

## Curriculum Vitae

### A. Academic History:

Name: Lilia Gomez-Lanier  
Present Rank: Associate Professor, Department of Textiles, Merchandising and Interiors (TMI), College of Family and Consumer Sciences (FACS), University of Georgia (UGA)  
Date of Appointment: August 9, 2013  
Time Assignments: 100% Teaching  
Tenure Track: Tenured (Nine-month tenure track)  
Graduate Faculty Status: Full to present  
Academic Degrees: EdD in Education, 2013, Argosy University Atlanta  
M.S. Anthropology, 1998, Georgia State University  
M.S. Architecture, 1984, Georgia Institute of Technology  
B.S. Architecture, 1982, Georgia Institute of Technology

### Present and Previous Academic Positions and Other Professional Employment:

- Associate Professor, Furnishings and Interiors Program, College of FACS, University of Georgia, Athens, Georgia 2019-present
- Assistant Professor, Furnishings and Interiors Program, College of FACS, University of Georgia, Athens, Georgia 2013-2019
- Fulltime Instructor, Interior Design Program, The Art Institute of Atlanta, 2003- 2012
- Adjunct Instructor, Interior Design Program, The Art Institute of Atlanta, 2002, 2012- 2013
- Architect and Interior Designer, Gensler, Atlanta, Georgia, 1998-1999
- Architect and Interior Designer, MSTSD, Atlanta, Georgia, 1995-1997
- Architect and Interior Designer, TVS Associates, Atlanta, Georgia, 1990-1995
- Architect, Cooper Carry Associates, Atlanta, Georgia, 1987-1990
- Architect, Niles Bolton Associates, Atlanta, Georgia, 1984-1987

### B. Contributions to Teaching

#### 1. Teaching Accomplishments

##### a. Honors and special recognition received for teaching and/ or advising.

- Recognized as "*Faculty that had an impact on the education of a graduating TMI Student*", 2015, 2017, 2019.
- Nominated for TMI's Outstanding Teacher of the Year, 2013, 2015.
- Inducted into the University of Georgia's Academy of Fellows, 2014-2015.

##### b. Honors and recognition received by undergraduate students.

- **Ferguson, N. (2020).** Awarded the Burton-Fowler Undergraduate Research Award for her CURO Research Project "A Cultural Case Study of Biophilia and Occupant Well-Being in Interior Environments"
- **Manuel, A. (2020).** Spring CURO Research Recipient. Research Project "Comfort Yields Creativity: Designing a Lounge Chair for the Studio Setting"
- **Gentry, C. (2019).** Fall Young Dawgs Research Recipient. Research Project "An Analysis of the Influence that Culture, Technology and Architectural Styles have had on Single Family Residence in Middle Georgia"
- **Ferguson, N. (2019).** Fall CURO Research Recipient. Research Project "A Cultural Case Study of Biophilia and Occupant Well-Being in Interior Environments". \$ 1,000.00
- **Nash, K (2019).** Fall CURO Research Recipient. Research Project "Sustainability Within Student Dormitories and How It Impacts the Well-Being and Lifestyle of Student Residents". \$ 1,000.00

- **Worthy, Devin (2018).** Along with her faculty mentor- L. Gomez-Lanier, Devin was invited to be a co-presenter at IDEC's South Regional Conference in Miami, Florida. This October presentation will be on her 2017 CURO research project of "Fostering Design Creativity through a Musical Emotional Perspective".
- **Mies, Natalie (2018).** A regionalist finalist for the 2017-2018 IDEC Student Design National Competition. Natalie's Meditation Chapel submission was one of two selected undergraduate submissions.
- **Givens, D. (2018).** Spring CURO Research Recipient. Research project "The Healing Influences of Built Environments: A Case Study of Healthcare". \$1,000.00.
- **Worthy, D. (2017).** Fall CURO Research Recipient. Research project "Fostering Design Creativity through a Musical Emotional Perspective". \$1,000.00.
- **Shivitz, R. (2017).** Fall CURO Research Recipient. Research project " Internet and Social Media Impact on the Creative Process". \$1,000.00.
- **Bennett, A. (2017).** Spring CURO Research Recipient. Research project "How Social Media Affects Higher Learning". \$1,000.00.
- **Kinsella, J and Kunkel, M. (2015).** Presentation of *Bellville Residence and Sustainability*. A presentation of two independently designed sustainable residential home designs for Athens, Georgia. University of Georgia's Sustainability Science Symposium.
- **Thompson C, (2014-2015).** University of Georgia's Library Open Student Competition "*Big Ideas Small Spaces*". Thompson won second place in the university wide design competition sponsored by UGA's main library.

**c. Honors and recognition received by graduate students.**

- **Ford, J. and Gomez-Lanier, L (2019, 2020).** Wiley Blackwell Publishing Annual Report announced that research article "Are Tiny Homes Here to Stay? A Review of Literature on the Tiny House Movement" (2017), *FCSRJ*. June, 45(4). Pp. 395-405 was the most often downloaded full text article of 2019 and 2020
- **Cerneka, C. (2018).** Awarded an \$ 18,000.00 UGAIN Fellow Scholarship. As her mentor faculty member, I assisted her in acquiring this scholarship
- **Ford, J. and Gomez-Lanier, L (2018).** Published article, "Are Tiny Homes Here to Stay? A Review of Literature on the Tiny House Movement" in the *Family and Consumers Sciences Research Journal (FCSRJ)*, was voted by the journal as the Best Paper in Housing for 2017. The award was based on originality and importance of the topic, strength of the methodology and results, and implications for a lasting contribution to family and consumer sciences. Both authors will receive an award at 109th Annual Conference and Expo of the American Association of Family & Consumer Sciences to be held in Atlanta, summer 2018.
- **Kennon, N. (2017).** Guest speaker at the 2017 Innovation in Teaching Conference held in Athens, Georgia. This was a national conference pertaining to the Scholarship of Teaching and Learning. Presentation title: Social media and its effect on self-identity and branding of interior design students.
- **Ford, J. and Gomez-Lanier, L (2017).** Published master's thesis, "Are Tiny Homes Here to Stay? A Review of Literature on the Tiny House Movement" in the *Family and Consumers Sciences Research Journal*, June 2, 2017, pages 394-405.

**2. Instructional Development**

- a. Development or significant revision of programs and courses (this may include preparation of innovative teaching materials, instructional methods, curricula or programs of study for majors, minors, certificates, online courses or areas of emphasis).

