Composing a Successful Student Work Display

Prepared for CIDA Workshop
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Welcome

While TCU’s student work display for our Spring 2017 site visit may not be the sexiest on record, it is one that brought success through carefully planned organization.

Welcome Table
Welcome packets with maps of student work display and print copy of TCU PAR report for each site visit team member.

CIDA: Council for Interior Design Accreditation Welcome Table
TCU CIDA Student Work Display
Over the years, the high quality of design and the execution of student work displays at the annual CIDA Accreditation Workshop has been impressive.

While TCU’s student work display for our Spring 2017 site visit may not be the sexiest on record, it is one that brought success through carefully planned organization.

1. **Strategizing Where and How the CIDA Standards are Communicated**

2. **Resources - Getting Help (Manpower & Money)**

3. **Collection, Organization, & Storage of Student Work**

4. **Facilities - Securing a location**

5. **Logistics - Bringing it All Together**

6. **Bang! - Getting the Most Mileage**

Bang for the buck!

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CIDA: Council for Interior Design Accreditation
TCU CIDA Student Work Display
Paving the Road to a Successful Student Work Display

Strategizing

Resources

Student Work

Facilities

Logistics

Bang!
STRATEGIZING WHERE AND HOW CIDA STANDARDS ARE COMMUNICATED
STEP 1:
○ Commit to WHERE the standards and expectations will be IMPLEMENTED
○ In which courses are standards already met? Which courses need to adjust or add content?

○ Key Concept: Work as a collective to attain:
  ○ A) consensus by faculty as a whole regarding where the standards will be executed, and
  ○ B) commitment by individual faculty to execute specific standards and expectations within their respective courses.

○ Tools/Tasks: Print poster-size standards matrix provided by CIDA for color-coded mark-up. Post in an area accessible to all faculty.
The Standards Matrices
TCU CIDA Student Work Display
STEP 2:
- Establish HOW the standards and expectations will be EXECUTED
  - Within each course, project, etc.

- Key Concept: Individual faculty commit to produce specific student learning outcomes for which each is responsible, i.e. the “owner” of the course(s).

- Tools/Tasks: Insert a course-specific table into all syllabi indicating which standards and expectations are met and specifically how they are met (in which project, assignment, test, etc.). Example provided in our PowerPoint.
### CID Standard/Learning Objective

**CIDA Standard/Learning Objective**

**Main heading – no associated assignment**

<table>
<thead>
<tr>
<th>Course-specific standards table inserted into each syllabus</th>
<th><strong>Demonstrated in Coursework</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 4: Global Context</strong></td>
<td>Main heading – no associated assignment</td>
</tr>
<tr>
<td>Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.</td>
<td>Tour of LEED certified building, Citizen Architect film, see Written Reflections Assignments 5 &amp; 6.</td>
</tr>
</tbody>
</table>

**Student work demonstrates understanding of:**

| 4a. Students are aware that building technology, materials, and construction vary according to geographic location. | Students are exposed to design rationales chosen by public service through films: Citizen Architect, Rural Studio/Gam Meckbee Studio H: Emily Pilloton, see Written Reflections Assignments 6 and 7. |

| 4b. how social, economic, and cultural contexts inform design. | Students are exposed to design rationales chosen by public service through films: Citizen Architect, Rural Studio/Gam Meckbee Studio H: Emily Pilloton, see Written Reflections Assignments 6 and 7. |

| 4c. how environmental responsibility informs the practice of interior design. | Tour of LEED certified building, see Written Reflections Assignment 5. |

| **Standard 5: Collaboration** | Main heading – no associated assignment |
| Interior designers collaborate and also participate in interdisciplinary teams. | Students have awareness of: |

| 5a. the nature and value of integrated design practices (This involves an integrated team process in which the design team represent all disciplines (interior design, architecture, construction, etc.) and all affected stake holders [clients, community participants, etc.] work together.) | Students are exposed to integrated design practice through video on The Extended Project Team and field trip to large multi-disciplinary firm. See Quiz 03. |

| 5b. the terminology and language necessary to communicate effectively with members of allied disciplines | Students are introduced to and quizzed on industry-specific vocabulary. See Quizzes 1-10. |

| 5c. technology-based collaboration methods (Examples could include shared building information modeling, groupware technology, and collaborative software.) | Students are exposed to BIM through conversations with design professionals using BIM. See Written Reflections Assignment 10. |

| **Standard 6: Business Practices & Professionalism** | Main heading – no associated assignment |
| Interior designers understand the principles and processes that define the profession and the value of interior design to society. | Students have awareness of the: |

| 6a. contexts for interior design practice (Examples could include large or small practices, stand-alone or interior practices included in architectural firms, hybrid practices, collaborative practices, and practices focused on social responsibility.) | Video on Contexts for Interior Design Practice. See Class Prep Assignment 04. |

| 6b. impact of a global market on design practices (Refers to the global market for design services and how that impacts practice. Also refer to the Global Market Essay on the CIDA website under Faculty/Programs, Accreditation Process/Policy and Procedure.) | Facetime session with design professional discussing the impact of global market on their design practice. See Written Reflections Assignment 09. |

| 6c. breadth and depth of interior design’s impact and value (Examples could include sustainability and | Throughout course. See Quiz 10 and Final Exam, Part 01. |

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**Detail**

**Strategizing**
Strategizing

STEP 3:
- Determine HOW evidence of learning outcomes will be COMMUNICATED
  - Methods to lead site visitors easily to the evidence

- Key Concept: Create systems and strategies for information into multiple sources for the site visitors to find evidence that is readily accessible and easily navigable.

