

# The Record of the Interior Design Educators Council



## Message from the President

Denise A. Guerin, IDEC President, 2010-2011

From the President ..... 1  
From the Communications Chair ..... 2

### IDEC Updates

Annual Conference ..... 3  
Issues Forum Meeting Held ..... 4  
Environmental Scan ..... 5

### Student Spotlight

Competitions ..... 6  
Scholarships ..... 8

### Academia

Research ..... 10  
Service ..... 14  
Teaching ..... 18

### Industry / Professional Practice ..... 22

### Visiting the Pantone Hotel ..... 26

CIDA Collaborative Strategies  
Session ..... 29

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the next IDEC E-Records?**

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Dear Friends in IDEC,

I hope you are all safe and warm. The weather we Minnesotans receive on a near-annual basis seems to have travelled across the country. I want you to know that my presidential powers simply do not extend to weather control; I HAD NOTHING TO DO WITH THIS!

I, too, was snowed in for two days at two different times in December alone. In my younger days, I might have tried to shovel the two feet of snow from my drive, plow through the heap of snow at my driveway's end, and blast through the deep snow in the street until I reached a plowed road...but not anymore. I took advantage of nature's gift and took some time to rest, read, and, oh, yes, grade!

Taking advantage of another of nature's gifts, age (or should I say, maturity) means I have learned to delegate. This year, I hired two neighbor boys to shovel my drive, mow my lawn, and rake my leaves. I delegated and, in doing so, have more time for other tasks and leisure.

During my presidency, I have learned that the IDEC staff excels at shoveling, mowing, and raking too. But they do even more, they lead. They are knowledgeable about what to do, when to do it, and, in fact, are leading IDEC into the next phase of organizational maturity.

The thoughtful and purposeful reorganization of IDEC volunteers by Jill Pable is increasing member involvement, providing more opportunities for intentional leadership, and allowing the Board of Directors time to develop a vision for a growing and changing IDEC.

We have learned the value of sharing our tasks to complete our jobs, thereby developing of new leaders who will move IDEC forward with new passion and vision.

After December's record snowfall in Minnesota, my two neighbor boys have made a small fortune from shoveling my driveway. But they are a great resource that allows me to do other work.

In the same way, IDEC's volunteers, who shovel, mow, and rake, allow the staff and Board to do other work. Additionally, volunteers now lead much of the work because their reorganization has created more leadership positions and access to volunteer positions in IDEC.

This great assemblage of volunteers, the staff, and Board are working together as an organization to intentionally move IDEC along its path to maturity. And, in the process, we are creating leaders for our future. Thank you to all who volunteer for IDEC, the Board, and the IDEC staff; together you are leading us through the present and into the future.

Sincerely,

Denise A. Guerin, IDEC President, 2010-2011

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## Message from the Communications Chair

Irina Solovyova, Ph.D

From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

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### **SOCIAL MEDIA LAUNCH: Connect with IDEC!**

Did you know at least 80 percent of educators belong to at least one social network?  
*(Source: Pearson Social Media Survey 2010)*

The IDEC Communications Committee is pleased to officially launch IDECConnect, a new blog platform for interior design educators and the industry!

#### **TELL A FRIEND!**

Why use social media to connect with colleagues and students? These tools provide a quick, easy way to:

- Stay current on IDEC news
- Receive valuable, relevant industry information about best practices
- Expand professional networks
- Disseminate conference and competition calls
- Exchange dialogue with other passionate design educators, students and industry professionals

Don't miss out on the conversation—subscribe, follow, like, and connect with IDEC's social networks today!

#### [IDEC on Facebook](#)

Nearly 500 million active Facebook users around the globe now have an opportunity to connect to IDEC. So what are you waiting for? "Like" IDEC for the latest news and connect to industry partners, students, and other interior design faculty.

#### [IDEC on LinkedIn](#)

A new member joins LinkedIn approximately every second. Find collaborators in teaching, research, and practice via the IDEC discussion group.

#### [IDEC on Twitter](#)

Twitter users tweet an average of 55 million messages a day. Follow IDECorg to keep up with real-time IDEC news. Headed to the IDEC 2011 conference? Look out for conference tweets with the hashtag #IDEC2011—a convenient way to stay current on conference events and activities.

#### [IDECConnect Blog](#)

Join member and industry discussions about everything from the state of interior design education to why beauty matters. Subscribe to receive notification when new posts are published.

#### [Beauty 101: the study of people and places](#)

Does beauty matter? CABA captured public attitudes on beauty and its potential to impact architecture, community involvement and education

#### [IDEC Blog Check: "American Design Schools are a Mess and Produce Weak Graduates"](#)

Industrial designer Gadi Amit shares his opinions about the state of design portfolios, credentials, students and education

#### [IDECers Discuss Membership Benefits](#)

View the top five reasons to join or renew your IDEC membership this year

#### [Please network responsibly](#)

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From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

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## IDEC 2011 Annual Conference: Design with Intelligence

March 16-19 | Denver, CO



### Conference Highlights

The key feature of the conference, second only to the more than 110 outstanding scholarly presentations, is the Educators as Intentional Leaders Series. The series includes three presentations with potential for significant impact.

#### **1 Wed., March 16: Shashi Caan, President, International Federation of Interior Architects/Designers**

Shashi Caan, President of IFI, will kick off the conference with Summit recommendations that were developed from dozens of IFI Think Tank gatherings across the globe with an eye to “reposition the interiors discipline on the world stage.”

#### **2 Thurs., March 17: Valerie Fletcher, Executive Director, Institute for Human Centered Design**

Valerie Fletcher, IHCD, will present a Keynote address encouraging interior design educators to become intentional leaders who move these recommendations into strategic actions.

#### **3 Fri., March 18: Fellows Action Forum**

The IDEC Fellows will lead an Action Forum in which you will develop strategic actions to implement the recommendations as educators fulfill their role as intentional leaders.

### Important Dates

February 2: [Early bird registration discount ends](#)

February 21: [Room reservation deadline](#)



*2010 Annual Conference  
in Atlanta*



*Highlights from last years conference  
regional design Olympic competition:  
(right) Denise Guerin and Caren  
Martin studying up on the “State of  
the Interior Design Profession.”*

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From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

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## IDEC Updates

### Issues Forum Meeting Held

*Article submitted by Jill Pable, IDEC Past President*

The Issues Forum, a group composed of leader representatives of IDEC, ASID, IIDA, IDC, NCIDQ and CIDA, met in Washington D.C. on Thursday, November 11, 2010. The purpose of the Issues Forum is to establish and share a common vision and provide structured dialogue regarding issues of concern. **Lisa Waxman**, IDEC President-Elect, **Jill Pable**, IDEC Past-President, and **Jeff Beachum**, IDEC Executive Director, attended.

The discussion centered on the short and long-term effects of the global economic slowdown on the interior design profession and industry. Each organizational representative shared his/her impressions of this impact, and reflections included that increased competition is driving the need for increased business skills at this point in time.

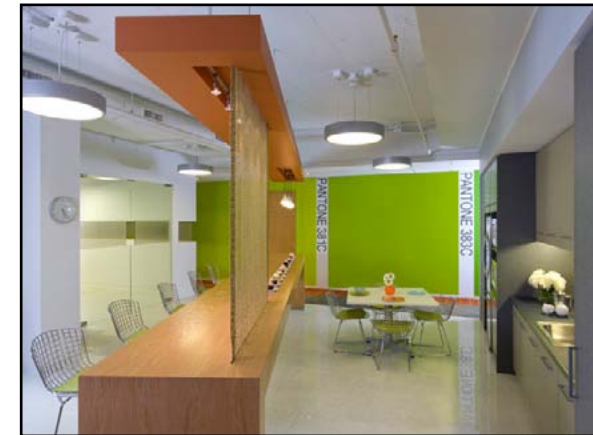
Others noted the continued trend toward global-scope influences like building codes and licensing, and that multi-skilled designers are currently realizing the most success. Sharing of metric information was discussed to better identify the current status of the profession and to seek ways to prepare for future changes.

