

## Truncated curriculum vitae

The information articulated in this portion of this document is current as of 12:00 pm, CST, Friday, September 18, 2015.

### **d**EGREES 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

#### **July 2013–Present**

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

#### **August 1994–August 1998**

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

#### **July 2008–Present**

Graduate Programs Coordinator  
Design Research Programs  
The University of North Texas (UNT)  
College of Visual Arts and Design (CVAD)  
Department of Design  
Denton, Texas U.S.A.

#### **January 1994–May 1994**

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

#### **June 2002–Present**

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

#### **January 1992–May 1994<sup>4</sup>**

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

4. I taught different sections of four distinct courses in the undergraduate Communication Design program at Wayne State University during my six semesters of service—including summers—as a Lecturer there. I did this as I worked toward completing my MFA in Graphic Design at The University of Michigan' School of Art and Design, including the time I spent on my thesis.

#### **August 1998–June 2002**

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

# 1

## SYNOPTIC DESCRIPTION OF TEACHING EXPERIENCE

### ***At the undergraduate level***

With the exception of two senior-level Advertising courses, I have taught at least one session of every single course in UNT CVAD's undergraduate Communication Design curriculum between the beginning of my tenure-track appointment in the fall semester of 1998 through the spring semester of 2015. This includes learning experiences facilitated on behalf of first-year students through to fourth- and sometimes fifth-year seniors. I have worked closely with my faculty colleagues in Communication Design during my 17-years at UNT CVAD to plan, operate, manage and, as is so often necessary in our discipline, frequently adjust and amend our curriculum to ensure that what we teach effectively prepares our students to enter and then sustain careers in our incredibly competitive and ever-changing profession.

I began teaching what are now commonly referred to as "interaction design" (IXD) and "user experience design" (UXD) courses during the 1995-96 academic year while teaching at MIAD in Wisconsin. I have planned and taught—and re-planned and re-taught—these types of courses repeatedly as the ways in which humans interact with computers have dramatically evolved since then. This process has continued to evolve throughout my time at UNT, and now my colleagues and I are poised to move beyond merely integrating interactive design experiences with those more geared toward designing for print to planning a degree program specifically for undergraduate students interested in pursuing careers in IXD.

Much of what is being planned in this new IXD curriculum is informed by what I have learned over the past 15 years teaching in our graduate programs in Design Research, and, since 2008, serving as our Graduate Programs Coordinator. Most particularly, this involves immersing IXD students in learning situations that require them to engage in the kinds of non-assumptive, inquiry-based design processes that have formed the basis of our graduate programs here for the bulk of the past decade. This approach reflects what my colleagues and I have learned from frequent interactions with design professionals in our region, as well as what we have gleaned from actively and critically observing the work of design researchers and scholars around the world. It also reflects what I believe one to the primary responsibilities of a design educator, which is to ensure that the learning experiences he/she facilitates on behalf of his/her students keep them "current and competitive."

### ***At the graduate level***

I began teaching graduate-level courses in the Communication Design area at UNT in the fall of 2000. At that time, our graduate curriculum was structured to prepare MFA candidates to effectively sustain careers as university-level design educators who would earn tenure by pursuing evidence-based research agendas or by planning and operating design management projects. After being named Graduate Programs Coordinator in 2008, this program had shifted by 2009 to center its focus more toward preparing M.F.A. candidates to pursue careers as design researchers or design project managers who could work in academic settings or in the private sector (or, in some cases, in *both* arenas). This broadened the scope of our program to encompass the ever-changing needs of our students. As a result of this change in leadership and focus, we began accepting M.A. candidates from disciplines outside design into our new Innovation Studies and eventually our Design Research graduate programs in 2010. This enabled us to further develop the reach of design research, our programs, and our ability to work across disciplines to introduce and operate the skills and modes of thinking inherent to design.



5. More information about the Design Research Center is available online at:

[designresearchcenter.unt.edu/about-drc](http://designresearchcenter.unt.edu/about-drc)  
and  
[designresearchcenter.unt.edu/media](http://designresearchcenter.unt.edu/media)

The latter of these includes video shorts of me further explaining various aspects of the Design Research Center and our graduate programs.

