MADI

A Celebration of the Master of Arts in Design and Innovation Program

2015 — 2021

From Us to You

Hello and welcome to the Master of Arts in Design and Innovation (MADI) five-year book: T   MADI B   ! We have taken great care to truly design a graduate program like no other, and in the same way we expect our students to be great storytellers, we are excited to share our own story as well.

Since the inception of MADI in 2015, we have seen some big changes, but at its core, we have stayed the course. We have grown in our ability to teach the importance of conducting qualitative research to inform future design decisions. We have put students at the center of all program decisions including client projects, public events, and our social media. And we have shown that design plays a role in any field, and the best way to get it there is through our people.

The goal of this book is to capture every course, student, initiative, and project from Fall 2015 through Spring 2021. We want to highlight our unique student experience through the What Makes Us MADI section. The Course Overviews section gives a brief description of each class that is offered. We give special attention to our twelve Studio Projects. You will get to know our leadership team through our Instructors & Staff and Designers-in-Residence pages. The Design Council section shows the great investment and support others have given us over the years. And our Projects Beyond the Classroom pages showcase the major projects we have taken on outside of the curriculum.

As we wrap up the first five years of the MADI program, I could not be more excited for what the next five, ten, and fifteen might hold. Our most recent change—becoming a joint program supported by both the Lyle School of Engineering and the Meadows School of the Arts—has truly set a strong foundation for growth. I look forward to growing in our academic rigor and offerings, our local community impact, and our student achievement.

For all of the work that is represented in this book, we know the quick descriptions and few photos will not do it justice. But we trust that capturing it here and now will make it a milestone that everyone involved should be tremendously proud of—I know I am!

- Jessica Burnham, MFA
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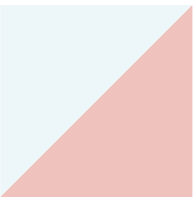
Orientation

MADI Orientation is one of our most exciting times and dedicated to setting the stage and expectation of what each student's graduate experience will be like. We welcome new students to the program by going through all aspects of the program with plenty of getting-to-know-you time! We then get to welcome back returning students so the whole MADI family has the opportunity to connect before classes start. Orientation is also when we reveal our new MADI T-shirts, common read, and Coffee Partners.


Coffee Partners
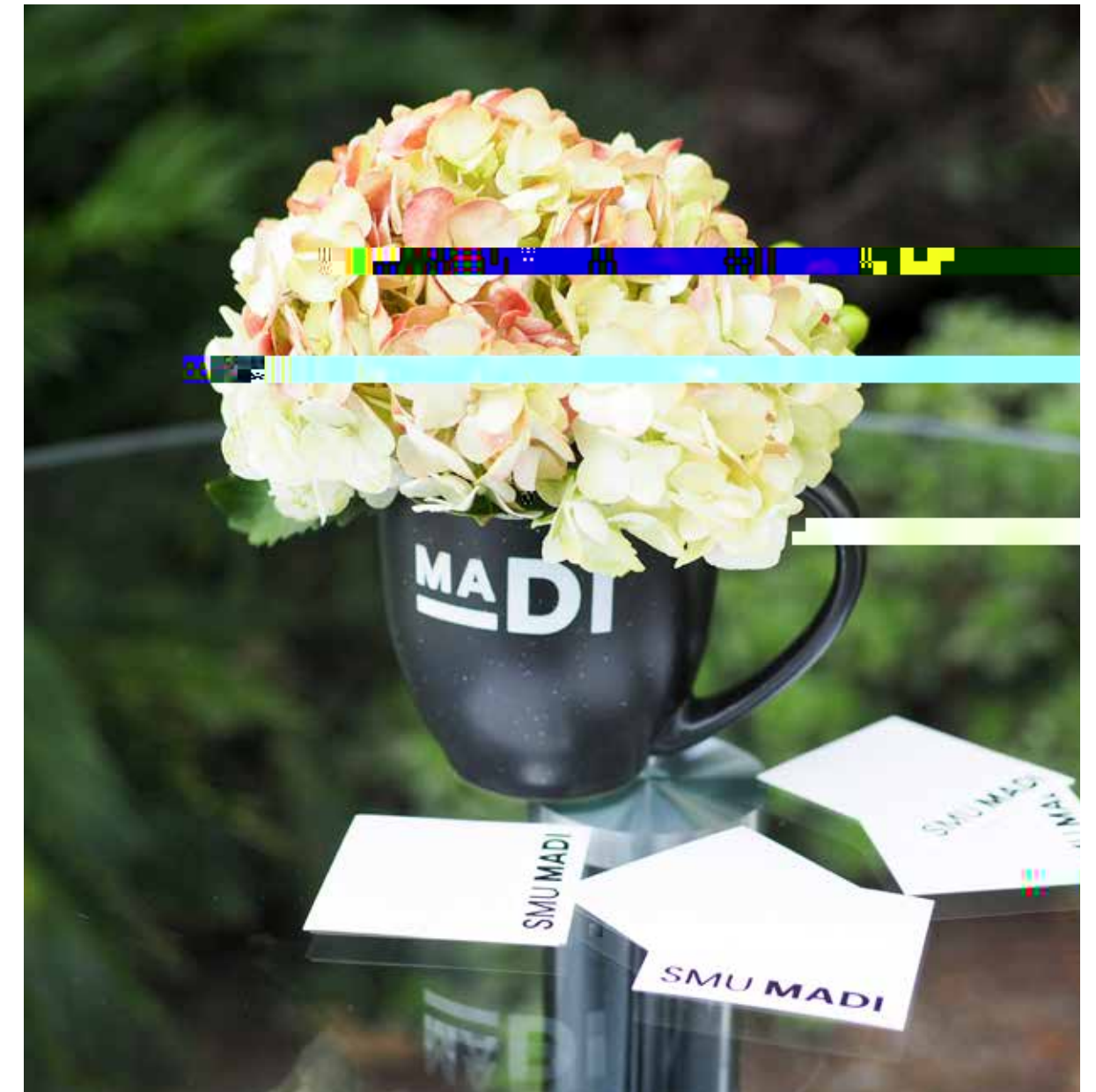
We recognize that not everyone has a class together, and we wanted to create a way to help build connections across all of MADI, for new and returning students alike. Through our student Coffee Partners, new students are partnered with existing students and graduating students are partnered with alumni. This has been a great method for connecting students who might not otherwise have a chance to get to know each other and also for keeping alumni engaged in the program.

