

Michael R. Gibson | A somewhat truncated curriculum vitae

The information articulated in this portion of this document is current as of 5:00 pm, CDT, Friday, July 31, 2026

1. While serving on this committee, I fulfilled two major objectives that have had significant impact on the communities of university-level design educators that teach in the over 1,800 communication, graphic, user experience and interaction design programs in the U.S.

The first entailed securing the funding and approvals necessary from the national office of the AIGA—the leading design-rooted professional and, more recently, educational advocacy organization in the U.S.—to launch a scholarly, peer-reviewed, academic journal in 2016. Titled “*Dialectic*,” and published by University of Michigan Publishing Services, it publishes research reports, case studies, position papers, critical reviews and theoretical speculations that address issues in design education, professional practice, and the spaces that exist between them. In addition to being *Dialectic*’s co-founder, I was also its co-managing editor and producer. Additionally, I co-wrote all of the content and co-designed *Dialectic*’s website, which can be found at: <https://quod.lib.umich.edu/d/dialectic>

The second of these involving re-instating the AIGA-sponsored “*design faculty research grants*,” which are awarded each year to support design-led research formulated by university-level design educators, scholars and researchers. I also served as the coordinator of the review team for these grants from 2015–2019. As of this writing, this funding mechanism has supported over \$85,000 of project-based/applied research by project investigators at 12 different American and Canadian institutions.

Degrees earned

M.F.A. in Graphic Design (Emphasis: Design Research), December 1993

The University of Michigan at Ann Arbor
School of Art and Design

Thesis: *Examining the affects of systemically configured typographic and image-based augmentations to reading materials designed to improve language transference and reading retention skills among Kindergarten- to Third-Grade-Level, Spanish-as-First, English-as-Second-Language students and their instructors*

Major Professor: Dwayne Overmyer

Minor Professors: Jack Williamson, John Bowers

B.F.A. in Graphic Design (Minor: Industrial Design), May 1985

The Kansas City Art Institute
Kansas City, Missouri

Academic or affiliated positions

June 2015–Present

Full Professor, Communication Design;
The University of North Texas (UNT)
College of Visual Arts and Design (CVAD)
Department of Design
Denton, Texas U.S.A.

July 2008–Present

Graduate Programs Coordinator, Design
Research Program (July 2008– May 2016);
Interaction Design Program (since July 2016)
UNT CVAD
Department of Design
Denton, Texas U.S.A.

May 2023–Present

Member of the International Board of Directors¹
Design, User Experience, and Usability (DUXU)
Sub-Conference of the Human Computer
Interaction Conference (HCII)

July 2013–July 2018

Member of the national steering committee¹
of the American Institute of Graphic Arts
(AIGA) Design Educators Community (DEC)

June 2002–June 2015

Associate Professor, Communication Design
UNT CVAD
Department of Design
Denton, Texas U.S.A.

August 1998–June 2002

Assistant Professor, Communication Design
UNT CVAD
Department of Design
Denton, Texas U.S.A.

August 1994–August 1998

Assistant Professor, Communication Design
Division of Design
The Milwaukee Institute of Art & Design
Milwaukee, Wisconsin U.S.A.

January 1994–May 1994

Adjunct Asst. Prof., Graphic Design
The University of Michigan
School of Art & Design
Ann Arbor, Michigan U.S.A.

January 1992–May 1994

Lecturer, Graphic Design
Department of Art
Wayne State University
Detroit, Michigan U.S.A.

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Publications (includes content that appears in print, online, and via video)

2025–Present

Gibson, M. R., & Owens, K.M. (2026). Scholarly book: *Navigating the Landscapes of Design Research: Finding Your Way* (180 pgs.). Routledge, Taylor & Francis. <https://www.taylorfrancis.com/books/edit/10.4324/9781003489108/navigating-landscapes-design-research-michael-gibson-keith-owens>

Gibson, M. R. (2025). Peer-reviewed article in conference proceedings: *Educating Designers to Get It at Least Partially Right When It Goes Really Wrong: Preparing Emerging User Experience Designers to Design for Worst-Case Scenarios of Use*. Design, User Experience, and Usability, 14, 54–64. https://link.springer.com/chapter/10.1007/978-3-031-94168-9_6

2020–2025

Gibson, M. R. (2024). Peer-reviewed article in conference proceedings: *A Case Study Analyzing an Interdisciplinary Effort to Guide the Development and Design of a Human-Centered, Digitally Facilitated System of Care to Support Diabetes Self-Management Education and Support (DSMES) in Rural Parts of Texas*. Design, User Experience, and Usability, 13, 223–236. <https://doi.org/https://doi.org/10.1007/978-3-031-61356-2>

Gibson & K. M. Owens (2016–2024; Co-Managing Editors.); Gibson, M.R. (2016–2024; Production Manager). Scholarly journal: *Dialectic: Vols. 1–5, Issues 1–9*.² Published by University of Michigan Publishing Services on behalf of the American Institute of Graphic Arts (AIGA) Design Educator’s Community (DEC). <https://doi.org/https://doi.org/10.3998/dialectic>

Gibson, M. R., & Owens, K. M. (2023). Peer-reviewed article in conference proceedings: *A Focused Exploration About How Technologically Enhanced Educational Approaches Can Positively Foster Early Childhood to Young Adult Learning and Creativity*. International Conference on Human-Computer Interaction: HCII 2023: Design, User Experience, and Usability, 12, 88–97. https://doi.org/10.1007/978-3-031-35708-4_6

Gibson, M. R., & Owens, K. M. (2022). Invited, scholarly journal article: *And We’re Back... . Dialectic*, 4 (1), 5–6. University of Michigan Publishing Services on behalf of the AIGA DEC. <https://doi.org/DOI:https://doi.org/10.3998/dialectic.14932326.0004>

Gibson, M. R., & Owens, K. M. (2021). This piece is a 26-minute video (invited and peer-reviewed): *Some Useful Information for Design Educators Who Wish to Credibly Publish Their Research and Scholarship*.³ In the online proceedings of the AIGA SHIFT Summer 2021 Design Education Summit. The American Institute of Graphic Arts (AIGA) Design Educators Community (DEC). <https://www.youtube.com/watch?v=cYI5jsEzwG4&t=1s>

Gibson, M.R.. & Owens, K.M., (2021) Peer-reviewed article in conference proceedings: *Preparing to Introduce Design Thinking in Middle Schools*.⁴ Proceedings of the 6th International Conference for Design Education Researchers, 24–26 September 2021, Shangdong University of Art and Design, Jinan, China, edited by Erik Bohemia et al, Design Research Society, 2021: pgs. 405–414. Available online at: <https://open.metu.edu.tr/bitstream/handle/11511/95217/index.pdf>. The video may be viewed at: <https://www.youtube.com/watch?v=gPztbOIFQSw&list=WL&index=21>

2. *Dialectic* was published on behalf of the American Institute of Graphic Arts (AIGA) Design Educators’ Community (DEC), by University of Michigan Publishing Services, the hub of scholarly publishing at The University of Michigan in Ann Arbor, Michigan, USA. Publication of *Dialectic* was suspended in February of 2024 due to a lack of funding from the AIGA National Office.

In the context of this section of this curriculum vitae, the listing that appears with “*Dialectic*” as the lead entry indicates that my colleague Keith M. Owens and I co-edited and co-managed the design and publication process of *each issue* of this peer-reviewed, scholarly journal.

3. This video has been recommended for use by the following design-based professional and academic organizations since it was released:

- The Interaction Design Association
- Cumulus
- The User Experience Designers’ Association
- The Design Research Society
- The Industrial Design Society of America

4. Professors Gibson and Owens earned the prestigious “**Best Case Study: 2021**” award from the Design Research Society (an internationally renowned organization that supports professional and academic endeavors in and around design research).

Owens, K., & Gibson, M. R. (2021) Peer-reviewed article in conference proceedings: **Some Useful Information for Those in the Design Education Community Who Wish to Credibly Publish Their Research and Scholarship**. Proceedings of SHIFTed: AIGA Design Educators Community Virtual Summit, August 2-6 2021, University of New Hampshire, Durham, New Hampshire, USA, edited by Liese Ziehabi et al, AIGA DEC, 2021: pgs. 18–24.

2015–2020

Owens, K.M., & Gibson, M.R. (2019). Peer-reviewed article in conference proceedings: **Working from the outside in: Using “the big three” investigative phenomena to situate and frame research endeavors informed by design**. Dialogue 1, pgs. 20–28. <https://www.fulcrum.org/concern/monographs/q811km32f>

Gibson, M. R., & Abel, T. (2019). Invited publication: **Silo-busting and Island-Hopping: How (and Why) to Deploy Pedagogic Approaches That Blend Theory and Practice**. Medium, 3(4), 9. <https://medium.com/ixda/silo-busting-and-island-hopping-how-and-why-to-deploy-pedagogic-approaches-that-blend-theory-bb0a0909bb7a>

Benson, E., Gibson, M. R., & Jennings, J. (2018). Peer-reviewed scholarly journal article: **Dezombies and the Coming Design Apocalypse: Confronting the Urgent Need to Increase Racial Diversity and Environmental Awareness in University-Level American Communication Design Programs**. Dialectic, 1(2), pgs. 129–154. <https://doi.org/http://dx.doi.org/10.3998/dialectic.14932326.0001.207>

Owens, K. M., & Gibson, M. R. (2018). Invited, scholarly journal article: **It’s Time to Stir the Pot....** Dialectic, 1(1), pgs. 7–8. <https://doi.org/http://dx.doi.org/10.3998/dialectic.14932326.0001.101>

Gibson, M. R. (2016). Peer-reviewed book chapter: **Designing from the end to the beginning and back again: introducing students to service design thinking**. In “Developing Citizen Designers,” edited by Elizabeth Resnick, pgs. 312–315. Bloomsbury Academic.

2010–2015

Peak, D. A., Prybutok, V. R., Gibson, M. R., Wu, Y., & Xu, C. (2014). Peer-reviewed scholarly journal article: **User Perceptions of Aesthetic Visual Design Variables within the Informing Environment: A Web-Based Experiment**.⁵ Informing Science, The International Journal of an Emerging Transdiscipline, 17, pgs. 25–57. <https://doi.org/10.28945/1933>

Gibson, M. R., & Owens, K. M. (2014). Peer-reviewed book chapter: **Making meaning happen between ‘us’ and ‘them’: Strategies for bridging gaps in understanding between researchers who possess design knowledge and those working in disciplines outside design**. In “The Routledge Companion to Design Research (first edition),” edited by Paul A. Rodgers and Joyce Yee, pgs. 386–399. Routledge. <https://www.routledge.com/The-Routledge-Companion-to-Design-Research/Rodgers-Yee/p/book/9781138310247>

Joiner, J., & Gibson, M. R. (2013). Peer-reviewed book chapter: **The Semiotics of a Smile: Signs of Failure on Multi-Use Trails in Dallas, Texas**. In “Signs and Symbols for Workplace and Public Use,” edited by Annie W.Y. Ng & Alan H.S. Chan, pgs. 25–41. Nova Publishers.

Gibson, M. R., Peak, D. & Prybutok, V. (2011). Peer-reviewed journal article: **Synergizing Positivism and Aesthetics in the Design Process of Interactive Visual Systems**. Information Design Journal, 19 (2): pgs. 103–119.

5. My interdisciplinary, collaborative efforts to integrate design processes and methods into areas not directly associated with design have evolved both across the UNT landscape and across several of the professional communities that operate in the north Texas region and across the state. I began “reaching across our campus” in my first year—1998—at UNT, and have continued since. This paper, and the scholarly inquiries that guided it, is an example of but one of these endeavors.

Gibson, M.R. (2010). Peer-reviewed book chapter: **The Challenge of (Mis)Measuring Success in Design Research**. In “Design Research: Building a Culture from Scratch,” edited by Denise Gonzales-Crisp & Santiago Piedrafita, pgs. 14–19. North Carolina State College of Design Press.

Gibson, M. R. (2010). Peer-reviewed article in conference proceedings: **Educating Design Process Educators as a Means to Educate Ethically Minded Designers**. In “Response_Ability: Proceedings of the 2010 AIGA Design Educators Conference, May 2010, Toledo, Ohio,” edited by Meredith Davis and Sharon Poggenpohl, pgs. 24–32. AIGA Design Educators Community.

6. Dr. Peters was a recipient of the UNT Foundation's “Eminent Faculty Award” in 2019.

Gibson, M. R., & Peters, J. G.⁶ (2010). Invited Critical Review: **A Critical Review of The Chester River Press (Heinemann) Edition of Joseph Conrad's Heart of Darkness**. *Parenthesis*, 19(2), pgs. 53–55.

2005–2010

Gibson, M. R. (2009). Peer-reviewed conference proceedings designed and published as a book: **From Power to Empowerment: Critical Literacy in Visual Culture**. The scholarly work published in this book comprises the official published proceedings of **From Power to Empowerment**, an international conference convened June 6–8, 2008 in Dallas, Texas to interrogate and examine critical literacy in visual culture. I designed and edited this entire text, and managed the peer review process to ensure the credibility of each piece published within it. I also co-wrote the introduction, which was titled “**The Importance of Critically Examining What It Now Means to Be Visually Literate**.” The Department of Design of The University of North Texas College of Visual Arts and Design. Available online at: https://www.amazon.com/-/zh_TW/Michael-R-Gibson/dp/161584094X

Gibson, M. R. (2009). Peer-reviewed article in conference proceedings: **Making the Social, Technological, Environmental, Economic and Political Case for a Master's Level Educational Experience in Collaborative Innovation Studies**. In “Future History III: Proceedings of the 2009 AIGA Design Educators Conference, May 2009, Chicago, Illinois,” edited by Marcia Lausen and Sharon Poggenpohl, pgs. 8–14. AIGA Design Educators Community.

Gibson, M. R. (2007). Peer-reviewed article in conference proceedings: **Expanding Opportunities for Design Research: Creating Viable, Interdisciplinary Research Partnerships Between Designers and People Who Haven't Been to Design School**. In “The Proceedings of the 2007 AIGA Schools of Thoughts III Conference, June 7–9, 2007, Art Center School of Design, Pasadena, California” edited by Petrula Vrontikis and Louise Sandhaus, pgs. 35–43. AIGA Design Educators Community.

Gibson, M. R. (2007). Peer-reviewed article in conference proceedings: **Examining a Pseudo-Elegant Failure: How Designers Contribute to the Perception of The Myth of Classlessness and Perpetuate the Culture of Greed**. In “The Proceedings of the First Annual Common Ground Conference on Principles and Practices in Design, January 2007, London, U.K.,” edited by Lorenzo Imbesi and Loredana Di Lucchio, pgs. 129–138. Design Principles & Practices.

Gibson, M. R. (2006). Peer-reviewed scholarly journal article: **2+2=Anything But 4: Using Design Methods to Overcome Barriers to Creative Thinking**. *The International Journal of Learning*, 13(9), pgs. 151–160.

Gibson, M. R. (2005). Peer-reviewed scholarly journal article: ***We're Getting Too Comfortable with Discomfort: Exploring the Role that "Bad Design" Plays in our Society***. The International Journal for the Humanities, 3(4), pgs. 17–30.

Gibson, M. R. (2005). Peer-reviewed scholarly journal article: ***The Cooltrain Stops Here: Combating Design-Driven Social Stratification***. The International Journal of The Humanities, 2(2), pgs. 103–115.

2000–2005

Gibson, M. R. (2001). Peer-reviewed scholarly journal article: ***Ensuring That the Traffic on the Fine Lines of Graphic Design Doesn't Slip Through the Cracks***. Design Education in Progress, 1(2), pgs. 86–98.

Gibson, M. R. (2000). Peer-reviewed scholarly journal article: ***Can Graduate School Really Make You a Better Designer, or Does It Just Make You Feel More Intelligent?***. Zed, 6(2), pgs. 44–63.

1995–2000

Gibson, M. R. (1999). Peer-reviewed scholarly journal article: ***A Synopsis of an Intermediate Undergraduate Exercise in Problem-Solving: Using the Digital Design Environment to Monitor the Development of Strategic Project Planning***. Design Education in Progress, 1(1), pgs. 110–121.

Gibson, M. R. (1998). Peer-reviewed scholarly book chapter: ***A Rhetorical Criticism of Lester Beall's Poster Series for the REA***. In "Design Criticism: Student Papers from the Design Studies Program at The University of Michigan School of Art & Design," edited by Jack Williamson, pgs. 85–90. The University of Michigan Press.

Gibson, M. R. (1997). Peer-reviewed scholarly journal article: ***Teaching Critical Analytical Methods in the Digital Design Classroom***. Visible Language, 31(3), pgs. 300–325.

2

Scholarly and Professional Presentations

2026

Probing the Future of Insight: A Critical Examination of What Can and Does Happen When AI “Does” User Research

Peer-reviewed, scholarly conference presentation: “The Design, User Experience, and Usability (DUXU) Sub-Conference of the Human Computer Interaction International (HCII) 2026: 15th Annual Conference,” Montreal, Canada

How Using Design Research Can Fuel the Development of Products and Services People Actually Want

Scholarly presentation; invited; hosted by The Oregon State University College of Business, Corvallis, Oregon, USA

2025

In the Face of Rapidly Advancing Artificial Intelligences, What Learning Experiences in the Design Education Space Most Need to Evolve, and Why?

