The Art Market

Project Proposal for Team 48

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Informatics Capstone 2026

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Acknowledgements

We would like to acknowledge the participating students who responded to our survey at the beginning of the semester. They included undergraduate students in majors such as comprehensive design, interactive and digital media, liberal studies, law, psychology, and more. While their names are anonymous, we appreciate their contributions. We received responses from approximately half of the students in the Eskenazi School of Art, Architecture + Design, while the other half are spread around the rest of the campus. We feel as though we successfully gained insight into a true random spread of students with classes in the Fine Arts Department, which is especially helpful for understanding our target audience.

We would also like to thank the participating faculty members of IU's Fine Arts Department. They brought an interesting perspective to our project's problem space. Additionally, we gained insight into the supply side of fine art's resources that we would not have found elsewhere.

Online documentation was a significant resource for back-end development and understanding our website. The following resources helped our team throughout the semester:

- Stack Overflow Q&A's
- W3Schools Documentation
- Official PHP Documentation
- Official MySQL Documentation
- Official JavaScript Documentation

Associate Instructors of the I494 Course were alongside our team through road bumps. We appreciate their time during office hours and in class for guiding us through the correct path to designing prototypes, writing documentation, and building a site. We especially acknowledge our team's personally assigned Associate Instructor for paying close attention to our process and our journey developing our project ideas and deliverables.

Finally, both instructors of I494 have encouraged our team to complete our best work. We acknowledge Lecturer Dr. Peirce Caudell and Senior Lecturer Logan Paul for assisting our team during lectures, practice sessions, and office hours.

Introduction

ABT

Indiana University students in the Fine Arts department are frequently required to purchase expensive materials in addition to their course tuition. These supplies often outlast their course use, which leaves students with an abundance of supplies that are wasted or underutilized. If students can more appropriately source and discard their art materials, then they will reduce unnecessary waste and save money. Existing vendors such as the Eskenazi Art Shop or chain supply stores sell many required materials, new and at full cost. However, there is currently no university-supported platform for students to recycle, resell, or exchange art supplies. Therefore, our team proposes a student-centered digital marketplace that grows a sustainable and cheap resource for accessible supplies in the art community.

Impact

If students have a centralized system to buy and sell unused art materials, they may save money, strengthen their academic and professional work, and contribute to a more sustainable community.

Growth

There are three main opportunities for personal and professional growth amongst students with access to a centralized art marketplace:

Growth of accessible student work: Indiana University has an ongoing goal of promoting sustainability across all of its campuses, including through the purchasing of goods, both by the university and its students and faculty[1]. Additional impacts of a market and trading system support environmental concerns regarding sustainable management of chemical waste in local communities, therefore upholding this goal[2].

Growing sustainable practices: Indiana University prides itself on successful alumni and quick job placement out of undergraduate and graduate studies. Research supports that having the necessary resources to build a strong, competitive creative portfolio is one of the main contributing factors for future job placement[3]. It is our goal to encourage the sharing of resources amongst students with creative studies.

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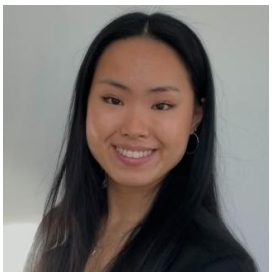
[1] Indiana University Office of Sustainability, 2025
[2] Peavey, 2019
[3] Lee, 2021

Long-term growth of financial tools and assets: Personal anecdotes, academic research, and survey results have shown financial concerns to be the highest priority for university students, and art students face higher financial barriers than other majors[4]. We have emphasized a focus on art departments as a way to uplift a single sector of university students, as university trading systems are shown to capture more long-term engagement over a smaller community[5].

Our Team



LeeLoo Craig
Studies Informatics with a minor in Psychology and Web Design. Strengths include front-end design and design thinking.

Dyllan Evans
Studies informatics with a focus on interactive digital art with a minor in Web Design and Development. Strengths include UI, front-end development, and design planning.

Téa Held
Studies Informatics with a concentration in interactive digital art practices, focusing on programming and back-end development. Strengths include PHP programming and project management.

Sean Pletz
Studies Informatics with a concentration in media. Has minors in computer science, data science, and game design. Strengths include HCI/d, back-end development, and product management.

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[4] Grady Newsource, 2023
[5] Lee, 2021

User Stories

Research Insights:

A synthesis of our research, including instructor interviews, student surveys, and secondary academic sources, has revealed the following insights regarding university student relationships with creative course materials. We have used this information as guiding points for the development of our user stories:

Interviews[6]:
→ Faculty have experienced students struggling to access materials. It has resulted in students under-scoping ambitious projects because they couldn't afford the equipment.
→ On average, faculty have enough in-class resources for students to use in a “shared capacity.”
→ Sharing resources isn’t ideal for students who want to work at home. Generally, students with their own materials complete more ambitious projects in a shorter amount of time

Surveys[7]:
→ **83.3%** of IU survey respondents would be interested in using our website
→ **Most** IU survey respondents are not directly majoring in fine arts
→ **100%** of IU survey respondents have bought their own materials for a Fine Arts course, and most of them have financed them personally
→ **87.5%** of IU respondents still own unused materials from these courses

Secondary Sources[8]:
→ University art students spend hundreds on their degree on general courses, and hundreds within single semesters on senior-level projects[9].
→ Art students typically pay more for class supplies than other majors[10].
→ Students face financial struggles due to financing their own materials on top of tuition, housing, and food[11].
→ Expensive materials are necessary for producing a competitive portfolio (based on surveys of university students). A competitive portfolio influences success after school and job placement[12].
→ Material reuse can save energy and environmental resources, reduce landfill and waste, and reduce community health risks[13].
→ Indiana University has an ongoing goal of promoting sustainability across all of its campuses, including through the purchasing of goods, both by the university and its students and faculty[14].

