CIDA 2017 SUMMIT REPORT

Meta-trends

1. Focus on occupants
2. Focus on health & wellness
3. Mobile devices & smart technology
4. Techno-beings
5. Imbalance

6/30/2017

A Strategic View to the Future

The Council for Interior Design Accreditation's annual summit serves to strategically position interior design higher education to respond to the future needs of practice and society.

CIDA 2017 SUMMIT REPORT

A STRATEGIC VIEW TO THE FUTURE

FOREWORD

In April 2017, the Council for Interior Design Accreditation (CIDA) Board of Directors convened a summit of design leaders to consider implications of a 2016 CIDA-commissioned environmental scan on interior design practice and to strategically inform future accreditation standards development. The environmental scan covered nine categories of inquiry: global influences, economy, social/demographics, workforce, emerging technologies, industries related to interior design, sustainability/wellness, occupant behavior, and interior and product design. The following report summarizes the: a) big picture trends identified in the 2016 environmental scan, b) broad implications for interior design discussed at the April 2017 summit of leaders, and c) relevant content and learning for interior design education.

CIDA will use the results of the above activities to strategically inform future accreditation standards development. The content is also intended to help inform interior design continuing education content and areas for future research.

Appended to this report is a gap analysis of the current CIDA Professional Standards 2017 relative to scan and summit findings.

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GLOBAL INFLUENCES

BIG PICTURE TRENDS

Climate change and long-term sustainability of the planet

Impact of mass migrations resulting from

- Prolonged warfare
- Civil and criminal violence
- Natural disasters

Competition for resources

Threat to democracy and personal freedom; breakdown of traditional institutions

Expanded creativity – opportunities and threats for global communication, finance, business, and cultural exchange

Broad Implications for Interior Design

1) Global fatigue and the common good

> *"While a designer cannot control global forces, we are responsible for making choices that significantly impact the earth and its inhabitants. We can and hould contribute to the greater good."*

In a state of constant information overload, people are experiencing global fatigue and have become more focused on what is happening at their front door in terms of their realm of influence. More overtly, populations that view globalization as a threat are influencing global policy and decision-making from a position of protectionism, fear, and mistrust. These dynamics could slow the continued expansion of the global economy.

At the same time, there is a resurgence of awareness of the public good and a desire to contribute to the betterment of the planet and global society. Individuals are seeking meaning professionally and personally through actions and activities that contribute to the common good. Additionally, individuals are striving for authenticity in experiences and products. Empathy becomes increasingly important to truly understand the attributes and values of places and people. Clients are seeking integrated solutions that marry depth of expertise with empathetic customization to place.

> *"Everything is local even on a global scale."*

In order to navigate the complex prerogatives about the repercussions of globalization, there is an ongoing need for a broad world view and a profound understanding of humanity. This heightens the importance of classical liberal arts, which develop critical thinking and communication skills. Experiences focused on leveraging individual contributions in a global context and on developing empathy are important. At a more granular level, there is an increased need for reliable product sourcing information including origination, processing, and who/what has been impacted as consumers seek choices that benefit the planet and individuals.

> *"People coming out of school are being asked to engage with cultures around the world without necessarily having the benefit of first-person experience. How do we help students develop the communication skills to engage in these experiences and be productive?"*

2) Mass migration and global strife

> *"Mobile populations have the potential to redefine traditional society."*

The impact of mass migration creates the need to accommodate disruption of everyday systems. This, in turn, creates a need for flexible responses for basic necessities including shelter, food, and water. Exposure to civil unrest and violence creates the need to feel safe and able to react quickly. Wayfinding, improved integration of communications, graphics, barriers, and buffers all become increasingly important to designed environments. Nomadic populations may require environments that move easily and accommodate their needs and cultural norms. Teaching methods and learning experiences that result in empathy, a greater understanding of a variety of personal experiences, and that make things come alive in a way that lecture and text cannot are increasingly implemented.

> *"How are we teaching students to design for individuals who have lost their place and need their cultural identity to move with them for wellbeing?"*

> *"Instead of focusing on differences, how do we talk about and elevate what we all need?"*

3) Business opportunity

The advent of a fourth industrial revolution brings unknown opportunities and lowers entry barriers to a variety of industries manufacturing on a local level. Cottage industries are on the upswing with increased consumer interest in local and authentic products. Expanded connectivity, shifting practice models, and the demand to form quick responses to unforeseen circumstances leads to a breakdown of standard practices and business norms. This, in turn, creates favorable conditions for professionals who are savvy about harnessing opportunity and understand varying models of engagement. Storytelling as a means to persuasively convey ideas, concepts, and one's value becomes increasingly important to remain competitive.

Additionally, the global business cycle requires working differently. The skills needed to effectively engage in and manage a 24-hour work cycle with others around the globe will be in high demand.

Related Content and Learning for Interior Design Education:

a) Adaptable problem identification and solving skills to adjust to changing business models, environments, policies, and technology
b) Critical thinking, leadership, and professional networking applied to new, untested business models and opportunities
c) Communicating and leveraging one's individual contribution
d) Ability to use effective communication to discuss global issues and concepts
e) Emphasis on social justice, diversity, and the environment in content and throughout the learning process
f) Focus on common needs of humanity and human wellness
g) Human responses to hardship and distress and how design can accommodate these responses
h) Ethical decision making and problem solving applied to a wide range of global issues in the design process, e.g. providing students with literal examples of global ethics, decision-making, and problem solving
i) Understanding of essential moral and ethical themes
j) Classical liberal education learning evidenced in interior design curriculum, i.e. evidence of connection to literature, history, philosophy
k) Exploration of alternatives to standard processes and practices that respond quickly, efficiently, and globally
l) How to analyze global implications of design choices and explore the impact of material selections

m) Wayfinding and integration of graphics to support ubiquitous security
n) Opportunities for global exchanges and travel
o) Virtual global participation used as a means of engagement

ECONOMY

BIG PICTURE TRENDS

Weak global economy

Decline in global trade

Reviving U.S. economy

Income inequality a challenge to growth

Broad Implications for Interior Design

1) Maximizing productivity

> *"Companies have fewer resources, but demand more from every square foot and employee. Designers need to find new ways to facilitate productivity."*

Overall, productivity is dropping or there are very small incremental gains, putting pressure on design teams to maximize every bit of productivity. This, in turn, puts demand on designers to understand workflow and systems in order to deliver for the client. The concept of place is becoming more generic, but designers are also being asked to do more specialized work to create branded live/play environments that maximize employee time and productivity. Designers need more industry specific training, including workflow and systems analysis in order to produce more customized solutions for client's specific productivity goals. This suggests the need for more specialized knowledge through education.

> *"As client needs expand and there are more consultants in different specialties, how do designers elevate our economic opportunity?"*

2) Income inequality

A weakening world economy creates increased income inequality. Divergent economies- the rich get richer, the poor get poorer – developing at a rapid pace will increase the urgent need for broad-scale social service responses. More disadvantaged people in the world need healthcare, education, civic institutions such as libraries, and places to live that are integrated with new systems and technologies. Opportunities to create affordable solutions that address complex social issues will be abundant. The design industry faces the challenge of changing the perception of interior design being a luxury, non-essential service in order to fully leverage these emerging opportunities.

