



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

Virginia Commonwealth University
School of the Arts in Qatar

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APPENDIX H

ANNUAL FACULTY REPORT (AFR) AND INDIVIDUAL WORK PLAN (IWP)

COUNCIL FOR INTERIOR DESIGN ACCREDITATION

March 23-26, 2018

**DEPARTMENT OF INTERIOR DESIGN
VIRGINIA COMMONWEALTH UNIVERSITY—QATAR**

Annual Faculty Report																																					
Chairperson's Evaluation																																					
Faculty Name		2016 Calendar Year																																			
Matthew H. Dallimore																																					
Faculty Data	Academic Appointment		Workload		Spring		Fall																														
	Teaching	50%	Teaching	2 Courses	3 Courses																																
	Research	30%	Research	2 conference proceedings	NA																																
	Service	20%	Service	Served on department, college committees	Served on department, college committees																																
	Unsatisfactory	Satisfactory	Very Good	Excellent																																	
Teaching Activities	Teaching Activities				Teaching Recommendations																																
	<p>Matt taught five undergraduate courses—including IDES 401 Senior Interior Design Studio II; IDES 302 / 302a Interior Design Studio; IDES 493 Interior Design Internship; IDES 301 / 301a Interior Design Studio; IDES 441 Senior Seminar I; and IDES 493 Interior Design Internship. Matt's teaching load is geared toward junior and senior courses.</p> <p>Matt teaching load is acceptable during the spring semester and high during the spring semester in comparison to other art/design VCIQ units. It should be noted that his teaching responsibilities require around 15 and 12 teaching contact hours respectively in fall and spring semesters. This excludes office hours and consultation out of the regularly scheduled course times.</p> <p>He continues to benefit junior and senior students at different levels including but not limited to underscore self-learner pedagogy, investigative approach, promptness and professionalism.</p> <p>In IDES 441, Matt is endeavoring to revise and inject more rigor to the course to facilitate student's selection of appropriate thesis topic. While the outcome shows growth and peculiarity of subjects to real-life problems, more efforts are needed to streamline topic with contemporary interior design emerging trends. Topics related, for instance, to urban design/planning projects should be avoided.</p> <p>Matt is cognizant of the importance of the CIDA accreditation requirements. He revised his 2016 fall and spring Student Learning Objectives to meet the newly developed CIDA Standards that will be effective fall 2017. Compliance wise, more attention is needed with IDES 301 relative to compliances with student learning objectives, as extrapolated from CIDA guidelines. Special attention is needed with codes, color evidences, sustainability, and ergonomic.</p> <p><u>Students-faculty qualitative and quantitative evaluations are good. Students-faculty quantitative evaluations range between 2.75 and 3.67, and students-faculty qualitative comments are positive, however need some attention on comments generated in IDES 202 relative to deadline and instructions.</u></p> <p>Matt is a good pedagogue!</p>				<p>Teaching Recommendations:</p> <ol style="list-style-type: none"> 1. Continue to incentivize students on self-learner pedagogy, promptness, and professionalism 2. Continue to extrapolate from CIDA standards and parameters to design project's learning outcomes and check as much as you can for compliances. 3. Continue to involve students in design competitions, real-life projects, and guest lecturers/critiques to enhance your pedagogy. Early planning is always recommended to ensure accomplishment of goals. 4. For the IIDA competition, it is always possible to comply with competition submission guidelines; i.e., 1 poster, but at the same time to generate separate requirements for the course SLO's to comply with CIDA's standards. 5. We need to further talk about IDES 493, interior design internship, as I am planning to combine IDES 493 and IDES 330 Business of Design. 																																
	<p>Teaching Evaluations</p> <table border="1"> <tr> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> </tr> </table>																	x					x														
			x					x																													
Research Activities	Research Activities				Research Recommendations																																