## **New and proposed Instructional Development**

**TXMI 4900 Special Topics in Textiles, Merchandising and Interiors – Color Theory** (First Taught Spring 2020). Introduction to the visual and aesthetic interactions of color and the science of color perception as they apply to design and visual communication. Utilizing the theories of colorists, such as Albers, emphasis is placed on color mixing, color relationships, visual impact as well as psychological and symbolic uses of color.

**TXMI 2010 Creativity and the Design Process** (Undergraduate). Start of development - September 14, 2015. First taught: August 22, 2016. Co-developer: McAndrews, L. The course is an introduction to the creative process working through (a) inspiration, (b) conceptualization, (c) refinement, (d) communication, and finally (e) production. Design concepts and elements are explored, while design skills are developed. The reflection and incorporation of sustainability into the design process is intertwined throughout the course.

**Maymester TMI/ FI Student Study Tour to NYC** (Undergraduate) (First taught 2016). Developed the curriculum for a week-long domestic study tour to New York City, NY. The impact of this class is that it exposes students to the experiences of working in a large city as well as provide an overview of design trends and business practices by visiting showrooms, design firms and historic landmarks throughout the city.

## **Substantially Revised Courses:**

**TXMI 2360 Studio I Residential Interior Design Core Studio** (Undergraduate). This course has become a service-learning course.

**TXMI 2380 Studio II Presentation Methods and Media** (Undergraduate).

Anthropometrics, Proxemics and as-built drawing exercises were added to this drafting class. Students measure existing interior spaces in detail and learn to relate human body measurements to their surrounding environments, while learning to translate those relationships to the visual and graphic language of drafting. The impact of this class is that students are better able to relate what they draw to real-world conditions, uses and spatial requirements.

**TXMI 3320 Construction Methods and Materials** (Undergraduate). This course is now a service-learning course that enables students to problem solve a design issue that local organizations need assistance with. Students learn LEED principles and maintain a design materials journal. Students produce free hand sketches of construction materials, types of structures and architectural elements, such as doors and windows. Additionally, students research and contrast material costs, properties and specifications. The impact of this class is that it exposes students to problem-solving real-world projects and look in greater detail the various construction and architectural elements of a structure.

**TXMI 3370 Building Systems and Lighting** (Undergraduate). This course now incorporates a national lighting design competition and design exercises similar to those found on the national certification test known as NCIDQ. The impact of this class was that its exposed students to the rigors of a national competition and certification test.

**TXMI 3390 Kitchen and Bath Studio** (Undergraduate). Course integrates private sector partnerships and various design and business practices. Students have assisted local non-profit organizations in evaluating existing model homes in terms of space planning, furniture arrangement, materials, appliances, plumbing fixtures and cabinetry. Furthermore, students incorporated budgets, cost estimation, Gantt charts and LEED practices. The impact of this course was that its exposed students to the economic, programming and design issues builders and owners consider when developing homes.

**TXMI 4350/6350 History of Design I** (Undergraduate/ Graduate). The course integrates product development with class exercises using historical styles to design everyday products, such as ceramic tile patterns based on the Spanish-Moorish historical style. The impact of this

class is that it ties creativity, everyday products and historical influences.

**TXMI 4300 Studio V** (Undergraduate). Fall 2019 reintroduced this studio course as a core design studio. The studio continues with its original objectives; however, an emphasis is placed on collaborating with a social entrepreneurship course to better understand and interweave financial wellbeing into residential interior design projects.

**TXMI 4390 Studio VI** (Undergraduate). The course is now a service-learning course that has students working with local organizations to problem solve a design issue. Design projects range from aging in place to adaptive reuse and multi-cultural to universal design. Student teams interview clients prior to starting their designs and complete an empathy exercise so that students gain new insights into different spatial needs, physical limitations and cultural differences. The impact of this class is that the service-learning component exposes students to a broader breath of diversity amongst individuals and design issues, which in turn makes for a stronger design of interior environments.

**TXMI 5320 Professional Practice** (Undergraduate). Assignments interweave business practices with the capstone studio project. Students using their hotel capstone project prepare contracts, a letter of agreement and fees. Student teams figure out the number of hours, tasks, responsibilities and fees for each of the five construction document phases. Students also reflect on past student design projects in terms of ADA, sustainability, maintenance and building material costs. The impact of this class is that it exposes the influence business practices has on design decisions through reflection and pairing with other courses.

**TXMI 5901 Internship Preparation** (Undergraduate). This course incorporates the development of a portfolio and a social brand platform. Students conduct a personality test in order to predict the type and size of design firm they might fit best with and the design specialty they might be interested in pursuing. Fieldtrips and guest lecturers expose students to various design firms and employment opportunities for interior designers. The impact of this class is that it prepares students to seek employment and market themselves.

**b. Coordination or development of off-campus activities (i.e., internships, study tours, field trips and study abroad programs).**

**Student Organization:**

**UGA IIDA Campus Center (2020).** Developed and organized a new IIDA student chapter for UGA's campus. The chapter is composed of students from both the FI and Lamar Dodd ID programs.

**Program Fieldtrips:**

**Yearly FI Program Fieldtrips to Atlanta, Georgia (2017, 2018, 2019).** Every fall and spring semester organized one to two fieldtrips to Atlanta, Georgia. Students visit various showrooms and tour interior design firms.

**TXMI 2010 Creativity and Design Process** (Undergraduate). Fieldtrips focus on making students think about design elements from a different point of view, such as a tour to a formal garden and museum. Additionally, students are required to take reflection walks that encourage students to observe how people use and interact in a built space or natural environment. By asking students to think about their projects 'in a different setting they become aware of the importance of adaptation and exploration of ideas.

**TXMI 2360 Studio I** (Undergraduate). During the predesign phase of a project students are required to research and experience various interior and exterior environments that are similar in scope and size to the project's design space.

**TXMI 2370 Studio II** (Undergraduate). During predesign phase of a project students visit showrooms and do observational exercises of how people use space.

**TXMI 3320 Construction Methods and Materials** (Undergraduate). Students visit various residential and commercial construction sites at different stages of construction, while on site learn construction insights from the general contractors.

**TXMI 3370 Building Systems and Lighting** (Undergraduate). Students tour showrooms to learn firsthand about new materials and fixtures, uses, design trends and specifications. Students furthermore complete an all-day tour of a lighting manufacturer's facility.