> *"We need to ensure future designers are empowered to go beyond designing to the dollar. Design is a social imperative that impacts everyone, not just the wealthy."*

These forces of economic disparity also command an ethical response through design decisions that are inclusive and responsive to the needs of society and the good of the planet.

Programs, universities, and colleges are increasingly focused on affordability and placement success. Metrics demonstrating graduate achievement become even more important for recruitment and funding support.

Related Content and Learning for Interior Design Education

a) Affordability and how it relates to various populations of society
b) The relationship of ethical design decisions to income disparity
c) Understanding productivity enhancement
d) Design's impact on workers' effectiveness
e) Supply chain logistics in various settings
f) Understanding interior design's economic impact in order to communicate the profession's value
g) How to read economic forecasts and their implications
h) Sourcing and its connection to the economy and environment
i) The impact specifications have on budget
j) The economic impact of government and jurisdictional regulations
k) The influence and role of entrepreneurialism in the economy
l) Service learning, i.e. creating passion for and long-term commitment to design for the common good

SOCIAL/DEMOGRAPHICS

BIG PICTURE TRENDS

Millennials enter adulthood

Diversity of population

Baby boomers not ready or able to retire

Rise in multigenerational households

Changing consumerism

Diversity divides and unites

Broad Implications for Interior Design

1) Shifting generations, shifting norms

Baby boomers are aging and not everyone has saved for retirement, which will impact lifestyle and social service needs. Many baby-boomers are choosing to continue to work and millennials are not leaving home, leading to a rise in multi-generational households. These factors support the emergence of new domestic models and housing types – cohousing, group housing, etc. Additionally, this creates a need for shifts in typical senior housing to accommodate diverse needs and financial abilities of large populations. The healthcare and healthy aging sector booms with increasing demand for a wide range of aging and elder-care residences and services. The demand for affordable senior housing that facilitates autonomy, collaboration, and independence will increase.

> *"Suburbia and the large homes that have become the norm will present new opportunities as structures become outdated and are poorly suited to occupants' needs. This presents a rich opportunity for interior design to gain new market share."*

Flexibility is key to working with and designing for millennials. Many individuals in this generation willingly choose to make less money in exchange for working fewer hours and/or seek highly flexible work environments that depart from more traditional business approaches. Overall, personal meaning has become a primary driver of life decisions with authentic experiences and individualism valued more than ownership and status. Generally, millennials are more focused than previous generations on seeking purpose and wanting to make meaningful contributions.

The millennial approach to work and life is rapidly evolving and influencing broader cultural trends, such as consumerism. Changing consumer attitudes and purchasing behavior are reshaping business strategies toward social innovation. As a result, companies are designing for constant change. Companies are also aligning brand with socially conscious, purpose-driven missions to appeal to millennials. Design for social change and sustainable environments is at the center of this movement.

> *"We have a tendency to differentiate ourselves socio-economically through design and branding. What is interior design's role in leveling the playing field so people are not always coming from a place of the haves and have nots?"*

2) Life style, life stage, and personality traits

Life stage and personality characteristics impact lifestyle choices. Increasingly, design will take into consideration human needs aligned to life stage and individual traits and values versus stereotypes aligned with different generations. New types of housing designs will better integrate personal customization for life stage or become modular/morphable to evolve over time and meet changing abilities and needs.

3) Diversity in the Interior Design Profession

Increasing diversity in the population is a reality; however, the interior design profession continues to struggle to reflect this diversity in its composition. Addressing this issue emerges as a central strategic development goal of interior design professional organizations, businesses, and academic centers. Initiatives to increase and celebrate diversity proliferate and result in progress toward inclusivity.

Related Content and Learning for Interior Design Education

a) Understanding demographic shifts and their implications for the economy and interior design
b) History and world events as they relate to current day politics
c) Working in a global market and understanding nuances of working/designing in various cultures
d) How interior designers' expertise in human needs (control, autonomy, prospect, refuge, restoration) can be applied to social issues
e) Various forms of housing (assisted, co-housing, group housing, etc.) and design expectations
f) The specific elements of quality health care and the role of interior design in creating healthcare environments on many fronts: economic, availability, human needs, wellness, etc.
g) Ways to modify existing space to adapt to changing needs, i.e. aging in place, shifting trends, varying familial structures
h) Awareness of the changing body and mind in elders and how this influences design choices
i) Understanding how different types of work spaces accommodate different generations and working styles

WORKFORCE

BIG PICTURE TRENDS

Greater workforce diversity

More stay-at-home parents

Millennials redefining work

People-centered management

Shortage of appropriately-educated/trained/skilled workers

Technology the top driver of knowledge worker productivity and satisfaction

Broad Implications for Interior Design

1) Diverse needs and competition

Millennials redefine the workforce and have a far less predictable approach to work than previous generations. Diverse approaches to work, the blurring of boundaries between work and personal life, and competition for skilled workers in the labor market all equate to employers' need for highly flexible environments. Future interior design will be geared toward accommodating a menu of diverse needs, blending social, personal, and a range of work styles/needs into one cohesive space. This, in turn, requires thinking of space as a system of choices to support no clear individual needs, but rather a series of systems that can be combined together to support a menu of potential needs. Interior designers also are called upon to reconcile new and old ideas to discern what options work for which clients and to avoid applying trends that are inappropriate for client's specific needs.

> *"An evolving menu of diverse options means interior designers need to be strategic thinkers, stewarding a process of discernment that provides true value to the client."*

In order to accomplish this, future designers also need to know sources for valid research and how to use this research in the design process. The industry needs valid productivity research in a variety of environments and for a variety of work styles in order to strengthen this resource for future interior designers.

Employers are focused on competing for skilled labor through appealing to human needs beyond professional achievement. Employers increasingly will seek spaces that demonstrate a high level of commitment to employee health and wellbeing, such as optimal thermal comfort and air quality, ergonomic selections/options, as well as access to personal amenities and nature.

2) Changing management styles

Technology has engendered a mobile workforce with less predictable workplace behaviors, needs, and preferences. Individuals with the skill set to effectively engage and leverage a mobile work force are in high demand. Effective management of this workforce requires a model of engagement versus top-down supervision. People-centered management involves building a culture of trust, autonomy, direction, and focus on mission.

> *"Companies are engaging employees in new ways to create a sense of cultural belonging, identity, and professional work ethic. A sense of personal responsibility*

to contribute individually to a team leads to worker productivity regardless of location."

This management style requires team leadership and motivation for individuals increasingly working collaboratively on varied schedules at varied locations. Competence in team dynamics, leadership strategies, and team-based communication tools are increasingly important for managers.

