presented us with great opportunities for learning"*

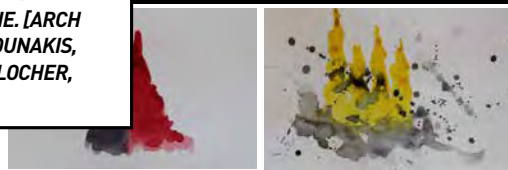
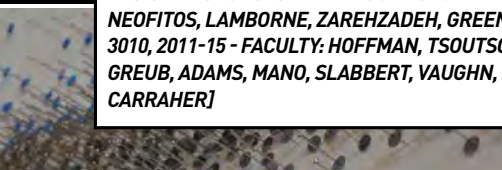
*"She is great no doubt about it, she knows everything and is willing to help everyone no matter what."*

*[Anonymous student comments from university course evaluations]*

THE FIRST-YEAR STUDIO SEQUENCE IS S BOOKENDED BY TWO **TRAVEL-BASED** STUDIO PROJECTS. THE FIRST BEGINS WITH AN **IMMERSIVE** CAMPING TRIP IN A REMOTE UTAH SITE. FROM THE BONNEVILLE SALT FLATS' VAST EXPANSE OF SHIMMERING WHITE, TO ANTELOPE ISLAND'S PERCH IN THE GREAT SALT LAKE WHERE SUNRISES THE SKY IS DOUBLED IN THE GLASSY WATER, TO SOUTHERN UTAH'S RED ROCK COUNTRY WHERE GEOLOGICAL DEEP TIME IS VISIBLE IN THE BLUFFS, MESAS, AND ESCARPMENTS MARKED BY DWELLINGS AND PAINTINGS FROM GENERATIONS AGO, I UTILIZE THE **LANDSCAPE** AS A UNIQUE AND POWERFUL TEACHING TOOL.



**SITES OF RURAL CAMPING TRIPS; DRAWINGS AND CONCEPTUAL MODELS THAT MARK FIRST-YEAR STUDENTS' EXPERIENCE WHILE TRAVELING, AND THE DESIGN RESPONSES THAT RESULT. STUDENT WORK: NEOFITOS, LAMBORNE, ZAREHZADEH, GREENE. [ARCH 3010, 2011-15 - FACULTY: HOFFMAN, TSOUTSOUNAKIS, GREUB, ADAMS, MANO, SLABBERT, VAUGHN, LOCHER, CARRAHER]**