	<p>Matt's research/continuing scholarship and professional activities revolve around retail environment with special interest on Kiosk design. Matt in collaboration with Liam submitted a journal article "What are the core properties common to impromptu retail opportunities in different cultures and how might they be used to inform contemporary retail kiosk design?" to Design Principles and Practices Journal. The article is under review.</p> <p>Likewise, Matt in collaboration with Liam, secured a poster presentation "Mobile Ad-Hoc Impromptu Retail Structures" at the University and College Designers Association UCDA Design Education Summit. Also, Matt reported that he is preparing a manuscript for TASMEEM publication (see my recommendations).</p> <p>Please submit only articles that have been presented or published. Any research activity that generated a conference citation or proceedings/journal citation qualifies to be reported. This excludes grant activities; I suggested earlier that is fine to include grant activities submitted and in review, or submitted and rejected.</p>				<p>Recommendations for future endeavors:</p> <p>Your research efforts are not generating concrete outcomes, attention is needed in this area. To do so, we need perhaps to work together to start to tap at other possibilities, including:</p> <ol style="list-style-type: none"> 1. Develop a conceptual framework that lead you to other lines of inquiry relative to retail environment. 2. Seek fundable research using the Faculty Research Grant possibility at the college level. 3. At the beginning it is fine to get published with different conferences, however as your research starts to generate a clear line of expertise, you need to associate with respective conferences... 4. The same goes for journal publications, seek journals that are closely related to your research, as such your readings will be more rewarding as you will concentrate purely on your expertise. 																																
	<p>Research Evaluations</p> <table border="1"> <tr> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> </tr> </table>																	x					x														
			x					x																													
Service Activities	Service Activities				Service Recommendations																																
	<p>Department and College Services:</p> <p>Matt's service activities are very good. He continues to serve on college and departmental service activities, as well as professional activities. For instance, Matt's service activities included but were not limited to Faculty Awards Committee, Teaching and Learning Committee, and Faculty Search Committee-- Director of Graduate Programs, at the college level, Coordination of CIDA physical data, Chaperone for field studies, and help Cherif's with other collateral service functions as they emerge.</p> <p>Professional service:</p> <p>Likewise, Matt's professional service is rewarding; he served as a guest editor for <i>The International Journal of Design Principles and Practices</i>, Common Ground Publisher.</p> <p>Collegiality and Promptness:</p> <p>Matt continues to be a good citizen of the department and college likewise. He attends regularly the college meetings, responds promptly to Department's</p>				<p>Matt is recommendable in the area of service activities as he serves at college, community and professional levels.</p> <p>Service activities decipher your benevolent citizenship to the college and the department but do not help with future</p> <p>Further Recommendations:</p> <p>Seek service opportunities at University level (HBKU/Education City); professional organizations officer, and local communities. These are rewarding activities as we might apply for your promotion to the associate level</p>																																
	<p>Service Evaluations</p> <table border="1"> <tr> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td>x</td> </tr> </table>																						x	x													
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Overall Evaluation	Overall Evaluation				Comments																																
	<table border="1"> <tr> <td>Teaching</td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Research</td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Service</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> </tr> </table>				Teaching				x						Research				x					Service								x	<p>Thank you for all your teaching, research and service efforts during the 2016 calendar year.</p> <p>Cherif</p>				
	Teaching				x																																
	Research				x																																
Service								x																													
<p>I have read this evaluation. I would ___ / would not ___ like to discuss the evaluation with the department chairperson.</p>																																					
<p>Faculty Name: _____ Signature: _____ Date: _____</p> <p>Cherif Amor Chairperson</p>																																					