6. The complete course listings for both the M.F.A. and M.A. Design Research programs that we began designing in 2009, implemented in 2010, and have continued to develop since are articulated beginning on page 14 of this document.

7. Since the summer of 2008, the bulk—over 80%—of my efforts to secure funding through grants and in-kind support has involved projects undertaken by Design Research faculty and M.A. and M.F.A. candidates in Design Research. As UNT has severely cut funding for most of its graduate programs since 2011, securing support for our graduate students and our programs from external sources has become extremely important.

With the combined support from UNT's Office of the Chancellor and from the administration of CVAD, two of my colleagues and I began teaching the graduate-level, Design Research curriculum in The Design Research Center (DRC) in January of 2011<sup>5</sup>. This space was specifically designed for this purpose, as well as to support the (mostly) applied, evidence-based research projects undertaken by UNT Design Research graduate students and faculty. Located in a renovated, downtown Dallas police station, it is well situated to support a wide variety of activities that involve sustained interactions between teams of faculty members like myself, small groups of my/our graduate students and our project partners. A select group of these collaborative projects, which I either directed or co-directed, are described in the "Design Research" section of this dossier.

From the time the graduate programs in Design Research and the Design Research Center were launched, I began working closely with Keith Owens, my professorial colleague in Communication Design, and the Director of the Design Research Center (from January 2010–January 2013). We have found the combination of our experiential knowledge of design processes, evidence-based research methods and inter-disciplinary collaboration has worked to the benefit of the graduate students enrolled in these programs and to our project partners. Specifically, the fact that our students are able to study the theoretical approaches that frame design research with Keith while they simultaneously study the methodological processes that guide its operation with me has proved effective these past six years. Working together, we designed and implemented the majority of the coursework that now constitutes the Design Research curricula here.<sup>6</sup>

In my seven years as the Graduate Programs Coordinator of the M.A. and M.F.A. programs in Design Research here, I have consistently had to anticipate and meet a diverse array of programmatic and administrative responsibilities to ensure that the varied scholarly, logistical and even emotional needs of our graduate students are effectively satisfied. Although the bulk of my teaching responsibilities—roughly two thirds—during this span of time have involved me facilitating courses in our graduate curricula, I continued to teach courses in our undergraduate Communication Design curriculum. I believe that staying active as an undergraduate design educator while also teaching design at the graduate level helps me strengthen the critical interactions I have with both groups. The courses I teach to our undergraduates involve introducing them to interaction and user experience design, as is described above, and our offering of the course "A History of Communication Design," which I developed and started teaching in the fall of 2005. (I teach this course to graduate and undergraduate students in the same section, and have created and evolved all of the course materials I use to facilitate teaching this course. Over the past decade that I have taught this course, 10% of its enrollment has come to include students from outside design. When I began teaching this course, no one handed me a binder full of components and then said "make the best use of all of this.")

What follows is a brief listing of the amalgam of ongoing responsibilities I have assumed outside the classroom since taking up the position of Graduate Programs Coordinator of the M.A. and M.F.A. programs in Design Research here in June of 2008.

**Facilitating programmatic support: grant-writing, sponsored project acquisition?**

 identifying, writing or co-writing to secure, and sometimes servicing federal, state-of-Texas and philanthropic foundation grants—I most often do this collaboratively with faculty at UNT outside of Design and outside of my College;