End-of-Semester Reviews

Graduation Celebration

In the same way that we want to welcome students to MADI with our custom orientation, we want to send them out with great celebration and recognition. Along with participating in the official SMU graduation ceremony, we also have our own end-of-year party where we get to directly recognize each graduating student. We also give them a kit of basic tools to set them up for success. This tool kit includes an enamel MADI pin, a framed poster of the graduation year, brand new notebooks, fresh pens and pencils, stickers, and—of course—a new book to keep them in their learning mindset.
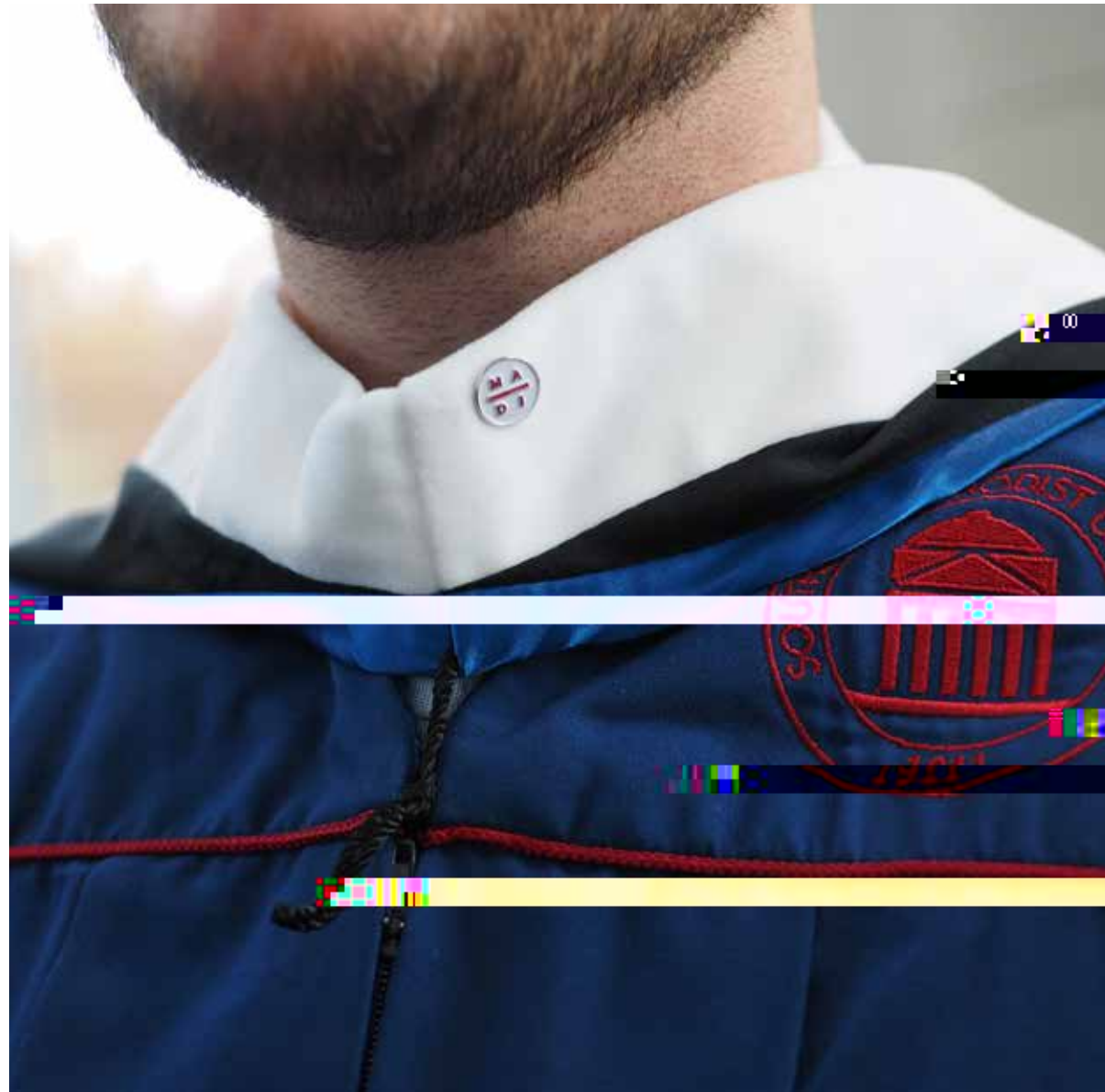
Students

Students of MADI

We are excited to introduce the reason MADI exists in the first place–our students! On the following pages, we have featured every student that has graduated from the program. As the program is flexible by offering full- and part-time options, each student is grouped by the year that they started the program.

What is shown are the student's choice of head shots and their names. What will not be as obvious is the vast disciplines that each student has brought with them on their MADI journey. We have had students with backgrounds ranging from graphic design, architecture, and animation to civil, mechanical, and computer engineering. We have had teachers, actors, non-profit gurus, and community organizers, as well as representation from real estate, corporate enterprises, and religious studies.

To say we are multi-disciplinary in our make up is an understatement. Although working well in groups with people with such a wide range of professional and life-style backgrounds is a learned skill, we believe that this is where MADI thrives and where innovation is fostered.

2015-2016

Antonia Agbeh

Gillian Salerno-Rebic
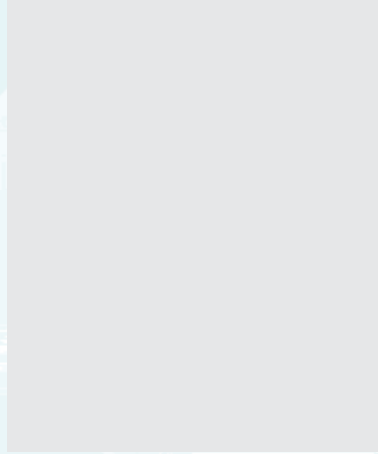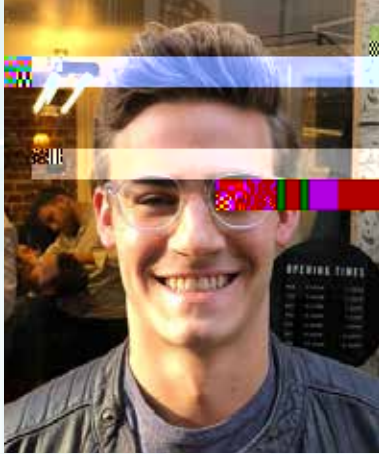
Tobie Smith

