Using the PAR as a Way of Defining Your Program

Michael Chisamore
March 13, 2016
Portland, OR

University of Memphis
Department of Architecture
Interior Design Program
BFA Interior Design

Krishna Kasi - Colored Pencil on Canson Paper
The Program Analysis Report

From CIDA:

“The Program Analysis Report (PAR) communicates to the Council for Interior Design Accreditation (CIDA) the results of the program’s analysis of its strengths and any gaps in education that were identified in relation to meeting CIDA Standards.”

When a program undertakes self-study as part of the CIDA accreditation process, the program examines itself in relation to CIDA Standards and to its own educational goals. When the self-study is complete, the program emerges with a view of its own strengths... The Program Analysis Report provides the program with a vehicle to discuss what it has learned about itself through self-study.”

“CIDA is also interested in learning about the process the program used to arrive at its view and what evidence supports that view. In addition, CIDA is interested in the program’s vision for the future.”
The Program Analysis Report

Conceptual Restating:
- Who are you?
  - What are the mission and educational goals of your program?
  - What is your program trying to accomplish?

- Where are you?
  - What is the context of your program?
    - City/Region
    - Institution
    - Professional environment

- How do you do what you do?
  - How do you accomplish this, and how well is it being done?
    - Curriculum
    - Classes
    - Projects
    - Policies
    - Activities

- Who is involved and what are they able to bring to the program

- Now what will you do?
The Program Analysis Report

- Institutional Mission
- Program Mission
- Resources
- Curriculum
- Professional Standards
- Conclusions/Future

Self Study

Program Analysis Report

Student Work Display
Our Program
Every program is different.

University and City:
Memphis – City of contradictions
Great history
University of Access
University of Service

Program:
Small Department, large University
Merger with Architecture, 2008
BFA in Interior Design, 2010
Dual Degree (BFA in Interior Design and Architecture)

Interior Design Program Mission:
The mission of the Interior Design Program is to prepare graduates to enter the professional practice of interior design as creative and critical design professionals, who are competent working collaboratively in a wide range of practice scenarios. Also to serve the Memphis and Mid-South region through research, engaged scholarship, interdisciplinary collaboration, and creative expression that contributes to sustainable, stable communities and enhances the quality of life for all citizens.
Our Program

Identifying Challenges:
Faculty Departure
New Curriculum Direction/Budget
New Director

Identifying Advantages:
Collaborative approach with Architecture Program
  How can majors work together
  Accreditation process already in place

New BFA program with greater rigor
  Expanded studios
  Sustainability
  Building Technology
  Engaged Scholarship

Access to new courses
  Environmental Systems
  Cross-Disciplinary Const. Doc. Course
  Electives (for Architecture too)

New energetic teaching staff with work experience!

Cardboard Chair Project
Ashley Espanoza
Mission

Matching Missions

University Mission:
The University of Memphis is a learner-centered metropolitan research university providing high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship.

Department Mission:
The mission of the Department of Architecture is to prepare graduates to enter the professional practice of architecture or interior design and to serve the Memphis and Mid-South region through research, engaged scholarship, interdisciplinary collaboration, and creative expression that contributes to sustainable, stable communities and enhances the quality of life for all citizens.

Interior Design Program Mission:
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PAR Organization

Department of Architecture
Michael Hagge, Chair

Architecture Program
Sherry Bryan, Director

Interior Design Program
Michael Chisamore, Director

Full Time Faculty:
Jennifer Barker, First Year Coordinator
Tim Michael
Jeanne Myers
Jenna Thompson, Sustainability Coordinator
James Williamson

Adjunct Faculty:
Steve Auterman
Robin Halbert-Petty
Heather Hall
Josh Jackson
Pam Hurley
Andy Kitsinger
Andrew Parks
Jimmie Tucker