IDEC provided a summary of recent higher education surveys that identify that the number of students graduating from U.S. high schools peaked in 2009, and that this number is projected to decline through 2015. Highlights from the Fall 2010 IDEC member environmental scan were also shared with Issues Forum members. See page 5 for more details.

[Members can view the higher education survey summary on the IDEC website.](#)



*NCIDQ Headquarters in Washington, DC recently received LEED Silver Certification. Products selected for the space were chosen for characteristics such as recycled content, local manufacturing, low VOCs, FSC-certified wood and formaldehyde-free adhesives.*



*Designed by Perkins + Will, the NCIDQ headquarters opened in the summer of 2009 as a showcase for the spirit of innovative design combined with sustainably responsible practices.*





From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

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## Student Spotlight: Competitions

Charles F. Gustina, Emerging Talent Editor



### Time's A-Wastin'!

While we're all focused on the beginning of another semester, there are some important deadlines approaching, offering some great opportunities for students. A design competition, scholarships, and awards are all coming your way – get ready!

### 4th Annual IDEC Make A Difference Project!

*Can interior design students use creativity to make daily existence better for human beings, other living things or the earth?*

### Bring a problem into focus

The Interior Design Educator's Council Social Responsibility Network is proud to sponsor the fourth annual Make a Difference Project. Inspired by Bryan Bell, founder of Design Corps, a non-profit group dedicated to world betterment through design, the idea is simple, but potentially profound.

1. Direct your interior design students to find a real-life problem in the community that could be improved or minimized through design. The problem or challenge must be in an off-campus community and not in one's own residence.
2. Students then create and install a small, meaningful design solution, either temporary or permanent.
3. Students then observe what happens when people encounter and use their environmental idea.
4. The students document their design idea and observations in the template and submit in pdf format to the sponsor.



Single students or teams have 36 hours to conceive and execute the project. To complete the project, students should document the design idea with photographs and a one-page description using the template found on the Make a Difference Project website located at: [www.idec.org/students/MakeaDifference.php](http://www.idec.org/students/MakeaDifference.php)

Completed submissions must be submitted by email in pdf form by Monday, February 7. The deadline has been extended.

Educators of the IDEC Social Responsibility Network will compile the ideas and will post them for all to see at the IDEC Social Responsibility Network section of the website. Also, all work will be exhibited at the conference in Denver in 2011.

[Online you can also view projects submitted during the Project's first three years.](#)



From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

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## Student Spotlight: Competitions continued...



### IIDA Student Sustainable Design Competition

As the International Interior Design Association website states, “It has always been the vision of IIDA to lead the way for the next generation of Interior Design innovators.” Thus the goal is established as the winners of the 2010 IIDA Student Sustainable Design Competition are presented. The annual contest, sponsored this year by Interface FLOR, received three times more as many entries in 2010 than 2009. In addition, over 15,000 IIDA members and design enthusiasts voted online to select the competition winners.

The Grand Prize is a \$2,000 cash prize, a feature on the IIDA Student Blog, and a spotlight in the IIDA “Hire Me” campaign. The winning entry entitled “Fashion Showroom at One Bryant Park” was submitted by Katie Barons, Amanda Martin and Richard Abi Saab of the New York School of Interior Design.

First Place garners \$1,500 in cash and will also be featured on the IIDA Student Blog. “The Spot” by Weng Hei Au, IIDA Student Member of Washington State University Spokane was awarded this honor.

The Popular Vote award was awarded to Subline by Yadira Perez, IIDA Student Member at Miami International University. The award includes \$1,000 cash and a one year IIDA Student Membership.

[All of the submissions are posted online.](#)

### IDEC Video Competition

You are invited to take part in an interior design student, practitioner and educator video event that celebrates your preparation to be an interior design professional and informs others about the value of your skills.

This is your opportunity to create and share a short video with the public from your point of view that celebrates and explains the importance of established interior design education and examination standards you are participating in—and that will prepare you to assist the public as an interior design professional.

The video should address: How is the public’s health, safety and welfare protection enhanced by the skills of fully prepared health-care interior design practitioners.

Winners receive cash prizes of \$1,500, \$1,000, or \$500; recognition at the 2011 IDEC Annual Conference, a feature in an issue of Interiors & Sources magazine, along with being posted on the websites of the competition’s sponsoring organizations CIDA, IDEC, NCIDQ, and AAHID.

**Details are online at [idec.org/videocompetition](http://idec.org/videocompetition). The deadline to enter is February 1, 2011.**

[You can also view last year’s winning videos online.](#)



From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

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## Student Spotlight:

### Scholarships and call for ASID Student Chapter Awards



#### ASID SCHOLARSHIPS

Even in the best of economies, scholarships are a welcome opportunity for students. Luckily, professional interior design organizations recognize student needs. The American Society of Interior Designers, through its ASID Foundation, Inc., provides scholarships and awards for undergraduate and graduate students in a number of categories. Here is a sampling of the possibilities:

#### Legacy Scholarship for Undergraduates: \$4,000

The Legacy Scholarship is open to all students in their junior or senior year of undergraduate study enrolled in at least a three-year program of interior design. The award will be given to a creatively outstanding student as demonstrated through their portfolio.

#### Legacy Scholarship for Graduate Students: \$4,000

The ASID Foundation Legacy Scholarship is open to students who are enrolled in or have applied for admission to a graduate-level interior design program at a degree-granting institution. The scholarship will be awarded on the basis of academic/creative accomplishment, as demonstrated by school transcripts, a letter of recommendation and a 400 – 600 word essay explaining their inspiration to pursue a professional career in interior design, professional goals, or special areas of interest.

#### Irene Winifred Eno Grant: \$1,000

The Irene Winifred Eno Grant provides financial assistance for the creation of an educational program(s) or an interior design research project dedicated to health, safety and welfare.

#### Joel Polsky Academic Achievement Award: \$1,000

This award recognizes an outstanding undergraduate or graduate student's interior design research or thesis project. \$1,000

#### Joel Polsky Prize: \$1,000

This award recognizes outstanding academic contributions to the discipline of interior design through literature or visual communication.

**The above awards have a submission deadline of March 1, 2011.** ASID also sponsors the following:

#### Mabelle Wilhelmina Boldt Scholarship: \$2,000

Open to graduate-level interior design students.

#### Yale R. Burge Competition: \$750

Recognizes outstanding design and presentation skills; is open to students in their final year of undergraduate study.

[For full descriptions, submission guidelines and application procedures, go to the scholarship and awards section of the ASID Foundation website.](#)

#### ASID STUDENT CHAPTER AWARDS

Many of our interior design programs have ASID Student Chapters. ASID Student Chapter Awards are given to outstanding student members and chapters responsible for promoting the ASID student member experience as an enriching learning tool for future interior designers. Though the deadlines are a way off, Student Chapters should begin thinking about which awards they may be eligible for. Awards include:

*continued on next page*



From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

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## Student Spotlight: Call for Student Chapter Awards

*Student Chapter Awards continued...*

### **MEDIA APPLICATION OF THE YEAR**

The ASID Media Application of the Year Award recognizes a student chapter's innovative use of new media to communicate information of value to its membership. This can include, but is not limited to, student chapter newsletters, websites, Facebook pages and magazines. The media application can be print or electronic and must have been made available during June 2010 to May 2011.

### **FACULTY ADVISOR OF THE YEAR**

The ASID Faculty Advisor of the Year award recognizes the dedication and the insightfulness of an outstanding ASID student chapter faculty advisor. Nominee must have served the chapter during the 2010 – 2011 term and be in good standing with the school which hosts the student chapter.

### **STUDENT REPRESENTATIVE TO THE BOARD (SRB) OF THE YEAR**

The ASID SRB of the Year award recognizes an ASID student representative to the professional chapter board who has demonstrated exemplary dedication to the position and service to their professional chapter. Must have served as SRB for the 2010 – 2011 term and be in good standing with ASID student membership.

