

FAY JONES SCHOOL OF ARCHITECTURE + DESIGN

ARCHITECTURE / LANDSCAPE ARCHITECTURE / INTERIOR ARCHITECTURE AND DESIGN / MASTER OF DESIGN STUDIES

UA COMMUNITY DESIGN CENTER / GARVAN WOODLAND GARDENS / ANTHONY TIMBERLANDS CENTER FOR DESIGN AND MATERIALS INNOVATION

INTERIOR ARCHITECTURE AND DESIGN

COUNCIL FOR INTERIOR DESIGN ACCREDITATION

PROGRAM ANALYSIS REPORT – 2024



Section 1. Institutional and Program Data

- 1) List the names, titles, phone numbers, and e-mail addresses of administrators who will receive a copy of the final Accreditation Report. CIDA distributes **1 complimentary hard copy** of the Accreditation Report to the first individual listed below (physical address required). Other individuals listed will receive a digital copy of the report. Additional hard copies may be requested for a fee of \$25 per report. Be sure to include the following individuals:

Chancellor, president, provost, or chief academic officer of the university or school <i>*must be a physical address for FedEx delivery</i>	Charles F. Robinson, Chancellor
	University of Arkansas
	425 Administration Building
	Fayetteville, AR 72701
	479-575-3836
	chancell@uark.edu
Dean of the college or school	Peter B. MacKeith, Dean
	479-575-2702
	mackeith@uark.edu
Chair of the department	Carl Matthews, Interior Architecture and Design Department Head
	479-575-4729
	cwmatthe@uark.edu
Head of the interior design program	See above
Other	Ethel Goodstein, Associate Dean
	479-575-3805
	egoodste@uark.edu



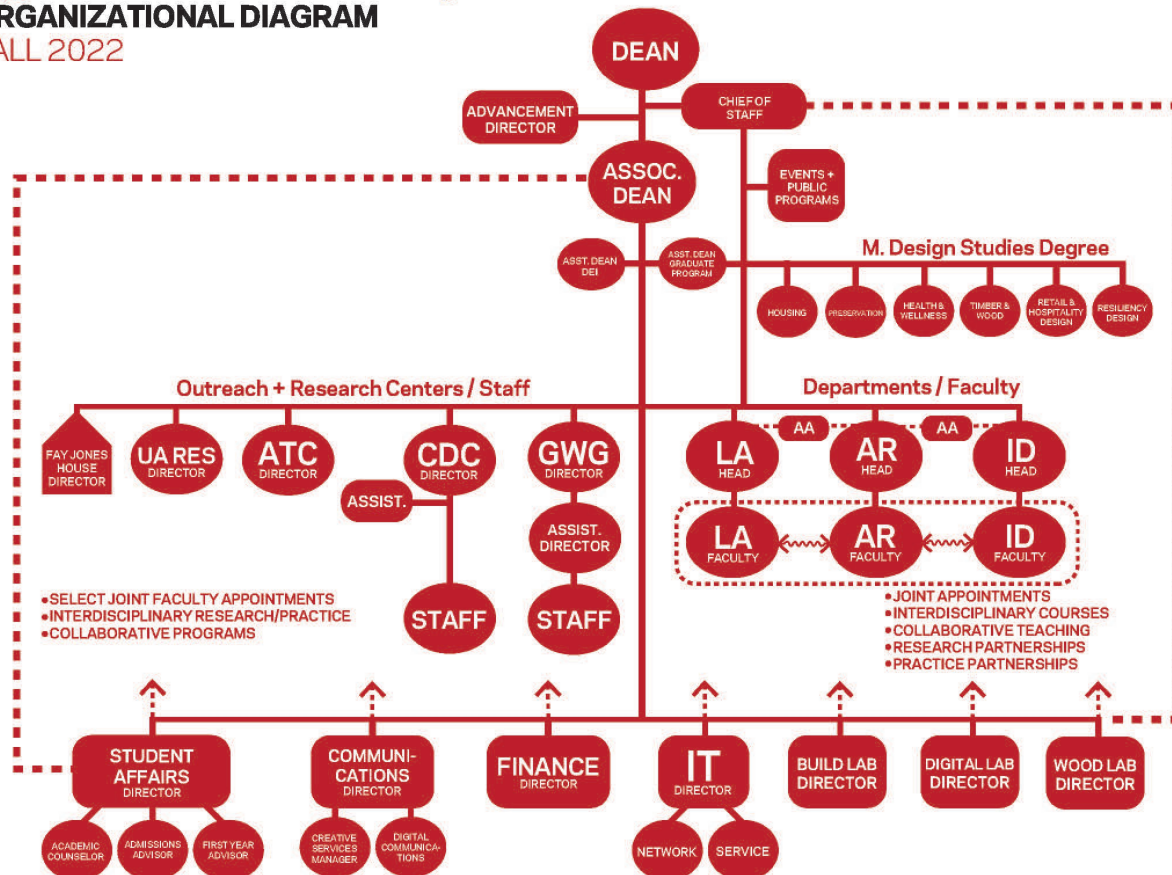
August 1, 2024

Report submitted by (signature and date)

Section 1. Institutional and Program Data

- 2) Insert the organization chart showing the program's relationship to the department and/or administrative unit in which it is located, any allied departments, and the institution as a whole here.

Fay Jones School of Architecture + Design ORGANIZATIONAL DIAGRAM FALL 2022



Section 1. Institutional and Program Data

Type of institution
(Check one)

- ☒ Public
☐ Private, non-profit
☐ Private, for-profit

Size of population where the institution is
located
(Check one)

- ☐ Population of 250,000 or more persons
☒ Population of 50-250,000 persons
☐ Population under 50,000

Total enrollment for the institution on the
campus where the program is located

30,530

Academic year of this report

2024

Current Council for Interior Design
Accreditation status
(Check one)

- ☒ Accredited
☐ Not accredited
☐ On probation

Check all **institutional** (university/ college)
accreditation(s)

- ☐ Accrediting Commission of Career Schools and Colleges of Technology
☐ Accrediting Council for Independent Colleges and Schools
☐ Distance Education and Training Council
☐ Middle States Association of Colleges and Schools
☐ North Central Association of Colleges and Schools
☐ New England Association of Schools and Colleges
☐ Southern Association of Colleges and Schools
☐ Western Association of Schools and Colleges
☐ National Association of Schools of Art and Design
☐ Provincial Ministry of Education

☒ Other (specify)

The Higher Learning Commission

Check other specialized accreditations or
endorsements for the interior design
program and/or unit

- ☒ National Association of Schools of Art and Design
☐ National Kitchen and Bath Association
☐ American Association of Family and Consumer Sciences,
Council for Accreditation
☐ National Architectural Accrediting Board
☐ Other (specify)
-

Section 1. Institutional and Program Data

Which classification best describes your institution:

- ☒ Doctoral/Research Universities
☐ Master's Colleges and Universities
☐ Baccalaureate Colleges and Universities
☐ Baccalaureate/Associates Colleges
☐ Associates Colleges
☐ Not applicable

Primary institutional mission
(Check one)

- ☐ Teaching
☐ Service
☒ Research

Academic unit housing program
(Check one)

- ☐ Architecture
☐ Art
☐ Design
☐ Fine Arts
☐ Interior Design
☐ Human Ecology
☐ Engineering/Technology

☒ Other (specify)

Architecture and Design

Name of College or School (within the institution that houses the program)

Fay Jones School of Architecture and Design

Division, if applicable, or unit name where the program is housed

Department, if applicable, or unit name where the program is housed

Department of Interior Architecture and Design

Section 1. Institutional and Program Data

Identify the three most influential factors impacting change to the program curriculum where 1 indicates the most influential

_____	Administration
_____	Facilities
1	Faculty
_____	Finances
_____	Council for Interior Design Accreditation Standards
3	Industry trends
_____	Societal trends
_____	Student demographics
_____	Practitioner feedback
_____	Research
_____	Advisory Board
2	Student assessment
_____	Other (specify)

Degree(s) offered by the accredited program or program seeking accreditation (list only those degrees eligible for accreditation review)

Bachelor of Interior Architecture and Design

Degree(s) or certificate(s) offered by the program but not eligible for accreditation review

Program length; total credit hours required for graduation, including general education and electives. (Indicate in the units used by institution)

121	Semester hours
_____	Quarter hours
_____	Trimester hours

Total general education hours required to complete the program. (Indicate in the units used by institution)

45	Semester hours
_____	Quarter hours
_____	Trimester hours

Of the total number of credit hours required for graduation, how many are elective credits in the program. (Indicate in the units used by institution)

6	Semester hours
_____	Quarter hour
_____	Trimester hours

Section 1. Institutional and Program Data

How often do practicing professionals (including jurors, project critics, guest lecturers, and mentors) participate in the program?

- ☐ 1-3 times per semester/quarter
☐ 4-6 times per semester/quarter
☐ 7-9 times per semester/quarter
☒ more than 10 times per semester/quarter

Rate whether the number of practicing professionals who participate in the program is adequate (check one)

- | Inadequate | | | | Adequate |
|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| ☐ | ☐ | ☐ | ☐ | ☒ |
| 1 | 2 | 3 | 4 | 5 |

Is work experience (internship, co-op) required?

- ☒ Yes ☐ No

If yes, indicate the minimum number of clock hours needed to fulfill this requirement.

200

If work experience (internship, co-op) is elective, what percentage of students complete this?

_____ %

Are students required to take business courses from units outside the program? If yes, indicate the number of credit hours needed to fulfill this requirement.

- ☒ Yes ☐ No

9

Does the curriculum include a service learning or community service requirement?

- ☐ Yes ☒ No

If yes, indicate the required clock hours or measure of participation.

Is any of the curriculum delivered virtually or via other types of distance learning? If yes, list the courses and indicate whether required (R) or elective (E). Indicate with an * the courses that are also offered on site.

- ☐ Yes ☒ No

If there is a maximum number of credit hours that may be taken by distance education, indicate the amount.

_____ Semester hours
_____ Quarter hours
_____ Trimester hours

Section 1. Institutional and Program Data

What percentage of students transfer from other institutions into your program? 10 %

Do you have any formal articulation agreements in place with those institutions? ☐ Yes ☒ No

Number of students who are enrolled in the interior design program in the **current** academic year:

	Full Time	Part Time
First year/freshmen	<u>90</u>	<u> </u>
Second year/sophomores	<u>76</u>	<u> </u>
Third year/juniors	<u>67</u>	<u> </u>
Fourth year/seniors	<u>21</u>	<u>35</u>
Fifth year if applicable	<u> </u>	<u> </u>
Total enrollment for the current academic year	<u>254</u>	<u>35</u>

Estimate the percentage of students enrolled (include all students for all years) in the interior design curriculum who fall into the following categories (each section should equal 100%):

Residents of the state/province	<u>43</u>	<u>%</u>
Nonresidents of the state/province	<u>57</u>	<u>%</u>
Nonresident aliens (international students)	<u>0</u>	<u>%</u>
Total	<u>100%</u>	

Male	<u>8</u>	<u>%</u>
Female	<u>92</u>	<u>%</u>
Unspecified	<u>0</u>	<u>%</u>
Total	<u>100%</u>	

Section 1. Institutional and Program Data

American Indian, Alaskan Native, Aboriginal	4	%
Asian	4	%
Black or African American	3	%
Hispanic or Latino	11	%
Native Hawaiian or Other Pacific Islander	0.6	%
White	76	%
Prefer Not to Answer	0.7	%
Other	0.7	%
Total	100%	

Traditional age students	95	%
Returning adult students	5	%
Total	100%	

Students with previous baccalaureate degrees	1	%
Students with previous associate degrees	1	%

How many students completed the program and graduated in each of the last three academic years?	53	2023-24
	38	2022-23
	55	2021-22

How many graduates from the past year are employed as interior designers? If known, indicate in the specializations listed.		Health care
	3	Hospitality
	1	Retail
	20	Corporate
	14	Residential
		Unknown, but interior design

Section 1. Institutional and Program Data

How many students who completed the program during the past academic year are continuing their education in a graduate program?

1

Interior design

Architecture

Business

Other (specify)

What is the average student to faculty ratio in interior design studios?

15

:

1

Students

Faculty

Total full-time faculty members for the interior design program

11

Male 45%

Female 55%

Unspecified %

Total 100%

American Indian, Alaskan Native, Aboriginal %

Asian 18%

Black or African American %

Hispanic or Latino %

Native Hawaiian or Other Pacific Islander %

White 82%

Prefer Not to Answer %

Other %

Total 100%

Section 1. Institutional and Program Data

Total adjunct, part-time, and support
faculty members or instructional personnel
for core courses of the program
(If there is change from year to year,
provide an average of the past three years
and indicate that the total is an average.)

6

Male	50%
Female	50%
Unspecified	%
Total	100%
American Indian, Alaskan Native, Aboriginal	%
Asian	16%
Black or African American	%
Hispanic or Latino	%
Native Hawaiian or Other Pacific Islander	%
White	84%
Prefer Not to Answer	%
Other	%
Total	100%

Section 1. Institutional and Program Data

Salary **range** for full-time faculty in the program (annual salary)

\$67,500 to **\$160,326**

Full-time faculty members

Name	Highest Degree MA, MS, Ph.D.	Discipline of degree	Passed NCIDQ	Full-time practitioner and/or faculty experience (specify number of years for each) FT Practice FT Faculty		Professional Society Memberships (list all)
Carl Matthews	MS	Interior Design	Yes	10	31	IDEC
Jennifer Webb	Ph.D.	Interior Design	Yes	5	29	IDEC, EDRA
Kim Furlong	MArch	Architecture	Yes	24	10	IDEC, ASID
Lynn Fitzpatrick	MArch	Architecture	No			IDEC
Torrey Tracy	MArch	Architecture	No	7	9	NCARB, IDEC, ASID
Jake Tucci	MS	Interior Architecture	No	7	14	IDEC, NCIDQ
Charles Sharpless	MArch	Architecture	No	9	7	IDEC, NCARB, AIA, ASID
Rachel Tucci	MS	Interior Architecture Historic Preservation	Yes	16	FT beginning Fall 2024	NCIDQ
Jinoh Park	Ph.D	Interior Design	Yes	14	5	ASID, IDEC, ARCC, EDRA
Laurence McMahon	BArch	Architecture	No	11	1	AIA

Does the state or province in which the program is located regulate the interior design profession and/or require licensing of interior designers?

☒ Yes ☐ No

Section 2. Introduction

- 1) State the mission of the institution and describe the impact that significant institutional characteristics have on the teaching and learning environment. *Examples of significant institutional characteristics could include research versus teaching institution, location of the institution, or unique student demographics.*

The University of Arkansas is determined to build a better world by providing transformational opportunities and skills, promoting an inclusive and diverse culture, nurturing creativity, and solving problems through research and discovery, all in service to Arkansas.

Our mission provides a broad outline of the work required to achieve our vision – that the University of Arkansas represents the best of public higher education, advancing Arkansas while building a better world.

<https://www.uark.edu/about/index.php>

The University offers near in-state tuition rates to high-achieving students from the contiguous states of Kansas, Louisiana, Mississippi, Missouri, Tennessee, and Texas which accounts for a relatively high out-of-state student enrollment.

- 2) Provide a brief program history of the interior design program undergoing evaluation addressing its origins, development over time, and any significant changes and their impact on the following:
 - the program's academic unit
 - mission and goals
 - curriculum content and/or sequence

The Interior Design program has enjoyed a long and rich history at the University of Arkansas:

- 1974: Concentration in Home Economics established within the College of Agriculture
- 1978: Separate major in the Department of Home Economics
- 1993: Accreditation awarded by FIDER
- 1997: The Department of Home Economics becomes the School of Human Environmental Sciences within the Dale Bumpers College of Agricultural, Food, and Life Sciences
- 1999: Reaccredited by FIDER
- 2000: Bachelor of Interior Design within the Dale Bumpers College of Agricultural, Food, and Life Sciences awarded for first time
- 2005: Reaccredited by FIDER
- 2010: The Interior Design Program joins the Fay Jones School of Architecture (now Fay Jones School of Architecture and Design) as a program in the Department of Architecture
- 2011: Reaccredited by CIDA (formerly FIDER)
- 2013: Interior Design became an independent Department within the School
- 2013: Moved into newly renovated and expanded Vol Walker Hall and Anderson Design Center with the Architecture and Landscape Architecture Departments.
- 2015: All entering students required to complete the study abroad requirement prior to graduation
- 2016: Final year interdisciplinary option studios with Architecture and Landscape Architecture
- 2018: Reaccredited by CIDA
- 2022: Changed degree and department name to Interior Architecture and Design

Mission and Objectives

<https://catalog.uark.edu/undergraduatecatalog/collegesandschools/fayjonesschoolofarchitecture/>

The Fay Jones School of Architecture and Design, founded in 1946 by John G. Williams at the University of Arkansas, houses professional design programs of architecture, interior architecture and design and landscape architecture together with liberal studies programs. All combine studio design education with innovative teaching in history and theory; building and intelligent technologies and urban design and resiliency. A broad range of course offerings equip graduates with the knowledge and critical agility required to meet the challenges of designing for a changing world. Design instruction occurs in studio sequences that provide

Section 2. Introduction

educational experiences appropriate for students who wish to pursue both traditional and non-traditional forms of professional practice. Fundamental principles and techniques design and design thinking are stressed. All curriculums empower students by developing skill, knowledge, and a deep sense of responsibility to their environment and to the cultures they will serve. The school's curriculum surveys issues and opportunities in built and natural settings, as well as addressing complex social, physical, and cultural and diverse relationships that constitute the human-made environment. In summary, the school prepares its students with critical frameworks for professional skills and applied learning experiences that equip them to assume leadership roles in the profession and their communities.

BACHELOR OF INTERIOR ARCHITECTURE & DESIGN SAMPLE CURRICULUM EFFECTIVE FALL 2018

FIRST YEAR HRS FALL 5 IARD 10305 Design I (also offered in the summer) 2 ARCH 12102 Design Thinking I (also offered in the summer) 3 ENGL 10103 Composition I 3 MATH 11003 College Algebra 1 UNIV 10051 University Perspectives (freshmen students only) 14 Semester Hours Grades of C or better are required in IDES/ARCH courses in order to continue into the spring studio sequence.	HRS SPRING 5 IARD 10405 Design II (also offered in the summer) 2 ARCH 12202 Design Thinking II (also offered in the summer) 3 Social Science core requirement 3 ENGL 10203 Composition II 3 Fine Arts or Humanities core requirement 16 Semester Hours
SECOND YEAR HRS FALL 4 IARD 28004 Interior Design III 3 IARD 27203 Digital Design in Media 3 IARD 28203 Interior Design Materials & Assemblies 3 ART History Elective 3 Social Science core requirement 16 Semester Hours PLEASE NOTE – Professional Program Review occurs after the 2nd year fall semester. A portfolio is required to be submitted for review and students must have a 2.50 gpa in all IARD/ARCH coursework.	HRS SPRING 4 IARD 28104 Design Studio IV 3 IARD 28803 History of Interior Design 3 IARD 38403 Lighting & Related Bldg Systems 3 HIST 20003/20103 or PLSC 20003 U.S. History core requirement 13 Semester Hours HRS SUMMER AFTER 2nd Year or any summer afterwards 3 IARD Study Abroad Requirement
THIRD YEAR HRS FALL (all courses are required to be taken during this semester) 3 IARD 38005 Interior Design V 3 IARD 48103 Human Factors for Interior Design 3 IARD 48203 Professional Practice for Interior Design 3 ARCH 44303 Architectural History III 14 Semester Hours	HRS SPRING 5 IARD 38105 Interior Design VI 3 IARD 38303 Building Systems for Interior Design 3 Fine Arts or Humanities core requirement 4 Science Core Requirement 15 Semester Hours SUMMER Between Third & Fourth Year - REQUIRED HRS Summer 1 IARD 48301 Internship for Interior Design
FOURTH YEAR HRS FALL 5 IARD 48005 Interior Design VII 3 Professional Elective 3 Business Elective 3 ECON 20103, 20203, or 21403 (21403 is recommended) 14 Semester Hours	HRS SPRING 5 IARD 48405 Interior Design VIII 3 Professional Elective 3 Business Elective 4 Science Core Requirement 15 Semester Hours Total Credit Hours: 121

- 3) Describe the program's educational philosophy and/or approach to delivering interior design education. This should include a discussion of significant program characteristics and the impact they have on the teaching and learning environment. *Examples of significant program characteristics could include: the enrollment of primarily non-traditional career-change students, a strong inter-disciplinary approach to foundation courses, or access to unique resources.*

The program can be characterized by five significant characteristics:

- a. Emphasis on interdisciplinary learning. Lecture courses throughout the curriculum and final year studios are taught in interdisciplinary formats with architecture and landscape architecture.
- b. All students are required to complete a minimum of three credit hours in a study abroad experience. Most students complete six credit hours of study abroad in five-week summer programs in Rome, Italy.
- c. All students are required to complete nine hours of business courses (Economics and two business electives).
- d. All students are required to complete an internship.
- e. The program benefits from an award-winning facility with excellent digital and manual fabrication shops, abundant critique spaces, exhibition gallery, and each student has dedicated studio space every year in the curriculum. Additionally, the School sponsors a robust lecture series and numerous guest critics.

Section 3. Program Goals and Self-study

- 1) Provide the goals of the interior design program.
 - a. To prepare students for entry level interior design practice.
 - b. To prepare students for interdisciplinary collaboration.
 - c. To expose students to global practices and design issues.

- 2) Describe the self-study process your program completed in preparation for the CIDA accreditation review, including:

Self-study is an ongoing, multi-pronged endeavor. Twice a year the program meets with our 15 member Professional Advisory Board. This Board is comprised of a minimum of 70% alumni of the school, many of whom are current or potential employers of interns and graduates. Feedback from these meetings is discussed at monthly faculty meetings where proposals to curricular changes occur. Additionally, the Professional Advisory Board members are surveyed on an as needed basis when appropriate for advice on evolution of specific coursework or the professional preparedness of students. In the 2021-20122 academic year and again in Spring 2024 each monthly faculty meeting focused on analysis of CIDA Standards 4-16.

In addition to the monthly meetings devoted to specific Standards and Indicators, the program faculty meets for 4-hour sessions at the end of each year to review and critique work from all studios in the curriculum. These sessions occur after the student final reviews where external professional and educator critics are brought to campus to critique student work. If significant changes have been made to non-studio courses, these are also proposed and discussed in the end-of-semester sessions.

Students complete online evaluations for each course at the end of each semester. On an as-needed basis, faculty may survey students at other points in the semester. Data from course evaluations are a key component of annual faculty evaluations.

- 2) Describe the results of the program's self-study by addressing the following:
 - What evidence was collected and what did analysis of evidence reveal?