PAR Committee
Michael Chisamore, Director
Jennifer Barker
Jeanne Myers
Jenna Thompson
<table>
<thead>
<tr>
<th>Task</th>
<th>2011-2012</th>
<th>2012-2013</th>
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<td>SAVE STUDENT WORK</td>
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<td>THE MATRIX BIG BOARD</td>
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<td>REASSESS GAPS</td>
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<td>CIDA WORKSHOP</td>
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<td>FACULTY DATA SHEETS</td>
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<td>PROGRAM HISTORY</td>
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<td>STUDENT WORK DISPLAY</td>
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<td>SITE VISIT</td>
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<td>CIDA Instructor/Course Matrix</td>
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<td><strong>CIDA Prof. Stand's</strong></td>
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<td><strong>ARCH 1111</strong></td>
<td>Fund of Design Studio</td>
<td>4a-d, 8e, 9a-c</td>
<td>Jenna Thompson/Jeannie Myers</td>
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<td><strong>ARCH 1112</strong></td>
<td>Arch Graphics</td>
<td>4c, 6b-d, 9a-c</td>
<td>Tim Michael/Andrew Parks</td>
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<td>Design Visualization</td>
<td>6a-d, 6f</td>
<td>Jenna Thompson/Pam Hurley</td>
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<td><strong>ARCH 1120</strong></td>
<td>Intro to Arch and ID</td>
<td>7a-c, 7f-j, 8c, 8e, 9c</td>
<td>Michael Hagge/Jennifer Barker</td>
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<td><strong>ARCH 1211</strong></td>
<td>History of Arch I</td>
<td>2g, 6f, 8a-c</td>
<td>Jeanne Myers</td>
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<td>History of Arch II</td>
<td>4h, 6f, 8a-c</td>
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<td>4h, 5a, 5a</td>
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<td><strong>ARCH 3421</strong></td>
<td>Environmental Systems</td>
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<td>Sustainable Design</td>
<td>2a-c, 5b, 5d, 12g-h, 14a</td>
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<td><strong>IDES 1110</strong></td>
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<td><strong>IDES 2411</strong></td>
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<td>10b, 12a-b, 13d, 14b</td>
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<td><strong>IDES 3213</strong></td>
<td>Survey of Interiors and Furniture</td>
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<td><strong>IDES 3221</strong></td>
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<td>ID Business Practices</td>
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<td><strong>IDES 3442</strong></td>
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Meetings with Core Group

Core Group
Full Time Faculty and Adjuncts

Reviewed each Standard
- Where did we say it was being met?
- Are we?

- How do we meet the Professional Standard across the curriculum?
- How can we use the PAR to “walk the visiting team through” how we met the professional Standard?

Faculty wrote about the Standard in their class

The Director merged those into a coherent narrative
### Course Matrix

<table>
<thead>
<tr>
<th>Category</th>
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### Notes
- The table above represents a matrix of courses and their alignment with different standards or competencies.
- Each cell indicates whether a course is relevant (X) or not ( ).
- The columns represent different standards, and the rows represent courses or competencies within those standards.
- This matrix is used to visually organize and understand the course offerings and their alignment with broader educational goals.
Professional Standards

Show how each Professional Standard is met

Analysis of the Program’s Compliance with CIDA Standards

Standard 4. Design Process

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that optimize the human experience within the interior environment.

Graduates are able to identify and explore complex design problems and generate practical and integrated design solutions that highlight human experience. The curriculum approach to the design process is holistic and develops a student over all 4 years in the program. The sequence of history courses of History of Architecture 1 (ARCH 1211), History of Architecture 2 (ARCH 2212) and Survey of Interiors + Furniture (IDES 3213) provide a backdrop of building analysis and design. Human Factors in Interior Design (IDES 3221) teaches skills in client interaction and design problem definition. The studio sequence begins with simple abstract projects in Fundamentals of Design Studio (ARCH 1111) and Design Visualization Studio (ARCH 1113). In 2nd year, students start designing simple buildings and in subsequent years progressively more complex commercial and institutional projects.

- The Visual Notes and Building Analysis Projects in History of Architecture 1 (ARCH 1211) History of Architecture 2 (ARCH 2212) Survey of Interiors + Furniture (IDES 3213) teach students to see buildings for the underlying design intent.
- In Design Visualization Studio (ARCH 1113) students use 2 dimensional and 3 dimensional drawings to explore environments as compositions of elements and space. The Invisible Cities Project asks students to move between scales in terms of experience and from graphic to written ways of expressing design.
- Projects in Fundamentals of Design Studio (ARCH 1111) allow students to explore the design process including generative sketches and study models. The Egg Embrace Project, was an introductory project to creating a cardboard chair and intended to help the students consider form when engaging an object made for embracing. In the Recycled Light Project students investigated the repurposing of plastic bottles and plastic bags to construct a modular system that could define space and change experience. The project required students to explore through sketch and model how the characteristics of the material could be exploited and how pieces could be connected to allow a system to develop.
- In Foundations Studio 1 (IDES/ARCH 2711) students explore how complex processes are understood and expressed in their first project which involves diagramming a process, experience, or event over time. The The Kit of Parts Project students design a space with a limited number of prescribed elements that allows them to explore how design decisions effect experience.
- Students in Foundations Studio 2 (IDES/ARCH 2712) move to more complex projects including residential design. Along with the architecture students ID students explore with the continuum of design decisions from urban design through architecture and interior design. Students also learn listening and interpretation skills by taking notes on each student’s project during design critiques.
- In Interior Design Studio 5 (IDES 4713) students complete a Client Brief that teaches how to develop programmatic information from interviews with clients. This culminates in Interior Design Studio 6 (IDES 4714) students choose their own project based on their own interests and develop a program including understanding their client’s organization, outlining client goals and developing a project statement.
- Studio projects in 3rd year and 4th year show a gradual increase both in the complexity and the depth of the design investigation. In the Interior Design Studio 5 (IDES 4713) Germantown Performing Arts Center Project students engaged in the design of a simple artifact that informed the concept for the more complex building design.