### **STUDENT CHAPTER PRESIDENT OF THE YEAR**

ASID Student Chapter President of the Year award recognizes the dedication and leadership of an outstanding ASID student chapter president. Must have served as chapter president for the 2010 – 2011 term and in good standing with ASID student membership.

### **FUNDRAISER OF THE YEAR**

The ASID Fundraiser of the Year award showcases innovative fundraisers developed primarily by and for ASID student chapters. Excellent candidates are fundraisers that are unique, productive, carefully conceived and embrace basic interior design skills.

Chapter fundraiser must have been completed between June 2010 and May 2011. Accounting of funds raised must be submitted with entry.

### **COMMUNITY SERVICE PROJECT OF THE YEAR**

The ASID Community Service Project of the Year award showcases exceptional student chapter programs that seek to positively address community needs through the use of interior design skills. Community service project must have taken place between June 2010 and May 2011.

### **OUTSTANDING STUDENT CHAPTER OF THE YEAR**

The ASID Outstanding Student Chapter of the Year award recognizes a single ASID student chapter that has provided exceptional service to its student members, professional associates and community. A student chapter strategic plan must be submitted for the 2010-11 academic year as well as all student chapter events included in the submission occurring within this timeframe.

[For more information and for submission guidelines, visit  
www.asid.org/awards/student](http://www.asid.org/awards/student)



From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

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## Research Activities in Interior Design

*Gregory Marinic, Research Activities Editor*



### CALL FOR WORK

IDEC's Research Activities section seeks theoretical design scholarship responding to the history, research, teaching, and practice of interior design/interior architecture, as well as its social, cognitive, political, and environmental potentialities.

How can interior design/interior architecture participate in the development of alternative social, natural, and artificial performance-based systems? How can it support and promote emerging ecologies, energies, flexibilities, and economies?

We invite work that investigates the domain of interior design/interior architecture as a temporal yet responsive framework addressing critical contemporary issues. We seek collaborative inquiry that cuts horizontally across traditional knowledge bases by acting as a platform for awareness and catalyst for change.

We call for experimental design explorations, design-build investigations, innovative funded research, and interdisciplinary exhibitions that build creative dialogue and expand the territory of interior design/interior architecture in both academia and practice.

Gregory Marinic, Editor

### ASID Offers Interior Design Research Grants

The American Society of Interior Designers (ASID) Foundation recently launched a research grant program that will annually award three prizes of up to \$35,000 each.

The ASID Interior Design Research Grant Program will focus on how interior design impacts human behavior and social conditioning. Designers, design clients, scientists, educators, and interdisciplinary partnerships are encouraged to submit creative and innovative proposals for research or projects that engage practical applications reaching beyond conventional research.

The program seeks to foster enhanced depth and insight into the social, cultural, and psychological impacts of interior design. The ASID Foundation requests projects with a duration of one-to-two years.

[Click to view a complete listing of ASID Foundation Scholarships and Awards](#)





From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

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## Research Activities in Interior Design

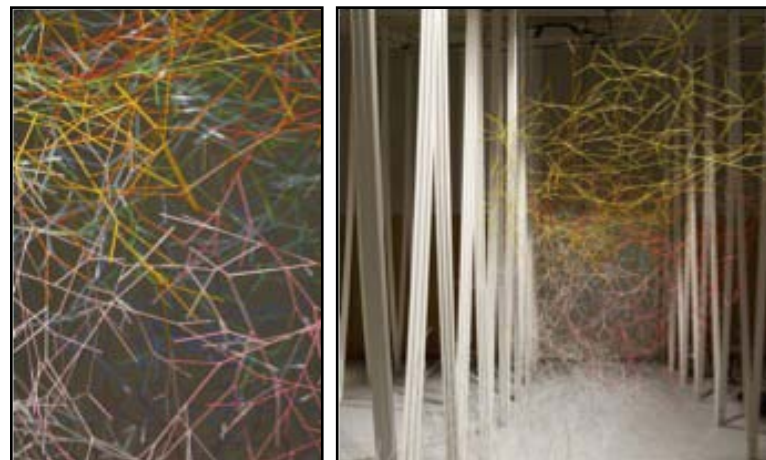
### DesignTide Tokyo 2010

#### Lightweight Modular Interior Prototypes

Designer Emmanuelle Moureaux presented a prototype lightweight modular interior installation at DesignTide Tokyo 2010. Entitled *EDA*, meaning 'branch' in Japanese, the construct consisted of 2,000 interlocking carbon pieces that created suspended and free-standing forms.

Moureaux hung 900 color components and composed 1,100 white assemblies in a separate floor-mounted structure. Each component was generated from small-scale repetitive orthogonal elements that formed larger parametric formal complexities when combined. Biomorphous assemblies overlapped rhythmically-linking various open spaces that created a primarily 'space-defined' form.

Moureaux states, "Spreads of trees, colors of flowers, flows of leaf veins, linkages of cells—everything is in a systematic harmony. In *EDA*, forms are determined according to the natural system."



*EDA installation for Design Tide Tokyo 2010 by Emmanuelle Moureaux*  
IMAGE SOURCE: DesignTide Tokyo

#### Dutch and Japanese Designers Create Hotel Installation

The LLOVE exhibition was a top attraction at DesignTide Tokyo exhibition in Fall 2010.

LLOVE, a collaboration between Dutch and Japanese designers, consisted of conceptual hotel rooms celebrating 400 years of trade and cultural relations between Japan and the Netherlands that commemorated the 1300th anniversary of the founding of Japan's first capital, Nara Heijokyo.

The concept, created by Suzanne Oxenaar, focused around the notion of enjoying spatial experiences while engaging in eating, drinking, and relaxation. Rooms were available to visitors for overnight stays, including this one by Pieke Bergmans filled with a massive undulating mattress.



*DesignTide Tokyo 2010  
LLOVE Exhibition,  
installation by Pieke  
Bergmans.  
IMAGE SOURCE:  
DesignTide Tokyo*



From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

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## Research Activities in Interior Design

### San Francisco State University Demonstrates Cost-Effective Sustainable Living

Committed to fostering better campus-wide ecological practices, San Francisco State University (SFSU) transformed a dorm room for environmental efficiency including dual-pane windows, low-toxicity paint, recycled-content carpet tile, low-flow toilets, water-saving faucets, high-efficiency lighting, Energy Star appliances, and environmentally-friendly cleaning supplies. SFSU expanded its eco-living program this fall with a total of 58 students.

Cyane Dandridge, executive director of Strategic Energy Innovations (SEI), states, “Through San Francisco State’s dedication, and with the overwhelming support of local retailers, this apartment is a great way to show staff, students, and the larger community that living sustainably can be economical and easy.”

SEI staff established an outreach program and identified an on-campus project collaborator. Together with university stakeholders, SEI conducted a project kickoff meeting designed to determine potential sites for an environmental intervention at SFSU. SEI then discussed options for efficient technologies and ecological inventions for the space. SEI worked with an on-site project leader, university staff, and technology partners to determine demonstration opportunities for specific products.

To outfit the apartment, SEI secured donations from a several local/regional technology partners from throughout the Bay Area.

Apart from the its building-based initiatives, the university offers a Bachelor’s Degree in environmental studies and an MBA with an emphasis in sustainable business practices. These programs are a collaborative effort with Strategic Energy Innovations, a non-profit organization formed in 1997 to help communities embrace a sustainable future. SEI previously established green residence hall rooms at the University of Hawaii.

### Chromaesthesiae Interior Installation by SOFTlab

A colorful interior installation made with repurposed and recombined everyday objects was recently on display at Devotion Gallery in Brooklyn.

Created by New York-based SOFTlab using photo inkjet paper and binder clips, the installation investigated the spatial and chromatic perceptions of interior space. SOFTlab generates formal complexity in its works through repetitive forms that allow for rapid expansion or contraction, as well as the ability to adapt, change, and grow.