VCUQatar Faculty Annual Report

Faculty Name	Department	Reporting Period
MATTHEW HOLMES-DALLIMORE	INTERIOR DESIGN	January 1 st 2016 to March 19 th 2017

Faculty Signature	Date
	March 19 th 2017

Supervisor Signature	Date

When submitting completed report please attach relevant evidence for research activity and other entries as appropriate.

Teaching

For self-assessment, please use the rating guidelines that align with the promotion guidelines for your specific department/program.

Self Rating	Percentage of effort
Excellent	50%

Write a brief narrative reflection(s) on goals met and teaching innovations for this reporting period. Include relevant evidence in document attachments.

Reflections on Goals Met

Spring 2016

IDES 401

This course was co-taught with Dr. Cherif, which was for me a positive learning experience.

All 13 students developed their thesis projects from the previous semester's ID Senior Seminar (IDES 441) course, again with very mixed results from, in my opinion, extremely poor to excellent.

Of the 13 students, 7 scored "A" grades, and 6 scored a "B", although I believe in some cases we graded extremely benevolently once again. At the beginning of the semester students also participated in the ARC '16 (Qatar Foundation's Annual Research Conference) design Contest, in collaboration with Graham Brock from design and manufacture company *amc asia*. The contest required students to design a stage configuration for the conference incorporating the identity of the conference in an innovative manner, but also in a relatively simple construction due to budget and time restraints. The collaborative effort between Thuraya Al Omar and Sherin Karawia was eventually announced as the winners, and their design was constructed and successfully utilized during the conference.

The Final presentation was planned to occur two weeks before exam week – this allowed students time to work on their BFA / MFA Showcase display. A number of guest critics were invited and attended the presentations offering their thoughts and comments.

An exhibition and social event at *Msheireb* was planned which offered the students another opportunity to showcase their work and meet potential employers.

IDES 493

In addition to producing a CV / resume, and a teaser portfolio, students were also asked to produce a cover letter / email template with the intention of improving student communication with potential employers. They received a mock interview from Graham Brock (from *amc Asia*) who provided excellent feedback to the students.

All fifteen students successfully completed their internships during the summer break working at a variety of offices such as *Msheireb*, *Bluu Qatar*, *QF Capitol Projects*, *Qatari Diar*, *BBR Design*, and *Turner Construction*, amongst others. All 15 have Passed the course, although their work during the semester ranged from poor to reasonable to good.

Fall 2016

IDES 301 / 301a

This course was co-taught with Liam Colquhoun.

The semester was divided into two small assignments and two major projects. The first assignment included a field trip to Lagoon Mall and asked students to observe and document the design of two shopfronts from a design perspective. The second assignment asked them to report on their observations.

The first major project asked students to develop a Pop-Up Majlis Concept for communication brand *Ooredoo*. In Spring 2016, *Ooredoo* had approached the ID Department to undertake this project, but in discussions with Dr. Amor it was decided that this would better suit IDES 301 in the Fall semester. Unfortunately, *Ooredoo* did not respond to our attempts to contact them in the Fall, so even though this was not technically a live project, the project was undertaken anyway.

Students were asked to consider and choose two events in Qatar of interest where an *Ooredoo* majlis would serve a purpose. And related to Liam and my research endeavors, students were also asked to consider *context*. Here, the term *context* was used to describe the environment in which the kiosk resides – either in terms of the immediate surroundings or the cultural frame of reference.

Outcomes were reasonably good with four or five students pushing themselves above and beyond to create excellent outcomes, while two or three were relatively poor.

For the second project, we undertook the 2016 IIDA (International Interior Design Association) Student Design Competition: The Social Station. The competition essentially tasked students to create a hybridized working and selling environment, located in Dallas, Texas. By taking the relatively new form of *social retail*, students were asked to combine this within the provided office space with another relatively new form of *co-working* spaces - essentially, what does the future of social selling workplaces look like?

A total of five collaborative teams worked together to create varied and innovative solutions to a challenging and new problem. Work was submitted in poster format early in February 2017, and results of the competition are expected imminently.

Simultaneously, Mohammad Suleiman collaborated with us on this project in his IDES 422 Building Systems class, where students dealt with systems as well issues such as building codes.

Of the 19 students some produced excellent work, and most produced reasonably good work. Five students scored "A" grades, 11 scored "B", and 3 scored "C".

IDES 441

This course was co-taught with Liam Colquhoun.

As with the course in Fall 2015, Liam and I revised the course slightly by tweaking some assignments, and continuing to apply more rigor to ensure that student developed a more successful thesis that could be developed in the Spring during their Capstone Studio. Essentially the students produced one assignment every week which for many was extremely challenging considering that we were asking them to think

and write in a more academic manner towards their work which they had not done before. Most students worked through this *analysis* to create a viable concept that they will then *synthesize* in the Capstone Studio, and are aware that all the hard work they have put in should reap benefits in their final semester.

Of the 23 students 3 scored "A", 8 scored "B", 9 scored "C", 2 scored "D", and one student Withdrew from the class.