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[6] *See Appendix C*
[7] *See Appendix B*
[8] *See Appendix A*
[9] Grady Newsource, 2023
[10] Grady Newsource, 2023
[11] Harris et al., 2023
[12] Lee, 2021
[13] Peavey, 2019
[14] Indiana University Office of Sustainability, 2025

Personas

The personas were organized by the likelihood of either being a buyer or a seller. **Incoming Fine Arts Students** are looking to invest in high-quality and long-lasting materials that can be used in multiple courses. **Non-major Art Students** are looking to buy only the supplies necessary and rely on filters and course specific browning. They might also end up selling their supplies once they are finished with the course. **Graduating Students** are exiting the programs and might want to sell leftover materials. They are also knowledgeable about course requirements and will be able to manage listings efficiently. The financially struggling student was removed as a single persona because financial aid is a focus for all users. Creating an environment that supports sustainability and easily filtering through affordable listings is a key element of this project.

Epics

The eight final epics are focused on guiding users through a flow that allows them to safely log into the website and efficiently browse materials based on the course. We removed any features that require moderation or distract from the main focus of the site, such as Ratings and Reviews, as well as the Sustainability Metrics and Sales Tracking epic. The Browse Listings and Course Supply Lists were merged into Browse to simplify the navigation as well as any redundancy in the ERD. The Exchange Coordination and Seller Validation was changed to Listing Details and Contact because contact and validation are handled directly within listing details using IU login verification.

Login

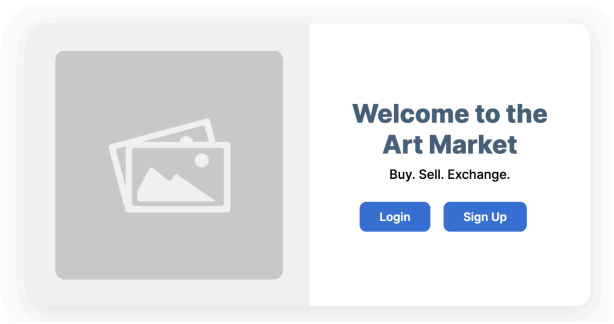
Epic Goal
The Login epic ensures that only verified Indiana University students can access the platform's buying and selling features. The authentication process allows transactions and meetups to be as safe as possible.

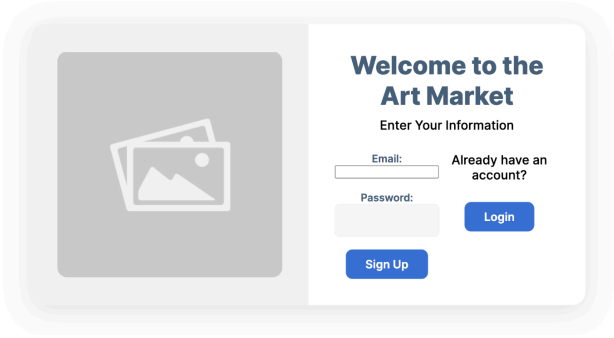
Persona Integration
All personas engage with this epic, as login verification supports trust throughout the platform. Buyers such as incoming art majors rely on verification to confidently contact sellers, while graduating students and non-majors ensure their listings appear credible.

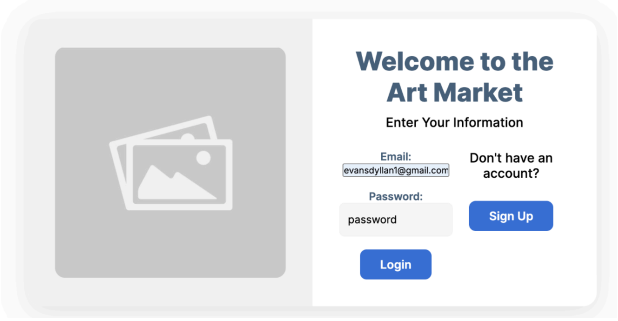
User Stories & Requirements
User stories emphasize the need for a frictionless login process that validates IU identity and unlocks access to user profiles, saved items, and listing tools. Acceptance criteria include secure credential authentication, smooth transition to the main interface, and consistent use of verified IU contact information when facilitating exchanges.

Prototype Evolution

This is the Login page that every user will see when accessing any of the webpages. It brings you to the first wireframe, as you have the choice to sign up or log in with an existing email in our database. This is the current login system we plan to update as we implement security features.







User Profile

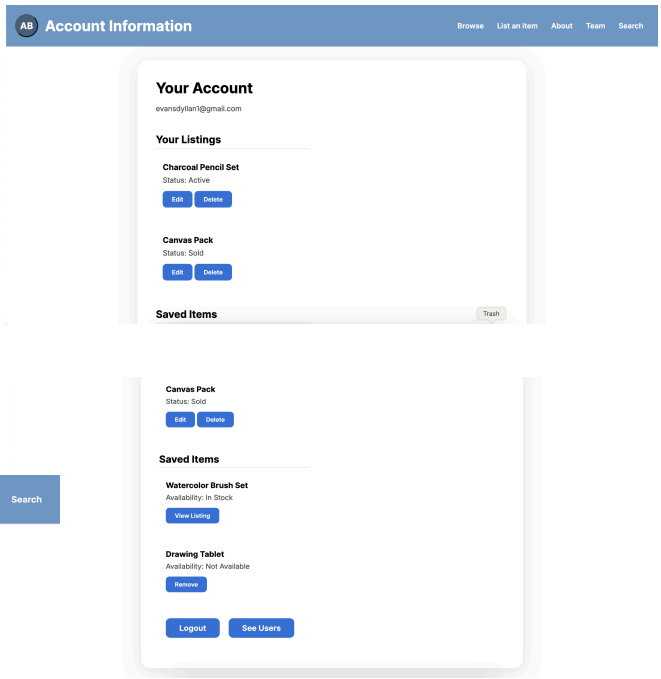
Epic Goal
The User Profile epic provides a centralized location where students can manage their activity on the platform, including posted listings, saved items, and contact preferences. This epic supports both buying and selling workflows by keeping essential information accessible and organized.

Persona Integration
Sellers, such as graduating students seeking to reduce the number of materials they own, depend on the profile to update listings and track which items have sold. Buyers, particularly incoming art students exploring long-term tools, rely on the profile to revisit saved materials and assess availability. Non-major students benefit from a simple space to manage occasional sales or browsing decisions.