James Alanis

Thomas Browne

Meredith Davis

2016-2017

DiMitri Higginbotham

2017-2018

**Courtney
Kent**

**Caleb
Kyle**

**Ariel
Martin**

**Rae'Van
Parson**
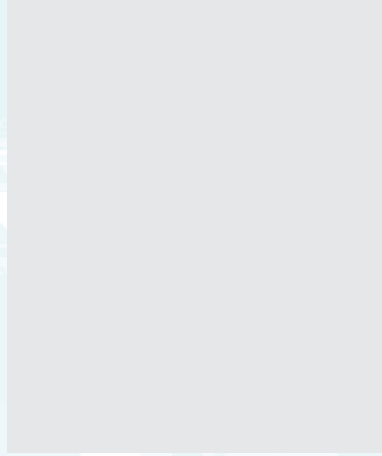
**Gavin
Pham**

**Laura
Reed**

Tania 545957 321r. 721 1G.803 169.G 545MA4

2018-2019

2020-2021

Christina Hahn

Caroline Harms

Emily Lee

**Ryan Lozano**

JT Ringer

Daryl Sosland

Course Overviews

Human-Centered Design

3	Fall

A fast-paced, project-based examination of Human-Centered Design, which is a well-established process and set of methods aimed at devising solutions based on people's needs. Explores HCD's foundation in design research that emphasizes primary, contextual research such as interviews, observations, and adapted ethnographic methods, with a focus on empathy for the user and rapid prototyping to quickly express possible solutions. MADI majors only.
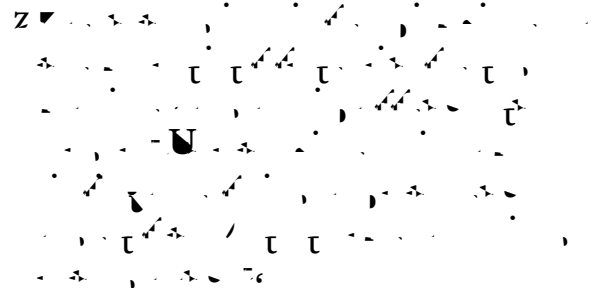
—Alain Mota, 2019

Form & Composition

3	Fall & Spring

Introduces 2-D and 3-D design through assignments focused on the process of creating design work and receiving criticism. Includes overall design principles, 2-D graphic design, 3-D form making, and a culminating final assignment to utilize a full repertoire of design skills. Concentrates on design production with brief training on various digital and analog tools. Students do not need to have a design production background to complete the assigned projects.
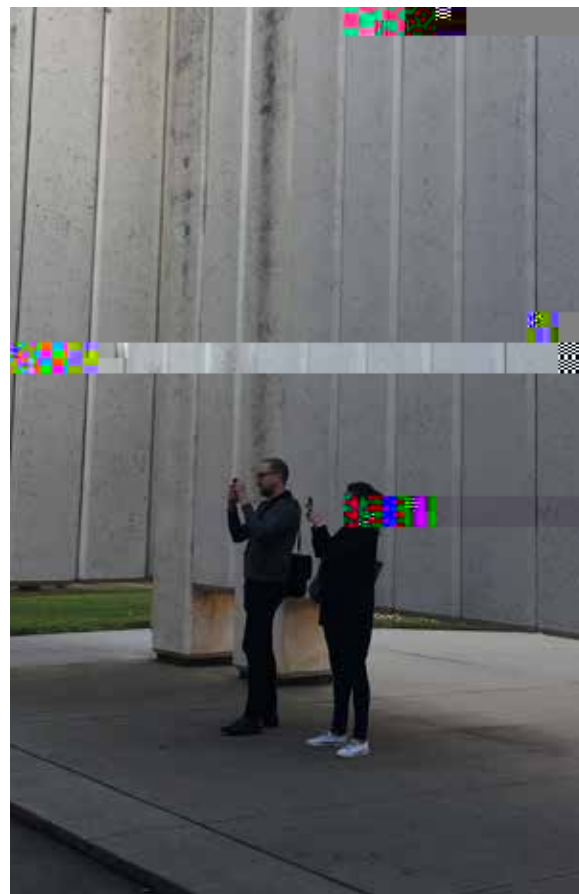
—Mikaela Hawk, 2018

Context & Impact of Design

3	Spring

Focuses on a series of broad cultural topics through a design lens. Includes discussion and exploration of design topics that cut across eras, mediums, and scales. Emphasizes the idea of the intentionality of a design, as situated in its original context, as well as a design's continuing relevance to modern life.

—James Alanis, 2015

Interactive Product Design

3	Fall

The purpose of this class is to train students in the fundamentals of digital product design, with a specific focus on planning and designing the user experiences and interfaces of interactive web and mobile applications. Emphasis is placed on critical analysis of a product's goals, defining and evaluating key functionalities based on both client direction and user analysis, defining target markets, layout planning, navigation, information hierarchy, and contemporary visual approaches to interaction design.

Course work will be largely project-based, and will explore best practices in user experience and how to design user interfaces that function on digital devices. Students will be required to research contemporary practices in user interface design and integrate that research into their own design process. The course will involve two distinct project categories: the critical visual analysis of existing digital products, and designing the user experience/ interface of a digital product that solves a specific problem.

—Kyle Spencer, 2019

Design
Research Strategies

With a focus on frameworks for working through the uncertain front-end of the Human-Centered Design process, this course covers in-depth processes and professional best practices of Design Research Strategy. Building upon the skills and theory gained in Human-Centered Design,

Drawing for Visual Communications

This course will train students in the theories and techniques of sketching for visual communication. The process of drawing by hand has been shown to develop different neural pathways that improve people's ability to both think and communicate in new ways. Assignments will expose students to a variety of drawing techniques that will improve their ability to conceptualize ideas and accurately convey those ideas to others.

Drawing methods include sketching, orthographic projection, technical drawing for fabrication, drawing the human form, color theory, as well as compositional strategies for annotation, rendering and storytelling. Weekly classes focus on practical drawing assignments with faculty guidance and critique.


—Kindra Knight, 2018

Working & Living by Design

In a world where career choices and workplaces are being disrupted due in part to technology and innovation, college graduates are frequently changing jobs, and working young professionals are less engaged in their work. Inspired by the Life Design Studio at Stanford University and the course (now NYT best-selling book) on Designing Your Life (Burnett and Evans, 2016), this course uses Human-Centered Design as a learning process and pedagogy to engage students in discovering career pathways and reframing vocational development. In this course, students will engage in readings, experiential learning, class discussions,
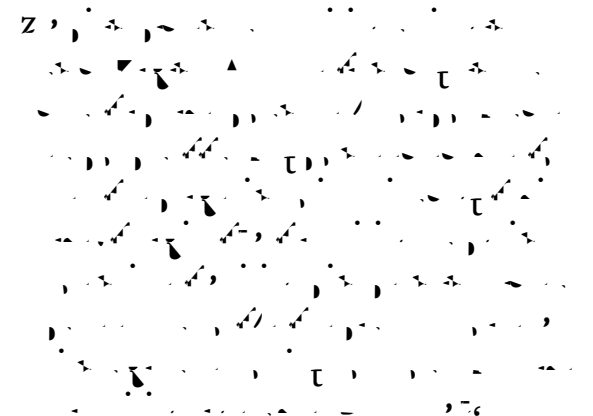
—Deborah Clanton, 2018