Though we do not find gaps in this standard, we recognize that our commitment to community engagement sometimes rewards us with projects that offer significant learning opportunities for the students, and sometimes with projects that are less easily identified with specific learning goals. However, we feel that over the course of 4 years, students are exposed to various types of projects that not only help them learn, but also give them a realistic view of what they might find in practice.
Professional Standards

Show how each Professional Standard is met

- Overall assessment

### Analysis of the Program’s Compliance with CIDA Standards

#### Standard 4. Design Process

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that optimize the human experience within the interior environment.

Graduates are able to identify and explore complex design problems and generate practical and integrated design solutions that highlight human experience. The curriculum approach to the design process is holistic and develops a student over all 4 years in the program. The sequence of history courses of History of Architecture 1 (ARCH 1211), History of Architecture 2 (ARCH 2212) and Survey of Interiors + Furniture (IDES 3213) provide a backdrop of building analysis and design. Human Factors in Interior Design (IDES 3221) teaches skills in client interaction and design problem definition. The studio sequence begins with simple abstract projects in Fundamentals of Design Studio (ARCH 1111) and Design Visualization Studio (ARCH 1113). In 2nd year, students start designing simple buildings and in subsequent years progressively more complex commercial and institutional projects.

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Though we do not find gaps in this standard, we recognize that our commitment to community engagement sometimes rewards us with projects that offer significant learning opportunities for the students, and sometimes with projects that are less easily identified with specific learning goals. However, we feel that over the course of 4 years, students are exposed to various types of projects that not only help them learn, but also give them a realistic view of what they might find in practice.
Professional Standards

Show how each Professional Standard is met

- Overall assessment
- Pedagogy
- Type of Evidence

Analysis of the Program’s Compliance with CIDA Standards

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Conclusions

Opportunity to address both strengths and weaknesses.
Confront the challenges head-on.
Show ways to improve
Address the future of your program

“In this section of your Program Analysis Report, please:

1) Provide a brief description of the conclusions you have drawn about overall program quality. In what ways are your students especially well prepared to enter professional practice as interior designers? What areas could be further strengthened to support current or future preparation of program graduates?

2) Provide a brief description of your plans for future program development. What changes to the curriculum or resources have been planned and/or implemented to improve gaps in the educational program identified through self-study? When are these changes likely to occur? What changes in the program, institution, higher education, the profession, or society may impact the program in the future? What is being done to address emerging issues, trends, or challenges?”
Connection to visit
ARCH 1120
Introduction to Architecture + Design

Fundamental principles of architecture and design; historical, cultural, theoretical aspects of architecture and design; architecture profession values, ethics.

Credit Hours: 3
Pre-Requisites: None
Co-Requisites: None
Required: Yes
Sequence: First Semester, First Year

Assignment List
IDS 2411 – Lighting the Built Environment
(formerly known as Commercial Lighting)
Department of Architecture • College of Communication & Fine Arts • University of Memphis