**TXMI 3390 Kitchen and Bath Studio** (Undergraduate). Fieldtrips are planned to manufacturers and showrooms of plumbing fixtures, cabinets, materials and appliances.

**TXMI 4390 Studio VI** (Undergraduate). Fieldtrips expose students to interior environments that are similar in scope and content to what they will design for their course projects. In addition, these predesign fieldtrips allow students to interview end users to gain a better understand of use of space and program requirements.

**TXMI 5320 Professional Practice** (Undergraduate). Every semester this course is taught, fieldtrips are arranged to various showrooms and interior design. Guest speakers review portfolios, discuss the inner workings and organization of their design firms, marketing strategies, use of contracts, expected skill sets of staff and other professional practice standards.

**TXMI 5710/ 7710 Maymester FI Study Tour to NYC** (Undergraduate/Graduate). Students visit various design showrooms, museums, interior design firms, job sites and historical landmarks.

**c. Departmental and institutional governance and academic policy and procedure development related to curriculum and instructions (service as committee chairs, committee members or undergraduate and graduate coordinators)**

- College of FACS Alumni Board - TMI Department Representative (2019 – present)
- TMI's Awards Committee Co-chair (2020 – present)
- College of FACS Student Technology Fee Committee (2017- present)
- TMI Curriculum Committee Member (2015-present)
- College of FACS Dean's Advisory Committee Member (2013-2015)
- UGA's University Council Member representing College of FACS (2015-2018)
- TMI's Graduate Program Committee Member (2013-present)
- UGA's Library Committee Member (2015-2017)
- UGA Faculty Community Learning for SOTL Committee member (2015-2019)

**d. Integration of teaching and research or teaching and service in ways that benefit students, the department, the college and the university at large.**

**TXMI 2360 Studio I** (Undergraduate). Students are provided with design projects that challenge and enhance their views of sustainability, fine arts, the elements and forms of a space and design in general. Through the research of the project's surrounding context and culture, model making and observational exercises of built environments and landscapes students develop designs that are more responsive to the project. For instance, one of the class projects, a meditation chapel for the university's Chinese students, was part of a NEA grant intended to expand American university and k-12 students' awareness of Chinese culture.

The project required students to research Chinese gardens, cultural beliefs and values, Feng Shui, religion and architectural symbolism. Additionally, students toured local gardens to understand how landscapes are used to create space, while also observing three public/ gathering spaces to understand how people move and congregate in interior environments.

**TXMI 3320 Construction Methods and Materials** (Undergraduate). The course requires students to research cost, construction specifications and use of construction materials and

design elements according to the type of building, roof and construction. Additionally, students research post-consumer products and apply them to the design of a garment. An existing relationship between Athens Recovery Center (ARC) and I, the faculty member, have allowed students to work on producing designs for the renovation of existing residences the client ARC owns.

**TXMI 3390 Kitchen and Bath Studio** (Undergraduate). As part of a service-learning project, students assisted a local non-profit developer in the renovation of low-income residences by evaluating the existing home designs. Students researched and proposed alternate materials as well as proposed more efficient space plans. Students suggestions were then used to improve the design of future low income houses being developed by the client.

**TXMI 4350/6350 History of Design I** (Undergraduate/ Graduate). Student assignments revolve around researching the design elements of a specific historical style and the individuals that influenced that particular historical style. With this research students design everyday products, while also space plan a present day residence and propose FFE. Additional, student teams research and present the influences a particular building and/ or space may have had on a particular historical style.

**TXMI 4390 Studio VI** (Undergraduate). Every design project requires predesign research that focuses on the surrounding context, the client's socio-cultural values and beliefs and lastly, design concept inspirations. For instance, a design project dealt with renovating the home of a retired UGA professor, that was a private collector of 18<sup>th</sup> and 19<sup>th</sup> century's Russian rugs. Students researched the symbolism, construction and historical values of antique Russian rugs as well as interviewed the client for his requirements. Another design project revolved around a Cotton Institute grant the class was involved with that explored the various ways cotton is used in interior environments. Students collaborate with a social entrepreneurship course in the college to generate design outcomes that are shared with the Aspire Clinic for community awareness purposes.

**TXMI 9010 Directed Study** (Graduate). Directed study requires graduate student to delve into great detail the principles of universal design and aging in place.

**e. Collaborative work on interdisciplinary courses, programs and curricula within the university or across institutions.**

**TXMI 2360 Studio I** (Undergraduate). Students engaged in a student competition for renovating five UGA faculty and staff offices throughout campus. Students interviewed each faculty and staff member, developed as built drawings for each of the five offices and proposed renovation ideas using a \$250.00 budget.

**TXMI 4350/6350 History of Design I** (Undergraduate/ Graduate). Worked with a UGA Historic Preservation professor to plan a 19th century Georgia style research project students completed.

**TXMI 4390 Studio VI** (Undergraduate). Arranged for the students to work in collaboration with the Institute of Human Development and Disabilities on a service project for redesigning the homes of three disabled Georgia farmers. Students collaborate with a social entrepreneurship course in the college to generate design outcomes that are shared with the Aspire Clinic for community awareness purposes.

**3. Teaching Effectiveness**

**a. Effectiveness shown by student evaluations (for all courses taught and evaluated in the previous 5 years).**

**i. Quantitative data and enrollment for each course.**

Course	Course name	Semester	Enrollment	Mean Scores
TXMI 2370	Studio II	Spring 2020	15	N/A Covid 19
TXMI 3390	Studio IV	Spring 2020	16	N/A Covid 19
TXMI 4900	Special Topics – Theory of Color	Spring 2020	25	N/A Covid 19
TXMI 5310	Studio VII	Spring 2020	19	N/A Covid 19
TXMI 2360	Studio I	Fall 2019	15	4.6
TXMI 4300	Studio V	Fall 2019	20	4.1
TXMI 4390	Studio VI	Fall 2019	20	4.3
TXMI 5710	NYC Study Tour	Maymester 2019	19	N/A
TXMI 5910	Internship	Summer 2019	19	N/A
TXMI 2370	Studio II	Spring 2019	16	4.2
TXMI 3320 S	Construction Methods and Materials	Spring 2019	16	4.17
TXMI 5310	Studio VII	Spring 2019	22	4.63
TXMI 5320	Professional Practice	Spring 2019	44	4.69
TXMI 2360	Studio I	Fall 2018	13	4.0
TXMI 4350/6350	History of Design	Fall 2018	20	4.78
TXMI 4380/6380	Materials Estimation	Fall 2018	23	4.10
TXMI 4390	Studio VI	Fall 2018	23	4.55