*Chromaesthesiae  
interior installation  
by SOFTLAB*

*IMAGE SOURCE:  
SOFTLab*





From the President .....	1
From the Communications Chair .....	2
<b>IDEC Updates</b>	
Annual Conference .....	3
Issues Forum Meeting Held.....	4
Environmental Scan .....	5
<b>Student Spotlight</b>	
Competitions.....	6
Scholarships .....	8
<b>Academia</b>	
Research .....	10
Service.....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel.....	26
CIDA Collaborative Strategies Session .....	29

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## Research Activities in Interior Design

### Cornell's Interior Archetypes Resource Defines Practice, Typology, & Vocabulary

The Interior Archetypes Research and Teaching Project, initiated at Cornell University in 1997, establishes a typology and vocabulary of contemporary interior design practice spanning time, style, and cultural boundaries.

An “intype,” as defined by the program, represents an historically- or culturally determined example of design practice. It is the first project of its kind to assemble contemporary design theory into a digital database using interior architecture photographs.

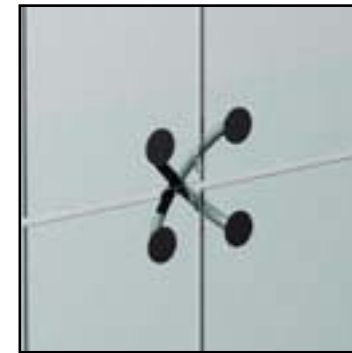
The project has produced an on-going knowledge base of design traits that had previously been unnamed. Each intype often evokes human characteristics or behaviors commonly used without explanation or translation and thus become an accepted part of design language. Such terms that come into common usage are adopted and become a part of the larger English language.

To date, the intypes naming process has identified over 70 intypes paired with corresponding descriptive images. The resource is available on-line at: <http://intypes.cornell.edu/intypesub.cfm?intypeID=73>.

The web site design facilitates dissemination at two levels, the first, descriptive, and informational; the second, in-depth research evidence.

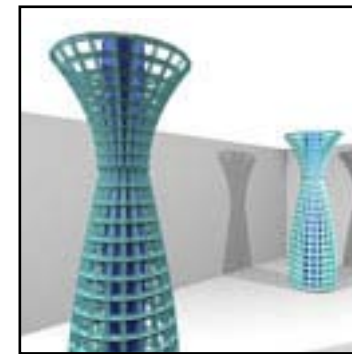
The research text and documentation for each intype is extensive. Each intype has a general definition, an application definition, a comprehensive description and a photographic chronological sequence of published interiors.

The Photo Gallery of thumbprints opens by separate practice types with a chronological sequence of images. Choosing one of the images opens the photographs into a gallery (slide show) view.

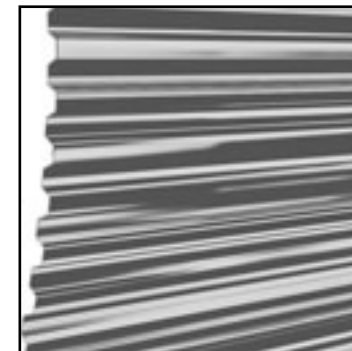


*Intype examples:*

*Rivet refers to the repetition of an exposed mechanical fastener, historically the rivet, but today often either screws or snapfits.*



*Dressed Column describes structural or non-structural columns that are “dressed” by decorative or ornamental means; altogether the columns act as multiple repetitious showcase features.*



*Corrugate refers to the cladding of interior surfaces with corrugated sheet material.*



From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held.....	4
Environmental Scan .....	5
Student Spotlight	
Competitions.....	6
Scholarships .....	8
Academia	
Research .....	10
Service.....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel.....	26
CIDA Collaborative Strategies Session .....	29

**Have an article or news for  
the next IDEC E-Records?**

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## Service Activities in Interior Design

*Service Activity Editor Scott Williams*



### Global Studio Project

In fall 2010, senior level interior design students and University of North Carolina Greensboro Department of Interior Architecture Assistant Professor Hannah Mendoza, director of the Global Studio project, undertook the design of a primary school to be built in the village of Kyekyewere in the Ashanti region of Ghana in partnership with the Rescue Aid Foundation.

They will be traveling to Africa in January 2011 to participate in the building of the school itself. Village elders of Kyekyewere coordinated the donation of four acres of land as the site for the school. In addition, UNCG's Global Studio is working with a team of architects and engineers both in the USA and in Ghana.

The students have also initiated a number of fund raising events and awareness building activities to help raise \$50,000 for the project which will include six classrooms in addition to a well with filtration system for the village.

For more information about the project, please contact Prof. Mendoza: [hrmendoz@uncg.edu](mailto:hrmendoz@uncg.edu) or [buildinghopeghana@gmail.com](mailto:buildinghopeghana@gmail.com) or follow the blog: <http://iarcghana.wordpress.com>



*Illustration by UNCG  
students Heather Link and  
Leah Petriccione*



From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies	
Session .....	29

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## Service Activities in Interior Design

### Ritzville Project

As part of her **Rural Communities Design Initiative**, Prof. **Janetta McCoy** and her design studio students recently worked with Ritzville, WA to create conceptual designs for interactive environments that would convey the city's history, culture, landscape, and future aspirations. Presentations to Ritzville's citizens included animated "design walk-throughs," scale models, and preliminary cost estimates that will allow realistic construction consideration by the community.

For more information and images of student work, please visit the [News and Events section of the university website](#) or the Design as a Tool for Rural Community Revitalization webinar: <http://breeze.wsu.edu/p46849330/>.



*Illustration by Ashley Lightfoot, Benni Adams, Kait Tripp-Addison, Jessica Jensen, and Danielle Nevils*

### A New Dawn Ayiti (Haiti): Partnership for designing sustainable health

In April 2009, graduate students from George Washington University's interior design program embarked on a journey to change the world through design with their project **A New Dawn Ayiti**. (*Ayiti* is the native term for Haiti.)

Instead of relying the standard hypothetical project for her graduate studio, project and studio director, **Nadia Volchansky**, gathered a team of her studio students, professionals, and non-profits. Their task was to deliver self-sustainable healthcare through the construction of a prototype rural health clinic in Haiti; a country where 80

percent of the population lives below the poverty line, contributing to poor health, sanitation, and nutrition.

Since the graduate students who began this project have or will soon graduate, Volchansky hopes that future students will continue to develop and build upon the project's concept; not just one clinic will be built, but several in the years to come.

This graduate studio project won the Healing Environments Award at the 2009 Health Care Design Conference. Partners include Architecture for Humanity, OPX Global, Project Medishare, University of Florida, Federation Nationale de la Jeunesse pour le Development (FNJD), and Mobilize for Haiti.

Please watch Nadia's video clip: <http://www.idec.org/ideconnect/?p=165> or contact her: [www.intd.gwu.edu](http://www.intd.gwu.edu).



From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

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the next IDEC E-Records?**

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## Service Activities in Interior Design

### Caring Container Project

**Prof. Sarah Sherman** created the **Caring Container Project** to benefit her local South Florida community by partnering with Feeding South Florida. Her project coincided with the 20th anniversary of Make a Difference Day.

Florida International University's interior design students were tasked with designing a unique "outside-the-box" container for a family in need to be filled with donated non-perishable food items, toiletries, or school supplies. Once empty, the containers should serve functional, sustainable, and adaptable purposes, such as becoming laundry bins, under-bed storage, magazine racks, or other uses.

Overall, 36 containers were created, filled, and donated to Feeding South Florida with over 813 pounds of food for 540 meals to needy families. Donated school supplies went to Feeding South Florida's Kid's Count Program that allows teachers from Title I schools to shop for free school supplies in a retail store environment.