Related Content and Learning for Interior Design Education

a) Designing to support increased distance communications in a variety of work environments
b) Technology systems and how they support individual and team work
c) Learning experiences that require discernment, such as observations, case studies, interviewing, post-occupancy evaluation
d) Critical thinking and analysis applied to client needs and the ability to translate findings into design decisions
e) Generational shifts and designing for multiple generations in the work environment
f) How to select appropriate research and integrate findings in the design process
g) Understanding proximity and patterns of communication and their impact on design
h) Strategic thinking and planning skills to support a comprehensive approach to design
i) Needs analysis methods for a variety of workplace settings
j) Understanding how health and wellness impacts the workplace: thermal comfort, motivation, opportunity, productivity, satisfaction, communication, etc.
k) Awareness of work styles and personality traits and their impact on design
l) Workplace culture and branding and how these relate to design decisions

EMERGING TECHNOLOGIES

BIG PICTURE TRENDS

3-D printing comes of age

Commercialization of virtual reality

Human-like robots

Interactivity and artificial intelligence

Wearable technology

Haptic technologies

Broad Implications for Interior Design

1) Feedback, data, and human activity in the built environment

In the built environment, buildings know people;
they know who we are and can give us feedback about ourselves. Biofeedback helps individuals respond immediately to their environment and can train the brain for increased wellness and productivity. Wearable and atmospheric technologies that monitor human activity and wellness leads to big data and the increased potential for interior design to collect statistically significant evidence about design's impact on users.

Holographic projection allows for branded spaces that will no longer be static. Changes can occur without any construction, which is more sustainable.

> *"If the design is a canvas for technology to imprint – is the interior designer's role to design a blank slate?"*

Additionally, our interactions with buildings are shifting from needing to go to them for a specific purpose, i.e. shopping or work, to wanting to go to them for the experience. This, in turn, shifts the interior designer's focus to appealing to individual motivations as well as accommodating them functionally in a space.

2) The role of design

> *"Is there room for traditional design practice anymore?"*

3-D printing creates new materials and faster projects with greater customization in a design-build delivery model. Enhancements to virtual reality allows individuals to experience environments pre-investment, which means more detail earlier in the process and an increased emphasis on multi-disciplinary collaboration. Wearable and sensor technology allows designs to be manipulated, making space whatever is needed in that particular moment. As a result, the role of interior design may shift to emphasize pre-investment services, facilitating a broader and more detailed menu of user choices.

Opportunity abounds in evidence-based research related to design and technology. Interior designers have a role in advancing the body of knowledge about the impact of technology on human behavior and wellness in the built environment. Research and expertise in methods of privacy protection also rise in importance as more personal information becomes available via technology.

Robotics are increasing in accuracy and efficiency and are used more commonly in construction and maintenance, which means designers need new communication interfaces to deal with technology developments. This, in turn, requires investment in infrastructural technology and learning. Strategic partnerships will be important to ensure interior design keeps pace with rapid changes. New partnerships will form between education and industry to provide real-time instruction on new systems and technologies that support ongoing advancement of the field.

3) Economic divide and workforce

As we enter the "trans-human era," an ever-evolving landscape of technology creates constant demand for new technologies and increases the divide between the economically advantaged and disadvantaged. In the workforce, robotics will be used to fill the gaps in employment and replace people in some types of employment. This creates an even greater need for flexibility in the built environment in order to: 1) ensure accessibility for diverse populations with varying technological capabilities and needs and 2) adapt to human activities that become technology driven.

Related Content and Learning for Interior Design Education

a) Developing the capacity for change through learning experiences
b) Learning experiences that require critical, creative, analytical thinking
c) Content that emphasizes the value of continuous learning
d) Virtual reality as an evolving industry
e) Virtual reality design technologies and processes
f) Awareness of rapid prototyping of design construction and elements
g) 3-D printing
h) Awareness of new materials and sources
i) Understanding of design components/functions that are easily automated and the design implications of automated processing and manufacturing
j) Team communications
k) Integrated project delivery methods
l) How to analyze the meaning of data and information and translate that into design outcomes
m) Time management relative to the value of analysis versus production
n) Motivation and psychological needs in the interior environment
o) How to determine best fit to purpose of available technology and resources
p) Design responses to ethical issues related to privacy and equality

INDUSTRIES RELATED TO INTERIOR DESIGN

Big Picture Trends

Housing industry struggling to meet demand

Technology reducing need for large spaces

Smart devices improve on-site project management

Drones and robots improve project delivery times and safety

Shortage of skilled labor hampering construction

Increase regulation

Abundance of products

Broad Implications for Interior Design

1) Housing

Urban living is on the rise and living spaces are trending smaller and smaller. Designing for privacy in these smaller spaces is important to allow for individuality within one's space and a sense of having a place to be by oneself. There will be emphasis on maximizing space for diverse users and integrating technology. Additionally, community and communal spaces become more valued and used by a larger portion of the population. Localized amenities are a sought after element in property development.

> *"Designers will be expected to deliver solutions that respond to all human needs and that are highly adaptable to individual preferences and conditions."*

2) Building materials and processes

> *"There is a big push toward design build and exponentially faster adoption of robotic and automated construction."*

Contractors and developers continue to become more advanced in technology-based building construction processes and methods. Robotic construction facilitates 24-hour construction. Buildings also can be built in sections in one location and then shipped to a site for construction. The construction process moves toward thinking in large sections instead of individual parts. This combined with a shortage of skilled labor, means solutions rely more on pre-manufactured product that assembles easily and consistently. There is generally less accommodation of and more resistance to custom designed elements (although customization is on the rise in other aspects), with greater reliance on a kit of parts at multiple scales. Smart modeling requires smarter documents and an understanding of how things are built. As a result, interior designers and architects will need more skills in 3-D modeling and construction methods.

3) Shifting role of interior design

Interior designers are increasingly called upon to market themselves differently in order to engage as consultants earlier in the design-build process as well as to take advantage of new opportunities in repurposing existing housing stock. Designers may have less freedom to create custom design elements, but have opportunities to design standardized elements and/or to create new methods for personalization of standard-kit environments.

Interior designers also have an opportunity to engage more strategically with related disciplines as new delivery methods result in collaboration early in the process. Interior designers offer critical, analytical, and facilitation skills that are valuable to project teams. In order to leverage this opportunity, interior designers will need a strong understanding of related disciplines and processes as well as how interior design integrates and contributes to the whole.

Related Content and Learning for Interior Design Education

a) Non-traditional/new professional opportunities that align with interior design knowledge and skills
b) Critical and analytical thinking
c) Facilitation skills -- active listening and engagement of diverse work teams
d) Learning how to gain and foster client trust
e) Design for flexibility and unknowns -- how to future proof designs with a kit of parts that change
f) Experiencing design/build and production methods -- maker spaces and craftsmanship
g) Greater depth of material and product knowledge and understanding how to curate selections
h) Ability to persuasively communicate and justify design decisions
i) Understanding the role of ethics and adaptability in specifying
j) Authenticity's role in design

OCCUPANT BEHAVIOR

Big Picture Trends

New kinds of work and new ways of working reshaping the workplace

Guests using their own smart devices to customize and manage their hospitality experience

Patient-centered approach is transforming delivery of health and senior-care services

Designing classrooms to prepare students for the workplace

Growing popularity of smart homes

Virtual reality replacing the need for design in the home

Broad Implications for Interior Design

1) Workplace

New ways of working are shaping the workplace and companies are reducing office space and increasing worker density. Increased worker density will stress existing building infrastructure and capacity (zoning, parking, bathrooms) and could potentially impact worker productivity and effectiveness if not appropriately addressed.