Session Co-Chair (with Prof. Keith M. Owens) for a series of four peer-reviewed scholarly presentations: invited; “The Design, User Experience, and Usability (DUXU) Sub-Conference Human Computer Interaction International (HCII) 2025: 14th Annual Conference,” Gothenburg, Sweden

Educating Designers to Get It at Least Partially Right When It Goes Really Wrong: Preparing Emerging User Experience Designers to Design for Worst-Case Scenarios of Use

Peer-reviewed, scholarly conference presentation: “The Design, User Experience, and Usability (DUXU) Sub-Conference of the Human Computer Interaction International (HCII) 2025: 14th Annual Conference,” Gothenburg, Sweden

2024

Stopping Trouble Before It Starts (or Reducing It Once It Does): Exploring Design Approaches and Methods that Guide Prevention and Intervention

Session Co-Chair (with Prof. Keith M. Owens) for a series of five peer-reviewed scholarly presentations: invited; “The Design, User Experience, and Usability (DUXU) Sub-Conference Human Computer Interaction International (HCII) 2025: 13th Annual Conference,” Washington, D.C., USA

Designing a Human-Centered System to Facilitate Diabetes Self-Management Education and Support (DSMES) in Rural Texas

Peer-reviewed, scholarly conference presentation: “The Design, User Experience, and Usability (DUXU) Sub-Conference of the Human Computer Interaction International (HCII) 2024 13th Annual Conference,” Washington, D.C., USA

How NOT to Land Your First Design Job, with Some Added Tips on How NOT to Sustain Your Design Career

Invited, scholarly conference presentation: “The State of Black Design (SoBD) Conference 2024,” The Tennessee State University School of Art and Design, Nashville, Tennessee, USA

2023

How Learning What NOT to Do to Get into a Viable Grad Program in Design Can Help You Get into One

Invited, scholarly conference presentation: “Inspire, Incite, Ignite: Planning and Sustaining an Empowered Design Career,” The University of North Texas College of Art and Design, Denton, Texas, USA

A Focused Exploration About How Technologically Enhanced Educational Approaches Can Positively Foster Early Childhood to Young Adult Learning and Creativity

Peer-reviewed, scholarly conference presentation (co-presented with Prof. Keith M. Owens): “The Design, User Experience, and Usability (DUXU) Sub-Conference Human Computer Interaction International (HCII) 2023: 12th Annual Conference,” Copenhagen, Denmark, USA

2022

Exploring Artistic Research

Invited, scholarly workshop facilitation (with Prof. Keith Owens): “Alliance for the Arts in Research Universities (A2RU) 10th Annual Conference,” Ann Arbor, Michigan, USA

Designing a Digital System of Care: Supporting Children with Mental Health Issues and Their Caregivers

Peer-reviewed, scholarly conference presentation: “The Child Health Technology (CHT) International Conference,” London, UK; Prof. Keith M. Owens, Co-Presenter

Design Thinking K-12: An Alternative to Critical Pedagogical Deficiencies in Secondary Education

Peer-reviewed, scholarly conference presentation (co-presented with Prof. Keith M. Owens): “The Second International Academic Forum (IAFOR) Conference on Educational Research & Innovation,” Washington, D.C., USA

2021

Preparing to Introduce Design Thinking in Middle Schools

Peer-reviewed, scholarly conference presentation (co-presented with Prof. Keith M. Owens): “Learn X Design/6th International Conference for Design Education Researchers,” Shangdong University of Art & Design, Jinan, China

The video Prof. Owens and I presented and the paper we published were awarded “Best Research Case Study” by the conference organizers and the editors of the Conference Proceedings of the “Learn X Design/Design Research Society 6th International Conference for Design Education Researchers.” This video can be viewed at: <https://www.youtube.com/watch?v=AXgI7xwYisA>

Some Useful Information for Design Educators Who Wish to Credibly Publish Their Research and Scholarship

Peer-reviewed, scholarly conference presentation (co-presented with Prof. Keith M. Owens): “The AIGA DEC “SHIFT{ed} Conference,” facilitated online by the National Steering Committee of the AIGA DEC

The video that the AIGA DEC commissioned as a result of this presentation can be viewed at: <https://www.youtube.com/watch?v=cYI5jsEzwG4>

7. Big Design is a nationally significant, not-for-profit organization dedicated to the professional and academic advancement of user experience and interaction design in the USA. It has experienced almost 15 years of robust growth as of this writing, and its conference draws nationally and internationally acclaimed UX and IX designers, researchers, and scholars.

Arguing for LESS User-Friendly Futures: Using Design-Led Research to Guide Desirable Design Outcomes

Peer-reviewed, professional conference presentation: “Big Design’ 2021,” facilitated virtually by the Big Design Executive Committee, Dallas, Texas, USA

A video of this presentation may be viewed online at: https://www.youtube.com/watch?v=UyADVbC_dhg

Examining What Design Research Is NOT in 2021, Or At Least Is Not Quite Anymore, As a Means to Suggest What It Could Become

Peer-reviewed, scholarly conference presentation: “The 2021 College Art Association (CAA) Conference >> Design Research Society Scholar’s Session,” facilitated virtually by the CAA Board

2020

Design Decision-Making, Throwing Out Assumptions, and Creating for the User

Invited podcast guest: “The Marketscale Podcast Network,” facilitated by Daniel Litwin (<https://marketscale.com/industries/architecture-and-design/design-decision-making-throwing-out-assumptions-and-creating-for-the-user/>)

Challenging the Lies Protected by User Friendly Design

Peer-reviewed, scholarly conference presentation: “PIVOT 2020: Designing a World of Many Centers,” facilitated virtually by the Design Research Society and Tulane University, New Orleans, Louisiana, USA

Introducing Design Thinking and Information Design to Energy Humanities Researchers and Practitioners

Invited conference presentation: “The Winter 2020 Energy Humanities Workshop,” hosted and facilitated by UNT’s Department of Environmental Philosophy, Denton, Texas, USA

Whether It’s Rough or Smooth, It’s Best to Keep Your Seat Belt Fastened and Your Eyes on the Road Ahead: Examining the Designerly Evolution of Dialectic, the Academic Journal of the AIGA Design Educators Community

Peer-reviewed, scholarly conference presentation: “The 2020 College Art Association (CAA) Conference >> Design Scholarship and Criticism Session,” Chicago, Illinois, USA

2019

Preparing UX and IX Design Students to Meet the Demands of Having to Work Across an Ever-Widening, Interdisciplinary Landscape

Invited, plenary professional conference presentation: “Big Design Conference 2019 >> Designing a Design-Inclusive Future,” Dallas, Texas, USA

Charting a Viable Future for Design Education

Peer-reviewed facilitation of a workshop (for UX design project managers): “The Interaction Design Association (IXDA) Design Education Summit,” hosted by the IXDA and The Department of Design at The University of Washington at Seattle, Seattle, Washington, USA

Silo-Busting and Island- Hopping: How (and Why) to Deploy Pedagogic Approaches that Blend Theory and Practice

Peer-reviewed, scholarly conference presentation: “The Interaction Design Association (IXDA) Design Education Summit,” hosted by the IXDA and The Department of Design at The University of Washington at Seattle, Seattle, Washington, USA

2018

Learning to Write as Well as You Think: Engaging in Strategies and Tactics to Improve Written Communication Between Designers and Everyone Else

Peer-reviewed facilitation of a workshop (for UX and graphic design researchers, educators, and practitioners): “MAKE,” The Annual Conference of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC),” Herron School of Art and Design, Indiana University at Indianapolis, Indianapolis, Indiana, USA

How Full—or Empty—Do You Think It Is? An Informal Examination Of and About (Some Aspects of) the Future of Design Education

Invited keynote address: “The Biannual Design Educator’s Symposium,” hosted by the American Institute of Graphic Arts (AIGA) Dallas-Fort Worth chapter; Dallas, Texas, USA

2017

Why It’s Important for Students to Learn NOT to “Like” ANYTHING

Invited, plenary professional conference presentation: “Lessons Learned: Best & Worst Teaching Moments,” hosted by the UNT Center for Learning Enhancement, Assessment and Redesign (CLEAR), The University of North Texas, Denton, Texas, USA

Envisioning More Broadly Informed Critical Approaches to Assessing Scholarly Contributions to Design’s Scholarly Canon

Invited, plenary professional conference presentation: “Converge,” The Annual Conference of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC),” The University of Minnesota College of Design, Minneapolis, Minnesota, USA

Why It’s Important to Get Your Bell Rung: a Critically Informative Look Into an Academic Journal’s Internal Editing Process

Peer-reviewed facilitation of a workshop (for UX and graphic design researchers, educators, and practitioners): “Converge,” The Annual Conference of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC),” The University of Minnesota College of Design, Minneapolis, Minnesota, USA

Research Development and Publication Coaching Sessions

Peer-reviewed facilitation of a workshop (for UX and graphic design researchers, educators, and practitioners): “Converge,” The Annual Conference of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC),” The University of Minnesota College of Design, Minneapolis, Minnesota, USA

“Denk Anders” (Think Differently): Introducing Pre-College Students to Design Processes as an Intelligent, Broadly Informed Means to Guide Thoughtful Change

Invited keynote address: “Summer Studio at UTD: Design Thinking for Social Equity,” hosted by the National Art Education Association (NAEA) at The University of Texas at Dallas Art and Technology Center, Dallas, Texas, USA

8. Cumulus is the only global association dedicated to critically examining issues in and around art and design education and research. It provides a forum for partnership and knowledge transfer, as well as best practices. Cumulus currently consists of 243 member institutions from 48 countries.

2016

AIGA Dialectic: Seeking Readers' Insights

Peer-reviewed facilitation of a workshop (for UX and graphic design researchers, educators, and practitioners): "Frontier,' The Annual Conference of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC)," Montana State University, Bozeman, Montana, USA

Introducing 'Dialectic,' the New Scholarly Journal of the AIGA DEC, and Why We've Decided to Create a Publication Like This

Peer-reviewed facilitation of a workshop and scholarly paper presentation: (for UX and graphic design researchers, educators, and practitioners): "Nuts + Bolts,' The Annual Conference of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC)," Bowling Green State University, Bowling Green, Ohio, USA

Exploring Why Instead of How: Asking (and Re-Asking) Essential Questions of Educators and Students Who Engage in Design Research Practice

Peer-reviewed facilitation of a workshop (for UX, graphic, interior, and product design researchers, educators, and practitioners): "In This Place,' The Annual Conference of the Cumulus Society⁸)," Nottingham Trent University, Nottingham, UK

2015

Expanding The Educational Terrain of "Visual Communication Design" Into the Realms of User Experience and Interaction Design

Invited, scholarly conference presentation: "The Annual Conference of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC)," Tulane University and Loyola University New Orleans, New Orleans, Louisiana, USA

Envisioning Diverse Futures for Graduate Education That Begins in Visual Communication Design (But That Doesn't End There...)

Peer-reviewed, scholarly conference presentation: "The Annual Conference of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC)," Tulane University and Loyola University New Orleans, New Orleans, Louisiana, USA

Learning to Design Backwards: Utilizing Project Framing to Improve Undesirable Situations and Advance Critical Thinking

Peer-reviewed, scholarly conference presentation: "The 'LearnXDesign' Conference," co-hosted by the Design Research Society, Cumulus, and DesignEd in Chicago, Illinois, USA

Why Do They Do What They Do As They Do?: Examining Select Approaches to Graduate Education in "Graphic Design"

Invited, scholarly session facilitator: "The Annual Conference of the College Art Association (CAA), AIGA-Centered Session on Design Education," New York, New York, USA

2014

Intersections in Approaches to Teaching Critical Thinking

Peer-reviewed, scholarly conference presentation: "New Ventures: Intersections in Design Education,' The Annual Conference of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC)," Portland, Oregon, USA

Examining Limited Strategies for Integrating Designerly Approaches to Failure Analysis and Prototyping in Middle- and High-School Learning Settings

Invited, scholarly conference presentation and workshop facilitation: “DesignED Future 2014: Design Education Conference,” University of the Arts, Philadelphia, Pennsylvania, USA.

2013

Allowing Human-Centered Narratives to Shape Design Processes = Teaching Design Research

Invited, scholarly conference presentation and workshop facilitation: “‘Head, Heart, Hand,’ The (Second) Annual Conference of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC),” Minneapolis, Minnesota, USA

Why Design Research AIN’T No Damn Shinola

Peer-reviewed, scholarly conference presentation: “‘Head, Heart, Hand,’ The (Second) Annual Conference of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC),” Minneapolis, Minnesota, USA

How NOT 2 Suck at Presenting Your Work: Strategies and Tactics for Helping Interaction Designers Communicate Essential Concepts and the Rationales Behind Them More Effectively

Invited, professional practice presentation (co-presenter: Megan Mead): “AIGA Dallas: DESIGN BIG WEEK,” Dallas, Texas, USA

For more information about this, please visit <https://www.slideshare.net/slideshow/sxsw-slides-3913v2f3-17114703/17114703#3>

How NOT 2 Suck at Presenting Your Work: Strategies and Tactics for Helping Interaction Designers Communicate Essential Concepts and the Rationales Behind them More Effectively

Peer-reviewed, professional conference presentation (co-presenter: Megan Mead): South-by-Southwest Interactive (SXSWi) Conference, Austin, Texas, USA

Understanding What Happens When “Design” Precedes “Research.” Bridging Gaps in Understanding Between the Educational and Professional Communities in Design

Invited, professional practice presentation: “AIGA Dallas: DESIGN BIG WEEK,” Dallas, Texas, USA

Why and How Select Approaches to Critical Writing Should Foster Deep Knowledge Creation in Visual Communication Design

Peer-reviewed, scholarly conference presentation: “‘Blunt’ The Annual Conference of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC),” Old Dominion University, Norfolk, Virginia, USA

2012

A Critical Assessment of the Film “Art and Copy” by Doug Pray

Invited, scholarly presentation: “Linguistics in Motion Lecture Series,” hosted and facilitated by UNT’s Department of Learning Technology and Communications, Denton, Texas, USA

Why “Different” is Better than “Better.” How Imaging Strategies Help Ensure That Perception Becomes Truth in Contemporary Politics

Invited, scholarly presentation: “The Propaganda of Politics Lecture Series,” hosted and facilitated by UNT’s Department of Interdisciplinary Art & Design Studies, Denton, Texas, USA

2011***Promoting Healthier Fast Food Consumption: Examining Design Strategies for Positively Affecting Healthier Purchase Decisions in Fast Food Restaurants***

Invited, scholarly presentation: “Innovations in Cancer Prevention and Research Conference,” hosted and facilitated by the Cancer Prevention Research Institute of Texas (CPRIT), Dallas, Texas, USA

2010

- (1) ***Promoting Healthier Fast Food Consumption: Examining Design Strategies for Positively Affecting Healthier Purchase Decisions in Fast Food Restaurants;***
- (2) ***Research Issues in Visual Design that Impact Healthcare Computer User Interfaces;***
- (3) ***Relationships Among Fast-Food Choices, Individual Characteristics, and Marketing/Visual Cues***

Peer-reviewed, poster-based conference presentations: “Inaugural Innovations in Cancer Prevention and Research Conference,” hosted and facilitated by the Cancer Prevention Research Institute of Texas (CPRIT), Austin, Texas, USA

The Challenge of (Mis)Measuring Success in Design Research

Peer-reviewed, scholarly conference presentation: “‘New Contexts/New Practices,’ The Annual Conference of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC),” hosted and facilitated by North Carolina State University, Raleigh, North Carolina, USA

Synergizing Positivist and Aesthetic Approaches to Improve the Development of Interactive, Visual Systems Design

Peer-reviewed, scholarly conference presentation: “The Fifth Annual International Conference of the Design Research Society,” hosted and facilitated by The University of Montreal, Montreal, Quebec, Canada

Educating Design Process Educators as a Means to Educate Ethically Minded Designers

Peer-reviewed, scholarly conference presentation: “‘Response_ability: Ethics and Sustainability in Design Education,’ The Annual Conference of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC),” hosted and facilitated by Bowling Green State University, Bowling Green, Ohio, USA

Utilizing Failure Analysis to Fuel Successes in Communication Design Education: A Means to Challenge the Preponderance of Procedural Knowledge in Contemporary Communication Design Classrooms

Peer-reviewed, scholarly conference presentation: “The Fifth Annual Centre for Learning and Teaching in Art and Design’s (CLTAD’s) International Conference,” Berlin, Germany

2009***Making the Social, Technological, Environmental, Economic and Political Case for an Inquiry-Based Master’s Level Educational Experience Titled “Collaborative Innovation Studies”***

Peer-reviewed, scholarly conference presentation: “‘Future History 3,’ The Annual Conference of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC),” Chicago, Illinois, USA

2008

Overcoming Barriers to Interdisciplinary Education Involving Design at the Graduate Level in Contemporary Research University Settings

Invited, scholarly presentation and roundtable discussion participant: “The National Science Foundation (NSF) Design Science Initiative,” hosted and facilitated by The University of Michigan School of Art and Design and their School of Engineering, Ann Arbor, Michigan, USA

Because When We’re Stupid, We’re Dangerous: Making a Case to Educate Design Students to Be Hypervisually Literate

Peer-reviewed, scholarly conference presentation: “The 22nd Annual National Conference on Liberal Arts and the Education of Artists, hosted and facilitated by The School of Visual Arts, New York, New York, USA

If Left Untreated, Visual Illiteracy Can Kill You, Your Children, Your Pets and Even Many of Your Favorite Plants

Invited, scholarly presentation and roundtable discussion participant: “From Power 2 Empowerment: Examining Critical Literacy in Visual Culture,” hosted and facilitated by The University of North Texas College of Visual Arts and Design, Dallas, Texas, USA

Examining What It Means to Be Visually Literate

Invited Broadcast Media Presentation: This was televised by Dallas/Fort Worth/Denton, Texas, USA-based PBS affiliate KERA on a TV program called “Think” that was hosted by KERA interviewer Kris Boyd

Facilitating Effective Criticism in the Dynamic Media Classroom

Invited, scholarly presentation and roundtable discussion participant: “‘Massaging Media 2,’ The Annual Conference of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC),” hosted and facilitated by The Massachusetts College of Art and Design, Boston, Massachusetts, USA

De-Homogenizing the Future of the Design Process One Sub-Culture at a Time: Examining the Consequences of Designing for a Few on Many Others

Peer-reviewed, scholarly conference presentation: “The 96th Annual College Art Association Conference,” Dallas, Texas, USA

2007

How to Avoid Achieving Tenure and Promotion: Research and Professional Practice Strategies 99% Guaranteed to Inhibit Most Higher Education Career Paths in Communication Design