- ✿ identifying, writing or co-writing to secure, and sometimes servicing private sector funding for specific evidence-based, design-led applied research projects—I also often do this with faculty outside of Design and outside of my College, and, on occasion, with personnel in organizations outside of UNT;
- ✿ actively seeking and securing funding from within the Department of Design, CVAD, and within the broad scholarly framework of UNT and its Toulouse School of Graduate Studies to support tuition and other expenses incurred by individual graduate students;
- ✿ as part of the previously mentioned endeavor, working to place graduate students who myself and other Department of Design faculty members have deemed “fit to teach” in Teaching Assistantships and Teaching Fellowships within CVAD and the Department so as to prepare them for eventual entry into the academic job market as Assistant Professor-level design educators;
- ✿ forging and then maintaining inter-, and, more rarely, trans-disciplinary relationships with UNT faculty outside of the Department of Design and, as necessary, with community groups and private sector organizations outside of UNT as a means to grow the bases of knowledge that inform our respective disciplines and approaches to identifying, framing and resolving problems;
- ✿ in conjunction with personnel from UNT’s Office of Grants and Contract Services, working with foundation-based and private sector project partners to co-draft Memorandums-of-Understanding (“MOUs”) and Statements-of-Work (“SOWs”) to ensure that the applied design research projects my colleagues and I work on with our students and these partners meet or exceed all necessary state-of-Texas-mandated legal parameters for sponsored project work undertaken in a public university setting;

**Facilitating the day-to-day operation of our graduate programs in Design Research**

- ✿ meeting the daily, weekly, and semester-to-semester academic advising needs of our M.A. and M.F.A. candidates;
- ✿ actively recruiting new, well-qualified M.A. and M.F.A. candidates, which requires a significant amount of correspondence via e-mail, online-facilitated video chats, phone calls and face-to-face meetings with potential candidates, and, occasionally, with various national, state-of-Texas-based, and philanthropic student funding agencies;
- ✿ strategically planning, designing and writing print-based and online-facilitated content to support the enrollment of new, well-qualified M.A. and M.F.A. candidates into our Design Research graduate programs;
- ✿ in conjunction with personnel from UNT’s Institutional Review Board (IRB), working to ensure that all design research-related projects—both faculty led and M.F.A. and M.A. candidate’s individual thesis research projects—are sanctioned by the UNT IRB, and, as necessary, by the IRB’s of our project partners, who have included two Dallas/Fort Worth/Denton area hospitals, five area school district administrations, a mental health facility and the Denton, Texas County Health Department<sup>8</sup>;
- ✿ pursuing opportunities to publish, present and, on occasion, exhibit the work of faculty + grad student design teams in well-respected scholarly venues (descriptions and depictions of some of this work begin in the “Design Research” section of this dossier;

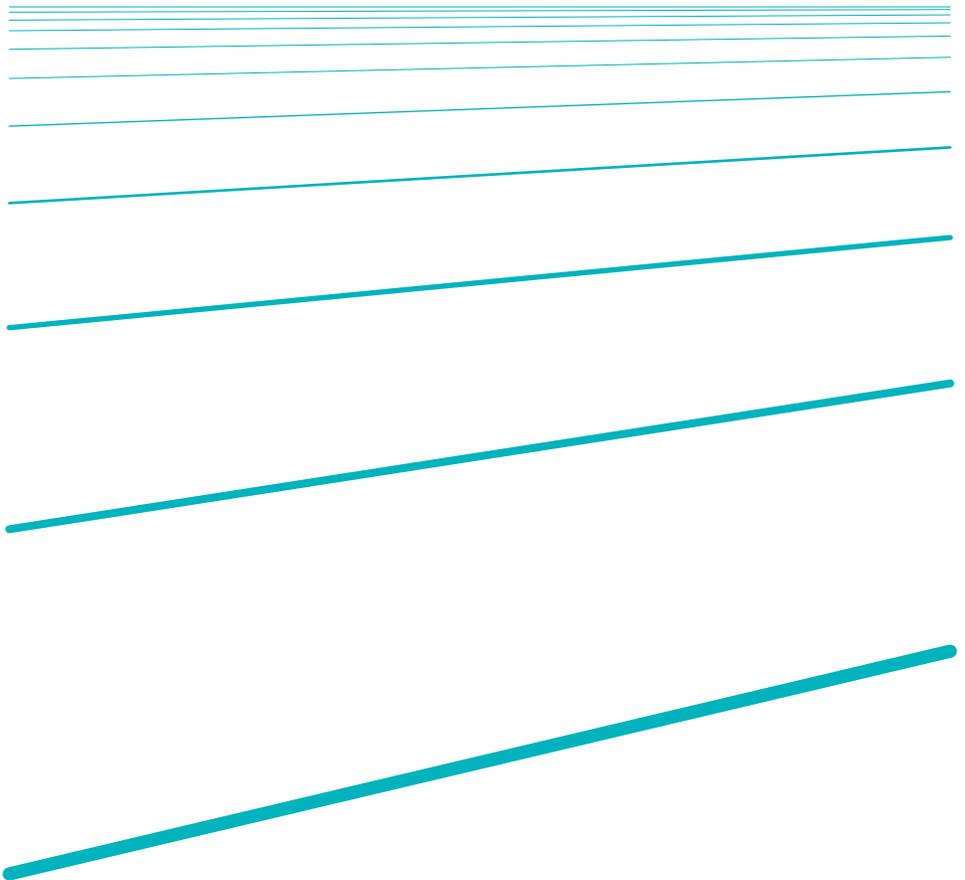
8. Securing IRB approval is mandatory for all research projects that involve interactions between UNT faculty, students and human subjects with the intent of using the results derived from these to form or frame data sets that can be 1. analyzed for research purposes and that 2. have the potential to be described in scholarly publications or presented at academic conferences. UNT’s IRB approval proposal process usually requires about 1,200 words worth of descriptive and documentary writing across a 15-page form. This endeavor requires an average of eight weeks to complete and two significant revisions before approval is granted. Since June of 2008, I have authored or co-authored eight of these, and have overseen the development of 16 on behalf of our graduate students.





