MELISSA BROWN

ACADEMIC PORTFOLIO

04.2019

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INTRODUCTION

PURPOSE

As my career in academia begins, I find it important to begin constructing a teaching portfolio to highlight the contributions and achievements I have earned thus far as a teaching assistant and instructor of record, not only to communicate them to anyone who may read this, but also as a record for myself to reflect upon and use towards my personal and professional growth.

I believe my time as a practicing designer will serve me well as I transition to teaching professionally. While practicing, I developed a strong understanding of the business side of design and what it takes to make it as a designer in today's world, that I hope to translate to my students. The skills and knowledge I gained through my experience as a BIM and project manager, as well as the relationships I cultivated within and outside the workplace add to my value as an educator. To teach from practical experience makes all the difference to my students. Having that time in practice has assisted me in quickly building credibility and a respectful rapport with my students. I have included samples from my design portfolio in Appendix A.

I am excited to begin this journey by finding a team that I can contribute to and learn from. At this stage in my teaching career, I hold many interests that could potentially become my area of expertise and I hope to find a place where I can be useful and grow into my own as an academic.

TEACHING PHILOSOPHY

Why I teach…

It's who's important, not what's important.

During my time as a practicing designer, I gained experience and perspective. I not only learned what is important in design, but particularly who is important; my colleagues, the client and ultimately the end-users. I was able to develop my technical skills to a level at which I was entrusted with managing the BIM content and procedures for the Interiors Department within the firm, training my coworkers on Revit software, and later, to manage my own projects.

It was my time spent with my coworkers on Revit that were the most rewarding to me. I worked with several experienced designers that were familiar with AutoCAD but were struggling with the concepts and capabilities of BIM software. It was such fun when we had a break-through! The excitement on their face and in their voice made all the hard work worth the effort! I was able to improve their Revit skills and thus their productivity and value on projects. These experiences ultimately drove me back to the world of academia and teaching.

What I teach…

To be valued rather than just a success.

My main objective is to prepare my students for professional practice. They will go on to be responsible for the safety of the public. I find it important to instill in our students a strong sense of integrity and a firm understanding of how our designs go on to affect the quality of life for the end-users.

Through the utilization of new and emerging technologies, we are better able to ensure the quality and efficiency of the spaces we design. I believe to be considered a well equipped and valuable designer, one must know and have the ability to understand and implement the tools and equipment used in the development of interior spaces. A design is pointless if the designer is unable to express it in a meaningful way. By teaching our students how to properly and effectively employ the tools available to them, we can provide them yet another way to strengthen their value in the workplace.

Life-long learning is another important aspect in the development of a valuable professional designer. I emphasize the importance of continuing education to my students and how to distinguish the reputable sources. This same value is represented in the requirements for certifications and licensure with the yearly minimum completion of continuing education units. A valued designer never stops learning and growing.

PHILOSOPHY Continued

How I teach…

"The way you learn to play loud, is by playing loud."

Much of my understanding of learning comes from my many years as a musician. Learning the basics, exploring different genres of music and techniques, and endless hours of practice prepared me well for the world of design. During one lesson, while working to improve my dynamic range, my teacher turned to me and said, "the way you learn to play loud, is by playing loud." She then added, "… and by learning to play loud you also learn how to play softly; they use the same principles." I apply that same approach to my own teaching; students learn how to design by designing. By instilling the basics, offering real-world examples and scenarios, and guiding thoughtful repetition, they too can begin to "play loud." I now understand this framework to be the epitome of active learning.

Acknowledging the Student

As design educators, we do not teach information, we teach students. I believe it is essential to not only cover the necessary information but to guide our students through the design process and counsel them on how to become a valued professional designer. In that regard, I believe emphasizing a student's strengths is an important part of their education.

During my time as an instructor of record and a teaching assistant, I often heard students dwelling on their weaknesses, and in turn, losing sight of their strengths. I found, while in professional practice, that it was my strengths that set me apart from my peers. It's a given that educators will work to improve their students' inadequacies, but it's also important to guide the development of their natural strengths. By getting to know my students' strengths as well as their unique backgrounds and learning preferences, I have seen my students become more motivated, active, and invested in their education.

PHILOSOPHY Continued

Transparency
Another important aspect of my teaching is transparency. I believe in modeling the behaviors and attitude I wish to cultivate amongst my students. My aim is that they know why they are doing what they are doing. And by connecting those reasons to their own goals and aspirations, I can increase their motivation and interest within their courses. If they know where I am going with the information and why, they are more willing and able to follow me.

I hope to bestow upon my students the same passion and desire I have for the field of interior design. It is through teaching that I can have an impact on more projects than I ever could have in practice. The spaces our students will go on to design in practice will play a role in shaping people's lives, their communities, and beyond. I believe it is through teaching design that we can change the world for the better.

RESPONSIBILITIES

Course Number	Course Name	Status	Average Enrollment	# of Sections	Role
IND 1203	Design Fundamentals I	Required	16	3	TA
IND 1204	Design Fundamentals II	Required	20	2	TA
IND 4243	Interior Design Studio IV	Required	20	2	TA
IND 4506	Business Practices for Interior Designers	Required	40	1	Instructor

COURSE SYLLABI

Please refer to Appendix B for my course syllabi:
• IND 4506 Business Practices for Interior Designers
• Course in Development - Design Student Strategies

CURRICULAR CREATIONS

A course I have been developing as part of a College Teaching course pertains to an undergraduate's prosperity as a **design student**. I often hear from students that they wished they knew how to keep track of all their work and projects before they reached a point of "total file mayhem". I also find students are all over the map with regard to the skills used for self and project management. Some students struggle and muddle through projects due to their lack of organization and unclear expectations of what exactly they are to be doing. As teachers we are tasked with supplying our students with the foundations to become a successful practitioner, but often neglect the more structural components.

This course is meant to orient the students to:
• How design projects are developed and progress
• What strategies and tactics are used to keep projects organized and running smoothly
• The types and ways of thinking involved in design work

It would be offered after their first year review with admittance into the program. The purpose of the class would be to **get students in the mindset of a designer** and how to best **leverage their time in school** to prepare themselves for practice. By systematically teaching students the operational and organizational skills they need, less of their time is spent spinning their wheels and more of their time is spent on the course content.

This course differs from a business practices course by the exclusion of contract and construction documents and with more focus on the role of a student designer and less focus on a designer in professional practice, however, some skills and behaviors absolutely apply to both.

TEACHING IMPROVEMENT

Below are the workshops and courses I have completed or plan to complete to improve my effectiveness as a teacher in higher education. I also describe how I have implemented my new skills and techniques into my teaching.

- February 2019: PIE Workshop: How to Create a Teaching Portfolio (to be completed)
  We will be discussing ways to illustrate the strategies and techniques we use to encourage student learning and how to create an e-teaching portfolio.

- January 2019: PIE Workshop: How to Assess Student Learning, FSU
  This workshop addressed how to create and design projects and evaluations that effectively assess our students' learning through Bloom's taxonomy.

  I have applied these techniques to the projects in my Business Practices course through the design of essay questions about business ethics. An example: Considering you are an entry level designer, explain when you think it is appropriate to negotiate your compensation and why; support your claim with at least 2 examples from the required text and/or other resources. This example demonstrates the Evaluate level of Bloom's taxonomy by asking the student to determine and defend their idea of the best course of action based on the criteria provided.

- Fall 2018: EDH 5305, College Teaching: Instruction in Higher Education
  In this course we learned about and discussed teaching methods and strategies, instructional design, and assessments appropriate to a postsecondary setting.

  The skills I developed in this class have proven invaluable to me as I prepared to teach a senior level seminar course. I have applied my skills in the design of the course syllabus (Appendix B) to create a more student-centered atmosphere and to the way I have structured the lessons. I have included active learning techniques such as group discussions during which I harness their prior knowledge and experiences regarding their internships and jobs to introduce new ideas by collectively examining and discussing (in a constructive and respectful manner) work-place issues.