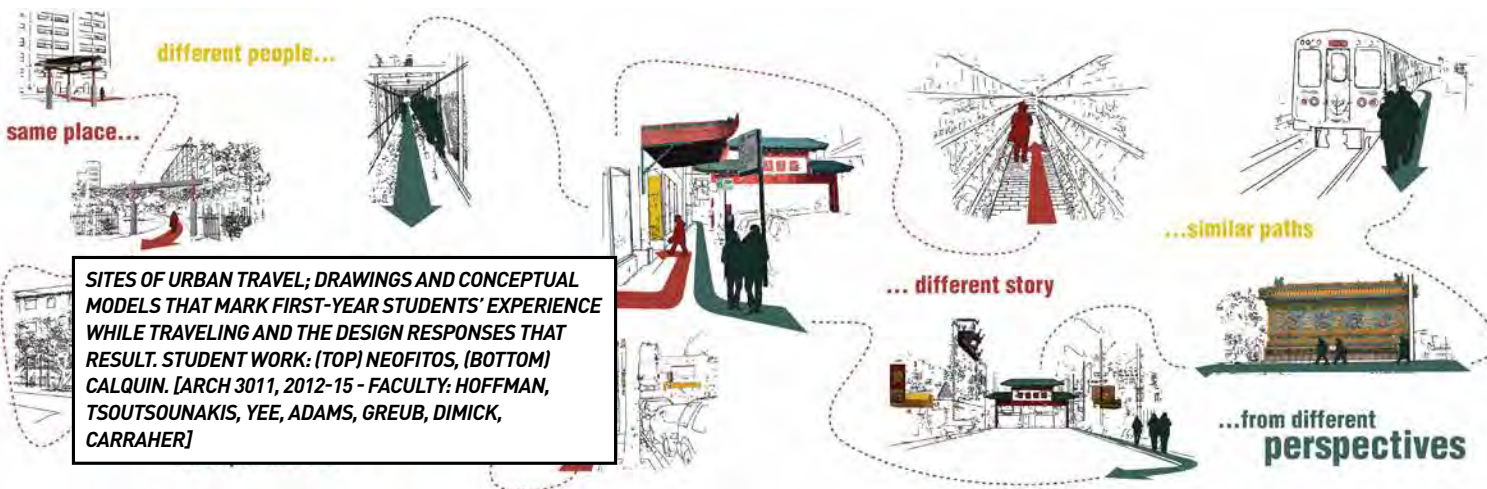
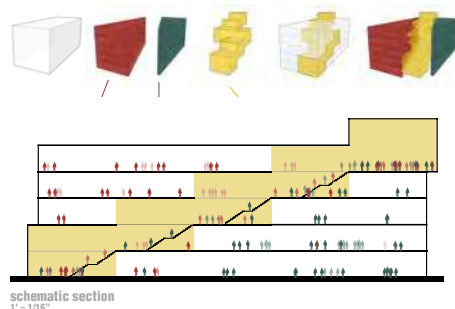
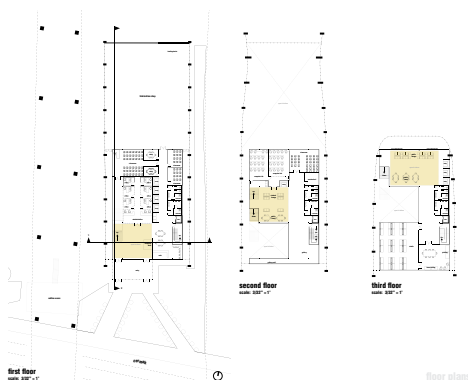
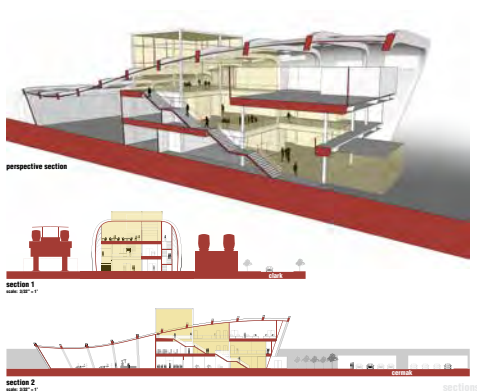




"Other students have commented to me that Erin's class is the most challenging and also the most rewarding they have been in. Erin is knowledgeable, intuitive, flexible, dedicated, patient, consistent, and attentive. Erin is a teacher who makes a real impact on the lives of her students by helping them to emerge knowledgeable and confident."

