



**20 Years of Art & Design
1998–2018**

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School of the Arts in Qatar

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APPENDIX B

IDES STRATEGIC PLAN COUNCIL FOR INTERIOR DESIGN ACCREDITATION

March 23-26, 2018

DEPARTMENT OF INTERIOR DESIGN
VIRGINIA COMMONWEALTH UNIVERSITY—QATAR

GOAL 1: CULTIVATE UNDERSTANDING ABOUT THE POTENTIAL AND VALUE OF ART AND DESIGN IN QATAR AND THE REGION

G.1 STRATEGY 1: DEVELOP PROJECTS AND INITIATIVES THAT TAKE VCUQATAR OUT INTO THE COMMUNITY.

INITIATIVE(S)

- **Partner with *Interiors Qatar Exhibition*** that will be held February 2-5 in the Qatar National Convention Center (QNCC). ID students will participate in the IQ student challenge. Faculty will conduct CEU's;
- **Develop a Memorandum of Understanding** with QMA/other stakeholders for the provision of community projects;
- **Present and Exhibit at locations such as Mathaf Arab Museum of Modern Art, Msheireb Enrichment Center, Qatar Forum for Interior Design...** paves the way to communicate faculty work to the wider audience.

IMPACT(S)

- Generate a symbiosis between academic and industry perspectives;
- Support students' excellence through design competitions—benchmark in academia for teaching excellence;
- Communicate and market faculty engagement and expertise;

HOW AND BY WHO

- Close collaboration with our alumnae and industry partners;
- Advisory Board two annual meetings to facilitate the present initiative;
- Co-Chaired initiatives

TIMELINE

- Academic year: 2014-2015
- Academic year: 2015-2016

G.1 STRATEGY 2: DEVELOP STRONGER LINKS WITH PARTNER ORGANIZATIONS

INITIATIVE(S)

- **Partner with QF Capital Projects and Ashghal** (Public Works Authority) and/or Ministry of Municipality and Urban Planning;
- **Continue to develop stronger collaboration**the ID Department has collaborated with various partner organizations such as Albaker Architects, Ibrahim Jaiddah (AEB), FITCH, Williams F1 Team (QSTP), and Green Gulf (QSTP), to name but a few.
See advisory board membership composition

IMPACTS:

- Keep us current with design emerging trends and alignment with 2030 QNV;
- Support program with regulation compliance, see CIDA standard 14: *"interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces"*;
- Secure internships and job opportunities;
- Expand support for local artists and designers.

HOW AND BY WHO:

- Junior and senior students projects as they partner with different firms;
- Newsletter communication with the indicated partners;
- Direct communication with our partners and potential supporters;
- Department chair in collaboration with Junior and senior faculty.

TIMELINE:

- ACADEMIC YEAR: 2014-15

G.1 STRATEGY 3: RAISE THE PROFILE OF VCUQATAR THROUGH MEANS OF COMMUNICATIONS APPROPRIATE TO LOCAL CULTURE.

INITIATIVE(S)

- Development of ID Advisory Board, consisting of local professionals, alumnae, and so on,
- Establishment of the Department Newsletter for outreach and engagement;
- Track local design firms which are currently, or have in the past, provided student internships;
- Develop media connections.

Impacts

- Generate a support network;
- Support the ID program with internships, guest lecturers, review of portfolios, etc.;
- Develop awareness of local culture inclinations and its impact on art and design.

HOW AND BY WHO:

- Advisory board meeting during the fall and spring semesters every academic year;
- Issue two newsletters – fall and spring;
- Chair's responsibility.

TIMELINE:

- ACADEMIC YEAR: 2014-16

GOAL 2: ATTRACT, DEVELOP AND SUPPORT SELF-DIRECTED LIFELONG LEARNERS AND CREATIVE INNOVATORS

G.2 STRATEGY 1: BUILD RELATIONSHIPS WITH INDIVIDUALS AT SCHOOLS AND COLLEGES THAT MIGHT SERVE AS FEEDERS TO VCUQATAR.