- August 2017: PIE Teaching Training Workshop/TA Orientation, FSU
  This workshop included training on best practices in grading, communicating with students, and Canvas and technology usage.

  I have used skills learned from this workshop in the creation of the Canvas website for my Business Practices course. I uploaded the course files and linked them to specific "modules" which are connect to "pages" that I used to orient the students to the topics covering in each segment of the class (as seen in Figure 1). I have received positive feedback from my students with regard to the clear organization and logical flow.
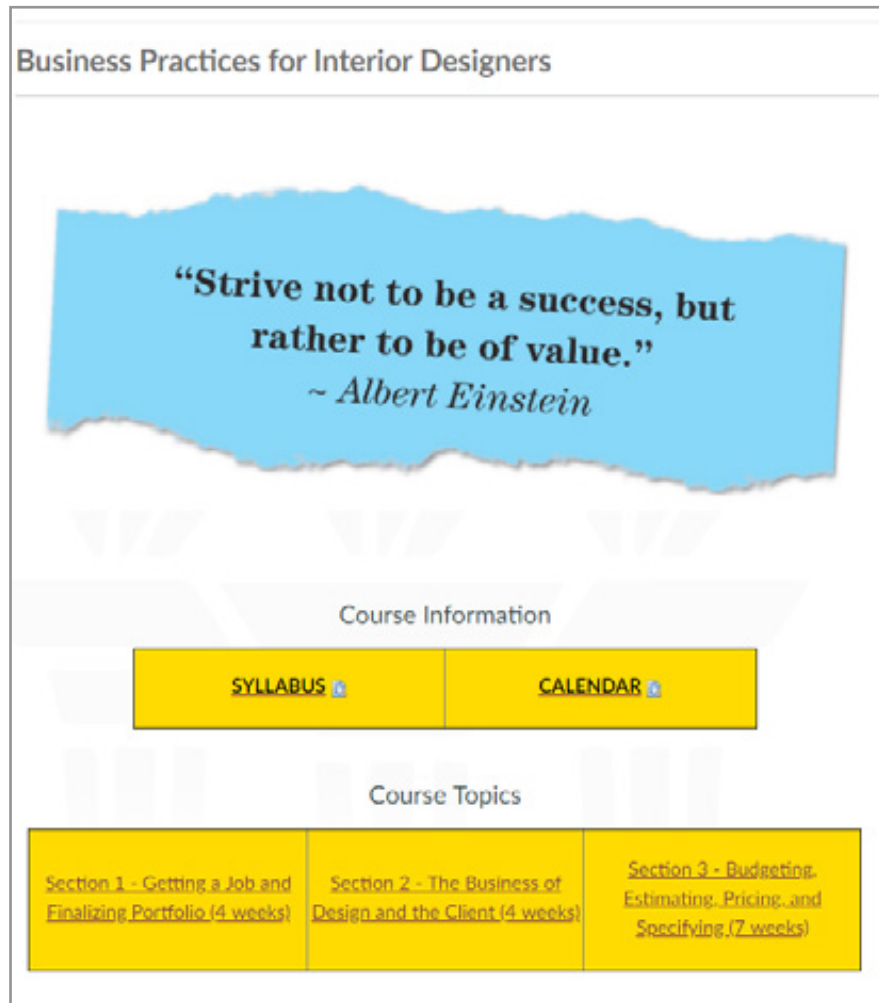
TEACHING IMPROVEMENT Continued

Business Practices for Interior Designers

"Strive not to be a success, but rather to be of value."
~ *Albert Einstein*

Course Information

SYLLABUS	CALENDAR

Course Topics

Section 1 - Getting a Job and Finalizing Portfolio (4 weeks)	Section 2 - The Business of Design and the Client (4 weeks)	Section 3 - Budgeting, Estimating, Pricing, and Specifying (7 weeks)

Figure 1: Screen shot of the home page on the Canvas course for my Business Practices class. I have divided the course into three distinct topics that clearly communicate to the students what they can expect throughout the semester. Each section under "Course Topics" is a hyperlink to the corresponding "page" that goes into more detail about what will be covered in each topic.

TEACHING IMPROVEMENT Continued

Another part of my teaching improvement has come from various books and podcasts that I have listened to and read. The resources I find insightful and helpful with developing my teaching strategies include those directly related to teaching and some more focused on communication and leadership. Here is a sampling of some of my favorites:

Teaching Books/Podcasts
- **The Professor Is In**, Karen Kelsky, Ph.D.
- **Thinking About Teaching and Learning**, Robert Leamnson
- **McKeachie's Teaching Tips**, Marilla D. Svinicki & Wilbert J. McKeachie
- **Teaching in Higher Ed** (podcast), Hosted by Bonni Stachowiak, Director Of Teaching Excellence & Digital Pedagogy, Vanguard University

Leadership/Personal Development Books/Podcasts
- Currently Reading: **What Color is Your Parachute? 2019**, Richard N. Bolles
- **Coaching for Leaders,** Hosted by Dave Stachowiak
- **The Leadership Gap**, Lolly Daskal
- **Lean In** : Women, Work and the Will to Lead., Sheryl Sandberg
- **Daring Greatly**, Brené Brown
- **Made To Stick**, Chip Heath & Dan Heath
- **If I Understood You, Would I Have This Look On My Face?**, Alan Alda (Yep, the actor from M.A.S.H.)

I also attended a leadership conference in 2017 called Leadercast. The main idea discussed was **purpose**. It included team exercises and discussions as well as a stellar lineup of speakers including, **Andy Stanley** (leadership communicator and best-selling author), **Molly Fletcher** (former sports agent, author and renowned speaker), and **Daniel Pink** (best-selling author, former TV host and behavioral science expert). Some of my favorite points came from Andy Stanley's speech:

"Purpose is a means to the end."

"Purpose has a price."

"If you devote yourself to more than yourself, you will have more than yourself to show for yourself."

In fact, these points played a role in my motivation to return to academia to pursue my MFA in Interior Design with the intention of teaching. **Teaching is my purpose.**

RESEARCH

NATURE OF RESEARCH

My experiences in life and professional practice have led me to the areas of research that I am currently pursuing, although I hold interests in many areas including design technology, design pedagogy, healthcare and healing environments, universal design, and the types of thinking involved in the design process of interiors. Here's what I've been researching:

Mental Health Facility Design
  Schizophrenia
          My research has and will continue to primarily focus on developing guidelines for mental health facilities to support the treatment of serious mental illness. My approach to developing these guidelines is to address the different symptom types and diagnoses. Through the literature review, it is apparent that the current guidelines address mental illness as whole but do not distinguish whether certain guidelines should apply to one illness or the other, except for a handful of side notes pertaining to schizophrenia. It is also apparent that different illnesses manifest different symptoms which leads to the conclusion that an approach by diagnosis and type of symptom is warranted.

          At the conclusion of my MFA experience, I will have a seven chapter thesis discussing the ideas and contents mentioned above. There is a strong possibility of turning these chapters in publications, which is my intent. I also hope to present my research in the near future at conferences. I see publication to be the one of the main points of research; **conducting research without sharing the findings with others is futile**.

          My next research venture will be to identify the specific environmental stresses that induce or aggravate the symptoms associated with schizophrenia. Evidence in the literature indicates that the stresses in the built-environment may be undermining the effectiveness of psychological treatments received by the patient. People experiencing symptoms of psychosis from schizophrenia are characterized by a lack of concentration, paranoia, hallucinations, and reduced cognitive functions. It is not out of the question that spaces with high or low stressors may be diverting their attention to their symptoms instead of being able to focus on their treatments. I also plan on extending this same approach for research to other serious mental illnesses such as bipolar disorder, and severe major depression.