Angela Flicker, MArch 2016

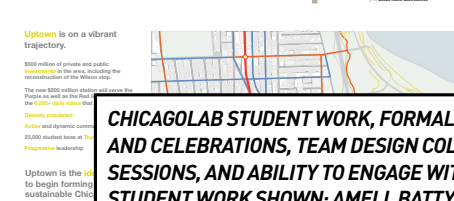
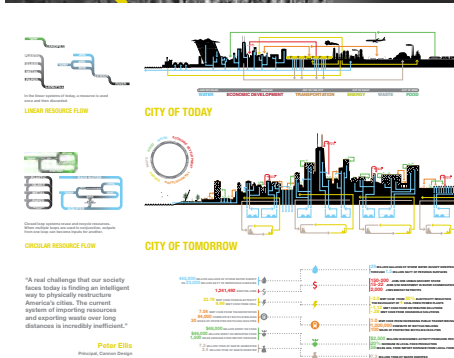
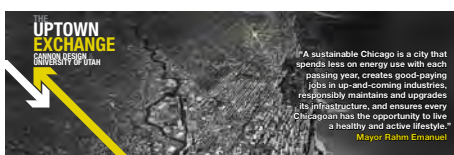
THE FIRST-YEAR STUDIO SEQUENCE IS BOOKENDED BY TWO TRAVEL-BASED STUDIO PROJECTS. THE SECOND OF WHICH IS AN URBAN LOCATION RICH IN ARCHITECTURE AND CULTURE. TASKED WITH DEVELOPING PSYCHOGEOGRAPHIC MAPS AS TOOL FOR SITE ANALYSIS, STUDENTS **LOOK MORE CRITICALLY AT THE CULTURAL LANDSCAPE OF THE CITY.** I BELIEVE THIS EARLY INCORPORATION OF SITE ANALYSIS AND TRAVEL HELPS BEGINNING STUDENTS UNDERSTAND THE VALUE THAT A PLACE-BASED RESPONSE TO CONTEXT CAN BRING TO THEIR CREATIVE PROCESS.



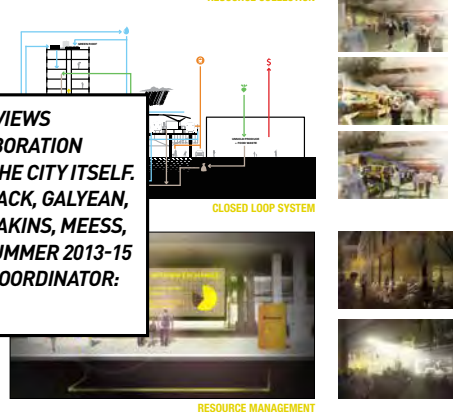
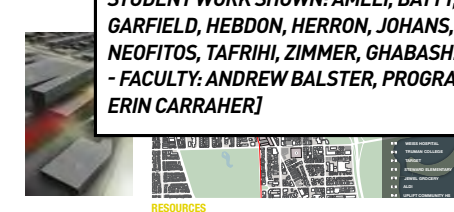
"Real voices, real problems, and real stakeholders inspire the [ChicagoLAB] curriculum to create real opportunity. This collaboration engages the city — from the Mayor to local Chicagoans — to confront real issues that architecture and design can help solve. Erin has been critical to the establishment, recruitment, development, coordination, and preparation of the ChicagoLAB, by initiating the collaboration to developing a pre-program curriculum for the students that incorporates her research in leadership and collaboration. She solely forms and coaches absolutely stellar groups of students who come to Chicago and work together better than any teams I have taught."

Andrew Balster, Director of ChicagoLAB Program

I AM THE PROGRAM COORDINATOR FOR CHICAGOLAB, A MULTI-LEVEL AND TRANS-DISCIPLINARY INTENSIVE SUMMER RESEARCH STUDIO THAT IS HOUSED WITHIN MAJOR FIRMS IN DOWNTOWN CHICAGO. STUDENTS TAKE PART IN COLLABORATION TRAINING PRIOR TO LEAVING FOR THE 8-WEEK CHICAGO EXPERIENCE WHERE THEY WORK ON TOPICS RELATED TO ONGOING EFFORTS IN THE CITY AND **ENGAGE DIRECTLY WITH PRACTITIONERS, CITY OFFICIALS, AND COMMUNITY GROUPS.**



**CHICAGOLAB STUDENT WORK, FORMAL REVIEWS AND CELEBRATIONS, TEAM DESIGN COLLABORATION SESSIONS, AND ABILITY TO ENGAGE WITH THE CITY ITSELF. STUDENT WORK SHOWN: AMELI, BATTY, BLACK, GAYEAN, GARFIELD, HEBDON, HERRON, JOHANS, MEAKINS, MEES, NEOFITOS, TAFRIHI, ZIMMER, GHABASH. [SUMMER 2013-15 - FACULTY: ANDREW BALSTER, PROGRAM COORDINATOR: ERIN CARRAHER]**