Evidence collected from all the previously stated activities was primarily in the form of personal interviews and discussions and resulting meeting notes. Feedback from the Professional Advisory Board consistently reiterates the importance of verbal presentation skills, hence the expansion of formal reviews throughout and at the end of each semester with external practitioners and academics as guest critics. Surveys to Spring graduates reveals that students feel very confident in their knowledge and preparation relative to human factors, the elements and principles of design, and see themselves as strong communicators. They felt the quality of faculty and variety of projects was a strength of the program.

End-of-semester studio reviews help faculty maintain a balance of highly conceptual versus practical project briefs throughout the curriculum; inform faculty of the skills students have obtained in previous semesters so that they can be reinforced and expanded in subsequent semesters; and highlight the importance of careful monitoring of student placement in interdisciplinary fourth-year studios to ensure student success. Student completed course evaluations are the most regular and influential mode for faculty to modify content and delivery of each specific course. Each course is modified annually based on feedback from the students. One specific example is more emphasis on space planning. Additionally, the course sequence was modified slightly with IARD 3843 Lighting and Related Systems moved up one semester to the Spring of the second year and IARD 4813: Professional Practice for Interior Design moved up one semester to the Fall of the third year.

Section 3. Program Goals and Self-study

- What strengths did the program identify?

Professional Advisory Board members have commented on the increased articulateness and professional demeanor of students. Students are using digital fabrication, virtual reality, and artificial intelligence techniques more for design exploration. Students seem to enter the third year with more maturity after completing study abroad. Collaboration with architecture and landscape architecture in fourth-year studios has yielded deeper knowledge of building structure and increased site consideration.

- What gaps did the program identify?

The most significant gap in the program is that there are far fewer interior design-specific scholarships available to students than for architecture and landscape architecture. Additionally, the lack of departmental control for first-year classes has resulted in very large cohorts which have stretched faculty and space capabilities.

- What led to strengths or gaps?

The discrepancy for amount of student scholarships is partially attributable to the move of the interior design program from Human Environmental Sciences to the Fay Jones School. Although the number of scholarships for interior design students has improved significantly in the past few years, additional funds must be obtained to achieve departmental parity. Central control at the University admissions office led to a very large first year cohort in Fall 2022. This led to a more rigorous student performance review in December 2023 to maintain a reasonable sized cohort moving to Design IV and above.

- What observations about the program mission and goals were made in relation to the self-study process?

Program mission and goals were updated through Fall, 2015 and Spring 2016. The mission and goals still coincide well with the current state and future direction of the department.

- Were any changes made to the program mission or goals as a result of the self-study?

No changes to the program mission or goals have been made as a result of the self-study.

Section 4. Course Progression Plan

Please provide a course progression plan or sequential list of required interior design courses. For each course, include the following:

First Year Fall

IARD 1035: Fundamental Design Skills (Design I)

ARCH 1212: Design Thinking I: Foundations in Technology

First Year Spring

IARD 1045: Fundamental Design Methodology (Design II). Prerequisite IARD 1035: Design I

ARCH 1212: Design Thinking II: Foundations in History. Prerequisite ARCH 1212: Design Thinking I

Second Year Fall

IARD 2804: Design III. Prerequisite IARD 1045: Design II. Prerequisite: IARD 1045: Design II

IARD 2723: Digital Media in Design

IARD 2823: Materials and Assemblies

Second Year Spring

IARD 2814: Design IV. Prerequisite IARD 2804: Design III and IARD 2723: Digital Media in Design

IARD 3843: Lighting Systems

IARD 2883: History of Interior Design

Second Year Summer

IARD 485V: Design Tours (Study Abroad). Prerequisite IARD 2814: Design IV

Third Year Fall

IARD 3805: Design V. Prerequisite IARD 2814: Design IV

IARD 3833: Building Systems for Interior Design. Prerequisites IARD 2814: Interior Design Studio IV and IARD 2823: Interior Design Materials

IARD 4823: Professional Practice for Interior Design. Corequisite: IARD 3805 Design V

ARCH 4433: History of Architecture III

Third Year Spring

IARD 3815: Design VI. Prerequisites IARD 3805: Design V

IARD 4813: Human Factors for Design. Prerequisite completion of any two of the following ANTH 1023:

Introduction to Cultural Anthropology, SOCI 2013: General Sociology, PSYC 2003: General Psychology, HDFS 1403: Life Span Development, or GEOS 1123: Human Geography

Third Year Summer

IARD 4811: Internship for Interior Design. Prerequisite IARD 3815: Design VI

Fourth Year Fall

IARD 4805: Design VII. Prerequisites IARD 3815: Design VI and IARD 4823: Professional Practice for Interior Design.

Fourth Year Spring

IARD 4815: Design VIII: Prerequisite IARD 4805: Design VII

Standard 1. Program Identity and CurriculumThe interior design program provides a professional-level education that prepares graduates for entry-level practice and advanced study. The program has a mission, educational philosophy, and goals appropriate to its context. The program engages in on-going assessment and planning ensuring the curriculum and resources are structured to achieve its goals. The public is able to access understandable and reliable information about the program.

Intent: *This standard ensures that accredited interior design programs prepare graduates for success in entry-level interior design practice and advanced study. In support of this, programs should thoughtfully articulate a mission statement that is informed by institutional context, educational philosophy, and program distinctiveness. Programs also should engage in assessment and planning processes that ensure program goals, curriculum content, and delivery methods align with their own mission and that of the institution. Accredited programs demonstrate accountability by accurately communicating information to the public.*

Part 1: Analysis *Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving the broad Standard. Discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.*

The program's identity and mission are clearly linked to the goal of providing professional-level education for entry-level and advanced study. The mission statement says "Interior Architecture and Design at the Fay Jones School of Architecture and Design educates and prepares its students for a rewarding and successful career in the profession. Students develop strong design and technical skills through experimentation, discovery and invention. Study abroad opportunities; transdisciplinary collaboration; and minors in sustainability and business enrich students' creative expression, deepens knowledge bases and builds critical thinking skills. The program requires practice-based internships and builds connections between students and potential employers." We capitalize on our relationships and interdisciplinary teaching with architecture and landscape architecture to prepare students for collaboration in the discipline. The program is monitored and assessed through monthly faculty meetings, curricular reviews at the end of each semester, and direct feedback from Professional Advisory Board members near the beginning of each semester. High job placement rate upon graduation is a clear indicator that the program is successfully achieving the standard.

Three inter-related and linked websites serve as the primary sources of information about the program, school, and university. The following detail provides links. The School employs a full-time Communications Director who works in conjunction with the Communication Specialist, Student Services Director, Department Heads, Program Directors, Associate Dean, and Dean.

Part 2: Evidence *List a minimum of 1 and a maximum of 3 sources of evidence for each of the program expectations in this Standard. Sources of evidence could include institutional communications (e.g., website, course catalog, etc.), program policies or documentation, faculty interviews, etc.*

- a) The program mission statement clearly identifies the intent and purpose of the interior design program.

The program mission statement can be found on the Interior Architecture and Design Department landing page under the overview tab at

<https://fayjones.uark.edu/academics/interior-architecture-and-design/index.php>

- b) The program mission and educational philosophy appropriately reflect the program's context and the requirements for entry-level interior design practice and advanced study.

The program's context in relation to the school is stated under the school's "Mission and Objectives" heading at <http://catalog.uark.edu/undergraduatecatalog/collegesandschools/fayjoneschoolofarchitecture/>

- c) Program goals are appropriate to the mission and adequately address the content and student learning required for entry-level interior design practice and advanced study.

Standard 1. Program Identity and CurriculumThe interior design program provides a professional-level education that prepares graduates for entry-level practice and advanced study. The program has a mission, educational philosophy, and goals appropriate to its context. The program engages in on-going assessment and planning ensuring the curriculum and resources are structured to achieve its goals. The public is able to access understandable and reliable information about the program.

***Intent:** This standard ensures that accredited interior design programs prepare graduates for success in entry-level interior design practice and advanced study. In support of this, programs should thoughtfully articulate a mission statement that is informed by institutional context, educational philosophy, and program distinctiveness. Programs also should engage in assessment and planning processes that ensure program goals, curriculum content, and delivery methods align with their own mission and that of the institution. Accredited programs demonstrate accountability by accurately communicating information to the public.*

The program goal of excellent percent job placements upon graduation is a direct result of the execution of the mission statement. Content and student learning that leads to this achievement include interdisciplinary studios and courses throughout the program, a required internship experience, and a required study abroad experience

- d) The curriculum follows a logical sequence, is structured to achieve the program mission and goals, and prepares graduates ready for entry-level practice and advanced study.

The curriculum shown on page 14 illustrates the logical sequence of eight consecutive studios and discipline-specific lecture courses taken in tandem with the studios. Most discipline-specific studio and lecture courses are completed before the required internship experience.

- e) The program has documented procedures to monitor the placement of graduates, and uses the data for program assessment, strategic planning, and program improvement.

Each year the Department Head works with the Student Services Director and faculty to monitor the placement of graduates. Students complete an exit survey at the time of commencement. The data is used to monitor and refine studio assignments throughout the curriculum.

- f) The program uses structured methods to gather internal and external feedback and information from a variety of stakeholders in assessing its mission, goals, content, and effectiveness.¹

Internal feedback is provided by faculty at the end of each semester during half-day retreats specifically focused curriculum development and learning outcomes, as well as, select monthly faculty meetings. Students provide feedback in all courses through the Course Surveys administered through the university and an exit survey upon graduation. External feedback is primarily provided by biannual meetings with the Professional Advisory Board, and the Employer Evaluations of student interns.

- g) Clear and reliable information is available to the public about the program's mission, curriculum, and faculty, and other distinguishing attributes such as educational philosophy and goals.

The mission, curriculum, and faculty profiles are found on the Fay Jones School website <https://fayjones.uark.edu/> which is embedded in the University website <https://www.uark.edu/> Additionally, each semester third-year students update a website <https://www.fayinteriordesign.com/> featuring the work of third and fourth-year students. Link to this more specific site is included on the Interior Architecture and Design landing page of the school's website.

Standard 2. Faculty and Administration. The interior design program has an effective administrative structure, as well as adequate and appropriate faculty and administrative staff to successfully lead and deliver the program.

***Intent:** This standard ensures that accredited interior design programs have adequate support from their institution and administration. All personnel associated with the program are qualified by appropriate education and experience.*

Part 1: Analysis *Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving the broad Standard. Discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.*

The Interior Architecture and Design Department Head, Carl Matthews, is the primary administrator for the program in relation to curricular development, faculty management, and student recruiting. The Department Head is supported by two administrative assistants which are shared with the departments of architecture and landscape architecture. The three Department Heads serve with the Dean and Associate Dean as the administrative leadership team for the School. The leadership team is supported by the Student Services Director, Development Director, Information Technology Director, Student Advisors, Design Shop Director, and Build Lab Director. The administrative structure works well to deliver the interior architecture and design program and provide appropriate linkages to the departments of architecture and landscape architecture. However, with growth of all three departments we are increasing the number of administrative assistants to three – one for each department.

The program has an effective faculty team of seven full-time tenured or tenure track members, one full-time Teaching Associate Professor who teaches fifty percent in the interior design program and fifty percent in the Architecture program, one full-time Teaching Assistant Professor, one full-time Instructor, and five part-time Instructors. The balance of tenured, tenure-track, and non-tenure track faculty, as well as, the cross-disciplinary teaching assignments serves the program very well.

Part 2: Evidence *List a minimum of 1 and a maximum of 3 sources of evidence for each of the program expectations in this Standard. Sources of evidence could include institutional communications (e.g., website, course catalog, etc.), faculty interviews, faculty data forms, etc.*

Program Expectations

- a) The number of faculty members and other instructional personnel is sufficient to implement program objectives.¹

With eleven full-time faculty members and five part-time faculty members the program maintains an approximate one-to-eighteen faculty/student ratio. However, a typical faculty/student ratio in studio courses is more typically one/fifteen. Typical teaching load for tenured or tenure track faculty is two courses per semester. Non-tenure track faculty maintain a higher teaching load since they are not required to maintain a research agenda. Additionally, the interdisciplinary nature of the fourth-year studios capitalizes on faculty in the departments of architecture and landscape architecture for implementation. Faculty teaching Digital Media in Design, Design Thinking I & II, Materials and Assemblies, Building Systems for Interior Design, History of Interior Design, Lighting Systems, and History of Architecture III are supported by Teaching Assistants.

A majority of faculty members and other instructional personnel with interior design studio supervision have:

- b) earned a degree in interior design.

Seven of the fourteen faculty members teaching studio in the past two years have earned a degree in interior design.

- c) passed the complete National Council for Interior Design Qualification exam.

Four of the fourteen faculty members teaching studio in the past two years have passed the NCIDQ exam.

Standard 2. Faculty and Administration. The interior design program has an effective administrative structure, as well as adequate and appropriate faculty and administrative staff to successfully lead and deliver the program.

Intent: This standard ensures that accredited interior design programs have adequate support from their institution and administration. All personnel associated with the program are qualified by appropriate education and experience.

- d) Faculty members and other instructional personnel have academic or professional experience appropriate to their areas of responsibility.

All faculty members have academic and professional experience appropriate to their areas of responsibility. See Faculty Data Forms. Additionally, the program benefits by faculty from architecture, landscape architecture, art, and design educated faculty/practitioners operating in the Rome Center for delivery of the study abroad requirement.

The individual with primary responsibility for program coordination:

- e) is full-time and qualified by education and experience to administer an interior design program.

The Interior Architecture and Design Department Head is a full-time twelve-month position held by Carl Matthews who has bachelor's and master's degrees in interior design, has taught full-time for thirty-one years, and worked in large scale-urban practices for ten years before transitioning to academia. See Faculty Data Form.

- f) participates in the recruitment, evaluation, and retention of program faculty and instructional personnel as appropriate within the institutional context.

The Interior Architecture and Design Department Head in conjunction with the Dean selects and charges search committees for tenure, tenure track, and teaching track faculty. The search committee advances their recommendation to the Department Head who then advances the recommendation to the Dean. Instructors are primarily selected by the Department Head with input from faculty and the approval of the Dean. Annual faculty evaluations are completed by the Department Head with input from a school-wide Peer Review Committee. The Department Head monitors courses and teaching closely with the goal of maximizing teaching effectiveness and faculty retention.

- g) ensures that the program engages in on-going planning and assessment.

The Department Head coordinates the biannual meetings with the Interior Architecture and Design Professional Advisory Board, schedules and moderates the end-of-semester curriculum faculty retreats, coordinates and analyzes graduate online surveys, and invites external critics. He also sets agendas for monthly faculty meetings many of which focus on planning and assessment.

Standard 3. Learning Environment and Resources. The interior design program has adequate facilities and resources to achieve program goals.

Intent: This standard ensures that accredited interior design programs provide students, faculty, and staff with adequate support. Additionally, the standard ensures that the program provides a constructive and respectful learning environment that is supported by appropriate resources.

Part 1: Analysis

The Interior Architecture and Design program benefits from excellent award-winning facilities in the Vol Walker Hall and Anderson Design Center centrally located on the University campus. The building was fully renovated and expanded for occupation in Fall 2013. It houses the three undergraduate majors of Interior Architecture and Design, Landscape Architecture, and Architecture, as well as, the Master of Design Studies program in an interdisciplinary learning and work environment. Students have dedicated studio space which is available to them 24 hours a day/seven days a week. All faculty have private or shared offices. Classrooms, seminar spaces, critique spaces, gallery spaces, fabrication workshops, and Materials Lab all combine to achieve program goals. Additionally, the school maintains an off-campus fabrication laboratory for larger design/build projects. The School also benefits from Study Abroad facilities in Rome. Our facilities and resources are a program strength.

Part 2: Evidence

- a) Faculty members and other instructional personnel have access to appropriate facilities and equipment for course preparation, project evaluation, administrative activities, and meetings.¹

All full-time faculty have private or shared offices. Several printers are located throughout the building for faculty and staff usage. Seven critique/project evaluation spaces are located throughout the facility. All administrative staff have either private offices or workstations. Vol Walker Hall and Anderson Design Center includes two conference rooms, a staff lounge, and a faculty lounge all of which can be used for formal and informal meetings.

- b) Instructional facilities and workspaces support program objectives and course goals.²

Vol Walker Hall and Anderson Design Center includes three classrooms of varying sizes and a large lecture hall that seats approximately 200 people. Informal workspaces are located throughout the building for student and faculty usage. The Design Shop provides digital and traditional tools for model and product fabrication and supports the program objectives of learning through hands-on making. The printing and plotting facilities are comparable to professional office environments. They prepare students to enter their careers with strong experience in all activities required to deliver professional level work.

- c) The program demonstrates efforts to support a constructive and respectful learning environment that fosters professionalism and engagement across students, faculty and staff.³

All faculty offices include guest seating for meeting with students on an individual basis. Faculty offices are distributed throughout the building with no disciplinary boundaries or demarcation to encourage cross-pollination of teaching and research ideas. A low student/faculty ratio ensures that each student receives individual attention. Faculty in all three disciplines get to know students quite well and are constantly identifying and monitoring student interests and strengths. Faculty and Advising staff work closely to monitor student progress.

- d) Equipment and technological support is available and appropriate to support program objectives and course goals.⁴

High-volume printers and large-scale plotters are located throughout the facility and networked to faculty, staff and student computers. The Design Shops provide a wide range of traditional and digital tools including a fully outfitted woodshop with, laser cutters, CNC routers, vacuum former, 3D printers, screen printing, weaving, photography, and sewing equipment. An off-campus fabrication warehouse includes welding and robotic fabrication equipment for larger scale design/build projects. All equipment and facilities are maintained and

Standard 3. Learning Environment and Resources. The interior design program has adequate facilities and resources to achieve program goals.

Intent: This standard ensures that accredited interior design programs provide students, faculty, and staff with adequate support. Additionally, the standard ensures that the program provides a constructive and respectful learning environment that is supported by appropriate resources.

staffed by full-time professionals and part-time student workers. Professional Information Technology staff provide hardware and software set-up and maintenance to all faculty, staff, and students.

- e) Students have convenient access to a current range of information (bound, electronic, and/or online) about interior design and relevant disciplines as well as product information and samples.

The Media Center in Vol Walker Hall and Anderson Design Center provides easy access to current design periodicals. The Materials Lab provides a wide range of samples for students to utilize on projects. The primary library for Fay Jones students is the central Mullins Library located just next to the building. All students are required to own laptop computers which provide unlimited access to online sources. Hardwire and wireless networking are available throughout the building and campus.

Curriculum Matrix - University of Arkansas

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Standard 4. Global ContextInterior designers have a global view and consider social, cultural, and economic contexts in all aspects of their work.

Intent: This standard ensures graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions. Graduates are exposed to ethical considerations in making decisions.

The program is successful in educating designers to have a global view and consider social cultural, and economic contexts. No weaknesses were found through the self-study process.

In IARD 2823 Materials & Assemblies students identified regional, historical and culturally significant materials and describe reasons for their use in existing buildings. Students identified examples of materials contributing to cultural associations and a sense of place and understanding materials are selected to suit regional fabrication techniques. In IARD 2883 History of Interior Design students explored the history and design traditions on a global scale, with emphasis on non-western cultures including sections on MesoAmerica, Africa, Islamic Design; examined historic interiors within their local context, and learned how geographic and political influences shape each space uniquely; and are exposed to current design trends. IARD 3843 Lighting Systems included a lecture on Daylighting and students explored the effects of different latitudes by locating their Revit Lighting project in one of eight global cities. In IARD 3833 Building Systems Students diagramed and analyzed site conditions relative to passive and active design elements in Arkansas and Nevada. In IARD 4813 Human Factors students explored and analyzed precedents from the perspective of professional and social responsibility and were introduced to intimate, personal, and social spaces that differ from country to country. Each week, students were asked to explore international precedents. Emerging issues are discussed in IARD 4823 Professional Practice for Interior Design and students responded to a question on the final exam. Additionally, all students are required to study abroad and are exposed to current issues and cultural norms in the countries they live. ARCH 4433 History of Architecture III studied intersections of mainstream modernism with diverse global cultures and strives for equity to broaden and deracinate the dominant legacies of twentieth-century design, architecture, and urbanism.

In IARD 2814 Studio IV students researched and analyzed existing buildings and city sites to understand how these can and should inform the development of entry sequence, spatial layout and solar orientation, and appropriate material selections. The course introduced a variety of client types and designing for the aging **and** exposed students to designing in another country, in this case, Germany. Students develop empathy for unique multi-cultural clients and the impact of this on the design of interior space. In IARD 3805 Studio V through tools and project statements, students developed prioritized values for clients with diverse contexts, and students developed user personas. In IARD 3815 Interior Architecture and Design Studio VI students complete neighborhood demographic analysis for community-based projects and considered these contexts in their solution; visited the project site; and complete a site inventory and analysis that includes neighborhood context, codes, transit, etc.

In IARD 4805 Studio VII students are required to develop client profiles based on research about new business startup companies and have a strategy to help them succeed. They were also required to develop client profiles based on research about culturally diverse people in creative professions. IARD 4815 Studio VIII projects were relevant to emerging technologies and social responsibilities. Students researched contemporary approaches to sustainability, housing design, and the social dynamics of densification of domestic space to produce design proposals for mass-timber multifamily buildings on an urban site. Students worked directly with the “Learning and Engagement” department of a regional art museum to develop a program, design, and event strategy for a Mobile Art Lab that endeavors to bring museum-quality programming to underserved communities in the region. Students reinterpreted contemporary opera set designs for mobile production companies that perform in non-traditional performance spaces. Students presented case studies of living community-based artists and presented their research to the class to build a knowledge bank of contemporary movements in the visual arts. Students designed a complete exhibit centering on Black and Indigenous Erasure and History in Palm Springs, California. Students took walking tours of Seattle’s many historic neighborhoods. Cultural site visits included The Asian Art Museum, The Seattle Public Library, and The Olympic Sculpture Garden. Students visited Austin, Texas. Cultural sites visited included the Blanton Art Museum, The Contemporary Art Museum of Austin, the Austin Public Library, Austin City Hall, and the Laguna Gloria Museum. Students crafted responses to historical oral narratives and developed historical maps.

Standard 4. Global ContextInterior designers have a global view and consider social, cultural, and economic contexts in all aspects of their work.

Intent: This standard ensures graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions. Graduates are exposed to ethical considerations in making decisions.

Part 2: Evidence

Student Learning Expectations

- a) Students **understand** that human and environmental conditions vary according to geographic location and impact design and construction decisions.¹

IARD 2823 Materials & Assemblies (2022) Scavenger Hunt Item 2; Test Question #1; Course Slides

IARD 2883 History of Interior Design Exam 2b, questions: 8,11, 22-25,39. Exam 3b, question 6, 20.

In Class Assignment 2, and 4,

IARD 3843 Lighting Systems Site plan with Sundial visible found in *Semester Project: Application – Applying lighting principles to BIM software*; Part one submission: Daylighting and Materials.

IARD 3833 Building Systems Exercise 1 and Question 1 on Final Exam.