IDES 493

Students produced a CV / resume, a teaser portfolio, and a cover letter / email template. They received a mock interview from Graham Brock (from amc Asia) who once again provided excellent feedback to the students.

All eleven students successfully completed their internships during the summer break working at a variety of offices such as Msheireb, Bluu Qatar, QF Supreme Committee for Delivery & Legacy, Classical Palace, Qatari Diar, BBR Design, and Elegant Casa Interiors, amongst others. All 11 have Passed the course, although their work during the semester ranged from poor to reasonable to good.

Spring 2017

IDES 401

This course is co-taught with Dr. Cherif.

All 22 students are developing their thesis projects from the previous semester's ID Senior Seminar (IDES 441) course.

At mid-semester, of the 22 students, 8 have scored "A" grades, 12 scored a "B", and 2 scored "C."

Teaching a group of 22 students who are all developing unique projects has proven to be challenging in terms of offering each student sufficient time and feedback, as well as sufficient critique time.

Most students are producing excellent or good work, with 3 or 4 struggling, but just about managing so far.

IDES 493

Students produced a CV / resume, a teaser portfolio, and a cover letter / email template. They received a mock interview from Graham Brock (from amc Asia) who provided excellent feedback to the students. The majority of students have not yet experienced job interviews, and this was obvious to Graham. He pointed out things that students should do in the interview (smile, eye contact, positive tone, saying "thank you" at the end of the interview, etc.), as well as things that should be avoided (putting their phones on the table next to their CV and folio, giggling too much, not knowing the company that is interviewing them, and so on).

Students are currently researching companies that they would like to intern with, and apply for internship positions.

Please list all applicable information for courses taught within this reporting period.

Course Number, Name	Semester, Year	Number of Students	Collaborations	Room Number
IDES 401 Senior Interior Design Studio II	Spring 2016	13	N/A (all students work on their individual thesis <i>Capstone</i> projects).	273 / 275
IDES 493 Interior Design Internship	Spring 2016	15	N/A (all students "collaborate" with their internship employer).	266
IDES 301 / 301a Interior Design Studio	Fall 2016	19	All students worked in teams to collaborate in a Ooredoo pop-up majlis project.	269 / 271
IDES 441 Senior Seminar I	Fall 2016	23	N/A	273 / 275
IDES 493 Interior Design Internship	Fall 2016	11	N/A (all students "collaborate" with their internship employer).	273
IDES 401 Senior Interior Design Studio II	Spring 2017	22	N/A (all students work on their individual thesis <i>Capstone</i> projects).	273 / 275
IDES 493 Interior Design Internship	Spring 2017	11	N/A (all students "collaborate" with their internship employer).	266

List all applicable information for other teaching activities.

Teaching Activity	Dates	Number of Students	Location
Advising	Continuous	8	VCUQatar

Research

For self-assessment, please use the rating guidelines that align with the promotion guidelines for your specific department/program.

Self Rating	Percentage of effort
Satisfactory	30%

Write a brief narrative reflection(s) on goals met for this reporting period. Include relevant evidence in document attachments.

Reflections on Goals Met
<p>Design Principles & Practices Research Network – Article Submission (<i>International</i>) Liam and I had our article, Kiosk DNA: Modes of Vernacular Street Retail, accepted (with revisions) for publication by Peer. The article has been revised and re-submitted. The article explored the following questions: <i>‘What are the core properties common to impromptu retail opportunities in different cultures and how might they be used to inform contemporary retail kiosk design?’</i></p> <p>UCDA Design Education Summit 2016 – Poster Presentation (<i>International</i>) Liam and I had our Poster, Mobile Ad-Hoc Impromptu Retail Structures, accepted by Peer Reviewers for presentation at The University & College Designers Association (UCDA) Design Education Summit, Robert Busch School of Design, Kean University, Union, New Jersey, USA, in May 2016. The poster discussed our investigations thus far into small-scale retail, and how we integrated our findings directly into the classroom, as well as how student projects continue to inform our research.</p> <p>Tasmeem Journal Article (<i>International</i>) Liam and I collaborated on an article entitled, Kiosk DNA: Modes of Vernacular Street Retail, continuing our investigation into small-scale forms of trade that embraces the Journals next edition relating to <i>Street Style</i>. We intend to submit this article when the call is made.</p>