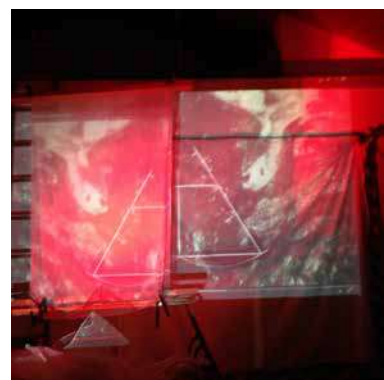
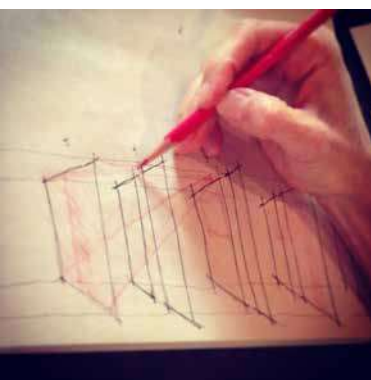
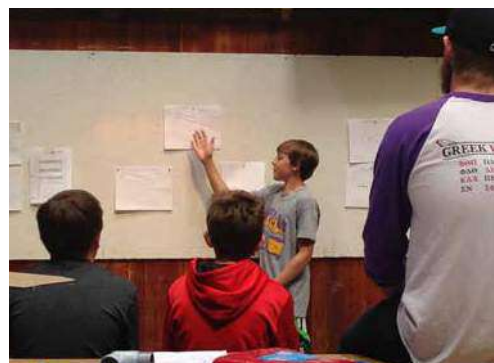


# IMPACT

*"Another one of Erin's great strengths is in her ability to engage her students with interesting projects. This last year I took an independent study from Erin ...for Salt Lake Design Week...It was a combination of Erin's support, high expectations, and interest in who her students are, that made this project such a success for me individually, and for all who attended the event. It was great opportunity to work with professionals and be able to see our concept, and application of our individual skills, become reality."*

*Angela Flicker, MArch 2016*

MANY STUDENTS CHOOSE TO TAKE OWNERSHIP OF A PORTION OF THEIR EDUCATION THROUGH **INDEPENDENT STUDIES**. I HAVE HAD THE GREAT PLEASURE TO WORK WITH SOME FANTASTIC STUDENTS THROUGH THIS MODEL. WHETHER MENTORING A STUDENT WRITING HER UNDERGRADUATE HONORS THESIS, A GROUP OF UNDERGRADUATES ENGAGING WITH ARCHITECTURAL EDUCATION TO A 6TH GRADE GIFTED CLASS, OR INVOLVING STUDENTS IN THE BEAUX ARTS BALL INSTALLATION DEVELOPMENT, I ENJOY HELPING STUDENTS FIND OPPORTUNITIES FOR ENGAGEMENT AND EXPLORATION OF THEIR OWN INTERESTS.



**TOP-BOTTOM: HONORS THESIS (CAITLIN THISSEN), COMMUNITY ENGAGEMENT WITH 6TH GRADE GIFTED STUDENTS (STACY, POULSEN, KALIAN, TAYLOR, STEPHENS), TEXTILE INSTALLATION FOR BEAUX ARTS BALL (FLICKER, MCAVOY, MATHESON. [THESIS/ INDEPENDENT STUDIES - 2013-15 - COLLABORATORS: HENRY BENHAM (6TH GRADERS), YAF (BEAUX ARTS BALL)] BEAUX ARTS BALL PHOTO CREDIT: BRANDON CRUZ**