Peer-reviewed, scholarly conference presentation: “‘Intent/Content,’ The Annual Conference of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC),” hosted and facilitated by The University of Tennessee at Knoxville and Chattanooga in Nashville, Tennessee, USA

Expanding Design Opportunities in Research: Creating Viable, Interdisciplinary Research Partnerships Between Designers and People in Universities Who Haven’t Been to Design School

Peer-reviewed, scholarly conference presentation: “‘School of Thoughts III,’ The American Institute of Graphic Arts (AIGA) Design Educators Conference,” hosted and facilitated by The Art Center College of Design, Pasadena, California, USA

Examining a Pseudo-Elegant Failure: How Designers Contribute to the Perception of The Myth of Classlessness and Perpetuate the Culture of Greed

Peer-reviewed, scholarly conference presentation: “The First Annual Common Ground Conference on Principles and Practices in Design,” hosted and facilitated by The Royal Imperial College, London, UK

2006

Designing in Real-Life and in Real-Time: Strategies for Pursuing a Design Career That Won't Wreck the Rest of Your Life

Invited, scholarly presentation and panel discussion participant: “The Fifth Annual Design-in-the-Fast-Lane Conference,” co-hosted and co-facilitated by the Dallas and Austin, Texas chapters of the American Institute of Graphic Arts (AIGA), Dallas, Texas, USA

2+2=Anything But 4: Using Design Methods to Overcome Barriers to Creative Thinking in Pre-College Classrooms

Peer-reviewed, scholarly conference presentation: “The Twelfth Annual International Conference on Learning,” Sam Sharpe Teacher's College, Montego Bay, Jamaica

2005

We're Getting Too Comfortable With Discomfort: Exploring the Role That “Bad” Design Plays in Homogenizing Our Society

Peer-reviewed, scholarly conference presentation: “The Third International Conference on the Humanities,” Cambridge University, Cambridge, UK

Getting Design in on the Ground Floor of Interdisciplinary Research: How to Identify and Pursue Worthwhile University-Level Research as a Partner Rather than a Service Provider

Peer-reviewed, scholarly conference presentation: “‘Revolution,’ The American Institute of Graphic Arts (AIGA) Design Educators Conference,” hosted and facilitated by The Tyler College of Art, Philadelphia, Pennsylvania, USA

2004

Using Synthesized Research Opportunities to Re-Contextualize the Role of Design in the Contemporary Research University Setting

Invited, scholarly presentation and panel discussion participant: “The Second Annual Design-in-the-Fast-Lane Conference,” hosted and facilitated by The University of Houston School of Art and Architecture, Houston, Texas, USA

Designing Design Research: How Interdisciplinary Projects Can Positively Catalyze Design Decision-Making

Peer-reviewed, scholarly conference presentation: “The 92nd Annual College Art Association Conference,” Seattle, Washington, USA

Unwrapping the truth behind a pack of lies: using dynamic, interactive media to facilitate education and social change in middle school classrooms

Peer-reviewed, scholarly conference presentation: “The Hawaii International Conference on the Arts and Humanities,” hosted and facilitated by The University of Hawaii at Manoa, Honolulu, Hawaii, USA

Designing Design Research: How Interdisciplinary Projects Can Positively Catalyze Design Decision-Making

Invited, scholarly presentations (six in total in 2003 & 2004): “The Texas Youth Tobacco Awareness Program Instructor Training Workshops,” hosted and facilitated by The Texas Department of Health and Human Services, Austin, Texas, USA; San Angelo, Texas, USA; San Antonio, Texas, USA; Edinburg, Texas, USA; Midland, Texas, USA; Canyon, Texas, USA

2002

We Always “Have Some ‘Splainin’ to Do:” Ensuring that Design Educators Communicate Clearly with Their Undergraduate Students

Peer-reviewed, scholarly conference presentation: “School of Thoughts I, The American Institute of Graphic Arts (AIGA) Design Educators Conference,” hosted and facilitated by The UCLA Extension Visual Arts, Westwood, California, USA

Making a Place at the Health Literacy Table for Design Research

Invited plenary presentation and workshop: “The Annual Board Meeting and Stakeholder Workshops of The Texas Higher Education Coordinating Board,” Austin, Texas, USA

Introducing High School Educators to Methods for Effectively Teaching Design Decision-Making Processes as a Means to Solve Problems “Outside” Design

Invited, scholarly presentations (two of these) and a workshop: “The Creative Educators Institute,” hosted by The Milwaukee Institute of Art and Design (MIAD), Milwaukee, Wisconsin, USA

2001

A Plethora of Programs, A Paucity of Qualified Design Educators: Overcoming a Current Crisis in American Communication Design Education

Invited, scholarly conference presentation/session chair: “The American Center for Design; Design Faculty Seminar,” Chicago, Illinois, USA

2000

Moving from Problem-Solving to Problem Identification: Establishing a Proactive Social Agenda for Design Education in the United States

Peer-reviewed, scholarly conference presentation/session chair: “The College Art Association (CAA) Conference,” Chicago, Illinois, USA

1999

Visual Arts and Technology: Exploring How Their New Co-Dependencies Are Influencing University-Level Design Learning

Invited, scholarly presentation/discussion chair: “The University of Michigan School of Art & Design Studies Lecture and Workshop Series,” Ann Arbor, Michigan, USA

1998

Establishing Relevant Contexts for Meaningful Information Exchange: A Presentation on the Utilization of Effective Questioning Methods to Strategically Direct the Information Design Process

Peer-reviewed, scholarly conference presentation and roundtable workshop contributor: “Vision Plus 4: The Republic of Information: An International Symposium on Design for Global Communication,” hosted and facilitated by Carnegie Mellon University, Pittsburgh, Pennsylvania, USA

1997

Combining Effectiveness with Efficiency When Designing Multimedia Communications

Peer-reviewed, scholarly conference presentation: "Technology Solutions Seminar 5," hosted and facilitated by The University of Wisconsin at Milwaukee, Milwaukee, Wisconsin, USA

1996

Just Because You're Teaching Graphic Design Students Software DOESN'T Mean You're Also Teaching Them Graphic Design: Busting A Newly Emergent Myth in Design Education

Peer-reviewed, scholarly conference presentation: "The Fourth Annual Living Surfaces Conference," hosted and facilitated by the American Center for Design, Chicago, Illinois, USA

There Is No "Good Typography" Key on Your Computer's Keyboard: Exploring the Manipulation of Typographic Variables in the Digital Design Environment

Peer-reviewed, scholarly conference presentation: "The Midwest Regional Conference of The Industrial Design Society of America," hosted and facilitated by the Industrial Design Society of America, Kansas City, Missouri, USA

Evolving New Analytical Methods to Affect Typographic Design in the Digital Communication Design Classroom

Peer-reviewed, scholarly conference presentation: "The 1996 College Art Association (CAA) Conference," hosted and facilitated by the by the CAA, Boston, Massachusetts, USA

1995

There ISN'T a "Good Idea" Key Command on the Computer Keyboard of Any Graphic Design Student: Exploring the Integration of Ideational Approaches with Advancing Technologies

Peer-reviewed, scholarly conference presentation: "'Charting the Future of Graphic Design Education', The Annual Conference of the Graphic Design Educators Association (GDEA)," hosted and facilitated by the GDEA and ICOGRADA (now the International Council of Design), Edmonton, Alberta, Canada

Exploring an Emergent Series of Issues That Should Affect the Development of Course Content for Undergraduate Communication Design Curricula

Peer-reviewed, scholarly conference presentation: "'Charting the Future of Graphic Design Education', The Annual Conference of the Graphic Design Educators Association (GDEA)," hosted and facilitated by the GDEA and ICOGRADA (now the International Council of Design), Edmonton, Alberta, Canada

Grantsmanship: External (Awarded or Under Review)

2026

Operating Collaborative, Patient-Centered Research to Develop and Sustain an Innovative, El Paso-Centric, Diabetes Education and Management Toolkit

Michael R. Gibson, PI; Dr. Wasim Haque, MD, FACE, Co-PI

\$295,460.00 sought from the Paso del Norte Health Foundation, El Paso, Texas, USA;
(Under review)

2018

Preparing Art Instructors to Introduce Design Approaches and Methods at Strategic Junctures Across Middle and High School Curricula

Peter Hyland, PI; Michael R. Gibson, Co-PI; Keith M. Owens, Co-PI

\$25,000.00 awarded from The M.R. and Evelyn Hudson Foundation

2015

Exploring a Design-Led Set of Strategies for Revitalizing Downtown Dallas' West End Neighborhood

Keith M. Owens, Co-PI; Michael R. Gibson, Co-PI

\$20,000.00 awarded from The Mayor's Institute on City Design, Dallas, Texas, USA

2016–2020

Launching and Sustaining the First Four Volumes of "Dialectic," the Scholarly Journal of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC)

Michael R. Gibson, Founding Editor and Producer; Keith M. Owens, Co-Founding Editor

\$61,100.00 awarded from the National Office of The American Institute of Graphic Arts (AIGA), New York, New York, USA

2005

Planning and Designing Effective Crime Analysis, Graphical User Interfaces for Law Enforcement Officials and Officers of the Court in Texas

Michael R. Gibson, PI

\$38,000.00 awarded from The Forensic Logic Corporation, San Francisco, California, USA

2004

Engaging in the User Research and Usability Testing Necessary to Guide the Design of an Interactive Web Portal for Use by Texas County Governments

Michael R. Gibson, PI

\$45,000.00 awarded from The Texas Association of Counties, Austin, Texas, USA

2002

A Texas Middle School Smoking Prevention and Cessation Program: A Continuation,

Michael R. Gibson, PI; Celia Williamson, Co-PI; Don Louis, Co-PI

\$155,000.00 awarded from The Texas Higher Education Coordinating Board, Austin, Texas, USA

2000

Developing, Designing, and Implementing a Smoking Prevention and Cessation Program for Use in Publicly Funded Middle Schools Across Texas

Michael R. Gibson, PI; Celia Williamson, Co-PI; Don Louis, Co-PI

\$357,000.00 awarded from The Texas Higher Education Coordinating Board, Austin, Texas, USA

Grantsmanship: External (NOT-Awarded)

2025

An Expansion of the Development and Design of an Online-Facilitated, Diabetes Self-Education and Support System for Diabetic Patients Across the Greater San Antonio Area

Michael R. Gibson, PI; Dr. Wasim Haque, MD, FACE, Co-PI

\$1,050,000.00 sought from the Baptist Health Foundation of San Antonio, Texas, USA;
(Not awarded)

Leveraging Interactive Tech, AI, and the Power of Predictive Analytics to Improve Daily Diabetes Care for Rural North Texas Diabetics and Their Caregivers

Michael R. Gibson, PI; Dr. Wasim Haque, MD, FACE, Co-PI

\$149,967.00 sought from the Sid W. Richardson Foundation (SWRF), Fort Worth, Texas, USA;
(The Office of the President of The University of North Texas denied the Executive Board of the SWRF an opportunity to review this proposal in favor of a funding request they chose to submit in favor of this one that was later denied.)

2015

Hosting a Symposium Within Which Eight Mayors and Architects or Urban Planners from the American Southwest Will Engage in Critical Discussions Intended to Increase Understanding About the Role Design Plays in Creating Vibrant, Livable Cities

Michael R. Gibson, PI; Keith M. Owens, Co-PI

\$51,200.00 sought from the Mayor's Institute for City Design (MICD), a National Endowment for the Arts (NEA) Leadership Initiative, Washington, DC, USA
(Not awarded)

2013

Developing, Designing, and Implementing a Web Presence to Increase Children's Mental Health Awareness and Support Its Improved Facilitation in Denton, County, Texas

Michael R. Gibson, PI; Keith M. Owens, Co-PI

\$51,450.00 sought from the Flow Healthcare Foundation, Denton, Texas, USA
(Not awarded)

A Request for Funding to Support the Development of a Children's Mental Health Awareness and Support Website for Denton County

Michael R. Gibson, PI; Keith M. Owens, Co-PI

\$88,585.00 sought from the The Jane and Justin John Foundation, Fort Worth, Texas, USA
(Not awarded)

A Request for Funding to Support the Development of a Children's Mental Health Awareness and Support Website for Denton County

Michael R. Gibson, PI; Keith M. Owens, Co-PI

\$68,420.00 sought from the The Mary Potishman Lard Trust Foundation,
Fort Worth, Texas, USA
(Not awarded)

Designing Bright Futures: An Initiative to Immerse 60 Participants (20 Instructors and 40 Students) from 28 Middle School Campuses Across the Dallas Independent School District in Design-Led Learning Experiences

Michael R. Gibson, PI; Keith M. Owens, Co-PI

\$172,342.00 sought from the National Endowment of the Arts (NEA), Washington, DC, USA and The Dallas Independent School District (DISD), Dallas, Texas, USA
(Not awarded)

2012

Developing Effective Ecological Cyberinfrastructure: Leveraging Cultural Diversity in Networked Science Teams and Their Extended Networks (An Invited Re-Submission)

Christina Wasson, PI; Michael R. Gibson, Co-PI; William Moen, Co-PI

\$399,656.00 sought from The National Science Foundation (NSF) Virtual Organizations and Sociotechnical Systems Program
(Not awarded)

2011

U Can B Tobacco Free: Leveraging Social Networking Tools to Combat Tobacco Use and Aid Tobacco Cessation Among Students at The University of North Texas (UNT)

Michael R. Gibson, PI; Keith M. Owens, Co-PI

\$149,602.77 sought from The Cancer Prevention Institute of Texas (CPRIT), Austin, Texas, USA
(Not awarded)

2010

Improving Stakeholder Collaboration in Social Innovation: Modeling Power Inequalities and Cultural Differences Among Stakeholders in Environmental Resource Management

Christina Wasson, PI; Michael R. Gibson, Co-PI; Irene Klaver, Co-PI; Julie Gluesing, Co-PI

\$402,367 sought from The National Science Foundation's Division of Innovation and Organizational Science (NSF-IOS), Washington, DC, USA
(Not awarded)

Grantsmanship: Internal (Awarded or Under Review)

2026

Probing the Future of Insight: A Critical Examination of What Can and Does Happen When AI “Does” User Research (Funding to Present a Scholarly Paper at the Human Computer Interaction International, or “HCII,” 2026 Conference in Montreal, Canada)

Michael R. Gibson, PI

\$2,342.63 awarded from The UNT College of Visual Arts and Design (CVAD) Small Grant Initiative, Denton, Texas, USA

2025

Leveraging Interactive Tech, AI, and the Power of Predictive Analytics to Improve Daily Diabetes Care for Rural North Texas Diabetics and Their Caregivers

Michael R. Gibson, PI; Dr. Wasim Haque, MD, FACE, Co-PI

\$49,500.00 awarded from The Office of the President of The University of North Texas (UNT) through UNT’s Office of Research and Innovation (ORI), Denton, Texas, USA

A Continuation of the Iterative, Heuristically Guided Development and Design of “EndoMD,” a Diabetes Self-Management and Education System (DSMES) Created for use by Diabetics and Their Caregivers Living in Rural Texas

Michael R. Gibson, PI; Dr. Wasim Haque, MD, FACE, Co-PI

\$5,000.00 awarded (out of \$9,840.00 that was requested) from The Flagship Grant Fund of UNT’s College of Visual Arts and Design (CVAD), Denton, Texas, USA

A Presentation of the Scholarly Paper “Educating Designers to Get It at Least Partially Right When It Goes Really Wrong: Preparing Emerging User Experience Designers to Design for Worst-Case Scenarios of Use” at the 2025 Human Computer Interaction Conference

Michael R. Gibson, Author/Presenter

\$3,388.00 awarded from The Cornerstone Grant Fund of UNT’s College of Visual Arts and Design (CVAD; Denton, Texas, USA) to present this paper and attend this conference in Gothenburg, Sweden

2024

Engaging in User Research to Determine the Design and Function Parameters that Will Guide the Development and Implementation of the Rural North Texas Online Diabetes Information Center (Known as “The EndoMD Diabetes Self-Management and Education System (DSMES)”

Michael R. Gibson, PI; Dr. Wasim Haque, MD, FACE, Co-PI

\$9,840.00 awarded from The Flagship Grant Fund of UNT’s College of Visual Arts and Design (CVAD; Denton, Texas, USA)

A Presentation of the Scholarly Paper “A Case Study Analyzing an Interdisciplinary Effort to Guide the Development and Design of a Human-Centered, Digitally Facilitated System of Care to Support Diabetes Self-Management Education and Support (DSMES) in Rural Parts of Texas” at the 2024 Human Computer Interaction Conference

Michael R. Gibson, Author/Presenter

\$2,234.34 awarded from The Cornerstone Grant Fund of UNT’s College of Visual Arts and Design (CVAD; Denton, Texas, USA) to present this paper and attend this conference in Washington, DC, USA

2023***The Initial Development and Design of “EndoMD: Empowering Diabetic Care for Rural North Texans,” a Human-Centered, Digitally Facilitated System of Care to Support Diabetes Self-Management Education and Support (DSMES)***

Michael R. Gibson, PI; Dr. Wasim Haque, MD, FACE, Co-PI

\$9,998.00 awarded from The Flagship Grant Fund of UNT’s College of Visual Arts and Design (CVAD) of UNT’s College of Visual Arts and Design (CVAD)

A Presentation of the Scholarly Paper (co-authored with Keith M. Owens) “A Focused Exploration About How Technologically Enhanced Educational Approaches Can Positively Foster Early Childhood-to-Young-Adult Learning and Creativity at the 2024 Human Computer Interaction Conference

Michael R. Gibson, Author/Presenter

\$1,319.33 awarded from The Cornerstone Grant Fund of UNT’s College of Visual Arts and Design (CVAD; Denton, Texas, USA) to present this paper and attend this conference in Copenhagen, Denmark

2018***Examining Approaches and Methods for Integrating Design Thinking into Middle School Visual Arts Classrooms in the Denton, Texas Independent School District***

Michael R. Gibson, Co-PI; Keith M. Owens, Co-PI; Peter Hyland, Co-PI

\$25,000.00 awarded from UNT CVAD’s The Onstead Institute for the Advancement of Art and Design, Denton, Texas, USA

Interrogating Three Approaches for Preventing Food Waste and Promoting Healthier Food Consumption During Middle School Lunch Sessions in Three, North Texas School Districts

Henry, L.R., PI; McGuiness, M., Co-PI; Connors, P.L., Co-PI; Michael R. Gibson, Co-PI

\$85,000.00 awarded from UNT’s Diamond Eagles Excellence Fund, Denton, Texas, USA

2017***Developing, Designing, and Effectively Implementing a Website to Promote the CVAD Department of Design’s MA in Interaction Design Program***

Michael R. Gibson, Co-PI; Clinton Carlson, Co-PI; Keith M. Owens, Co-PI

\$34,600.00 awarded from a combination of UNT’s Frisco Campus and CVAD administrations, Denton, Texas, USA and Frisco, Texas, USA

2010***Developing, Designing, and Effectively Implementing a Website to Promote the CVAD Department of Design’s MA in Interaction Design Program***

Connors, P.L., PI; Michael R. Gibson, Co-PI; Kennen, L.R., Co-PI

\$8,000.00 awarded from UNT’s Honors College, Denton, Texas, USA

2008***Building a Render Farm to Support Design Research Within UNT CVAD***

Michael R. Gibson, PI

\$186,000.00 awarded from UNT’s Office of Research and Economic Development, Denton, Texas, USA

6

An Overview of My Activity as a Professional Designer and Consultant

2026

Client: Oregon State University College of Business, Corvallis, Oregon, USA

I was hired by the leadership of this College to review how a revision of its tenure and promotion guidelines could and should affect efforts among its design-based faculty members at all levels to attain tenure and promotion. Additionally, I was tasked with evaluating their undergraduate and graduate design curricula. The goal was to develop recommendations for how students and faculty in these programs could more effectively share knowledge and learn from College of Business students and faculty with little or no background in design.