There is an increasing intersection of work and other life activities with companies enhancing the workplace with life-style amenities. Generally, there will be less predictability about potential user needs, but designs will still be expected to perform to task. Work environments will need to respond rapidly to changing occupants and uses, with interior design playing a key role in delivering solutions that adapt to diversity.

> *"A variety of undedicated, ancillary spaces are becoming the heart of office design, with flexibility, comfort, and wellness driving design decisions."*

Mobile work influences this as well, as users are now more motivated to go to the office in order to have an authentic experience that reinforces professional identity and builds relationships. Office spaces become competitive service amenities for companies seeking to attract and retain an increasingly nomadic work force.

> *"Priorities are shifting to the creation of workplaces that draw individuals based on personal motivations rather than strictly on productivity needs."*

2) Healthy environments

There is a greater focus on wellness and wellbeing in built environments in general. A patient-centered approach, integrating a range of interactions, will transform health and senior care services. Interior designers will need increased knowledge about patient behavior and wellness in addition to facility requirements for medical care. This transition in design thinking and approach requires a broader framework addressing the wellness and functional requirements of patients, families, as well as care providers. There will be more focus on human comfort and empathy for all user types in the built environment.

> *"Environments will need to support health beyond the framework of progressing from being sick to better. This means more focus on patient experience and the wellbeing of families and others involved in patient care."*

3) Learning facilities

The trend of adaptability extends to active learning environments where design for multiple functions impacts the design of learning environments. Environments are shaped to support a variety of learning modes, including individual, group, socializing, remote team learning, and cross-disciplinary teaching. Experiential learning is increasingly important and learning environments will need to incorporate the technologies and methodologies that support experiential learning. Maker spaces for hands-on learning are one example. Additionally, learning environments will extend beyond educational campuses to support a more integrated approach to experiential learning.

4) Big data, human behavior, and rise of experiential design

Occupant behavior will be increasingly measurable and thus human behavior becomes a data point demonstrating the impact of space. Access to data increases the capacity for project metrics, such as ROI analysis. This, in turn, provides an opportunity for interior designers to strengthen their communications about the influence of design decisions on human behavior, wellbeing, and productivity. Increased value will be placed on the built environment's role in shaping behavior.

> *"How can design help people make better behavioral choices that contribute to wellbeing?"*

As previously mentioned, the movement toward experiential design is a broad trend influencing a variety of settings. One example is retail environments that are morphing their value proposition toward drawing people to brick and mortar stores for an experience versus for a product, because purchasing no longer requires visiting a store. Big data about human behavior is at the core of this model. The rise of big data also pushes consideration of human needs to be shielded from technology and monitoring. Increasingly, spaces will address the need for personal security, privacy, and renewal.

Related Content and Learning for Interior Design Education

a) Understanding markets and behaviors
b) Understanding cause and effect as it relates to occupant behavior
c) Critical thinking about what drives behavior and motivation
d) Hospitality experiences related to a variety of settings in the designed environment
e) Customization and how to enable personalization of/in the built environment
f) Framework of a patient-centered approach to health care
g) Designing environments that support a variety of learning models
h) Integrating teaching methods that model experiential learningThe shift from focusing on functional needs to the desired outcomes of occupant experience
i) Using empathy as a design tool
j) Technology's impact on occupant behavior and space needs

SUSTAINABILITY/WELLNESS

BIG PICTURE TRENDS

Wellness is the new sustainability

Sustainability forecast for strong growth

Design takes cues from nature

Encouraging healthy behaviors

Higher standards for high performance buildings

Sourcing and distribution critical to specifying product

Certification and rating systems overload

Broad Implications for Interior Design

1) Wellness as a meta-trend

> *"Major shifts in technology, sustainability, and generational diversity - these are meta-drivers. Now the concept of human wellness is emerging as a meta-driver."*

New approaches to health and wellness are meta-trends accelerating the focus on the built environment's impact on humans. This presents a transformational opportunity for interior designers as experts focused on human behavior and wellness. Organizations will be seeking evidence-based design solutions that demonstrate their commitment to physical, emotional, and cognitive wellbeing. Clients will be willing to invest in the interior design expertise to accomplish wellness goals.

Designers have research knowledge of a variety of systems and details, their cost, and their potential return and benefits. Education in biology and human psychology is increasingly important to relate these design decisions to psychological and physiological wellbeing. Design for sustainable behavior, stress reduction, and stimulus management are important knowledge areas supporting the new wellness paradigm.

2) Collaboration and metrics

Wellness goes beyond sustainable building systems and focuses on a holistic approach that is not specific to one professional discipline or industry. Wellness and designing for the WELL Building Standards is a team-based approach. Multi-disciplinary collaboration will be increasingly important and interior designers working on collaborative teams will need to understand research processes and best practices. Human welfare, which has been historically hard to quantify, will become better documented as the WELL building protocol is adopted in practice and provides a means of measurement. There may be increased fee revenue associated with interior design's role in quantifying results.

> *"How does interior design take a leadership position to ensure designers' expert knowledge is engaged in measuring the human impact of decisions?"*

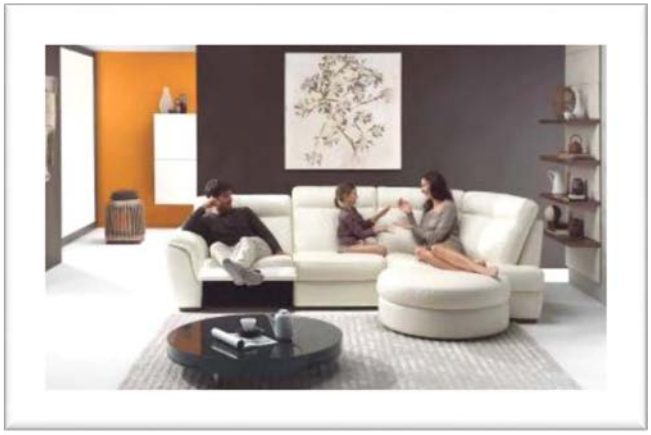
3) Compliance

Higher standards for high performing buildings and organizations will mean that tenants will have to comply with new building standards. Designers have to know what is required for compliance across all design facets.