- ✦ ensuring that the computer laboratories and classroom facilities that my colleagues and I use in conjunction with our graduate students are well-maintained, and that our technologies are kept up-to-date;
- ✦ facilitating all end-of-semester reviews of the work produced by all M.A. and M.F.A. candidates enrolled in the Design Research programs, which includes documenting the relative progress of individual students and reporting this data to them in a timely manner;
- ✦ as they near the completion of their degree plans, helping individual M.A. and M.F.A. candidates identify and effectively pursue design management positions, academic positions as Assistant-Professor level design educators, or positions as design researchers;
- ✦ overseeing the problem identification, framing, reviews-of-literature, research design, analysis, interpretation and reporting/documentation of the thesis projects undertaken by all M.A. and M.F.A. candidates enrolled in UNT's graduate programs in Design Research;
- ✦ writing or verbally providing—via phone or Skype—recommendations on behalf of graduate students who have completed their degree plans and are in the process of applying for tenure-track, teaching or private sector design positions;
- ✦ consistently engaging in both scholarly and “trade-based/professional practice” reading about and around Visual Communication Design and Interaction Design, as well as the ever-evolving pedagogical approaches that guide how these are being taught at the graduate and undergraduate levels<sup>9</sup>;
- ✦ consistently engaging in scholarly reading in and around Design Research, Design History and Design Criticism<sup>9</sup>.

9. I find that staying well-versed in the scholarly literature of my discipline—and choosing to belong to the camp of design educators who do this—helps me during the frequent occasions when I must meaningfully interact with scholars from outside design who are well-versed in theirs.



# 2

## OVERVIEW OF PROFESSIONAL DESIGN CONSULTING

### February 1987–present

Gibson Clarke Design Ltd. | Denton, Texas, USA, 76205

As the principal and owner of Gibson Clarke Design Ltd., I have provided a variety of strategic design consulting services for a wide range of mostly small- and mid-sized business clients, and a small number of non-profit organizations. I have made a conscious effort to utilize my professional endeavors as a means to forge and maintain collaborative working relationships with people who possess an extremely diverse array of skill sets, experiential knowledge and academic and professional expertise. I identify project opportunities, manage them, design processes and methods to ensure their effective and efficient production, and I also actually design, produce and distribute visual communications materials in printed and web-based, interactive systems.

Over the course of my career, my clients have included but have not been limited to *The University of North Texas*, *The University of North Texas Professional Development Institute (UNT-PDI)*, *The University of North Texas Center for Achievement and Lifelong Learning (UNT-CALL)*, *Dealentra, Inc. of Plano, Texas*, *SysproTech IT Services of Plano, Texas*, *The William F. Eisner Advertising & Design Museum in Milwaukee, Wisconsin*, *The Milwaukee Public Museum*, *The Milwaukee Children's Museum*, *The Harley-Davidson Motorcycle Company*, *The Milwaukee Institute of Art and Design*, *The Houghton-Mifflin Company*, *MacDougall Littell Publishing*, *The Mead Corporation* and numerous independent audio recording artists, producers and managers.