*Toy Case designed by  
Alicia Fernandez*



*Giving Tree Table designed by  
Elisa Ayrea*



*Store and Write  
designed by Natasha  
Diminich*



From the President ..... 1  
 From the Communications Chair ..... 2

**IDEC Updates**  
 Annual Conference ..... 3  
 Issues Forum Meeting Held ..... 4  
 Environmental Scan ..... 5

**Student Spotlight**  
 Competitions ..... 6  
 Scholarships ..... 8

**Academia**  
 Research ..... 10  
 Service ..... 14  
 Teaching ..... 18

**Industry / Professional Practice ..... 22**

Visiting the Pantone Hotel ..... 26

CIDA Collaborative Strategies  
 Session ..... 29

**Have an article or news for the next IDEC E-Records?**  
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## Service Activities in Interior Design

### Main Street Research



*The students, taking a course titled “Research in Environmental Design” and working with the Seguin Main Street program, were assigned to design the renovation of what is referred to as “the Vivroux half-block” in the 100 block of South Austin Street.*

**Texas State University Interior Design Program Prof. Ron Reed’s** programming, research, and environmental design course paired interior design students with Mary Jo Filip, Seguin Main Street Program Director, and William Bell, FAIA, Texas Main Street Program Community Heritage Development Division, and the Main Street Program of Seguin, TX.

The students, taking a course titled “Research in Environmental Design” and working with the Seguin Main Street program, were assigned to design the renovation of what is referred to as “the Vivroux half-block” in the 100 block of South Austin Street. For purposes of the project, the Vivroux half-block has been defined as the building that formerly housed Vivroux Hardware store

The project’s objective was to help facilitate the restoration of a 19,000 square foot block of buildings adjacent to the courthouse square and encourage economic growth within the town’s ailing historic district. Seguin is the county seat for Guadalupe County and the downtown area includes 26-blocks of commercial buildings and a town square.

The students’ presentation to the client included historical documentation and mapping, local housing information, price analysis, zoning information, code analysis, program production, and a design proposal that reflected the community’s history and demographics.

Since 1981, the Texas Historical Commission, through the Texas Main Street Program, has realized the creation of almost 6,400 businesses in main street districts; this program is dedicated to the economic revitalization of downtown through historic preservation.



## Teaching Highlights in Interior Design

Teaching Activities Editor Peggy Honey, [peghoney@ksu.edu](mailto:peghoney@ksu.edu)

From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held.....	4
Environmental Scan .....	5
Student Spotlight	
Competitions.....	6
Scholarships .....	8
Academia	
Research .....	10
Service.....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel.....	26
CIDA Collaborative Strategies Session.....	29

**Have an article or news for the next IDEC E-Records?**

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### Call for Work

The Teaching Activities topical area of the IDEC Newsletter seeks submissions addressing the scholarship of teaching.

Please feel free to contribute resources, publications and processes that have been helpful in your efforts to achieve transformative learning that results in long lasting, fundamental and deep change in your students.

Please consider submitting anything that impacts teaching; e.g. best practices in pedagogy and curriculum design, CIDA updates, spotlights on teaching excellence, etc.

### News from the University of Oklahoma

The Division of Interior Design in the College of Architecture announces the Master of Interior Design Degree was approved. Classes will start in the fall semester of 2011. Three areas of focus include:

- Sustainable Living
- Design Process Management
- Architectural Lighting

This is in addition to the universities other graduate degree programs in Architecture, Construction Science, Landscape Architecture and Regional and City Planning. They are also working on a Ph.D. program.

## A New Pedagogy for Today's Learners

Article submitted by Peggy Honey

It is my desire that this portion of the newsletter offer helpful, practical information that assists our efforts as educators. I'll begin in this issue by sharing a resource that I have found particularly helpful in understanding today's millennial cohort of students and in thinking about the best way to facilitate their learning.

Much has been written about the character traits frequently seen in today's young adults who were born between 1982 and 1994. They are dramatically different from the students of the past because of the dramatic cultural, familial, educational and technological shifts that have occurred in the last 50 years.

One expert who studies this cohort is Mark Taylor, an adjunct professor at Arkansas State University-Beebe in Little Rock. Dr. Taylor's website, [www.taylorprograms.com](http://www.taylorprograms.com), is a rich compilation of learning resources. One of his articles, "Teaching Generation NeXt: A Pedagogy for Today's Learners," was published this year in the Higher Learning Commission's 26th Edition of *A Collection of Papers on Self-Study and Institutional Improvement*.

In this article, Taylor argues that there is clear evidence that traditional teaching methods no longer work for many of today's college-aged students. His findings are briefly summarized here, but I recommend your reading his article for more detail and clarity.

**1. Identify Class Goals.** The goals of any class should be grounded in the "utility of content and the values of these uses and skills." Teachers need to demonstrate that the material of the

*continued on next page*

# The Record of the Interior Design Educators Council



From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

**Have an article or news for  
the next IDEC E-Records?**

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## A New Pedagogy for Today's Learners continued...

course brings value to both the students' educational and professional goals. Today's students want to know why they should care (and work to understand) the course content.

**2. Improve Student Understanding of Class Expectations.** Don't assume that students coming from the secondary educational system understand the effort required in order to be successful in college and in your course in particular. Rewards and penalties should be clearly defined and explained for all course requirements.

**3. Move Content Learning Out of Class.** Class time is better spent helping students use and apply the course content than in delivering that content. Any content that is available elsewhere should be accessed by students before class. Students should be expected to read texts, review supplementary materials on-line, or even view lectures on available media and come to class with that content knowledge.

**4. Create the Necessity of Preparing for and Attending Class.** Some sort of daily assignment or quiz should verify and reward preparation, while the costs of not preparing should carry some sort of penalty (loss of points or inability to meaningfully participate). If there is no perceived value to the effort of preparing, or if the content is simply restated during class, the student is unlikely to prepare.

**5. Increase Classroom Learning Activity and Engagement.** As Interior Design educators, we are lucky that active learning within the studio environment is at the heart of our design pedagogy. The iterative process of exploration demands active engagement on the part of the learner. It is also easier for the student to understand how the knowledge and skills they are learning are applicable in their education and in their future profession. Even so, it is still possible for a student to "complete" a project without being thoroughly engaged or internalizing the

most important concepts. As educators, creating projects that build on existing knowledge while exciting the students' active investment in the learning process is an immense challenge!

This challenge is even greater for courses (like history) that are typically taught with the more traditional lecture model. I welcome contributions for a future newsletter that deals with best practices in engaging students in courses that must deliver a lot of dense content.

**6. Improve Assessments and Accountability.** Assessments should be FOR learning, not OF learning. In other words, exams should move from the traditional regurgitation of knowledge to a demonstration of meaningful application of that knowledge. Again, this is more manageable within the studio environment than in the traditional lecture environment.

In conclusion, Taylor believes that today's unique learner requires a new pedagogical approach to higher education. As educators, it is our obligation to draw upon all available resources and technologies to help our students develop the skills and understanding necessary to become capable, forward thinking, socially responsible professionals.



From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

**Have an article or news for  
the next IDEC E-Records?**

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## Teaching Highlights in Interior Design

### University of Oklahoma and Texas A&M University Students Collaborate Community Health and Environmental Design program

*Article submitted by Hepi Wachter*

The OU College of Architecture, in the process of launching a professional “Community Health and Environmental Design” program, approached Texas A&M University to collaborate with them in developing this professional educational effort. Texas A&M established their “Architecture for Health” program in 1966 with Professor George J. Mann, AIA, The Skaggs - Sprague Endowed Chair in Health Facilities Design, who is still leading the health studio together with Dr. Joseph J. McGraw, Professor Emeritus.

“The idea for this collaborative project originated during several informal conversations held in Dallas, Tulsa, Norman and College Station between administrators and faculty of the respective architectural colleges of OU and Texas A&M University and then through consultation with the City of Tulsa, the School of Community Medicine and Tulsa Economic Development Corporation,” said Hans-Peter Wachter, associate professor of interior design at OU. Wachter, together with Dave Boeck, George Mann, Dr. Joe McGraw and Shawn Schaefer, is overseeing the project.