TXMI 5710	TMI FI NYC Study Tour	Maymester 2018	11	N/A
TXMI 5910	Internship	Summer 2018	24	N/A
TXMI 5310	Studio VII	Spring 2018	11	3.3
TXMI 5320	Professional Practice	Spring 2018	11	4.0
TXMI 5901	Internship Preparation	Spring 2018	24	3.78
TXMI 3320S	Construction Methods and Materials	Spring 2018	23	
TXMI 2360	Studio I	Fall 2017	24	4.62
TXMI 4350/6350	History of Design I	Fall 2017	23	4.32
TXMI 4390	Studio VI	Fall 2017	9	3.55
TXMI 2010	Creativity and the Design Process	Fall 2017	28	4.29
TXMI 5710	TMI FI NYC Study Tour	Maymester 2017	8	N/A

TXMI 3320S	Construction Methods and Materials	Spring 2017	27	3.83
TXMI 5310	Studio VII	Spring 2017	7	4.70
TXMI 5320	Professional Practice	Spring 2017	6	4.68
TXMI 5901	Internship Preparation	Spring 2017	8	4.57
TXMI 2360	Studio I	Fall 2016	26	4.43
TXMI 4350/6350	History of Design I	Fall 2016	12	4.62
TXMI 4390	Studio VI	Fall 2016	7	4.34
TXMI 3010	Independent Study – Presentation and Methods	Spring 2016	2	N/A
TXMI 3320	Construction Methods and Materials	Spring 2016	9	4.08
TXMI 3390	Studio IV	Spring 2016	7	4.20
<b>Course</b>	<b>Course Name</b>	<b>Semester</b>	<b>Enrollment</b>	<b>Mean Scores</b>
TXMI 7300	Master's Thesis	Spring 2016	1	N/A
TXMI 5320	Professional Practice	Spring 2016	11	4.20
TXMI 2380	Presentation Methods and Media	Fall 2015	12	4.18
TXMI 4350	History of Design I	Fall 2015	12	4.59
TXMI 4390	Studio VI	Fall 2015	10	3.81
TXMI 7300	Master's Thesis	Fall 2015	1	N/A
TXMI 9010	Directed Master's Research	Fall 2015	1	N/A
TXMI 5710	TMI FI NYC Study Tour	Maymester 2015	5	N/A
TXMI 7710	TMI FI NYC Study Tour	Maymester 2015	1	N/A
TXMI 9010	Directed Study	Summer 2015	1	N/A
TXMI 3320	Construction Methods and Materials	Spring 2015	7	3.80
TXMI 3390	Studio IV	Spring 2015	10	3.70
TXMI 5320	Professional Practice	Spring 2015	18	4.47
TXMI 9010	Directed Study	Spring 2015	1	N/A
TXMI 3370	Building Systems and Lighting	Fall 2014	10	4.10
TXMI 4350	History of Design I	Fall 2014	10	4.05
TXMI 4900	Special Topics	Fall 2014	18	4.26

TXMI 6350	History of Design I	Fall 2014	2	4.26
TXMI 5310	Studio VII	Spring 2014	15	5.00
TXMI 5320	Professional Practice	Spring 2014	15	5.00
TXMI 4350	History of Design I	Fall 2013	17	4.37
TXMI 4300	Studio V	Fall 2013	15	4.23
TXMI 2380	Studio II	Fall 2013	12	3.63

ii. **List representative student comments that attest to the teacher's abilities to arouse student's interest and to stimulate their work.** Representative student comments (Randomly selected).

**2020**

**TXMI 2370 (Spring 2020)**

- She is very creative and has great ideas about how to get her classes involved. The instructor made sure that all students were up to date on project information and all of us students knew what was expected of us. She's understanding.

**TXMI 3390 (Spring 2020)**

- She listened to our concerns and tried her best to accommodate them. Very flexible and great idea to combine existing project and new one.

**TXMI 4900 (Spring 2020)**

- The instructor always assigned projects that were informational, but also fun to do. A relaxed and understanding teaching style. She stayed in contact with students through email, text and etc. Instructor continued to assign assignments that made it fun to learn the material. She kept it still simple and the material we needed to know clear

**TXMI 5310 (Spring 2020)**

- She made sure to meet with all the students to see their progress on the project and give advice in class. Was receptive to our feedback on how to structure the project phases. She is one of the most passionate teachers that I have ever had. She goes above and beyond to make sure that we will be prepared, passionate and successful in the interior design field.

**2019**

**TXMI 2360 (Fall 2019)**

- She was very supportive and understanding with the amount of work we had to do. She works really hard to get things graded fast which was helpful. She understands that we all think differently

**TXMI 4390 (Fall 2019)**

- Professor Gomez-Lanier did well in exploring new ideas with us in the course. We tried a new type of project that was different from what we have done before and this was a great learning experience

**TXMI 3320S (Spring 2019)**

- She does a great job listening to students and trying to cater to our needs. Her flexibility and welcoming demeanor are really great. I felt like I could come to her with anything and she would listen

**TXMI 5320 (Spring 2019)**

- Clear guidelines on projects and expectations, covering the material and being available outside of class. Professor Gomez-Lanier is extremely knowledgeable about her field and you can tell that she cares about it deeply and wants to express that love with her students and engage them as much as possible

## 2018

### **TXMI 4350/6350 (Fall 2018)**

- The instructor was extremely knowledgeable about the subject, structures and prepared
- ### **TXMI 4390 (Fall 2018)**
- Made timelines a discussion, reasonable

## 2017

### **TXMI 2010 (Fall 2017)**

- She is so excited about the subject material and learning and I can tell that she really cares about it.
- Instructor explained a wide array of applications and abstract methods of relating the course material to the real world and specific instances of production, as well as involving hands on aspects

### **TXMI 2360 (Fall 2017)**

- She is very knowledgeable on every material she teaches and inspires students to learn.
- She is very encouraging and cares about her students

### **TXMI 4350/6350 (Fall 2017)**

- She is obviously very passionate and knowledgeable about the topics she discussed in the class and it was inspiring to see her teach everyday
- She showed a lot of interest in the subject and also clearly wanted us to be the best students we could be

### **TXMI 4390 (Fall 2017)**

- She always tries to make sure we are in a good place with our projects and has a positive energy
- Gave feedback throughout our projects. Promotes a good learning environment and provides encouragement