### October 1990 to August 1991

The Quarasan Group, Inc. | Northbrook, Illinois, USA, 60062

Publication Design Project Manager.

### June 1989 to October 1990

Ligature, Inc. | Chicago, Illinois, USA 60610

Project Coordinator on the research, marketing strategy, conception, design, and execution of various educational publishing materials for major American publishers

### April 1988 to June 1989

Pentagraph, Inc. | Chicago, Illinois, USA, 60610

Concepted, designed and managed production of corporate design systems and brand initiatives.

### July 1985 to March 1988

Marvin Glass and Associates | Chicago, Illinois, USA 60610

Responsible for the concepting, design, fabrication, and presentation of various toy and game ideas to several U.S. and international toy manufacturers.

# 3

## OTHER TEACHING RESPONSIBILITIES

2008–present

### Design, implementation and evolution of Masters' Level Design Research Curriculum

*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 and Information Technology and Decision Sciences, I co-designed the graduate-level Design Research curriculum on behalf of M.A. and M.F.A. candidates. 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 students who have since 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—and knowledge necessary to help bridge gaps between research and practice. Those who have gone on to Ph.D. programs are 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.*

What appears below is a cursory articulation of the 60-credit-hour M.F.A. curriculum in Design Research<sup>10</sup> within UNT's Department of Design:

10. M.F.A. candidates must have accrued at least three and preferably five+ years of experience as professional design practitioners in the realms of industrial design, interaction design, service design, fashion design, visual communication design or interior design to be admitted into this degree program.

#### **Year 01, semester 01 (for most M.F.A. candidates, the fall semester):**

ADES 5520 (Design Research Methods), 3 credit hours;

ADES 5530 (Design Research Theory), 3 credit hours;

one, 3-credit-hour course selection from the student's minor area of study at UNT (including but not limited to Anthropology, Journalism, Sociology, Art Education, Marketing, Public Administration, Information Technology, Information Science, Learning Technologies, Business Management...);

one, 3-credit-hour course selection from the UNT CVAD Art History array of courses

#### **Year 01, semester 02 (for most M.F.A. candidates, the spring semester):**

ADES 5515 (Critical Thinking/Critical Methods), 3 credit hours;

ADES 5526 (Collaborative Design Studio), 3 credit hours;

one, 3-credit-hour course selection from the student's minor area of study at UNT, and/or

one, 3-credit-hour course selection from the UNT CVAD Art History array of courses, and/or one, 3-credit-hour course selection from the "Design Pedagogy" sequence<sup>11</sup>

11. My colleagues and I designed the Design Pedagogy sequence of courses in 2001 as part of what had been an M.F.A. program in Communication Design here through May of 2010.

These courses, titled "Exploring pedagogic approaches in Design," (or "Design pedagogy" for short), "University citizenship," and "Guided teaching internship" remain an integral part of the Design Research curriculum. All of these learning experiences are designed to teach potential design educators to teach and achieve career success at university, but we discovered that what students learned in them also stood them in extremely good stead in design management career tracks as well.

#### **Year 01, summer Semester:**

ADES 5521 (Applied Design Research 1), 3 credit hours;

(optional) one, 3-credit-hour course selection from the student's minor area of study at UNT and/or one, 3-credit-hour course selection from the UNT CVAD Art History array of courses

#### **Year 02, semester 01:**

ADES 5523 (Applied Design Research 2), 3 credit hours;

ADES 5546 (Practicum in Design Research 1), 3 credit hours;

one, 3-credit-hour course selection from the student's minor area of study at UNT;

one, 3-credit-hour course selection from the UNT CVAD Art History array of courses, and/or one, 3-credit-hour course selection from the "Design Pedagogy" sequence