2018-2019

Client: The University of North Texas College of Visual Arts and Design (CVAD)

Along with my colleagues Professor Keith M. Owens and Troy Abel and three of our then-graduate students in the MA in Interaction Design program, I worked with the then leadership of CVAD to re-think the fundamental organization of the entire CVAD website, as well as how it should and shouldn't function to meet the needs of its most crucial user groups (students, potential students, collaborators, potential collaborators, funders, potential funders, faculty, and staff). We also made numerous recommendations to re-design the GUI (graphical user interface) of the CVAD website that were informed by extensive usability testing. Unfortunately, due to what became severe limitations imposed by UNT's Office of Brand Strategy and Communications on these, only a fraction of what we had designed and recommended could be implemented.

2017-2019

Client: The University of North Texas' Office of The President, Denton, Texas, USA

Along with my colleague Professor Keith M. Owens, I was commissioned by then-UNT President Neal Smatresk to develop, design, and then facilitate a series of 11, two-and-a-half-hour workshops that introduced the decision-making processes that fuel and guide "design thinking" to 650 UNT faculty from all of its Colleges and Departments. These led to several future scholarly and teaching collaborations between ourselves and faculty, and (occasionally) students from disciplines as diverse as the social and information sciences, nutrition, kinesiology, marketing, business management, and technical communications.

2014-2016

Client: The Texas Veterans Land Board, Austin, Texas, USA

This project enabled me to bring five students—three from UNT CVAD's undergraduate Communication Design program and two from its MFA program in Design Research—onto a project as collaborators. Over the course of 17 months, we conducted extensive user research among three generations of Texas veterans in ways that informed a series of recommendations for improving the then multiple web presences that existed to help these people obtain loans, be buried in Texas State Veterans' cemeteries, secure college tuition for themselves and their dependents, and be provided with long-term nursing care. This resulted in the web presences that are still maintained by the Texas Veterans Commission and the Texas Veterans Land Board.

2021-Present

Client: Gibson Gimpel Interior Design, LLC, Plano, Texas, USA

I serve as an as-needed consultant regarding matters of user experience design and user research for this organization.

2019

Client: *Oklahoma State University Department of Art, Graphic Design, and Art History, Stillwater, Oklahoma, USA*

I was hired by their Graphic Design faculty and their then-Department Head of the Department of Art, Graphic Design, and Art History to assess their Graphic Design curriculum, and specifically its relevance to teach undergraduate students in ways that would effectively prepare them to assume positions in User Experience and Interaction Design. Additionally, I was 1) charged to write a comprehensive assessment of this curriculum, with a focus on how it should best evolve to ensure its relevance in a world where more than 70% of what was being made manifest in digitally rendered environs, and 2) make actionable recommendations regarding how their MFA program in Graphic Design could incorporate more design-led research into its offerings.

2015–2024

Client: *The American Institute of Graphic Arts (AIGA) Design Educators Community (DEC), New York, New York, USA*

As the co-founder, co-managing editor, and design director of *Dialectic*, the scholarly journal of the AIGA DEC, I spent more than 2,000 hours over nearly nine years overseeing every stage of its editorial and design process on a per-issue basis. As I fulfilled these roles, I managed the article development and design cycles required to produce each issue of this peer-reviewed publication, in print and (later) online. Much of this work involved mentoring entry-level graphic and user experience designers and early career design educators and researchers who often had little to no academic publishing experience.

2014–2015

Client: *UNT CVAD Design Research Center/Collaborative, LLC, Dallas, Texas, USA*

I directed, managed and personally undertook major structural, functional and design revisions of the new UNT Design Research Collaborative website (formerly the Design Research Center website). To achieve this, I collaborated with two of the MFA candidates in our Design Research program as we, updated, revised and, as necessary, created new pages and sections designed to promote the work of our faculty and grad students, as well as the Department of Design, CVAD and UNT.

2013

Client: *Dealentra, Inc., Addison, Texas, USA*

I collaborated on the initial conceptual and functional development of the mobile smartphone app “YoBelly,” which was designed to help urbanites locate restaurants with menus where dietary needs and preferences from within a complex group could be effectively accommodated. I also designed the entire graphical user interface (GUI) for this app, as well as the system of graphic icons that are utilized within it, along with the bulk of the YoBelly brand identity system.

2012–2014

Client: *The Wellness Alliance for Total Children’s Health (W.A.T.C.H.) of Denton County, Texas, USA*

I oversaw the project initiation, research formulation and operation, and development of a series of prototypical, website templates on behalf of the Wellness Alliance for Total Children’s Health (WATCH) of Denton County. This project was typical of an endeavor I originally undertook as an interactive design professional and design researcher that quickly evolved into a project that I decided to operate with my colleague Keith Owens and several of our grad students.



WATCH of Denton County is a coalition comprised of three large, Denton-based groups—the Denton ISD, The Denton County Board of Health, and the Denton County Department of Mental Health and Mental Retardation—and one large, regionally affiliated healthcare services group, Cook Children's Hospital. This coalition was formed in mid-2010 in response to the results gleaned from a series of studies funded by Cook Children's that examined the health and wellness of children and their families in the six counties that constitute the Metroplex region, including Denton. These results indicated that the lack of effective treatment and services for children's mental health was the leading threat to the health and well-being of children living in Denton County, ahead of obesity, asthma, physical safety, dental health and several others.

2012

Client: UNT CVAD Design Research Center (DRC), Dallas, Texas, USA

I designed the web presence that promoted, supported, and facilitated the various kinds of design research me, my colleagues, and our graduate students were undertaking and had undertaken at the DRC with various private sector and non-profit collaborators since 2008. This process entailed designing the information architecture for this site, and then creating and testing several iterations of paper though high-fidelity prototypes to create its sections and sub-sections, the pages and scrolls that constituted these, and much of the written content that appeared within all of these.

Client: Stephens College, Columbia, Missouri, USA

I was invited by the then-Dean of Design and Fashion and the then-Vice President for Academic Affairs to assess the undergraduate Graphic Design program there. My activities as a consultant in this situation required me to review a set of documents that constituted a program review, which their Graphic Design faculty had spent three months preparing prior to my on-site evaluation. This programmatic review also required me to assess their curriculum in terms of its comprehensiveness, coherence and structure, and relevance in light of current and emerging trends in the discipline.

Client: UNT CVAD Department of Design Master's Level Design Research Program, Denton, Texas, USA

I wrote and designed a self-mailing, promotional kit to bolster the recruiting of viable M.F.A. and M.A. candidates into our graduate program in Design Research. As a result of these efforts, enrollment in these programs increased by over 40% between 2012 and 2015.

Client: Downtown Dallas, Inc., Dallas, Texas, USA, Dallas, Texas, USA

I edited and provided design support as necessary to my colleague Professor Keith M. Owens as he oversaw the development and design of a strategic research report generated on behalf of Downtown Dallas, Inc. This intent of this effort was to socio-culturally and economically re-vitalize the West End Neighborhood of Dallas.

2011–2012

Client: Dallas, Texas-based PBS Affiliate KERA Television, Dallas, Texas, USA

This three-phase, applied design research project to re-design KERA's "Kids & Families" web presence was guided by a human-centered approach. It involved dozens of interviews with and observations of children aged three- to six-years, along with their parents, grandparents, and caregivers as they engaged with a wide variety of interactive learning experiences. The team of graduate students and UX and IX design professionals I led utilized the

quantitatively and qualitatively rooted data yields gleaned from these to develop and design content that was grouped into four categories. They were “Temperament,” “Attachment and Socialization,” “Early Literacy,” and “Nutrition and Fitness.” Almost all of what we learned guided our design decision-making in ways that were incorporated into the final design of this website, which was then heavily used for almost a decade.

2011***Client: UNT CVAD Design Research Center (DRC), Dallas, Texas, USA***

I wrote, co-directed, produced and co-edited 16 promotional video shorts on behalf of the Design Research Center and the M.A. and M.F.A. Programs in Design with Concentrations in Design Research. This work required approximately 150 hours of time on task, most of which was spent working closely with my the videographer and editor for these shorts, who also happened to be my son (now a Hollywood, California-based cinematographer). These shorts may be viewed by visiting Vimeo.com and then entering “UNT + Design Research” in the internal search window.

2010***UNT Professional Development Institute (UNT-PDI), Denton, Texas, USA***

I completely re-designed the information architecture, interface and essential functionalities for this comprehensive website. I was also responsible for assessing web analytics data and usability test data to inform the iterative development of this project.

2009***UNT High Performance Computing Center (“Talon”), Denton, Texas, USA***

I designed visual identity marks and rudimentary branding program and capabilities poster to help promote UNT’s largest (at that time) supercomputing resource(s).

The SMART Center at Santa Fe, New Mexico, USA

I wrote the initial development materials for a June, 2010 workshop on failure analysis to be facilitated within this (at the time) unique learning facility that had been designed to more effectively prepare would-be, university-level design students to enter university-level design programs.

UNT Professional Development Institute (UNT-PDI), Denton, Texas, USA

I designed and implemented revisions to over ten information delivery modules or graphics on this website. I also facilitated extensive usability testing from which qualitative, user-centered data was gleaned that was then used to improve this website’s most essential functionalities and user experiences.

2008–09***UNT Center for Achievement and Lifelong Learning (UNT-CALL), Denton, Texas, USA***

I designed the information architecture, the graphical user interface, and most of the essential functionalities for this comprehensive website

2008***GGID Interior Design, Inc., Plano, Texas, USA***

I designed information architecture, interface and essential functionalities for this information delivery website

2007–2008***UNT Professional Development Institute (UNT-PDI), Denton, Texas, USA***

I designed the information architecture, graphical user interface and essential functionalities for the initial iteration of this comprehensive website. This led to an increase in their enrollments of over 35% over the next three years.

2007***GGID Interior Design, Inc., Plano, Texas, USA***

I designed their visual identity system, as well as a comprehensive branding and promotion program that helped them realize an uptick in client referrals for this residential interior design consultancy of more than 40% over the next two years.

2006–2007***UNT Professional Development Institute (UNT-PDI), Denton, Texas, USA***

I designed and managed the implementation of the re-design of their visual identity system and the implementation of their new branding strategy.

2006***Sysprotech, Inc., Plano, Texas, USA***

I was retained for six months as a consultant to advise their internal IT team regarding the re-design of the (mostly) e-commerce-based, graphical user interfaces this small IT firm produced for its mid-sized client base.

Avla Music, Inc., Nashville, Tennessee, USA

I designed and implemented a visual communication system that supported a musical education program targeted at middle-school aged youth that originated in Nashville but that eventually was incorporate into school districts in Louisiana, Mississippi, and Alabama as well.

2005***Dogtrot Records, Inc./Brent Mitchell Music, Ltd., Dallas, Texas, USA***

I designed a branding and promotion program and music CD packaging for the singer and songwriter Brent Mitchell's "Brent Mitchell" collection of four CDs.

UNT University Relations, Communications and Marketing (UNT URCM), Inc., Denton, Texas, USA

I re-designed UNT's array of printed recruiting materials, including a newly re-imagined version of its 6-color, 44-page, offset-printed "Viewbook" (a paginated document that was and still is sent to tens of thousands of potential UNT students each year).

2004***UNT College of Engineering, Denton, Texas, USA***

I designed a comprehensive signage and on-site mapping system for this (then) new 80,000 square-foot building that now constitutes what is known as "Discovery Park" on The University of North Texas' north campus.

Interrocorp, Inc., Dallas, Texas, USA

I designed a visual identity system and comprehensive branding program for this database software security company.

2003

Argentis, Inc., Dallas, Texas, USA

I designed and implemented a visual identity system and rudimentary branding program for this mid-sized, bio-chemical company.

2002

Whitmore Mitchell Productions, LLC, Corinth, Texas, USA

I designed a wide variety of CD cases, brand identity systems, and promotional materials on behalf of the musical artists that this recording, management, and events company represented and promoted.

2001

The Texas Nurses Association, Austin, Texas, USA

I designed a limited array but widely distributed assortment of promotional materials on behalf of this non-profit organization that helped boost attendance at their statewide conference by more than 30% over the two-year span these materials were utilized.

1998–2001

Pure Adrenalin Motorsports, Inc., Milwaukee, Wisconsin, USA

I designed and implemented the entire brand identity system for this then-newly incorporated, auto-racing and race car-driving instruction company. This comprehensive undertaking allowed me to design collateral material such as automotive graphics, crew uniforms, and various types of racetrack signage and promotional swag. I also co-authored and edited the business plan that helped this company secure its angel round of investment capital, and designed their initial website. This project afforded me my first opportunity to explore how strategic business planning could and should be affected by design thinking, and vice-versa.

The Austin Blues Society, Austin, Texas, USA

I designed and implemented the entire branding system for this non-profit dedicated to assisting Austin-based blues musicians with financial management and intellectual property protection issues.

Civilization Books, Austin, Texas, USA

I designed and implemented the branding system for this small, niche bookstore that sold mostly rare or out-of-print books in the west-campus area of this university- and state-government hub. I also designed several promotional posters and self-mailers on their behalf.

The Velma Schmidt Program for Early Childhood Development at The University of North Texas, Denton, Texas, USA

I oversaw the writing and design of a comprehensive print and emerging web-based collection of visual communication materials created to enlighten and educate new parents. These materials translated research from the late 1990s into accessible guidance about how factors such as child temperament and the design of home and learning environments can influence early childhood development.

1998–1999

The Betty Brinn Children's Museum, Milwaukee, Wisconsin, USA

I authored and designed a series of three promotional booklets that touted the unique learning programs facilitated by this then-newly opened, “hands-on,” children’s education space.



1997–1998***The William F. Eisner Advertising Museum, Milwaukee, Wisconsin, USA***

I designed the brand identity system and opening exhibition for this now-defunct museum dedicated to preserving and enlightening its visitors and patrons about the history of advertising in the United States from the early 18th century through (at the time) the late 20th.

1996–1997***The Milwaukee Public Museum, Milwaukee, Wisconsin, USA***

I designed a variety of printed, promotional materials (posters, folded and paginated brochures, information kits, and specialty item packaging) to promote a variety of exhibitions and learning programs for this Milwaukee- and Wisconsin-centric history museum and archive.

The University of Wisconsin at Milwaukee (UWM) School of Architecture (SOA), Milwaukee, Wisconsin, USA

I worked with UWM SOA faculty and City of Milwaukee City Management personnel as I was commissioned by them to design a series of printed materials (posters, folded and paginated brochures, and maps) to help raise awareness and funding among residents and small- to mid-sized business owners about the need to preserve and, if possible, refurbish and re-use architecturally significant building stock around the greater Milwaukee area.

1995–1996***The Harley-Davidson Motorcycle Company, Milwaukee, Wisconsin, USA***

Working with a team of other graphic designers at The Design Office of Jim and Catherine Donnelly in Milwaukee, I contributed to the design of a wide variety of packages and in-store merchandising displays that featured Harley-Davidson motorcycle parts and accessories.

The City of Milwaukee, Wisconsin, USA

I worked with a team of other professional and student graphic and environmental designers from around the City to design and implement promotional and on-site graphic displays for an annual series of events that transpire during the summer in Milwaukee known as “Summerfest.”

1994–1995***The University of Michigan (U of M) Housing Office, Ann Arbor, Michigan, USA***

I designed a wide variety of editorial publications and printed promotional materials (posters, brochures, and maps) on behalf of this client that helped orient and indoctrinate soon-to-be graduate and undergraduate students at the U of M to various aspects of living within the University’s extensive array of living facilities.

1992–1994 *The University of Michigan Solar Car Team, Ann Arbor, Michigan, USA*

I designed the entire brand identity system, as well as all of the promotional/fund-raising materials, automotive graphics, and team uniforms for the U of M’s first solar car team, which won the First National Solar Car Racing Challenge in the U.S.