### **TXMI 3320 S (Spring 2017)**

- She knows what she is teaching. The instructor was very knowledgeable on the subject and always very willing to help us.
- She assigned us relevant projects that directly reflect what we learn in class and was patient with us in explaining things over and over to us

### **TXMI 5310 (Spring 2017)**

- Really letting us have creative freedom with our projects and let us manage it ourselves
- Instructor was organized and taught us important information and gave us guidance while we designed our hotels

### **TXMI 5320 (Spring 2017)**

- She was able to teach us a lot of relevant information about being a professional in the industry
- Provided us with real world information that we will need once out in the professional world. Discussed all questions we had

### **TXMI 5901 (Spring 2017)**

- She was always helpful when we had questions. She had suggestions to make our portfolios better
- She was very encouraging and pushed us to do our best. Well prepared

## 2016

### **TXMI 2360 (Fall 2016)**

- Listened, gave feedback and cared for students. Was helpful and understanding of students. Helped provide and encourage us to learn on our own

- Provided us with the information needed and taught us, did not make decisions for us.

**TXMI 4350/6350 (Fall 2016)**

- The instructor had a nice well laid out power points for lecture notes. Provided a broad range of civilizations to study, it was very interesting to compare and contrast.
- Instructor very knowledgeable about the subject and her passion regarding history is contagious. She was great at providing variety in the assignments and keeping things interesting

**TXMI 4390 (Fall 2016)**

- She was very knowledgeable in all of the information she presented and taught us.
- Conveyed knowledge of the course material. Blended between having discussions and lectures with individual project work time

**TXMI 3320S (Spring 2016)**

- She challenged us to learn and was super positive and encouraging.
- She is always up to help us understand anything. She never has an issue staying after and looking over our work to make sure we are doing the project right

**TXMI 3390 (Spring 2016)**

- She was very knowledgeable and approachable. I knew I could count on her to look over my projects and tell me what needed to be revised or changed
- As a professor, she always gave detailed feedback to help us learn and that really helped a lot.

**TXMI 5320 (Spring 2016)**

- She shows genuine concern for us and our futures and wants us to do well, which I really appreciate. I loved the fact she planned a variety of fieldtrips to give us insight into the interior design field and the many types of jobs we could eventually have
- Having a professor that actually cares about her students and what she teaches them is refreshing. She has a strong knowledge of everything involving design and listens to the student's needs

**2015**

**TXMI 2380 (Fall 2015)**

- She was clear on the quality of work expected but understood that we are first years in the program and occasionally needed deadline extensions.
- She is extremely knowledgeable of the information that she is teaching. She always has a great attitude and wants the best for everyone.

**TXMI 4350 (Fall 2015)**

- Professor Gomez-Lanier really helped when I came to her and told her I was having a hard time with the material, she also helped with finding ways to earn extra credit when I needed it.
- She is very knowledgeable about the history of architecture and interiors. She conveys the key points well and it is clear that she enjoys teaching it, which is a plus.

**TXMI 4390 (Fall 2015)**

- Dr. Gomez-Lanier is very knowledgeable and clearly passionate about everything in the design world. Her enthusiasm is wonderful in the classroom and towards student ideas and projects.
- She challenged us in new ways. Pushing us harder than we thought we could handle because she knew what we were capable of and encouraged us to produce our best work.

**TXMI 3320 (Spring 2015)**

- She was very knowledgeable in the subject.

**TXMI 3390 (Spring 2015)**

- She did a great job giving feedback on our work.

- Strong architectural knowledge, creative ideas.

**TXMI 5320 (Spring 2015)**

- Provided us with good information and was genuinely interested in our learning. She gave us good practical information into the things we will face in the field of interior design. Always enthusiastic and welcomed questions.
- Brought in alumni and guest speakers, provided a very structured, organized class following the syllabus smoothly.

**2014**

**TXMI 3370 (Fall 2014)**

- Very knowledgeable of subject matter and site visits greatly enhanced my knowledge of subject or topic it was related to.

**TXMI 4350 (Fall 2014)**

- Always prepared and thorough with course information. Expresses her interest in the subject.
- The grading was very fair and the architect analysis was a creative way of learning the material in a different way besides just having to study a power point and take a test.

**TXMI 4900 (Fall 2014)**

- The instructor effectively provides criticism without coming across harsh or demeaning, which is very helpful.
- Well prepared with lectures and power points, was flexible with due dates and altering projects with issues arose. Always posted everything to eLC and very organized.

**TXMI 5310 (Spring 2014)**

- Interactive assignments and knowledgeable overall.
- Instructor communicated well.

**TXMI 4370 (Spring 2014)**

- Provided power points that explained the course material well and was very interested in the subject matter.
- Covered material in a timely manner; gave back graded tests; organized teaching skills all the time. Taught well all the time.

**TXMI 5320 (Spring 2014)**

- Provided many informative examples, was available for questions and help. A knowledgeable source

**2013**

**TXMI 4350 (Fall 2013)**

- She is so interested in the subject matter, easy to talk to, helped us learn in different ways, and made me love my major even more.
- It was helpful to take what we learned from lectures and use it on our projects.

**TXMI 4300 (Fall 2013)**

- A readily available teacher and open studio has helped me learn.
- Helpful and good to have learned ADA guidelines.

**TXMI 2360 (Fall 2013)**

- I have learned a TON about time management. Getting things done ahead of time, so when the unexpected happens you have time to fix it.
- I think this course has allowed me to become more self reliant and not depend on the instructor to spoon feed me all the information I need.