Design Studio I & II

5	Fall & Spring
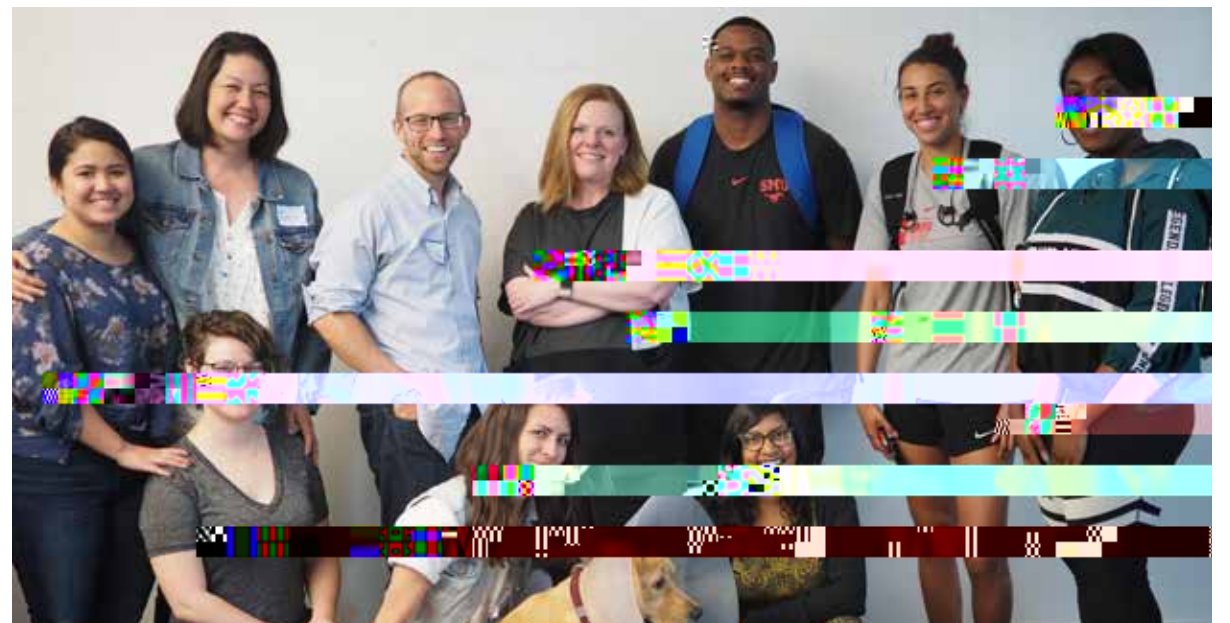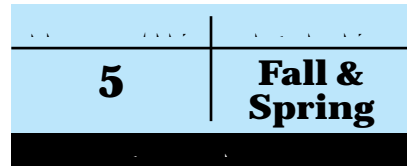
The premier platform for real-world client projects is the Design Studio course, which every MADI student is required to take twice during their time in the program. The goal of this course is to give students the chance to improve a scenario for a client in the DFW area by fully running a Human-Centered Design project from beginning to end.

Each year, MADI seeks out two clients from both the non-profit and corporate sectors for our students to work with during the Fall and Spring semesters. MADI asks potential clients questions such as: What's keeping you up at night? What is something you just can't figure out? What is something that does not have a strict deadline but demands your attention? These questions aim to identify projects that provide a great learning experience for the students and push the clients' thoughts and perspectives beyond their efforts.

Since 2016, the collective impact from the total number of students at an average of 30 hours per week per student on each project is more than $2 Million to the DFW area. We're so proud of what our students have accomplished so far and excited about what they'll achieve in the future!
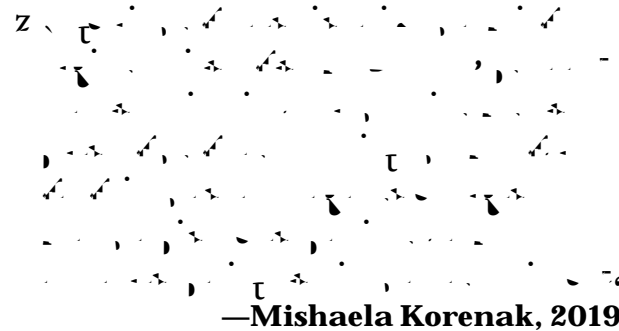
—**Mishaela Korenak, 2019**

Studio Projects

Café Momentum

STUDIO SPRING 2016

How might we help find housing solutions for Café Momentum interns, who have spent time in juvenile detention?

Café Momentum operated a restaurant space where youth from juvenile detention facilities took part in a paid, twelve-month intensive culinary and life-skills training program. Café Momentum also offered interns assistance with their employment, health, and legal needs.

Antonia Agbeh   Gillian Salerno-Rebic
Tobie Smith

This team uncovered four areas of opportunity. They determined that a Home Base solution could establish a third place for Café Momentum to expand hours of influence through new Intern programs for youth when they are not working in the restaurant. The spaces within the Home Base could facilitate certain types of relationships, behaviors, and values. The design team recommended the following phases:

1.0. Café Momentum re-purpose the restaurant's classroom and temporary Home Base functional areas for interns and staff. The team provided illustrations and examples for what the space could be.

1.5. Acquire an off-site location to rapid prototype and test eight recommended spaces.

2.0. Secure funding and select and build spaces to fully realize the Home Base recommendation.
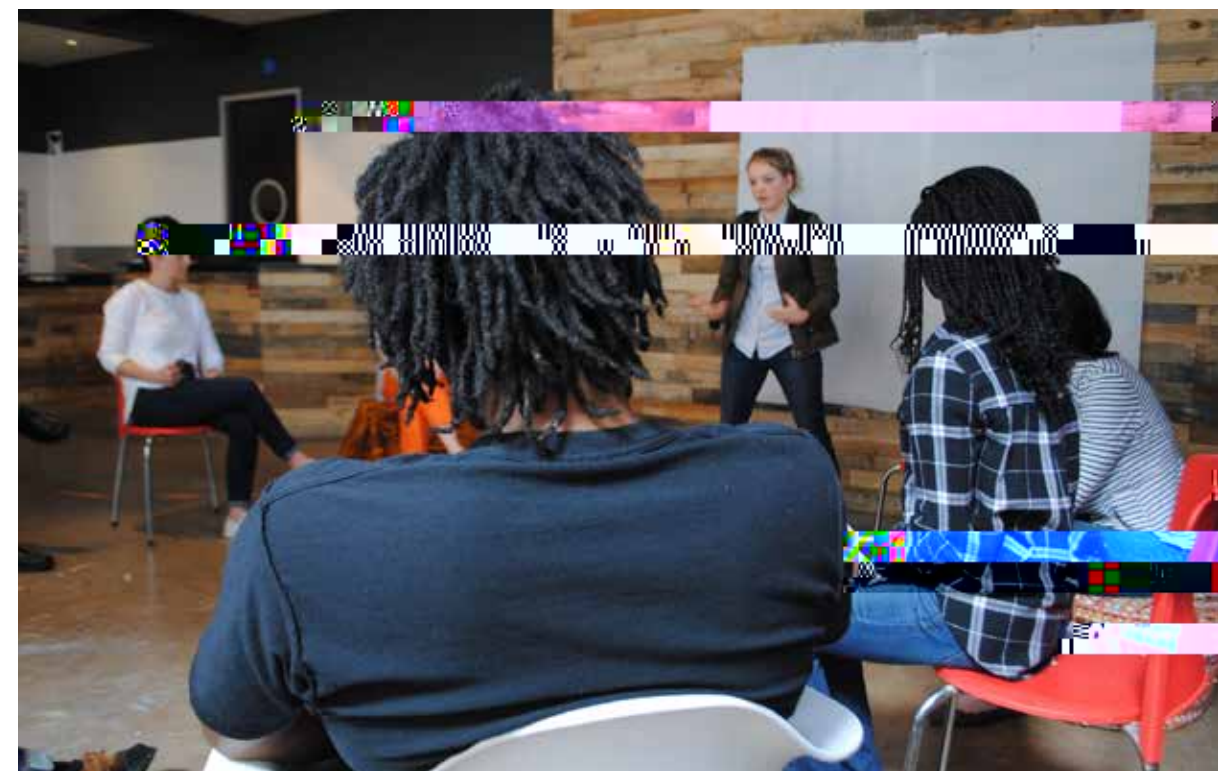
Trinity Park Conservancy