- b) Student work demonstrates **understanding** of how physical contexts inform interior design.²

IARD 2814 Studio IV Project 1 “Renovation” and Project 2 “Adaptation.”

IARD 2883 History of Interior Design Test 1, Mycenae Question. Test 3b, Question 11. In Class assignment 2, Question 1 & 12.

IARD 3815 Studio VI Project programming document or Design Manual and diagrams present on presentation documents.

- c) Student work demonstrates the **ability** to design environments that respond to diverse social, economic, and cultural contexts.³

IARD 3805 Studio V project statement development process and project outcomes with user persona in the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

IARD 3815 Studio VI Project programming document / Design Manual and written project goals.

IARD 4813 Human Factors Assignments from #4-#13

Program Expectations

The interior design program provides:

- d) exposure to current and emerging issues that are shaping contemporary society and the world.

IARD 2883 History of Interior Design Assignment 1, Chair Sketchbook, Test 4, questions 8, 10, 21.

IARD 4823 Professional Practice for Interior Design, Final Exam, Question #20.

IARD 4805 Studio VII Project 2 schematic design and mid review deliverable.

IARD 4815 Studio VIII Park Studio Projects such as community business support Spring 2023

“Design+Business+Community” and advanced technologies Spring 2024 “Omnibus Studio with Advanced Technologies”. Staging Surfaces Studio syllabus and Project 2 Brief. Mobile Art Lab Advanced Design Studio 2022 Studio syllabus and Sprinter Van Upfit Charette Assignment Brief. Staging Surfaces Advanced Design Studio 2024 Case Studies: Project 1 Brief. Mobile Art Lab Advanced Design Studio 2022: Case Study Warm Up Assignment. Tracy Studio Final studio project.

IARD Study Abroad, various projects, assignments, and experiences while living and studying in a foreign country.

- e) exposure to a variety of cultural norms.

IARD 2814 Studio IV Project 1 “Renovation” and Project 2 “Adaptation.”

ARCH 4433 History of Architecture III Think Piece 1, “What’s Missing in Modernism.” Think Piece 2, “Alternative Readings of Place: Black Skyscraper” addressing work, theory, and cultural construction of work of Lucio Costa and Oscar Niemeyer; and Part 2, exemplar comparison 2, juxtaposing Philip Johnson’s Glass House and Hassan Fathy’s Hamed Said House.

Exam 2: Part 1, questions 6, 7, and 8 address globalizations of modernism in Latin America, Japan, and the Egypt;

Standard 4. Global ContextInterior designers have a global view and consider social, cultural, and economic contexts in all aspects of their work.

Intent: This standard ensures graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions. Graduates are exposed to ethical considerations in making decisions.

Part 2, comparison of exemplary works, pair two juxtaposing Philip Johnson's Glass House and Hassan Fathy's Hamed Said House.

IARD 4813 Human Factors Robert Sommer's Hidden Dimensions course slides.

IARD Study Abroad, various projects, assignments, and experiences while living and studying in a foreign country.

f) opportunities for developing multi-cultural awareness. ⁴

IARD 2814 Studio IV Project 1 "Renovation" and Project 2 "Adaptation."

IARD 4813 Human Factors assignments #4-#13.

IARD 4815 Studio VIII Staging Surfaces Advanced Design Studio 2024 Field Trip Itinerary and Drawing Assignments.

Mobile Art Lab Advanced Design Studio 2022 Field Trip Assignment. Tracy Studio Oral narrative response artifact; macro to micro mapping

IARD Study Abroad, various projects, assignments, and experiences while living and studying in a foreign country.

Curriculum Matrix - University of Arkansas

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Standard 5. Collaboration. Interior designers collaborate and participate in interdisciplinary teams.

Intent: This standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.

The program is successful in educating designers to collaborate and participate in interdisciplinary teams. No weaknesses were found through the self-study process.

In IARD 1035 Studio I students worked together to first individually craft artifacts that eventually became a larger collective—an aggregate, to be set up as an outdoor installation. In IARD 3843 Lighting Systems lectures covered various allied disciplines and the diverse stakeholders involved in lighting design. In IARD 3833 Building Systems students became aware of how Building Systems is a multidisciplinary field and through lectures, review of construction documents, and exercises, students were consistently introduced to terminology and language necessary to communicate effectively with allied disciplines. In IARD 4813 Human Factors students were introduced to population- and community-centered precedents and asked to investigate other precedents. In IARD 3842 Lighting Systems all lectures and assignments covered terminology and language suitable for communicating with various disciplines involved in lighting design. In IARD 3815 Studio VI students visited similar environments related to their project type, were instructed by experts at those sites, and referenced actual client goals and activities in their solution.

Many of the Advanced Design Studios require effective communication, language, and interdisciplinary teamwork with allied disciplines of architecture and landscape architecture. In IARD 4805 Studio VII Students selected their client based on the research about startup companies introduced in Shark Tank (TV show). Students developed statements for their design solution including clients journey map. Students researched potential clients who are creative professionals with backgrounds in multiple disciplines and applied the information to the project. Students are introduced to industry work settings. They worked in a group including one architect and one interior designer. Students were introduced to how material and structural design affect design development in the environment through multidisciplinary perspectives toward fashion. Working with Revit central model in each group helped students to collaborate with each other. Virtual Reality was introduced to students to help them in terms of their design problem solving. Working with digital fabrication tools, like 3D printing and laser cutters, students were aware of how technologically-based model-making materials can facilitate communication in design problem-solving. Students became aware of how fashion and interior design disciplines are closely related in creating an interior environment and how it can inspire each other to create an impactful environment for all demographics. Through the drawings from professional designers' students learned the terminologies and languages that are common with other disciplines. Through the reading assignment, students were introduced to important terminology used both in interior design and fashion design, but how it is slightly different interpreted based on the scale that each discipline deals with. In the Weyerhaeuser Studio, students worked in teams of four, coordinating and sharing Revit and 3D Rhino files. Students were introduced to the names of furniture components and wood joint assemblies as it relates to chairs or desks. Students collaborated to develop student workstations that will impact future students, faculty, and staff.

In IARD 4815 Studio VIII to establish connections between scenography design and interior design, students created a glossary that identified stage terms and then sought examples of architectural translations of those terms. To understand the needs of the users and visitors of the Mobile Art Lab, students participated in a collage making workshop that was led by a visiting artist, and the students led a workshop with air-dry clay at the Fort Smith Boys and Girls Club afterschool program. Students presented their initial research and design proposals at the first design workshop at Crystal Bridges Museum of American Art in Spring, 2022. Design workshop attendees included museum administrators and staff members who provided direct feedback on the students' design proposals. Working with direction from community constituents, historical committee members, oral narratives, along with the direction from professional exhibition designers, students designed a schematic and forward-thinking exhibit in Palm Springs, California.

Standard 5. Collaboration. Interior designers collaborate and participate in interdisciplinary teams.

Intent: This standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.

Part 2: Evidence**Student Learning Expectations**

Students have awareness that:

- a) multiple disciplines and stakeholders are involved in creating an interior environment. ¹

IARD 3843 Lighting Systems Final Exam 2023 Question #9

IARD 4823 Professional Practice for Interior Design, Midterm Exam, Questions #32 and #33.

IARD 3833 Building Systems Assignment 7-HVAC, Question# 5; Assignment 6-Plumbing, Question# 9; Question #6 on final exam

IARD 4805 Studio VII semester-long studio projects in Miri's studio and Project 1 in Huh's studio.

- b) collaborating with populations and communities impacted by a design is important to understand needs and build trust. ²

IARD 4813 Human Factors lecture and 2) Assignment #12 (Which space do you think best embodies equity, inclusion, and social justice in your context?) and #13 (Creative Solutions beyond the rules and regulations in your context (ex. ADA, WELL, LEED, etc.))

IARD 4823 Professional Practice for Interior Design, Habitat for Humanity service project.

IARD 3833 Building Systems question #4 on final exam.

IARD 4805 Studio VII Charm of Past + Promise of Future Studio description and Shapeof/Shaped/Shaping Interiority Studio Projects 1 and 2. Weyerhaeuser Studio research document drafted at the beginning of the semester.

IARD 4815 Studio VIII team projects Spring 2023 Design+Business+Community and Spring 2024 Omnibus Studio with Advanced Technologies. Mobile Art Lab studio 2022 Workshop Schedule.

Students understand:

- c) the terminology and language necessary to communicate effectively with members of allied disciplines. ³

IARD 3843 Lighting Systems Final Exam 2023 Question #3, 5, 6, 7, 8, 10, 12, 15, 16, 22, 25, 26, 28, 38, 47

Quiz 2024 Question #1, 3, 6, 8

IARD 4823 Professional Practice for Interior Design, Final Exam, Question #21.

IARD 3833 Building Systems Question #8 on final exam; in-class Construction Document exercise done in small groups.

IARD 4805 Studio VII drawing examples from a design firm and readings. Weyerhaeuser Studio labels, drawings, and notations found in the Final presentation slides for the Chair project and desk/workstation project.

IARD 4815 Studio Spring 2023 Design+Business+Community and Spring 2024 Omnibus Studio with Advanced Technologies. Staging Surfaces Studio 2024 Studio Glossary Assignment, and work. Erasure in Hollywood's Desert Playground Studio Final Exhibit; Mapping exercise.

- d) technologically-based collaboration methods specific to the problem solving process for the built environment disciplines. ⁴

IARD 4823 Professional Practice for Interior Design, Final Exam, Question #23.

IARD 4805 Studio VII Miri's studio Project 2 students' images of using VR and Huh's studio Project 1 model making. Weyerhaeuser Studio produced weekly reports submitted to a design consultant.

Standard 5. Collaboration. Interior designers collaborate and participate in interdisciplinary teams.

Intent: This standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.

e) the dynamics of team collaboration and the distribution and structure of team responsibilities. ⁵

IARD 1035 Studio I “Platonia” outdoor installation--part of National Terrain exhibition.

IARD 1045 Studio II Final presentation board (digital) for Project 3: Precedent Analysis—Definitive Residence Investigation.

IARD 4823 Professional Practice for Interior Design, Midterm Exam, Questions #40 and #41.

IARD 4805 Studio VII Charm of Past + Promise of Future Studio description and Shape of/Shaped/Shaping Interiority studio Project 1 model making. Weyerhaeuser Studio weekly reports were submitted to a design consultant and student-written descriptions of workload distribution were submitted at the end of the project.

IARD 4815 Studio VIII Grading includes peer review Spring 2023 Design+Business+Community, Spring 2024 Omnibus Studio with Advanced Technologies, and Staging Surfaces Studio 2024.

f) Student work demonstrates the **ability** to create environments that are informed by multiple disciplines, stakeholders, and clients in developing design solutions. ⁶

IARD 3815 Studio VI Project programming document or Design Manual, photos of site visits and student notes.

IARD 4805 Studio VII – Studio VII Charm of Past + Promise of Future Studio description and Shape of/Shaped/Shaping Interiority Studio Project 2. Weyerhaeuser Studio perspectives, floorplans, and other slides found in the Final presentation slides desk/workstation project.

IARD 4815 Studio VIII Studio Projects such as community business support Design+Business+Community, branded spaces, and Omnibus Studio with Advanced Technologies. Mobile Art Studio Workshop Schedules and Assignments. Erasure in Hollywood’s Desert Playground Studio final exhibit and reactions to oral narratives.

Curriculum Matrix - University of Arkansas

	First Year						Second Year						Third Year						Fourth Year																															
	Fall			Spring			Fall			Spring			Fall			Spring			Fall			Spring																												
	1035 Studio I	1011 University Perspectives	ARCH 1212 Design Thinking				1045 Studio II	ARCH 1222 Design Thinking II				2804 Studio III	2723 Digital Media	2823 Materials	Art History			2814 Studio IV	2893 Hist of Interiors	3843 Lighting Systems				3805 Studio V	4823 Pro Practice	ARCH 4433 Hist of Arch III				3815 Studio VI	3833 Building Systems	4813 Human Factors	4811 Internship				4805 Studio VII	Professional Elective	Business Elective	Econ Elective				4815 Studio VIII	Business Elective	Professional Elective				

Standard 6. Business Practices and Professionalism - Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.

Student Learning Expectations

Students have awareness of the:

contexts for interior design practice.	6a	
impact of regional and global markets on design practices.	6b	
breadth and depth of interior design's impact and value.	6c	
role and purpose of instruments of service.	6d	

Students understand:

[illegible]

Program Expectations

The interior design program provides exposure to:

career opportunities an interior design education can afford and the options for advanced study.	6i	[Pattern]
diverse professional role models.	6j	[Pattern]
opportunities for gaining professional experience.	6k	[Pattern]

The interior design program provides exposure to the role and value of:

[illegible]

Notes:

Standard 6. Business Practices and Professionalism. Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.

Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.

The program is successful in educating designers to understand the principles, processes, and responsibilities that define the profession and the value of interior design to society. No weaknesses were found through the self-study process.

In IARD 4813 Human Factors students were trained to examine human, environmental, and social factors related to each sector. Students were trained to analyze expected outcomes based on the integration of human, environmental, and social factors. In IARD 2823 Materials students were aware they must consider the origin and supply chain of the materials they specified and how that may impact the health of laborers, installers and end users, the environment and cost. Through required study abroad students gain awareness of global markets. Instruments of service were covered in IARD 2723 Digital Media in Design when students produce 3D digital models, perspective renderings, and construction documents, IARD 3815 Studio VI where students produced programming documents and construction documents as elements of the studio project, and IARD 3805 Studio V where students understood what a full CD set is and what is expected in practice. Knowledge and experience of Business formations were acquired through IARD 4823 Professional Practice for Interior Design and IARD 4811 Internship for Interior Design.

In IARD 2814 Studio IV students traveled to Phoenix, Arizona to visit the newly designed Mirabella, a senior housing development located on the Arizona State University campus. They toured the facility and met with administrators and residents to hear about their goals and wishes. Students later presented their work to architecture and interior design faculty and professionals and engaged in dialogue with them. In IARD 3805 Studio V office tours helped students gain a deeper understanding of how to prepare for professional tasks. In IARD 4805 Studio VII students developed strategies to introduce new technologies to help their clients in their business. Similar to a design proposal for a client meeting in a design firm. Students were required to proceed with the project based on their understanding of responsibility for each design process as design professionals. Students completed 200 hours in a professional design office setting and under the supervision of a design professional.

Part 2: Evidence

Student Learning Expectations

Students have awareness of the:

a) contexts for interior design practice.¹

IARD 4823 Professional Practice for Interior Design, Midterm Exam, Question #37.

IARD 4813 Human Factors assignments from #4-#13

b) impact of regional and global markets on design practices.²

IARD 2823 Materials & Assemblies course Lecture Slides

IARD 4823 Professional Practice for Interior Design, Final Exam, Question 25.

Study Abroad listing of study abroad locations.

c) breadth and depth of interior design's impact and value.³

IARD 4823 Professional Practice for Interior Design, Midterm Exam, Question #35.

IARD 4813 Human Factors assignments from #4-#13

d) role and purpose of instruments of service.⁴

IARD 2723 Digital Media in Design Perspective renderings and construction drawings/documents developed through a refinement process found in the final deliverables of both Project 2: Coffee Lounge and Project 4: Graphic Design Office - Live/Work - Urban Row House.

Standard 6. Business Practices and Professionalism. Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.

Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.

IARD 4823 Professional Practice for Interior Design, Final Exam, Question 26.

IARD 3815 Studio VI programming documents and construction documents.

IARD 3805 Studio V a CD set for their assignments.

Students **understand**:

e) types of professional business formations.⁵

IARD 4823 Professional Practice for Interior Design, Midterm Exam, Question #28.

IARD 4811 Internship for Interior Design firm Profile Form

f) components and responsibilities of business practice.⁶

IARD 3805 Studio V multiple office tours during field trips

IARD 4823 Professional Practice for Interior Design, Midterm Exam, Question 23.

IARD 4811 Internship for Interior Design Firm Profile Form

IARD 4805 Studio VII Studio VII Charm of Past + Promise of Future Studio description and Shape of/Shaped/Shaping Interiority Studio Project 2

g) elements of project management.⁷

IARD 4823 Professional Practice for Interior Design, Midterm Exam, Question #34.

h) professional ethics and conduct.⁸

IARD 4823 Professional Practice for Interior Design, Professional Ethics assignment.

Program Expectations

The interior design program provides exposure to:

i) career opportunities an interior design education can afford and the options for advanced study.

IARD 4823 Professional Practice for Interior Design, Midterm Exam, Question 18, 38, and 39.

IARD 4811 Internship for Interior Design Exit Evaluation Form.

j) diverse professional role models.⁹

IARD 1035 Studio I Diverse foundations faculty – artists, architects, landscape architects, and interior designers.

IARD 1035 Studio I through IARD 4815 Studio VIII guests for final reviews

IARD 2804 Studio III schedule showing a meeting with building architect.

IARD 4811 Internship for Interior Design Interior Design Firm Profile Form.

k) opportunities for gaining professional experience.¹⁰

IARD 4811 Internship for Interior Design Student portfolio examples & Exit Evaluation Form

The interior design program provides exposure to the role and value of:

l) legal recognition for the profession.

IARD 4823 Professional Practice for Interior Design, Midterm Exam, Questions #19 and #20.

m) diversity, equity, and inclusion in workplace practices.¹¹

IARD 4823 Professional Practice for Interior Design, Final Exam, Question #27.

n) professional organizations.

IARD 4823 Professional Practice for Interior Design, Midterm Exam, Questions 10 and 11.

Standard 6. Business Practices and Professionalism. Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.

Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.

IARD 4811 Internship for Interior Design Firm Profile Form.

o) life-long learning.

IARD 4823 Professional Practice for Interior Design, Midterm Exam, Questions 10, 11, and 29.

IARD 4813 Human Factors for Design assignments from #4-#13

p) public service.

IARD 4823 Professional Practice for Interior Design, Final Exam, Question #28 and Habitat for Humanity house build.

IARD 4813 Human Factors course slides regarding the development of inclusive public restroom "Stalled!"

Curriculum Matrix - University of Arkansas

[illegible]

Standard 7. Human-Centered Design. Interior designers apply knowledge of human experience and behavior to designing the built environment.

***Intent:** This standard ensures that graduates understand theories of human-centered design and identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing.*

Part 1: Analysis

The program is successful in educating designers to apply knowledge of human experience and behavior to design the built environment. No weaknesses were found through the self-study process.

In IARD 2814 Studio IV student work demonstrated an understanding of universal design as taught through readings, precedent studies, and experience through travel. Students researched and analyzed building and accessibility codes, principles of universal design, client descriptions, and program requirements to find and then apply human-centered evidence to interior design. In IARD 3805 Studio V students gathered human centered evidence throughout program analysis and precedent studies to implement evidence-based design. Through the program analysis, adjacency matrix, and a series of diagrams, students analyzed and synthesized human perception (especially privacy level) and behavior pattern (especially the location of each program). According to the IBC chapter 11 Accessibility, students developed the floor plans and details. A focal point of landing points in the spatial experience was one of the learning points and strategies for considering wayfinding techniques. During the same semester, In IARD 3833 Building Systems, students became aware of how the built environment affects human well-being and performance.

In IARD 4813 Human Factors, based on Robert Gifford's environmental psychology framework, students were required to analyze the expected experience created by combining environmental factors and human factors. The students explored and analyzed precedents to investigate environmental factors and associated literature. In order to draw sequence diagrams, the students analyzed precedents and synthesized their understanding of perception and behavior patterns and identified focal points of landing points in the spatial experience from precedents. During the same semester, in IARD 3815 Studio VI, students addressed diverse programmatic needs in complex projects. Students used precedent research, programming assignments, and personal observation in developing an understanding of human needs relative to the project type.

In IARD 4805 Studio VII students became aware of how different environments can affect human behavior, expectations and experiences in different locations and students became aware of how the built environment can elevate the human experience and facilitate their engagement in shaping their environments. In the Weyerhaeuser Studio, students researched a variety of topics to design student workstations for an academic design studio. In the furniture design studio students measure their dimensions and tested various angles to design and build a lounge chair that fits them. In IARD 4815 Studio VIII final projects showed a layered solution that considers, structure, circulation, vegetation, and public and private space. The project began with the design of a reconfigurable apparatus that could support a variety of essential living activities such as cooking, sleeping and bathing.

Student Learning Expectations

Student work demonstrates understanding of:

a) theories related to the impact of the built environment on human experience, behavior, and performance.¹

IARD 2814 Studio IV project "Renovation" and "Adaptation."

IARD 4813 Human Factors assignments from #4-#13

b) the relationship between the design environment and human experience, wellbeing, behavior, and performance

IARD 3833 Building Systems Question 4, Final exam; Final Exercise.

IARD 3815 Studio VI student process work, review materials, written statements.

IARD 4805 Studio VII Studio Projects such as community business support Design+Business+Community, Healing space, and Omnibus Studio with Advanced Technologies.

Standard 7. Human-Centered Design. Interior designers apply knowledge of human experience and behavior to designing the built environment.

***Intent:** This standard ensures that graduates understand theories of human-centered design and identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing.*

IARD 4805 Studio VII Charm of Past + Promise of Future Studio and Shape of/Shaped/Shaping Interiority Studio Syllabus, Project 1, and Project 2. Weyerhaeuser Studio Research document drafted at the beginning of the semester.

IARD 4815 Studio VIII Staging Surfaces Studio Apparatus and Framework Assignment and Final Models and Drawings from Isabel Provisor and Anna Robinson.

Student work demonstrates the **ability** to:

c) gather and apply human-centered evidence. ³

IARD 2814 Studio IV project “Renovation” and “Adaptation.”

IARD 3805 Studio V project statement development process and project outcomes with user persona in the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

IARD 3815 Studio VI project programming document or Design Manual, visual program assignment.

IARD 4813 Human Factors assignments from #4-#13, especially in axonometric and APA style reference.

IARD 4815 Studio VII studio Projects’ research parts such as business precedent studies in by-product uses (S23 “Design+Business+Community”) and references for Healing space (S24 “Omnibus Studio with Advanced Technologies”).

d) analyze and synthesize human perception and behavior patterns to inform design solutions.

IARD 3805 Studio V assignments for program analysis and diagrams in the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

IARD 4813 Human Factors assignments from #4-#13, especially sequence diagrams in the assignments.

IARD 4805 Studio VII diagrammatic drawings and images of completed chairs.

e) apply human factors, ergonomics, inclusive, and universal design principles to design solutions. ⁴

IARD 2814 Studio IV project “Renovation” and “Adaptation.”

IARD 3805 Studio V architectural drawings in the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

IARD 3815 Studio VI project programming document or Design Manual, annotated presentation materials, construction documents.

f) apply wayfinding techniques to design solutions.

IARD 3805 Studio V reception and waiting areas in the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

IARD 4813 Human Factors assignments from #4-#13, especially assignments for cultural sector including museums.

IARD 3815 Studio VI final projects.