**b. Effectiveness in teaching may also be documented by all or some of the following:**

- i. **Accomplishments of the teacher's present and former students, including information to show students' success both in learning the subject matter of the discipline and in pursuing it to a point of intellectual significance.**

**Student presenters/ authors**

- **Ferguson, N. (2020).** See page 2, item under B1b
- **Ford, J. (2020).** See page 2, item under B1c
- **Worthy, D (2018).** See page 2, item under B1b
- **Ford, J. (2018).** See page 2, item under B1c
- **Ford, J. (2017).** See page 2, item under B1c
- **Kennon, N. (Fall 2017).** See page 2, item under B1c
- **Morrison, E., Tuma, A., Brackman, G., Gouthro, M. and Blackstock, C. (2016).** Five students enrolled in TXMI 2360 fall 2016 Semester were recognized by the University of Georgia's Human Resources Department for their office renovation designs for five staff and faculty members at the university. The project was featured in the university's Columns newspaper.
- **Saenz, T. (2015 fall).** Sustainability: Presented a display board at UGA's Office of Sustainability's End of Semester Symposium. The display board outlined student's sustainability ideas for TXMI 4390's design project and the renovation housing project she worked on as an intern for UGA's Office of Sustainability.
- **TXMI 4390 Students (2015 fall).** Ten students presented their design projects for the Georgia AgrAbility Program to the Institute of Human Development and Disabilities (IHDD) faculty, State of Georgia Agriculture personnel, the disabled farmers, and their families.
- **Kinsella J, and Kunkel, M. (Spring 2015).** See page 1, B1b.
- **Riley, C. and King, K. (Spring 2014).** Sustainability presentation at UGA's Sustainability Office's special exhibition held at the Russell Special Collection Library. The students exhibited their design solution and sustainability research for the TXMI 4300 CCRC class assignment.

- ii. **Students coming from other colleges at UGA and outside institutions specially to study with the teacher.**

- **Manuel, Tony (2020).** Undergraduate student from UGA's Sculpture Department. CURO student
- **Gentry, Caroline (2019).** GA. High School student accepted to UGA's Young Dawgs Program. Interior Design independent study
- **Ritter, Paige (2018).** Graduate student in the university's Historic Preservation Department requested that I be on her master's thesis committee
- **Smith, Desia (2015-2016).** Graduate student from the Lamar Dodd College's interior design program requested that I be on her master's thesis committee
- **TXMI 4390 (Fall 2015) -** Interior design graduate student from the Lamar Dodd Program enrolled in TXMI 4390 in order to gain a greater understanding of universal design and aging in place.

**4. Student Supervision (may be documented by all or some of the following)**

- a. **Theses and/ or dissertation advisor.**

<b>Student</b>	<b>Program of Study</b>	<b>Thesis Title</b>	<b>Status</b>
Cemerka, C (Thesis Advisor)	M.S.	The Importance of the visual merchandising elements in home,	Graduated 2019

furnishings and interiors retail stores.

Kennon, N (Thesis Advisor)	M.S.	Social Media as a Means for Inspiration in Interior Design	Graduated 2019
Ford, J. (Thesis Advisor)	M.S.	What is the big idea? Tiny homes in Athens, GA	Graduated 2016

**b. Theses and/ or dissertation committee work – thesis committee member**

<b>Student</b>	<b>Program of Study</b>	<b>Thesis Title</b>	<b>Status</b>
Morgan, J.	M.S.	Memories of High School Band Uniforms: Gender Experience Differences While Wearing the High School Marching Band Uniform	Graduate 2019/2020
Ritter, P	M.S.	“Isn’t it good, Norwegian wood?”: Analyzing the Alpine Origins of American Victorian Architecture	Graduated 2018
Brooks, E.	M.S.	Clothing for Every Ability and Everybody: Designing Clothing for Dialysis Patients Using User Oriented Design Process and Mass Customization	Graduated 2017
Wear, P.	M.S.	I Am Not My Hair, or Am I? The Personal Choice of Women With Short Hair: An Auto Ethnography	Graduated 2016
Smith, D.	M.F.A.	It takes a Village: The Benefits of Multigenerational Communities and The Built Environment for Individuals Aging in Place	Graduated 2016
Lawless, E.	M.S.	Assessment of sustainable design Practices in the fashion industry: Experiences of eight small sustainable Design companies in the Northeastern And Southeastern United States	Graduated 2015
Reef, B.	M.S.	Fashion and sustainability: A experiential learning approach To increase fashion students' Knowledge, attitudes, and behaviors Towards sustainable fashion	Graduated 2014

**c. Academic advising**

I have not provided academic advice to students, however from fall 2013 to present, I have advised students on career directions, specialties, becoming LEED certified and working for a design firm.

**5. Scholarship Related to Teaching may be documented by all or some of the following:**

**a. Publications at peer reviewed publications**

- **Published: Gomez-Lanier, L. (2018).** The Role Stress Has on the Creative Process of Problem-Solving Projects: A Case Study of Individuals and Collaboration. *International Journal of Social Science Studies* (Volume 6, No. 5, May, 36-47)
  - **Published: Gomez-Lanier, L. (2018).** Building Collaboration in the Flipped Classroom: A Case Study. *International Journal of Scholarship of Teaching and Learning*. (Volume 12, No. 2, July, Article 7.
  - **Published: Gomez-Lanier, L. (2018).** The Role of Empathy in Experiential Learning. *International Journal of Social Science Studies*. (Volume 6, No. 4, 20-29, April).
  - **Published: Gomez-Lanier, L. (2017).** The Experiential Learning Impact of International and Domestic Study Tours: Class Excursions That Are More than Fieldtrips. *International Journal of Teaching and Learning in Higher Education*. (Volume 29, No. 1, 129-144)
  - **Published: Gomez-Lanier, L., & Ford, J. (2017).** Are Tiny Homes Here to Stay? A Review of Literature on the Tiny House Movement. *Family and Consumers Sciences Research Journal* (June 2, 2017 Online; Volume 45, Issue 4, June, 2017, 394-405).
  - **Published: Gomez-Lanier, L. (2016).** The Effects of an Experiential Service-Learning Project on Residential Interior Design Students Attitudes toward Design and Community. *International Journal of Scholarship of Teaching and Learning*. (Vol. 10, No. 2, 2016, Article 11, 1-7)
- b. Published full conference presentations in referred conference proceedings**
- **Gomez-Lanier, L. (2017).** Should Our Project Solution Be More Creative Because We Are A Student Team? *International Journal of Scholarship of Teaching and Learning, SoTL Conference Proceedings*, Savannah, Georgia. Digital commons
  - **Gomez-Lanier, L. (2016).** The Experiential Learning Impact of International and Domestic Study Tours: Class Excursions That Are More than Fieldtrips. *IDEC Conference Proceedings*. Portland, Oregon
  - **Gomez-Lanier, L. (2016).** The Role of Empathy in Experiential Learning: A Case Study of Universal Design Problem Solving. *International Journal of Scholarship of Teaching and Learning*, March 2016. SOTL Conference Proceedings, Savannah, Georgia. Digital commons
  - **Gomez-Lanier, L. (2016).** Testing Effect to Enhance Learning in Applied Arts Project-Based Courses. *International Journal of Scholarship of Teaching and Learning*. SOTL Conference Proceedings. Digital commons
  - **Gomez-Lanier, L. (2015).** Where Online Students Choose to Study: A Case Study of Undergraduate and Graduate Online Students' Preferences Regarding Built Environments for Learning. *International Journal of Scholarship of Teaching and Learning*. SoTL Conference Proceedings. Savannah, Georgia. Digital commons
  - **Gomez-Lanier, L. (2014).** Community of Practice Influence on Nontraditional Students' Persistence in Online and Traditional Learning Environments. *International Journal of Scholarship of Teaching and Learning*. SoTL Conference. Savannah, Georgia. Digital commons
- c. Presentations related to instruction**
- **Gomez-Lanier, L. (2018).** Will co-present a CURO research project for undergraduate students this October. IDEC's South Regional Conference, Miami, Florida
  - **Gomez-Lanier, L. (2017).** Presented "*Building Collaboration in the Flipped Classroom: A Case Study*". Lilly Conference, Asheville, North Carolina – Evidence Based Teaching and Learning