Schaefer, Director of the Urban Design Studio explains, “As recommended by Tulsa’s newly adopted comprehensive plan, Plan-i-Tulsa, a site in north Tulsa at the intersection of 36th Street North and North Hartford Avenue was selected. It is also the site for the OU Wayman Tisdale Specialty Health Center, a medical specialty health care facility designed by McFarland Davies Architects that is now under construction.”

Wachter said the faculty and student teams visited Tulsa in October and were briefed on the complex issues facing of Tulsa by faculty and administrators of the School for Community Medicine



in Tulsa, Neighbor for Neighbor and Tulsa Economic Development Corporation. While in Oklahoma City, students toured the offices of Rees Associates and Miles Associates and learned about their healthcare projects. “The challenge posed to the students,” Wachter said, “was to come up with ideas and concepts to reach out to the community and to improve the conditions for the people of north Tulsa.”

Mann noted that some of the student teams focused their efforts on an area of Tulsa that was the site of a race riot in 1921, developing a memorial for those who lost their lives and property during that period.

In developing their projects for north Tulsa, Wachter said the teams recognized the fact that a number of social, medical and economic discrepancies still exist between the large minority community that resides there and the rest of Tulsa.

*continued on next page*

# The Record of the Interior Design Educators Council



From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

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## Students Collaborate On Community Health Facility continued...

Two teams, architecture and interior design students from OU, Kristin Cole, Elizabeth Oestmann, Hunter Read and Jasmine Rikin and architecture students Seth Donnel and Troy Grant from Texas A&M University took it on themselves and consulted each other and collaborated on the project. [Their and other project comments can be viewed in a project blog.](#)

Thirty-seven architectural students, 20 interior design students, six urban design students, and six faculty from the University of Oklahoma and Texas A&M University discussed the results of their collaborative efforts to design a new community health facility and adjacent Northland Shopping Center in Tulsa during two public presentations in December.

Seventeen student teams presented their modeling and drawing projects in College Station, Texas, on December 3, Langford Architecture Center at Texas A&M University. Students from OU's Urban Design Studio concurrently developed a small area plan for the Northland District, which is scheduled for completion next May. The second presentation was on December 6, at the Tulsa Technology Center.

In addition to the colleges of architecture at both universities, the College of Nursing at the OU Health Science Center, School of Community Medicine in Tulsa, Texas A&M Health Science Center, and the architecture firms HKS in Dallas and Rees Associates in Oklahoma City advised the students on the development of their design concepts.

Urban Design Studio students were working in close partnership with the City of Tulsa Planning Department and the Tulsa Economic Development Corporation and have formed an 11-member steering committee of community stakeholders to guide the development of the planning and urban design effort.

Dr. Joe McGraw, who spent many long hours working on this project with students notes, "The students, faculty and college administrators of these two very distinguished universities and colleges of architecture have worked and hard to satisfy two major goals. The first being through this project they have provided a memo-

orable symbol of reconciliation while at the same time they have established the much desired and needed medical services to those living and working in the immediate area of north Tulsa." This effort reflects a growing move between the community and OU toward mutual reconciliation and providing health and community service to Tulsa's north side area and adjacent neighborhoods.



# The Record of the Interior Design Educators Council



From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

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the next IDEC E-Records?**

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## Industry and Professional Practice

*Industry/Professional Practice Editor Michelle Belt*



### IIDA

The dawning of a new year often gives us something to be hopeful about, whether we're happy to close the door on the previous year or optimistic about the idea of a "clean slate."

At the International Interior Design Association (IIDA), we've made our resolutions and are doing our best to stick to them. And so are our members. This may mean volunteering more, networking with peers, or taking next steps in a professional career. In 2010, our members (nearly 600 of them!) exceeded expectations with an unprecedented level of participation in our annual [Student Mentoring Week](#) (SMW).

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### IIDA Student Mentoring Dates Announced

SMW provides IIDA student members with an opportunity to shadow a professional in their area of design interest for one day. This year, SMW will take place February 21-25. Participating students are also eligible to enter the Lloy Hack Memorial Fund scholarship, which awards \$1000 to the winning student and the winning student's mentor's firm. We encourage you to pass this opportunity on to all of your students.

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### IIDA Global Trends in Design Excellence

While we're looking forward to changing lives in 2011 through mentoring and networking opportunities, we can't help but look back at the successes that defined 2010.

Last year, IIDA inaugurated a new design competition called [Global Excellence Awards](#) (GEA). This worldwide design competition was established to honor and celebrate outstanding originality and excellence in the creation of international Interior Design/Architecture projects. By excluding projects from within the United States, IIDA was able to tap into an exciting global perspective on design and bring it home to inspire Designers and Design enthusiasts alike. To see a gallery of the winners, check out the [IIDA website](#).

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### IIDA Educator Membership Options: Join Us

If you are a full-time educator or a department chair, we invite you to join us as a Professional or an Associate Member at reduced membership rates. Membership entitles you to receive publications, attend special events and access research and materials that benefit your students. Visit [www.iida.org](http://www.iida.org) for more information.

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# The Record of the Interior Design Educators Council



From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

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## Industry and Professional Practice

### Clarifying ASID Educator Membership Options

ASID offers a discounted membership rate for educators and targeted messaging for educator and student opportunities offered through the society. There are two ASID educator membership classifications: professional educator and allied educator.

#### Professional Educator

Active engagement either as head of or full-time instructor in a post-secondary program of interior design education being presented at any university, college, or accredited school of interior design, provided that such program requires completion of a minimum of a two year program in interior design and related courses and

- Completion of 40 semester/60 quarter hours of interior design education from an institution accredited by the appropriate regional or national institutional accrediting body
- Successful completion of the National Council for Interior Design Qualification Examination or equivalent examination approved by the Board.

#### Allied Educator

Active engagement either as head of or full-time instructor in a post-secondary program of interior design education being presented at any university, college, or accredited school of interior design, provided that such program requires completion of a minimum of a two year program in interior design and related courses and

- Completion of 40 semester/60 quarter hours of interior design or architecture education from an institution accredited by the appropriate regional or national institutional accrediting body

### ASID Educator Design Excellence Competition Debuted in 2010

ASID proudly introduced an annual ASID Educator Design Excellence Competition in 2010 to award outstanding interior design projects completed by educators in both commercial and residential practice areas.

In acknowledging the significant contribution of educators in interior design, this competition was designed to recognize excellence in interior design work at a national level including those in individuals in the tenure and promotion process who need venues to have their work reviewed.

Professional and allied educator members were invited to participate. By the competition deadline, nearly 20 entries from across the nation were submitted. In January, the entries will be juried by select distinguished ASID members in a peer review process to award three commercial projects and three residential projects. Winners will be announced at the annual IDEC conference and the ASID Conference at NeoCon®, and will be published in ASID ICON Magazine.

Thank you to all who submitted and we look forward to receiving more entries in 2011! For more information on the competition and the types of ASID Educator membership, visit [www.asid.org](http://www.asid.org).

# The Record of the Interior Design Educators Council



From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

**Have an article or news for  
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## Industry and Professional Practice

### ASID Resources for Design Educators Online

The [Educators page](#) of the ASID website is an addition that has been designed to help support and facilitate interior design education. The page is organized into three user-friendly categories: information to use in the classroom, resources for your professional development, and additional ASID educator member benefits. Additionally, information and resources for ASID student chapter faculty advisors are provided.

As the largest organization of professional interior designers in North America, ASID is committed to encouraging and supporting quality interior design education. Our best wishes to you and your program as you continue to provide the profession with exceptional entry level professionals. Please utilize the resources provided and let us know if there are additional ways we can support your efforts.