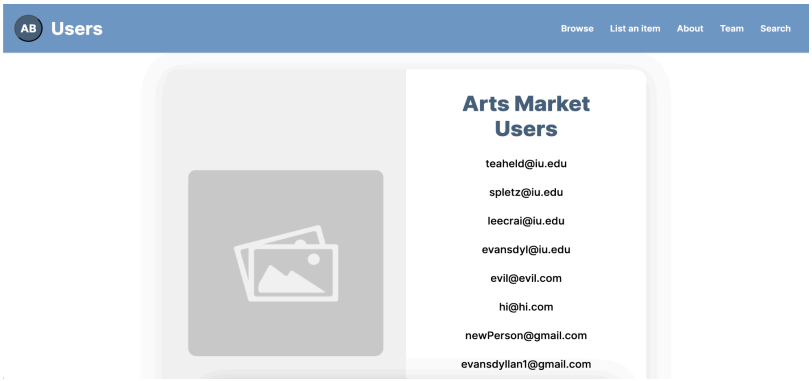
User Stories & Requirements
User stories indicate the need for students to edit or delete listings, track listing status changes, view saved items, and determine whether saved listings are still available. Acceptance criteria require clear organization of listings, accessible editing options, distinct status indicators, and easy navigation between buying- and selling-related information.

Prototype Evolution

In these wireframes from the Website Prototype assignment, the user would move from any page by clicking on the user icon located at the top of the navigation page, which is visible from every page. This was upgraded from the wireframes version 1, as we created our own instead of the Indiana University-based design.



This allows the user to access their listings, saved items, and edit previous listings as well. This would then lead to the edit listing page that will be discussed in another Epic.



Landing Page

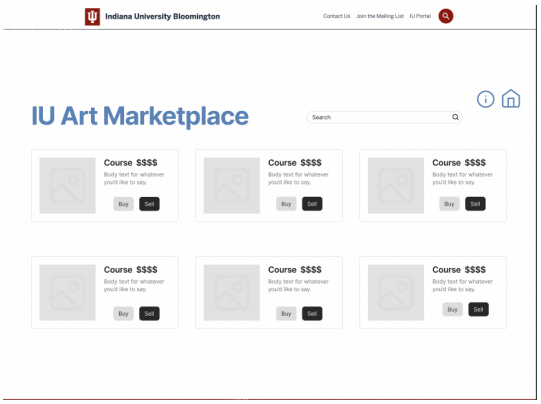
Epic Goal
The Landing Page epic introduces users to the platform and provides immediate access to buying, selling, browsing, and course-related tools. Its purpose is to guide students into the appropriate workflow with minimal friction.

Persona Integration
Incoming art majors use the landing page to explore supply needs across courses, while non-major students rely on it to search for the few materials required for their electives quickly. Sellers, such as graduating students, navigate from this page to post new listings, and casual buyers may use the search bar immediately to locate specific items.

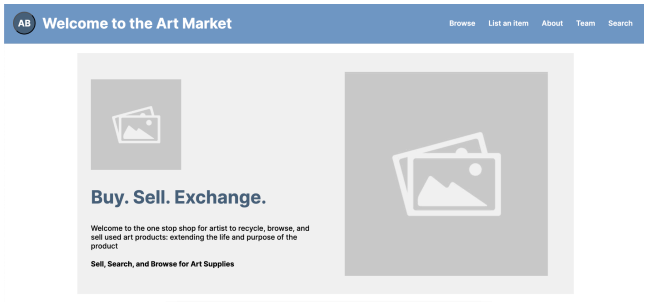
User Stories & Requirements
User stories highlight the need for visible pathways to buy and sell items, browse by course, and search for supplies directly from the landing page. Acceptance criteria include displaying course cards with cost indicators, our mission statement, and easy user navigation.

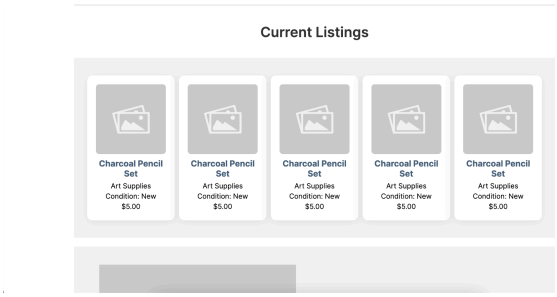
Prototype Evolution

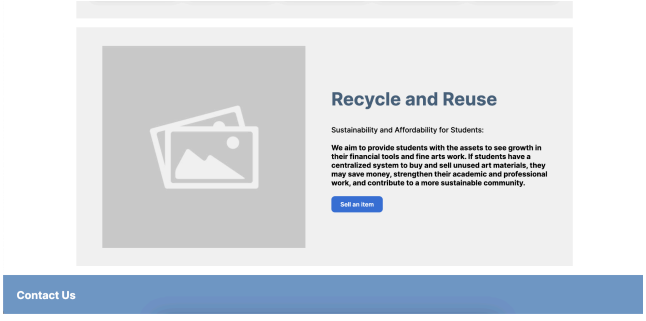
On the right, here is the first version of our wireframe. We wanted to focus on the items and less on the design. This was a medium fidelity model as we added more components and problem statements to encourage greater use of the landing page. This is where the user can find everything,



As the user logs in, they will be thrown onto our landing page, which is where we have our mission statement, recent listings from other users, and also a push for the user to list their item. The button will take you to the create listing page.





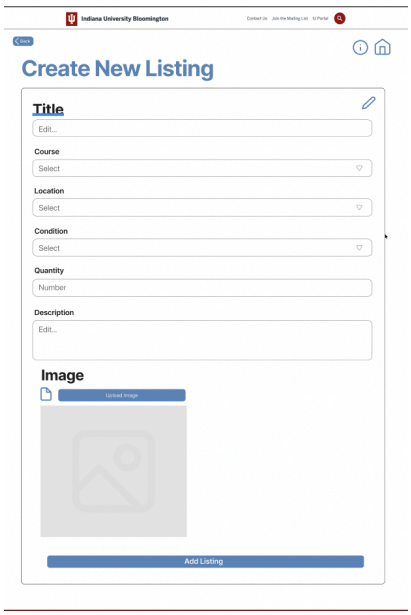


Create Listing

Epic Goal
The Create Listing epic enables students to post accurate, visually clear, and easily searchable listings for materials they wish to sell. This epic forms the foundation of the selling experience on the platform.