Academic Program and Curricular Development

2017–Present

Design, implementation and ongoing evolution of the undergraduate curriculum for the CVAD Department of Design's Communication Design "track" referred to as the "B.F.A. in Communication Design with a concentration in User Experience Design," or "B.F.A. in UXD," program

Along with my colleagues Keith Owens, Cassini Nazir, Brian Sullivan, Omari Souza (until the spring of 2026) Clinton Carlson (until the spring of 2019), Dr. Troy Abel, (until the end of 2021) and UNT CVAD's Associate Dean for Academic Affairs Denise Baxter (until the summer of 2025) and UNT Department of Design Chair Dr. Hepi Wachter, I have worked to effectively devise, implement and sustain the entire curriculum for this undergraduate program of study. The ever-changing nature of UXD, and the other disciplines that it both affects and is affected by, necessitates that alterations to the courses that comprise this curriculum be made on a semester-to-semester basis. This has become especially and exponentially truer as generative and agentic AI have arisen to affect aspects of this discipline that range from initial user research to user interface design to prototyping-cum-usability testing.

The "worlds" that connect across the nexus of user experience design now require the emerging designers who aspire to work within and across them to integrate their knowledge of traditional graphic design subject areas such as typography, color theory, image manipulation and combination (i.e., the effective implementation of visual gestalt theory), with a wide variety of research approaches and methods, as well as understandings of basic computer programming, human + computer interaction, prototyping and testing, and how a wide variety of social, economic and political perceptions and conditions affect human behavior. At risk of sounding trite, *deep down, UXD is not for the shallow.*

2016–Present

Design, implementation and evolution of the masters' level curriculum for the CVAD Department of Design's Master of Arts in Design with a concentration in Interaction Design, or "MA in IxD," program, and a large portion of the administrative responsibilities that support and guide it

I am the founding and still functioning coordinator of CVAD Department of Design's master's level graduate program titled the "Master's in Design with a concentration in Interaction Design," or "MA in IxD." This means that I

- 🦉 actively recruit and vet applicants who apply to study within it
- 🦉 co-maintain the third of three online/web presences that my colleagues and I designed, implemented and now sustain to promote it
- 🦉 develop, write scripts for, produce and direct professionally shot videos that promote this curriculum, the learning experiences of the students enrolled in it and the research we formulate and conduct as an essential aspect of its operations (to view some of these videos, and to experience the design and writing on our website, please visit the following URLs:
 - <https://cvad.unt.edu/design/design-ma-ixd.html>
 - <https://www.youtube.com/watch?v=pVxZnUaMwdE>
 - <https://www.youtube.com/watch?v=6UfuVicNTIc>
 - <https://www.youtube.com/watch?v=oQIxo-sSoT8>
- 🦉 design and teach courses within it
- 🦉 identify potential, sponsored project collaborators to actively contribute to the planning and facilitation of some of our course content

- 🐦 help us + them secure funding when possible to facilitate these largely community-centered learning experiences
- 🐦 advise and mentor—*these are not the same thing*—individual grad students regarding how the choices they make in and around their studies with us will affect their career trajectories as future interactive and user experience design project managers, product owners, and administrators
- 🐦 identify, interview and, as necessary, train and support the activities of adjunct faculty from (almost exclusively) the private sector to ensure that our MA in IxD candidates are exposed to current UX (user experience) and Ix (interaction) design industry standards and practices
- 🐦 identify and then work to secure viable, UX and Ix design-based professional internship opportunities for our MA in IxD candidates (this also serves to help our program remain highly visible in the professional UX and Ix design communities in the Dallas/Fort Worth metroplex and in markets such as Austin, the San Francisco Bay area, Denver, Seattle, New York, Boston, and Chicago)
- 🐦 identify and then work to secure professional positions for recently degreed MA in IxD candidates as design project leads, managers, product owners, UX design researchers and UX design research leads, UX design content creators, UI (user interface) designers, and UX design writers
- 🐦 help international applicants for the MA in IxD degree effectively acculturate into the Department of Design and CVAD, as well as to the (usually) more diversely opportunistic and entrepreneurial UX and Ix design landscapes that operate across the D/FW metroplex, Texas and many other communities in the U.S.

Additionally, I worked with my colleagues Keith Owens, Clinton Carlson, Cassini Nazir, Brian Sullivan, Omari Souza and Dr. Troy Abel, and UNT CVAD's former Associate Dean for Academic Affairs Denise Baxter and UNT Department of Design Chairs Cynthia Mohr and—since August of 2017—Dr. Hepi Wachter, to effectively devise, implement and sustain the entire curriculum for this now nine-year-old master's level offering. As of this writing, this program has enrolled more than 80 MA in IxD candidates and graduated 71. The MA in IxD program was the first of its kind in Texas, and, based on what our industry partners tell us about the relative strength of what we teach and how we teach it, has achieved a 65%-plus hire rate for its degree earners within 90 days of their receiving their degrees. As of this writing, the average annual salary—admittedly based on a somewhat limited data pool—for our MA in IxD degree earners is \$81,000.

2007–2016

Design, implementation, and evolution of a masters' level design research curriculum (these began as "MA and MFA Programs in Design with a Concentration in Innovation Studies" and were partially re-named with the suffix "with a Concentration in Design Research" on August 1, 2012)

In collaboration with my professorial colleague Keith Owens and other Communication Design faculty, and with input from UNT professorial colleagues in five disciplines outside design, including Anthropology, Technical Communications, and Information Technology and Decision Sciences, I co-designed, implemented and sustained the graduate-level Design Research curriculum on behalf of MA and MFA candidates enrolled in CVAD's Department of Design.

One of the primary rationales that guided our decisions regarding the structure and content of these courses was, and still is, that the Master's level of study in Design Research should challenge students to augment their extant skill sets and bases of knowledge with



new understandings rooted in the critical exploration of the theoretical frameworks and methodological approaches that together guide evidence-based inquiry. The 26 students who earned Masters' degrees from this program have entered both the academy and the private sector equipped with tools—some of which they have invented themselves during their studies with us—and knowledge necessary to help bridge gaps between research and practice. Those who have gone on to Ph.D. programs emerged from this MA and MFA program much better equipped to engage in the challenges inherent in having to focus their inquiries in and around a particular area of study to create new knowledge that benefits scholars, researchers and practitioners in specific disciplines.

1999–2010

Development, Design, Implementation, and Sustenance of Interaction and User Experience Design at the Undergraduate and Graduate Levels within UNT CVAD's Department of Design

In collaboration with my professorial colleagues Russ Pensyl, Kim Grable and (eventually) Keith Owens, I adapted what I'd learned about teaching interaction and user experience design at The Milwaukee Institute of Art and Design (MIAD) from 1995 through early 1998 into the undergraduate and graduate graphic and then communication design curricula within UNT CVAD. This proved to be a challenging undertaking during the first seven years of its implementation due to the reluctance of senior graphic and communication design faculty to expand the scope of our curriculum outside of the more traditional scope of these disciplines.

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Undergraduate Courses Developed (or Co-Developed) and Taught

ADES 1510 "Typography 1"
ADES 1513 "Contextual Research Methods"
ADES 1543 "Foundations of User-Centered Design"
ADES 2513 "Digital Typographic Systems"
ADES 2518 "Design Prototyping and User Testing"
ADES 2523 "Digital Patterns and Systems"
ADES 3503 "Planning and Developing Interactive Systems"
ADES 3510 "Interaction Design 1"
ADES 3540 "Interaction Design 2"
ADES 3513 "Information Design and Data Visualization"
ADES 3548 "Topics in User Experience Design: Exploring and Affecting Global Supply Chains"
ADES 4518 "Cause-Based Design: Designing to Affect Socio-Economic or Public Policy Change"
ADES 4523 "Advanced User Experience Design Campaigns"
ADES 4528 "Final Portfolio: User Experience Design"
AEAH 4842 "A History of Communication Design (Undergraduate Level)"
ART 2080 "An Introduction to Typography"
ART 2082 "Communication Design: Rendering with Color"
ART 2084 "Graphic Design 1"
ART 3080 "Advertising Design"
ART 3082 "Three-Dimensional Communication Design"
ART 4082 "Publication Design"
ART 4091 "Advanced Graphic Design: Systems Focus"
ART 4092 "Advanced Graphic Design: Advertising/Art Direction Focus"
ART 4376 "A History of Graphic Design"
ART 4813 "Computer Art Studio: Interaction Design Focus"

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Graduate Courses Developed (or Co-Developed) and Taught

ADES 5410 "Foundations and Frameworks of Interaction Design"
ADES 5420 "Human-Centered Interaction Design 1"
ADES 5430 "Human-Centered Interaction Design 2"
ADES 5440 "Interaction Design MakerLab"
ADES 5450 "Data and Information Visualization"
ADES 5460 "Interaction Design: Inception-to-Pitch Capstone Project"
ADES 5510 "Processes and Methodologies for Innovation"
ADES 5515 "Exploring Critical Methods by Writing About Design"
ADES 5520 "Design Research Methods"
ADES 5521 "Applied Design Research Projects 1"
ADES 5522 "Brand Experience Design"
ADES 5530 "Design Research Theories"
ADES 5523 "Applied Design Research Projects 2"
ADES 5532 "Pedagogic Processes in Design"
ADES 5538 "Guided Teaching Internship"
ADES 5546 "Practicum in Design Research 1"
ADES 5548 "Practicum in Design Research 2"
AEAH 5842 "A History of Communication Design (Graduate Level)"
ART 5350 "An Introduction to Research in Art and Design"
ART 5450 "Professional Internship"
ART 5377 "A History of Graphic Design (Graduate Level)"
ART 5807 "Communication Design Graduate Studio 1"
ART 5930 "Problem in Lieu of Thesis"

10

Directed Student Learning (Theses and Dissertations)

2019

Lama Abdul Rhuman Al Harkan | (Minor Professor, PhD Dissertation): *"Creative networks: toward mapping creativity in a design classroom"*

2018

Bill Morgan | (Minor Professor, MFA Thesis, Design Research): *"Exploring approaches for re-designing public school entrances and entrance design policies to prevent school shootings"*

2017

Cate Ferman | (Major Professor, MFA Thesis, Design Research): *"Examining the affects of the design and functionalities of 'smart,' mobile, interactive technologies on the socio-cultural developments of contemporary undergraduate students,"*

Jung Hyun Kim | (Major Professor, MFA Thesis, Design Research): *"Exploring strategies and tactics for designing interactive-cum-point-of-purchase interventions to curtail so-called 'fast fashion' consumption habits among American pre-college students"*

2016

Elvira Hermosillo | (Major Professor, MA Thesis, Design Research): *"Choose to Reduce: A normative approach to reducing bottled water consumption by making a connection between environmental degradation and personal well-being"*

Andrew Pottkotter | (Major Professor, MFA Thesis, Design Research): *"Cultivating Interobjectivity as a Means for Improving the Function of Internal Business Communications at a Mid-Sized Paper Commodities Retailer"*

Krongthong "Gibb" Thimamontri | (Major Professor, MA Thesis, Design Research): *"Determining key parameters for meeting the physical needs and psychological expectation of families traveling with minors during hotel stays"*

Amber Walsh | (Major Professor, MFA Thesis, Design Research): *"A comparative analysis of three strategies for introducing approaches guided by 'design thinking' to problem-identification, framing and resolution in Texas-based high school art classrooms"*

2015

Terresa Hardaway | (Major Professor, MFA Thesis, Design Research): *"Project Naptural (Nappy + Natural): Examining how the display of natural hair affects the transmission and interpretation of socio-cultural identity among contemporary African American women"*

Lisa Mercer | (Major Professor, MFA Thesis, Design Research): *"Articulating the development and design of Operation Compass: Allowing a grounded theory approach to inform the development of a mobile technology app and data sharing system to curb sexual trafficking in the U.S."*

Jacqueline Serie | (Major Professor, MA Thesis, Design Research): *“Examining story-based gamification as a means to bolster the cognitive skill sets necessary to enhance early reading skills”*

2014

Jo Aiken | (Minor Professor, M.Phil. Business Anthropology): *“Employing select ethnographic methodologies to improve the socio-cultural functionality of orbital living environments designed to support inter-disciplinary science teams working in outer space”*

Jessica Burnham | (Major Professor, MFA Thesis, Design Research): *“Examining the benefits of facilitating non-competing, business-to-business relationships between 18 small businesses on Lower Greenville Avenue in Dallas, Texas USA”*

John Hicks | (Major Professor, MFA Thesis, Design Research): *“Identifying and evaluating the professional deficiencies of entry-level visual communication designers (1–3 years out of school) by analyzing the perspectives of industry creative directors and agency proprietors”*

Jeffrey Joiner | (Major Professor, MFA Thesis, Design Research): *“How the strategic implementation of design-based learning methods may enhance cognitive skills in 2nd and 3rd grade students with specific types of learning disabilities, ADHD and autism spectrum disorder”*

Angela Ramer | (Minor Professor, M.Phil., Cultural Anthropology): *“HKS workplace design research: applying design anthropology to assess an architecture firm’s own headquarters design”*

Barbara Trippeer | (Major Professor, MFA Thesis, Design Research): *“Help Couture: (patient-driven needs assessment): Exploring patient-centered development opportunities for new enabler technologies to assist children diagnosed with Type 1 Diabetes Mellitus”*

2013

Rebecca Caranza | (Major Professor, MA Thesis, Design Research): *“Activating static, urban-based architectural exteriors to facilitate positive reactions among select cross-sections of city dwellers and visitors”*

Dennis Cheatham | (Major Professor, MFA Thesis, Design Research): *“Developing interactive design interventions to overcome barriers to psychiatric care among 30- to 50-year-old American men”*

Michelle Keefer | (Major Professor, MA Thesis, Design Research): *“Exploring means to enhance safe-driving practices among new drivers, particularly those that challenge them to recognize and respond to real-time, visual cues from other vehicles that signify the potential for danger”*

Timothy Woodring | (Major Professor, MFA Thesis, Design Research): *“Digital collaboration through freeform visualization: exploring methods and tools for facilitating effective, small-team meetings that result in innovative outcomes”*

Xu Hao Yang | (Major Professor, MFA Thesis, Design Research): *“Do they know what they need to know?:An examination of the effectiveness of various mechanisms for delivering tailored information that can help first- and second-year art and design students make well-informed decisions to guide their academic and career paths”*

2012

Nicole Hauch | (Major Professor, MFA Thesis, Design in Innovation Studies): *“Examining practical approaches for fostering imaginative learning in design classrooms by challenging students to engage in metaphorical writing exercises”*

Sierra Mendez | (Major Professor, MA Thesis, Design in Innovation Studies): *“Leveraging online information delivery strategies to empower self-learning processes among adult caregivers in under-served populations”*

Chris Ryan | (Major Professor, MFA Thesis, Design in Innovation Studies): *“Developing immersive and adaptive learning experiences through web-enabled platforms for high school geometry students”*

Samuel Williamson | (Major Professor, MA Thesis, Design in Innovation Studies): *“Hands on education: How design thinking can positively catalyze the development of middle school learning environments that are conducive to concept retention among students”*

2010

Micheal Eudy | (Major Professor, MFA Thesis, Communication Design): *“Introducing Polygrinder: A Process-Based Approach to Guiding Inspiration Among Emerging Designers”*

2009

Matthew Lamb | (Minor Professor, MPhil, Cultural Anthropology): *“Evaluating the efficacy of select operational modalities necessary to actualize the operation of various components in a night club entertainment system”*

2008

Megan Bannon | (Minor Professor, MPhil, Cultural Anthropology): *“A critical analysis of select functionalities and implementation strategies for a prototype of an online, database-driven ethnographic research tool”*

Carlos Torres | (Minor Professor, MS, Information Technology & Decision Sciences): *“Re-thinking early stage user research to affect positive change in the core functionalities of applications designed for implementation across smartphone-based, iPhone Operating Systems (iOS)”*

2006

David Bieloh | (Major Professor, MFA Thesis, Communication Design): *“Hamlet: A psycho-geographic analysis and evaluation of selected American suburban developments”*

Gail Goldman | (Minor Professor, MFA Thesis, Communication Design): *“Examining the affects of integrating creative problem-solving methodologies into university-level, first-year art curricula on the development of critical thinking skills and project outcomes among first-year design students”*

Virgil Scott | (Minor Professor, MFA Thesis, Communication Design): *"Personal space invasion: investigating the roles communication design can play to combat the sociological and psychological affects of information overload in modern society"*

2005

Betsy Berger | (Major Professor, MFA Thesis, Communication Design): *"Engaging in the visual identity development process to metamorphasize a small town in Texas to positive effect"*

Kevin Kelly | (Minor Professor, MFA Thesis, Communication Design): *"Using game development techniques to sensitize pre-college students about two-dimensional design principles and processes"*

Toni Schuster | (Minor Professor, MFA Thesis, Communication Design): *"Examining the Cultural Progression of 'Fringe' Visual Identity Systems to the Mainstream"*

2004

Scott Short | (Major Professor, MFA Thesis, Communication Design): *"A Critical Examination of Methods for Introducing Gestalt Theory in Interactive Media Classrooms"*

Gagandeep Sarkaria | (Major Professor, MFA Thesis, Communication Design): *"Building cross-cultural awareness into the andragogy of communication design"*

Honors and Awards

2025, 2023, 2022, 2021, 2019, 2017, 2016, 2015, 2014, 2013, 2012, 2010, 2009, 2006, 2005, 2004, 2003

UNT Honors Day: receipt of inspirational faculty award

As each academic year at UNT culminates in the spring semester, graduate and undergraduate students who are about to graduate with “Honors or Special Distinction” are recognized at this unique ceremony. As each of them is individually acknowledged, they are asked to name specific faculty members who have been particularly inspirational or helpful to them during their studies. I have been selected for this honor by combinations of master’s level candidates in Interaction and Communication Design and Design Research in all but two of the years listed above, and by undergraduate Communication Design students in each of them.