STUDIO FALL 2018

How might we create opportunities for connection between West Dallas and the Harold Simmons park?

In 2018, the Trinity Park Conservancy (TPC) was working to transform 200+ acres of the Trinity River flood basin into a recreational park that would be named after famed Dallas business tycoon, Harold Simmons. Their goal was to unite Dallas's residents through the park while providing a public space that would enable access to nature, economic development opportunities, and a better general understanding of the river's ecosystem.

Marlene Gomez Islinger   Kiran Lakhian
Mikey Murphy   Victoria Sun Esparza   Tania White

In the fall of 2018, the MADI Studio group determined that the new development provided an opportunity to create a community brand that captured West Dallas as the closest entity to benefit or lose from this effort.

The team followed four design principles in creating the VIVA West Brand. These included:

- Continue to build strong relationships with the West Dallas Community.
- Show them something they can interact with.
- Focus on co-creation over consensus. Offer customizable options.
- Respond to feedback directly and show them.

A life-sized VIVA West Dallas logo was prototyped and tested. The future goal was that West Dallas would take ownership of the brand and ensure that it could be reflected visually in their space and in the future Harold Simmons Park.
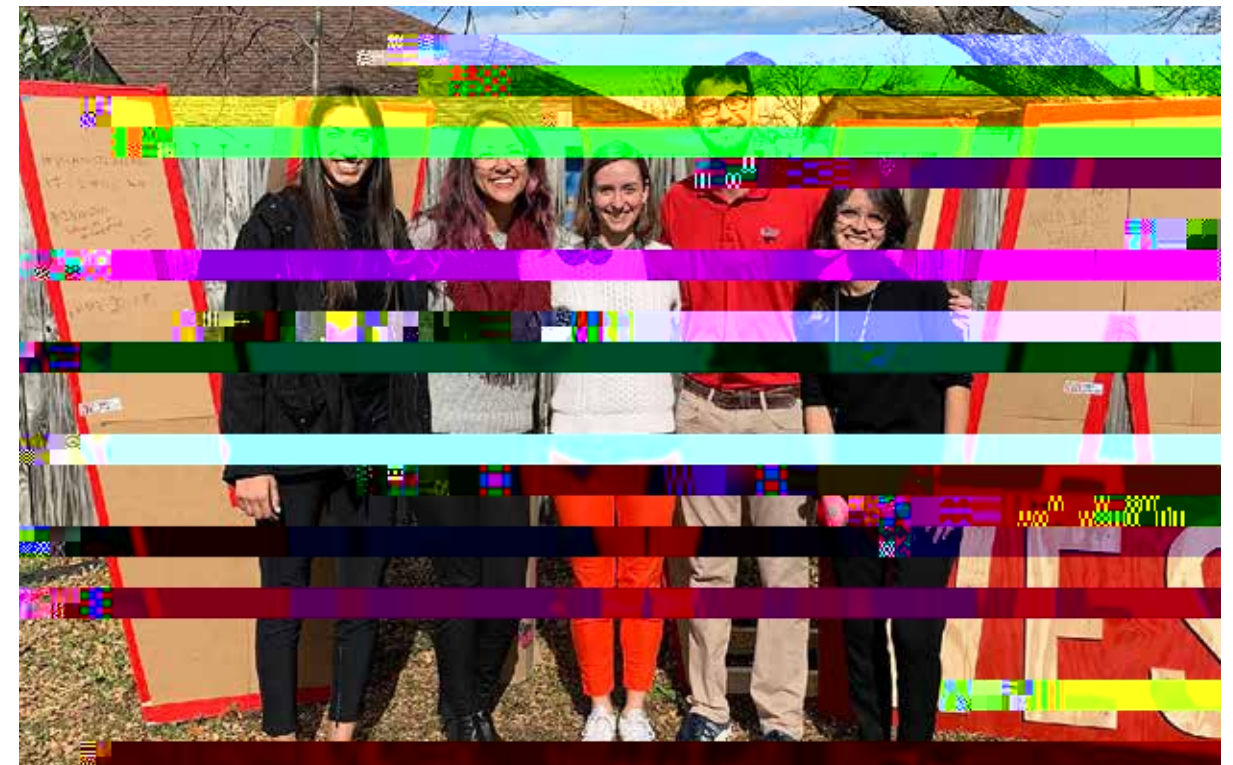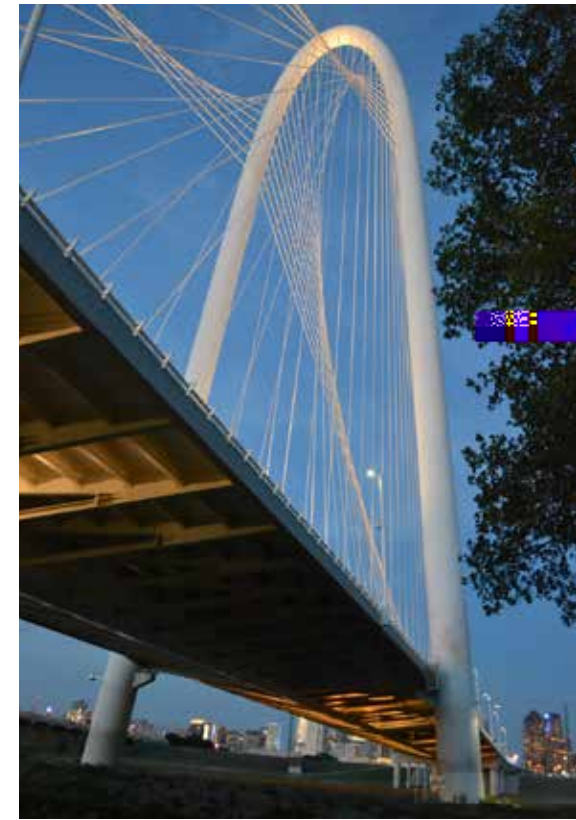
CitySquare - Forest Theater

STUDIO SPRING 2019

How might we make the Forest Theater an asset to the local community and to the city of Dallas?