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### CIDA

#### CIDA receiving the ASID Educator of Distinction Award

In April, 2010 the ASID announced the recipients of the annual ASID Awards, honoring the lifetime achievements of individuals and companies in the field of interior design. ASID presented the Educator of Distinction Award to CIDA.

#### July 2010 accreditation decisions

For a complete listing of decisions made at CIDA's Accreditation Commission meeting July 23-24, 2010 go to <http://accredit-id.org/2010/07/july-2010-accreditation-decisions/>

#### September 10, 2010 New CIDA Website

The Board of Directors of the Council for Interior Design Accreditation (CIDA) is pleased to introduce the new CIDA website at [www.accredit-id.org](http://www.accredit-id.org).

“We are very excited that CIDA's new site strengthens communication with prospective interior design students, in particular, putting the most commonly sought information front and center. The site has always been a good resource, but now offers much improved functionality and a fresh, streamlined design,” states Robert Wright, FASID, CIDA Board Chair.

The new site is part of CIDA's rebranding project that began in April 2010.

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# The Record of the Interior Design Educators Council



From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

**Have an article or news for  
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## Industry and Professional Practice

### NCIDQ

#### Health Safety and Welfare Interactive Tool

NCIDQ's free interactive tool can be a great way to convey information to students about health, safety, and welfare. Access the interactive office plan through the NCIDQ website, or educators may purchase a CD through NCIDQ's QShop. The three-dimensional plan includes various office areas that show design features and their related regulatory requirements. Explanations of code issues pop up when specific areas of the plan are scrolled over with a mouse. Click here to experience health, safety and welfare tool and learn more about [NCIDQ](#).



*NCIDQ's free interactive tool on their website*



### David Butler, Florida State University Educator, Receives NCIDQ's Tregre Award for Service

The National Council for Interior Design Qualification (NCIDQ) presented the Louis S. Tregre Award to David M. Butler, Associate Professor and past Chairman of the Interior

Design Program at Florida State University, in October 2010.

Louis Tregre, a founding director and first president of NCIDQ, is memorialized with this award that recognizes an individual for outstanding service at the grassroots level in support of NCIDQ's mission to protect the health, life safety and welfare of the public by establishing standards of competence in the practice of interior design.

Butler is one of the first U.S. educators to hold an NCIDQ certificate and is a member of the ASID College of Fellows. With nearly 25 years of experience as volunteer to the Florida Board of Architecture and Interior Design and efforts to promote the NCIDQ Exam to his students as a primary goal for achieving professional status, the award is well-deserved.

His teaching experience spans from Business Practices courses, Lighting Fundamentals, Materials and Methods, Portfolio Development, and graduate-level studios at FSU. David is a licensed interior designer in Florida and is the owner of Design Enterprises, the first interior design business to be licensed in Florida. The NCIDQ Board voted unanimously to award David Butler based on decades of service to the profession, and his promotion of NCIDQ by being a tremendous example to students. Congratulations!

For additional information, [please link to the full article](#) from NCIDQ.



- From the President ..... 1
- From the Communications Chair ..... 2
- IDEC Updates
  - Annual Conference ..... 3
  - Issues Forum Meeting Held ..... 4
  - Environmental Scan ..... 5
- Student Spotlight
  - Competitions ..... 6
  - Scholarships ..... 8
- Academia
  - Research ..... 10
  - Service ..... 14
  - Teaching ..... 18
- Industry / Professional Practice ..... 22
- Visiting the Pantone Hotel ..... 26
- CIDA Collaborative Strategies Session ..... 29

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## The Pantone Hotel

**Where the Elements of Design meet the Principles of Color.**

*Article submitted by IDEC member Michael Pacitti*



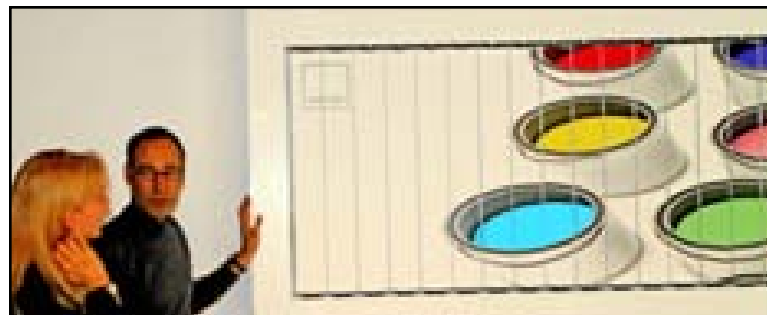
### VISION AND EXPRESSION

Creative vision yearns for articulation. Harnessing and interpreting the unbridled nature of creative vision is the challenge of discipline. When that vision enlists and is respectfully embraced by others, its expression challenges our perspectives and invites us to partake.

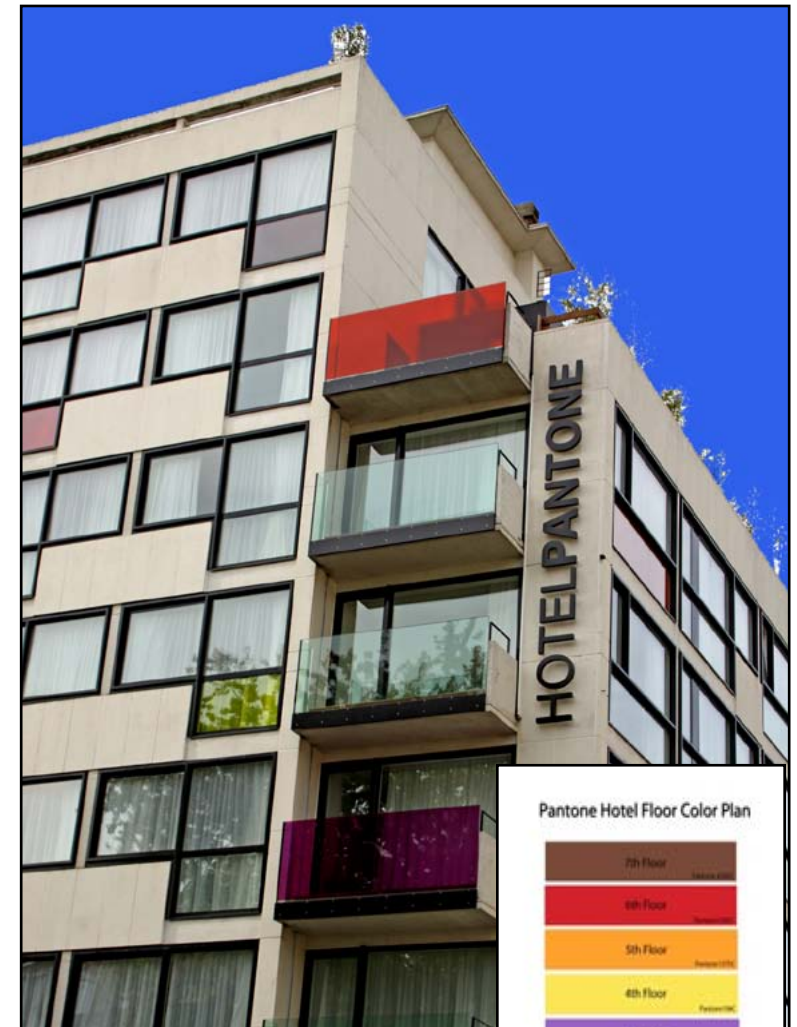
The Pantone Hotel, designed by Michel Pennmann, is an example of the relationship between singular vision, discipline, and complementary expression.

Realizing the purpose of my trip to Brussels was to interview the designer, photographer and general manager of the Pantone Hotel, little did I know that my first step through the doors of this wonderful hotel would reveal such a display of color messages.

Versatility and light greet guests as they enter the hotel lobby. Color abounds, from your first cup of violet tea at the lobby restaurant to the green plastic room keys and Pantone 106C Yellow bicycles.