2021

Best Case Study of 2021

Along with my colleague Keith Owens, I earned the prestigious “*Best Case Study: 2021*” award from the Design Research Society (an internationally renowned organization that supports professional and academic endeavors in and around design research) for the scholarly paper we wrote and presented at *The International Conference for Design Education Researchers* at Shangdong University of Art and Design, Jinan, China. The title of this paper was “*Preparing to Introduce Design Thinking in Middle Schools.*”

2008

Finalist for UNT Regent’s Faculty Lecturer

I was nominated for this award, and was one of four finalists, but was lost to my UNT CVAD colleague Jack Davis (Art Education and UNT CVAD former Dean). The proposal I was asked to submit was based on research I had conducted that fueled four conference presentations and some professional consulting I had done in 2007 and 2006 on using failure analysis as an essential “initiation point” for the design process.

Recognition of Outstanding Service to the University by the UNT Provost

Along with my colleagues from the University Promotion and Tenure Committee (UPTC), I received this accolade during the Spring Faculty Meeting chaired by then UNT Provost Wendy K. Wilkins. Along with my UNT faculty colleagues Mike Nieswadomy (Economics) and Jack Peters (English Literature), I led the UPTC in a two-year initiative that resulted in sweeping changes being implemented to UNT’s tenure and promotion policies for all full-time faculty.

2008, 2007, 2006

Finalist for UNT President’s Council University Service Award

I was nominated for this award that is given by UNT’s President to one faculty members in recognition of service rendered to the University for a three year period ending in March of 2008.

2026***Primary Facilitator for Design Incubation's 2026 Academic Abstract Writing Program***

Along with my colleague Professor Keith Owens, I was invited by the leadership team of Design Incubation, to critically read and offer editorial suggestions to the array of academic abstracts they received over a three-month period from (mostly) early- to mid-career communication and user experience design educators and researchers from across the USA and Canada. Design Incubation is a not-for-profit organization based in New York, New York, and Chicago, Illinois, USA that has provided “a broadly informed venue for educators and practitioners of communication design to critically discuss design research and practice.” Our contributions to this event marked the first of a series of involvements in and interactions with Design Incubation that will transpire between the spring of 2026 and the spring of 2029. The Abstract Writing Program culminated with a virtual workshop for all participants in late June of this year.

Primary Evaluator for Design Incubation's 2026 Design Research Colloquium

I was invited by the leadership team of Design Incubation to moderate and offer editorial commentary in the form of written, issue-specific criticisms of 11 ongoing design research projects that were and are being operationalized by teams of design researchers from 18 different universities across the USA and Canada. These projects were presented—and my constructive criticisms were offered—over the course of this day-long, online-facilitated event.

2023–Present***An American Representative (one of Four) on the Executive Board of the International Conference on Design, User Experience, and Usability (DUXU)***

The DUXU, and the annual, international conference it hosts under the purview of the Human Computer Interaction International (HCII) conference, facilitates the sharing of research and development initiatives that seek to make interactive products, services, and systems more useful, usable, and desirable. DUXU is focused on promoting human-centered knowledge development and decision-making processes that forge and sustain connections between design, user and user experience research, and usability. Along with my colleague Professor Keith Owens, I fulfill the responsibilities of this position by critically reviewing the proposals for the publication of DUXU-based research this organization receives each year, meet with other Board members at the HCII conference to plan our research project and publishing agenda, learning experiences for emerging DUXU researchers, and scholarly session subject matter for each year's conference.

2013–2018***Representative from the U.S. Southwest Region to the National Steering Committee (NSC) of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC)***

The NSC of the AIGA DEC exists to support the pedagogic efforts, as well as the research, scholarship and professional activity, of design educators who teach visual communication design, interaction design and user experience design at the university level in the U.S.

2013–2023***Launched and then co-managed the editing and served as the design director and producer of “Dialectic,” the scholarly journal of the AIGA DEC***

While serving on the National Steering Committee of the AIGA DEC, I spearheaded and then secured the funding (\$61,600.00) necessary to launch and sustain (for almost



nine years) the scholarly journal of the AIGA DEC, which was titled “Dialectic.” I also co-managed the editing of this journal with my colleague Professor Keith Owens, and fulfilled the dual roles of producer and design director for each of the nine issues of this journal that were published before the national leadership of the AIGA cut Dialectic’s funding once and for all in early 2024.

2019

An External Assessment of the Graduate and Undergraduate Graphic Design Programs at Oklahoma State University, Stillwater, Oklahoma, USA

I conducted a comprehensive assessment of Oklahoma State University’s undergraduate and graduate graphic design programs at the request of their graphic design faculty and decanal administration in the Department of Art, Graphic Design, and Art History. I based my evaluation on data gathered during an on-campus visit and a review of the department’s curricular planning documents that were rooted in graphic design and “tangential disciplines from across the university,” such as (in their estimations) cultural anthropology and behavioral psychology. I concluded that both their undergraduate and graduate graphic design programs should—as soon as possible—shift more of their emphases toward teaching students enrolled in them to be able to make more viable contributions to interactive and user experience-based projects rather than continue to root so many of their students’ experiences in more traditional, print-based endeavors. I also stressed the need for them to introduce both groups of students to design research to ensure that they would be able to sustain their careers in the long term.

2014–2019

Launched and then co-managed the critical review and financial dissemination processes necessary to facilitate the operation of the AIGA DEC Communication Design faculty research grants

I spearheaded and then secured the funding necessary to launch and sustain the AIGA DEC Communication Design Faculty Research Grants, which awarded \$10,000 to \$20,000 worth of funding annually during this span of time to (mostly) emerging design researchers working within a wide variety of university and institutional settings across the U.S.

2014

Designee to the 2014 Council for Interior Design Accreditation (CIDA) “Future Vision” Symposium, Steelcase University, Grand Rapids, Michigan, USA

I was the lone visual communication/interaction design educator/practitioner invited to this event that was orchestrated to help CIDA effectively “map the future” of interior design education in North America from late 2014 through 2025. Along with 22 other university-level educators—from the disciplines of interior design and architecture—as well as professionals from these disciplines, I worked in a series of intensive, theme-based discussion groups and ideation sessions to develop sets of ideas that evolved into a set of curricular and programmatic guidelines that were incorporated into interior design curricula across the US and Canada for a decade.

2014

External Thesis Reviewer/Visiting Designer during design research-focused thesis defenses in the MFA programs in Visual Communication and Industrial Design, The University of Illinois at Urbana-Champaign, Champaign, Illinois, USA

I was invited to their campus to facilitate this two-day event at the invitation of the Chair of the Department of Design in the School of Art and Design at this institution. I was brought there for two primary reasons. First, I met with their faculty to critically

discuss the current state of their graduate programs in Design and Design Research and to help them plan and support rationales to guide the evolution of these from late 2013 through 2019. Second, I actively participated in two days of intensive critical analysis sessions re: the research processes and projects that their cohorts of graduate students were operating at that time in Graphic and Industrial Design.

2012***External Program Reviewer for the B.F.A. program in Graphic Design at Stephens College, Columbia, Missouri, USA***

At the invitation of Stephens College Dean of Design and Fashion Monica McMurphy and Stephens College Vice President for Academic Affairs Nancy Cornwell, I flew to Columbia to analyze and assess the undergraduate Graphic Design program there. My activities as a consultant in this situation required me to review a set of documents that constituted a program review, which their graphic design faculty had spent three months preparing prior to my on-site evaluation. This programmatic review required me to assess the efficacy of their curriculum in terms of its comprehensiveness, coherence and structure, and relevance in light of what were then current and emerging trends in the discipline.

2009***Commissioned by the editors of Thames & Hudson's Graphic Design Division and by the author to critically analyze and suggest revisions for "Graphic Design in Context: An Introduction to Graphic Design Theory" by Meredith Davis***

I spent between 60 and 80 hours over the course of about 90 days critically reading Dr. Davis' "work-in-progress" manuscript chapter-by-chapter and then writing a critical analysis of the contents of each of them so that this important scholarly work could be made useful and usable by its targeted group of readers: design educators teaching at high school and university level, as well as graphic design professionals. This book was the first of its kind in the discipline of Graphic/Communication Design in that its intent was to address the growing demand at the undergraduate level to explicate design theory to emerging practitioners. Many of my suggestions were incorporated into the final text. This book was published in March of 2011.

2007–2008***I served on the Steering and Organizing Committee for an international conference themed around exploring issues related to Visual Literacy, titled From "Power 2 Empowerment: Examining Critical Literacy in Visual Culture," which transpired June 6–7, 2008 in Dallas, Texas, USA***

I served on this committee along with my colleagues Professors Jack Sprague, Eric Ligon and Keith Owens. We worked to ensure that this conference would facilitate an inter- and, in some cases, a trans-disciplinary forum that allowed a wide variety of university-affiliated scholars and researchers and professionals from several disciplines to examine visual literacy as it was shaped by and shaped issues in and around education, technology, commerce, public policy, the environment and society. We defined visual literacy in this context as possessing the array of abilities necessary to create, interpret and effectively utilize visual imagery as a means to invent or manipulate essential meaning or contexts for decoding meaning that directly affect communication processes around the world.

Service to The University of North Texas (UNT)

2023–Present***Development and Trial Implementation of a Course on “Design Thinking” That Could Be Adopted into the Undergraduate Core Curriculum (General Education) Across UNT***

With the encouragement of my Department Chair and CVAD’s Associate Dean for Academic Affairs, I began developing a course in late May of 2022 that has been made available both as a face-to-face and as an internet-facilitated offering to any undergraduate student at UNT studying at the 3000-or 4000-level of study. Titled “ADES 3700: An Introduction to Design Thinking,” this project-based set of sequential learning experiences has been designed to afford interdisciplinary teams of four to five students four scaffolded opportunities to learn to engage in this human-centered approach to developing products, services, processes, experiences, and even organizations.

The materials I’ve designed and written are, as of this writing in mid-2026, being critically reviewed by members of the Texas Higher Education Coordinating Board (THECB) so that they might be approved for possible facilitation as a core course offering here at UNT. If this approval is granted, UNT would be the first university in Texas, public or private, to offer “An Introduction to Design Thinking” as a course in its core curriculum.

2019–2020***UNT CVAD faculty representative to the UNT College of Information’s (COI) search committee charged with recommending a new Dean for hire***

Our process led us to identify three finalists for this position, and, after critically interviewing and reviewing both, we recommended on behalf of Dr. Kinshuk.

2017–2019***Co-Facilitator of a series of 11 “design thinking” workshops attended by over 650 faculty from across the UNT landscape***

At the request of then-UNT President Neal Smatresk, my colleague Professor Keith M. Owens and I developed, designed, and then facilitated a series of 11, two-and-a-half-hour workshops that introduced the decision-making processes that fuel and guide “design thinking” to 650 UNT faculty from *all* of its Colleges and Departments. These led to several scholarly/research and teaching collaborations between ourselves and faculty from outside design, and (occasionally) students from disciplines as diverse as the social and information sciences, nutrition, kinesiology, marketing, business management, and technical communications enrolling in MA in IxD courses as electives. (This service is also described on page 23 of this document.)

2015–2020***Helped develop and then served on the faculty committee that facilitated the “Three-Minute Thesis Presentations” (3MT) by graduate students from across UNT’s array of graduate programs***

I was the lone CVAD representative on this committee (until 2019) that was—and still is—populated by faculty from across the university landscape. Our group launched this initiative so that graduate students at both the master’s and doctoral levels could hone their abilities to articulate the significance and potential affects of their thesis or dissertation research, scholarship or creative endeavors to a lay audience in a short span of time. Our primary goal for this project involved affording UNT graduate students studying in a wide variety of disciplines viable opportunities to speak clearly and concisely about their work to diverse populations inside and outside the academy.

2014–2015

Selected by UNT upper-level administrators to submit “Introducing design thinking as a means to introduce critical thinking across the curriculum” to guide the development of UNT’s Quality Enhancement Plan (QEP) for 2017-22

The QEP is an initiative mandated by the Southern Association of Colleges and Schools (SACS). It required SACS-accredited institutions to effectively equip *all* of their undergraduates with skill sets and bases of knowledge that could be applied in two ways. The first was to help them initiate and sustain viable careers in a wide variety of disciplines. The second was to enable them to make positive social, economic, technological, and public policy contributions within different types of communities. I attempted to broadly align my proposal with this somewhat ill-defined call for submissions by articulating a brief argument for ensuring that all undergraduate students at UNT would have the opportunity to be introduced to “design thinking” in a linked series of learning experiences that would be included in the array of UNT’s core courses. This endeavor led to the development and submission of the proposal that the Texas Higher Education Coordinating Board (THECB) considered for implementation in 2025-2026.

2014–2015

Invited Presentation to UNT Grad Students on Behalf of the Toulouse Graduate School

I made a series of four presentations to groups of about 20 doctoral- and master’s-level candidates titled “*Writing the Thesis/Dissertation Proposal: Arts and Humanities.*” These presentations were incorporated into one of UNT’s new *Graduate Professional Development Workshops*.

2013–2014

Invited Presentation to UNT Grad Students on Behalf of the Toulouse Graduate School

I was twice invited to make a joint presentation with UNT faculty members from our Departments of Chemistry and Economics to approximately 40 master’s- and doctoral-level students from a wide variety of disciplines titled “*Planning for and Navigating the Academic Job Search.*”

2013

Invited Presentation to UNT Grad Students on Behalf of the Toulouse Graduate School

In early fall, I was invited to give the presentation I had given at that year’s South by Southwest Interactive conference in Austin, and again at the American Institute of Graphic Arts (AIGA) Dallas/Fort Worth chapter’s “Design BIG Week.” Approximately 110 master’s- and doctoral-level students and approximately 15 UNT faculty from a wide variety of disciplines attended “*How NOT 2 Suck at Presenting Your Work.*”

2011–2014

University Review Committee (URC)

I was elected to represent UNT faculty on this UNT Faculty Senate Elected Committee who hailed from its Design, Visual Arts, Journalism, Radio, Television, Video and Film, Linguistics and Technical Communication, Philosophy and Religion Studies, Foreign Language and Literature and Communication Studies disciplines. The URC’s primary function was to serve as a neutral intermediary between UNT’s central administration and any faculty appellant who has been unable to resolve a grievance (involving issues related to merit evaluations, teaching load, and service dispositions) within the administrative structure of his or her department/division and/or college or school. It makes recommendations based on evidence presented before it in formal hearings to the administration of the university and to the faculty as a whole.

The last year of my service to this committee was the most difficult and demanding committee-based experience I have ever been a part of in an academic career that is now in its 33rd year. It was as trying as it was because of the ongoing need to mediate heated and complex negotiations between faculty and Department/College/University administration, and demanding because of the sheer amount of time out of my already overfull schedule that this required. The four cases we heard were all precedent-setting, in terms of how they altered specific review, communication and documentation processes, and all had potential legal ramifications for those involved and for the university.

2007–2016***Graduate Program Coordinator, MA and MFA in Design with a Concentration in Innovation Studies (renamed in 2012 as MA and MFA in Design with a Concentration in Design Research)***

A well-articulated description of “what I did” in the fulfillment of this role can be read on page 31 of this document.

1999–2010***Co-founder/co-curriculum developer and implementer of the MFA in Communication Design program within UNT CVAD’s Department of Design***

While working closely with Communication Design faculty colleagues Professors Jack Sprague, Eric Ligon, and (beginning in 2003) Keith Owens, I helped propose and then teach the curriculum that constituted our MFA program in Communication Design. Our twin-pronged focus was to mentor and partner in the learnings of people who were interested in pursuing careers in design education at the university level, which also required them to be introduced to design research and critical scholarship. This program eventually evolved into the MA and MFA programs in Design Research.

2009–2014***UNT High-Performance Computing Advisory Committee***

Our charge was to advise the UNT Office of Research and Economic Development (ORED) and the UNT Computing and Information Technology Center (CITC) regarding the design and implementation of policy regarding the use of UNT’s brand new, \$2 million, high-performance computing cluster known as “Talon,” and, from 2012 forward, to advise these bodies on issues such as data sharing and amalgamation as these came to affect research and scholarship efforts across the UNT landscape.

2008–2011***Ad-Hoc Committee to Launch and Sustain “Grandparents University” at UNT***

This committee was charged with creating and facilitating a limited set of brief—one-to two-day—learning experiences that would afford people who are actually grandparents to learn skill sets or to acquire new knowledge while working with their grandchildren while enrolled in specially designed summer classes at UNT. *Grandparents University* (“GU”) ran its first curriculum in June of 2009 for over 90 students, and was deemed enough of a success by UNT’s administration to warrant its second and third occurrences in June of 2010 and 2011. Each of the ten courses that constitute its yearly curricula ran for two 90-minute periods over the course of two days on the last Thursday and Friday in June.

2008–2011***CVAD Representative to the UNT Research Council***

I was appointed to this new University Level committee by the Dean of CVAD and UNT's Vice-President for Research and Economic Development (VP-RED) "to ensure that the arts and humanities at UNT had at least one voice on this committee." The stated purpose of this committee was to ensure that the VP-RED was well-advised regarding broad issues that relate to inter- and trans-disciplinary research, scholarship, and creative activities at UNT, with the more specific charge of identifying ways and means to increase the volume of UNT's research activity and addressing discipline-specific and interdisciplinary research issues. We met formally three to four times per year, and offered counsel, evaluated processes and constructively criticized select documents from various research centers, clusters and ad hoc groups of faculty on an as-needed basis.

2007–2010

Faculty Committee to Evaluate University Administrators

At the request of the then-Provost, and with the approval of the UNT Faculty Senate and advising from the UNT Council of Department Chairs, we completely revised the performance assessment documents for UNT Deans, Associate Deans and Department Chairs, as well as selected UNT Vice-Presidents. We also completely re-designed the procedures by which assessments are facilitated by developing and implementing a system that allowed UNT faculty and staff to evaluate appropriate personnel using an interactive online document (that I co-designed).

Doing this resulted in an over 70% increase in faculty participation during the next three administrative assessment cycles, and gave the Provost and the President a much more concrete array of evidence with which to evaluate and constructively criticize a wide variety of other UNT administrators.