*"The Girl Scout Project was a win-win situation for all involved. Professionals taught and mentored architecture students and scouts through the design process. Architecture students were exposed to real world architecture and the applications of technology in addition to mentoring and teaching scouts about architecture. Girl Scouts were excited to learn about architecture and were able to see the direct results of the design built at their camp. The project taught me that in addition to making something beautiful and functional, I can be of service to others through architecture."*

Marin (Hebdon) Smith, BS Arch 2013 | MArch 2015

MY GOAL IS TO PROVIDE THE BEST POSSIBLE **INDIVIDUALIZED EDUCATION** TO EACH OF MY STUDENTS. THIS OFTEN BUILDS A **DEEP ENGAGEMENT** AND LEADS TO CONTINUED COLLABORATION FOR YEARS AFTER A PARTICULAR CLASS IS COMPLETED. MARIN SMITH, PICTURED HERE, WAS ONE SUCH STUDENT; SHE WAS PART OF MY FIRST STUDIO IN UTAH AND WAS INVOLVED IN EVERY MAJOR OUTREACH, RESEARCH, AND EDUCATION INITIATIVE I'VE HELPED DEVELOP. HER STATEMENT ABOVE ABOUT THE GIRL SCOUT COLLABORATION IS ONE OF THE BEST AFFIRMATIONS THAT THE WORK IS HAVING AN IMPACT.



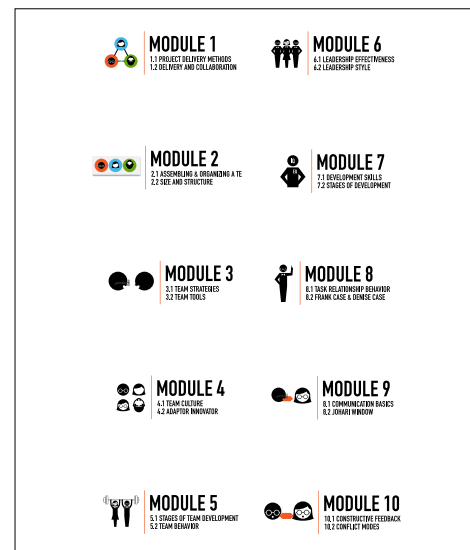
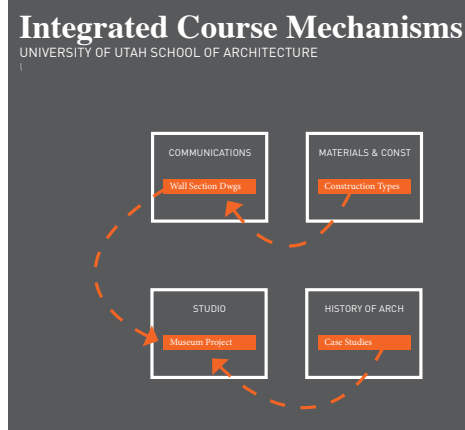
**TOP-BOTTOM: MARIN SMITH, WHO WAS A MEMBER OF MY FIRST STUDIO IN UTAH, WENT ON TO SERVE AS MY RA ON THE LCAP PROJECT, DEVELOP THE FIRST PARAMETRIC SCREEN PROJECTS, TAKE PART IN THE COLLEGE'S DESIGN BUILD BLUFF PROGRAM (THAT I HAVE NO DIRECT INVOLVEMENT), GRADUATE, BE THE LEAD STUDENT WORKING ON THE GIRL SCOUT COLLABORATION, TAKE PART IN THE CHICAGOLAB AND LEADERSHIP INSTITUTE THROUGH WHICH SHE PRESENTED TO THE ASSEMBLY OF THE WESTERN MOUNTAIN REGION AND NORTHWEST PACIFIC REGION JOINT CONFERENCE.**



"Everything I learned in this class will directly help me in the real world and that is awesome and it is nice that I actually enjoy a class for once."