NATURE OF RESEARCH Continued

The Act of Teaching & Learning Critical Thinking

Divergent and Convergent Strategies: Teaching design thinking

The science and art of design: Where critical thinking and design thinking meet.

One of my interests is in the types of learning involved in the design process and what the best practices are to teach ideas and theories in a systematic way without being restrictive. What types of teaching strategies are best when discussing the intersection of design thinking and critical thinking? I hope to share my findings through publications and possibly a series of design thinking workshops for teachers, practitioners, and students.

SERVICE

SERVICE AS AN OPPORTUNITY

Service is an integral part of scholarship in every institution. I expect to accept additional responsibilities in addition to my teaching and research; however, I will work diligently and deliberately to ensure my main directives are not compromised.

Departmental Relationships & Team Dynamics

I will also be sure to make the time to meet with and get to know each of my new team members. I feel strongly about developing relationships built on trust and respect with my coworkers. During my time in practice, I got to know and grew alongside my studio team. We became a cohesive group and we even had a studio nickname, the Healthcare Vikings. It became somewhat of a joke because while we were a highly productive studio, we were a fairly quiet bunch. Our idea of fun was talking about space, science, or making nerdy jokes or references and sharing a hearty laugh. Our studio director even abandoned their private office on the glass to "be in the energy" of our little group. It was a difficult decision to leave my team, but the world of academia was calling my name. It is a priority of mine to bring that same type of energy and fun to my future institution and team.

Cross-disciplinary Relationships

I also view service, especially outside the department and college, as a great opportunity to build relationships with other educators and researchers that could potentially lead to interdisciplinary studies and research. Finding connections between seemingly differing subjects and ideas is something I genuinely enjoy doing. If possible, I intend to leverage institutional committee obligations as opportunities to build relationships that could serve and benefit the institution and the department.

INTEGRATION

PROFESSIONAL DEVELOPMENT & GOALS

I intend to make **meaningful contributions** to the value and growth of the department. There are several ways I hope to do this. Through the **attainment of grant money** to provide resources and fund research. By securing **publications of my research** in journals and later write a book. **Grow as a leader** and to embrace more influential roles within the academic and professional settings.

As previously stated, I enjoy making connections and leveraging obligations to benefit everyone involved. I intend to be selective of service opportunities that will play to my strengths and goals and to use my experiences in each of the areas of teaching, research, and service to support and enhance the other.

Integration of Teaching, Research, & Service

I plan to use the skills I develop to effectively communicate complex ideas to my students to speak and negotiate with my colleagues in other departments. My hope is to leverage the connections I make in service to better understand and further my research. My research into design for mental health overlaps with several disciplines including, psychology, medical, and social work. I would like to form relationships to exchange findings and share with my students and fellow faculty. These connections will allow me to learn and grow my knowledge about other subjects that could enhance the quality and applicability of the material and information I present to my students.

I understand some of these intentions may go unrealized in my first few years due to more pressing needs of the department, but I will work in earnest to reach my goals of scholarly integration.

MELISSA BROWN | interior design portfolio
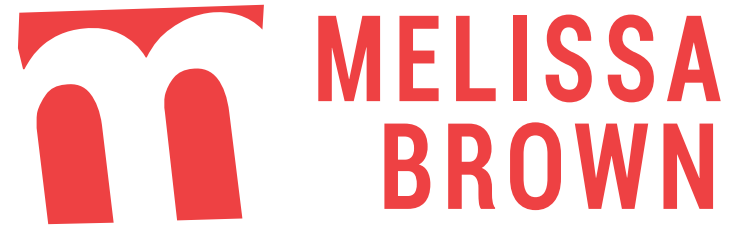
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DESIGN PHILOSOPHY

The importance of person-centered design and the user experience goes beyond the individual. Designing with the end-users in mind brings a renewed sense of empathy and focus upon how interior environments affect our health, both physical and mental, interpersonal relationships, and thus, our well-being. As an interior designer, I have made it my mission to see that we no longer exclude the populations that could benefit from design the most when programming for and designing our interior environments, because **we are all in this together.**

"… Empathy is a strange and powerful thing. There is no script. There is no right way or wrong way to do it. It's simply listening, holding space, withholding judgment, emotionally connecting and communicating that incredibly healing message of 'You're not alone.'" Brené Brown, *Daring Greatly*

DESIGN INTERESTS

Design Psychology
Healthcare
ILF, ALF, MC, SNF
Corporate
Sustainable Practices
WELL Buildings
Multifamily Housing

![Vistana Signature Experiences logo]

CORPORATE CAFETERIA RENOVATION

ABOUT

Rebranding

4,625 sqft.

Project Phases:
- Conceptual
- Schematic
- Design Development
- Construction Documents
- Construction Administration

PROGRAMS/ SKILLS USED

Revit

Space Planning

Concept Development

Incorporated Company Logo
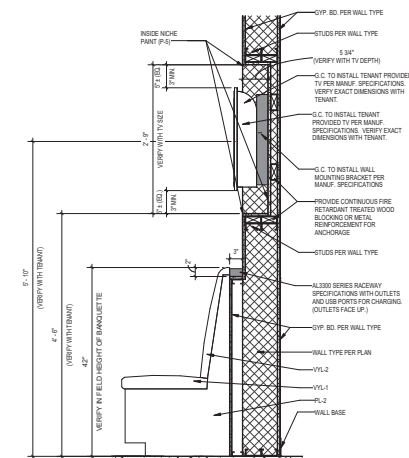
Detail for Power Supply at Banquettes
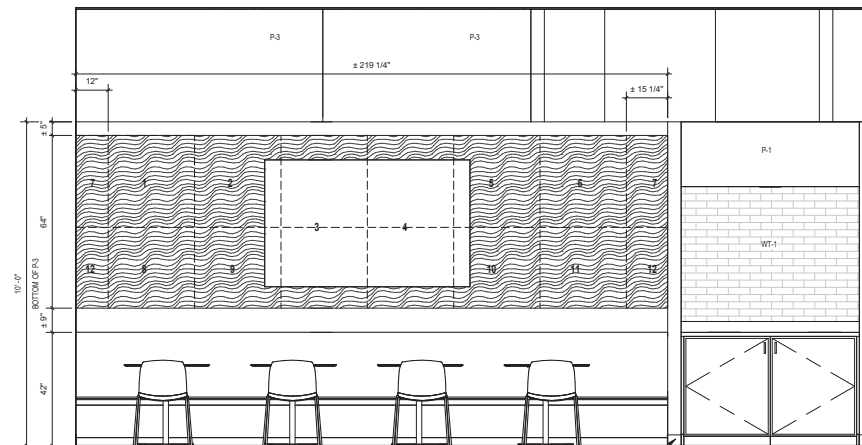
3D Wall Panel Study

Conceptual Colors

VENDING BY OTHERS

T.V.

3-D WALL TREATMENT

FEC

T.V.

BAR HEIGHT DINING

FEC

REF.

MICROWAVES/ COFFEE

FEC

COMPUTER STATION

T.V.

ENTERTAINMENT STORAGE

BAR HEIGHT TABLE

T.V.

UPHOLSTERED BOOTH SEATING

LOUNGE AREA WITH CARPET

CEILING MOUNTED FELT PANELS

3-D WALL TREATMENT

P-3   P-3

± 219 1/4"

± 15 1/4"

12"

P-1

WT-1

ABOUT

Corporate Office Break Area Renovation

Provided client multiple renderings for space visualization, internal presentations, and publications.

PROGRAMS/ SKILLS USED

Revit

Before

After

Before

After

CORPORATE OFFICE LOBBY CONCEPTUAL RENDERINGS

ABOUT

Provided 3 Options.