This document (and the half-dozen or so it has spawned since) have been in a perpetual state of revision since I served on this committee, as UNT's administration and its faculty have very different and ever-evolving views about how they should be structured and implemented, as well as about how the data gleaned from it should be evaluated and ultimately utilized.

2009

Ad-Hoc Committee to Assist with the Accreditation Process of the Frank W. and Sue Mayborn School of Journalism

I was invited by the-then interim Dean of this School to participate on this committee in the capacity of an external (i.e., non-School of Journalism) UNT faculty advocate for and constructive critic of the Mayborn's undergraduate and graduate curricula. The evaluation I co-wrote with three other committee members helped them attain accreditation.

2008

Search Committee to Hire The Assistant Director for Proposal Development and Design

I originally co-chaired this committee with the-then UNT Faculty Assistant to the Provost and the Associate Dean of its School of Merchandising and Hospitality Management), and, as the search process unique to this position wore on the-then Associate Vice-President of Research. This search resulted in the hiring of Dr. Qaisar Abbas (who eventually was hired into an administrative position in UNT's College of Education).

2005–2008

University Promotion and Tenure Committee (UPTC)

I served as CVAD's representative on this committee during a time of great upheaval in the Provost's office as a result of 14 tenure-track faculty from across UNT being denied



tenure in the first academic year of my service. This resulted in our having to formally adjudicate 11 of these cases in a series of hearings that transpired over the course of 18 months. Aside from recommending for the removal of UNT's then-Provost—which then occurred—we significantly altered the language in the University By-Laws that articulated the manner in which the UPTC must legally function within the academic structure of the university. I also worked with a core group of five other UPTC members on a sub-committee that made sweeping revisions to UNT's tenure and promotion policies and procedures (many of which have edited, amended or deleted since...). *I was responsible for almost a third of the language that was written anew or re-written into these documents during what were my roughly 18 final months of service to this committee.*

Among the most significant changes this committee made to UNT's tenure and promotion policies and procedures were the empowerment of individual department- and college-based retention and promotion committees to act as “ultimate arbiters” regarding the inherent worthiness for individual tenure and promotion of candidates who were or would be attempting to attain either of these objectives, so that the Provost's ability to determine the discipline-specific “merit” of an individual candidate's accomplishments would be limited to what he or she could ascertain from the recommendations provided by that candidate's disciplinary peers. We also made significant alterations to lengthen the schedule of events that guided the promotion and tenure process to ensure that it could be made much more logistically feasible and much more transparent—before these changes were made, it was virtually impossible for candidates who had been denied tenure to engage in the appeals process before they had to leave the university. We also made several procedural changes to the appeals and hearings processes that brought UNT's promotion and tenure policies up to the standards recommended for Research Level 1 Universities in the US by the American Association of University Professors (AAUP).

2004–2007

Academic Affairs Committee

During my service on this committee, we addressed and made university policy recommendations on the following issues: the feasibility of implementing a “living” *online* catalog that eventually supplanted UNT's official *printed* course catalog; advising the faculty senate as to whether or not to continue to press for the adoption of a plus-and-minus grading system (they eventually opted not to do this, which, in my humble opinion, was *and still is* unwise and does a disservice to our students), and advising the faculty senate and the Office of the Provost and Vice-President for Academic Affairs regarding specific recommendations for the re-configuration of the university core curriculum.

2004–2005

Strategic Directions in Science and Engineering Task Force

This ad-hoc committee was charged with helping the then very new UNT College of Engineering craft a strategy for identifying new interdisciplinary, collaborative research opportunities both on and off campus. The proposal my colleagues and I wrote and submitted suggested that UNT needed to create an office or other type of entity that could be operated independently of but share information with what was then UNT's Office of Research Services to facilitate inter-and, ultimately, trans-disciplinary research endeavors throughout the university community *and outside of it*, and that UNT must *also* create an office that effectively markets its research services to a variety of federal, state and private funding organizations. These recommendations eventually led to the creation of what became UNT's Office of Corporate Foundations and Relations.

Service to The College of Visual Arts and Design (CVAD)

2026

Faculty representative to the CVAD, D-o-D search committee charged with recommending a Visiting Assistant Professor to teach out a three-contract in the MA in Interaction Design and User Experience Design programs

I worked with colleagues from CVAD's communication design user experience design program to hire Brian Sullivan, the former Vice-President of User Experience Design and Design Research at Sabre Travel, Inc. into this position.

2025–2026

UNT CVAD Department of Design (D-o-D) faculty representative to the CVAD college-level re-appointment, promotion, and tenure committee

This committee evaluates faculty dossiers and makes evidence-based recommendations regarding faculty reappointment, promotion, and tenure in accordance with UNT- and CVAD-based policies and established review criteria.

2025

Ad Hoc Committee to assess whether the Performance of CVAD Dean Dr. Karen Hutzel warranted her re-appointment

I was one of approximately 11 CVAD faculty and staff members who were appointed to this committee by UNT's Office of the Provost. We analyzed documents submitted by over 40 CVAD faculty and staff members within which they evaluated her performance across a broad spectrum of issues. Our findings led us to recommend her for re-appointment.

2023–2025

UNT CVAD Department of Design (D-o-D) faculty representative to the CVAD Dean's Faculty Advisory Committee

I collaborated with committee representatives from CVAD's other departments to provide the Dean of CVAD with strategic counsel and faculty perspective to inform decision-making related to the college's academic programs, policies, initiatives, and long-term planning.

2023–2024

Planning committee member, The State of Black Design (SOBD) Conference

I worked closely—on a week-to-week basis—with former communication design faculty colleague Omari Souza, former CVAD Associate Dean for Administrative Affairs Eric Ligon, communication design colleague Cassini Nazir, and a variety of CVAD and D-o-D staff to plan and then facilitate “The State of Black Design Kickoff Conference” at UNT CVAD in September of 2023 and then, in March of 2024, a much more robust version of this event in collaboration with Kaleena Sales and other design faculty at Tennessee State University in Nashville, Tennessee. (Please note that, due to changes enacted in Texas state laws during this time, The State of Black Design conference was moved from UNT to Tennessee State, and then myself and other UNT CVAD D-o-D personnel were required to stop work on these initiatives.)

2022–Present

Faculty Advisor, User Experience Student Association (UXSA)

Fulfilling this role requires me to provide mentorship, organizational guidance, and administrative oversight to this group of students while supporting their leadership, program planning, and the UXSA's alignment with university, CVAD, and D-o-D policies and educational objectives.

2022–2023***UNT CVAD Department of Design (D-o-D) faculty representative to the CVAD college-level re-appointment, promotion, and tenure committee***

Please reference the brief description above to learn about what this committee does.

2022–2023***UNT CVAD Department of Design (D-o-D) faculty representative to the CVAD Research Infrastructure Committee***

I fulfilled this role in collaboration with Peter Hyland (former Director of CVAD's Onstead Institute for the Advancement of Innovative Art and Design Practices and Processes in K-12 Education), Dr. Heidi Strobel (CVAD's Associate Dean of Academic Affairs), and representatives from CVAD's other departments to craft parameters for the creation of two new, research and creative activity funding mechanisms for CVAD faculty, the Flagship and Cornerstone grant mechanisms. I also reviewed the grant proposals submitted through these during the first two years of their existence.

2021***UNT CVAD Department of Design (D-o-D) faculty representative to the CVAD search committee charged with recommending a new CVAD Dean for hire***

Our process led us to identify two finalists for this position, and, after critically interviewing and reviewing both, we recommended on behalf of Dr. Karen Hutzell.

2018–2021***UNT CVAD Department of Design (D-o-D) faculty representative to the CVAD Executive Committee***

I was the last D-o-D representative on the final three year's worth of Executive Committees that had met twice per month with CVAD's decanal administration since the 1995–1996 academic year. The purpose of this committee was twofold. The first was to ensure that effective communications transpired between the constituencies of each of CVAD's departments, centers, labs, staff groups, galleries, collections, institutes, and its administrators. The second was to ensure that a form, or forms, of shared governance could be operated and sustained across the college.

2018–2020***UNT CVAD Department of Design (D-o-D) Faculty Mentor***

I served as a senior-level, D-o-D mentor to communication design, user experience design-track Assistant Professor Dr. Troy Abel until he left to assume a position at Texas A & M.

2020***UNT CVAD Department of Design (D-o-D) faculty representative to the CVAD search committee charged with recommending a new Department Chair for the Department of Art History***

Our process led us to identify three finalists for this position, and, after critically interviewing and reviewing both, we recommended on behalf of Dr. Lisa Owen.

2015–2018***UNT CVAD Department of Design (D-o-D) faculty representative to the CVAD college-level re-appointment, promotion, and tenure committee***

Please reference the brief description atop page 44 to learn about what this committee does.

2017

UNT CVAD Department of Design (D-o-D) faculty representative to the CVAD, D-o-D search committee charged with recommending a new, full-time, tenure-track, faculty hire to fulfill a position in the-then new communication design, user experience design track

Our process led us to identify three finalists for this position, and, after critically interviewing and reviewing both, we recommended on behalf of Dr. Troy Abel.

2015

Critically reviewed the art and design work of high school students at the Texas Art Education Association's (TAEA's) Visual Arts Scholastic Event (VASE)

I reviewed the work of and offered critical counsel to approximately fifteen students who presented their work at this event hosted at the Dallas, Texas Convention Center.

2014

Participated in UNT CVAD's first "high school art and design student portfolio review" as a representative of the communication design faculty

Along with three of my colleagues, I reviewed the work and offering critical counsel to approximately fifteen students who came to this event and expressed interest in studying visual communication design with us.

Participated in UNT CVAD's first "Pechakucha event" to help welcome and orient incoming first-year undergraduates into the College

Along with colleagues from CVAD's other departments, I made a Pechakucha presentation—20 slides, 20-seconds-per-slide, over a span of six minutes and 40 seconds—about visual communication design, design research, and some of the career paths available for those who attempt to earn BFAs in Communication Design with us.

2013–2015

Design Department representative on the UNT CVAD Art Education and Art History Department Retention, Promotion and Tenure Committee

This committee recommended the tenure and promotion to Associate Professor of Dr. Laura Evans.

2013–2014

Design Department representative to an Art Education and Art History Search Committee

This search resulted in the hiring of Art Education Associate Professor Tyson Lewis.

2011–2013

Member of the Department of Design Retention, Promotion and Tenure Committee

This committee recommended the tenure and promotion to Full Professor (Interior Design) of then Department of Design Chair Cynthia Mohr. We also recommended that Phillip Park and Johnnie Stark be awarded tenure and promotion to the rank of Associate Professor in Interior Design.

2011–2012

Design Department Representative to an Art Education and Art History Search Committee

This search resulted in Assistant Professor Dr. Paula Lupkin joining the Art History faculty.



Ad Hoc Committee to evaluate the possibility of implementing an industrial design program within the CVAD

I was asked to join this committee by CVAD's decanal leadership due to my professional experience as an industrial designer (I started my design career as an industrial designer in Chicago in 1985), coupled with the fact that I studied industrial design as an undergraduate and have accrued experience working with industrial design faculty in two of the previous faculty positions I held prior to coming to UNT.

2010–2012

UNT CVAD Department of Design (D-o-D) faculty representative to the CVAD College-Level Re-Appointment, Promotion, and Tenure Committee

Please reference the brief description atop page 44 to learn about what this committee does.

2010–2011

Design and launch of the UNT CVAD Design Research Center (DRC): planning and implementation of the buildout of the physical site

I worked in concert with my Communication Design colleague and DRC Director Keith Owens, as well as CVAD Computing and Technical Support Manager Michael Baggett and then CVAD Associate Dean for Administrative Affairs Jean Miller, to identify, purchase, and install the computing and office equipment necessary to launch and sustain the DRC.

2010

A “Nuts & Bolts” approach to writing proposals intended to secure project funding

At the behest of then CVAD decanal administration, I wrote this brief, 11-page, step-by-step summary to be used by any CVAD faculty member who wished to write for restricted state- or federal government grant funding. It provided straightforward guidance regarding how to engage in the process of crafting a viable request-for-funding, and categorically listed several funding resources.

2009

Department of Design representative to a search committee charged with hiring a manager to oversee the operation of CVAD's IT services and systems

This search resulted in the hiring of Michael Baggett. Based on Mr. Baggett's performance over the span of time since, I feel I can make a well-substantiated argument that this has proved to be a hire from which the CVAD has derived great benefit.

2007–2010

Member and Then Chair—2009, 2010—of UNT CVAD Design Department Retention, Promotion and Tenure Committee

Please reference the brief description atop page 44 to learn about what this committee does.

2008–2009

Design Department Representative to a search committee charged with hiring an Assistant Professor into what was then a new area of study within CVAD: New Media

As a result of our efforts, Shane Mecklenburger and Jenny Vogel were hired into tenure-track positions as Assistant Professors in UNT CVAD's Department of Studio Arts.

2007–2008

Member of an Ad Hoc Committee to Oversee the Development of a New Website for CVAD

At the behest of then CVAD decanal administration, I worked with CVAD IT staff and Department of Design and Studio Arts faculty to identify a pool of possible consultants



who could re-design UNT CVAD's extant website and then make it more effectively functional for both its broadly constituted target audience and its content creators. We eventually selected the programming and design team of Jeff and Emily Charette, both of whom are UNT alumni (Emily has a BFA in com design from CVAD). Although this effort led to some improvements, CVAD's web presence has consistently, persistently failed to function as effectively as it could and should on behalf of this college ever since (despite the concerted and well-applied efforts of select CVAD staff, who are challenged to work within parameters that stifle the design and the functionalities of CVAD's web presence).

Service to the Steering Committee that planned and Facilitated then UNT COVAD's International Conference on Visual Literacy, titled "From Power 2 Empowerment: Critical Literacy in Visual Culture"

I served on this committee seven colleagues from across CVAD's Department of Design and Studio Arts. This event transpired in June of 2008 in Dallas in the University of North Texas System Center Building.

This international conference examined visual literacy as it was/is shaped by and simultaneously shaped/shapes education, technology, commerce and society. It was the first of its kind to be undertaken by the Design Department or CVAD. We were able to involve 9 graduate students and faculty members from four departments outside of COVAD as speakers/presenters at this conference, and wound up vetting and then hosting scholarly presentations from over 30 speakers during this two-and-a-half day event. Approximately 110 people attended this event, and it earned CVAD and the Department of Design almost \$10,000. What follows is language I co-wrote that described this conference that appeared in its promotional materials:

"This is the first of what we hope will be a series of trans- and inter-disciplinary conferences that will critically examine what it now means to be literate in a world that is continuously being re-shaped by the enormous array of printed, digitized and transmitted images and visual communications systems that contextualize our perceptions of ourselves and our world. Understanding the relationship of literacy to power is central to this challenge. Meeting it will require the creation, thorough examination and amalgamation of new types of knowledge. In light of this, an essential question to attempt to answer is this:

'How does achieving, demonstrating and maintaining visual literacy subject us to power wielded by those who create, foster, or participate in the exchange of visual culture, media and communication?'

"This conference seeks to break down barriers separating theory and practice to achieve a clearer understanding of the created visual environment as shaped by a wide variety of power practices and techniques. In light of the hegemonies currently being exerted through visual culture, the conference asks how critical thinking, viewing and making should be practiced, and in what arenas this should occur. A redefined literacy that empowers rather than subjugates subjects of visual culture will hopefully emerge from these perspectives.

"During this two-day conference, participants from a variety of disciplines will have the opportunity to share knowledge with one another about visual literacy across its many dimensions. Based on the topic's current scholarly and social importance, COVAD anticipates that the conference would draw approximately 150 to 200 national and/or international participants. Conference participants and others involved would be able to interact with each other in a number of important ways.

"Among them:

1. attend presentations by keynote speakers
2. attend presentations or panels facilitated by invitational speakers

or breakout sessions at which juried presenters would read papers, host panel discussions or otherwise involve attendees in various forms of interactive discourse

3. Presentations to COVAD/UNT students and faculty by select conference presenters or attendees and conference event(s) at which select COVAD/UNT students would have the opportunity to interact with conference presenters or attendees
4. Joint initiatives with local communities, organizations, foundations and schools
5. Conference proceedings published on the web and digitally for post-conference review and dissemination”

As a Communication Design faculty member and the conference steering committee, my responsibilities included identifying, contacting and sustaining dialogue with possible keynote speakers, session leaders and roundtable discussion leaders, as well as co-writing and editing some of the principal documents that framed, articulated and communicated the principal ideas that underpinned the essential objectives of the conference. I also contributed some written content to the conference website, and participated in almost all of the planning meetings necessary to facilitate this successful conference.

UNT CVAD Department of Design (D-o-D) faculty representative to the CVAD Executive Committee

Please reference the description on page 49 to learn what this committee does.

2006

Contributed language and editing services to the Communication Design portion of the then “SOVA” (School of Visual Arts) inaugural National Association of Schools of Art and Design (NASAD) self-study document

I wrote a significant portion of the undergraduate-oriented sections of this document, and made some contributions to its graduate-oriented sections as well. I also edited the final version of this document with members of the then SOVA decanal administration.

Chair of the Division of Design Retention, Promotion and Tenure Committee

This committee evaluated the activities of each full-time design division faculty member in the areas of teaching, service and professional endeavor so that recommendations for individual merit pay could be made by the then COVAD administration to the Office of the Provost.

2004–2006

UNT CVAD Department of Design (D-o-D) faculty representative to the then “SOVA” (School of Visual Arts) College-Level Re-Appointment, Promotion, and Tenure Committee

Please reference the brief description atop page 44 to learn about what this committee does.

UNT SoVA/COVAD Academic Affairs Committee (special liaison to the UNT Academic Affairs Committee)

I served on two different subcommittees of this committee that addressed the feasibility of implementing a “living” online catalog that would eventually supplant UNT’s official course catalog (this did eventually—“finally”—occur in 2007 and 2008); advising the faculty senate as to whether or not to continue to press for the adoption of a plus-and-minus grading system (they elected not to).