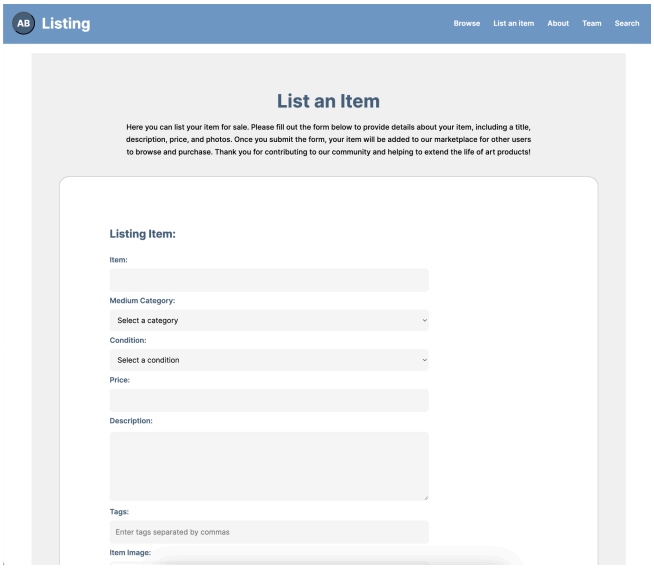
Persona Integration
Graduating students frequently use this feature to eliminate leftover supplies before moving. Non-major students rely on it when selling general-use materials, while incoming art majors may use it to offload unnecessary items after purchasing course kits. All seller personas depend on this epic to present their items clearly and attract buyers.

User Stories & Requirements
User stories describe the need for users to add photos, set prices, specify quantities, select the item's condition, identify associated courses, and provide contact information. Acceptance criteria require a streamlined listing form that supports edits, accommodates general or non-course materials, and helps buyers understand the relevance of each item.



Prototype Evolution
On the right, we have our first idea of the create listing page. We used their concept in our Website prototype, just with two columns, allowing the user to see images uploaded. This is a feature we plan to add, but for the static website, we kept it away until the database is set up.

The user can access this page from the navigation, as the "List an Item" category in the header leads you to this page, also a button on the main page after the mission statement. Once they reach this page, they are able to enter the fields that have requirements and filters. This allows for the item to be listed properly in our database.



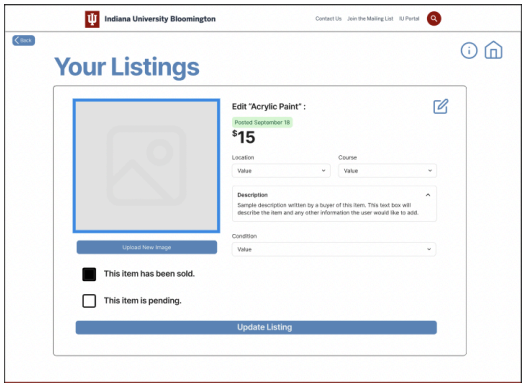
Edit Listing

Epic Goal
The Edit Listing epic enables sellers to update information about posted materials, including availability, pricing, or item condition, as needed. This supports ongoing accuracy and transparency in the marketplace.

Persona Integration
Graduating students may adjust quantity as items sell, while non-major students often revise listings after receiving buyer inquiries. Incoming art majors who occasionally sell their supplies may use editing to maintain clarity. All sellers benefit from the ability to update listings quickly, ensuring buyers have accurate and current information.

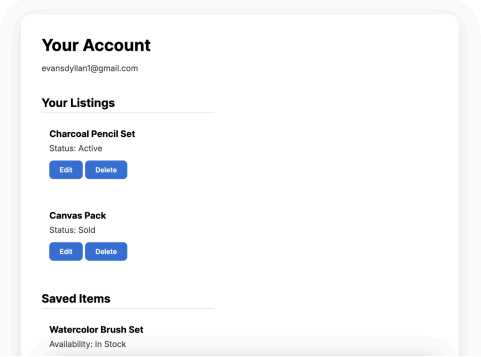
User Stories & Requirements
User stories specify that users must be able to update details such as descriptions, photos, price, quantity, and condition. Acceptance criteria also include providing options to change a listing's status (available, pending, sold) and delete listings entirely. These updates maintain trust and ease for all platform participants.

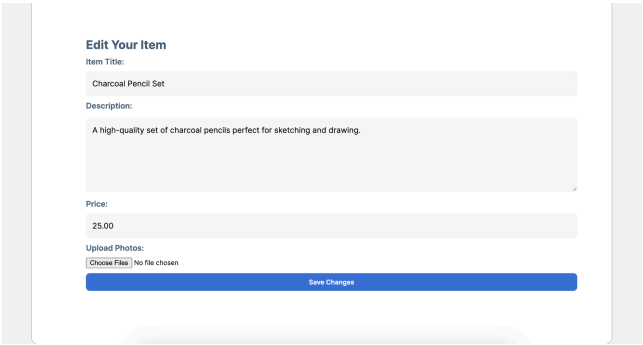
Prototype Evolution



On the right is the original prototype from our mid-fidelity wireframes. This design can be seen in the updated prototype, as it is in a column instead of rows, and the sold / available is cleaner and seen in the color of the active status (Green). This is a system that will be placed on every time to allow users to know when an item is taken.

The user can see the same details on the item page as the blimp of the item on the landing page or browse page, depending on where the user found the item. The item page may contain more details (contact information) to hide people's information for security reasons.





Listing Details and Contact

Epic Goal

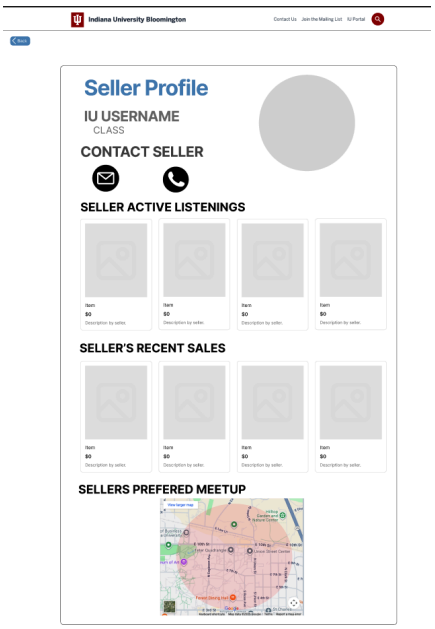
The Listing Details & Contact epic presents buyers with comprehensive information about a material and offers safe, IU-verified methods of communicating with the seller. This epic bridges browsing and exchange coordination.