CitySquare is a 501(c)3 nonprofit organization originally founded in 1990 as the Central Dallas-Fort Worth Metroplex Food Pantry. CitySquare has since grown into a broad community development organization including owning and driving plans to reengage and support the Forest Theater in South Dallas. CitySquare's mission is "to fight the causes and effects of poverty through service, advocacy, and friendship."

Tina Barton   Mikaela Hawk   Kindra Knight
Campbell Konrad   Michael Murphy

This project began with seeking to understand how historic cultural spaces can be thoughtfully renovated to serve the surrounding community.

This team proposed the following solutions be implemented.

1. Community as experts.
   Develop a calendar of regularly scheduled community association meetings, local events and other opportunities to build relationships with local organizations that impact people. Establish a consistent time for Community Listening Sessions that happens regularly, regardless of the number of people who are in attendance.
2. Relational, not transactional.
   Meet with people and organizations multiple times to establish rapport and build empathy.
3. Co-construction as a tool for engagement.
   Shared theater experiences and tours. Elicit feedback from community advisory boards and local non-profits for collaboration.

Kiran Lakhian   Ginnie Roark   Cole Suttle
Keya Tollossa

This team prototyped a pop-up café and recommended the following:

1. Focus on unmet needs.
   By focusing on unmet needs — a café, a place open before 10 AM, a flexible space — we were able to engage partners, which is key in collaboration and the long-term sustainability of the Forest Theater.
2. Flexibility fosters sustainability.
   People want and use social infrastructure. They are invested in places to gather, use for events, or host work gatherings. Because the café was flexible, people came and stayed for a variety of reasons. Additional flexibility could ensure profitability and sustainability over time.
3. Visibility drives engagement.
   Visibility is key. People want amazing things for the Forest Theater and are eager to be a part of it. That natural curiosity and investment is an easy entry point for engagement.
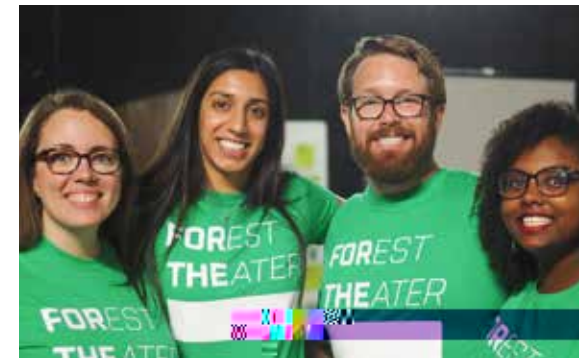
Southwest Airlines

STUDIO FALL 2019

SMU Testing Center

STUDIO SPRING 2020

How might we redesign a testing center for SMU?

Collectively, Associate Provost Sherri Kunovich, SMU's Disability Accommodations and Success Strategies (DASS), and the Altschuler Learning Enhancement Center (ALC) provide students with accommodations to take tests outside of the traditional classroom setting. On-campus testing experiences have been varied for student test-takers and student proctors. Students using remote testing services experienced a complex sequence of events, while proctor interactions could directly impact the test takers experience.
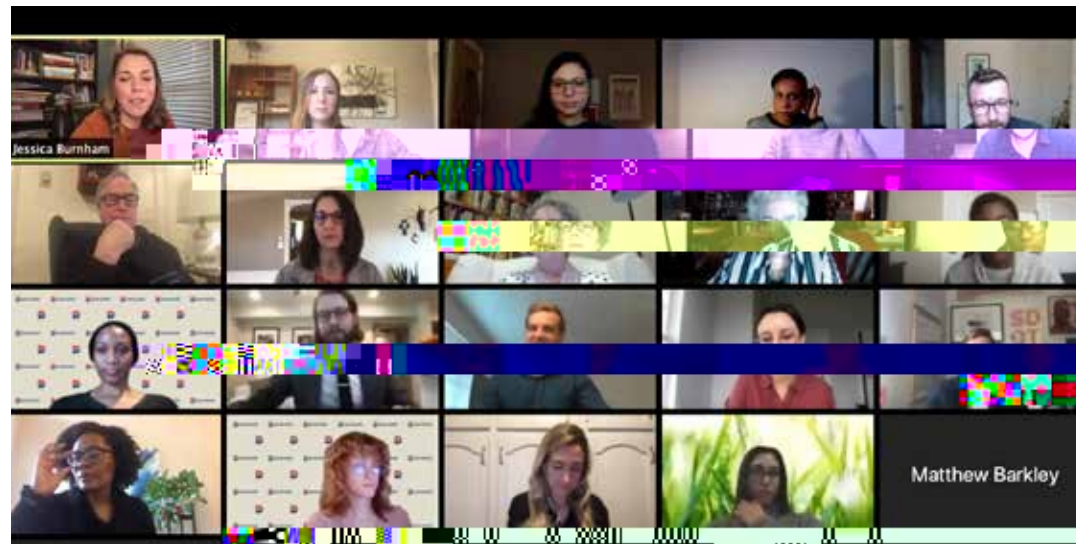
James Alanis   Regina Nippert

During the Spring of 2020,cti

Labor Market Intelligence Center

STUDIO FALL 2020

How might we leverage the LMIC to create a sustainable impact on Dallas County?

In the summer of 2020, after several decades of serving the community as seven individual colleges, Dallas College reinvented itself as one college with seven campuses. The Labor Market Intelligence Center (LMIC) was expected to play a significant role in bringing the campuses together by providing the Dallas College Network with data and decision support to ensure that curriculum would produce workers with the relevant skills for Dallas County businesses.

Meredith Davis   Kyle Dvorak   Mishaela Korenak
Kyle Spencer

The team learned that although the LMIC was doing a great job providing resources and information pertaining to workforce demands to Dallas College and nonprofits, it did not have a way of tracking their successes or impact. The recommendation was to develop an approach and multi-part feedback system to measure success. This was done by creating a comprehensive process and system in which the LMIC could evaluate their organizational success, track, and communicate their accomplishments.

This team created a system that allowed the LMIC to evaluate their organizational successes through the analytics platform Power BI, a customer survey through Qualtrics to generate meaningful feedback, an auto-response email to redirect customers to their online request form, and dashboards to communicate their value through storytelling. This new approach would also allow them to show and share their successes to prove their value to Dallas College, future customers, and themselves.

All this makes for a better work environment and allows the LMIC to function at a higher level. The long-term implications included a greater level of data insights being provided to customers and the community, which would benefit the social, technological, economic, environmental, political aspects of Dallas College, and the broader Dallas community

Samantha Navarro   Regina Nippert
Dominique Wells

The team uncovered a need to utilize LMIC collected data to create value alignment between students and future employers. This would empower students to better navigate the career lattice towards successful employment, create a more equitable job search process that would help entry level employees find employers who value them and share their values, generate greater

retention for Dallas College students at school and at work post-graduation, and help employers to be more competitive and values-driven.