10 Hours

Custom Reception Desks Modeled in Revit.

Entire Suite:
7,834 sqft.
Lobby:
512 sqft.

PROGRAMS/ SKILLS USED

Revit

Photoshop

Full Poster

Original Sketch to Final Rendering

FSU DEPARTMENT OF INTERIOR ARCHITECTURE AND DESIGN STUDENT CHARRETTE 2018

ABOUT

5 Day department-wide competition.

Team mates provided scanned pen sketches, then I added all color and texture and generated poster design with group input.

Graduate entries entered for exhibition only. Awarded Honorable Mention.

SKILLS USED

Conceptual Design

Hand Sketching

Photoshop
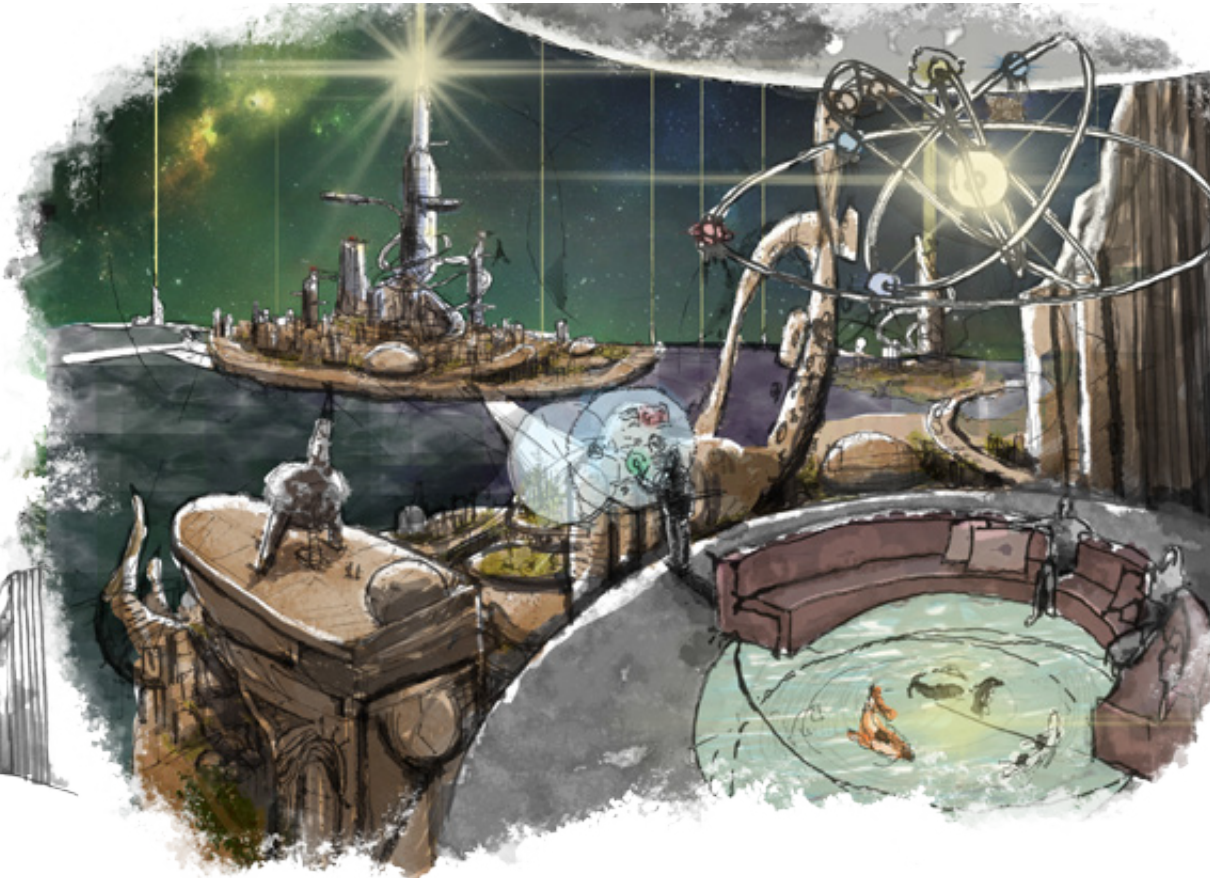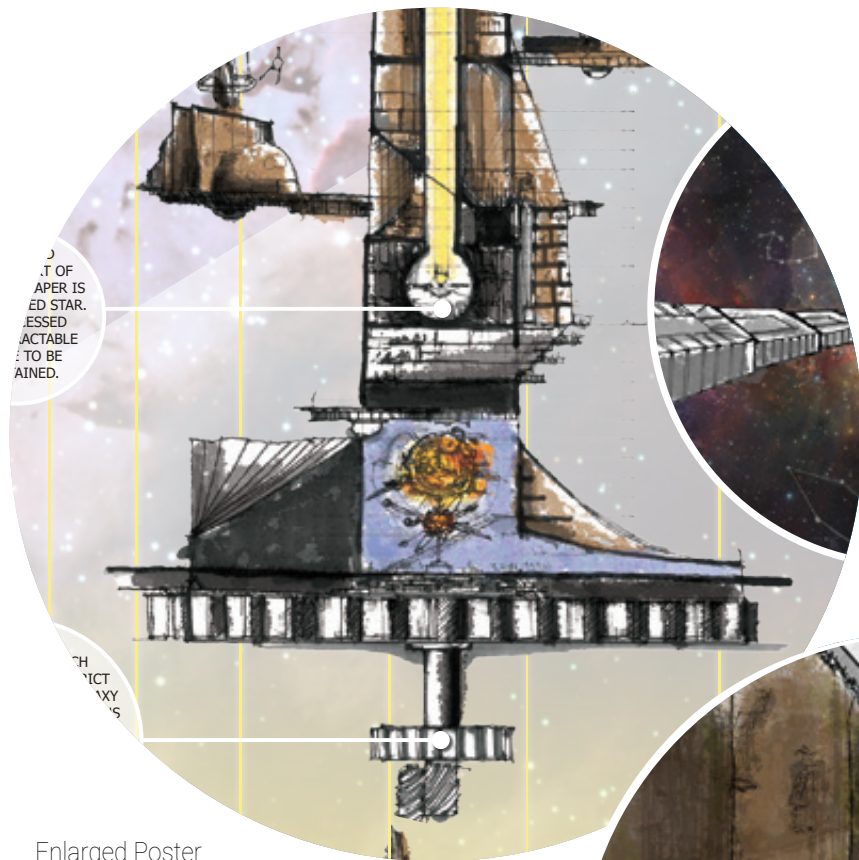
Enlarged Poster

"Andria was built so artfully that its every street follows a planet's orbit, and the buildings and the places of community life repeat the order of the constellations and the position of the most luminous stars: Antares, Alpheratz, Capricorn, the Cepheids."

"'Our city and the sky correspond so perfectly,' they answered, 'that any change in Andria involves some novelty among the stars.' The astronomers, after each change takes place in Andria, peer into their telescopes and report a nova's explosion, or a remote point in the firmament's change of color from orange to yellow, the expansion of a nebula, the bending of a spiral of the Milky Way. Each change implies a sequence of other changes, in Andria as among the stars: the city and the sky never remain the same."

Based Upon Book:
Italo Calvino's
Invisible Cities
- City of Andria

Final Rendering

TALO ⥾ MESTÄ

BOUTIQUE HOTEL

LEVEL ONE RCP

ABOUT

Studio 4

13 Weeks

2,304 m²
(24,800sqft.)