Persona Integration

Incoming art students use listing details to evaluate whether materials suit multiple courses, while experienced students look closely at condition indicators for competitive classes. Sellers rely on this page to present themselves clearly, and buyers expect verified IU contact pathways to arrange exchanges safely and efficiently.

User Stories & Requirements

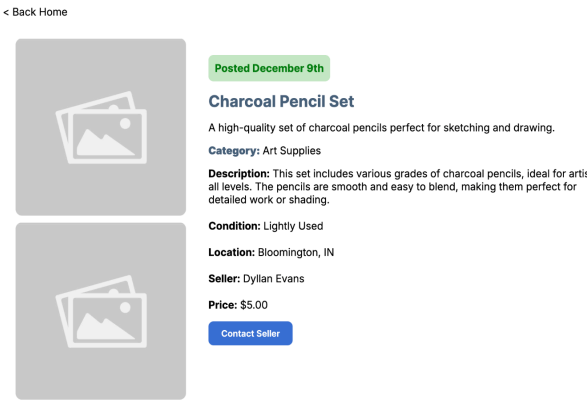
User stories emphasize the need to display essential information such as condition, price, course relevance, description, seller verification, and pickup location. Acceptance criteria require providing a map preview of the seller's preferred location, using IU login for identity confirmation, and supporting direct but safe communication.

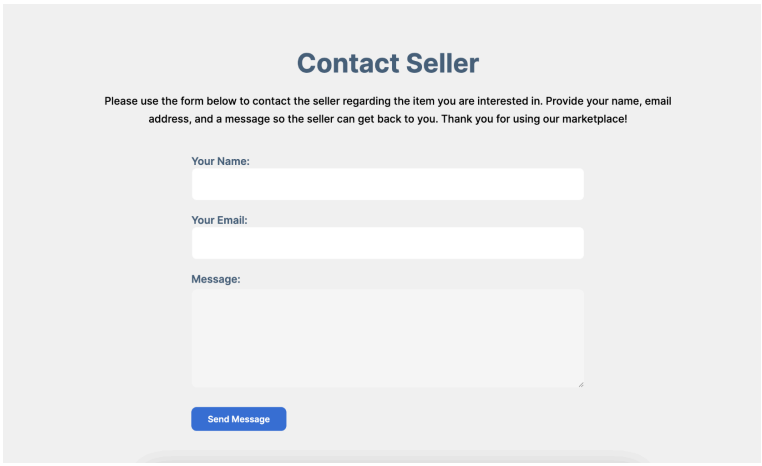


Prototype Evolution

This is our first version of the seller page. We wanted to start with a seller profile that the buyer could come back to, but this is a version that we are still playing with. On the right, you will see the original idea with more information on the seller, but this seems like an invasion of privacy. We instead use a buyer-to-seller contact method that then allows them to stay in contact with the seller without losing them in our system. The map is a system we will add when the item purchase is complete, and the seller wants to share.

In the wireframe, the user would move from the item selected and press the contact seller at the bottom; the seller has the permission to share their name or not.





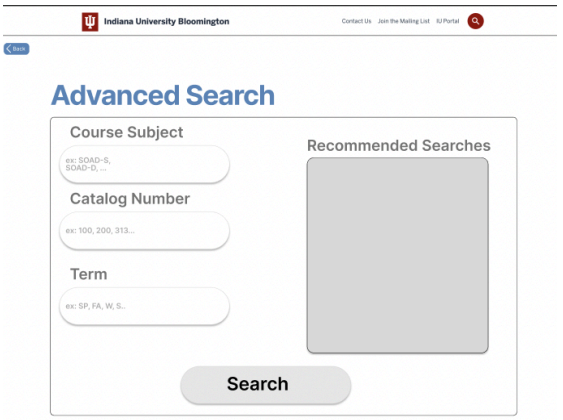
Search

Epic Goal
The Search epic enables users to locate materials efficiently using keywords, filters, and sorting tools that reflect their priorities, such as price, distance, course relevance, and item condition.

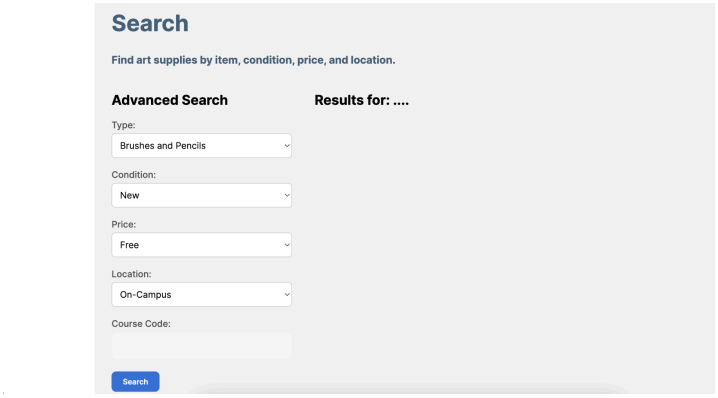
Persona Integration
Incoming art majors often search by course name or code to prepare for upcoming semesters. Non-major students use search to find the few required materials without excessive browsing. Sellers may use search to check current price trends. The search functionality supports all personas seeking fast, targeted results.

User Stories & Requirements
User stories describe a need for searching materials by course, name, brand, or category, along with price range filtering and sorting by factors like cheapest or closest. Acceptance criteria include accessible filtering options, visibility of item price and condition, and the ability to distinguish required from recommended items.

Prototype Evolution
Our market contains a search engine that allows users to filter and browse by course, item, number, and other criteria. This was not reflected well in our first wireframe, which led to some struggles on how it should work. The wireframe on the right displays how to search for a course in relation to art materials, not the search system for materials.



In our Website Prototype, we created a filter system that allows the user to filter through items on the browse page, combining search and browse into one page. As these are two different epics still, we want users to be able to use our website without being redirected. This would allow users to seamlessly look for items and course items. The focus right now is on the item search, and allowing users to find items instead of course searches related to items. The website prototype wireframe features the same side-by-side view as in the first, but with more search results and needs.