Four design principles emerged for how the LMIC might improve conditions in Dallas County, whether they were focused on improving the LMIC's impact by addressing either its functionality or its reach.
- Students always first.
- Encourage Exploration.
- Improve Life.
- Create Stickiness.

A values survey was created and was recommended to be added as part of the Dallas College enrollment process. Guidance included: students to complete the survey on an existing student platform, more visible links and additional links to the Department of Labor website, link locations, and the type of data to be collected including employer values. The team delivered a concept that showed that values matter.

Dallas Police Department

STUDIO SPRING 2021

How might we improve Procedural Justice for the Dallas Police Department?
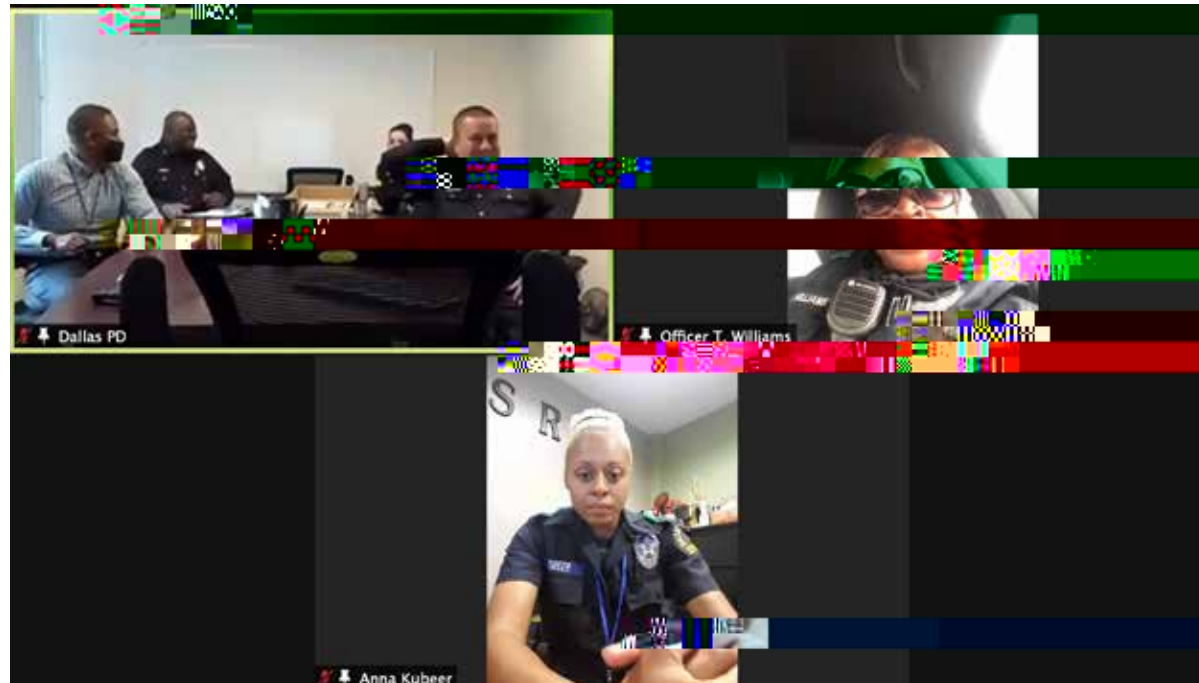
The Dallas Police Department (DPD) has gone through lots of changes over the years, including newly appointed Police Chief Garcia that started on March of 2021. With new initiatives in place, DPD partnered with the MADI program for help in designing potential solutions to improve procedural justice. Another complexity to consider with this project is that the Studio class was our largest to date with fifteen students broken up into four groups. The class approached the Procedural Justice as being experienced through four pillars:

1. Dignity and respect
2. Voice
3. Neutrality and transparency
4. Trustworthiness

Meredith Davis   Christina Hahn   Monica Fields
Kyle Spencer

Based on the key themes and insights from their research, this team focused on improving procedural justice by supplementing the pre-existing Procedural Justice training material for police officers. They hypothesized that creating a more interactive, personal, and experiential training they would be able to create greater internalization and lasting behavioral change for police officers. This included an updated training lesson plan and an emphasis on training delivery.

The delivery approach consisted of Framing, which is the way the information is communicated and how to highlight meaning and Engaging, which is the way the content is reinforced and absorbed. Their approach included:

Three ways to frame:

1. Personal – learning can provide officers the opportunity to connect human experiences with material.
2. Contextual – related to the city of Dallas, DPD, or the officer's assigned divisions allows for the material to be practical.
3. Language – utilizing an officer's vernacular can assist in the content comprehension by leveraging existing shared meanings.

Three ways to engage:

1. Activities – can provide officers the ability to creatively. Engage with the material that absorbs academic concepts through practical methods.
2. Reality-based – learning engages officers in real-life scenarios that moves beyond the classroom to the human interactions they experience on a daily basis.
3. Peer accountability – creates an environment for officers to trust one another and be vulnerable through meaningful conversations.

Kyle Dvorak   Caroline Harms
Mishaela Korenak   Emily Lee

Through their research, this team recognized

getting information out to the public.
- Communications training for current staff.
- Resource expansion to enable the PIO office to function at a higher capacity.

Hope Anderson Samantha Navarro
Kaci McCartan Ramisa Faruque

This team identified occupational stress as a key issue. Occupational stress can lead to burnout and unhealthy coping mechanisms that have ripple effects in the community's perception of the police. A growing number of trauma-informed studies are linking mental health challenges to high-profile interactions like some of the use-of-force cases that can end up on YouTube or your evening news broadcast.

The teams answer to the HMW: By creating and introducing Employee Resource Groups (ERG) as part of DPD culture and organization, we may improve occupational stress, ultimately improving procedural justice.