Located in Helsinki

Concept:
Finland's
Landscape

PROGRAMS/
SKILLS USED

Revit Architecture

Photoshop

Illustrator

InDesign

In-Depth Research

Level 1 Lighting Legend

⊗ Exit Sign

⊘ Fluorescent Can Lighting

◯ Shady Tree Pendant - 110

◎ GT5 Pendant Light

▯ Selux Aurea Linear Suspended

⊠ Fluorescent Troffer

Emergency Horn & Strobe

▽ Telephone/ Data

Telephone/ Data Flush Floor

Track Lighting

Level 1 Ceiling Heights

525

420

385

300

250

Level 1 Room Legend

1. Porte Cochere
2. Climate Trap
3. Registration
4. Concierge
5. Lobby
6. West Egress Stair
7. Men's Restroom
8. Women's Restroom
9. Employee Facilities
10. Changing Room
11. Food Storage
12. Janitor Closet
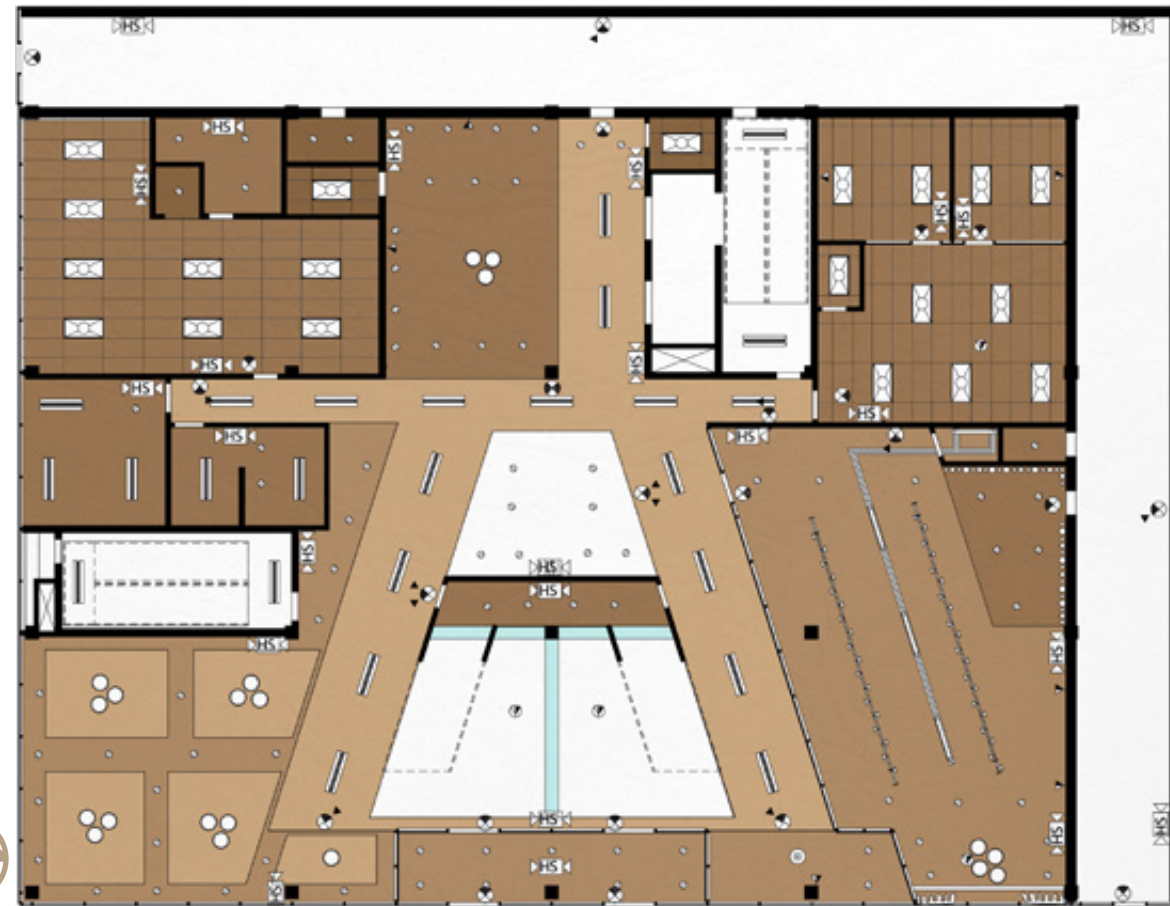13. Lobby/ Computer Area
14. Storage
15. North Egress Stair/ Elevators
16. Offices
17. Storage
18. Movable Partition Closet
19. Legends Gallery
20. Reading Nook
21. Service Corridor

Lockers

Luggage Carts

Display Cases

Flush Floor Stage

TALO MESTÄ

Roof
3720 cm

Level 8
3300 cm

Level 7
2880 cm

Level 6
2460 cm

Level 5
2040 cm

Level 4
1620 cm

Level 3
1200 cm

Level 2
600 cm

Level 1
0 cm

TALO MESTÄ
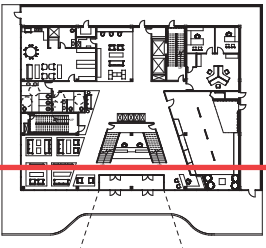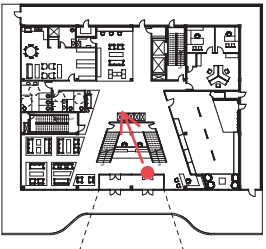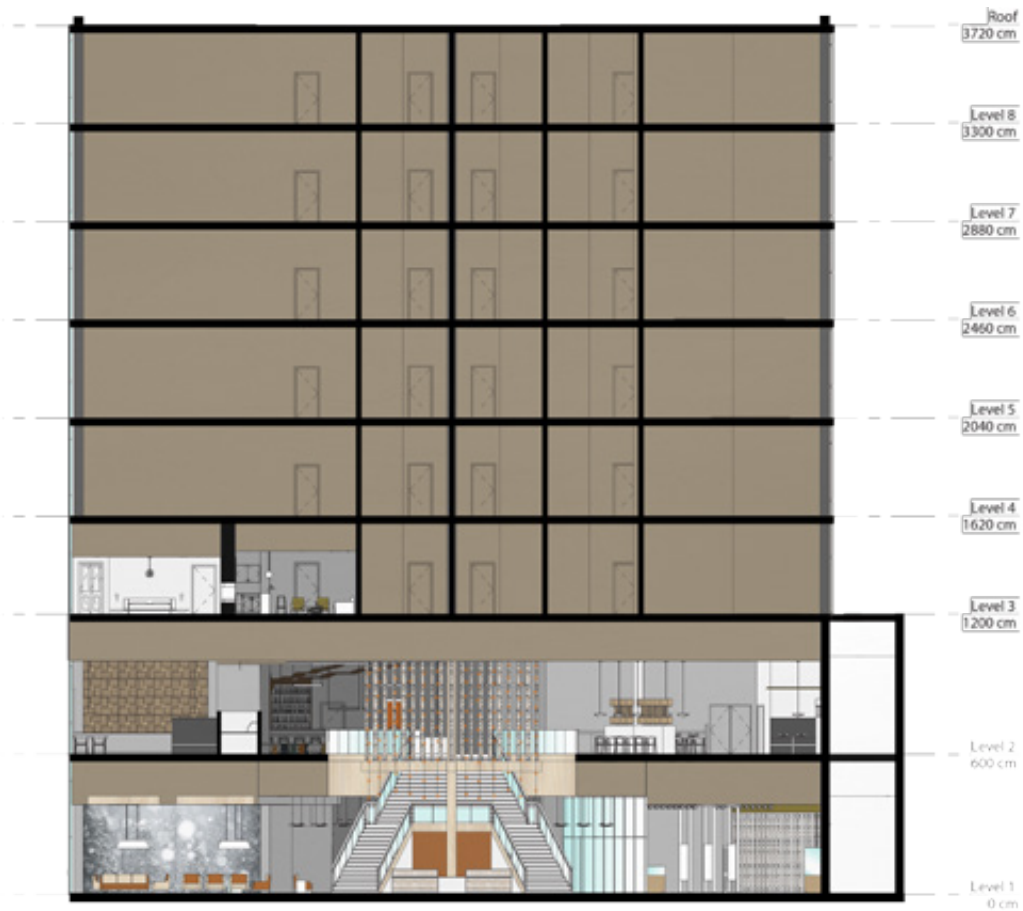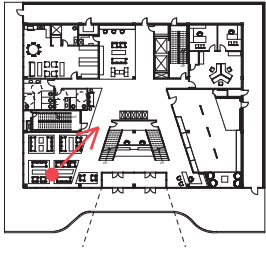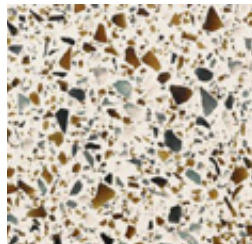
The coffee tables are tree trunks suspended in resin, a custom design.