Professional Standards
10a, 10b, 10c, 12a, 13b, 13c, 14h

Spring 2014
Project 1: Experiencing Light 10a, 10b, 10c, 12a, 12b
Project 2: Foot-candela 12a, 12b, 14h
Project 3: RCP Coordination 10b, 12a, 12b, 13c, 14h
Project 4: Lamp Design 10a, 10b, 10c, 12a, 12b, 13c, 14h
Quiz 1: Perception 10a, 10b, 10c, 12a
Quiz 2: Psychology 10a, 10b, 10c, 12a
Quiz 3: Brightness 10a, 10b, 10c, 12a
Quiz 4: Color 10a, 10b, 10c, 12a
Quiz 5: Daylight 10a, 10b, 10c, 12a, 12b
Midterm Exam 10a, 10b, 10c, 12a, 12b
Quiz 6: Incandescent Lights 12a, 12b, 13c, 14h
Quiz 7: Discharge Lights 12a, 12b, 13c, 14h
Quiz 8: LED Lights 12a, 12b, 13c, 14h
Quiz 9: Accessories and Light Control 13c, 14h
Quiz 10: Photometrics 13c, 14h
Quiz 11: Electricity 13c, 14h
Final Exam 10a, 10b, 10c, 12a, 12b, 13c, 14h
Connection to visit

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**IDES 2411 — COMMERCIAL LIGHTING**

**Department of Architecture**

**Lamp Design Project**

**CIDA Professional Standards S & 12**

**Background:**
In class we have discussed many of the components of good lighting design. In this project you will apply that knowledge to design and build a luminaire for a specific location. Remember the first class this semester when we defined lighting design as a process, one that starts with defining what you want to light and what the quality of the light will be.

**Project Description:**
Utilizing component parts from existing or new lamps, and other materials, construct a creative scholarly piece of artwork to light one of three scenarios. In the Design Library, users will read books and take notes at the table from a seated position. According to the IESNA Lighting Design Guide a reading table should have 40-50 footcandles at the work surface. An interesting library lighting article: http://www.liberatedesign.org/docs/lighting/libraries.pdf

Luminaires must be designed as a table mounted fixture, but can clip to the work surface or be placed on the table. Students must complete and install the finished pieces of work by the date assigned. A judged committee will review and critique the designs.

**Design Criteria:**
Each team must document your project by following the guidelines in an 8½"x11" booklet:
- Concept statement
- Diagram of the relationship of the luminaires to the occupants of the space including dimensions
- Process sketches with major steps
- An accounting of the following:
  - The foot-candles
  - The Wattage
  - The Kelvin Temp
  - The CRI of the bulb
  - Well composition
  - A list of all components
- A critical assessment of the project

**Schedule:**
- 1/25: Issue project statement
- 3/23: Schematic design
- 4/20: Progress Critique
- 4/27: Final Critique

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**COURSES SYLLABUS**

**IDES 2411 — LIGHTING THE BUILT ENVIRONMENT**

**Spring 2016**

**Section 001**

**Instructor:** Michael Chiampone

**Office:** JO 411

**Office Hours:** Please check schedule posted on office door

**Telephone:** 901.678.4914 (office), 901.678.2724 (department), 901.678.1755 (FAX)

**E-Mail:** mchiampone@memphis.edu

**Catalog Description**
Comprehensive study of lighting sources and principles, color and applications, including circuiting, switching, dimming systems, task ambient lighting and industry resources. Zonal cavity method and point source calculations applied through lectures and studio assignments. 3 credit hours.

**Overview**
This course will explore lighting systems and strategies used in a design context.

**CIDA Criteria**
The council has the following Council for Interior Design Accreditation (CIDA) Professional Standards:
- 3 Human Behavior a,cd
- 4 Design Process a,d,e
- 10 Color a,b,c
- 11 Furniture, Fixtures, Equipment and Finish Materials a,b,c
- 12 Environmental systems and Controls a,b
- 13 Interior/Construction and Building Systems a,c,d
- 14 Regulations a,b,g,h

**Policies**
1. The guidelines for student conduct outlined in the Department of Architecture Studio Rules shall be observed at all times. The guidelines indicate that students should be respectful of themselves and others. As aspiring professionals, students are asked to demonstrate the qualities that will be demanded of them in their chosen field. As such, professionalism in speech and written work, including the presentation of such work, is required.
2. Attendance at all course sessions and full participation in sessions are required in accordance with the Department of Architecture Attendance and Participation Policy.
3. Cellular telephones and paging devices must be turned off during class. Exceptions may be granted in advance for special circumstances.
4. Students are expected to complete all assignments in a timely and professional manner. Students in the Department of Architecture are asked to take responsibility for their own learning. While the instructor[s] will make all possible efforts to facilitate learning, the extent of learning is ultimately up to the student. Therefore, students are encouraged to seek clarification on discrepancies, inadequacies, or for general

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**IDES 2411**

**Lighting the Built Environment**

**Lamp Design Project**

**Spring 2013/2014**