Curriculum Matrix - University of Arkansas

	First Year												Second Year						Third Year						Fourth Year						Study Abroad																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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Standard 8. Design Process. Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

Part 1: Analysis

The program is successful in educating designers to employ all aspects of design process to creatively solve a design problem. No weaknesses were found through the self-study process.

IARD 1035 Studio I students consistently iterated multiple ideas from the start of their studio career with analog methods and eventually through digital means. The final semester project introduced students to a range of problem identifications, and asked for ideation and problem-solving skills and methods. IARD 1045 Studio II students work in small teams to research a seminal home followed by an individual project where they use their precedent study to inspire the interior design of a small interiors project. Students explored and iterated multiple ideas three-dimensionally in paper model iterations for Project 1: Subtractive Space and with 2D space planning iterations and digital 3d model iterations. IARD 2723 Digital Media in Design students utilized block planning to develop the initial layout and refine the design using BIM software (Revit). IARD 3815 Studio VI students addressed a multilevel project where they execute space planning strategies from programming typicals through the final design solution. Multiple iterations are generated using varied organizational strategies. Students developed their own program and related design solution for a multistory structure and holistic site strategy with often competing requirements and integrated building systems.

In IARD 2804 Studio III Students applied space planning techniques in the development of a 14,500SF two-story project that included galleries, offices, a reception area, retail space, and a communicating stair. Students applied knowledge and skills introduced in their first year of study to the single-story project. This included knowledge of color, natural light, space-making (compression, expansion, thresholds, etc.), scale, 2D plans, sections, and elevations; and 3D modeling software (Rhino). The skills learned here (model making, photography, surface textures and color specification) further advanced the ability to design program-driven interior space in the two-story gallery project. Students studied architecturally significant gallery projects and applied knowledge of programming, layout, lighting, materials, and vertical circulation. Students were required to iterate through multiple design proposals for a series of connected interior rooms using model making, lighting and photography, perspective color studies, and hand and digital drawing. Knowledge of color, light, space making, program and site analysis, and precedent studies were also applied

In IARD 2814 Studio IV students applied space planning techniques to the renovation of a single-family residence and a multistory, 125,000 SF senior housing community for independent living. Students considered the interdependence of building design features (mid-century modern), client requirements (aging adults), site characteristics, and cultural context and applied this knowledge to interior design and site solutions. Students applied research, analysis, precedent study, and site/building diagramming skills to understand and generate appropriate design solutions based on evidence gathered. Students researched and analyzed multi-family senior living projects drawn from the US, Europe, and Asia. They applied this knowledge to the adaptive reuse of an office building into a 36-40 unit community housing for the aging. They worked using hand sketching, physical model-making, digital modeling, and iterative design to explore multiple ideas. Students applied knowledge of space making, color, light, site, existing building characteristics (structure, sun orientation, materials), program analysis, and vertical and horizontal circulation to design creative and effective project solutions. They read construction documents, did research on site and clients, analyzed a program using bubble diagrams and adjacency graphs, developed space plans and schematic designs on trace paper, and developed designs through 2D and 3D visualizations. Students were introduced to reliable and relevant resources used by interior designers during the design process: city planning documents, IBC, ADA, FHA, universal design principles, HABS documents at the Library of Congress, and selected readings and professionally recognized internet resources.

Standard 8. Design Process. Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

In the third-year studio sequence, in IARD 3805 Studio V the students followed a coordinated schedule that included an adjacency matrix, bubble diagram, zoning diagram, block diagram, initial draft, floor plan, and iterations. Students created their design projects by understanding the needs and wants of the targeted population, rather than what they wanted in the workplace. Students produced their design outcomes while taking into account, but not limited to, the site, the building orientation, the users and the accessibility of the space. Students incorporated business aspects and health and wellness aspects into their projects. They followed the evidence-based design process throughout the semester and produced work that was based on rationale. Students conducted a precedent study before developing their design concept. They iterated their design throughout the semester. In IARD 3815 Studio VI students develop their design solution that included an actual project site with required site inventory and analysis, building structure and materials analysis, incorporation of building systems and vertical circulation strategies, and a full program of diverse activities. The project had a range of users that including children, adults, and various community members. The design process included collage and concept models. Students work through the entire design process from generating a written programming document through design development. They visited related environments, engaged in personal research, completed scholarly readings, engaged in personal observation, explored ideas through making activities, and received feedback in written, oral, and public review settings.

In final year studios, IARD 4805 Studio VII and IARD 4815, studio options included a final project for a five-story mixed-used building including different code requirements, client needs and building limitations. Students consistently experimented with multiple design ideas, from physical model-making with an understanding of physical materiality to digital media. The Weyerhaeuser Studio students designed studio desks by addressing ergonomic, structural, material, functional, durability, stakeholder, social, and budget considerations. They designed and built full-scale working prototypes. For multiple studio options students were required to develop their final project by integrating the site context, client needs and new technologies. The students were introduced to business analysis tools and considered competitors and markets. Students were introduced to the morphological chart which is a method to generate ideas in an analytical and systematic manner. Studio final projects show layered solutions that considers, structure, circulation, vegetation, and public and private space. Students developed their business model and used advanced technologies such as AI to support their design decision-making.

Part 2: Evidence

Student Learning Expectations

a) Student work demonstrates the ability to apply space planning techniques throughout the design process.¹

IARD 2804 Studio III Project 2 "Room over Room."

IARD 2723 Digital Media in Design block planning sketches and final floor plans created for Project 4: Project 4:

Graphic Design Office - Live/Work - Urban Row House.

IARD 2814 Studio IV project "Adaptation."

IARD 3805 Studio V syllabus and course schedules as well as students' assignments in the diagram phase and followings; CACHE (2021) & NEXT (2022 & 2023) workplace designs.

IARD 3815 Studio VI project programming document or Design Manual, student process work, review materials.

IARD 4805 Studio VII and IARD 4815 Studio VIII final project boards

Student work demonstrates the ability to apply knowledge and skills learned to:

b) solve progressively complex design problems.

Standard 8. Design Process. Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

IARD 2804 Studio III Project 1, "Room by Room."

IARD 2814 Studio IV project "Adaptation."

IARD 3805 Studio V difference between personal concept wheel (assignment 1) and project statements in the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

IARD 3815 Studio VI semester-long design project.

IARD 4805 Studio VII and IARD 4815 Studio VIII final project presentations.

- c) consider the interdependence of contextual elements related to a design solution and the holistic potential impact on the user(s).²

IARD 2814 Studio IV projects "Renovation" and "Adaptation."

IARD 3805 Studio V project statement development process and project outcomes with user persona in the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

IARD 3815 Studio VI project programming document or Design Manual, process materials, and presentation materials.

IARD 4805 Studio VII and IARD 4815 Studio VIII final project presentations.

- d) synthesize information to generate evidenced-based design solutions.

IARD 2814 Studio IV projects "Renovation" and "Adaptation."

IARD 3805 Studio V students' process and outcomes in the CACHE (2021) & NEXT (2022 & 2023) workplace designs. Additionally, there is a set of student responses to the survey question "Can you tell me what evidence-based design means to you?" in coursebooks.

IARD 3815 Studio VI visual program assignment and programming document / Design Manual.

- e) use precedents to inform design concepts or solutions.³

IARD 1045 Studio II Concept statement, sketches, and visuals of final design found in Project 4: Small Desert Residence.

IARD 2804 Studio III Project 2, "Room over Room."

IARD 2814 Studio IV Project 1 "Renovation" and Project 2 "Adaptation."

IARD 3805 Studio V precedent study assignments in the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

- f) explore and iterate multiple ideas.

IARD 1035 Studio I Platonic solid iterative work, cardboard chairs, charcoal gestural drawings, final semester spatial project.

IARD 1045 Studio II physical sketch models for Project 1: Subtractive Space and original process work on tracing paper, along with selected process work found on final presentation boards for Project 4: Small Desert Residence.

IARD 2804 Studio III Project 1, "Room by Room."

IARD 2814 Studio IV Project 1 "Renovation" and Project 2 "Adaptation."

IARD 3805 Studio V design outcomes in progress with red lines by instructors in the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

IARD 3815 Studio VI student process work (physical and on Conceptboard).

- g) design creative and effective solutions.⁴

IARD 1035 Studio I cardboard chairs, Final semester spatial project.

IARD 1045 Studio II final digital presentation visuals for Project 2: Habitable Wall and Project 4: Small Desert Residence.

Standard 8. Design Process. Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

IARD 2804 Studio III Project 2 “Room over Room.”

IARD 2814 Studio IV Project 2 “Adaptation.”

IARD 4805 Studio VII and IARD 4815 final project presentations.

- h) execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.

IARD 2814 Studio IV projects “Renovation” and “Adaptation.”

IARD 3805 Studio V series of assignments following the schedule in the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

IARD 3815 Studio VI project programming document or Design Manual, process work, review materials, course schedule.

- i) Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.⁵

IARD 4813 Human Factors assignments from #4-#13, especially in annotation and reference in the assignments.

IARD 2814 Studio IV projects “Renovation” and “Adaptation.”

Program Expectations

The interior design program includes:

- j) exposure to a range of problem identification, idea generation, and problem-solving methods.⁶

IARD 1035 Studio I cardboard chairs, Final semester spatial project.

IARD 3805 Studio V design concept development phases in the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

IARD 3815 Studio VI student process work, photodocumentation of activities, final review materials.

IARD 4815 Studio VIII Staging Surfaces Studio syllabus and student presentation slideshows.

IARD 4805 Studio VII project process and final presentations.

- k) opportunities for innovation and risk taking.⁷

IARD 1035 Studio I Platonic solid project, cardboard chair (amongst all others).

IARD 1045 Studio II Subtractive Space, 2D Workshop, and the Habitable Wall Workshop.

IARD 4805 Studio VII and IARD 4815 Studio VIII final project presentations.

Study Abroad participation in programs in unfamiliar places and with unknown languages.

Curriculum Matrix - University of Arkansas

	First Year						Second Year						Third Year						Fourth Year																																
	Fall			Spring			Fall			Spring			Fall			Spring			Fall			Spring																													
	1035 Studio I	1011 University Perspectives	ARCH 1212 Design Thinking				1045 Studio II	ARCH 1222 Design Thinking II				2804 Studio III	2723 Digital Media	2823 Materials	ART History				2814 Studio IV	2883 Hist of Interiors	3843 Lighting Systems				3805 Studio V	4823 Pro Practice	ARCH 4433 Hist of Arch III				3815 Studio VI	3833 Building Systems	4813 Human Factors	4811 Internship				4805 Studio VII	Professional Elective	Business Elective	Econ Elective				4815 Studio VIII	Business Elective	Professional Elective				Study Abroad

Standard 9. Communication - Interior designers are effective communicators.

Student Learning Expectations

Students are able to effectively:

[illegible]

Program Expectations

The interior design program provides opportunities for:

9f. exposure to evolving communication technologies.

9g. students to develop active listening skills in the context of professional collaboration.

Notes:

Standard 9. Communication. Interior designers are effective communicators.

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

Part 1: Analysis

The program is successful in educating designers to be effective communicators. No weaknesses were found through the self-study process.

In IARD 1035 Studio I and IARD 1045 Studio II students documented their work through visual media, ideation drawings and sketches. They developed listening skills in the context of professional collaboration. In IARD 2804 Studio III students practiced oral communication during desk critiques and pin-ups during every class meeting. They met one on one with faculty from outside the studio to discuss design development ideas. Finally, they presented their design proposals to practitioners and faculty from interior design and architecture. These reviews required students to present individually in a more formal design review setting. Students expressed their ideas using 2D and 3D graphical representations developed during the design process. In IARD 2814 Studio IV students used 3D digital file sharing, presentation software, cloud-based backup and document sharing, email, and Conceptboard™ in the design process to communicate with team members, professionals, and faculty. They practiced active listening skills during desk critiques and pin-ups during every class meeting. They presented their design proposals to practitioners and faculty from interior design and architecture and met with experts in the field of senior living-designers and management.

In IARD 2723 Digital Media in Design students were introduced to and applied complex digital modeling techniques using BIM technology (Autodesk Revit). In IARD 2823 Materials students researched and evaluated materials and reported their findings in written form followed by the creation of finish schedules, keyed material finish boards and associated keyed renderings. In IARD 2883 History of Interior Design effective communication and research was emphasized in the course with required essays comparing and contrasting furniture and interiors space on each exam and with a research project requiring students to utilize academic sources. In IARD 4813 Human Factors the students interpreted precedents to investigate the human and environmental factors as well as an expected outcome when environmental factors are combined with human factors; wrote abstracts addressing the expected outcome when environmental are factors are combined with human factors; and developed sequence diagrams and axonometric which address their analysis. Students expressed their ideas and rationale in written form through cover letters, resumes, portfolios, and the Professional Ethics assignment in IARD 4823 Professional Practices for Interior Design. They developed active listening skills through team projects for website design and production, Habitat for Humanity community service build project and the Professional Ethics assignment. ARCH 4433 History of Architecture III emphasized the cultivation of critical thinking about the made environment through the writing of essays, in traditional examinations, and by the development of an analytic and graphic project, all supported by written assessment.

In IARD 3805 Studio V students reviewed and interpreted program briefs and conducted precedent studies in the pre-design phase to translate their research into their design and wrote project statement and design concept statements, as well as annotations in the proposal. In IARD 3815 Studio VI students engage with peers and faculty almost daily in small discussions and participated in online and face-to-face presentations throughout the semester. Students were comfortable with many technologies at the beginning of the semester and are given latitude to use whatever means the students feel are appropriate to the problem at hand (Adobe Creative Suite, Revit, Rhino, Enscape, sketching, model making by hand, laser cutter, 3d printer). Students regularly receive feedback in an oral setting and must engage in a dialogue to ensure understanding.

In IARD 4805 Studio VII and IARD 4815 Studio VIII students produced different types of drawings, from conceptual hybrid collages to detailed drawings for customized fixture systems. Students presented their work in traditional 2D drawing, 3D rendering, axon, walkthrough videos and animations. They received feedback from design professionals working on similar interests that studios focused on. Some studio projects were entirely team projects with different disciplines such as interior architecture and design and architecture. In Staging Surfaces

Standard 9. Communication. Interior designers are effective communicators.

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

studio the final review required 15-minute multi-media presentations to nationally recognized visiting critics. Students presented seated around a table that displayed their physical models. Their digital presentations were then projected on two TV Monitors. The students also prepared paper copies of their presentation and presentation posters. Many group projects in studio learning were conducive to active listening as the students were in continuous dialogue with their instructors as well as with each other.

Part 2: Evidence**Student Learning Expectations**

Students are able to effectively:

a) interpret and communicate data and research.¹

IARD 2823 Materials Comparative Evaluations; (2023) Final Project Finish Key + Schedule

IARD 2883 History of Interior Design exam essay questions, and Research Assignment 2.

IARD 3805 Studio V assignments for program analysis and precedent studies in the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

IARD 4813 Human Factors abstracts and diagrams in Assignments from #4-#13

b) express ideas and their rationale in oral communication.

Videos for Gensler Brinkmann Scholarship <https://www.youtube.com/watch?v=LP6Pjgf78rk> and <https://www.youtube.com/watch?v=EzV5wyPbXBw>

IARD 1045 Studio II photos of students presenting and final presentation work of Project 4: Small Desert Residence.

IARD 2804 Studio III final presentation schedule and invited critics.

IARD 2814 Studio IV "Adaptation" and field trip itinerary for Phoenix, AZ)

IARD 4815 Studio VII reviews Design+Business+Community and the public exhibition at Midwest Design and Furniture Fair Omnibus Studio with Advanced Technologies.

IARD 3815 Studio VI course schedule, recordings of final review.

IARD 4815 Studio VIII Staging Surfaces Studio final review photographs and assignment.

c) express ideas and their rationale in written communication.

IARD 3805 Studio V proposals in the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

IARD 4823 Professional Practice for Interior Design, Cover Letter, Resume, Portfolio, and Professional Ethics assignments.

ARCH 4433 History of Architecture III Think Piece 1, "What's Missing in Modernism." Think Piece 2, "Alternative Readings of Place: Black Skyscraper." Think Piece 3, "How Shall We Live After Modernism." Examinations 1 and 2: See Part 2, Short Comparisons of Exemplary Works and Part 3, Speculative Interpretation (applied research essay). Analytique Project.

IARD 4813 Human Factors abstracts in Assignments from #4-#13

d) express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.²

IARD 1035 Studio I platonic solid project (video showing how they constructed their model)

IARD 1045 Studio II original process work on tracing paper and select process work found on final presentation boards for Project 4: Small Desert Residence.

IARD 2804 Studio III final projects and process work.

IARD 2814 Studio IV Project 1 "Renovation" and Project 2 "Adaptation."

IARD 4805 Studio VII Charm of Past + Promise of Future studio and Shape of/Shaped/Shaping Interiority Projects

Standard 9. Communication. Interior designers are effective communicators.

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

1, 2

- e) express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.³

IARD 3815 Studio VI student process work and review materials.

IARD 4813 Human Factors sequence diagram and axonometric in Assignments from #4-#13

IARD 4805 Studio VII Charm of Past + Promise of Future studio and Shape of/Shaped/Shaping Interiority Project 2 walkthrough video, poster.

IARD 4815 Studio VIII final review presentations, photographs, and assignment.

Program Expectations

The interior design program provides opportunities for:

- f) exposure to evolving communication technologies.⁴

IARD 2723 Digital Media in Design Project 2: Coffee Lounge and Project 4: Graphic Design Office - Live/Work – Urban Row House.

IARD 2814 Studio IV Project 1 “Renovation” and Project 2 “Adaptation.”

- g) students to develop active listening skills in the context of professional collaboration.⁵

IARD 1035 Studio I attendance at lectures and engaging in conversations with visitors and invited guests. Projects such as “Platonía” outdoor installation--part of terrain exhibition, cardboard chair exercise (group work).

IARD 2814 Studio IV “Adaptation” and field trip itinerary for Phoenix, AZ.

IARD 4823 Professional Practice for Interior Design, website team project, Habitat for Humanity service project, and Professional Ethics assignment.

IARD 3815 Studio VI photos of students during site visits and during reviews, notes taken for peers during reviews, recordings of final reviews.

IARD 4805 Studio VII Charm of Past + Promise of Future studio and Shape of/Shaped/Shaping Interiority final crit brochure. Studio Projects such as community business support Design+Business+Community and all 4 projects including healing space, hotel design research and design, and generative design Omnibus Studio with Advanced Technologies.

IARD 4815 Studio VIII Staging Surfaces studio desk Crit schedules.

Curriculum Matrix - University of Arkansas

[illegible]

Standard 10. History. Interior designers are knowledgeable about history of interiors, architecture, decorative arts, and art.

Intent: This standard ensures graduates have the knowledge base of design history to inform design solutions.

The program is successful in educating designers to be knowledgeable about history of interiors, architecture, decorative art, and art.

In IARD 2883 History of Interior Design students demonstrated awareness of art history periods, and terminology through in-class lectures and assignments. Material Culture is an integral part of the History of interiors course, students focused readings on the subject, and completed an in-class assignment focused on material culture analysis. Historic context is crucial to students broader understanding of the history of interior design, and students demonstrated an understanding of historic frameworks through research assignments and answers to test questions. Throughout the semester, students completed a weekly Chair Sketchbook assignment, in which they independently research historic furniture. Architectural Styles and Movements are an integral part of understanding the context of interior design history, student explored styles and architectural movements throughout the course. Understanding the social, political and physical influences of historic period is critical to contextualizing period styles and the built environment; students demonstrated an understanding of the historic influences with the completion of a research assignment and through exam questions. In class lectures and assignments focused on diverse historical perspectives, with lectures focusing on women in the interior design field, and looking at non western design histories, including Mesoamerica, Africa, Islamic Design, and Asia.

ARCH 4433 History of Architecture III involved critical study and analysis of the history and theories of architecture from the mid-nineteenth century to the present. Course content included significant precedents and emerging paradigms for the twenty-first century, with an emphasis on the major schools of thought that have influenced design and its history during the last twenty-five years, and course learning objectives enable students to understand, Identify, and critique the central issues, major figures, and key monuments that influenced the progress of architecture through the course of the twentieth century and into the twenty-first century. Taught from the perspective that histories and theories are related intrinsically, ARCH 4433 History of Architecture III exposed students to diverse historical, cultural, and critical perspectives. To foster understanding and appreciation of the roles of both primary and secondary sources in the chronical and critique of architectural and interior design, the survey of the period offered in the course textbook was enhanced with supplementary readings from historic and contemporary writers. ARCH 4433 made clear that design thinking always is influenced by diverse social, cultural, economic, and political forces that influence theory and design, nationally and globally. Students produced formal analysis of major works and understood the elements and chronology of styles and movements. From that foundation the course looked at the rise of mainstream modernism as a western phenomenon based upon progress, power, and capitalism and the new building types and technological advances they influenced, as well as the global consequences that they engendered.

In IARD 1045 Studio II students researched a significant residence, examining the architect, the societal backdrop, and the home's design. In ARHS 1003 Art Lecture students explored the art of diverse cultures, globally and thematically. They examined themes such as Beliefs, Power, Death, and Self, and utilized the language of visual and contextual analysis. Students learned to analyze and compare works of art across themes and media.

Part 2: Evidence *List 1 key source or type of evidence (examples could include projects, assignments, exams/quizzes, course materials, learning experiences, etc.) from each course identified in the Curriculum Matrix for the program and student learning expectations within this Standard.*

Student Learning Expectations

Students demonstrate **awareness** of the basic context and framework of history as it relates to:

a) art.

ARHS 1003 Art Lecture Museum Assignment, Analytical Essay, Exam 1, and Exam 2.

IARD 2883 History of Interior Design In Class assignment 2, question 11. Test 1, Greek pottery question.

Test 2B, question 11

Standard 10. History. Interior designers are knowledgeable about history of interiors, architecture, decorative arts, and art.

Intent: This standard ensures graduates have the knowledge base of design history to inform design solutions.

b) decorative arts and material culture.¹

IARD 2883 History of Interior Design Exam 2-b, question 34. Exam 3-b, question 10, 21. Test 4b, question 11, 17, 18.

Students **understand** the basic context and framework of history as it relates to:

c) interior design.

IARD 2883 History of Interior Design Exam 2-b, question 34. Exam 3-b, question 10, 21. Test 4b, question 11, 17, 18.

d) furniture.

IARD 2883 History of Interior Design Assignment 1 (Chair sketchbook)

e) architectural styles and movements.

IARD 2883 History of Interior Design Research Assignment 2: Period Style Book Final deliverable

ARCH 4433 History of Architecture III Exams 1 and 2, note especially Part 1: Visual Identifications, which requires students to identify illustrated examples by its name, designer, theory, and design ideas, (including movements, styles, and chronology), that explain its importance in design history.

f) Students **understand** the social, political, and physical influences affecting historical changes in design of the built environment.

IARD 2883 History of Interior Design Research Assignment 2 Final Deliverable. Test 2C, questions 2, 28. Test 3b, question 10, 12, 18, 21, 28.