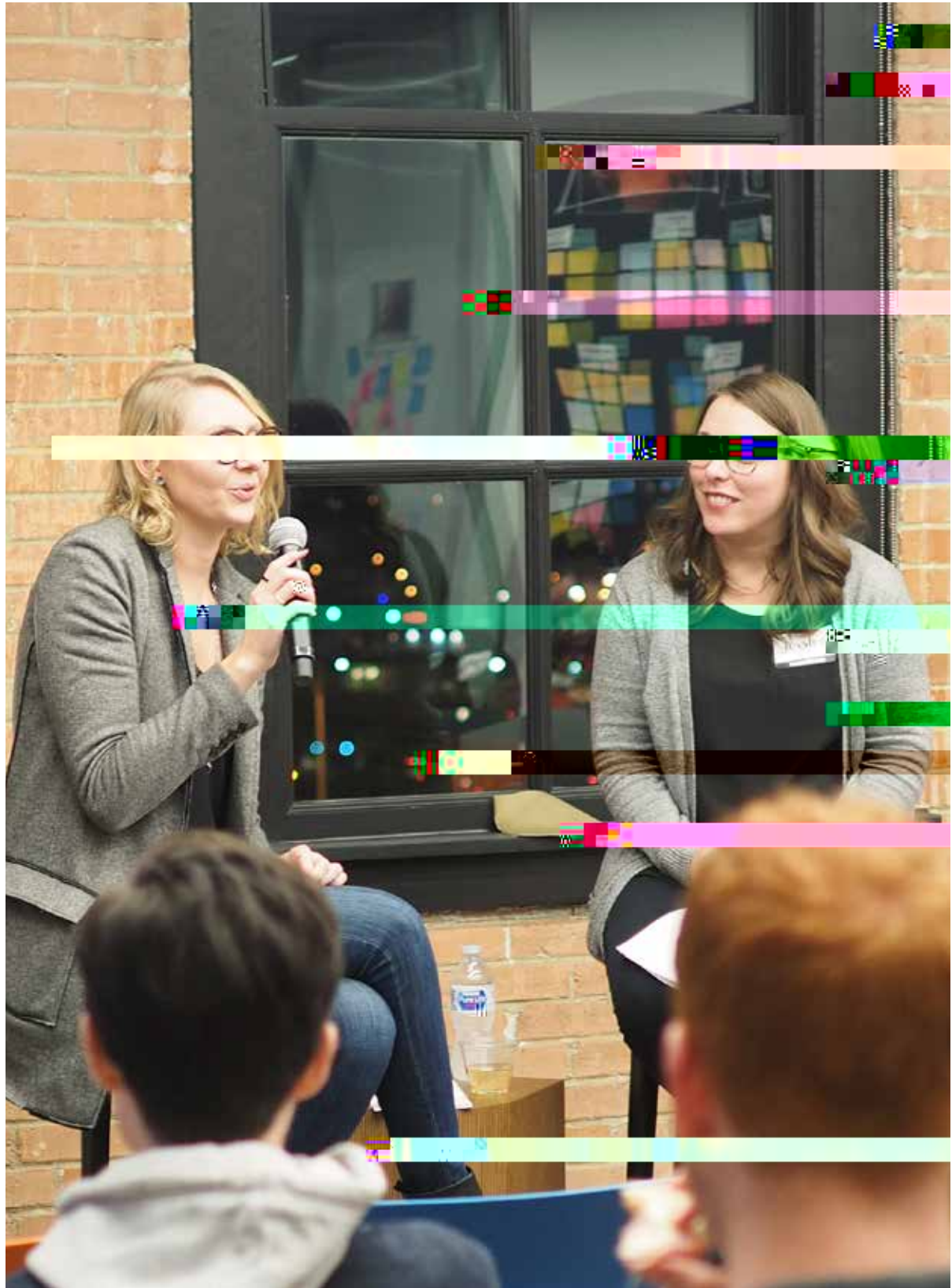The team provided four recommendations:
1. Cultivate ERG advocates among executive leadership who will stay engaged with groups.
2. Offer institutional backing and logistical

Instructors & Staff

Jessica Burnham

DIRECTOR OF DESIGN &
INNOVATION PROGRAMS

"The MADI dress code is confident and
comfortable! Make sure that whatever room you

SMU Design Council

The SMU Design Council rounds out the make-up of the Design and Innovation Programs at SMU. The Design Council is a forum for leaders who appreciate and acknowledge Human-Centered Design and Innovation as critical, strategic elements of their future success. Specifically, the Design Council's purpose is to connect, inspire, and equip influential leaders from across diverse industries who are committed to utilizing design for innovation and problem solving.

We fulfill this purpose by connecting members to leading-edge content, other renowned thought leaders in the field, the Designer-in- Residence program, and the MADI program's students, staff, and faculty. Being part of the Council requires an annual paid membership, qualifies as an official partner- ship with SMU, and is a tax exempt write-off. Not only does your support go to sustaining the Design Council directly but also goes toward student scholarships, stipends, and awards.

Design Council Members

We want to thank all of our current and past members for being a part of the SMU Design Council. The continued support of these companies and individuals has made MADI function at a premium. Contributions have gone to short-term scholarships, sending students to conference, public convenings

201

Accenture

Better Block

C1 Innovation Lab

CallisonRTKL

Communities Foundation of TX

Ensemble

Good Shepherd

Gensler

GameStop

Lamplighter

Luma Institute

Southwest Airlines

Village Tech Schools

Antonia Agbeh

James Alanis

Thomas Browne

Meredith Davis

Gillian Salerno-Rebic

Tobie Smith

Mathew Barkley

Andre Bouillion

DiMitri Higginbotham

Maggie Inhofe

Edward Li

Joseph Minardi

Ana Rios Martinez

Michaela Rollins

Keya Nuhamin Tollossa

Marlene Gomez Islinger

Courtney Kent

Campbell Konrad

Caleb Kyle

Ariel Martin

Rae'Van Parson

Gavin Pham

Laura Reed

Victoria Sun Esparza

Tania White

Tina Barton

Deborah Clanton

Monica Fields

Mikaela Hawk

Emily Hughes Armour

Kinda Knight

Kiran Lakhian

Michael Murphy

Regina Nippert

Ginnie Roark

Cole Suttle

Hope Anderson

Jessica Donnelli

Kyle Dvorak

Ramisa Faruque

Carlos Flores-Rodriguez

Emma Goff

Mishaela Korenak

Kaci McCartan

Alain Mota

Samantha Navarro

Kyle Spencer

Dominique Wells

Christina Hahn

Caroline Harms

Emily Lee

Ryan Lozano

JT Ringer

Daryl Sosland

Jessica Burnham

Adriana Warda

Justin Childress

Christina Childress

Rickey Crum

Christina Donaldson

Seth Osborn

Rachel Triska

Nadine Dechausay

Cassini Nazir

Jennifer Abernathy

James Helms

John Hicks

Michael Friebele

ASCE Visioning Conference

Awards

2019 AIA Awards
Community Honors Award

2020 Innovation Awards
Innovation in Education
Finalist

There are not many feelings that are better than being recognized for a job well done! In 2019, MADI was awarded the American Institute Association Dallas Community Honors Award.

It was a great honor for the whole leadership team of MADI to come together to accept the award. Pictured above is MADI Founder and former Director, Kate Canales, MADI Co-founder, Gray Garmon, MADI Assistant Director, Devon Skerritt, and current MADI Director, Jessica Burnham.

This award is bestowed on persons, firms, corporations, or associations for meritorious work in their respective fields and that have contributed to the architectural and artistic quality of life in Dallas.

In 2020, MADI was nominated for the Innovation Awards that are put on annually by DCEO magazine and Dallas Innovates. We were named a finalist in the category of Innovation in Education.

Although we did not win the overall category, we were publicly recognized and seen as game changers in the space of education. It was a great honor for Jessica Burnham, Director and Tina Barton, alumnus (pictured above) to accept the recognition together.

The Wrap Up