[Anonymous student comments from university course evaluations]

AS THE **AREA COORDINATOR** FOR PRE-MAJOR AND FIRST-YEAR UNDERGRADUATE ARCHITECTURE STUDIOS, I HAVE TAKEN PART IN **RESTRUCTURING** THE ENTIRE COURSE SEQUENCE, **REDEVELOPING** 6 COURSES (INCLUDING ONE NEW COURSE), AND **INTEGRATING** SEVERAL COURSES WITH EACH OTHER. ADDITIONALLY, I WORK WITH OTHERS TO DEVELOP CONTENT FOR PRACTITIONERS AS WELL AS STUDENTS ON COLLABORATION AND LEADERSHIP IN ARCHITECTURAL PRACTICE.



## PRE-ARCHITECTURE REQUIREMENTS

<b>ARCH 1615 *</b> Intro to Architecture (FF) (3 credits)	<b>ARCH 1630</b> Architectural Graphics (3 credits)	<b>ARCH 2630 *</b> Design Workshop (FF) (3 credits)	<b>ARCH 2632</b> Advanced Design Workshop (3 credits)
<b>MATH 1210 *</b> Calculus (QB) (3 credits)	<b>PHYS 2010 *</b> Physics 1 (SF) (4 credits)	<b>PHYS 2020 *</b> OR Physics 2 (SF) (4 credits)	<b>ARCH 2611</b> Built Environment (4 credits)

## LEAP TRACK (PRE-MAJOR ALTERNATIVE)

<b>ARCH 1610 *</b> Architecture LEAP 1 (FF / HF*) (3 credits)	<b>ARCH 1611 *</b> Architecture LEAP 2 (HF / FF*) (3 credits)	ARCH 1610 fulfills ARCH 1615 requirement ARCH 1611 fulfills ARCH 2630 requirement ARCH 1610 and 1611 count for one HON IT credit *pending approval
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## HONORS TRACK (PRE-MAJOR ALTERNATIVE)

<b>CMP 3101 *</b>	<b>ARCH 2615 *</b>
TOP-BOTTOM: INTEGRATED COURSE DIAGRAM, LCAP CONTINUING EDUCATION RESOURCE TABLE OF CONTENTS, UNDERGRADUATE COURSE MATRIX. (LCAP PI: RYAN SMITH, CO-PI: ERIN CARRAHER)	

## MAJOR YEAR 1

FALL	SPRING	FALL	SPRING
<b>ARCH 3010</b> Architectural Studio 1 (5 credits)	<b>ARCH 3011</b> Architectural Studio 2 (5 credits)	<b>ARCH 4010</b> Architectural Studio 3 (5 credits)	<b>ARCH 4011</b> Architectural Studio 4 (5 credits)
<b>ARCH 3050</b> Architectural Communications 1 (3 credits)	<b>ARCH 3052</b> Architectural Communications 2 (3 credits)	<b>ARCH 4270 *</b> Architectural Theory (CW) (3 credits)	<b>ARCH 4850 *</b> Human Dimensions (DV) (3 credits)
<b>ARCH 3210</b> Architectural History 1 (3 credits)	<b>ARCH 3211</b> Architectural History 2 (3 credits)	<b>ARCH 4350</b> Environmental Systems 1 (3 credits)	<b>ARCH 4112</b> Site, Urban, and Sustainable Design (3 credits)
<b>ARCH 3371</b> Materials and Construction (3 credits)	<b>ARCH 3310 *</b> Structures 1 (QI) (3 credits)	<b>ARCH 4311 *</b> Structures 2 (QI) (3 credits)	<b>ARCH 4372</b> Building Technology (3 credits)

## HONORS TRACK (THESIS)

ARCH 4999 is often integrated with students' final studio project

<b>ARCH 4999</b> Honors Thesis / Project (3 credits)
--

*"Combining her skills to teach, practice and inspire, Erin Carraher has established a solid foundation as a young leader of the profession."*