Browse

Epic Goal

The Browse epic allows students to explore available materials broadly or within specific categories, supporting buyers who want to compare options or casually browse before selecting items.

Persona Integration

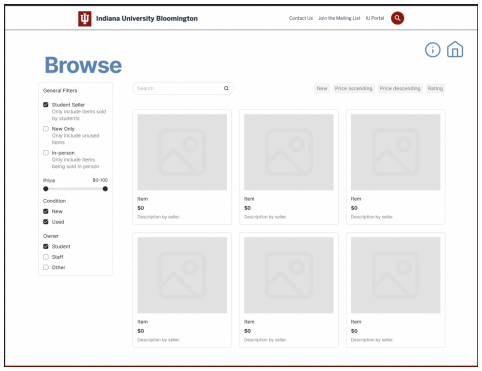
Incoming art majors browse to identify reusable materials that span multiple courses. Non-major students may explore general listings to avoid overspending. Graduating students indirectly benefit when their listings appear prominently in browse results. This epic supports buyers who rely on discovery rather than search.

User Stories & Requirements

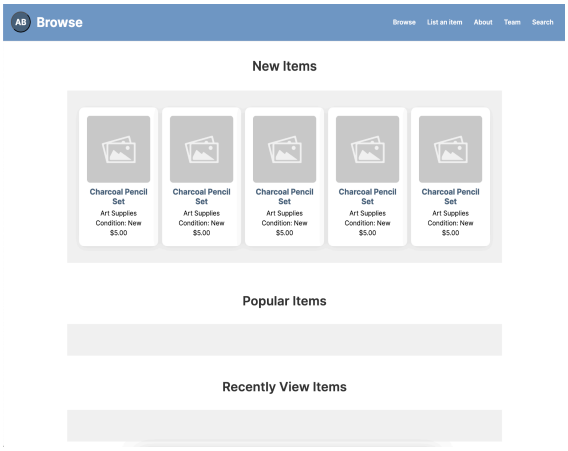
User stories indicate buyers must be able to browse general materials, view condition labels, access course-specific materials, and review price history or active listings for comparison This also allows them to see previous items viewed, common items among peers User stories state that users should be able to view courses with active listings, search by course name or code, identify materials associated with each course, and differentiate between required and recommended items. Acceptance criteria include visually consistent listing cards, price, and the ability to click into detailed information when needed.

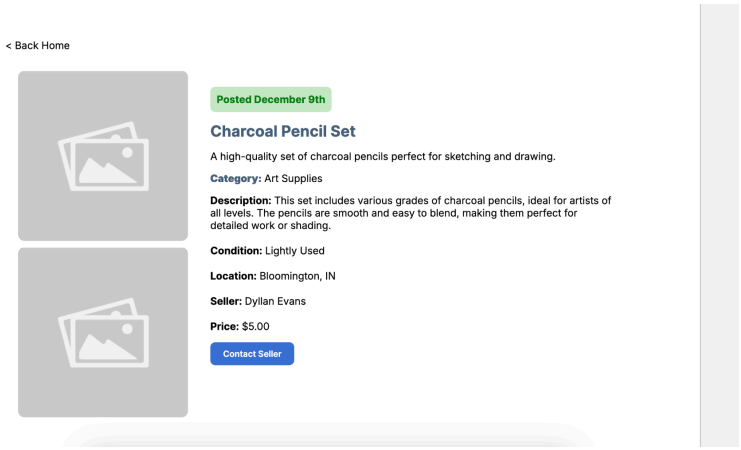
Prototype Evolution

As stated in the previous epic, the browse page includes a filter on the side. In our website prototype, we drifted away from this and made the search and browse into two different pages to not confuse our system or the user. Now, on the browse page, is the information that would allow the user to explore our page if they did not come here with a goal.



The browse page in the website prototype allows them to explore the page and what our system offers to them. They would go from the landing page to the browse page at the top. We do not currently have a shortcut on the landing page. The user would then be able to click on any of the products, which would lead them to the item page, where they can contact the seller or continue exploring.