- **Gomez-Lanier, L. (2017).** Presented " *The Role Stress Has on the Creative Process of Problem-Solving Projects: A Case Study of Individuals and Collaboration*". Lilly Conference, Asheville, North Carolina – Evidence Based Teaching and Learning
- **Gomez-Lanier, L. (2016).** Presented " *Culture and the Built Environment*". UGA Outreach Program for Senior Adults in the Athens, Georgia area. Athens, Georgia
- **Gomez-Lanier, L. (2014).** Presented " *ADA from a Designer's Point of View*". IIDA Continuing Education Conference, Atlanta, GA
- **Gomez-Lanier, L. (2014).** Presented " *The Effects of Role Playing and Cooperative Learning in an Interior Design Open Studio Community*". University of Georgia SoTL Conference, Athens, Georgia
- **Gomez-Lanier, L. (2014).** Presented " *Teamwork in Student Led Historic Preservation at the Lumpkin House: A Case Study*". Georgia Association of Historians Conference, Athens, Georgia

### **Grants related to instruction**

#### **Receipt of competitive grants/ contracts to fund innovative teaching activities or to fund stipends for students.**

**Gomez-Lanier, L. (2020).** Lead the effort for obtaining Barrow Hall's Gallery furniture donation (Approximately \$2,700.00)

- **Gomez-Lanier, L. and Bhat, G. (2019-2020).** Proposed grant to purchase new computers and software for the FI program. FACS Supplemental STF Proposal. (\$ 51, 550.40). In-progress, \$ 14,747.00 obtained
- Gomez-Lanier, L. (2020). Obtained lounge seating donation for Barrow Hall's gallery space. Corporate Environments donation has a retail price of \$ 2,700.00
- **Gomez-Lanier, L. and Warmath, D. (2019).** Completed grant to purchase virtual reality googles for instruction purposes. UGA's CTL Grant (\$ 25,000.00)
- **Gomez-Lanier (2018).** Completed grant for updating FI program's resource room. University of Georgia Parents Leadership Council Grant (\$3,701.90). Completed, \$ 2,171.54 obtained
- **Gomez-Lanier, L. and Lyons, L. (2018).** Obtained a grant to purchase Podium software for 40 computers. University of Georgia Parents Leadership Council (\$1,258.96). Completed
- Cahmann Taylor, M., Medvedev, K., McGovern, K., McAndrews, L., Lyons, L. and **Gomez-Lanier, L. (2017-2018).** A collaborating member of the NEA Big Read Grant. National Endowment for the Arts, (\$ 13,000.00) Completed
- **Gomez-Lanier, L. (2017,2018, 2019, 2020).** Obtained a donation from Corporate Environments toward the 2018 NYC Study Tour Scholarship for FI students (\$ 1,800.00). Completed
- **Gomez-Lanier, L., Medvedev, K. and Adams, B. (2016-2017).** Assisted with obtaining a donation by Corporate Environment toward the 2017 NYC Study Tour Scholarship for FI students (\$ 1,800.00). Completed
- **Gomez-Lanier, L. (2016).** University of Georgia's Ugliest Office Makeover Student Competition. Assisted with obtaining corporate donations and materials for the makeover of five UGA staff and faculty offices (\$ 4,581.00). Completed
- **Gomez-Lanier, L. (2016).** Integration of Sustainability across the Curriculum Grant (\$500.00). University of Georgia's Office of Sustainability. Completed
- **Gomez-Lanier, L., Hunt-Hurst, P.K. (PI), Sharma, S., Zenti, S. and Blalock, E. (2014-2015).** Cotton Incorporated, Cotton for Healthy Living (\$ 36,800.00). Completed
- **Gomez-Lanier, L. (2015).** Integration of Sustainability across the Curriculum Grant, University of Georgia's Office of Sustainability (\$ 500.00). Completed

### **Submitted but not funded**

- **Gomez-Lanier (2018)**. Completed grant for purchasing 15 new computers and software for the FI program. University of Georgia Parents Leadership Council Grant (\$ 45,415.20).
- **Gomez-Lanier, L. (2017)**. UGA Additional Technology Funds grant thru the College of FACS IT Department. The funds were for purchasing a new plotter for the Furnishings and Interiors (FI) program (\$24,155.00).
- **Gomez-Lanier, L. and Lyons, L. (2017)**. University of Georgia Parent Leadership Council 2017-2018 Grant Proposal – Intended to assist NKBA Student Organization and FI students (\$ 5,410.00).
- **Gomez-Lanier, L. (2017)**. Steelcase Active Learning Center Grant 2017-2018, (\$65,000.00).
- **Gomez-Lanier, L. along with members of UGA's FLC on Sustainability Committee (2017)**. Presidents Interdisciplinary Seed Grant- Resilience proposal. Submitted as member of UGA FLC of Sustainability. (\$ 59,350.00).
- **Gomez-Lanier, L. (2016)**. Sweaney Innovation Fund - One Classroom Environment Does Not Fit All: A Study of The Built Environment's Influences on Learning – Blended and Informal Learning. College of Family and Consumer Sciences (\$ 5,000.00).
- **Gomez-Lanier, L. (2016- 2017)**. CTL Grant: The Past Meets the Future: Exploring the Effectiveness of a Flipped Classroom in a History of Design Course. University of Georgia Center for Teaching and Learning, (\$ 25,000.00)
- Matthew Clary (PI), Chris Moder, Brenda Elrod, Thom Houser, Mark Baird, Suzi Wong, Gwen Darden and **Lilia Gomez-Lanier (2016)**. Steelcase Active Learning Center Grant (\$65,000.00)
- **Gomez-Lanier, L. and Laura McAndrews (2015)**. Sweaney Innovation Fund - The Courage to be Creative: The re-launch of TXMI2010 Creativity and the Design Process. College of Family and Consumer Sciences (\$ 5,000.00).