*Michel Pennmann explaining the tri-faced color board located in the Pantone Hotel lobby. Each floor represents a particular hue, starting with first floor blue rising to the top floor of brown.*



*Hotel Pantone Brussels, Belgium*



*continued on next page*

# The Record of the Interior Design Educators Council



From the President .....	1
From the Communications Chair .....	2
<b>IDEC Updates</b>	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
<b>Student Spotlight</b>	
Competitions .....	6
Scholarships .....	8
<b>Academia</b>	
Research .....	10
Service .....	14
Teaching .....	18
<b>Industry / Professional Practice .....</b>	
22	
<b>Visiting the Pantone Hotel .....</b>	
26	
<b>CIDA Collaborative Strategies</b>	
Session .....	29

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## The Pantone Hotel continued...

Architect Oliver Hannaert employed techniques which allow shadow and light to whimsically interact in the entrance hall. The blind spots of the lobby ceiling area are coated black to add sound proofing. The pillars throughout the main floor are easily changed by way of magnetic strips to accommodate and express various color themes.



*Pantone Hotel Yellow Bicycle.*



Awash in a lively hue, each floor is a showcase of that one particular hue's most profound traits. Inviting and thoughtful oranges, engaging and arousing reds, creative and balanced greens; these are just some of the colors that visitors enjoy.

Incorporating large photographic images above the beds creates a hotel room standard. Photos and images on the ceiling add an unexpected dimension of light and color!

*Designer Michel Pennmann showing how the pillars throughout the lobby have magnetic color strips can be easily removed to change the lobby's color theme.*



*Hotel guest C. Chalifour at Pantone Hotel front desk.*



Particularly interesting, Michel Pennmann has successfully defied the principles of colour by challenging the placement of blues and browns. As you would expect the top floor to be blue such as the sky and the ground floor to be brown as in the earth's tones, this was not the case with the layout being reversed.

Although each room in The Pantone Hotel is a celebration of hues, balance of light and color is achieved, not in the typical use of contrast, but in the subtle intersection of matte and gloss.

The photography in each room, by Victor Levy of Brussels, adheres to the color principles and primary focus of its particular floor. Each of the original images stirs the imagination by challenging us to recognize and comprehend their subjects. The size and magnification of the photographs reveal understated tints, tones, and shades. Each image reflects the Pantone Color theme of the floor on which it appears.

*continued on next page*

# The Record of the Interior Design Educators Council



- From the President ..... 1
- From the Communications Chair ..... 2
  
- IDEC Updates
  - Annual Conference ..... 3
  - Issues Forum Meeting Held ..... 4
  - Environmental Scan ..... 5
  
- Student Spotlight
  - Competitions ..... 6
  - Scholarships ..... 8
  
- Academia
  - Research ..... 10
  - Service ..... 14
  - Teaching ..... 18
  
- Industry / Professional Practice ..... 22
  
- Visiting the Pantone Hotel ..... 26
  
- CIDA Collaborative Strategies
  - Session ..... 29

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## The Pantone Hotel continued...



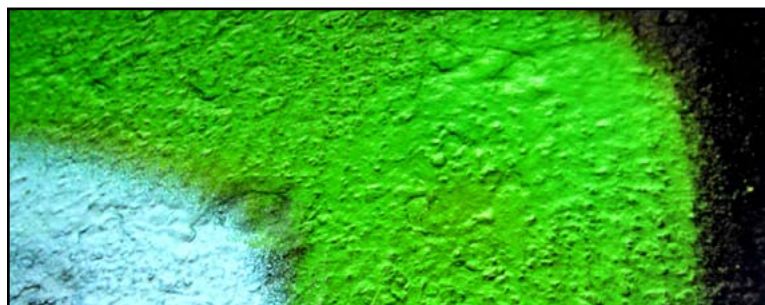
*Photographer Victor Levy captures a small portion of a graffiti spray paint and enlarges it to reveal a spectacle of green and blues.*

Perhaps your journeys lead to Brussels, where The Pantone Hotel, as a testament to vision and expression, will challenge and inspire you.

The Pantone Hotel was the brainchild of designer Michel Pennmann. His vision for a commercial establishment where people would pay for lodging and find each room a unique expression of color with the help of the **Pantone Universe™** is unlike any other.

*Michael Pacitti is an active member of the Color Association of the United States C.A.U.S. and a Design & Color presenter with Art Expo™ New York and educator for the Art and Framing industry. Michael has written numerous articles on color and design and a contributing editor for PFM magazine and member of IDEC.*

[Watch the hotel's YouTube video](#)



Color Room



Designer Michel Pennmann

# The Record of the Interior Design Educators Council



From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held .....	4
Environmental Scan .....	5
Student Spotlight	
Competitions .....	6
Scholarships .....	8
Academia	
Research .....	10
Service .....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel .....	26
CIDA Collaborative Strategies Session .....	29

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## CIDA Collaborative Strategies Session

November 12, 2010

Article submitted by Lisa Waxman, IDEC President-Elect and Jill Pable, IDEC Past-President



On November 12, 2010 we attended the Council for Interior Design Accreditation's (CIDA) Collaborative Strategies session hosted by the CIDA Board of Directors in Washington, D.C.

An impressive group of practitioner/leaders from a wide range of disciplines including interior design, architecture, graphic design, structural engineering, lighting design, technology, product development, ergonomics, environmental psychology, industrial design, facilities management, landscape architecture, and construction management professionals were present.

The session focused on collaboration and identifying and better understanding factors that influence collaboration amongst these disciplines.

IDEC served as official observers, tasked with summarizing and commenting on what we heard from the discussion so CIDA could assemble a final report.

Practitioners with diverse backgrounds offered many suggestions on what makes a project successful. The session focused on four key questions:

1. What factors will increase and accelerate collaboration in five years and beyond, in all aspects of life?
2. How will collaboration affect the final product and built environment?
3. How will a multidisciplinary team look and function in five years?
4. What are the common factors required for a high degree of collaboration across multidisciplinary design teams?



Insights from Individual Professional Perspectives

Much of the discussion focused on how to make projects successful. For example, instead of thinking “how do I protect my firm?” we should be considering “how do I protect the project?” With this kind of thinking, project partners must work together for the best possible outcome, putting the project first. One of our favorite quotes shared during the session was “the biggest opportunity for failure is when people don’t collaborate.”

While emphasizing the importance of collaboration in practice, we learned quite a bit about the state of the industry and the role of the interior designer on the design team. We also came away with insight into what we can do as educators to ensure students are prepared to collaborate.

Team-based projects in school help lay the foundation for good teamwork in practice for example. As educators we not only need to create opportunities for collaboration, but establish a foundation of cooperation and teamwork so students can learn important skills of deliberately listening and negotiating. In other words, students

*continued on next page*

# The Record of the Interior Design Educators Council



From the President .....	1
From the Communications Chair .....	2
IDEC Updates	
Annual Conference .....	3
Issues Forum Meeting Held.....	4
Environmental Scan .....	5
Student Spotlight	
Competitions.....	6
Scholarships .....	8
Academia	
Research .....	10
Service.....	14
Teaching .....	18
Industry / Professional Practice .....	22
Visiting the Pantone Hotel.....	26
CIDA Collaborative Strategies Session .....	29

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## CIDA Collaborative Strategies Session continued...

cannot expect good teamwork and collaboration to “just happen.” We need to facilitate its success.

There was much understanding of and respect for the interior design profession shown by participants. All had worked with interior designers and understood their value on the design team. “There should be a play between soft and hard, between people and the environment—and we’ve been taught to look only at the hard side—but that will calcify the soft side if we are not careful,” said one participant.

To conclude the session, observers were allowed to ask questions and we inquired about the skill sets these practitioners look for when hiring new employees. Essential skills like visual, verbal, and written communication (including drawing, BIM, etc.) were mentioned, but the most important was critical thinking and decision support/decision making skills. Interpersonal skills including empathy, rapport, and emotional intelligence were also included in the top three. When reviewing qualities in new employees, the practitioners emphasized the importance of asking questions and being able to handle criticism.

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