List publications, presentations, exhibits, etc. using *Chicago Manual of Style*.
(see <http://www.qatar.vcu.edu/images/uploads/library/Citingforfaculty.docx>)

Bibliographic Citations
Holmes-Dallimore, Matthew and Liam Colquhoun. “Kiosk DNA: Modes of Vernacular Street Retail” , Article Submission accepted with revisions for the Design Principles & Practices Research Network, July 28, 2016.
Holmes-Dallimore, Matthew and Liam Colquhoun. “Mobile Ad-Hoc Impromptu Retail Structures” , Poster Presentation at The University & College Designers Association (UCDA) Design Education Summit, May 23-24, 2016.

Service

For self-assessment, please use the rating guidelines that align with the promotion guidelines for your specific department/program.

Self Rating	Percentage of effort
Very Good	20%

Highlight important accomplishments, relevant challenges.

Reflections on Goals Met

CIDA Accreditation Preparation

I have managed the ID Archive and storage spaces for the past few years. In Fall 2015 I began to organize the storage spaces for student work for the next CIDA visit in 2018. My role has also been to work with ID Faculty to supply student work in a timely fashion, and help to organize the storage process. The creation of a working department template has helped to facilitate this process. Mohammad Suleiman has collaborated with me since Fall 2016 and has been invaluable in organizing and preparing our CIDA Storage Room 354.

The Design Collection, Common Ground Publishing

Having submitted an article to *Design Principles & Practices*, Common Ground Publishing requested that I act as a blind peer review referee for up to three articles. So far, I have refereed two articles, "The Horse as a United States Patriotic Symbol," and "The Influence of Feng Shui Directions on the Human Body." This contribution will result in my name being listed in the current volume of The Design Collection.

Field Study Trip to Italy

I worked as a Chaperone with three colleagues to manage and organize a trip for 15 ID students to both Rome and Milan in Italy. Students visited the Vatican, sites of Ancient Rome including the Coliseum, before traveling by train to Milan where students visited the practice of Peia Associati, as well as the Politecnico di Milano.

Search Committee – Director of Graduate Studies

This committee commenced the search process in early November 2015, meeting three times before the Winter Break. The search is currently in process.

Teaching and Learning Committee

The committee established venues and procedures for faculty and staff to educate their colleagues in a multiplicity of potential options. For example, Dr. Cherif was asked, and prepared, a short presentation on Preparing a Teaching Portfolio.

Faculty Awards Committee

Committee did not meet in Fall 2015. This is usually a Spring only committee.

ID Faculty Committee

As always, I hope to contribute to the development of the department in any way that I can whether it be attending a meeting in place of Dr. Amor, or helping a friend prepare the Orange Hall for Zwara.

Other Small Stuff...

I helped Dr. Cherif organize the **Sophomore and Junior Portfolio Reviews** at the end of Spring semester 2015, ensuring ID faculty and students were all aware of timings and procedures.

List service activities (categorize by international, regional, national, campus, and department).

Committee / Venue, Institution	Faculty Role	Dates Served
The Design Collection, Common Ground Publishing (Profession)	Peer Review Referee for article titled, "The Horse as a United States Patriotic Symbol."	November 2016
The Design Collection, Common Ground Publishing (Profession)	Peer Review Referee for article titled, "The Influence of Feng Shui Directions on the Human Body."	March 2017
Field Study Trip to Italy (Department)	Acted as Chaperone with three colleagues.	February 25 to March 2, 2016
Search Committee – Director of Graduate Studies (University)	One of five members. The search was ultimately unsuccessful.	November 2015 to March 2016
Teaching and Learning Committee (University)	One of ten members.	Fall 2015 to April 2016
Faculty Awards Committee (University)	Voting member of committee.	Fall 2015 to April 2017
ID Faculty Committee (Department)	Whatever is needed.	Continuous
Sophomore and Junior Portfolio Reviews (Department)	Organizing Faculty and Students.	Spring 2016

Professional Development

Reflect and report briefly on the impact of your professional development activities within this reporting period.