Related Content and Learning for Interior Design Education

a) Interior design's role in supporting public health
b) The impact of design decisions on mental health and comfort
c) Methods of measuring design choices' impact on mental health and comfort
d) The ability to access valid and reliable wellness data and to make decisions related to data
e) Barriers to healthy behaviors and means of influencing healthy behaviors
f) Opportunities for collaboration across disciplines that focus on human wellness outcomes
g) Professional disciplines and the holistic nature of problem solving for human health and wellbeing
h) Knowledge of human psychology, behavior, and the environment
i) Parametric modeling
j) Elements of self-actualization and how to design for them
k) Human factors as a part of wellness – modeling human factors with more emphasis on the cognitive element
l) Understanding of WELL Building Standards

INTERIOR AND PRODUCT DESIGN



BIG PICTURE TRENDS

Interior design activity trending upward

Virtual reality the next big thing in interior design

Commodification of interior design services

Products incorporating innovative technologies

Changing wants and values of interior design clients

Environments that can be redesigned with the touch of a button

Broad Implications for Interior Design

1) Shifting role of interior design

The proliferation of virtual reality and robotics erodes the more traditional role of interior design. A continuing shift towards commodification of design leads to industry re-definition and increased emphasis on knowledge areas and capabilities, such as human behavior, systems thinking, and problem-solving expertise. Interior design has a core skill set that is especially useful for early exploration and analytical decision-making. Designers may focus more on creating a holistic roadmap of solutions to perform over a long period of time. This approach requires leadership skills and strategic partnering in how interior designers market and deliver their professional services.

> *"Things that have traditionally been part of interior design are eroding away to new technologies and methods; however, there are also new zones of service opportunities, including the potential and promise of the well building movement."*

Strong communication skills will be needed to transform and advance the role of interior design. Additionally, problem identification and translation are critical skills sets for the future.

> *"In addition to understanding objective aspects, designers need to be able to get at the subjective, which sits beneath the surface. Our ability to identify problems, translate those to clients, and create design solutions is an incredibly powerful tool."*

2) New design tools

As new technological tools and products become available, interior designers will need to learn how to effectively use them for a variety of purposes. This includes communication technologies, optical manipulation, and how space is altered through virtual reality. Understanding how technology can support the design process is an ever-evolving area of expertise. New trades aligned with specialized skills in design technologies will emerge as industries become more reliant on technological methods of fabrication and construction. Systems thinking that addresses different life cycles of products and technology in relation to design solutions becomes increasingly important.

Embracing new design tools also increases the need to make wise choices about using technology in balance with human needs. Designers will be called upon to understand physical, emotional, and neurological needs in relation both to technology and human wellness. Research and data about technology's impact on humans is needed.

> *"It's important to help client's understand that just because something is possible does not necessarily make it valuable. Clients shouldn't attach to the newest technologies or products if those choices don't address their specific needs or deliver long-term value."*

Related Content and Learning for Interior Design Education

a) Deep expertise in human behavior
b) Learning experiences that develop critical thinking, systems thinking, and facilitation skills
c) Strong communication skills, especially related to articulating value of design and design services
d) Knowledge of emerging zones of service and professional opportunities for interior design
e) Understanding the trajectory and design needs of different businesses and industries
f) How to uncover underlying assumptions through subjective and objective analysis
g) Narrative reasoning
h) More emphasis on integrating life cycles, designing for short-term and long-term in one solution
i) Assessing client expectations versus real needs related to design problem solving
j) Product quality related to life cycle
k) Ability to analyze and process data and implement into interior design
l) How authenticity and meaning relate to individual perceptions, for example, how luxury means different things to different people
m) Learning experiences that integrate emerging technologies
n) Exposure to product evolution, design, and customization

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CIDA thanks the Board of Directors, Standards Committee, and guest speakers for their contributions.

Board of Directors

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Guest Speakers

Ying Hua, Ph.D., Associate Professor/Director of Undergraduate Studies, College of Human Ecology, Cornell University, Ithaca, NY

Whitney Austin Gray, Ph.D., LEED AP, Senior Vice President, Business Development, Delos, New York, NY

Trend category	CIDA summit related content and learning	Key content in CIDA Standards 2017 S=Standard, Letter=Expectation	Gap analysis and comments
Global Influences			
a)	Adaptable problem identification and solving skills to adjust to changing business models, environments, policies, and technology	S8c) Student work demonstrates the ability to apply knowledge and skills learned to identify and define issues relevant to the design problem. S8i) The interior design program includes exposure to a range of problem identification and problem solving methods. S8k) The interior design program includes exposure to methods of idea generation and design thinking.	
b)	Critical thinking, leadership, and professional networking applied to new, untested business models and opportunities	S5e) Students understand leadership models and the dynamics of collaboration. S5f) Student work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions. S8j-k: The interior design program includes j) opportunities for innovation and risk taking; k) exposure to methods of idea generation and design thinking.	
c)	Communicating and leveraging one's individual contribution	S5e) Students understand leadership models and the dynamics of collaboration. S6c) Students have an awareness of the breadth and depth of interior design's impact and value. S9a) Students are able to effectively distill and visually communicate data and research. S9e) Students are able to effectively apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.	
d)	Ability to use effective communication to discuss global issues and concepts	S4d) The interior design program provides exposure to the current and relevant events that are shaping contemporary society and the world. S9e) Students are able to effectively apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.	
e)	Emphasis on social justice, diversity, and the environment in content and throughout the learning process	S4b-c: Student work demonstrates understanding of b) how social, economic, and cultural contexts inform interior design; c) how environmental responsibility informs the practice of interior design.	

f)	Focus on common needs of humanity and human wellness	S7c) Student work demonstrates methods for gathering human-centered evidence. S7e) Students work demonstrates the ability to apply human factors, ergonomics, and universal design principles to design solutions.	
g)	Human responses to hardship and distress and how design can accommodate these responses	S7a-c: Student work demonstrates understanding of a) the impact of the built environment on human experience, behavior, and performance; b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance; c) methods for gathering human-centered evidence.	Human response to hardship and distress may need to be more specifically referenced to ensure the content is covered.
h)	Ethical decision making and problem solving applied to a wide range of global issues in the design process, e.g. providing students with literal examples of global ethics, decision-making, and problem solving	S4d) The interior design program provides exposure to the current and relevant events that are shaping contemporary society and the world. S6h) Students understand professional ethics and conduct.	Ethical decision making in the context of global issues in the design process should be made more explicit.
i)	Understanding of essential moral and ethical themes	30-semester credit hours of general education requirement S10a) Students understand the social, political, and physical influences affecting historical changes in design of the built environment.	
j)	Classical liberal education learning evidenced in interior design curriculum, i.e. evidence of connection to literature, history, philosophy	30-semester credit hours of general education requirement S10a) Students understand the social, political, and physical influences affecting historical changes in design of the built environment. S10f) Students apply precedents to inform design solutions.	This area could be stronger.
K)	Exploration of alternatives to standard processes and practices that respond quickly, efficiently, and globally	S8j-k: The interior design program includes j) opportunities for innovation and risk taking; k) exposure to methods of idea generation and design thinking.	

l)	How to analyze global implications of design choices and explore the impact of material selections	S13d) Student work demonstrates understanding of appropriate design or specification of products and materials in relation to project criteria and human wellbeing. S13e) Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost. S13f) Students are able to lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.	Global implications of specifications are not specifically addressed.
m)	Wayfinding and integration of graphics to support ubiquitous security and protection of information	S7f) Student work demonstrates the ability to apply wayfinding techniques to design solutions.	
n)	Opportunities for global exchanges and travel	S4f) The interior design program provides opportunities for developing multi-cultural awareness.	
o)	Virtual global participation used as a means of engagement	Not applicable	Teaching methods are not prescribed in standards.