ARCH 4433 History of Architecture III Exams 1 and 2, note especially Part 2 Short Comparisons of Exemplary Works that require students state the main point of comparison, which must include reference to theoretical, historical, and other contextual issues that embed meaning in design history. Students are instructed to discuss how design decisions reflect environmental, social, political, economic, and technological factors.

Program Expectations:

g) The program provides opportunities for exposure to diverse historical perspectives.²

IARD 1045 Studio II Project 3: Precedent Analysis—Definitive Residence Investigation.

IARD 2883 History of Interior Design Exam 2, questions: 8, 11, 22-25, 39. Exam 3, question 6, 20.

In Class Assignment 2, and 4,

ARCH 4433 History of Architecture III Think Piece 1, "What's Missing in Modernism", Think Piece 2, "Alternative Readings of Place: Black Skyscraper", and Think Piece 3, "How Shall We Live After Modernism" require critical engagement with and response to assigned readings. Analytique Project requires research that engages contemporary discourse, including the perspectives of designers together with those of critics and the professional and popular presses.

Curriculum Matrix - University of Arkansas

	First Year																Second Year																Third Year																Fourth Year																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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	1035 Studio I	1011 University Perspectives	ARCH 1212 Design Thinking II						1045 Studio II	ARCH 1222 Design Thinking II							2804 Studio III	2723 Digital Media	2823 Materials	Art History						2814 Studio IV	2883 Hist of Interiors	3843 Lighting Systems					3805 Studio V	4823 Pro Practice	ARCH 4433 Hist of Arch III					3815 Studio VI	3833 Building Systems	4813 Human Factors	4811 Internship					4805 Studio VII	Professional Elective	Business Elective	Econ Elective					4815 Studio VIII	Business Elective	Professional Elective					Study Abroad																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
Standard 11. Design Elements and Principles - Interior designers apply elements and principles of design.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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Students <u>understand</u> the elements and principles of design, including spatial definition and organization.	11a																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																

Standard 11. Design Elements and Principles. Interior designers apply elements and principles of design.

***Intent:** This standard ensures graduates are able to apply design elements, principles, and theoretical context to formulate and compose creative and aesthetic solutions.*

Part 1: Analysis

The program is successful in educating designers to to apply elements and principles of design. No weaknesses were found through the self-study process.

In IARD 1035 Studio I an integral element of first-year, first-semester design, was for students to understand the elements and principles of design and related theories, including spatial definition and organization. Students demonstrated the ability to explore design solutions using a variety of media and effectively apply the elements of principles of design and related theories throughout the curriculum to two-dimensional design solutions. Students effectively apply the elements of principles of design and related theories throughout the curriculum to 3D design solutions. In IARD 1045 Studio II students explore ideas through paper models, 2D drawings, watercolor, digital 2D, and digital 3D media. Students explored and developed three-dimensional design solutions throughout the semester from physical model exploration to 3D digital modeling and representation.

In IARD 2804 Studio III selected readings and group discussions were aimed specifically at building an understanding of the elements and principles of design. Students iterated through multiple design proposals for a series of connected interior rooms using model making, lighting and photography, perspective color studies, and hand and digital drawing. Students applied the elements and principles of design to the design of a 3D surface in color. Students also applied this knowledge to the development of interior space. They used hand sketching, digital model-making, physical models, painting, collage, and multiple software programs (Adobe Creative Suite, Rhino, Revit, and Enscape) to explore design solutions. Students were introduced to readings, theory, and skill-building techniques that expanded their knowledge of the elements and principles of design. They applied this to the design of a single-family residence and a multi-family residence, both serving an aging clientele.

In IARD 3815 Studio VI students received information about layout and graphic design and applied that knowledge to multiple assignments.

Part 2: Evidence

Student Learning Expectations

- a) Students **understand** the elements and principles of design and related theories, including spatial definition and organization.¹

IARD 1035 Studio I investigating Principles and Elements of Art at Crystal Bridges Museum of Art Exercise.

IARD 2804 Studio III see readings Furnishing | Zoning: Spaces, Materials, Fit-Out edited by Reichel, Alexander + Schultz, Kerstin, pp 10-19. On the crafting of interior space. In Praise of Shadows by Jun'ichir Tanizaki, pp 1-19. On the value of light and shadow in interior space. Color + Design: Transforming Interior Space by Ron Reed, pp. 112-127. On the use of color to transform space.

- b) Student work demonstrates the **ability** to explore design solutions through the use of a variety of media.²

IARD 1035 Studio I Platonic Solid exercise, Nature as machine, Final semester project

IARD 1045 Studio II Project 1: Subtractive Space, the 2D Digital workshop, the Habitable Wall 3D workshop, Project 3: Precedent Analysis—Definitive Residence Investigation, and Project 4: Small Desert Residence.

IARD 2804 Studio III Project 1, "Room by Room"

IARD 2814 Studio IV – Project 1 "Renovation" and Project 2 "Adaptation."

Students effectively **apply** the elements and principles of design and related theories throughout the interior design curriculum to:

Standard 11. Design Elements and Principles. Interior designers apply elements and principles of design.

***Intent:** This standard ensures graduates are able to apply design elements, principles, and theoretical context to formulate and compose creative and aesthetic solutions.*

c) two-dimensional design solutions.¹

IARD 1035 Studio I Warm-up exercise drawings, Platonic Solid exercise (section drawings), Final semester project (section and plan drawings)

IARD 2804 Studio III Project III "Color and Pattern"

IARD 3815 Studio VI project programming document or Design Manual and review materials.

d) three-dimensional design solutions.¹

IARD 1035 Studio I warm-up exercise drawings; Final semester project (perspective drawings)

IARD 1045 Studio II Project 1: Subtractive Space (Physical Model), the Habitable Wall 3D workshop, and Project 4: Small Desert Residence.

IARD 2804 Studio III Project II "Room over Room" and Project III "Color and Pattern."

IARD 2814 Studio IV Project 1 "Renovation" and Project 2 "Adaptation."

Curriculum Matrix - University of Arkansas

[illegible]

Standard 12. Light and Color. Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.

Part 1: Analysis

The program is successful in educating designers to apply elements and theories of light and color effectively in relation to environmental impact and human wellbeing. No weaknesses were found through the self-study process.

In IARD 1035 Studio I students' work demonstrated understanding of color principles, theories, systems, and terminology. In IARD 3843 Lighting Systems students were introduced to the psychological, physiological, economic, and environmental impact of sunlight and electric light on multiple occasions. The primary focus of the course was on principles of natural and artificial lighting design. Students learned the advantages, difficulties, and tactics for modulating natural light; types of luminaires and light sources and assignments; how light impacts the health, safety, and wellbeing of the interior environment; color systems with an emphasis on additive color (light); and color temperature and lighting effects on color, material, and texture appearance.

In IARD 2804 Studio III students designed apertures for entry and natural light focused on light qualities and effect on space and color, direct, indirect, diffuse and considered types of lighting for use in showing artwork, overall ambient light, and the control of natural light. They learned about color theory and principles through readings and faculty-led presentations and demonstrated an understanding in 2D and 3D exercises in pattern making, weaving, and the design of interior space. Student work demonstrated the ability to select and apply color to interiors to support spatial reading, emotive qualities, and appropriateness of purpose. Work demonstrated the ability to use color when designing interior spaces, graphical presentations, and working portfolios. In IARD 2814 Studio IV through readings and hands-on experiments students understood the principles of natural and artificial lighting design. Interior design projects required an understanding of color to support design objectives. Student work demonstrated how color is applied to and affected by material choice, textures, light, and form. Students used digital software to study the impact of color and lighting on interior space.

In IARD 3805 Studio students were introduced to WELL Building Standards during the site analysis phase to support zoning and bubble diagrams for health and wellness in workplace design. They selected appropriate lighting modes (direct, indirect, etc.) and fixtures according to the program; incorporated color strategies into their materials and FF&E; and incorporated color strategies into their materials and FF&E. In IARD 3815 Studio VI the semester project had diverse programmatic requirements and a challenging solar orientation. The semester project was sited with a strong southern/western solar exposure. Students addressed this in their design solution. Skylights/apertures were a required part of the solution. Students addressed the selection and application of luminaires/sources in their design solution. The project required development of a color and materials palette in keeping with the project type, design concept, and function. These decisions were refined throughout the development process in review materials.

In IARD 4813 Human Factors the students were introduced to ADA, WELL, LEED, and IBC through a series of lectures. Especially, WELL Building Standard's light part lets students understand how light and color influence health and wellness. In IARD 4805 Studio VII students incorporated their client's branding color in their design and made a connection with their material and color used in the project to support their concept. Based on the understanding of design purpose and intention, students developed appropriate color strategies. Students presented their choice of color and material with photorealistic rendering. Based on the understanding of design purpose and intention, students developed appropriate color strategies.

Part 2: Evidence

Student Learning Expectations

Standard 12. Light and Color. Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.

a) Students are **aware** of the impact of illumination strategies and decisions.

IARD 3843 Lighting Systems lecture slides on each topic and questions from the midterm exam (Fall 22) : questions number 12, 19,39, and 38.

IARD 3805 Studio V lecture slides about WELL Building Standards and Assignments for Site Analysis and Diagrams for the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

Students **understand**:

b) the principles of natural and artificial lighting design. ¹

IARD 3843 Lighting Systems Daylight Study - Helidon assignment, Analyzing Lighting in Published Project assignment, and several test questions indicate understanding: questions from the mid-term exam (Fall 22): 2, 3, and 13; questions 63 and 64 from final exam (Fall 22).

IARD 2804 Studio III project 1 “Room by Room” and Project 2 “Room over Room.”

IARD 3815 Studio VI project programming document or Design Manual, site analysis, renderings.

c) strategies for using and modulating natural light.

IARD 3843 Lighting Systems Mid-term Exam (Fall 22) questions: 12, 13 14, 15, and 16; Revit project; and from the final exam (Fall 22) questions: 22, 23, 25.

IARD 2804 Studio III Project 1 “Room by Room”and Project 2 “Room over Room.”

IARD 3815 Studio VI project programming document or Design Manual, site analysis, renderings.

d) Students appropriately select and **apply** luminaires and light sources.

IARD 3805 Studio V project description, program analysis, and FF&E in the CACHE (F21) & NEXT (F22 &23) workplace designs.

IARD 3815 Studio VI renderings, presentation materials illustrating selections, schedules.

e) Students **understand** how light and color impact health, safety, and wellbeing in the interior environment.²

IARD 3843 Lighting Systems Midterm Exam (Fall 22) questions: 19, 21 and 30.

IARD 4813 Human Factors lecture, Assignment #13 Creative Solutions beyond the rules and regulations in your context (ex. ADA, WELL, LEED, etc.)?, and the assignment #13 review slides.

Student work demonstrates **understanding** of:

f) color principles, theories, systems, and terminology.

IARD 1035 Studio I warm-up Drawing #4 “Value”; Warm-up Drawing #5 “Color Relationships”

IARD 2804 Studio III see projects “Design Workshop-Weaving”, “Color and Pattern”, “Room by Room”, and “Room over Room.”

IARD 3843 Lighting Systems Midterm Exam (Fall 22) questions: 5,10 and 24.

g) color in relation to materials, textures, light, and form.

IARD 2804 Studio III see projects “Design Workshop-Weaving”, “Color and Pattern”, “Room by Room”, and “Room over Room.”

IARD 2814 Studio IV Project 1 “Renovation” and Project 2 “Adaptation.”

IARD 3815 Studio VI review materials and renderings.

IARD 3843 Lighting Systems Final Exam questions (Fall 22): 2, 3, 28, and 62.

Standard 12. Light and Color. Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.

Student work demonstrates the **ability** to appropriately:

h) select and apply color to support design purposes.³

IARD 2804 Studio III see projects "Room by Room" and "Room over Room."

IARD 2814 Studio IV Project 1 "Renovation" and Project 2 "Adaptation."

IARD 3805 Studio V material boards and perspectives in design proposals for the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

IARD 3815 Studio VI design program / Design Manual, review materials and renderings.

IARD 4805 Studio VII final project presentations.

i) use color solutions across different modes of design communication.⁴

IARD 2804 Studio III see student work from "Room by Room" and "Room over Room", student portfolio examples, and a description of "Portfolio Workshop."

IARD 3805 Studio V material boards and perspectives in design proposals for the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

IARD 3815 Studio VI Programming document / Design Manual, review materials (posters and online presentations).

IARD 4805 Studio VII final project presentations.

Curriculum Matrix - University of Arkansas

	First Year						Second Year						Third Year						Fourth Year																																					
	Fall			Spring			Fall			Spring			Fall			Spring			Fall			Spring																																		
	1035 Studio I	1011 University Perspectives	ARCH 1212 Design Thinking				1045 Studio II	ARCH 1222 Design Thinking II					12804 Studio III	2723 Digital Media	12823 Materials	Art History				2814 Studio IV	12883 Hist of Interiors	3843 Lighting Systems				3805 Studio V	4823 Pro Practice	ARCH 4433 Hist of Arch III					3815 Studio VI	3833 Building Systems	4813 Human Factors	4811 Internship					4805 Studio VII	Professional Elective	Business Elective	Econ Elective					4815 Studio VIII	Business Elective	Professional Elective					Study Abroad

Standard 13. Products and Materials - Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

Student Learning Expectations

Student work demonstrates understanding of:

[illegible]

Notes:

Standard 13. Products and Materials. Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution. Graduates should consider the multiple properties of products and materials as well as their aesthetic contribution.

Part 1: Analysis

The program is successful in educating designers to complete design solutions that integrate furnishings, products, materials, and finishes. No weaknesses were found through the self-study process.

In IARD 2823 Materials students selected materials to support their design intentions and coordinated with furnishings and artwork, accompanied by a written explanation of their reasoning and select materials to support a client's brand identity. Students researched, evaluated and reported on varying material manufacturing processes, installation methods and maintenance. They evaluated the performance of different materials for use in a design project, then selected one material and explained why it was the most appropriate choice. Students evaluated sustainability, health, safety and welfare, human factors, and cultural/social associations in the selection of materials for a design project, they then selected materials and explained why they were the most appropriate choice. Students evaluated materials for multiple applications, they then selected the most appropriate and explained their support of project design intent. Students scheduled materials, explained their criteria and reasoning, and explained how a design concept was supported by the selection of specific materials. In IARD 3833 Building Systems students' work demonstrated the understanding of typical fabrication processes, installation methods, and maintenance requirements for products and materials.

Students developed material, finish, and furnishing boards for select areas of a design project using actual material samples they had selected and ordered. They used digital modeling to study the effect of these selections within the spaces to verify that they worked together to support design intent. They demonstrated this through the development of interior perspectives and sections/elevations. Students applied knowledge from their Materials and Assemblies class from the previous semester to the selection of products and materials. Their work reflected this and was appropriate for existing building characteristics and client needs.

Students integrated products and materials in studios throughout the curriculum. In IARD 1045 Studio II students selected furniture and materials that reflected and supported their design concept on a small-scale project. In IARD 2804 Studio III students selected furnishings and materials based on performance and set up a schedule of material properties for every finish they specified. Students designed gallery panels, selected materials, window treatments, and considered types of lighting in support of a gallery space and furniture within a meeting area. They designed apertures for entry and natural light focused on light qualities and effect on space and color-- direct, indirect, and diffuse. In IARD 3805 Studio V students implemented the product and material needs in each space program. In IARD 3815 Studio VI the semester project required basic construction documents and detail drawings to illustrate the final design solution which included products and materials. The project required materials selections for diverse uses and environments. In IARD 4815 Studio VII students explored the possible materials and products aligned with their works. In IARD 4815 Studio VIII students produced detailed drawings, schedules and specifications for the fabrication of a custom van for the museum client. The students' work was then submitted to qualified vehicle up-fit shops for bidding.

Part 2: Evidence

Student Learning Expectations

Student work demonstrates understanding of:

Standard 13. Products and Materials. Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution. Graduates should consider the multiple properties of products and materials as well as their aesthetic contribution.

a) how furnishings, objects, materials, and finishes work together to support the design intent.

IARD 1045 Studio II schedule, images, and representations in drawings and perspectives found in their final presentation of Project 4: Small Desert Residence.

IARD 2823 Materials (2023) Final Project Criteria + Reasoning; (2022) Scavenger Hunt #6; and Course Slides

IARD 3805 Studio V floor plans and axonometric in design proposals for the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

b) typical fabrication process, installation methods, and maintenance requirements for products and materials.

IARD 2823 Materials Comparative Evaluations; and Test Questions #2, 3, 4, 5, 7; and Course Slides

IARD 3815 Studio VI construction documents and process work.

IARD 3833 Building Systems final project with the inclusion of cutsheets for plumbing and mechanical fixtures.

c) appropriate and responsible product and material choices.¹

IARD 2823 Materials Comparative Evaluations; and (2023) Final Project Criteria + Reasoning

IARD 3805 Studio V material boards and FF&E specifications in design proposals for the CACHE (F21) & NEXT (F22 & 23) workplace designs.

d) appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing.²

IARD 2823 Materials comparative Evaluations; and (2023) Scavenger Hunt #5

IARD 3805 Studio V lounges, Mother's rooms, and Wellness rooms in design proposals for the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

e) Students select and **apply** products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life safety.

IARD 2823 Materials Comparative Evaluations; and (2023) Final Project Criteria + Reasoning

IARD 2804 Studio III Project 2 "Room over Room."

IARD 3805 Studio V workplace furniture selections and specifications in design proposals for the CACHE (F21) & NEXT (F22 & 23) workplace designs.

IARD 3815 Studio VI materials palettes, review materials and renderings, schedules.

IARD 4815 Studio VII by-product based material consideration (S23 "Design+Business+Community") and furniture selection (Healing space in S24 "Omnibus Studio with Advanced Technologies") in their design proposals.

f) Students are **able** to design and specify a broad range of appropriate products, materials, furniture, fixtures, equipment, and elements in support of the design intent.³

IARD 2823 Materials Comparative Evaluations; (2023) Final Project Finish Key + Schedule; (2023) Scavenger Hunt #1

IARD 2804 Studio III Project 1 "Room by Room" and Project 2 "Room over Room."

IARD 3805 Studio V material board and FF&E in design proposals for the CACHE (F21) & NEXT (F22 & 23) workplace designs.

IARD 3815 Studio VI materials palettes, review materials and renderings, schedules.

IARD 4815 Studio VIII see drawings from the Mobile Art Lab.

Curriculum Matrix - University of Arkansas

[illegible]

Standard 14. Environmental Systems and Human Wellbeing. Interior designers use the principles of acoustics, thermal comfort, indoor air quality, plumbing systems, and waste management in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates are able to contribute to the development of appropriate strategies for achieving wellbeing, comfort, and performance within interior environments. Additionally, graduates are aware of the environmental impact of their design decisions.

Part 1: Analysis

The program is successful in educating designers to use the principles of acoustics, thermal comfort, indoor air quality, plumbing systems, and waste management in relation to environmental impact and human wellbeing. No weaknesses were found through the self-study process.

In IARD 2823 Materials students evaluated materials for acoustic and IAQ performance. Students identified the definition of VOCs and IAQ and identified and explained why different materials contribute to good and poor IAQ. They evaluated materials for acoustic performance and understood the purpose of suspended acoustical ceilings. In IARD 3833 Building Systems students understood that good design decisions are related to acoustics, thermal comfort, and indoor air quality. They understood the principles of acoustic design and control. Students understood the principles of thermal design and plumbing.

In IARD 3805 Studio V students considered acoustical design strategies in their materials and specifications. Students secured openings for the floor HVAC registers while planning the floor plan. In IARD 3815 Studio VI the semester project required a diverse range of acoustical strategies. In IARD 4805 Studio VII students considered various types of ceiling treatments for acoustical control. The semester project required students to locate waste collection inside and collection/composting outside. The semester project required students to select appropriate materials for use, location of wet or damp activities appropriately, and integrate appropriate supply/return air on RCPS when required. In IARD 4815 Studio VIII student projects separated noisy and quiet public programs across their buildings. The students also demonstrated an understanding of the necessity for acoustical considerations with their wall sections. Plumbing fixtures in the domestic apparatus of all student projects are fixed and stacked within their respective buildings while non 'connected' elements are kinetic and transformable.

Part 2: Evidence

Student Learning Expectations

- a) Students understand that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment.

IARD 2823 Materials Comparative Evaluations; Test Question #8; (2022) Scavenger Hunt #5; (2023) Scavenger Hunt #6; and Course Slides

IARD 3833 Building Systems Question #1 on Final Exam; Question #4 on Final Exam; Exercise #7 HVAC

Students understand principles and strategies of:

- b) acoustical design and acoustical control.¹

IARD 2823 Materials Comparative Evaluations; Test Question #6; and Course Slides

IARD 3805 Studio V floor materials and ceiling fixtures in design proposals for the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

IARD 3815 Studio VI Criteria matrix, space planning, materials selections, wall details when required.

IARD 3833 Building Systems Exercise #1 Site Design, Sustainability, and Building Interior; Exercise #2 (wall types); Question #2 on Final Exam; Question #3 on Final Exam

IARD 4805 Studio 4805 VII Project 2

IARD 4815 Studio VIII See Justin Anderson and Madison Laxton's presentation drawings.

Standard 14. Environmental Systems and Human Wellbeing. Interior designers use the principles of acoustics, thermal comfort, indoor air quality, plumbing systems, and waste management in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates are able to contribute to the development of appropriate strategies for achieving wellbeing, comfort, and performance within interior environments. Additionally, graduates are aware of the environmental impact of their design decisions.

c) thermal design and systems.²

IARD 3805 Studio V HVAC supplier and return in design proposals for NEXT (2022 & 2023) workplace designs.

IARD 3833 Building Systems exercise #1 Site Design, Sustainability, and Building Interior; Exercise #2 (wall types), Exercise #7 HVAC; Question #1 on Final Exam; Question #3 on Final Exam; Final Semester Project

d) plumbing.³

IARD 3833 Building Systems Exercise #6 Plumbing; Question #6 on Final Exam; Final Semester Project

IARD 4815 Studio VIII See Justin Anderson and Madison Laxton's presentation drawings

e) waste management.⁴

IARD 3815 Studio VI Final review materials.

IARD 3833 Building Systems Exercise #6 Plumbing; Final Semester Project

f) indoor air quality.⁵

IARD 2823 Materials (2022) Scavenger Hunt #5; (2023) Scavenger Hunt #6; Test Question #8; and Course Slides

IARD 3815 Studio VI Final review materials or construction documents.

IARD 3833 Building Systems Exercise #1 Site Design, Sustainability, and Building Interior; Question #4 on Final Exam, Exercise #7 HVAC

Curriculum Matrix - University of Arkansas

[illegible]

Standard 15. Construction. Interior designers understand interior construction and its interrelationship with base building construction and systems.

Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.

Part 1: Analysis

The program is successful in educating designers to understand interior construction and its interrelationship with base building construction systems. No weaknesses were found through the self-study process.