- Tools/ Tasks:
  - Ask colleagues at other institutions for ideas/examples of successful formatting
  - Enlist the help of graphic design/visual communications faculty, staff, students, and/or professionals
TCU Interior Design Student Work from each year was abstracted to create the color-coded graphics for the display.

Student Work Display Signage + Binder Covers: Graphics by Minh Nguyen, Interior Design Senior
STRATEGIZING

STEP 3 (continued):
Recommendations for STEP 3:
  o Design studio project requirements in order for student work to clearly and intuitively communicate the standards
  o Enlist Help from Visual Communications Experts
  o Use color coded Tags/ Tabs Strategically
Course Binder with “Tabbed” Standards – tabs are used to lead site visitors directly to evidence
TCU CIDA Student Work Display
Student Work Display Detail
TCU CIDA Student Work Display
STUDENT WORK COLLECTION ORGANIZATION & STORAGE
Student Work

Storage Options for Student Work

- **Best:** Within spaces controlled by your program.
- **Better:** Within the building in which your program is housed.
- **Good:** On-site, secured, climate-controlled storage on the university campus.
- **Satisfactory:** *Off-site, secured, climate-controlled storage.*

- **Bad situation:** Faculty offices (Arghhh! Did we really do this??)
Student Work

Keys

- Develop a consistent system for all faculty to follow in advance
- Integrate a Retention of Student Work Statement into Syllabi (see handout)
- Determine format – physical or digital
- Require students to digitally document their work with consistent naming nomenclature
FACILITIES - SECURING A LOCATION
Facilities

Venues to Consider

- Secure space 2 years in advance
- Space on-campus
- Space off-campus
Facilities

Venues to Consider

- Space on-campus
  - Ideally a gallery space
  - Meeting rooms in student union
  - Registrar should have a master list of spaces with attributes
Venues to Consider

- Worst case could be design studios
Facilities

Venues to Consider

- Space off-campus
  - ?s to ask
  - Private art gallery
  - What are the liability requirements
  - What is the cost
  - How will work be transported
  - Security
RESOURCES GETTING HELP WITH MANPOWER AND MONEY
Resources

KEY CONCEPT:
You don’t ask, you don’t get.

- Embrace a no-shame policy: ask for what you need
- Be clear re: what you need: scope, expectations, and timeframe
- Consider cost-free resources
- Ask as far in advance as possible
Resources

PROBLEM:
Lack of Time & Manpower

- Request:
  - course release for faculty member in charge
  - a student worker dedicated to the process
  - Request additional time to be planned for department admin

- What can be delegated to students?
- Consider contacting alumni
Resources

KEY CONCEPT: Budget

- Ask for site visit funding to be planned into your dept/program budget
- See handout for budget line items specific to the student work display
Student Work Display Detail
TCU CIDA Student Work Display
Student Work Display Detail
TCU CIDA Student Work Display
LOGISTICS  BRINGING IT ALL TOGETHER
Logistics

Considerations for designing the student work display.

- Wayfinding:
  - To the exhibit
  - Throughout the facility housing the display
  - Within the display: what is the first experience? How does the work unfold?
  - What tools will be provided?
Color-coded Floor Plan of Student Work Display for Site Visit Team
TCU CIDA Student Work Display
Logistics

Considerations for designing the student work display.

- Planning - Layout of the Space
  - Floor plan
  - Elevations mapping student work for quick hanging
Logistics

Considerations for designing the student work display.

- Lighting
  - Review lighting conditions in advance
  - Supplement if needed and if possible
Student Work Display Overview
TCU CIDA Student Work Display
Logistics

Considerations for designing the student work display.

- Tools for the Site Visit Team
  - Print individual copies of PAR report
  - Office supplies
  - Meeting table & Team workspace
  - Multiple chairs throughout
Logistics

Considerations for designing the student work display.

- Safety
  - Contacts for problems
  - Emergency Information/Egress
  - Key cards, if needed
Logistics

Considerations for designing the student work display.

- Preparing Students
  - Set expectations for help before, during, & after
  - Plan a reward for their efforts
BANG! GETTING THE MOST MILEAGE
Getting the Most Mileage

Before the site visit team arrives:

- Leadership Preview, Tour for:
  - Department Chair
  - Dean
  - Other Leadership that needs to better understand your program
After the site visit team departs:

- Professional Advisory Board
  - Hold your annual meeting in the student work display
  - Gallery walk
Getting the Most Mileage

After the site visit team departs:

- Students
  - Opportunity to celebrate efforts & view entire curriculum
  - Gallery walk
2016-17 Interior Design Events
TCU CIDA Student Work Display
2016-17 Interior Design Events
TCU CIDA Student Work Display
KEYS TO OUR SUCCESS
Keys to Our Success

Factors:

- Teamwork
- Organization
- Planning
- Administrative Help
- Engagement of Students in the Process
Student Work Display Overview
TCU CIDA Student Work Display
DISCUSSION: HOW CAN WE HELP?