Reflections on Goals Met

NCIDQ Examination

Working towards certification and proficiency in the field of interior design by taking the three NCIDQ Examinations during 2017. This requires travel to North America during the Spring and / or Fall semesters.

Learning Activity / Event	Description	Dates
Analogue Living in a Digital World	Tasmeem Doha 2017 Conference	March 15-16, 2017
Dr. Hassan Radoine	Crossing Boundaries Lecture	February 1, 2017
Muhawwil (Transformer)	Exhibition	January 18, 2017
Mohamed Elshahed	Crossing Boundaries Lecture	November 23, 2016
Sultan Sooud Al Qassemi	Crossing Boundaries Lecture	October 12, 2016
Issue ISME	Exhibition Opening	September 7, 2016
Dwell on Design Los Angeles	Tradeshow and Exhibition	June 24-26, 2016
Commencement 2016	Commencement	May 2, 2016
BFA / MFA Class of 2016 Exhibition	Exhibition	May 1, 2016
REACH: Fashion Show	Fashion Show	April 12, 2016
Rethinking Design: a Luxury Metadesign Brand	Lecture	April 6, 2016
Jeff Koons: Shine	Lecture	March 14, 2016
@las	Exhibition Opening	March 6, 2016
House of Sweden	Exhibition Opening	February 25, 2016

VCUQatar Faculty Individual Work Plan

Faculty Name	Department	Reporting Period
MATTHEW HOLMES-DALLIMORE	INTERIOR DESIGN	January 1 st to December 31 st 2016

Faculty Signature	Date
	January 10 th 2015
Supervisor Signature	Date

Faculty are to be evaluated based upon individualized work plans that are designed to achieve collective school's goals and to facilitate the continuing growth of the individual faculty member. This is not meant to be a prescriptive process, and as such goals may change throughout the year in collaboration with your department team or supervisor, as needed.

For each category list goals in order of priority understanding that priorities may shift as the year progresses. Keep in mind the following documents to assist you in setting relevant goals:

- Evaluation guidelines for your department.
- Promotion policies for your department.

Teaching

Percentage of effort

50%

Teaching goals and planned innovations.

Goal	Projected Evidence, Outcomes, Deliverables	Estimated Timeline
IDES 401 Offer a smoother, less stressful, and more transparent schedule for students. Due dates to facilitate BFA/MFA event as well successful completion of the thesis project...	Time has already been saved in Spring 2016 by front-loading the Capstone project in Senior Seminar I during Fall 2015. Students are already aware of all the requirements for this semester. The Final presentation will occur two weeks before exam week – this will allow students time to work on their BFA / MFA Showcase display.	Spring 2016
End of semester social event / exhibition of work in the community	A potential exhibition and social event at <i>Msheireb</i> is being planned which offers the students another opportunity to showcase their work and meet potential employers.	Spring 2016
IDES 493 Continue to update new and interesting employment opportunities.	Encourage students to identify opportunities with employers that engage with their future interests. Student outcomes will manifest in the form of pre-employment CV's and Teaser folios, as well as post-internship Reports.	Spring 2016
IDES 301 Engage in one or more collaborations with industry partners or internal partners . Perhaps Oreedoo	Collaborations with external professional partners, other VCUQatar departments, or other universities are possible to offer real-world collaborations .	Fall 2016
Synergize research and teaching endeavors.	The research conducted by Liam and myself is informed by student projects and vice versa. Student outcomes in the form of drawings, renderings, and models are likely to be used in future research in the form of Presentations or Exhibitions.	Fall 2016
Enhance student understanding of <i>design detail</i> and <i>specifications</i> Good one...	Through literature, lectures, assignments, projects, and coaching / teaching, students will be expected to produce student products such as drawings and models displaying knowledge of construction, design techniques, and material specifications associated with the ID industry.	Fall 2016
IDES 441 Rationalize and simplify process learning from Fall 2015 experiences.	Make students aware of all course requirements at the beginning of semester to allow better planning and time management.	Fall 2016

Anticipated courses to be taught during planning period.