INITIATIVES

- Collaboration with VCUarts Department of Interior Design;
- Collaboration with Qatar University Department of Architecture;
- Collaboration with design programs and industry in China and RMIT in Melbourne.

IMPACTS:

- Enhance the learning experience through exposition to different perspectives; see CIDA standard V: *"interior designers engage in multi-disciplinary collaborations and consensus building"*.
- Develop collaborative possibilities of teaching and research endeavors;
- Facilitate students exchange programs;
- Garner holistic understanding of the ID discipline.

HOW AND BY WHO:

- Include major happening in the VCUarts ID program in VCUQ ID program Newsletter;
- Establish pedagogic collaboration—project/reviews/critics...
- Co-Chaired Assignment.

TIMELINE

- ACADEMIC YEAR: 2014-16

G.2 STRATEGY 2: OPEN/CHANGE THE CURRICULA TO INCLUDE GREATER OPTIONS FOR PERSONAL DEVELOPMENT AND ENABLE STUDENTS TO [CHOOSE THEIR OWN ACADEMIC PATHS].

INITIATIVES

- Maintain open structure of Studios;

- Instill the philosophy “to teach is to learn” as one of the core values of the program;
- Revise curriculum to instill self-learning pedagogy
- Plan for Summer Elective courses (?)
- Balance individual and team teaching in the curriculum.

IMPACTS:

- Develop the habits of lifelong learners
- Provide opportunities for greater career choices through university studies;
- Develop expertise in broader areas of interior and environmental design;
- Garner diverse learning for a holistic understanding of the discipline.

HOW AND BY WHO:

- Develop database that identifies potential alumni to support this initiative;
- Study the feasibility of summer electives—sustainability, building information modeling, etc. (finances?)
- Build upon existing certificate programs, e.g., **GSAS/QSAS** Global/Qatar Sustainability Assessment System.

TIMELINE

- **ACADEMIC YEAR: 2014-16**

G.2 STRATEGY 3: FACILITATE UNDERGRADUATE RESEARCH THROUGH FUNDING AND OTHER TYPES OF SUPPORT, AND PROMOTE ALIGNMENT OF RESEARCH WITH GRAND CHALLENGES STIPULATED IN QNV 2030.

INITIATIVES

- Generate an incentive for faculty to apply for the FRG, UREP, and NPRP that includes undergraduate student assistantship in their proposals;
- Create student work-study opportunities in faculty research, see HBKU SEP program;
- Develop design programmatic phases that involve research phase before engaging into the design phase.

IMPACTS:

- Enhance graduate program/post graduate students interest;
- Generate compliance with CIDA accreditation standards, see CIDA standard II: “**interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts**”;
- Garner a student population that uses objectivity (evidence-based design) in addressing the formulation of project solutions.

HOW AND BY WHO

- Devise project statements with clear guidelines on the research phase and its accompanying grading criteria;
- Sophomore, junior and senior levels;
- ID faculty teaching IDES 201, 301, and 400.

TIMELINE

- **ACADEMIC YEAR: 2014-16**

G.2 STRATEGY 4: EXPAND INVOLVEMENT OF ALUMNAE IN RECRUITMENT OF NEW STUDENTS, INFORMING A REVISION OF THE CURRICULA, AND MENTORING STUDENTS AT ALL STAGES OF THE ACADEMIC JOURNEY AND CAREER DEVELOPMENT.

INITIATIVES

- Engage alumnae in studio projects as mentors;
- Establish and maintain permanent alumnae presence on departmental Advisory Board;

- Offer community courses to alumnae to continue supporting their career development.