In IARD 2804 Studio III student work demonstrated an understanding of stair and ramp detailing, how and why elevators are necessary for the transport of people, artwork, equipment, and furniture, and the importance of clear circulation paths. Students developed interior design drawings using an as-built 3D digital model that they modified as part of the design process, selected colors and materials, and set up a schedule of material properties for every finish they specified. In IARD 2814 Studio IV projects required students to read as-built documents and models in order to understand building structure and construction methods and materials. Student work demonstrated their understanding of existing conditions. Projects required that students understand building and accessibility codes as related to barrier-free design. Student work demonstrated the ability to design and locate communicating stairs, fire stairs, and elevators. Project "Renovation" required students to read as-built documents from the HABS collection of the Library of Congress and construct a digital 3D model from this information. Students studied an as-built 3D Revit model, plans, sections, and elevations, as well as photo documentation to understand building structure and construction methods and materials.

In IARD 2823 Materials students were introduced to environmentally sustainable design concepts and solutions in lectures. They explained how building assemblies can be constructed to accommodate thermal expansion, understood interior construction systems, and identified their components. Students explained how building assemblies can be constructed to accommodate thermal expansion, and understood suspended ceiling systems and access to building systems. They identified framing components, explained installation methods for materials, and their reasoning for selecting specific material installation methods in support of design intent. Students evaluated the performance of a range of materials for floor, wall and ceiling applications for a design project, made selections and explained how they support their design intent. Students explained how a design concept for a space is supported by the selection of specific materials. They specified materials in schedules. In IARD 2723 Digital Media in Designs students placed lighting, return, and supply vents, sprinklers, exit signs, and smoke detectors. They learned proper stair design and accessible elevators. A lecture was given on lighting controls and building control systems. Students learned how to organize and produce sheets and a small set of construction drawings including orthographic drawings, detail drawings, and schedules using BIM software (Autodesk Revit). In IARD 3833 Building Systems through a series of exercises students demonstrated an understanding of construction.

In IARD 3805 Studio V students developed circulation paths while considering the use of elevators, stairs, and lifts. They developed a set of construction documentation. In IARD 3815 Studio VI students visited the actual building, observed first-hand the structure, and diagramed the different elements. They added beams and joists to an existing Revit model that did not include these elements. Students illustrated the presence of interior systems, created appropriate construction drawings and schedules. Students complete a comprehensive design solution and located building systems in plan and section and detail which included a communicating stair and vertical egress as well as elevators (with and without an equipment room) and exterior ramps. In IARD 4805 Studio VII students completed building structural analysis and drew details for custom design pieces that they were proposing in their design. They understood base building structures and construction methods, which resulted in structural diagrams. Students created detail drawings for custom design furniture and fixtures. In IARD 4815 Studio VIII student material boards emphasized the importance of sustainability in material and system selection. Students drew a section detail of their furniture and design elements. They considered their buildings' usage in 20 and 50 years and considered the relationship between interior and exterior design strategies.

Standard 15. Construction. Interior designers understand interior construction and its interrelationship with base building construction and systems.

Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.

Part 2: Evidence

Student Learning Expectations

- a) Students have **awareness** of the environmental impact of construction.¹

IARD 2823 Materials Course Lecture Slides; and Test Questions #8 and #11

IARD 4823 Professional Practice for Interior Design, Lecture 2, slides 8-10, Lecture 23, slides 1-21, Final Exam, Question 7 & 8.

IARD 3833 Building Systems Question #1 on Final exam; Exercise #1 Site Design, Sustainability, and Building Interior

IARD 4815 Studio VIII See Mia Moorhead and Jason Cote's Material Board.

Student work demonstrates **understanding** that design solutions affect and are impacted by:

- b) base-building structural systems and construction methods.²

IARD 2823 Materials Test Questions #2, 3, 4, 5, and 6

IARD 2814 Studio IV projects "Renovation" and "Adaptations"

IARD 3815 Studio VI Design program / Design Manual and final review materials.

IARD 3833 Building Systems Final exercise (using a selected portion of their studio project); Exercise #6 Plumbing; Exercise #7 HVAC

IARD 4805 Studio VII Charm of Past + Promise of Future studio Project 2 Detail drawings and Shape of/Shaped/Shaping Interiority Project 2 mid-review.

- c) interior systems, construction, and installation methods.³

IARD 2823 Materials Test Questions #2, 3, 4, 5, 6, 7 and 11; Comparative Evaluations; and (2023) Scavenger Hunt #2

IARD 3815 Studio VI Design program / Design Manual and final review materials, detail drawings, schedules.

IARD 3833 Building Systems Exercise #2 (wall types), Final exercise (using a selected portion of their studio project); Exercise #6 Plumbing; Exercise #7 HVAC

IARD 4815 Studio VIII Redlines and section drawings (S24 "Omnibus Studio with Advanced Technologies"), Staging Surfaces Studio See Mia Moorhead and Jason Cote's "Time Sections" and Assignment.

- d) detailing and specification of interior construction materials, products, and finishes.⁴

IARD 2823 Materials Comparative Evaluations; (2023) Final Project Criteria + Reasoning; (2023) Scavenger Hunt #1

IARD 3815 Studio VI Design program / Design Manual and construction documents or Conceptboard.

IARD 3833 Building Systems Exercise #2 (drawing wall types), Exercise #4 Wall to Ceiling Connection; Question #5 on Final exam; Final exercise (using a selected portion of their studio project and selecting cutsheets); Exercise #6 Plumbing; Exercise #7 HVAC; Exercise #3 Doors and Windows; Exercise #5 Mid-Century Details

IARD 4805 Studio VII Charm of Past + Promise of Future studio Project 2 detail drawings Shape of/Shaped/Shaping Interiority Project 2 final

IARD 4815 Studio VIII Redlines, section drawings and furniture plans Omnibus Studio with Advanced Technologies and Staging Surfaces Studio perspectives and project design.

- e) the integration of building systems including electrical (such as power, data, lighting, telecommunications, security, and audio visual) and mechanical (such as HVAC, plumbing, and sprinklers).⁵

IARD 2723 Digital Media in Design RCP found in Project 4: Graphic Design Office - Live/Work - Urban Row House.

IARD 3815 Studio VI Design program / Design Manual, final review materials, construction documents.

IARD 3833 Building Systems Exercise #4 Wall to Ceiling Connection; Question #6 on Final exam; Final exercise (using a selected portion of their studio project and selecting cutsheets); Exercise #6 Plumbing; Exercise #7 HVAC

Standard 15. Construction. Interior designers understand interior construction and its interrelationship with base building construction and systems.

Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.

f) building controls systems.⁶

IARD 3843 Lighting Systems Final Exam (Fall 22) questions: 16, 17, and 66.

IARD 3833 Building Systems Exercise #1; Construction Document Exercise; Final exercise (using a selected portion of their studio project and selecting cutsheets); Exercise #6 Plumbing; Exercise #7 HVAC; Final exam question #5

g) vertical and horizontal systems of transport and circulation such as stairs, ramps, elevators, or escalators.

IARD 2804 Studio III project 2 Room over Room.

IARD 2723 Digital Media in Design Sections, plans, and perspectives from Project 2: Coffee Lounge and Project 4: Graphic Design Office - Live/Work - Urban Row House.

IARD 2814 Studio IV projects "Renovation" and "Adaptation."

IARD 3805 Studio V floor plans for the CACHE (2021) & NEXT (2022 & 2023) workplace designs.

IARD 3815 Studio VI final review documents, construction documents when required.

h) Students **understand** the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

IARD 2723 Digital Media in Design digital set of construction drawings for Project 4: Graphic Design Office – Live/Work - Urban Row House.

IARD 3805 Studio V construction documentation for the NEXT (2022 & 2023) workplace designs.

IARD 3815 Studio VI construction documents.

IARD 3833 Building Systems Exercise #4 Wall to Ceiling Connection; Construction Document Exercise; Final exercise (using a selected portion of their studio project and selecting cutsheets); Exercise #6 Plumbing; Exercise #7 HVAC; Final exam questions.

Students are **able** to:

i) read and interpret construction documents.⁷

IARD 2814 Studio IV project 2 "Room over Room."

IARD 3833 Building Systems Exercise #4 Wall to Ceiling Connection; Construction Document Exercise; Final exercise (using a selected portion of their studio project and selecting cutsheets); Exercise #6 Plumbing; Exercise #7 HVAC; Final exam questions.

j) contribute to the production of interior contract documents including drawings, detailing, schedules, and specification formats appropriate to project size and scope.⁸

IARD 2723 Digital Media Digital set of construction drawings for Project 4: Graphic Design Office - Live/Work – Urban Row House.

IARD 2823 Materials final Project Finish Key + Schedule

IARD 3805 Studio V construction documentation for NEXT (2022 & 2023) workplace designs.

IARD 3815 Studio VI Construction documents.

IARD 3833 Building Systems Exercise #4 Wall to Ceiling Connection; Construction Document Exercise; Final exercise (using a selected portion of their studio project and selecting cutsheets); Exercise #6 Plumbing; Exercise #7 HVAC; Final exam questions.

Curriculum Matrix - University of Arkansas

[illegible]

Standard 16. Regulations and Guidelines. Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Intent: This standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.

Part 1: Analysis

The program is successful in educating designers to apply laws, codes, standards, and guidelines that impact human experience of interior spaces. No weaknesses were found through the self-study process.

In IARD 2814 Studio IV students were aware of the history and intent of the IBC, ADA, FHA, and universal design principles through readings and drawing design details as described by each (fire stairs, elevators, ramps, kitchens, bathrooms, thresholds, etc). They applied these codes in the development of a compliant (USA and European) design proposal including barrier-free movement, travel distance for emergency exit, and means of egress. Students applied these codes in the development of sensitive design solution that included barrier free design and universal design principles for both a single-family residence and multi-family housing for aging clients following FHA requirements, ADA regulations, and universal design principles.

In IARD 2823 Materials students were exposed to laws, codes and standards for the selection of materials. They researched and identified multiple materials' required tests and their standards and sustainability and Health Safety and Welfare requirements. Students recognized interior finishes that are subject to residential vs. commercial code provisions and identified sustainability concerns for materials and health and safety concerns in historic structures. In IARD 4813 Human Factors students were introduced to ADA, WELL, LEED, and IBC through a series of lectures. Especially, WELL Building Standard's lets students understand how light and color influence health and wellness. Students explored and analyzed precedents to investigate the relationship between environmental and human factors associated with the expected outcome in each sector including: workplace, retail, hospitality, healthcare, governmental and religious, education, transportation, residential, etc. In IARD 3833 Building Systems students were aware of the origins and intent of laws, codes, and standards. They were aware of detection (smoke/ heat and alarm systems), compartmentalization, and suppression devices used to extinguish flames, etc.

In IARD 3805 Studio V students explored how to integrate building code into their design. In IARD 3815 Studio VI students complete pre-design documents and construction documents in keeping with the project type and the preceding semester including a codes plan. In IARD 4805 Studio VII students calculated their building occupancy and based on their analysis they located two fire staircase in the building. Their design had to follow ADA codes in all floors of the building. Based on an understanding of building structure, students designed vertical and horizontal circulation according to design intention. In IARD 4815 Studio VIII students demonstrated the ability to apply federal, state/ provincial, and local codes to include occupancy group and load calculations and means of egress. Students provided two means of egress within their structure.

Part 2: Evidence

Student Learning Expectations

a) Students have awareness of the origins and intent of laws, codes, and standards.¹

IARD 2823 Materials Course Lecture Slides; Comparative Evaluations; and (2023) Scavenger Hunt #7, 8, + 10

IARD 2814 Studio IV projects "Renovation" and "Adaptation."

IARD 3833 Building Systems In class discussions and in class slides that are available to students.

IARD 4823 Professional Practice for Interior Design Final Exam questions 15 and 29.

IARD 4813 Human Factors lectures.

Student work demonstrates understanding of:

b) standards and guidelines related to sustainability and wellness.²

Standard 16. Regulations and Guidelines. Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Intent: This standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.

IARD 2823 Materials Comparative Evaluations; (2023) Scavenger Hunt #9; and Course Lecture Slides

IARD 4813 Human Factors Lecture, Assignment #13 Creative Solutions beyond the rules and regulations in your context (ex. ADA, WELL, LEED, etc.)?, and the assignment #13 review slides

c) sector-specific regulations and guidelines related to construction, products, and materials.³

IARD 2823 Materials Test Questions #9 + 11

IARD 4813 Human Factors Assignments from #4-#13

d) detection such as active devices that alert occupants including smoke/heat and alarm systems.

IARD 3833 Building Systems Final exercise (examining a detailed area of their studio work); Final exam question #6 (short answer)

e) compartmentalization such as fire separation and smoke containment.

IARD 3815 Studio VI Construction documents.

IARD 3833 Building Systems Final exam question # 7

f) suppression such as devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.

IARD 3833 Building Systems Final exercise (examining a detailed area of their studio work); Final exam question #6 (short answer)

Student work demonstrates the ability to **apply** federal, state/provincial, and local codes⁴ including:

g) occupancy group and load calculations.

IARD 3805 Studio V Architectural drawings, especially in the accessibility plan for the NEXT (F23) workplace designs.

IARD 3815 Studio VI Programming document / Design Manual and construction documents.

IARD 4805 Studio VII Charm of Past + Promise of Future studio Project 2 and Shape of/Shaped/Shaping Interiority Project 1.

IARD 4815 Studio VIII Erasure in Hollywood's Desert Playground Final exhibit design-load calculations and egress plan.

h) movement, travel distance, and means of egress.

IARD 2814 Studio IV –projects "Renovation" and "Adaptation."

IARD 3805 Studio V Architectural drawings, especially in the Life Safety plan for the NEXT (2023) workplace designs.

IARD 3815 Studio VI Construction documents and process work both physically and on Conceptboard.

IARD 4815 Studio VIII Staging Surfaces Isabel Provisor and Anna Morris' diagrams. Erasure in Hollywood's Desert Playground final exhibit design-load calculations and egress plan. Adaptive Use in Hot Spring Design Development package.

i) barrier-free and accessibility regulations and guidelines.

IARD 2814 Studio IV projects "Renovation" and "Adaptation."

IARD 3805 Studio V architectural drawings, especially in accessibility plan for the NEXT (F23) workplace designs.

1) Provide a brief description of the conclusions you have drawn about overall program quality.

Overall, the program is of high quality and prepares students well for the profession. It benefits from excellent facilities and a focus on interdisciplinary learning. All students are required to complete a Study Abroad experience. Students benefit from the top-rated Walton School of Business and a significant number of students earn a minor degree in business. A minor in Sustainability is also popular among interior architecture and design students. Students are well prepared in team approaches to solving design problems. All students are required to complete a paid internship and we consistently achieve very high employment rates after graduation. Interdisciplinary studios in the final year prepare students well to enter the workplace. In the past three years students have won the most prestigious interior design scholarships and awards in the nation, two Gensler Brinkmann Scholarships, two Donghia Foundation Scholarship, and one ASID Portfolio Award.

Although the overall standards are met, indicator 9c Written Communication warrants improvement. The program provides ample opportunity to develop the skill, however, the quality of writing is lacking.

2) Provide a brief description of your plans for future program development.

No significant changes are planned for the curriculum. In the past six years the program has experienced much growth, indeed it has almost tripled in size. The ongoing challenge is to manage enrollment to maintain high-quality education.

Regrettably, two excellent assistant professors were recruited to other schools in Spring 2024. A focus for the coming year is hiring strong replacements for those positions.

In Fall 2025 the Anthony Timberlands Center for Design and Material Innovation will open. This new applied research center will serve as the epicenter for the school's multiple timber and wood design initiatives, house existing and expanding designbuild program and fabrication laboratories, provide additional studio space, and serve as the new home to the school's emerging graduate program in timber and wood design.

Faculty Data Form

Name: Lynn E Fitzpatrick

Check one:

☒ full-time ☐ adjunct ☐ part-time ☐ support
☐ other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years:

Check one:

☒ Yes ☐ No

Individual has completed a degree in interior design:

☒ Yes ☐ No

Individual has passed the complete NCIDQ exam:

☐ Yes ☒ No

If this individual is a full-time faculty member, please indicate:

0 % of time spent in administration

95 % of time spent in teaching

5 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

MA Architecture, Rice University, 1992.

BS Design and Environmental Analysis, Cornell University, 1984.

Positions held in academic institutions (title of position/rank, year and tenure):

Teaching Associate Professor, 2023-current (joint position with Architecture and Interior Architecture and Design)

Teaching Assistant Professor, 2014-2023 (joint position with Architecture and Interior Design)

Director of Technology, 2001-2014 (joint Administrative and Architecture Faculty position)

Clinical Assistant Professor, 1999-2014 (Architecture Dept)

Courses taught in the past two years:

IDES 2804 Interior Design Studio III

IARD 2814 Interior Architecture and Design Studio IV

ARCH 1015 Fundamentals in Design I

ARCH 4023 On Weaving

Positions held in design practice (firm name, title, and year):

Schopfer Architects, Project Designer, 1995-1997

Zausmer Frisch, Project Designer, 1997-1999

redbeetdesign, Owner/Architectural Designer, 1999-2007

Significant publications, creative projects, and/or paper presentations (up to six items):

“On Weaving Architecture: The Potential of Lightweight Woven Structures” This seminar was selected by juried process and presented July 7 at *Complex Weavers Seminars 2024*, Wichita, KS.

“Medieval Textile Production in Iceland: Warp Weighted Looms and the Women Who Wove Them” was presented at a juried conference, *First International Women in the Arts Conference*, University of Arkansas Rome center, Rome, Italy, 2021 and subsequently published as a chapter in *Women in Arts, Architecture and Literature: Heritage, Legacy and Digital Perspectives* edited by Consuelo Lollobrigida and Adelina Modesti. Published 2023 by Brepolis Publishers, Belgium.

Faculty Data Form

Awarded, with a team of colleagues and production staff, the 2024 IDEC Media Award for “University of Arkansas Virtual Design Camp” video series in which I acted, helped script, and assisted students coordinating content, props, and locations. The series was funded by Dean Peter MacKeith and completed during the summer of 2020.

“The Persistence of Precedence,” Design Communication Association, Conference entitled *Forgetting/Remembering: Design Communication for Experimental Tradition*. Paper and first-year architecture studio work presented Oct 2022, Auburn University, Auburn, AL. Contributing members of team for first year architecture studio (Laura Terry, Lynn Fitzpatrick, Russell Rudzinski)

Awards, recognitions, grants, competitions:

“Material Immaterial Lab,” Donghia Foundation grant recipient, 2022. \$46,700 to enlarge existing materials library and place emphasis on material making and experimentation. (Lynn Fitzpatrick with Jennifer Webb and Kim Furlong) To date

“TFSC Research in Teaching Grant,” Grant recipient 2015-2017. \$5000 to digitally scan Louise Nevelson’s *Nightzag Wall* sculpture to create data to expand studio pedagogy. Project titled “Digital Dialogues” research in teaching. (Laura Terry, Lynn Fitzpatrick, Russell Rudzinski with Phoebe Lickwar and Kim Furlong) My role was to collaborate with the Center for Advanced Spatial Technologies, UA and Crystal Bridges Museum of American Art and to lead digital workshops for students learning how to use design software. I also designed and presented the poster at the TFSC show of research completed by grant winners.

“Design and Communication Technologies in Construction,” Endowed Chair position funded by the Walton Foundation, 2004. \$1.5 million grant to research the potential for BIM technology and integrated practice in academia in the fields of architecture, engineering, and construction. I was responsible for researching and writing the grant proposal. The award continues to fund the Endowed Chair in Building Construction for the Fay Jones School of Architecture and Design.

Professional memberships and service:

IDEC Member, 2021-present

Honor’s College Scholarship Interviews, interviewer, 2022-23. AU

Academic Integrity Board, University 2020-present.

Computing Activities Council, University of AR, 2005-2015.

Washington County, AR 4-H. Co-created curriculum for 2024 Interior Design competition for teen members of regional 4-H clubs. Spring 2024. 4-H leader for Young Riders equestrian club, 2014-2022.

Technology Committee, Schoolwide 2020-present. Responsible for advising Dean on issues of technology backed design review formats, printing protocols and plot station distribution, and the issuance of annual computer specifications for students.

Network Specialist/IT Director Search Committee, Chair, Spring/Summer 2021

Faculty Data Form

Name: Kimberley Furlong

Check one:

☒ full-time ☐ adjunct ☐ part-time ☐ support
☐ other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years:

Check one:

☒ Yes ☐ No

Individual has completed a degree in interior design:

☒ Yes ☐ No

Individual has passed the complete NCIDQ exam:

☒ Yes ☐ No

If this individual is a full-time faculty member, please indicate:

10 % of time spent in administration

65 % of time spent in teaching

25 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Master of Architecture, University of Texas at Austin, 2000

Bachelor of Fine Arts, Interior Design, Pratt Institute, 1989

Positions held in academic institutions (title of position/rank, year and tenure):

University of Arkansas, Associate Professor of Interior Architecture and Design, 2013 - present

University of Texas at Austin, Lecturer of Architecture and Interior Design, 2008 - 2013

Courses taught in the past two years:

IARD 2805 Design III

IARD 2815 Design IV

IARD 2823 Interior Architecture and Design Materials & Resources

IARD 3805 Design V

IARD 3815 Design VI

ARDS 3153H Honors Methods of Design Inquiry (interdisciplinary capstone course)

ARDS 6906 Advanced Design Studio – Preservation Design

Positions held in design practice (firm name, title, and year):

Mell Lawrence Architects, Austin, TX. Project Designer and Manager, 2007 - 2013

Samuel Anderson Architects, New York, NY. Project Designer and Manager, 2002 - 2004, 2005 - 2007

Office of Thierry Despont, New York, NY. Architectural Designer, 2004

Overland Partners, San Antonio, TX. Architectural Designer, 2001 - 2002

Tod Williams Billie Tsien Associates, New York, NY. Architectural Intern, 2000

GS Design, New York, NY. Senior Interior Designer and Project Manager, 1995 - 1996

Taylor Clark Architects, New York, NY. Senior Interior Designer, 1989 - 1995

Farrell and Greenholz Design Associates, New York, NY. Interior Design Intern, 1989

Glenn Gissler Design, New York, NY. Interior Design Intern, 1988

Faculty Data Form

Significant publications, creative projects, and/or paper presentations (up to six items):

Furlong, K., Filbeck, L. (2024). *A Preservation Plan for a Modest Modern Campus Ministry*. Interior Design Educators Council National Annual Conference 2024, New York, NY. Presentation [blind peer reviewed]

Furlong, K. (2022). *Wildcat Hollow*. Interior Design Educators Council National Annual Conference 2022, Online. Presentation [blind peer reviewed]

Messadi, M. T., Furlong, K. J., Jacobus, F. R., Barry, M. L., Welcher, R. M., Pijanowski, J. C., Carpenter, A. (2020). *Advancing Sustainable Wood Design and Technologies through Interdisciplinary Collaboration*. National ACSA108 Annual Meeting San Diego, California. Published paper and Presentation [blind peer reviewed]

Furlong, K., Messadi, T. (2018). *Initiating Innovation in Sustainable Wood Design through Interdisciplinary Collaboration*. Environmental Designers Research Association (edra) National Conference, Oklahoma City, OK. Presentation [blind peer reviewed]

Furlong, K., Messadi, T. (2017). *Collaborative Studio Re-Imagining Wood Design and Construction*. Association for the Advancement of Sustainability in Higher Education (AASHE) National Conference, San Antonio, TX. Presentation [blind peer reviewed]

Awards, recognitions, grants, competitions:

Fitzpatrick, L., Furlong, K., Webb, J. (2022-2023). *Material | Immaterial Workshop: Hands on Material and Lighting Investigations & Digital Visualization*. Donghia Foundation Curriculum Development Grant.

