INTERIOR DESIGN PROGRAM

- Program in two locations (Flagstaff and Scottsdale)
- 4 year undergraduate program (Flagstaff)
- 2 year program articulated with Phoenix area community colleges (Scottsdale).
- CIDA decision to accredit locations separately
COLLECTING & ORGANIZING

EXPERIENCE & STRATEGIES
FIRST STEP:

• Change culture within the program.
• Student work saved and submitted **digitally**
• Purchased high quality flatbed scanner for student use.
• Leverage Learning Management System

• Require submission of digital images

• pdf standardized submission format
SECOND STEP:

• Access past Learning Management courses
• Enable access to future courses
Objectives:

- Monitor current courses
- Review structure of past courses
- Prevent courses and student work from being deleted
digital

The Future

NEXT EXIT
Let's Do This!
ORGANIZING

DIGITALLY
LEVEL-1 (MACRO)
(FRESHMAN, SOPHOMORE, JUNIOR, SENIOR)
LEVEL-2
(SEMESTER/ YEAR/ CLASS ID)
LEVEL-3
(WITHIN THE CLASS)
Course Description:
Students are challenged by four projects involving commercial and residential spaces. The first is the adaptive reuse of a former bungalow residence into an art gallery. The second is to develop design and working drawings for a reception desk and custom light fixture within the gallery. A to-scale 3D model is then built of one of the two items. Appropriate anthropometric data is analyzed indicating two and three dimensional design solutions. The third project is for a family shelter in Flagstaff. Particular is the room in which a family of four must live and the need for flexibility and symbolic value in creating a healing temporary home. Exposure to a range of design research and problem solving methods occurs in examining the problem of homelessness. Public and community service is encouraged in emphasizing our responsibility to others.

The fourth project is a mixed-use condition with an office and apartment adjacent to each other and the challenge of addressing different requirements on the same floor.

Standards

<table>
<thead>
<tr>
<th>CIDA Standard</th>
<th>P/S</th>
<th>How it is met</th>
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<tbody>
<tr>
<td>2c understand how design needs may vary in cultural and social groups with different economic means</td>
<td>S</td>
<td>The Family homeless shelter project exposes students to culture and social groups with different economic means. The poorest of the poor experience is not something students are typically exposed to.</td>
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<tr>
<td>2d provides exposure to contemporary issues affecting interior design</td>
<td>S</td>
<td>Contemporary issues students are exposed to include homelessness, adaptive reuse, and mixed use projects.</td>
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<tr>
<td>2g provides opportunities for developing knowledge of other cultures</td>
<td>S</td>
<td>Opportunity for learning about the culture of homelessness in the Family homeless shelter project.</td>
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<tr>
<td>3b ability to appropriately apply theories of human behavior in the built environment</td>
<td>P</td>
<td>Application of theories of human behavior in the built environment through the Family homeless shelter project. Investigation of the question: What constitutes a home? At the most basic level.</td>
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<tr>
<td>3c ability to select, interpret, and apply appropriate anthropometric data</td>
<td>S</td>
<td>Project 2 &amp; 3. Gallery reception desk, lighting fixture, and Family shelter room all incorporate anthropometric data. The first two through product design and the last through multiple uses of a limited space.</td>
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<tr>
<td>3d ability to appropriately apply universal design</td>
<td>P</td>
<td>Universal design principles were applied to the gallery reception desk, and the family shelter room in projects two and three.</td>
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ORGANIZING

PHYSICALLY
LOCATION
STORING

CHALLENGES
CHALLENGES

DISPLAYING
CREATIVE WAYS

• Accountability
• University Owned Materials
• Sustainability; Frugal Approach
• Volunteers
EFFECTIVE METHODS

• Most Everything worked
• Weekly faculty CIDA meetings
• At least one faculty course release
• Flexibility
LESS EFFECTIVE

• Underestimating work involved
• Different understandings of contribution required.
• Greater Incentives; Do accountability better.
LESSONS LEARNED

• Digital is Invaluable
• More physical samples than could be included
• Keep it simple ; time is precious
WHAT WOULD BE DONE DIFFERENTLY

• Arrange for longer rental time for Gallery and Display fixtures
• Begin collection and selection of material much sooner
• Investigate use of LMS to collect work in digital binders ongoing basis
• Store physical work in a central location
QUESTIONS
Further questions are welcome.

I can be contacted at: Roger.Vitello@nau.edu

Videos are located at:
• Flagstaff (short)
  https://youtu.be/R2bzAffaxcc
• Scottsdale (short)
  https://youtu.be/qwdYUjywLHg