Database

Overview

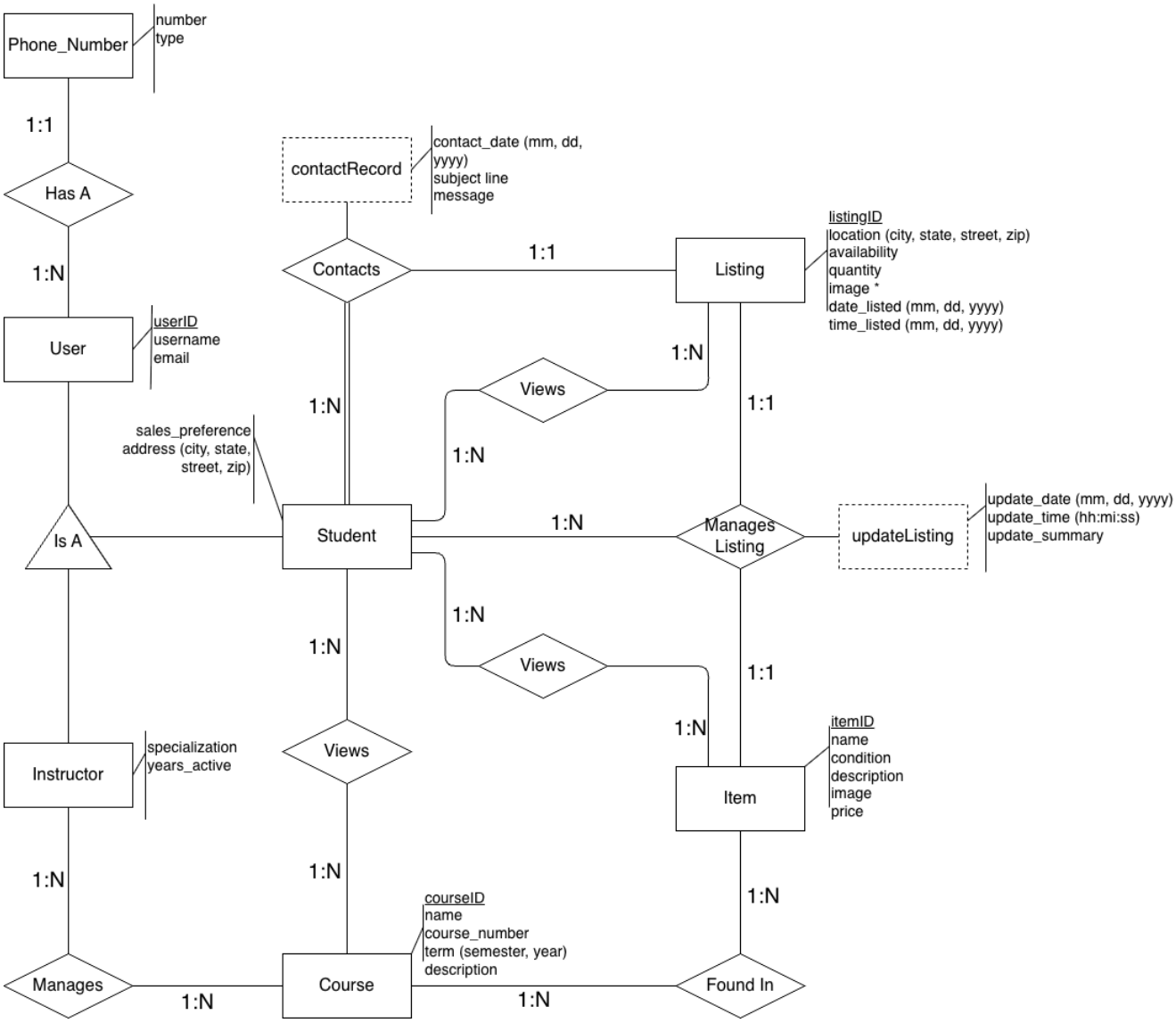
Our team followed a four-step process to create the diagram, starting with a prep and planning phase. During this phase, we worked together to create an initial list of entities, attributes, relationships between one another, and their associated cardinalities. We were able to do this by referencing our wireframes and other past assignments, but gained the most insight from looking through notes and assignments from I308. The list was later revised and iterated on, but it helped establish an initial plan for how we'd go about making our ERD.

The second phase (or closer to phase 1.5) of our plan was to complete research on any areas where we might have been confused. Some of this research was done alongside making the list, but other aspects were completed during the ERD building process after realizing we had missed something. This research largely consisted of discovering API requirements, unique relationship needs (such as user-to-user communication), and cardinality clarifications.

The final phase of our initial process was to create and iterate on our ERD. Using draw.io workspaces shared in our drive, we created initial designs of how we each imagined the database would be structured, taking advice from a teammate if we ran into an area of confusion. After creating initial rough versions, we came together to refine it down to a single design.

After the initial submission, our group worked to revise the ERD based on the feedback we got. Each of the leaders of their respective two epics emphasized a deeper inspection and revision of the initial ERD's entities, entity attributes, relationships, and cardinalities. From there, we were able to come back together as a group for a second time and rebuild a stronger version of our initial database.

Our work was based on three main areas of feedback: style, entity structure, and relationship organization. Multivalued attributes were given their own space in the ERD, aggregated relationship errors were handled, weak entities were revisited, and other relationships were clarified and made as explicit and clear as possible. Visually, the ERD was spread out to be less complex and contain more readable text and shapes. The main emphasis of our revisions was based on direct feedback and I308 conventions.


Phone_Number
number
type
1:1
Has A
1:N
User
userID
username
email
contactRecord
contact_date (mm, dd, yyyy)
subject line
message
Contacts
1:1
Listing
listingID
location (city, state, street, zip)
availability
quantity
image *
date_listed (mm, dd, yyyy)
time_listed (mm, dd, yyyy)
1:N
Views
1:N
1:1
sales_preference
address (city, state, street, zip)
1:N
Is A
Student
1:N
Manages Listing
updateListing
update_date (mm, dd, yyyy)
update_time (hh:mi:ss)
update_summary
1:N
1:N
Views
1:1
1:N
Instructor
specialization
years_active
Views
Item
itemID
name
condition
description
image
price
1:N
1:N
1:N
courseID
name
course_number
term (semester, year)
description
Manages
1:N
Course
1:N
Found In

Project Management Plan

Epic Development

Prep Phase

- Sprint 1 (Prepping)
    - **Tea: Login, Account Profile.** Research tools for connecting an IU Login API to the website. Draw out the necessary input field for creating a listing based on different date types (text, email, number, image uploads). Write out necessary queries for showing listings related to a user, either by their own active listing or their saved listing.
    - **Dyllan: Create Listing, Edit Listing.** Plan and write the necessary queries for inserting new listing rows. Plan and write necessary queries for updating or deleting existing listing rows. Design connections between database elements and front-end buttons and links.
    - **LeeLoo: Contact Listing, Landing Page.** Solidify how a user may review contact information for another user, and set up what the team needs to create a framework for a contact page, which may send an automated email. Necessary Figma iterations. Additionally, use our wireframes to draw reasonable connections between each of our additional pages based on the needs of the user.
    - **Sean: Search, Browse.** Draw out the filters and framework for results from the search page. Based on the needs of the user, design and plan queries for selecting and filtering search options and results. Use team wireframes as a framework for drawing out the connections between the database and information that should be presented on the website. Plan and write queries for grabbing the data and displaying it live.

Build Phase

- Sprint 2 (Building)
    - **Tea: User Profile.** As a listing should be created before the following epics are functional, listing creation will be the priority. Allow a php page to input, validate, and clean the correct data for other epics to access and use. Select all listings active by a user and saved by a user based on the user's saved or active listing.
    - **Dyllan: Create Listing:** As a listing should be created before the following epics are functional, listing creation will be the priority. Allow a php page to input, validate, and clean the correct data for other epics to access and use.

    - **LeeLoo: Landing Page.** Connect all pages from our website prototype. Create functional buttons and links. Ensure that pages cannot be accessed by a non-logged-in user. Send over the necessary php session information to each connected page.
    - **Sean: Browse.** Allow users to view active items listings. Create optional filtering functions to view based on listing attributes such as location, price, and course. List these items out with stylization on the website. Allow items to be accessed and viewed, and saved on the user's account.