Jeanne Jackson, FAIA  
2015 President, AIA Utah

I SERVE AS CHAIR OF THE AIA UTAH **YOUNG ARCHITECTS FORUM**, THE PURPOSE OF WHICH IS TO ENCOURAGE THE PARTICIPATION OF YOUNGER MEMBERS IN AIA UTAH PROGRAMS AND ACTIVITIES, TO ASSIST YOUNG DESIGNERS IN THEIR PROFESSIONAL GROWTH, AND TO FOSTER THE PUBLIC EDUCATION OF THE VALUE OF QUALITY DESIGN. WE ACCOMPLISH THIS THROUGH CONTINUED DIALOG, EDUCATIONAL PROGRAMMING, DESIGN ASSISTANCE FOR COMMUNITY PARTNERS AND NON-PROFIT ORGANIZATIONS, AND EVENTS SUCH AS THE BEAUX ARTS BALL. I HAVE ALSO WORKED TO DEVELOP APPLIED PROJECTS AND CREATE OPPORTUNITIES FOR STUDENTS TO ENGAGE.



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**TOP-BOTTOM: MEET THE MASTERS SALON-STYLE LECTURE SERIES INVITATIONS, BEAUX ARTS BALL 2014, MEET THE MASTERS DISCUSSION, REBRANDED AND UPDATED WEBSITE. (ALL WORK BY YAF)**



*"Recognizing the AIA's and NAAB's call for increased education in leadership, Erin has been instrumental in creating a response unlike any other. Based upon a series of interactive workshops with academics and practitioners she and her co-authors investigated key qualities of leadership that make a difference in projects, firms and communities we serve."*

**RK Stewart, FAIA**  
2007 President, American Institute of Architects

DURING THE DEVELOPMENT OF THE LEADERSHIP IN COLLABORATIVE ARCHITECTURAL PRACTICE (LCAP) RESOURCE, WE RECOGNIZED THE **NEED FOR A BROADER NATIONAL DISCUSSION**. FOREFRONT, THE CONFERENCE THAT ENSUED, FEATURED APPLIED EXAMPLES OF INNOVATIVE PROFESSIONAL AND EDUCATIONAL PRACTICE. OVER 45 SPEAKERS REPRESENTING ALL ROLES IN A PROJECT TEAM PRESENTED PROJECT AND TEAM STRUCTURES THAT EXEMPLIFY COLLABORATION THROUGH TECHNOLOGICAL INTEGRATION.



**OCTOBER 24-25, 2013**  
**SALT LAKE CITY, UTAH**

FOREFRONT is a conference jointly sponsored by the AIA Center for Integrated Practice – a nexus of the AIA Technology in Architectural Practice and Project Delivery Knowledge Communities – AIA Utah, and the University of Utah College of Architecture + Planning and is in partnership with the Association of Collegiate Schools of Architecture (ACSA) and the AIA's Center for Civic Leadership. The conference sessions will focus on applied examples of architects serving as leaders in collaborative practice.

The design and construction of buildings is rapidly becoming more collaborative and integrated, facilitated by technologies such as building information modeling (BIM) and computational design, shifts in society and culture, and the broader economic climate. New structures for integrated and collaborative teams present architects with a new paradigm for leadership of design teams, causing them to redefine or even create their role within this process. Every member of the design team now has constant access to the project information during the design and construction process through integrated technologies and project structures. This opens design decisions to broader participation by the entire design team, making it more important than ever for architects to establish their role as leaders and coordinators in the design process. At the same time, new opportunities are opening up to architects to take a more active role in construction. This conference posits that architects need new skill sets in addition to new technologies to reclaim their role as leaders in the enterprise of designing and constructing our built environment. If architects are to operate successfully and efficiently within the increasingly complex and fast-paced design development process, they need to harness the potential of emerging technologies. If they are to synthesize and coordinate the multi-faceted design and construction process, architects need to create a framework for inclusive discussions within these collaborative teams. If they are to be respected as leaders, architects need to communicate with their collaborators as equal partners in design. In short, architects must learn to lead integrated and collaborative teams.