Role: Co-Investigator \$46,700

Bernhardt, M., Furlong, K. Jacobus, F., MacKeith, P., Matlock, M., Messadi, T., Pijanowski, J., Welcher, R. (2018-2021). *Advancing Sustainable Wood Design and Technologies through Collaborative Engagement*. University of Arkansas Chancellor's Discovery, Creativity, Innovation and Collaboration Fund.

Role: Co-Investigator \$148,000

Furlong, K., Messadi, T. (2017). *A Cluster Model of Education for Interdisciplinary Wood Design Studies in Arkansas*. University of Arkansas, Teaching and Faculty Support Center.

Role: Co-Primary Investigator \$4100

Professional memberships and service:

IDEC, Member, 2012 – Present

ASID, Educator Member, 2012 – Present

ASID, South Central Chapter Board of Directors, *Director of Professional Development*, 2019 – 2022

ASID, Student Chapter Faculty Advisor, 2013 - 2021

National IDEC Student Design Competition, *Judge*, 2019 and 2021

National IDEC Conference, *Secret Reviewer*, 2019

National IDEC Conference, *Reviewer of Creative Scholarship*, 2018

AIA, Associate Member, 2007 - 2010, 2012 – 2014

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

National IDEC Conference, 2018 - 2021, 2024

National ASID Leadership Experience Program, 2019 and 2020

National ACSA Meeting, 2020

ASID South Central Design Summit, 2018 and 2019

Mass Timber Research Workshop, USDA Forest Product Lab, Madison, WI 2018

Southwest Regional IDEC Conference, 2018

Faculty Data Form

Name: Michelle Boyoung Huh

Check one:

☒ full-time ☐ adjunct ☐ part-time ☐ support
☐ other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years:

Check one:

☒ Yes ☐ No

Individual has completed a degree in interior design:

☒ Yes ☐ No

Individual has passed the complete NCIDQ exam:

☐ Yes ☒ No

If this individual is a full-time faculty member, please indicate:

10 % of time spent in administration

65 % of time spent in teaching

25 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Master of Interior Design, The University of Texas at Austin, Texas	May 2021
Bachelor of Architecture, Korea University, Korea	February 2011

Positions held in academic institutions (title of position/rank, year and tenure):

Assistant Professor (tenure track), University of Arkansas	2022 - 2024
Full-time Instructor, Texas State University	2021 - 2022

Courses taught in the past two years:

IARD 2804 Design III
IARD 2814 Design IV
IARD 3805 Design V
IARD 465V Professional Elective: Story of Things; Visual Narrative about Adaptive Reuse
IARD 465V Professional Elective: The Way of Telling
IARD 4805/ARCH 5016 Advanced Studio: Shape of/Shaped/Shaping Interiority: Sense, Fashion, and Interior Architecture

Positions held in design practice (firm name, title, and year):

FTC Architects (Austin, TX), Architecture/Interior Design Consultant	2019-2022
Hanwha Galleria (Seoul, Korea), Project Manager	2011-2018

Significant publications, creative projects, and/or paper presentations (up to six items):

Huh, M. B. (2023). Korean Public Bathhouse: Potential of Interiority. Interiority, 6(2), 159–176.
<https://doi.org/10.7454/in.v6i2.354>

Faculty Data Form

Huh, M. B. and Choi, S. (2023). Exploring the Potential of Physical Space Design Techniques for Immersive Experiences in the Metaverse: An Interpretation of Spatial Perception. Proceedings of 2023 Architectural Research Centers Consortium International Conference, April 12-15, 2023, Dallas, Texas, USA.

Huh, M. B. and Choi, S. (2023). A Design Optimization Model for Utilizing Vacant Buildings for the Infrastructure of Temporary Housing: A Circular Economy Approach. Proceedings of Environmental Design Research Association Conference, June 20-23, 2023, Mexico City, Mexico.

Choi, S. and Huh, M. B. (2023). Incremental development model to use vacant buildings for affordable housing. Proceedings of the ASCE INSPIRE 2023, Arlington, VA. <https://doi.org/10.1061/9780784485163.057>

Wyrick, H., Huh, M.B. and Webb, J. (2023). Evolving brick-and-mortar store: Integration of mobile app experience and physical store experience. IDEC 2024

Awards, recognitions, grants, competitions:

[Grant]

(Awarded) Tracy, T.D.E., Huh, M.B., Miri, M. (2023). Artificial to Conceptual Intelligence. \$34,900. Angelo Donghia Foundation Grant 2023

(Awarded) Park, J., Hoelting, M., Flores, S., Huh, M.B., Miri, M. (2023). Inattentiveness Reduction through Environmental Interventions: Workplace Designing for Inattentive Type ADHD. \$30,000. AIA Upjohn Research Initiative 2023

[Awards]

2023 Annual State & National Award, Mentor, University of Arkansas	2023
2023 Gensler Brinkman Scholarship winner (Student Awarded)	2023
David Bruton Jr. Graduate School Fellowship, University of Texas at Austin	2020-2021

Professional memberships and service:

IDEC

Peer Reviewer, Interiors: Design/ Architecture/ Culture	2024
Peer Reviewer, THE PLAN Journal	2023

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

NCIDQ IDFX, IDPX passed (2023 Fall, 2024 Spring). Expected to be passed PRAC (2024 Fall)
Conference attended: IDEC 2024, EDRA 2023, ARCC2023

Faculty Data Form

Name: Carl Matthews

Check one:

☒ full-time ☐ adjunct ☐ part-time ☐ support
☐ other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years:

Check one:

☒ Yes ☐ No

Individual has completed a degree in interior design:

☒ Yes ☐ No

Individual has passed the complete NCIDQ exam:

☒ Yes ☐ No

If this individual is a full-time faculty member, please indicate:

40 % of time spent in administration

30 % of time spent in teaching

30 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Master of Science, Interior Design, Pratt Institute, 1993

Bachelor of Science, Interior Design, Oklahoma State University, 1983

Positions held in academic institutions (title of position/rank, year and tenure):

University of Arkansas, Interior Design Department Head, Professor, 2012 - present

University of Texas at Austin, Associate Professor, 2003-2012

University of Nebraska-Lincoln, Associate Professor and Assistant Professor, 1993-2003

Courses taught in the past two years:

IARD 4823 Professional Practice for Interior Design

IARD 4815 Design VIII

Positions held in design practice (firm name, title, and year):

Hellmuth, Obata + Kassabaum, San Francisco, CA, Designer, Summers 2002 and 1996

Gensler, New York, NY, Designer, Summer 1999

Callison Partnership, Seattle, WA, Designer, Summer 1998

Space, New York, NY, Designer/Project Coordinator, Summer 1995

Interior Space International, New York, NY, Designer/Project Coordinator, 1987 – 1993 and Summer 1994

I S D Incorporated, Chicago, IL, Designer, 1985 – 1987

Trauth Associates Ltd., Chicago, IL, Designer, 1983 – 1985

Floyd Davenport Interiors, Dallas, TX, Design Intern, Summer 1982

Significant publications, creative projects, and/or paper presentations (up to six items):

Carl Matthews, Ngozi Brown, and Michaela Brooks (2021), "Confronting Lack of

Student Diversity in Interior Design Education, *Journal of Interior Design*, 46(4), 3-11. (invited article)

Carl Matthews, Caroline Hill, and Debbie Fredericksen (2017), "Niche Housing as Social Prosthetic for LGBT Seniors: Resident Motivations and Perceptions," *Journal of Interior Design*, doi:10.1111/joid.12088. (peer reviewed)

Caroline Hill, Asha Hegde and Carl Matthews (2014), "Throwing in the Towel: Burnout among Practicing Interior Designers." *Journal of Interior Design*, 39(3), 41-60. (peer reviewed)

Matthews, C. and Hill, C. (2011). "Gay Until Proven Straight: Exploring Perceptions of Male Interior Designers from Male Practitioner and Student Perspectives." *Journal of Interior Design*, 36(3), 15-34. (peer reviewed)

Matthews, Carl, Hill, Caroline, Case, F. Duncan, and Allisma, Tom (2010). "Personal Bias: The Influence of Personality Profile on Residential Design Decisions." *Housing and Society*, 37(1), 1-24. (peer reviewed)

Hill, Caroline and Matthews, Carl. (2007, April). "Language of Interior Design: Sexism and Femininity." *Journal of Family & Consumer Sciences*, 99(2), 50-54. (peer reviewed)

Faculty Data Form

Awards, recognitions, grants, competitions:

2023 Preserve Arkansas, Outstanding Achievement in Preservation Education.
2022 IDEC Media Award, "Put the Hot Back in Hot Springs: A Micro Documentary Featuring Preservation and Adaptive Use Design," with Michael Schwarz and Ann Mayle.
Distinguished Service Award, 2021, Fay Jones School of Architecture and Design.
CIDA Award for Excellence, Honorable Mention, 2019, "Housing Northwest Arkansas," with Alison Turner and Peter MacKeith.
CIDA Award for Excellence, 1st Place, 2016, "Revitalization of White Building to House Victims of Human Trafficking in Phnom Penh."
IDEC Regional Conference, Best Creative Scholarship, 2016, "Lookout-Cocoon," with Scott Biehle
IDEC National Conference, First Place Creative Scholarship, Interior Design, 2013, "Palo Verde" with Scott Biehle.
IDEC Regional Conference, Best Paper Presentation, 2012, "Seasons of Discontent: Does Age, Gender, Partnership and Parental Status Affect Burnout Among Commercial Interior Designers?" with Caroline Hill and Asha Hegde.
"Burnout in the Interior Design Profession: Implications for Practice." \$8,782 Research Grant Proposal (funded), Caroline Hill and Asha Hegde co-applicants. The University of Texas at Austin, School of Architecture Research Grant.
IDEC National Conference, Member Choice Award for Best Paper Presentation, 2007, "Sexism, Femininity and the Language of Interior Design," with Caroline Hill
IDEC National Design Exhibition, Best of Show – Creative Scholarship, 2004, "Rationality Disturbed," housing project.
IDEC National Design Exhibition, First Place – Interior Design, 2004, "Rationality Disturbed," housing project.
College Award for Distinguished Teaching, College of Architecture, University of Nebraska-Lincoln, 2003.
"Experimental Living Environments." \$4,400 Design/Build Grant Proposal (funded), Jason Daniels, student coapplicant.
The University of Nebraska-Lincoln Undergraduate Creative Activity and Research Experience.
"Journal of Interior Design, Art, Architecture and Material Culture." \$4,400 Research Grant Proposal (funded), Marti Gotsch, student co-applicant. The University of Nebraska-Lincoln Undergraduate Creative Activity and Research Experience.
IDEC National Design Exhibition, Best of Show – Creative Scholarship, 2002, "Inhabiting Transience," housing project.
"Integrating Design/Build into the Interior Design Curriculum." \$4,400 Research and Design/Build Grant Proposal (funded), Doug Kiser, student co-applicant. The University of Nebraska-Lincoln Undergraduate Creative Activity and Research Experience.
IDEC National Design Exhibition, Best of Show – Creative Scholarship, 2000, Venator Group, office facility.
Student Recognition Award for Outstanding Teaching, 1994, 1995.
IDEC National Design Exhibition, Best of Show – Creative Scholarship, 1994, Geiger Brickel, furniture showroom.
Interiors Magazine, Best Showroom Design, 1994, Geiger Brickel Showroom

Professional memberships and service:

IDEC, Member, 1993-Present
CIDA, Board of Directors, 2009-2015
CIDA, Site Visitor, 2004 - Present
JID Academy of Reviewers, 2003-Present

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

IDEC National Conferences, 1994-Present

Faculty Data Form

Name: Laurence Ellen McMahon

Check one:

☐ full-time ☐ adjunct ☐ part-time ☐ support
☒ other (please indicate): Full-time Adjunct

Individual has been responsible for ID studio supervision in past 2 academic years:

Check one:

☒ Yes ☐ No

Individual has completed a degree in interior design:

☐ Yes ☒ No

Individual has passed the complete NCIDQ exam:

☐ Yes ☒ No

If this individual is a full-time faculty member, please indicate:

0 % of time spent in administration

100 % of time spent in teaching

0 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Bachelor of Architecture (B.ARCH), Architecture, University of Arkansas School of Architecture, 2013

Positions held in academic institutions (title of position/rank, year and tenure):

Adjunct Faculty, IARD, University of Arkansas School of Architecture, 2023 - present

Instructor, Design Camp, University of Arkansas School of Architecture, Summer 2022, 2023, 2024

Courses taught in the past two years:

IARD 1045 Design II

IARD 2804 Design III

IARD 3805 Design V

IARD 3815 Design VI

IARD 4845/ARCH 5026 Design VIII

Positions held in design practice (firm name, title, and year):

Architect, Solo Practitioner, 2023 - present

Bradley Edwards Architect, Project Architect, 2016 - 2023

Austin Architects, Project Designer, 2015-2016

Bradley Edwards Architect, Intern Architect, 2012 - 2015

Significant publications, creative projects, and/or paper presentations (up to six items):

Project: "You Find Yourself in a Swirl of History" Project Architect, Public Sculpture, 2023-present

Project: Onyx at the Momentary, Project Architect, Interior Finish-out, 2020

Project: Onyx at the 1907, Project Architect, Interior Finish-out, 2019

Project: TFR House, Project Architect, Custom Residence, 2018

Publication: "MOD Restaurant" in *Modern Cafe + NemoFactory*, 2019.

Publication: "Midtown Onyx" in *Coffee Love: Cafe Design and Stories* Braun Publishing, 2018

Faculty Data Form

Awards, recognitions, grants, competitions:

School of Architecture Alumni Honor Award - Onyx at the 1907, 2022
AIA Gulf States Honor Award - Onyx at the Momentary, 2020
School of Architecture Alumni Merit Award - TFR Residence, 2019
School of Architecture Alumni Merit Award - Onyx Bentonville, 2019

Professional memberships and service:

Registered Architect, State of Arkansas
American Institute of Architects (AIA)

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Assorted HSW continuing education to maintain Professional License
ACADIA 2023

Faculty Data Form

Name: Marjan Miri

Check one:

☒ full-time ☐ adjunct ☐ part-time ☐ support
☐ other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years:

Check one:

☒ Yes ☐ No

Individual has completed a degree in interior design:

☒ Yes ☐ No

Individual has passed the complete NCIDQ exam:

☐ Yes ☒ No

If this individual is a full-time faculty member, please indicate:

10 % of time spent in administration

65 % of time spent in teaching

25 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

2020 M.I.D, University of Texas at Austin

Master of Interior Design First Professional

2013 M.S, Science & Research University, Hamedan, Iran

Master of Urban Design

Thesis: Identifying Effective Factors in Designing Happy Urban Spaces, in Order to Enhance the Quality of Social Life.

2011 B. ARCH, Islamic Azad University, Qazvin, Iran

Bachelor of Architecture

Thesis: Designing Siraf Archeology Museum

Positions held in academic institutions (title of position/rank, year and tenure):

2022- 2024 Assistant Professor of Interior Architecture and Design, University of Arkansas, Fayetteville

Fay Jones School of Architecture and Design

Courses taught in the past two years:

IARD 1045 Design II Fundamental Design Methods

IDES 2804 I DESIGN III

IARD 2814 DESIGN IV

IARD 3805 Design V

IARD 4805/ARCH 5016 Design VII/Option Studio I

Independent Study, Graduate level

Positions held in design practice (firm name, title, and year):

DEMX Architecture, Fayetteville, AR, Interior Designer II, 2021-2024

Faculty Data Form

Significant publications, creative projects, and/or paper presentations (up to six items):

- 2023 Lee, Jisun. Miri, Marjan. Newberry, Mary. Immersive Virtual Reality, Tool for Accessible Design: Perceived Usability in an Interior Design Studio Setting. Journal of Interior Design.
- 2023 Miri, Marjan. From concept to Virtual Reality: Exploring Interior Design through Immersive Technology. Interior Design Educator Council's innovative Teaching Idea.
- 2024 Miri, Marjan. Tracy, Torrey. Tucci, Jake. From Analog to Virtual Reality: Introducing Digital Design Tools to First-year Interior Architecture Students, IDEC annual Conference, New York City, March 2024
- 2023 Burcham, Amanda. Miri, Marjan. Webb, Jennifer D. McCurdy, Shannon. Perceptions of WELL Building Standards Represented through Virtual Reality (VR), EDRA international Conference, Mexico City, June 2023
- 2023 McCurdy, Shannon. Miri, Marjan. Webb, Jennifer D. Survey Analysis: Perceptions of Interior Designers and Artists on Benefits, Opportunities, and Barriers on using Virtual Reality to Create Commissioned Art and Art Installations, EDRA international Conference, Mexico City, June 2032
- 2022 Lee, Jisun. Miri, Marjan. Virtual Reality, A Tool for Accessible Design: Benefits and Challenges of Adopting VR in a Design Studio Setting, IDEC regional Conference, New York City, October 2022
-

Awards, recognitions, grants, competitions:

- 2023-2024 AIA Upjohn Research Initiative
Inattentiveness Reduction through Environmental Interventions: Workplace Designing for Inattentive Type ADHA
Awarded \$30,000
Role: Co-Primary Investigator with Asst. Professor Michael Huh and Asst. Professor Jinoh Park + Corgen
- 2023-2024 Angelo Donghia Foundation
Artificial to Conceptual Intelligence: an exploration of AI software as a tool for original iterative concept creation
Awarded \$34,900
Role: Co-Primary Investigator with Asst. Professor Michael Huh and Asst. Professor Torrey Tracy
- 2021-2022 Angelo Donghia Foundation
VR: Tool for Students' Improved Learnability and Creativity - Using VR in Interior Design Studios
Awarded \$49,000
Role: Co-Primary Investigator with Asst. Professor Jisun Lee
-

Professional memberships and service:

- 2024 Interiors: Design/ Architecture/ Culture, Reviewer
- 2024 Advising students for Honor Capstone project, Committee member
- 2023-24 THE PLAN Journal, Reviewer
- 2024 IDEC Regional Conference Student Design Competition, Reviewer
- 2023 IDEC Regional Conference, Reviewer
-

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

- 2024 IDEC (Member of Emerging Technology Network-Served as reviewer)
- 2023 EDRA
- 2019-Present NCIDQ
-

Faculty Data Form

Name: Jinoh Park

Check one:

☒ full-time ☐ adjunct ☐ part-time ☐ support
☐ other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years:

Check one:

☒ Yes ☐ No

Individual has completed a degree in interior design:

☒ Yes ☐ No

Individual has passed the complete NCIDQ exam:

☐ Yes ☒ No

If this individual is a full-time faculty member, please indicate:

10 % of time spent in administration

65 % of time spent in teaching

25 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Doctor of Philosophy in Design, North Carolina State University, North Carolina, USA, 2019

Executive Master of Business Administration, Aalto University, Helsinki, Finland, 2014

Master of Business Administration, Seoul School of Integrated Sciences & Technology, Seoul, Korea, 2014

Bachelor of Science in Interior Design, Hanyang University, Seoul, Korea, 2007

Positions held in academic institutions (title of position/rank, year and tenure):

Assistant Professor in Interior Architecture and Design, Fay Jones School of Architecture and Design at the University of Arkansas, Fayetteville, Arkansas, USA, 2021- and tenure-track

Interior Architecture Fellow: Lecturer and Adjunct Assistant Professor, School of Interior Architecture at the University of Tennessee, Knoxville, Tennessee, USA, 2019-2021 and non-tenure-track

Visiting Professor, Seoul School of Integrated Sciences & Technology, Seoul, Korea, 2020-2021 and non-tenure-track

Instructor, Interior Design Department at Hanyang University, Seoul, Korea, 2013-2014 and non-tenure track

Courses taught in the past two years:

IARD 1035 Design I

IARD 1045 Design II

IARD 3805 Studio V

IARD 4813 Human Factors for Design

IARD 4815/ARCH 5016 Studio VII/Option Studio I

FJAD 6723 Methods of Design Inquiry

Positions held in design practice (firm name, title, and year):

331 Consulting & Co (Seoul, Korea), President, 2018-

eL_knot (Seoul, Korea), President, 2012-2020

Korea Institute of Design Promotion (Seongnam, Korea), Design Reporter, 2016-2019

EJ Consulting & Development (Seoul, Korea), Senior Designer, 2010-2016

Noblesse (Seoul, Korea), Part-time Designer /Pictorial design, 2010-2011

3007 Unit, Republic of Korea Army (Korea), Lieutenant / Architect, 2007-2009

jay is working (Seoul, Korea), Designer, 2005-2007

jay is working (Seoul, Korea), Intern, 2004-2005

Space Works FUV Inc. (Seoul, Korea), Intern, 2004

Faculty Data Form

Significant publications, creative projects, and/or paper presentations (up to six items):

Park, J., "The Intersection of Explored and Unexplored Design Processes with AI Image Generators in Three Design Studios" Proceedings of 2024 Architectural Research Centers Consortium - European Association for Architectural Education (ARCC-EAAE) International Conference, May 23-26, 2024, Aarhus, Denmark
Park, J., "Perspectives of Students on AI Use in Interior Architecture and Design" Proceedings of Design Commit 2024, May 20-22, 2024, Braga, Portugal
Park, J. (2023), "Comparing In-house and Outsourced Design Outputs: A Case Study of Glossier's Offline Stores" Proceedings of KIID Conference, May 20, 2023, Seoul, Korea
(Book Chapter Accepted) Park, J. (2023), "Connecting Client Needs to Design Solutions: a Framework Converting Programmatic Concepts into Design Concepts" Handbook of needs orientation in interior architecture
Park, J. (2023), "Design Science Research Toward Integrated Production of Design Artifacts and Knowledge in an Outpatient Behavioral Health Clinic Case" Proceedings of 2023 Architectural Research Centers Consortium Conference, April 12- 15, 2023, Dallas, Texas
Park, J. and Kim, D. (2022), "A Case Study of Medicalized Wellness Clinic Design Process and Result in the Context of an Emerging Wellness Service Market" Proceedings of Design Research Society (DRS)2022 Conference, Jun 25- July 3, 2022, Bilbao, Spain.