- Sprint 3 (Building)
    - **Tea: Login.** Replace temporary login functionality with an advanced version. Select necessary outputs from the SSO login, such as username and email. Input them into the database after successful login. Remember users if they log in again later.
    - **Dyllan: Edit Listing:** Create an input field for users to edit a listening post. Validate and clean the inputs to update the database live. Add buttons for deleting a listing, then delete the listing on the user's active listings and the main site's list of listings.
    - **LeeLoo: Contact About Listing**. Allow users to contact from a listing directly. Create input fields to integrate an oOutlookgmail message with an automated subject line and message.
    - **Sean: Search:** Create an input field for users to search. Allow filters to allow users to search for specific attributes. Organize search results based on sorting in the database. Allow results to redirect to a listing page or course page based on search relevance. Allow items to be accessed and viewed, and saved on the user's account.

- Sprint 4 (Flex)
    - **Tea: Flex Login, Landing, and Account Information, and Contact Back-End Development.** Finalize validation, cleaning, and debug php functionality.
    - **Dyllan: Flex Browse, Search, Creation, and Editing Front-End Development.** Ensure that designs are up to par with the site composition, and enhance UX/UI design and overall feel.
    - **LeeLoo: Flex Login, Landing, Account Information, and Contact Front-End Development.** Ensure that designs are up to par with the site composition, and enhance UX/UI design and overall feel.
    - **Sean: Flex Browse, Search, Creation, and Editing Back-End Development.** Finalize validation, cleaning, and debug php functionality

Meetings

Team meetings during each sprint will take place **twice** per week. The goal of each meeting is to discuss each individual's (or pair's) progress, challenges, and impacts of their work on other

team members. These meetings will take place on Mondays and Wednesdays and will be blocked out for one hour. Each meeting will have the goal of deciding what changes need to be made moving forward and where group members can assist each other.

The first meeting of the week will be focused on paired work, split between back-end and front-end development. The second meeting of the week will emphasize bringing paired work together and sharing findings.

Team Documentation

A simple template will be made for note-taking during meetings. This template will consist of the following sections: in attendance, meeting goals, key questions, other questions, additional notes, and goals for the coming week. Meeting notes will be taken by at least one member of the group, with at least one dedicated to notetaking and another dedicated to asking questions. The notetaker will be in charge of ensuring all important takeaways from the meeting are written and will likely not ask any questions. It will be the job of the other notetaker (if there are at least 3 team members present) or the member asking questions to take over the notetaking job if the notetaker has a question not written in the notes.

Meeting Attendance

All members of the team will try to attend all meetings. If a team member has a high-demand course load to tend to in any week, they can discuss with the rest of the team what concerns of theirs should be addressed in the coming meeting, leaving the others responsible for speaking on their behalf. If a team member misses a meeting, it will be the responsibility of at least one of the other team members to find a time to meet with the missing member to catch them up on meeting details. This will involve reviewing the notes, discussing key takeaways, and identifying actions that need to be taken moving forward. The team member who missed the meeting will go to the next meeting (excluding emergency) and will be first in line to meet with the next member to miss a meeting.

Accountability

The team will address issues head-on. When issues are first noticed, it will be the responsibility of all group members to politely propose a solution to the member who needs to be addressed. These interactions will be brief and intended to be a soft way of addressing a potential issue without requiring serious action. Lasting problems with a team member’s involvement in the project will be discussed as a group in an out-of-class meeting without the professor's or AI's involvement. Each meeting will start by opening the floor to comments on actions that need to be taken regarding other team members. The goal will be to address issues as objectively as

possible and propose fair solutions. During these discussions, a member will first raise the issue uninterrupted. The affected member will then defend against or agree with the issue raised, and then the group will determine the next steps towards a fair solution. In the case that the solution is not followed and the problem persists, the team members will raise the issue first to an AI and later to a professor if necessary. Problems will be addressed early and initially internally, only exiting the group in cases where the problem cannot be resolved without AI/professor intervention.

Team Values & Code of Conduct

Values

Communication: We share responsibilities and progress clearly from the start.

Commitment: We honor our agreements, attend meetings, meet deadlines, and take ownership of our tasks.

Respect: We value each other's time and contributions inside and outside of class.

Open-mindedness: We assign and adjust tasks based on team members' strengths, weaknesses, and feedback, embracing flexibility for better outcomes.

Creativity: We will consider all creative ideas proposed by team members, as our project has a target audience of creative members of the university. No idea will be turned down without discussing it first.

Code of Conduct

1. **Task Assignment & Accountability**
    a. Tasks for each sprint are agreed on during the first week. Responsibilities are clear from the start.
    b. Progress is tracked collaboratively, with at least one check-in during each sprint. (In-person meeting, Zoom meeting, group chat)
2. **Attendance & Updates**
    a. If a member misses class, the member is responsible for completing missed work independently.
    b. Members who are present during meetings will send summaries to the team group messaging chat.
3. **Collaboration & Delegation**
    a. Work is delegated based on team members' strengths and weaknesses to maximize efficiency and quality of work.
    b. Members share knowledge with other members who are not as informed
4. **Conflict & Problem Resolution**
    a. Disagreements are addressed respectfully and promptly, focusing on solutions rather than blame.
    b. Personal disagreements are kept between only the necessary members

Impact:

Following the code of conduct drawn by our team values will result in the following:

- Even and balanced contributions

- The teams may operate in a safe and fair environment.
- No personal matters may come before work.
- Everyone's work and contributions may be included and credited
- Members may learn from another member where they lack knowledge
- Team morale may be boosted for a more positive and inviting work environment
- Collaboration harnesses creative productivity
- All members will have a universal expectation of each other, therefore avoiding misunderstandings
- The team will have a structured manner of navigating conflict, to keep most attention on the project itself.
- Most importantly, all team members will be excited about our project and ready to work.

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Appendix

Appendix A

Secondary Research

A collection of findings from our secondary research can be found in the UX Secondary Research (Analysis) link

Appendix B

Survey Responses

Responses from IU students have been captured in this Capstone Survey (Responses) link

Appendix C

Interview Responses

Insights captured in our interviews with faculty have been organized in this Interviews (Responses) link