<http://network.aia.org/CenterforIntegratedPractice/Home/FOREFRONT>

**REPRESENTATIVE CONTENT FOR LCAP CASE STUDIES AND MODULES, FOREFRONT CONFERENCE SCHEDULE, AND FOREFRONT TESTIMONIALS. (LCAP PI: RYAN SMITH, CO-PI: ERIN CARRAHER; FOREFRONT CO-CHAIRS: DAVID SCHEER, ERIN CARRAHER)**



**GLOBAL CENTER FOR HEALTH + INNOVATION**  
**LCM ARCHITECTS**  
**COMMERCIAL - NEW CONSTRUCTION**

image courtesy of LCM Architects

**PROJECT DETAILS:**  
Design Architect (overall building) and Design Oversight (facade): LCM Architects  
Architect of Record: SRS Corporation  
Location: Cleveland, OH  
Type: Health Care - New Construction  
Project Duration: February 2012 - June 2013  
Size: 230,000 SF over four floors  
Project Delivery: Bridging documents, prime contract to owner through DD, retained for design oversight through CD-CA

**STAKEHOLDERS:**  
Owner: Cuyahoga County and Merchandise Mart Properties, Inc.  
Design-Build: Turner Construction  
Key Subcontractors:  
Envelope - Harmon  
Precast Panels - Sidney Precast Group  
Formliners - Architectural Polymers

**IKIERAN TIMBERLAKE**  
**BUILDING 661**  
**EDUCATIONAL - ADVANCED ENERGY RETROFIT**

© IkieranTimberlake

**PROJECT DETAILS:**  
Architect: KieranTimberlake  
CM-as-Agent: Balfour Beatty  
Location: Philadelphia, PA  
Type: Educational - Advanced Energy Retrofit  
Project Duration: 2012 - 2014  
Size: 35,000 SF  
Cost: \$30M  
Project Delivery: Design Bid Build (multiple prime) with CM as Agent (pre-construction)

**STAKEHOLDERS:**  
Owner: The Pennsylvania State University  
Key Stakeholders:  
Geotechnical Engineer - Pennoni Associates  
ME/FP Engineer - Bruce E. Brooks Associates  
Structural Engineer - CDM  
Civil Engineer - Ruff Engineering  
Landscape Architect - Studio Bryson-Raines  
Commissioning Agent - ASHRAE  
Environmental/Lighting Design - Andrew Tan  
General Trades Contractor - Ernest Buck & Sons  
Mechanical Contractor - Davies Brink  
Electrical Contractor - E-J Electric  
Plumbing Contractor - Dolan Mechanical

**LEADERSHIP EFFECTIVENESS**

**ABILITY + BEHAVIOR = LEADERSHIP EFFECTIVENESS**

© 2013

**FOREFRONT: Architects as Collaborative Leaders**  
October 24-25, 2013 | SLC, UT

**THURSDAY, OCTOBER 24**

**8:00AM - 9:00AM** **REGISTRATION**  
Breakfast - *Superior Art Meeting Day*  
Steve Alexander - *Alexander Architects*

**9:00AM - 10:00AM** **PROFESSIONAL JOURNEY IN A DIGITAL, TECHNOLOGICAL WORLD**  
Randy Katsch, AIA, LEED AP - *University of Illinois at Urbana-Champaign*

**10:00AM - 11:00AM** **THE PRACTICE OF ARCHITECTURE IN THE NEW PARADIGM**  
Anna Burdette - *University of Notre Dame, School of Architecture*  
Dr. Charles Warrance - *University of Notre Dame, Center for Research in Computing (remote speaker)*  
Dr. Tracy Spaulding - *University of Notre Dame, College of Engineering (remote speaker)*  
Dr. Steve Roberts - *University of Notre Dame, College of Arts & Letters (remote speaker)*  
Dr. Jack Roberts - *University of Notre Dame, Center for Research Computing (remote speaker)*

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