They feature sustainably harvested fallen timber from nearby forests.

TALO MESTÄ

Sato is Finnish for harvest.
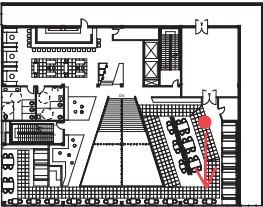
Replicas of fruits and vegetables grown for the Finnish Harvest Festival. (Not actual food.)
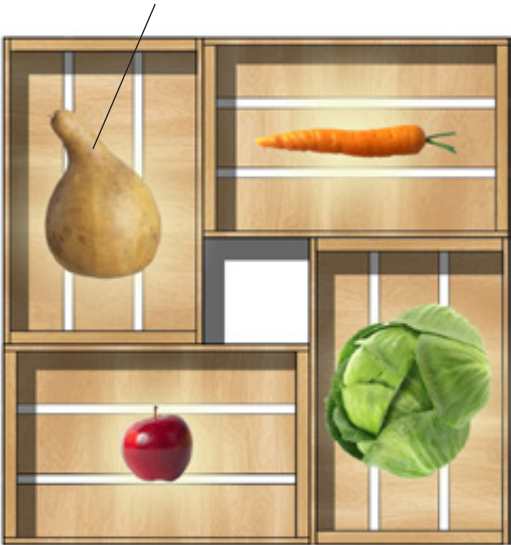
Detail of vegetable crates

Hauskaa is Finnish for fun.
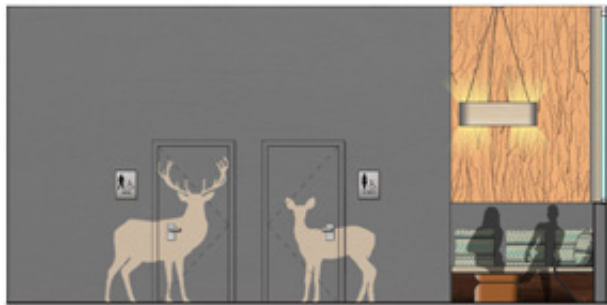
Elevation of bathroom doors located in the Hauskaa Bar & Lounge. Silhouettes of buck and doe on corresponding gender doors.
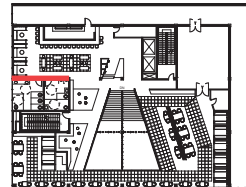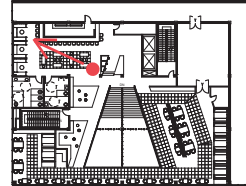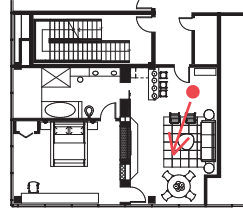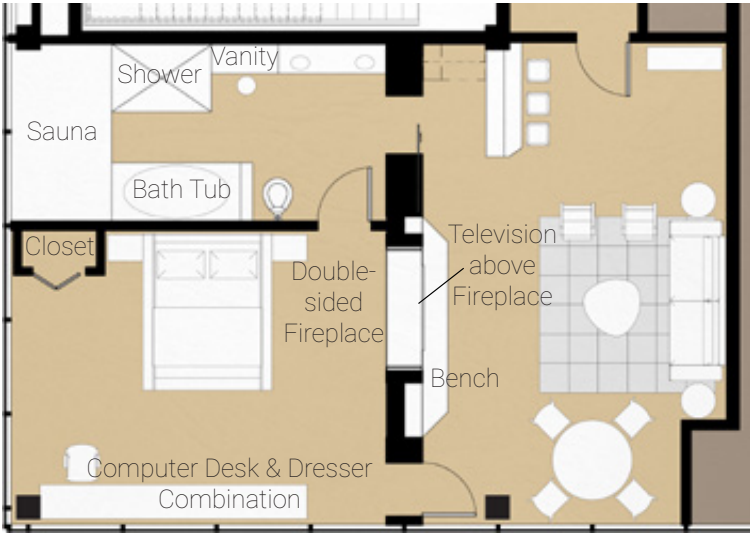
Floor plan labels: Sauna, Shower, Vanity, Bath Tub, Closet, Double-sided Fireplace, Television above Fireplace, Bench, Computer Desk & Dresser Combination

Smart glass will be used on the double-sided fireplace which switches from transparent to opaque for privacy between the living area and bedroom.
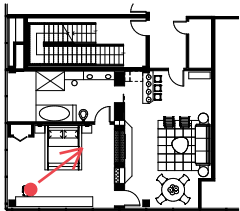
Furniture Design

4 Weeks

Concept from children's book: Slippery mud

PROGRAMS/ SKILLS USED

Anthropomorphic knowledge

Construction

Craftsmanship

Graphics

5 weeks

Total of 12 different materials (i.e. glass, metal, wood, fabric)

Quick Sketches

Approx. 2 - 30 min.

Sketched on site and in lectures

PROGRAMS/ SKILLS USED

Hand Rendering (Marker, Colored Pencil, Pen)

DEPARTMENT OF INTERIOR ARCHITECTURE & DESIGN   Florida State University

IND 4506 Business Practices for Interior Designers	**Spring Term 2019**
Instructor: Melissa Brown	Office #: 1079 or 1081 WJB
Email: mbrown6@fsu.edu	Classroom: 2009
IND 5508 Business Practices for Interior Designers	Class Time: 9:05-11:35 M
Instructor of Record: Amy Huber	Office Hours: M,W 11:45-12:45p
	TUE 12:30-1:30p

COURSE DESCRIPTION

An introduction to the global practice of interior design with in-depth study of business practices, business ethics, legalities, strategic management, estimating and budgeting based on specifications, and project management. Students will be required to communicate their creative and business ideas through projects and by producing clear, well-written ethics reviews and in-class exercises.

This course is designated as part of The Liberal Studies for the 21st Century Program at Florida State University which builds an educational foundation that will enable FSU graduates to thrive intellectually and materially and to engage critically and effectively in their communities. In this way your Liberal Studies courses provide a comprehensive intellectual foundation and transformative educational experience. This course has been approved as meeting the Liberal Studies requirements for Upper-Division Writing and thus is designed to help you become a flexible and proficient writer for professional purposes.

GOALS AND OBJECTIVES

Upon completion of this course the student shall be able to:

1. Utilize mock interview techniques and career planning resources to prepare for interviews post-graduation.
2. Produce a final graphic portfolio, resume, cover letter, design philosophy and finalize a website in preparation for the job search.
3. Produce comprehensive business documents and exhibit project management skills for a collaborative peer project.
4. Professionally convey written ideas in clear, coherent and grammatically correct prose as creative and convincing communicators.
5. Review, discuss and produce written opinions on multiple ethics issues.
6. Provide peer reviews for writing projects.
7. Revise writing projects as required by peer review and instructor assessment.
8. Generate specifications and estimates for a project, culminating in an estimated budget.