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Economy			
a)	Affordability and how it relates to various populations of society	S4b) Student work demonstrates understanding of how social, economic, and cultural contexts inform interior design.	
b)	The relationship of ethical design decisions to income disparity	S4b) Student work demonstrates understanding of how social, economic, and cultural contexts inform interior design.	Relationship to ethical decision making should be more explicit.
c)	Understanding of productivity enhancement	S6c) Students have an awareness of the breadth and depth of interior design's impact and value. S7a-b: Student work demonstrates understanding of a) the impact of the built environment on human experience, behavior, and performance; b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance.	
d)	Design's impact on workers' effectiveness	S6c) Students have an awareness of the breadth and depth of interior design's impact and value. S6f) Students understand elements of project management. S7a-b: Student work demonstrates understanding of a) the impact of the built environment on human experience, behavior, and performance; b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance. S9a) Students are able to effectively distill and visually communicate data and research.	
e)	Supply chain logistics in various settings	S6d) Students have awareness of the components of business practice.	May not be explicit enough.
f)	Understanding interior design's economic impact in order to communicate the profession's value	S6c) Students have an awareness of the breadth and depth of interior design's impact and value.	
g)	How to read economic forecasts and their implications	S6b-c: Students have an awareness of the b) impact of a global market on design practices; c) breadth and depth of interior design's impact and value.	

h)	Sourcing and its connection to the economy and environment	S4b-c: Student work demonstrates understanding of b) how social, economic, and cultural contexts inform interior design; c) how environmental responsibility informs the practice of interior design. S13e) Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.	
i)	The impact specifications have on budget	S13d) Student work demonstrates understanding of appropriate design or specification of products and materials in relation to project criteria and human wellbeing.	
j)	The economic impact of government and jurisdictional regulations	S4a) Students are aware that building technology, materials, and construction vary according to geographic location. S4b) Student work demonstrates understanding of how social, economic, and cultural contexts inform interior design. S16 Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces. All expectations are relevant.	
k)	The influence and role of entrepreneurialism in the economy	30-semester credit hours of general education requirement S6e) Students understand types of professional business formations.	Entrepreneurialism is not specifically referenced here, nor is the focus on economic impact. This type of content might be found in general education as well.
l)	Service learning, i.e. creating passion for and long-term commitment to design for the common good	S6n) The interior design program provides exposure to the role and value of public service.	

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Social/Demographics			
a)	Understanding demographic shifts and their implications for the economy and interior design	S4b) Student work demonstrates understanding of how social, economic, and cultural contexts inform interior design. S10a) Students understand the social, political, and physical influences affecting historical changes in design of the built environment.	Demographic and social impact may need more elaboration and emphasis.
b)	History and world events as they relate to current day politics	S4d) The interior design program provides exposure to the current and relevant events that are shaping contemporary society and the world. S10a) Students understand the social, political, and physical influences affecting historical changes in design of the built environment.	The connection between historical events and current day politics/events is missing.
c)	Working in a global market and understanding nuances of working/designing in various cultures	S4b) Student work demonstrates understanding of how social, economic, and cultural contexts inform interior design. S4e) The interior design program provides exposure to a variety of cultural norms. S4f) The interior design program provides opportunities for developing multi-cultural awareness.	
d)	How interior designers' expertise in human needs (control, autonomy, prospect, refuge, restoration) can be applied to social issues	S7a-c: Student work demonstrates understanding of a) the impact of the built environment on human experience, behavior, and performance; b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance; c) methods for gathering human-centered evidence. S7d-e: Student work demonstrates the ability to d) analyze and synthesize human perception and behavior patterns to inform design solutions; e) apply human factors, ergonomics, and universal design principles to design solutions.	
e)	Various forms of housing (assisted, co-housing, group housing, etc.) and design expectations		Several standards imply that students should experience a range of design projects, but housing types are not specifically addressed.

f)	The specific needs of quality health care and the role of interior design in creating healthcare environments on many fronts: economic, availability, human needs, wellness, etc.	S7a-b: Student work demonstrates understanding of a) the impact of the built environment on human experience, behavior, and performance; b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance.	Human-centered approach to health and wellness needs more elaboration and emphasis.
g)	Ways to modify existing space to adapt to changing needs, i.e. aging in place, shifting trends, varying familial structures	S4b) Student work demonstrates understanding of how social, economic, and cultural contexts inform interior design. S7d) Student work demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions. S8a) Student work demonstrates the ability to apply space planning techniques throughout the design process.	Modifying existing space is not specifically addressed.
h)	Awareness of the changing body and mind in elders and how this influences design choices	S7d-e: Student work demonstrates the ability to d) analyze and synthesize human perception and behavior patterns to inform design solutions; e) apply human factors, ergonomics, and universal design principles to design solutions.	Aging body and mind Is encompassed in these expectations, but may not be explicit enough to ensure the content is covered.
i)	Understanding different types of work spaces to accommodate different generations and working styles	S7d-e: Student work demonstrates the ability to d) analyze and synthesize human perception and behavior patterns to inform design solutions; e) apply human factors, ergonomics, and universal design principles to design solutions. S8a) Student work demonstrates the ability to apply space planning techniques throughout the design process. S8i) The interior design program includes exposure to a range of problem identification and problem solving methods.	

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Workforce			
a)	Designing to support increased distance communications in a variety of work environments	S5c) Students have awareness of technology-based collaboration methods.	
b)	Technology systems and how they support individual and team work	S5c) Students have awareness of technology-based collaboration methods. S5d) Students understand team work structures. S9e) Students are able to apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.	
c)	Learning experiences that require discernment, such as observations, case studies, interviewing, post-occupancy evaluation	S8c) Student work demonstrates the ability to apply knowledge and skills learned to identify and define issues relevant to the design problem. S8i) The interior design program includes exposure to a range of problem identification and problem solving methods.	
d)	Critical thinking and analysis applied to client needs and the ability to translate findings into design decisions	S7d) Student work demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions. S8i) The interior design program includes exposure to a range of problem identification and problem solving methods. S9a-c: Students are able to effectively: a) distill and visually communicate data and research; express ideas in oral communication; express ideas in written communication.	
e)	Generational shifts and designing for multiple generations in the work environment	S4b) Student work demonstrates understanding of how social, economic, and cultural contexts inform interior design.	
f)	How to select appropriate research and integrate findings in the design process	S8h) Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.	
g)	Understanding proximity and patterns of communication and their impact on design	S7d) Student work demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions.	