IMPACTS:

- Benefit from direct learning access with current professionals who have had similar learning experiences;
- Offer benefit of firsthand user-perspective and influence/support on curriculum development; see CIDA standard 7 “*interior designers are committed to professional development and the industry, and understand the value of their contribution to the built environment*”;
- Provide motivation & inspiration for current students.
- Generate stronger ties with the local community

HOW AND BY WHO:

- Successful alumni would be invited to collaborate with teaching faculty
- All levels with emphasis on portfolio review, and studio courses
- ID faculty in collaboration with the alumni

TIMELINE

ACADEMIC YEAR: 2014-15

GOAL 3: FACILITATE ACCESS AND FLEXIBILITY IN LEARNING THROUGH DIVERSE AND OPEN PLATFORMS AND PROGRAMS

G.3 STRATEGY 1: Develop curricular interdisciplinary platforms

INITIATIVES

- Study the possibility of collaborative course with QU Architecture Dept, etc.;
- Collaborate with other VCUQatar departments on cross-disciplinary studio projects where possible;
- Encourage professors to take courses outside their own disciplines to foster interdisciplinary development;

IMPACTS

- Students experience firsthand realistic, collaborative, and a cross-disciplinary approach to design;
- Compliance with CIDA standard, see standard V: “**interior designers engage in multi-disciplinary collaborations and consensus building**”.

HOW AND BY WHO

- Offer a topics course (IDES 491) to be offered in a summer session for an eventual test. This can be offered for junior and senior students;
- ID faculty

TIMELINE

ACADEMIC YEAR: 2014-15

G.3 STRATEGY 2: INTEGRATE CURRICULAR-BASED REAL WORLD PROJECTS THAT DRIVE INNOVATION INTO THE CLASSROOM

INITIATIVES

- Develop a Memorandum of Understanding (MOU) with Qatar Museums Authority; i.e., able to secure a hospitality and retail project for the Qatar Olympic and Sports Museum;
- IDES 401 Final Project: maintain ‘live’ project option from previous years, in collaboration with the Center for Entrepreneurship & RD;

- Continue to Partner with architecture and design firms—see Albaker project, Thailand Teacher house, REALIS Design etc., and other stakeholders—education city, QSTP, QMA, etc.

IMPACTS:

- Graduate interior designers well-trained to engage in the profession and ensure success;
- Get ‘real-world’ design experience, in preparation for employment at commercial design firms;
- Further the aims of VCU becoming an “entrepreneurial university.”
- Develop a strong relationship between education and industry;
- Yield better understanding of the needs of the region.

HOW AND BY WHO:

- Build components in the junior and senior studios curricula that address real life projects;
- Conduct clients interviews, visit sites, and use participant observation;
- Involve adjunct faculty from industry;
- IDES 301 and IDES 401.

TIMELINE

ACADEMIC YEAR: 2014-16

G.3 STRATEGY 3: DEVELOP PROCESSES IN SUPPORT OF ASSESSMENT – KNOWLEDGE SHARING – DISSEMINATION

INITIATIVES

- Establish assessment and evaluation matrices based on well-established methodologies;
- Provide cross-discipline round table discussions on benchmarking & assessment;
- Establish open evaluation matrices for faculty teaching, research, and services-- See matrices.

IMPACTS:

- Provide students with a road map for self-evaluation hence improve performance;
- Increases professionalism in the classroom; decreases ambiguity and confusion;
- Provide faculty with a road map/guideline for self-evaluation hence improve curricular decisions and performance.

HOW AND BY WHO:

- Use of assessment and evaluation matrices;
- Use IWP’s and Annual Faculty Self-Evaluations;
- Department’s Chair supervision.

TIMELINE

ACADEMIC YEAR: 2014-15

GOAL 4: CONTEXTUALIZE LEARNING AND RESEARCH TO THE NEEDS OF QATAR AND THE REGION.

G.4 Strategy 1: Develop initiatives to create experiences and incentives during the student journey that foster an environment of learning as research/research as learning.

INITIATIVES

- Conduct research with direct relevance to classroom projects
- Encourage concepts of thesis proposals, developed in IDES 441, that correlates to topics highlighted in QNV 2030
- Establish funding as incentive for students to go to conferences and student research projects.