Specific Objectives for Upper-Division Writing in the major competency:

Students become flexible and proficient writers for professional purposes. In this course, you will compose as a process, including drafts, revision and editing. The writing cultivated by this process conforms to FSU's definition of "college-level writing", which is writing that:
1. presents a clearly defined central idea or thesis;
2. provides adequate support for that idea;
3. is organized clearly and logically;
4. is presented in a format appropriate to the purpose, occasion, and audience; and
5. utilizes the conventions of a standard language.

CO-REQUISITES
Students will be interfacing with the Studio V Hotel Project for purposes of estimating, budgeting, specification, and project management.

CLASS PROCEDURES
The class consists of discussion, lecture, in-class work and outside assignments. It is absolutely necessary to attend class and be prepared in order to participate in the seminar format of the class. You will be responsible for all information given out in class meetings, as well as completing all projects and assignments on time. There is a significant weight on professionalism and participation in this course grading rubric.

REQUIRED TEXT
"Professional Practice for Interior Designers in the Global Marketplace"
by Susan M. Winchip, copyright 2012;
ISBN: 978-1-60901-138-3.

MATERIALS + EQUIPMENT
During class meetings, students may be given time to work on projects. For this reason, it is important to bring your computer to any classes when requested by the professor.

You must keep your cell phone turned off during all class meetings, just as you would in a business meeting. In addition, students should not engage with their computers during class unless requested by the teacher.

You will need to purchase a 1.5" white binder for the course binder and a set of 3-prong folders with two pockets for your interview packet and other projects.

GRADING POLICY, STANDARDS, AND EVALUATION CRITERIA
Your final grade will be based on completion of the following projects:

Project 1 -Job Folders & Mock Interviews:
> Provide a final resume and cover letter to a real firm. Join the FSU Interior Architecture and Design's LinkedIn page. Finalize website portfolio for review.

Project 2 -Client Residential Renovation:
> Client sketch project from a business point of view, with complete business documentation and forms.

Project 3 -Studio V Hotel Spec Space:
> Specifying and estimating for budgeting based on the area submitted to and approved by the instructor within your hotel project. There will be three 10-point milestones as part of this grade.

Written Ethics Exercises:
Three 1-2 page minimum written ethics papers based on chapter readings, discussion participation, & outside article citations. These will be peer reviewed, edited, and resubmitted with corrections for professor's final assessment.

In Class Exercise 1:
Strategic planning exercise for Studio V

Professionalism:
Defined as participation, attitude, work ethic, and the ability to work in a team. Turning projects in late, arriving to class late, or more than the allowed 2 unexcused absences will affect your final aggregate course grade, as per discussion under department policies.

Grade Components:

Project 1:		100
Project 2:		100
Project 3:		100
Written Ethics Exercises:	3 @ 50 pts each =	150
In Class Strategic Planning Exercises:	2 @ 25 pts each =	50
Professionalism + Regular Preparedness:		100
Total Available Points:		**600**

If you wish to know how you stand at any time, divide the number of points you have earned by the number available for those items.

Grade Breakdown	
A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	Below 60

Upper Division Writing Grade Requirement

In order to fulfill FSU"s Upper-Division Writing requirement, the student must earn a
 "C-"or higher in the course and earn at least a "C-"average on all the required writing assignments. If the student does not earn a "C-" average or better on the required writing assignments, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course.

DEPARTMENT OF INTERIOR ARCHITECTURE & DESIGN   Florida State University

IND 4506 Business Practices for Interior Designers	Spring Term 2019
Instructor: Melissa Brown	Office #: 1079 or 1081 WJB
Email: mbrown6@fsu.edu	Classroom: 2009
IND 5508 Business Practices for Interior Designers	Class Time: 9:05-11:35 M
Instructor of Record: Amy Huber	Office Hours: M,W 11:45-12:45p
	TUE 12:30-1:30p

	Week	Date	Course Content	Readings Due/ Bring to class	Project Due
Getting a Job and Finalizing Portfolio (4 weeks)	**1**	01.07	Topic, Course set up, SWOT, Interview schedule; Assign Project 1 Personal Budget, Job Search, Portfolio, Interview Questions and Protocol	No Reading/ N/A	
	2	01.14	Topic; First Interviews; Negotiating Salary and Benefits, NCIDQ Powerpoint; joining Associations (Ch.1&2) Class Discussion on Ethics 1 Topics	Ch. 1 & 2/ 5 Questions, Peer Review Sheets	First Interviews
	3	01.21	No Class: MLK Jr. Day		
	4	01.28	Topic; Second Interviews; Work on Ethics 1 in class	Chapters 3 & 4	Second Interviews **Project 1 Due**
The Business of Design and the Client (4 weeks)	**5**	02.04	Topic; Project 2 Discussed and Client Assigned; Fee Billing and Time Sheets How do we get clients? (Ch.7) Schedule client site visit Sequence of a Job and client Questionnaire; Ethics 1 peer review in class Topic discussed	Ch. 7/ Project 2 Materials	**Ethics 1 paper Due** to Peer Reviewer in class
	6	02.11	Topic; Client Problems and Job Management; Contracts and Other Paperwork Billing at end of project (Ch.9) Develop Paperwork for Project; Select FFE and pricing; Review Project with Client and discuss change order	Ch. 9	**Corrected Ethics 1 Due** Site Visit and Questionnaire completed

	7	02.18	Marlo to visit class on grad school Topic; Project 2 wrap up with client Work on Ethics 2 in class	Ch. 8	**Project 2 Due** in class, reviewed by client
	8	02.25	Topic; peer review; lessons learned; marketing; owning your own business pros/cons; Catch up/ Intro to Project 3	Ch. 13/ Ethics 2, Computer	**Ethics 2 due** to reviewer in class
Budgeting, Estimating, Pricing and Specifying (7 weeks)	9	03.04	Topic; Project 3 Discussed; organizing and setting up grid for project; categories, what is not included (by contractor) Discuss Ethics 2 topics in class	Ch. 10	**Corrected Ethics 2 Due** in class
	10	03.11	Topic: pricing information for budgeting Discuss Ethics 3 Topics in class	Refresh Ch. 9/ Bring draft of Project Grid	**Project 3 Milestone 1 Due**: Organization and Grid
	11	03.18	No Class: Spring Break		
	12	03.25	Topic; pricing information for budgeting Final FFE selections resource room, on-line	Ch. 6/ Computer	**Ethics 3 Due** to Peer Reviewer in Class
	13	04.01	Topic: Discuss Ethics 3 topics in class Work on Project 3 in class (in studio)	Ch. 12/ Computer	**Corrected Ethics 3 Due** in class **Project 3 Milestone 2 Due**
	14	04.08	Topic: group discussion Work on Project 3 in class (in studio)	Ch. 14/ Computer	**Project 3 Milestone 3 Due**
	15	04.15	Last Class; Wrap up; Binder completed and turned in at end of class	Chapter 5/ Computer	**Project 3 Due** Peer Review

DEPARTMENT OF INTERIOR ARCHITECTURE & DESIGN- Florida State University

IND 2XXX Design Student Strategies **Fall Term 2018**
3 Credit Hours   9:05a – 11:35a M
Instructor: Melissa Brown   Office Number: TBD
Phone: 850.644.1436   Office Hours: TBD
Email: mbrown6@fsu.edu   Class Room: TBD

WELCOME!
Congratulations on your acceptance to the Interior Design program! I am glad you are here! We, the faculty, are here to facilitate your success as a designer in your academic life and beyond. Please do not hesitate to come speak with me at any time, I am available in-person during office hours, by email (I check in twice a day and will respond within 36 hours), or via Canvas. It is important to keep in mind that nothing worth doing comes easy and nothing great is achieved alone.