h)	Strategic thinking and planning skills to support a comprehensive approach to design	S8b-g: Student work demonstrates the ability to apply knowledge and skills learned to b) solve progressively complex design problems; c) identify and define issues relevant to the design problem; d) execute the design process: pre-design, schematic design, and design development; e) synthesize information to generate evidence-based design solutions; f) explore and iterate multiple ideas; g) design original and creative solutions.	
i)	Needs analysis methods for a variety of workplace settings	S8c) Student work demonstrates the ability to apply knowledge and skills learned to identify and define issues relevant to the design problem. S8i) The interior design program includes exposure to a range of problem identification and problem solving methods.	
j)	Understanding how health and wellness impacts the workplace: thermal comfort, motivation, opportunity, productivity, satisfaction, communication, etc.	S13a) Students are aware of the influence of furnishings, objects, materials, and finishes on human wellbeing. S14: Interior designers use the principles of acoustics, thermal comfort, and indoor air quality in relation to environmental impact and human wellbeing. S14a) Students are aware that design decisions relating to acoustics, thermal comfort, and indoor air quality have an environmental impact.	Impact on human wellbeing is referenced in Standard 14, but expectations in that Standard do not further reference. Human wellbeing should be made more explicit in Standard 14 expectations.
k)	Awareness of work styles and personality traits and their impact on design	S4b) Student work demonstrates understanding of how social, economic, and cultural contexts inform interior design. S7d) Student work demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions.	
l)	Workplace culture and branding and how these relate to design decisions	S6d) Students have an awareness of the components of business practice. Examples could include business development, brand management, financial management, risk management, and human resources.	May need elevated emphasis on brand, culture, and characteristics of user.

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Emerging Technologies			
a)	Developing the capacity for change through learning experiences	S8j) The interior design program includes opportunities for innovation and risk taking.	
b)	Learning experiences that require critical, creative, analytical thinking	S8b) Student work demonstrates the ability to apply knowledge and skills learned to solve progressively complex design problems. S8f-g: Student work demonstrates the ability to apply knowledge and skills learned to f) explore and iterate multiple ideas; g) design original and creative solutions. S8k) The interior design programs includes exposure to methods of idea generation and design thinking.	
c)	Content that emphasizes the value of continuous learning	S6l-m) The interior design program provides exposure to the role and value of l) professional organizations; m) life-long learning.	
d)	Virtual reality as an evolving industry	S6c) Students have an awareness of the components of business practice.	May not be explicit enough.
e)	Virtual reality design technologies and processes	S9e) Students are able to effectively apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.)	Virtual reality is not specifically addressed.
f)	Awareness of rapid prototyping of design construction and elements		Not addressed.
g)	3-D printing	S13d) Student work demonstrates understanding of appropriate design or specification of products and materials in relation to project criteria and human wellbeing.	3-D printing is not specifically addressed.
h)	Awareness of new materials and sources	S13f) Students are able to lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.	

i)	Understanding of design components/functions that are easily automated and the design implications of automated processing and manufacturing	S7a) Student work demonstrates understanding of the impact of the built environment on human experience, behavior, and performance. S15c) Student work demonstrates understanding that design solutions affect and are impacted by interior systems, construction, and installation methods. S15e-f) Student work demonstrates understanding that design solutions affect and are impacted by e) the integration of building systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing; f) monitoring systems including energy, security, and building controls systems.	
j)	Team communications	S5c) Students have awareness of technology-based collaboration methods. S5d-e) Students understand d) team work structures; e) leadership models and the dynamics of collaboration. S5f) Student work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions.	
k)	Integrated project delivery methods	S5a) Students have an awareness of the nature and value of integrated design practices	
l)	How to analyze the meaning of data and information and translate that into design outcomes	S8e) Student work demonstrates the ability to apply knowledge and skills learned to synthesize information to generate evidence-based design solutions. S9a) Students are able to effectively distill and visually communication data and research.	
m)	Time management relative to the value of analysis versus production	S6f) Students understand the elements of project management.	
n)	Motivation and psychological needs in the interior environment	S7a-c: Student work demonstrates understanding of a) the impact of the built environment on human experience, behavior, and performance; b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance; c) methods for gathering human-centered evidence. S7d) Student work demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions.	

o)	How to determine best fit to purpose of available technology and resources	S13d) Student work demonstrates understanding of appropriate design or specification of products and materials in relation to project criteria and human wellbeing.	
p)	Design responses to ethical issues related to privacy and equality	S7a-c: Student work demonstrates understanding of a) the impact of the built environment on human experience, behavior, and performance; b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance; c) methods for gathering human-centered evidence. S7d) Student work demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions.	Not specifically addressed, but may be covered by current content.

Trend category	CIDA summit related content and learning	Key content in CIDA Standards 2017 S=Standard, Letter=Expectation	Gap analysis and comments
Industries Related to Interior Design			
a)	Non-traditional/new professional opportunities that align with interior design knowledge and skills	S6a) Students have an awareness of the contexts for interior design practice. S6c) Students have an awareness of the breadth and depth of interior design's impact and value. S6i) The interior design program provides exposure to career opportunities an interior design education can afford and the options for advanced study.	
b)	Critical and analytical thinking	30 semester credit hours of general education requirement S7d) Student work demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions. S8b-g: Student work demonstrates the ability to apply knowledge and skills learned to b) solve progressively complex design problems; c) identify and define issues relevant to the design problem; d) execute the design process: pre-design, schematic design, and design development; e) synthesize information to generate evidence-based design solutions; f) explore and iterate multiple ideas; g) design original and creative solutions.	
c)	Facilitation skills –active listening and engagement of diverse work teams	S9f) The interior design program provides opportunities for students to develop active listening skills in the context of professional collaboration.	
d)	Learning how to gain and foster client trust	S9e) Students are able to apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.	May not be explicit enough.
e)	Design for flexibility and unknowns – how to future proof designs with a kit of parts that change	Standard 8. Interior designers employ all aspects of the design process to creatively solve a design problem. All expectations are relevant.	Designing for scalability in size, cost, and application is not specifically addressed.
f)	Experiencing design/build and production methods – maker spaces and craftsmanship	S11b) Student work demonstrates the ability to explore two- and three-dimensional approaches across a range of media types.	
g)	Greater depth of material and product knowledge and understanding how to curate selections	S13b) Student work demonstrates understanding of how furnishings, objects, materials, and finishes work together to support the design intent.	

h)	Ability to persuasively communicate and justify design decisions	S9a-e) Students are able to effectively a) distill and visually communicate data and research; b) express ideas in oral communication; c) express ideas in written communication; d) express ideas developed in the design process through visual media: ideation drawings and sketches; e) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.	Persuasive communication to justify design decisions is not specifically addressed.
i)	Understanding the role of ethics and adaptability to specifying	S4b-c: Student work demonstrates understanding of b) how social, economic, and cultural contexts inform interior design; c) how environmental responsibility informs the practice of interior design. S13e) Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.	
j)	Authenticity's role in design	S6h) Students understand professional ethics and conduct. S8g) Student work demonstrates the ability to apply knowledge and skills learned to design original and creative solutions.	Authenticity's role may need to be more explicitly addressed.