2004–2005

Co-chaired an ad hoc committee to manage the strategic planning, gathering, and creation of text- and image-based content for then UNT SoVA's first comprehensive, or "2.0-era" website

This effort marked the first comprehensive attempt within UNT SoVA to create an online presence for itself that would attempt to effectively communicate information about its diverse array of graduate and undergraduate academic programs, institutes, opportunities for scholarship, research and creative endeavor as well as highlight the accomplishments and backgrounds of its faculty, some of its students and alumni.

2003–2004

Design Department representative to the Studio Arts Department of CVAD

This search process resulted in the hiring of Assistant Professor Andy Holtin into the Sculpture area of UNT CVAD's Department of Studio.

2003

Worked with Dutch-based Lauwen Projects to secure an exhibition of Dutch Graphic Design work for display in the then UNT School of Visual Arts (SoVA) gallery titled "Roadshow: Dutch Graphic Design 1990-2003"; wrote contextualized descriptions for the work displayed there; presented a public lecture about this work during its opening

This exhibition was brought to UNT by grants provided by The Netherlands-based *Mondrian Foundation* and a \$3,600 grant that I helped secure through the *Federation of North Texas Area Universities*. It was curated by Toon Lauwen of Lauwen Projects of Amsterdam, and UNT SoVA's gallery was one of only four venues in the U.S. chosen to display this array of work. This exhibition was the first international showing of graphic design work in the history of UNT SoVA's/CVAD's gallery spaces.

2003–2004

Served as a member of two subsequent search committees to hire a Chair for the Department of Design

This longer-than-usual search process resulted in the hiring of Cynthia Mohr as the UNT CVAD Department of Design Chair, a position she has held until early 2017.

2002–2003

Division of Design representative to the Art Education and Art History Divisional Personnel Committee

Among other responsibilities, this committee worked to ensure that Dr. Jennifer Way earned tenure and a promotion to Associate Professor of Art History.

Service to The Department of Design (D-o-D)

2016–Present***Graduate Program Coordinator, MA in Design with a Concentration in Interaction Design***

A well-articulated description of “what I do” in the fulfillment of this role can be read on pages 30 and 31 of this document. As the founding and still functioning coordinator of this master’s level graduate program that operates within CVAD’s Department of Design, I spend approximately seven to nine hours per week attending to the responsibilities that fulfilling this role requires during the academic year, and three to four hours per week doing this during the summer.

2015–2018***Prepared a new “user experience design/interaction design” (UX/IX) degree plan, attendant course descriptions and, to a limited extent, faculty assignments for facilitating this new curricular track within the context of the BFA in Communication Design***

This undertaking evolved (in part) in response to comments from a NASAD review team who assessed CVAD and the D-o-D and our programs during the 2014–2015 academic year. They concluded that, while our Communication Design program was very well-managed and operated as a means to teach emerging designers to enter “the world of print,” it was “woefully deficient” with regard to preparing emerging designers to work effectively in the “worlds of user experience and interaction design.”

This effort involved the extensive analysis of 14 UX/UI undergraduate curricula in the US, Canada, and the UK. The knowledge I constructed from this process, combined with what I gained through a wide-ranging series of e-mail and Skype exchanges and phone conversations with UX/UI educators from these programs, greatly informed the creation of this degree plan, and the learning experiences that comprised it then (and still do now).

2011 and 2013–2015***Wrote, co-directed, produced and co-edited 16 promotional video shorts on behalf of the Design Research Collaborative and the MA and MFA programs in Design with Concentrations in Design Research***

This endeavor is also described in part of page 26 of this document.

2014***I worked with Departmental colleagues in Fashion and Interior Design to generate ideas that would “bolster recruitment and retention” within our three undergraduate design programs, as well as help to promote them to prospective students.***

I prepared two to three iterations of strategies that I thought could effectively meet these goals while also utilizing extant personnel and resources to achieve them effectively. Foremost among these was a rough outline to launch a user experience design/interaction design (“UX/UI”) curricular track in communication design here, which, if it were to be implemented, would not only meet a long-neglected need in the communication design curriculum, but (if marketed wisely) would also make majoring in this track very attractive to incoming high school students. This has since proved much to be the case.

2012–2015***Managed and Creatively Directed the Re-Design, Re-writing, Additional Writing, Information Architecture and Buildout of The Revised Design Research Center/ Collaborative Website***

As this undertaking has been described in the “Activity as a Professional Designer and Consultant” section of this document (p. 24), it will not be described in detail here.

2012–2015

Wrote and Designed Self-Mailing, Promotional Kit to Bolster the Recruiting of Viable MFA and MA candidates into our graduate programs in Design with a Concentration in Innovation Studies (re-named “...with a Concentration in Design Research” in August of 2014)

As this undertaking has been described in the “Professional Design Consulting” section of this document beginning on page 77, it will not be described in detail here.

2008

Graduate Program Coordinator, MA and MFA Programs in Design with a Concentration in Innovation Studies (re-named with the suffix “with a Concentration in Design Research” on August 1, 2014)

Fulfilling this position allowed me to work extensively with my CVAD-based colleagues in communication design, and, beginning in June of 2006, with UNT faculty from several departments outside CVAD. Doing this also allowed me to work with a wide variety of Denton-, Dallas-, and Fort Worth-based collaborators to effectively facilitate immersive, real-world learning experiences that involved design research on behalf of our MA and MFA candidates. (These programs graduated 28 candidates during their operations, of which 6 went on to earn doctoral degrees, and 11 of which eventually earned tenure and promotion as design educators at universities in the U.S. and Canada. 14 now hold or have held managerial or other leadership positions in well-acknowledge and respected design consultancies or in larger organizations such as Apple and Citi.) As has been described elsewhere in this document, I spearheaded and orchestrated a number of strategically aggressive, coordinated print- and online-campaigns to recruit new grad-level candidates into these programs, although my efforts in these areas were halted in late 2015.

A significant and time-intensive aspect of meeting the responsibilities inherent in this position involved fielding and responding to requests from prospective students for information about these programs and the life and career paths they can position graduate candidates to navigate effectively. In light of this, I wrote four documents that provided basic information about these possibilities to potential applicants to each of these programs that also described their curricular content, application requirements and procedures, funding opportunities, our requirements regarding the knowledge and skill sets that qualified applicants must possess. I’ve since created revised and updated versions of these types of documents to support the MA in Interaction Design program.

2008–2016

Development, sustenance, promotion, and maintenance of the Design Research Center/ Design Research Collaborative (DRC)

The UNT CVAD Design Research Center—renamed the UNT CVAD Design Research Collaborative in 2015—operated within the UNT System Center Building in downtown Dallas for eight years. Although Keith Owens fulfilled the position of the managing director of this facility until he resigned this position in the late summer of 2013, I also shared in identifying and fulfilling some of the responsibilities necessary to identify the kinds of (mostly) applied design research project opportunities that could be fulfilled by Department of Design faculty in collaboration with our grad students within and around this facility in (mostly) Dallas. I also worked with three CVAD development personnel to identify and secure the necessary financial and in-kind support to operate four of these. The day-to-day challenges that had to be met to sustain and maintain the DRC as a teaching facility, lab

space and workspace were shared by Keith, myself and select graduate students in enrolled in our Design Research programs. Our primary research project partners included the KERA affiliate of the Public Broadcasting Service, Cook Children's Hospital Community Health Outreach Program, Cook Children's Pediatric Intensive Care Unit, Downtown Dallas, Inc., and the Wellness Alliance for Total Children's Health (WATCH) of Denton County.

2009–2014***I maintained the UNT CVAD Department of Design/Design Research Center Render Farm and Server Center***

During the span of time this array of computers was operational in two different locations of the UNT Denton campus, it required seven significant upgrades of softwares, as well as memory, graphics cards and some of its peripherals. Each time this became necessary, it was my responsibility to acquire or request funds, or in-kind donations of equipment to support these upgrades and their installations and testing. It was also my responsibility to train various graduate student assistants studying within the Department of Design regarding the use and maintenance of this array of complex computing gear.

2010–2011; 2013–2014***Design, Launch, and Sustained Maintenance of the then UNT CVAD Design Research Center (DRC) Computational Equipment***

Working in concert with my Communication Design colleague and DRC Director Keith Owens, as well as CVAD Computing and Technical Support Manager Michael Baggett and CVAD decanal level administrators, I worked to purchase and then maintain the necessary computing equipment and peripherals needed by our graduate students and our research partners.

2010–2011***Search committee member charged with hiring an Assistant Professor into the D-o-D's Communication Design program***

The result of our efforts was the hiring of Assistant Professor Clinton Carlson into a tenure track position which he began in August 2011.

2008–2011; 2013–2014***Assistant to three, D-o-D Communication Design search committees as an intercollegiate liaison***

Over the course of three academic years (2008–2011), I sent or orchestrated the sending of more than 120 targeted e-mails and made roughly 25 phone calls per year to university-level, communication design educators and design researchers around the US and Canada to publicize three faculty searches to hire faculty into tenure-track, Communication Design positions. These searches resulted in the hiring of Michele Wong Kung Fong, Alex Egner, and Clinton Carlson. I repeated these efforts again during the 2013–2014 academic year, which helped us hire Assistant Professor Jude Landry.

I've undertaken efforts like these several times during my tenure within the D-o-D as one means to maintain relationships with Communication and User Experience Design faculty at other institutions, many of which I've cultivated continuously over the last three decades. This has also resulted in my being able to promote our former undergraduates to their graduate programs, and theirs to ours, and has resulted in my being asked to serve as an external tenure reviewer at least twice per year since the summer of 2003.

2009***Planned and coordinated the facilitation of Professor Jack Sprague's career celebration event AND the Communication Design Senior -level undergraduate exhibition***

On May 16, 2009, the Communication Design faculty planned and facilitated an event at the Granada Theatre in Dallas that combined a celebration of the 30+-year career of Jack Sprague as a Communication Design educator with our annual exhibition of the work of our graduating seniors. This event involved bringing over 100 communication design alumni to the Granada to participate in an event that was designed to connect the program's strong history with its future. The event was also a fund-raiser—a silent auction was held during which several of Jack's original photographs were sold as a means to generate capital for the Communication Design Scholarship Fund.

1999–2009***Communication Design Senior Banquet and Exhibition***

At the culmination of each spring semester during this span of time, the Communication Design faculty undertook the planning and hosting of a banquet and exhibition on behalf of our senior-level undergraduates who had satisfactorily completed the rigorous coursework necessary to earn their BFAs in this demanding major. Sometimes this event was facilitated on the UNT Denton campus—often in the old student union building—and other times it was facilitated in public and private venues in Dallas.

These events provided these soon-to-be graduates from our program and their families and friends with a unique opportunity to celebrate the once-in-a-lifetime experience of graduating from UNT SOVA/COVAD/CVAD with a degree from our program. It also provided many parents, friends and family members of our students with a chance to gain a much better understanding about what communication design was and what beginning a career path in our discipline would entail.

2007–2008***Chair of a search committee charged with hiring an Assistant Professor into the D-o-D's Communication Design program***

The result of our efforts was the hiring of Assistant Professor Michèle Wong Kung Fong into a tenure track position.

2001–2007***Co-faculty sponsor of the Communication Design student organization "Vent"***

The primary mission of this organization was to provide communication design majors enrolled at UNT SoVA/COVAD with an open, dialogically based forum within which they could critically discuss how the changes occurring in our discipline affected both the commencement and evolution of their careers. During its existence, *Vent* provided a viable logistical and psychological support mechanism for communication design majors here during their critically rigorous journey through our program at both the undergraduate and graduate levels.

16

9. The descriptor “promotion candidate” in this section refers to someone who I assessed as they attempted to attain the rank of Full Professor in Graphic, Visual Communication, or User Experience Design.

10. The descriptor “tenure and promotion candidate” in this section refers to someone who I assessed as they attempted to attain tenure *and* the rank of Associate Professor in Graphic, Visual Communication, or User Experience Design.

External Evaluation and Assessment of Academic Peers

2026

External reviewer for a promotion candidate⁹ in Graphic Design at The University of Wyoming

I evaluated the dossier for promotion to Full Professor of Associate Professor Brandon Gellis on behalf of their Department of Visual Arts.

External reviewer for a promotion candidate in Visual Communication and User Experience Design at North Carolina State University

I evaluated the dossier for promotion to Full Professor of Associate Professor Matthew Peterson on behalf of their College of Design.

2025

External reviewer for a promotion candidate in Visual Communication Design at Indiana University at Indianapolis’ Herron School of Art and Design

I evaluated the dossier for promotion to Full Professor of Associate Professor Aaron Ganci on behalf of their Department of Visual Communication Design.

2024

External reviewer for a promotion candidate in Virginia Commonwealth University at Qatar’s Department of Arts (“VCUarts”)

I evaluated the dossier for promotion to Full Professor of Associate Professor Basma Hamdy on behalf of their Department of Design.

External reviewer for a promotion candidate in Communication Design at The University of Michigan’s Stamps School of Art & Design

I evaluated the dossier for promotion to Full Professor of Associate Professor Hannah Smotrich on behalf of their Department of Design.

2023

External reviewer for a tenure and promotion¹⁰ candidate in Graphic Design at The University of Arkansas

I evaluated the dossier for tenure and promotion of Assistant Professor Alison Place on behalf of their School of Art, Studio + Design Center.

2022

External reviewer for a promotion candidate in Visual Communication Design at Carnegie Mellon University

I evaluated the dossier for tenure and promotion of Associate Professor Stacie Rohrbach on behalf of their School of Design.

2021

External reviewer for a promotion candidate in Visual Communication and User Experience Design at North Carolina State University

I evaluated the dossier for tenure and promotion of Associate Professor Helen Armstrong on behalf of their College of Design.

2020

External reviewer for a tenure and promotion candidate in Visual Communication Design at Rutgers University

I evaluated the dossier for tenure and promotion of Assistant Professor Frances Bartkowski on behalf of their Department of Arts, Culture, and Media.

2019

External reviewer for a promotion candidate in Visual Communication Design at Northeastern University

I evaluated the dossier for promotion of Associate Professor Kristian Kloeckl on behalf of their College of Arts, Media, and Design and their College of Architecture.

2017

External reviewer for a tenure and promotion candidate in Graphic Design at The University of Arkansas

I evaluated the dossier for tenure and promotion of Assistant Professor Marty Lane on behalf of their College of Arts, Media, and Design and their College of Architecture.

External reviewer for a tenure and promotion candidate in Visual Communication Design at Virginia Commonwealth University

I evaluated the dossier for tenure and promotion of Assistant Professor Matt Woolman on behalf of their Department of Graphic Design.

External reviewer for a tenure and promotion candidate in Communication Design at Bowling Green State University

I evaluated the dossier for tenure and promotion of Assistant Professor Jenn Stucker on behalf of their College of Arts, Media, and Design and their College of Architecture.

2016

External reviewer for a promotion candidate in Visual Communication Design at The University of Georgia

I evaluated the dossier for promotion of Associate Professor Julie Spivey on behalf of their College of their College of Environment and Design.

2014

External reviewer for a tenure and promotion candidate in Graphic Design at The University of Texas at Arlington

I evaluated the tenure dossier for Assistant Professor Seiji Ikeda on behalf of their College of Liberal Arts and their Department of Art and Art History.

2013

External Reviewer for a tenure and promotion candidate in Graphic and Interactive Design at The University of Maryland Baltimore County

I evaluated the tenure dossier for Assistant Professor Kathryn (Kelley) Bell on behalf of their Department of Visual Arts.

External Reviewer for a tenure and promotion candidate in Graphic Design at The University of Hartford

I evaluated the tenure dossier for Assistant Professor Natacha Poggio on behalf of their Art School.



2012

External Reviewer for a tenure and promotion candidate in Visual Communication Design at East Carolina University

I evaluated the tenure dossier for Assistant Professor Kate La Mere on behalf of their School of Art and Design.

2011

External Reviewer for a tenure and promotion candidate in Communication Design at The University of Kansas

I evaluated the tenure dossier for Assistant Professor Jeremy Shellhorn on behalf of their College of Architecture and Design's Department of Design.

External Reviewer for a tenure and promotion candidate in Communication Design at the Herron School of Art + Design at Indiana University Purdue University-Indianapolis

I evaluated the tenure dossier for Assistant Professor Lee Vander Kooi on behalf of their Visual Communications program.

2010

External Reviewer for a tenure and promotion candidate in Communication Design at Iowa State University

I evaluated the tenure dossier for Assistant Professor Paul Bruski on behalf of their Department of Communication Design.

External Reviewer for a tenure and promotion candidate in Communication Design at New Mexico State University

I analyzed and evaluated the tenure dossier for Assistant Professor Peter Fine on behalf of their College of Arts and Sciences Department of Art.

2009

External Reviewer for a tenure and promotion candidate in Communication Design at The University of South Alabama

I analyzed and evaluated the tenure dossier for Assistant Professor Matthew Johnson on behalf of their Department of Visual Arts.

2008

External Reviewer for a tenure and promotion candidate in Communication Design at The University of Illinois at Chicago

I analyzed and evaluated the tenure and dossier for Associate Professor Dori Tunstall on behalf of their School of Art and Design.

External Reviewer for a tenure and promotion candidate in Communication Design at The University of Wisconsin at Milwaukee

I analyzed and evaluated the tenure and promotion dossier for Assistant Professor Kim Beckman-Moegenburg on behalf of their Peck School of the Arts of UWM.

2006

External Reviewer for a tenure and promotion candidate in Visual Communications at The University of Missouri at Kansas City

I analyzed and evaluated the tenure and promotion dossier for Assistant Professor Paul Tosh on behalf of their Department of Art.





2005

*External Reviewer for a tenure and promotion candidate in Visual Communications
at Northern Illinois University*

I analyzed and evaluated the tenure and promotion dossier for Assistant Professor Andrew Byrom on behalf of their School of Art.

*External Reviewer for a tenure and promotion candidate in Visual Communications
at Iowa State University*

I analyzed and evaluated the tenure and promotion dossier for Assistant Professor Debra Satterfield on behalf of their School of Art and Design.