### **Contributions to Research, Scholarship and Other Creative Activities**

**Membership on editorial boards, reviewing publications, juries judging art works or juries auditioning performing artists.**

#### **Guest reviewer for**

- Guest reviewer for the *Journal of Aging and Environment* (2020)
- Guest reviewer for the *Journal of Housing Studies* (2020)
- Guest reviewer for the *Housing Theory and Society Journal* (2018)
- Guest reviewer for the *Journal of Housing and the Built Environment* (2018)
- Guest reviewer for the *Family and Consumer Sciences Research Journal* (2017)
- Staff reviewer for the *International Journal of Teaching and Learning in Higher Education* (2014-present).
- Guest juror of student final presentations at the Art Institute of Atlanta (2016)
- Guest reviewer of junior and senior student portfolios from the Lamar Dobb Program of Interior Design, UGA, Athens, Georgia (2016)

### **Presentations of research papers before technical and professional meetings**

- See items B5a and b

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### **Record of participation in and description of seminars and workshops, indication of role in seminar or workshop (leader, participant).**

#### **Teaching related workshop attended**

- Guest lecturer for Master's Thesis Seminar (2018). Spoke on Cultural Adaptations and

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- the Built Environment. TMI Department in the College of FACS, University of Georgia
- NKBA Student Expo and Interior Design CEU, Atlanta, Georgia (2014-2017)
  - UGA Tenure Workshop, Athens, Georgia (2017), participant.
  - SoTL Conference, Savannah, Georgia, (2014 – 2017) improved their teaching practices by using Scholarship of Teaching and Learning (SoTL) practices.
  - IDEC National/ International Conference (2016)
  - ASID Student Day, Atlanta, Georgia (2016)
  - Sustainability in Curriculum Workshop, Athens, Georgia (2016, 2015)
  - Fundamentals of SOTL workshop, Athens, Georgia (2013), participant. This UGA Workshop dealt with the fundamentals of Scholarship of Teaching and Learning (SOTL).

**Professional workshops attended and/ or courses completed**

- UGA CTL Courses (2019-2020)
- AIA/ USGBCI online CEU courses (2020)
- Red Vector CEU online seminar courses (2018, 2019)
- IDEC 2018 Southeast Regional Conference, Miami, Florida
- GAIDP Tech Up CEU (2018, 2019), Atlanta, Georgia
- AIA CEU (2017), Atlanta, Georgia
- ASID Digital Day (2014 - 2016), Atlanta, Georgia, participant. Sponsored by the ADAC
- US Green Building Council (2013 - present) (USGBC), member. Every two years fulfilled continuing education requirement of 30 hours every two years in sustainability topics related to corporate interiors and built environment. Requirement for maintenance of membership.
- American Society of Interior Designers (ASID) (2013 – present), member. Each year fulfilled continuing education requirement of 11 hours per year to retain membership. Topics ranged from industry standards to usage of materials.
- International Interior Design Association (IIDA) (2013 - present) member. Each year fulfilled continuing education requirement of 11 hours per year to retain membership. Topics ranged from industry standards to usage of materials.
- American Institute of Architects (AIA) (2013 - present) member. The AIA continuing education courses dealt with the latest issues and trends affecting architecture, building systems, sustainability, materials and interior design issues. Furthermore, the courses served toward renewal of my architectural license and registration to practice architecture in the state of Georgia. In 2017 – 30 hours; in, 2016 – 28 hours; in 2015 - 30 hours; in 2014 - 28.5 hours; in 2013 - 58 hours
- **Other evidence of impact on society of research scholarship and creative accomplishment.** Originality or innovation in instruction demonstrated at several levels and in several forms.
  - See items 2Ba, b and d
- **Contributions in Service to Society, the University and the Profession**
- **Service based instructional activities (i.e., course, curriculum, workshop)**
  - See items 2Ba, b, c, d and e

**Documentation of candidate's role in university, college and department service.**

**University Level**

- Search Committee for Lecturer for the Interior Design Program at the Lamar Dodd

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School of Art, member (2019 – 2020)

- UGA Leadership Academy (2019 – present)
- UGA SoTL Faculty Learning Community, member (2015-2019)
- UGA Teaching Faculty Learning Community, member (2014-2015)
- UGA Sustainability Across the Curriculum Faculty Learning Community, member (2014-present)
- UGA Assessment of Learning Faculty Community, member (2013-2014)
- UGA Library Committee, member (2015-2017)
- UGA University Council Member representing the College of FACS (2016 – present)

#### **College Level**

- TMI Representative to the College's Alumni Board (2019-present)
- FACS Out Reach Awards Committee, member (2020)
- FACS Student Technology Fee Committee, member (2017 - present)
- FACS Fridays, participant and faculty (2015)
- Search Committee for new TMI Department Head, member (2015-2016)
- College of FACS' Major Fair, TMI's Furnishings and Interiors faculty contributor (2015)
- Dean's Advisory Committee, member (2013-2015)
- FACS Week, TMI Exhibition Committee, chair (2014, 2015)
- FACS Commencement Ceremony, member (2013-present)

#### **Departmental**

- Search Committee for two FI Lecturer Faculty, chair (2018-2019)
- Awards Committee, co-chair (2020 – present)
- Search Committee for FI Lecturer, member (2013-2014)
- Search Committee for FM Associate Professor in Product Development, co-chair (2014-2015)
- Graduate Faculty, member (2013-present)
- Curriculum Committee, member (2015-present)
- Student NKBA Student Association faculty advisor (2015-present)

#### **Election to offices, committee activities and other important service.**

- Chapter of Georgia Alliance of Interior Design Professionals, Secretary for State Board (2016- present)
- ASID Georgia/ Atlanta Professional Development Committee, member (2014-2015)
- Maintain architectural license to practice architecture in Georgia.
- Maintain active membership in AIA, NCARB, ASID, IDEC and IIDA
- Maintain National Certification Interior Design Qualification (NCIDQ) and LEED AP + CI certification