Course Number, Name	Semester, Year
IDES 401 Senior Interior Design Studio II	Spring 2016
IDES 493 Interior Design Internship	Spring 2016
IDES 301 Interior Design Studio	Fall 2016
IDES 441 Senior Seminar I	Fall 2016
IDES 493 Interior Design Internship	Fall 2016

Please use student learning objectives as extrapolated from CIDA standards as a driving force for your project statements. For instance, IDES 301 includes 15 learning objectives, use 8 learning objectives in one assignment and the remaining in the other assignment. Jot down the learning outcomes in your project statements. This will help us correlated standards/indicators with specific courses and projects.

Research

Percentage of effort

30%

Anticipated research activities for the planning period. List in order of priority understanding that this may shift.

Goal	Projected Evidence, Outcomes, Deliverables	Estimated Timeline
Abstract Presentation at a Peer Reviewed / Conference, such as <i>Design Principles & Practices</i> , or similar venue (International)	Liam and I plan to write an abstract concerned with teaching, collaborations, and the synergy of research and student outcomes. If successful we hope to secure funding to attend the conference. Design Principles and Practices might be digital/online presentation; this will permit you at other venues	2016
Source venues for peer reviewed and other publication opportunities (Regional / National / International)	Liam and I have submitted a proposal for an Article Submission, " Kiosk DNA: Impromptu Street Retail Constructs ," for the <i>Design Principles & Practices Knowledge Community</i> . Other venues such as <i>InformeDESIGN</i> and <i>edra</i> are also currently being investigated.	2016
Source opportunities for creative activities related to current research stream (Regional / National / International)	Liam and I intend / hope to develop a live project for upcoming events such as the World Cup 2022 through regional contacts. We have so far contacted Roger Griffiths (ex CRID), and hope to re-connect with <i>Green Gulf</i> at QSTP who we hope will be able to help us.	2016
Poster Presentation at the Peer Reviewed UCDA Design Education Summit (International) Please use full papers... Posters are acceptable when entering a domain/line of inquiry for the first time...	Liam and I submitted a Poster, Ad-Hoc Impromptu Retail Structures , to be Peer Reviewed for potential presentation at the UCDA Design Education Summit at the Robert Busch School of Design, Kean University, Union, New Jersey, USA. Poster presentation for local venues that would support your local, regional research efforts...	May 23-24, 2016

Matt, I believe you have a set of conference proceedings that you can easily disseminate as journal publications.

You have a good number of finding from previous presentations that you can use to disseminate your research in peer-reviewed journal publications...

It is important to note that in academia there is a concern about double dipping; this is using the same findings in a plethora of venues... however, it is fine to present research findings in, let us say, in EDRA and IDEC—two approaches ID and Environment Design....

Service

Percentage of effort

20%

Anticipated service contributions. Please articulate your planned impact or contribution. Also consider the scope of the service activity (Department, University, Regional, International, etc.).

Goal / Expected Contribution	Committee / Venue	Estimated Timeline
To select the best candidate. Role is as committee member, identifying the top candidate from a pool of (currently) 55. Service to the University.	Search Committee – Director of Graduate Studies	November 2015 to completion (target of March 2016)
Arrange mechanisms, such as workshops and presentations, to aid faculty in teaching. Service to the University.	Teaching and Learning Committee	Fall 2015 to Spring 2017
Currently unsure, but anticipate developing a more evidence based process for faculty selections. Service to the University.	Faculty Awards Committee	Fall 2015 to Spring 2017
Efficient operations for the department. I will contribute in any way I can as and when required. Service to the Department.	ID Faculty Committee	2016
A safe and successful trip. TBD, but I may help coordinate and organize a trip, and / or act as a chaperone. Service to the University.	Student Field Trips (Sweden and / or Italy)	Spring 2016
Currently unsure precisely what will be involved, but appears to be writing the competition brief and acting as juror. Service to the Community.	Dar Al Sharq's Paper Recycling Competition Committee	Spring 2016

Professional Development

Professional development is entirely focused to develop our professional growth, i.e. attending a conference or seminar, or reading a book to gain knowledge that you wish to apply to your teaching or research. When estimating cost consider airfare, lodging, per diem, and other potential expenses.

Learning Activity	Description	Estimated Cost	Estimated Dates
NCIDQ Examination Good to hear so... Have we done something...	Certification and proficiency in the field of Interior Design	\$8,500.00 approx.	Fall 2016