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Occupant Behavior			
a)	Understanding markets and behaviors	30 semester credit hours of general education requirement	More interior design specific content may be needed
b)	Understanding cause and effect as it relates to occupant behavior	S7a-c: Student work demonstrates understanding of a) the impact of the built environment on human experience, behavior, and performance; b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance; c) methods for gathering human-centered evidence. S7d) Student work demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions.	
c)	Critical thinking about what drives behavior and motivation	S7a-c: Student work demonstrates understanding of a) the impact of the built environment on human experience, behavior, and performance; b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance; c) methods for gathering human-centered evidence. S7d) Student work demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions.	
d)	Hospitality experiences related to a variety of settings in the designed environment	S7a-c: Student work demonstrates understanding of a) the impact of the built environment on human experience, behavior, and performance; b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance; c) methods for gathering human-centered evidence. S7d) Student work demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions.	

e)	Customization and how to enable personalization of/in the built environment	S13d) Student work demonstrates understanding of appropriate design or specification of products and materials in relation to project criteria and human wellbeing. S15d) Student work demonstrates understanding that design solutions affect and are impacted by detailing and specification of interior construction materials, products, and finishes.	
f)	Framework of a patient-centered approach to health care	S7a-b: Student work demonstrates understanding of a) the impact of the built environment on human experience, behavior, and performance; b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance.	Framework of patient-centered approach is not addressed specifically.
g)	Designing environments that support a variety of learning models	S7a-c: Student work demonstrates understanding of a) the impact of the built environment on human experience, behavior, and performance; b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance; c) methods for gathering human-centered evidence. S7d) Student work demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions.	
h)	Integrating teaching methods that model experiential learning	Not applicable.	Teaching methodology is not prescribed in standards.
i)	The shift from focusing on functional needs to the desired outcomes of occupant experience	S7d) Student work demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions.	
j)	Using empathy as a design tool	S7c) Student work demonstrates understanding of methods for gathering human-centered evidence. S7d) Student work demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions.	This may need to be more precisely addressed.

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Sustainability/Wellness			
a)	Interior design's role in supporting public health	S6c) Students have an awareness of the breadth and depth of interior design's impact and value.	
b)	The impact of design decisions on mental health and comfort	S7a-b: Student work demonstrates understanding of a) the impact of the built environment on human experience, behavior, and performance; b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance. S7d) Student work demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions. S12f) Students understand how light and color in the interior environment impact health, safety, and wellbeing. S13a) Students are aware of the influence of furnishings, objects, materials, and finishes on human wellbeing.	Mental health is not specifically addressed.
c)	Methods of measuring design choices' impact on mental health and comfort	S7c) Student work demonstrates understanding of methods for gathering human-centered evidence. S8h) Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.	
d)	The ability to access valid and reliable wellness data and to make decisions related to data	S8h) Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.	

e)	Barriers to healthy behaviors and means of influencing healthy behaviors	S7a-b: Student work demonstrates understanding of a) the impact of the built environment on human experience, behavior, and performance; b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance. S7d) Student work demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions. S12f) Students understand how light and color in the interior environment impact health, safety, and wellbeing. S13a) Students are aware of the influence of furnishings, objects, materials, and finishes on human wellbeing.	
f)	Opportunities for collaboration across disciplines that focus on human wellness outcomes	S5f) Student work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions.	Not specific to human wellness.
g)	Professional disciplines and the holistic nature of problem solving for human health and wellbeing		Not specifically addressed.
h)	Knowledge of human psychology, behavior, and the environment	S7a-b: Student work demonstrates understanding of a) the impact of the built environment on human experience, behavior, and performance; b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance. S7d) Student work demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions. S12f) Students understand how light and color in the interior environment impact health, safety, and wellbeing. S13a) Students are aware of the influence of furnishings, objects, materials, and finishes on human wellbeing.	
i)	Parametric modeling		Not specifically addressed.
j)	Elements of self-actualization and how to design for them		Not specifically addressed.
k)	Human factors as a part of wellness – modeling human factors with more emphasis on the cognitive element	S7e) Student work demonstrates the ability to apply human factors, ergonomics, and universal design principles to design solutions.	May need more emphasis on cognitive impact.

l)	Understanding of WELL Building Standards	S16g) Students apply industry-specific regulations and guidelines related to construction. Examples could include the WELL Building Standard, health codes, regulations for government projects, regulations for education projects including child and adult daycare, health care, and multi-cultural allowances, and/or regulations governing work in historic districts or on historic properties.	

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Interior and Product Design			
a)	Deep expertise in human behavior	S8 Interior designers apply knowledge of human experience and behavior to designing the built environment. All expectation are relevant.	
b)	Learning experiences that develop critical thinking, systems thinking, and facilitation skills	S8b-g: Student work demonstrates the ability to apply knowledge and skills learned to b) solve progressively complex design problems; c) identify and define issues relevant to the design problem; d) execute the design process: pre-design, schematic design, and design development; e) synthesize information to generate evidence-based design solutions; f) explore and iterate multiple ideas; g) design original and creative solutions. S8i) The interior design program includes exposure to a range of problem identification and problem solving methods.	
c)	Strong communication skills, especially related to articulating value of design and design services	S6c) Students have an awareness of the breadth and depth of interior design's impact and value. S9e) Students are able to effectively apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.	
d)	Knowledge of emerging zones of services and professional opportunities for interior design	S6i) The interior design program provides exposure to career opportunities an interior design education can afford and the options for advanced study.	Emerging zones of services are not specifically addressed.
e)	Understanding the trajectory and design needs of different businesses and industries		Not specifically addressed.
f)	How to uncover underlying assumptions through subjective and objective analysis	S8c) Student work demonstrates the ability to apply knowledge and skills learned to identify and define issues relevant to the design problem.	
g)	Narrative reasoning	S9e) Students are able to effectively apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.	
h)	More emphasis on integrating life cycles, designing for short-term and long-term in one solution	S13e) Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.	

i)	Assessing client expectations versus real needs related to design problem solving	S8c) Student work demonstrates the ability to apply knowledge and skills learned to identify and define issues relevant to the design problem. S13d) Student work demonstrates understanding of appropriate design or specification of products and materials in relation to project criteria and human wellbeing.	
j)	Product quality related to life cycle	S13e) Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.	
k)	Ability to analyze and process data and implement into interior design	S8e) Student work demonstrates the ability to apply knowledge and skills learned to synthesize information to generate evidence-based design solutions.	
l)	How authenticity and meaning relate to individual perceptions, for example, how luxury means different things to different people	S7d) Student work demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions.	
m)	Learning experiences that integrate emerging technologies	S9e) Students are able to effectively apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.	Emerging technologies are not specifically addressed.
n)	Exposure to product evolution, design, and customization	S13a) Students are aware of the influence of furnishings, objects, materials, and finishes on human wellbeing. S13d) Student work demonstrates understanding of appropriate design or specification of products and materials in relation to project criteria and human wellbeing. S13e) Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.	Product evolution is not specifically addressed.