Awards, recognitions, grants, competitions:

Elective course on Premiumization, Sustainability, and Making of Bespoke Lighting (\$30,000), 2024
Recipient of Nuckolls Fund Grant 2024
Inattentiveness Reduction through Environmental Interventions (\$30,000), 2023
Recipient of AIA Upjohn Research Initiative 2023
2024 Ones to Watch Scholars, American Society of Interior Designers, 2024
Social Media Star award, Communication Department at Fay Jones School of Architecture and Design, 2024
Outstanding Mentor, Office of Nationally Competitive Awards, University of Arkansas, 2023
Silver Medalist for a Professional with a record of distinction in design, Tau Sigma Delta Honor Society, 2023

Professional memberships and service:

ASID, IDEC
Committee, 2023-2024 IDEC Summer Research Workshop Task Force
Proceedings Coordinator, 2021-2023 Interior Design Educators Council (IDEC)
Guest Speaker, 2024 Conference Speaker at MWDAFF-2024 CONFERENCE: NEW HORIZONS AWAIT, Kansas City, Kansas, USA
Guest Speaker, 2020-2024 Dissertation Colloquium (Ph.D. students), College of Design at North Carolina State University, Raleigh, North Carolina, USA
Peer-reviewer
2021- (on going) Journal of Interior Design
2020- (on going) Journal of Aging and Environment
2019 - (on going) Conference for Architectural Research Centers Consortium (ARCC)
2019 - (on going) Conference for Interior Design Educators Council (IDEC)
2018-2021 Conference for Environmental Design Research Association (EDRA)

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

IDFX and PRAC NCIDQ Exam passed (IDPX remained)
Attending conferences of ARCC, IDEC, EDRA, KIID, Design Commit, DRS, S.ARCH, DEL, IMCAS, EAD,etc.

Faculty Data Form

Name: Charles Sharpless

Check one:

☒ full-time ☐ adjunct ☐ part-time ☐ support
☐ other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years:

Individual has completed a degree in interior design:

Individual has passed the complete NCIDQ exam:

Check one:

☒ Yes ☐ No

☐ Yes ☒ No

☐ Yes ☒ No

If this individual is a full-time faculty member, please indicate:

10 % of time spent in service

65 % of time spent in teaching

25 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Bachelor of Architecture, Architecture, Rice University School of Architecture, 2010

Master of Architecture, Architecture, Harvard University Graduate School of Design, 2012

Positions held in academic institutions (title of position/rank, year and tenure):

Assistant Professor, University of Arkansas Fay Jones School of Architecture and Design, Department of Interior Architecture and Design, 2020 - present

Lecturer, University of Arkansas Fay Jones School of Architecture and Design, 2018-2020

Visiting Assistant Professor, Texas Tech College of Architecture, 2017-2018

Studio Instructor, Boston Architectural College, 2011

Courses taught in the past two years:

IARD 1035 Design I Fundamental Design Skills

IARD 2804 Design III

IARD 2814 Design IV

IARD 3815 Design VI

IARD 4845/ARCH 5026 Design VIII/Option Studio II

IARD 465V Special Topics

ARDS 5143H Honors Capstone (Thesis Research)

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Somewhere Studio, Principal and Co-Founder, 2017 – present
University of Arkansas Community Design Center, Project Architect, 2018-2019
Studio Hillier, Project Manager, 2015-2017
Michael Maltzan Architecture, Job Captain, 2014-2015
Lorcan O’Herlihy Architects, Project Designer, 2013-2014
Designer, ZGF Architects, 2012-13
Preceptor, Machado and Silvetti Associates, 2008-2009

Significant publications, creative projects, and/or paper presentations (up to six items):

Ground Rules, temporary pavilion (12’x130’), salvaged lumber, Cummins Corporate Office Building, Exhibit
Columbus, Columbus, IN (Somewhere Studio, 2023)
The Center, youth center and artist’s studio (8,000 sf), tenant improvement, Saint Louis Story Stitchers, Kranzberg
Arts Foundation, Saint Louis, MO, built (Somewhere Studio, 2023)
The Shelter Project, bus stop (15’x5’x10’), steel frame with wood screen, Wellston Loop Community Development
Corporation, Saint Louis, MO (Somewhere Studio, 2021)
The Nicolett, fine-dining restaurant interior (2,500 sf), adaptive reuse, Lubbock, TX, built (Somewhere Studio, 2020)
Salvage Swings, temporary pavilion, (35’x35’x7’), salvaged cross-laminated timber, first installation. City of Dreams
Pavilion, Lighthouse Park, Roosevelt Island, NY (Somewhere Studio, 2020)
Emory Park, shared access 27-unit housing development (75,000 sf), cement board and wood on wood frame,
Centre Living Homes, Dallas, TX, built (Somewhere Studio)

Awards, recognitions, grants, competitions:

Exhibit Columbus University Design Research Fellow, Columbus, IN, 2022-23
Best of Design Award, Honorable Mention (Young Architects Award category), The Architect’s Newspaper,
Somewhere Studio, 2022
MacDowell Fellow, 2021
Best of Design Award (Social Impact category for *The Shelter Project*), The Architect’s Newspaper, 2021
Small Project Award, American Institute of Architects (AIA), for *Salvage Swings*, Somewhere Studio, 2020
Best of Year Honoree (Temporary Installation/Popup Category for *Salvage Swings*), Somewhere Studio, 2019

Professional memberships and service:

Interior Design Educators Council (IDEC), Member, 2020-present
American Institute of Architects, Member, 2017-present
National Council of Architecture Registration Boards, Member, 2017-present
Registered Architect, Texas and Arkansas, 2017-present

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

IDEC Annual Conference, presented 2021-23, Award for Best Presentation (Creative Scholarship: Design as Interior)
Association of Collegiate Schools of Architecture, presented 2020 & 2023
AIA requires 18 hours of Continuing Education every year

Faculty Data Form

Name: Torrey Tracy

Check one:
☒ full-time ☐ adjunct ☐ part-time ☐ support
☐ other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years:

Individual has completed a degree in interior design:

Individual has passed the complete NCIDQ exam:

Check one:

☒ Yes ☐ No

☐ Yes ☒ No

☐ Yes ☒ No

If this individual is a full-time faculty member, please indicate:

10 % of time spent in administration

65 % of time spent in teaching

25 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Master of Architecture, University of Nevada, Las Vegas, 2013

Bachelor of Arts, Criminology/ Chemistry (minor), University of Nevada, Las Vegas, 2000

Positions held in academic institutions (title of position/rank, year and tenure):

University of Nevada, Las Vegas School of Architecture, Part-Time Instructor, 2014

University of Nevada, Las Vegas School of Architecture, Full-Time Visiting Instructor, 2015-2016 University of Arkansas, Fay Jones School of Architecture and Design, Visiting Assistant Professor, 2017-Present

Courses taught in the past two years:

IARD 1035 Design I Fundamental Design Skills

IARD 1945 Design II Fundamental Design Method

IARD 3833-Building Systems for Interior Architecture

IARD 4831-Internship for Interior Architecture and Design

IARD 4815/ARCH 5026 Design VIII/Option Studio II

Positions held in design practice (firm name, title, and year):

Assemblage Studio, Las Vegas, NV, Intern, 2010-2013

Carpenter Sellers Del Gatto Architects, Las Vegas, NV, Architectural Designer, 2013-2017

Robert Sharp Architects, Fayetteville, AR, Consultant, 2018-Present

Foundation9, Fayetteville, AR, Principal, 2022-Present

Significant publications, creative projects, and/or paper presentations (up to six items):

Tracy, T. D. E., Anderson, J. (2024). Platonic Solids: From Form to Fashion. Innovative Teaching Idea. Chicago, IL: Interior Designer Educators Council. https://idec.org/InnovativeTeachingIdeaTemplate-Tracy_Anderson-2.pdf

Tracy, T. (2023). The Art of Detailing: An Exploration of Watercolor. *TFSC Publications and Presentations*. Retrieved from <https://scholarworks.uark.edu/wctfscpub/61>

Tracy, Torrey (with Foundation9). The New Old: Creative Submission. *IDEC Exchange: A Forum for Interior Design*; Spring 2023 Edition.

<https://idec.org/wp-content/uploads/2023/05/IDEC-Exchange-Spring-2023.pdf>

Tracy, T. D. E. Diagrammatic Language of Film. Innovative Teaching Idea. Interior Designer Educators Council.

<https://idec.org/innovative-teaching-ideas/Accepted ITI Format-1.docx>

Tracy, T. D. E. (2022). Negotiating A Site of Strong Psychological Effect: An Intervention at Bryant's Grocery. *Arris*

Faculty Data Form

(*Southeast Society of Architectural Historians Journal*), 32; 2021, 59-65.

<https://sesah.org/sesah-journal-arris/Bryant's Grocery ARRIS 32 Torrey Tracy-1.pdf>

Tracy, T. D. E. (2021). Designer of Record. Interior Design Educators Council.

[https://idec.org/innovative-teaching-ideas/ 53 Accepted ITI Format \(1\)-1.docx](https://idec.org/innovative-teaching-ideas/ 53 Accepted ITI Format (1)-1.docx)

Awards, recognitions, grants, competitions:

2019, Teaching Excellence Award; University of Arkansas

2023, Travel Grant Award; Office of the Provost; University of Arkansas

2024, Dean's Grant for Creative Research & Practice; FJSOAD

2023, Angelo Donghia Grant (with Marjan Miri & Michelle Huh)

2024, IDEC National Media Award (with Lynn Fitzpatrick and Alison Turner)

Professional memberships and service:

Registered Architect-State of Arkansas-#10308; Arkansas State Board of Architects, Landscape Architects, & Interior Designers; (12/22-Present)

Registered Architect-State of Nevada-#8850; Nevada State Board of Architecture, Interior Design, & Residential Design; (12/21-Present)

Certified-National Council of Architectural Registration Boards (NCARB)-#104541

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Tracy, T. D. E., Baird, D. (Co-Author), Hall, D. (Student Researcher) Seventeenth International Conference on the Inclusive Museum, "Generating A Face to A Name: AI's Role in Delivering Empathy and Awareness at Mount Locust, Mississippi," The Inclusive Museum, Vienna, Austria. (September 13, 2024).

Tracy, T. D. E., 2024 NCBDS Annual Meeting, "Platonica". (February 29-March 3, 2024).

T. D. E., Marjan, M., Tucci, J. 2024 Interior Design Educators Council (IDEC) Annual Meeting, "From Analog to Virtual Reality: Introducing Digital Design Tools to First-year Interior Architecture Students", Interior Design Educators Council, Virtual. (March 4-6, 2024)

Tracy, T. D. E., Hall, D. (Student Researcher), 2024 Interior Design Educators Council (IDEC) Annual Meeting, "Enveloping the Past: An Expansion of the Bella Vista (AR) Historical Museum", Interior Design Educators Council, Virtual. (March 4-6, 2024)

Tracy, T. D. E., Baird, D. (Co-Author), Nineteenth International Conference on the Arts in Society, "Found Objects: Re Establishing Meaning At Different Scales," The Arts in Society, Hanyang University, Seoul, South Korea. (May 25, 2024).

Tracy, Torrey. The Art of Detailing: An Exploration of Watercolor. 2nd Annual University of Arkansas Teaching and Learning Symposium. May 5th, 2023. University of Arkansas

Faculty Data Form

Name: Jake Tucci Check one:
☒ full-time ☐ adjunct ☐ part-time ☐ support
☐ other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years: ☒ Yes ☐ No
Individual has completed a degree in interior design: ☒ Yes ☐ No
Individual has passed the complete NCIDQ exam: ☐ Yes ☒ No

If this individual is a full-time faculty member, please indicate:

10 % of time spent in administration

65 % of time spent in teaching

25 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Master of Science in Interior Architecture (2006) University of North Carolina at Greensboro.
Bachelor of Industrial Design (1999) North Carolina State University - School of Design.

Positions held in academic institutions (title of position/rank, year and tenure):

Assistant Professor (August 2019 – Present) Interior Architecture and Design Department: Fay Jones School of Architecture and Design - University of Arkansas, Fayetteville.
Associate Professor (August 2016 – May 2019) Interior Design Program: College of Architecture and the Built Environment (CABE) - Thomas Jefferson University (Previously Philadelphia University).
Assistant Professor (August 2010 – May 2016) Interior Design Program: College of Architecture and the Built Environment (CABE) - Philadelphia University.
Adjunct Faculty (January 2010 – May 2010) Department of Interior Architecture - University of North Carolina at Greensboro.
Lecturer: Full-time Faculty (August 2008 – May 2009) Department of Interior Architecture - University of North Carolina at Greensboro.

Courses taught in the past two years:

IARD 1045 Design II Fundamentals Design Methodology (Coordinator)
IARD 2723 Digital Media in Design
IARD 3843 Lighting Systems
IARD 465V Special Topics Advanced Lighting (2022 Nuckolls Fund for Lighting Education)
IARD 4805/ ARCH 5016 Design VII/Option Studio I Weyerhaeuser/ATC Furniture Design Studio (Weyerhaeuser Giving Fund). Interior Objects as Sculpture.
FJAD 5143H Honors Capstone

Positions held in design practice (firm name, title, and year):

Interior Design Consultant (March 2015 – 2019) - MJK Creative, Doylestown, PA.
Design Intern (2011) - Michael V. Oei Architect, LLC, Philadelphia, PA.
Design Intern (2010) SCM Architects, Little Rock, AR.
Creative Director & Co-owner (Jan 2003 – 2010) Gravitation, LLC, Durham, NC (Graphic and web design).
3D Digital Consultant - Furniture (2004 – 2010) Studio 3 – Micheal Sheilds, Greensboro, NC.

Faculty Data Form

Significant publications, creative projects, and/or paper presentations (up to six items):

From Analog to Virtual Reality: Introducing Digital Design Tools to First-year Interior Architecture Students – IDEC National Conference, New York (March 2024) – Presentation (Coauthors: Marjan Miri and Torrey Tracey).
A Way of Working with Wood – National Conference on the Beginning Design Student 39, Lafayette, Louisiana (Feb 2024) - Published Paper and Presentation (Coauthor: Alyssa Kuhns).
Habitable Wall - <https://portal.idec.org/commerce/store?productId=IDEC-HABITABLE-WALL-2022> (2022) – Publication.
From Luminaire to Chair: A Collection of 3D Printed Interior Objects - IDEC National Virtual Conference (March 2021) – Presentation of Creative Projects.
Chair 29 - IDEC National Conference - Portland, OR (March 2016) – Presentation of Creative Projects.
[ab] sense – revisiting the one that cannot get away from oneself - 24th National Conference on The Beginning Design Student (2006) - Paper and Presentation.

Awards, recognitions, grants, competitions:

2024-2026 - \$30,000 Nuckolls Fund for Lighting Education Grant “Elective course on Premiumization, Sustainability, and Making of Bespoke Lighting” (Co-author: Jinoh Park).
2024 - \$50,000 Weyerhaeuser Giving Fund “Anthony Timberlands Center Student Design-Build Furniture” - Phase 2: Prototyping, Production, and Possibilities (Coauthor: Alyssa Kuhns).
2023 - \$50,000 Weyerhaeuser Giving Fund “Anthony Timberlands Center Student Design-Build Furniture” - Phase I: Research and Design Development (Coauthor: Alyssa Kuhns).
2022 - \$30,000 Nuckolls Fund for Lighting Education Grant “Upper-Level Advanced Lighting Course for Interior Designers”.
2016 - \$1000+ Sponsorship from Polymaker (3D Printer Material Manufacturer).
2007 College of Human Environmental Sciences Teaching Assistant Award.
2006 Outstanding Graduate Student in Interior Architecture.

Professional memberships and service:

NCIDQ Certification - #33238 (2017).
IDEC (Interior Design Educators Council) - Member (2011 - Present).
Juror for 2021-2022 IDEC Student Design Competition.
Volunteer Member of Design Community Collaborative (Philadelphia) - cdesignnc.org (March 2014 - 2019).

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

OSHA 10 Training (July 2024).
IDEC National Conference, New York (March 2024).
National Conference on the Beginning Design Student 39, Lafayette, Louisiana (Feb 2024).
Arkansas Trade Delegation to Finland (May 2022).
IDEC National Virtual Conference (March 2022).
IDEC National Conference - Tulsa, OK (March 2020).

Faculty Data Form

Name: Rachel Tucci

Check one:

☐ full-time ☒ part-time ☐ support
☐ other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years:

Individual has completed a degree in interior design:

Individual has passed the complete NCIDQ exam:

Check one:

☐ Yes ☒ No

☒ Yes ☐ No

☒ Yes ☐ No

If this individual is a full-time faculty member, please indicate:

10 % of time spent in administration

85 % of time spent in teaching

5 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Bachelor's of Science, Interior Design, Harding University 2005

Masters of Science, Interior Architecture, UNC Greensboro, 2008

Positions held in academic institutions (title of position/rank, year and tenure):

Instructor, Philadelphia University 2014- 2019

Instructor, University of Arkansas, 2020- May 2024

Teaching Assistant Professor, University of Arkansas, August 2024 to present

Courses taught in the past two years:

IARD 2883 - History of Interior Design

Faculty Data Form

Positions held in design practice (firm name, title, and year):

SCM Architects, Interior Designer, 2008-2013
EwingCole, Interior Designer II, 2014-2019
SCM Architects, Lead Interior Designer, 2019- present

Significant publications, creative projects, and/or paper presentations (up to six items):

Kid's Spot Therapy Clinic, completed 2024
Simmons Foods Corporate Office, completed 2023
Wendover: A Study in Class, Culture and Community, Southeastern Society of Architectural Historians
Wendover: A Study in Class, Culture and Community, International History of Nursing Conference

Awards, recognitions, grants, competitions:

2023 Interior Design Best of the Year award : Graham Athletics & Wellness Center, William Penn Charter School

Professional memberships and service:

NCIDQ
Registered interior designer (Arkansas)

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Neocon attended 2022
Enabling Successful Contemporary Tile Installations (AEC1287-01:1)
Noise Control Solutions: Resilient Sound Isolation Clips (AEC1525-01:1)
Servicing Open Spaces with Convenient, Code-Compliant Electrical and Digital Infrastructure (AEC1207- 01:1)
Sound and Noise Control in Hospitality Facilities (AEC1325-01:1)
Photoluminescence: Applied Use in Code Compliance and Enhanced Safety (AEC686-02:1)

Faculty Data Form

Name: Jennifer Webb

Check one:

☒ full-time ☐ adjunct ☐ part-time ☐ support
☐ other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years:

Check one:

☒ Yes ☐ No

Individual has completed a degree in interior design:

☒ Yes ☐ No

Individual has passed the complete NCIDQ exam:

☒ Yes ☐ No

If this individual is a full-time faculty member, please indicate:

25 % of time spent in administration

50 % of time spent in teaching

25 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Doctor of Philosophy, Environmental Design, Oklahoma State University, 1999

Master of Science, Interior Design, University of Tennessee, 1995

Bachelor of Science, Interior Design, University of Tennessee, 1988

Positions held in academic institutions (title of position/rank, year and tenure):

University of Arkansas, Department of Interior Design, Associate Professor, 2007 - present

University of Arkansas, School of Human Environmental Sciences, Assistant/Associate Professor, 1999 - 2007

Appalachian State University, Lecturer, 1995-1999

Graduate positions at the University of Tennessee and Oklahoma State University, 1995 – 1999

Courses taught in the past two years:

IARD 2804, Design III Studio

IARD 3815, Interior Design Studio VI

FJAD 6853, Health + Wellness in the Built Environment

IARD 4805, Design VII Advanced Studio

Positions held in design practice (firm name, title, and year):

Professional Interior Designer, 1988 – 1993. Full service firms offering programming, design development, space planning, finish and furniture selection, custom cabinetry and furniture design. Specialized design for physician offices, clinical healthcare design, and public spaces and corporate interiors.

Just Design Works. Consulting Practice, 2010 – Present. Multidisciplinary approach to evaluating prospective and built work for accessibility and inclusion.

Significant publications, creative projects, and/or paper presentations (up to six items):

Webb, J., Zakovec, J., and Glade, R. (2024). Auditorium Acoustics: A Case Study of One University Campus. Interior Design Educators Council (IDEC) Annual Conference, New York City, NY.

Webb, J. and Lents, C. (2024). Potential interventions for improving the learning environment for students with ADHD in primary school. Interior Design Educators Council (IDEC) Annual Conference, New York City, NY.

Webb, J. McCurdy, S., Miri, M. (June 2023). Perceptions of interior designers and artists on benefits, opportunities, and barriers of using VR to create commissioned art. Environmental Design Research Association Annual Conference, Mexico City, Mexico.

Faculty Data Form

Webb, J., Mitra, S., Ferguson, A.F., Gray, R. (2023). Relationships between balance, accessibility features, and home design. Interior Design Educators Council (IDEC) Annual Conference, Vancouver, BC, Canada.

Webb, J., Glade, R., (2022). No-Auditory-Um: Assessing the Acoustic and Spatial Interior Environments in University of Arkansas' Auditoriums. U of A Women's Giving Circle. \$19,200.

Mitra, S. K. (Primary Investigator), Ferguson, A. J. (Co-Investigator), Webb, J. D. (Co-Investigator), Gray, R. M. (Co-Investigator), "Mobility and Aging in Collaboration (MAGIC): Impact of Transportation Mobility on Older Arkansans' Quality of Life," Sponsored by Chancellor's Innovation Fund, University of Arkansas, \$94,078.00. (August 1, 2020 - July 31, 2022).

Awards, recognitions, grants, competitions:

Tau Sigma Delta Silver Medal
Tau Sigma Delta, 2020

Interior Design Educators Council (2019). Indoctrinated into the College of Fellows for sustained contributions to the organization and to the interior design profession.

Professional memberships and service:

Arkansas State Registered Interior Designers
Board of Directors, 2006-2009
Secretary, 2007 – 2009

Interior Design Educators' Council (abbreviated)
Council of Fellows, 2019 – Present, Chair, 2023-35
Board of Directors, 2016-2018
Academic Integrity Task Force, 2012
Southwest Regional Chair, 2009 – 2011
Student Design Competition Chair, 2010 – 2011
Conference Committee, 2010 - 2011

Journal of Interior Design
Chair, Board of Directors, 2011 - 2016
Board of Directors, 2007-2010
Editorial Review Board, 2002 - Present

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Post Professional Certificate, Healthier Materials and Sustainable Building, Parsons The New School, New York City, NY. June – August 2023.

LinkedIn Learning Online courses for teaching preparation: Introducing Rhino 7 Part 1 and 2, InDesign Essentials 2024, Illustrator Essentials 2024, Photoshop Essentials 2024.

Interior Design Educators Council (IDEC) Annual Conference, New York City, NY.

Environmental Design Research Association (EDRA) Annual Conference, Mexico City, Mexico.

Interior Design Educators Council (IDEC) Annual Conference, Vancouver, BC, Canada.