IMPACTS

- Students learn from Faculty research, Faculty learn from student outcomes
- Undergraduate capstone ‘Senior Show’ work that directly responds to context of Qatar and VCUQatar’s vision.
- Students initiate and develop research projects

HOW AND BY WHO:

- ID faculty, junior and senior students

TIMELINE

ACADEMIC YEAR: 2014-15

G.4 STRATEGY 2: DEVELOP INITIATIVES THAT WILL INCLUDE OPPORTUNITIES FOR "REAL-LIFE" PROJECTS IN THE CLASSROOM TO ENCOURAGE COLLABORATION AND RESEARCH FOCUSED ON THE NEEDS OF QATAR AND THE REGION ...

SEE GOAL III, STRATEGY II

G.4 STRATEGY 3: DEVELOP INITIATIVES THAT WILL REINFORCE THE SIGNIFICANCE AND RELEVANCE OF LOCAL AND REGIONAL SENSIBILITIES AND OBJECTIVES, WHILE TAKING INTO CONSIDERATION THE DIVERSITY OF GLOBAL CONTEXTS

INITIATIVES

- Establish Advisory Board that includes local designers and art institutions i.e., QMA, but also global firms/design/architecture offices;
- Address different design applications—residential, hospitality, commercial, retail, etc.;
- Reinforce global design through student field trips abroad.

IMPACTS:

- Students will gain a more holistic understanding of the profession see CIDA Standard I: “**interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts**”.

HOW AND BY WHO:

- Collaboration with local institutions: QMA, Al Baker Architects, ROTA, etc;
- Curricula components built into the sophomore, junior, and senior projects;
- Exposition to different applications residential and non-residential associated with an increase in size, scope, and complexity.

TIMELINE

ACADEMIC YEAR: 2014-15

G.4 STRATEGY 4: DEVELOP INITIATIVES THAT WILL SUSTAIN AND ENCOURAGE COLLABORATION AMONG STUDENTS AND FACULTY AT AN INSTITUTIONAL LEVEL BY PROVIDING INCENTIVES FOR INNOVATION AND CREATIVITY IN RESEARCH AND LEARNING

INITIATIVES

- Provide real-world project to generate student-student and faculty-student collaboration... Dealing with external entities generates momentum to deliver;
- Use applied theories for creativity and innovation as a road map;
- Give students significant opportunities to study the creative process and at the same time acquire the requisite skills to practice creative expression themselves;
- Incentivize faculty to apply for grants—see FRG, UREP, and NPRP—and include students.

IMPACTS:

- Develop team building particularly in the design/art discipline to generate innovative compositions, see CIDA standard IV: “**Design process enables designers to identify**

and explore complex problems and generate creative solutions that support human behavior within the interior environment”;

- Consider multiple and divergent solutions a single programmatic consideration;
- Prepare students for a successful first entry-level job.

HOW AND BY WHO:

- Built-in curriculum projects that address real-world projects and collaboration at all levels;
- Include design charettes at sophomore, junior and senior levels;
- Adopt design competitions.

TIMELINE

ACADEMIC YEAR: 2014-15

GOAL 5: ENGAGE IN COLLABORATIVE INQUIRY AND INNOVATION THAT TRANSCEND DISCIPLINARY BOUNDARIES IN EDUCATION AND RESEARCH.

G.5 STRATEGY 1: DEVELOP INCENTIVES TO REWARD AND ASSESS INTERDISCIPLINARY RESEARCH AND COURSEWORK.

INITIATIVES

- Establish multidisciplinary research projects; see research collaboration with VCU Collaborative Advanced Research Imaging (CARI), Texas Tech University Neuroimaging Institute (TTNI), and teaching collaboration with VCUarts, MobEx project;
- Collaborate with the Center for Entrepreneurship to seek fundable projects that require research and application;

IMPACTS:

- Generate translational applied research i.e., research findings translated into industry applications;
- Distinguish the academic institution through research excellence;
- Provide students with unique pedagogic experience.