COURSE DESCRIPTION & PROCEDURES
A course for design students to hone their skills and knowledge of working through the design process, develop effective design project management skills, and improve presentation techniques. You will learn how to think as an interior designer and apply this knowledge as you develop tools for organization, time management, make notes, and listen effectively to assist in project development. You will need to communicate your creative and organizational methods through assignments and descriptive workflows.
The course consists of discussion, lecture, in-class work and outside assignments. **It is absolutely necessary to attend class and be prepared in order to participate in the seminar format.** You will be responsible for completing all projects and assignments on time.

GOALS AND OBJECTIVES
Upon completion of this course the student shall be able to:

1. Identify what Interior Designers do, what their scope includes, and why the profession is important.
2. Identify the phases of the design process and the purpose and scope for each.
3. Apply new skills for gathering, creating, and organizing information for design projects (design thinking).
4. Apply new techniques to the organization and style of your presentation delivery.

CO-REQUISITES
Students will be interfacing with Studio 1 projects for writing prompts, process content, and project management.

REQUIRED TEXT
TBD

MATERIALS + EQUIPMENT
During class meetings, students may be given time to work on projects. For this reason, it is important to bring your computer to any classes when requested by the professor.

Any assigned texts should be brought to all classes and is required reading.

You will need to purchase:
* sketchbook (this can be any size but must be for note making and sketching.)
* 1.5" white binder for turning in all course projects at the end of the semester.

GRADING POLICY, STANDARDS, AND EVALUATION CRITERIA

Your final grade will be based on completion of the following projects:

Project 1:
Concept and Storyboard Group Presentation with reflections.

Project 2:
Create a 5 minute presentation outline and power point presentation of a specific designer or architect you admire. These will be recorded for you to critique and assess yourself using the provided rubric.

Project 3:
Studio 1 project management: create a Gantt chart and file organization and naming conventions for all project files, implement, then turn in your digital job folder for review.

Project 4:
Reflection Blog/Journal, this will be turned in weekly to the professor.

Written Response Exercises (part of Project 4):
Following class discussion, journal about your thoughts and take-aways from conversation.

Quizzes:
There will be 4 quizzes throughout the semester. They will be based in the readings and lectures.

Grade Components:

Project 1:	100
Project 2:	100
Project 3:	100
Project 4:	100
Quizzes:	4 @ 50 each = 200
Total Available Points:	**600**

If you wish to know how you stand at any time, divide the number of points you have earned by the number available for those items.

Grade Breakdown	
A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	Below 60

MELISSA BROWN

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Ocoee, FL 34761
(407) 484-6056
mbrown6056@gmail.com
melissabrowninteriors.com

EDUCATION

Florida State University, Tallahassee, FL
Master of Fine Arts in Interior Design, May 2019
CIDA & NASAD Accredited

Florida State University
Bachelor of Science in Interior Design, December 2013
Cum Laude

Study Abroad, Florence, Italy, Summer 2013

HONORS AND AWARDS

College of Fine Arts Travel Grant Spring 2019

IDEC Best Graduate Poster Presentation 2019

O'Brien Graduate Scholar Award 2018

MEMBERSHIPS AND ACTIVITIES

IDEC, 2017-current, Poster Presentation March, 2019

Center for Health Design, 2017-current

NEWH Sunshine ChapterDesigners and
Students in Hospitality (DASH) 2017 Event

Completed NCIDQ Examinations IDFX & IDPX
Practicum (April 2019), Licencing to follow

Preparing for the Evidence-based Design
Accreditation and Certification (EDAC)

Central Florida Community Arts Orchestra

Florida State University
Interior Design Student Organization (FSU IDSO)

Member of National Alliance on Mental Illness (NAMI)

Created Mentorship Committee Panel Discussion
Series. Engaging discussions highlighting prominent
BBA team member career paths. (Total of 5 Panels)

WORK EXPERIENCE

Florida State University
August 2017 - May 2019
Instructor / Teaching Assistant
Instructor Course: Business Practices for Interior Designers
TA Courses: Studio 4, Design Fundamentals I and II
- Developed teaching materials, including syllabi, visual aids, rubrics, additional supplements, and course website
- Lead lectures and class discussions
- Established and maintained a respectful, professional, and fun rapport with students
- Scheduled and maintained regular office hours to meet with students
- Evaluated and graded examinations, assignments, and papers and recorded grades

Baker Barrios Architects (BBA)
June 2014 - November 2018
Designer
- Provided programming, design, and management for 15 projects successfully
- Consistent communication with clients regarding their current projects
- Construction documentation and administration
- Interiors BIM coordination and company Standards
  - CAD restructuring and improvements
  - Introduced in-house BIM renderings
  - Created Revit project templates and families
  - Trained employees
- Overhaul of company resource library
- Created mentorship committee panel discussion series

SKILLS

Revit Architecture

Research

Revit Family Modeling

Microsoft Excel

AutoCAD

Microsoft PowerPoint

Adobe Photoshop

Concept Development

Adobe InDesign

Sketching

Adobe Illustrator

Organization

Melissa H. Brown

5032 Timber Ridge Trail
Ocoee, FL 34761
(407) 484-6056
mbrown6056@gmail.com

PROFESSIONAL PREPARATION

2019 August   M.F.A. in Interior Design, Florida State University, Tallahassee, FL.,
Advisor: Jill Pable.

Brown, M. (2019). *Psychosis in schizophrenia: an exploration of
environmental stimuli influences in interior treatment spaces.*
Unpublished master's thesis, Florida State University, Tallahassee, FL.

2013   B.S. in Interior Design, Florida State University, Tallahassee, FL., Cum laude.

2010   A.A. in General Education, Valencia Community College, Orlando, FL.

PROFESSIONAL EXPERIENCE

2014 – 2018   Designer, Baker Barrios Architects, Orlando, FL.
- Managed interior design projects including the programming, design, and construction administration stages
- Administered training to incoming and existing designers on current design software
- Spearheaded an internal mentorship program with panel discussions

PROFESSIONAL CREDENTIAL(S)

2019 April   National Council of Interior Design Qualification (NCIDQ)
Completed: IDFX , IDPX
Anticipated: Practicum (2019)

HONORS, AWARDS, AND PRIZES

2018 Spring   DJMT O'Brien Graduate Scholarship

TEACHING EXPERIENCE

2019 Spring   Instructor
Business Practices for Interior Designers, Florida State University
- Organized and facilitated lessons and class discussions for 40 students
- Engaged students in critical thinking through projects and classroom exercises
- Established and maintained a respectful and open rapport with students

2017-2018   Graduate Teaching Assistant
Interior Design, Florida State University
- Encouraged students to challenge themselves through constructive critiques
- Engaged students in the design process during classroom exercises
- Guided students in their understanding of the elements and principles of design

COURSES TAUGHT

2019 Spring   Business Practices for Interior Designers (Instructor)
2018 Sp/Fall   Design Fundamentals I (Teaching Assistant)
2018 Spring   Design Fundamentals II (Teaching Assistant)
2017 Fall   Interior Design Studio IV (Teaching Assistant)

CURRENT MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Interior Design Educators Council
Center for Health Design
Environmental Design and Research Association
Network of Executive Women in Hospitality (NEWH), Sunshine Chapter

SERVICE TO PROFESSIONAL ASSOCIATIONS

2017   Committee member, Designers and Students in Hospitality (DASH) event, NEWH

NONDEGREE EDUCATION AND TRAINING

2019   PIE Workshop: How to Assess Student Learning, FSU
          This workshop addressed how to create and design projects and evaluations that
          effectively assess our students' learning through Bloom's taxonomy.

2017   PIE Teaching Training Workshop/TA Orientation, FSU
          This workshop included training on best practices in grading, communicating
          with students, and Canvas and technology usage.