HOW AND BY WHO:

- Conduct research, attend conferences, present, and get published; these provide momentum for distinction and pave the way for collaborative research projects;
- ID faculty

TIMELINE

ACADEMIC YEAR: 2014-15

G.5 STRATEGY 2: ENCOURAGE PROFESSIONAL COLLABORATIONS AT A GRASSROOTS LEVEL

See Goal V, Strategy I

G.5 STRATEGY 3: EXPAND AWARENESS OF VCUQ'S RESEARCH TO ATTRACT LOCAL AND GLOBAL COLLABORATORS

INITIATIVES

- Engage in local and regional art, design, and architecture **research conferences**;
- Engage in local and regional art, architecture, and design **exhibitions**;
- Communication with local media—develop networking possibilities
See Msheireb Enrichment Center, Faculty Forum, etc...
- Create a Visiting Scholar program tailored specifically for increasing the department of Interior Design's relevance and influence in Qatar.

IMPACTS:

- Generate institutional credibility and authority locally and in the region;
- Garner momentum for sponsorship/endowment/etc.;
- Generate more awareness by Qatari and regional society;

- Increase global awareness internally while exporting local skills to a wider audience.

HOW AND BY WHO:

- Seek appropriate venue to attend local and regional conferences, art/design exhibitions, etc.;
- Create a program for bringing someone from the outside to collaborate with for a semester once a year. This person could be competitively chosen because of research interest, technical specialty, or other aspect that would add value to the department, i.e., “artist/designer in residence”.
- VCUQ marketing department
- All ID faculty

TIMELINE

- ACADEMIC YEAR: 2014-15

GOAL 6: ENHANCE OPERATIONAL SYSTEMS TO SUPPORT EXCELLENCE, SUSTAINABILITY AND WORK/LIFE BALANCE AT VCUQATAR.

G.6 STRATEGY 1: BUILD SYSTEMS THAT CREATE HIGHLY SUCCESSFUL FACULTY AND STAFF THROUGHOUT THEIR “LIFE CYCLE” AT VCUQATAR.

INITIATIVES

- Conduct yearly surveys to address social, educational, cultural adaptation
Share findings with VCUQatar and QF management for improvement(s);
- Hire distinguished faculty—endowed with teaching and research awards, national grants, etc.

IMPACTS:

- Generate institutional credibility and authority locally and in the region;
- Garner momentum for sponsorship/endowment/etc.

HOW AND BY WHO:

- Set operational procedures and delegate ad-hoc committees;
- Support services @ VCUQatar—Human Resources, Facilities, Library, IT services, etc.

TIMELINE

ACADEMIC YEAR: 2014-15

G.6 STRATEGY 2: DEVELOP AND EVALUATE SYSTEMS THAT SUPPORT AND ENCOURAGE ENVIRONMENTAL SUSTAINABILITY.

INITIATIVES

- Conduct seminars on environmental sustainability—compulsory attendance
Invite LEED, BEREEM and QSAS to address how we can develop an altruistic behavior toward the environment.

IMPACTS

- Yield behavior that synthesizes the concept of “meeting the needs of present generations without jeopardizing the ability of future generations to meet their own needs.”

HOW AND BY WHO:

- Develop thematic semestrial seminars, i.e., art sustainability, technology, culture, emerging trends, etc.
- All programs

TIMELINE

ACADEMIC YEAR: 2014-15

G.6 STRATEGY 3: ENHANCE OPERATIONAL GUIDELINES AND PROCEDURES TO IMPROVE TRANSPARENCY

INITIATIVES

Assign ad-hoc committees (academia and industry) to establish the guidelines and to cross-check performance before institutional audit are requested...

IMPACTS:

- Generate conducive environment for excellence;
- Improve retention and employees turnover.

HOW AND BY WHO:

- Develop procedures to facilitate transition, promotion/excellence, and exit strategies.

TIMELINE

ACADEMIC YEAR: 2014-15