**Year 02, semester 02:**

ADES 5525 (Design Research 3), 3 credit hours  
ADES 5548 (Practicum in Design Research 2), 3 credit hours  
one, 3-credit-hour course selection from the student's minor area of study at UNT,  
and/or one, 3-credit-hour course selection from the UNT CVAD Art History array  
of courses, and/or one, 3-credit-hour course selection from the "Design  
Pedagogy" sequence

What appears below is a cursory articulation of the 36-credit-hour M.A. curriculum  
in Design Research<sup>12</sup> within UNT's Department of Design:

*12. M.A. candidates come into this program from a wide variety of disciplines outside Design—Anthropology, Journalism, Political Science, Urban Planning, Marketing and Business Management among them—and must have accrued at least three years of professional experience beyond the receipt of their Bachelor's degree to gain admittance. They are purposefully enrolled in many of the same courses as the M.F.A. candidates along with them.*

**Year 01, semester 01 (for most MA candidates, the fall semester):**

ADES 5520 (Design Research Methods), 3 credit hours;  
ADES 5530 (Design Research Theory), 3 credit hours;  
one, 3-credit-hour course selection from the student's minor area of study at UNT  
(including but not limited to Anthropology, Journalism, Sociology, Art Education,  
Marketing, Public Administration, Information Technology, Information Science,  
Learning Technologies, Business Management...)

**Year 01, semester 02 (for most MA candidates, the spring semester):**

ADES 5515 (Critical Thinking/Critical Methods), 3 credit hours;  
ADES 5526 (Collaborative Design Studio), 3 credit hours;  
one, 3-credit-hour course selection from the student's minor area of study at UNT

**Year 01, Summer Semester:**

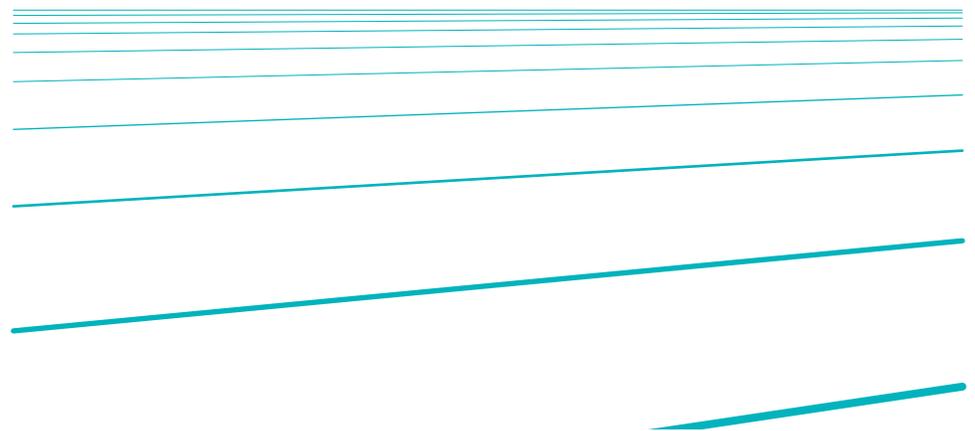
ADES 5521 (Applied Design Research 1), 3 credit hours;  
(optional) one, 3-credit-hour course selection from the student's minor area  
of study at UNT

**Year 02, semester 01:**

ADES 5523 (Applied Design Research 2), 3 credit hours;  
ADES 5546 (Practicum in Design Research 1), 3 credit hours;  
one, 3-credit-hour course selection from the student's minor area of study at UNT

**Year 02, semester 02:**

ADES 5525 (Design Research 3), 3 credit hours;  
ADES 5548 (Practicum in Design Research 2), 3 credit hours;  
(optional) one, 3-credit-hour course selection from the student's minor area  
of study at UNT



# 4

## INSTRUCTIONAL ASSIGNMENTS PER ACADEMIC YEAR

### 2015 summer semester

#### ADES 5521 | Applied Design Research I (Grad Level)

I co-designed the graduate-level Design Research curriculum of which this course is an integral part, with my professorial colleague Keith Owens, and with some input from other Communication Design faculty.

### 2015 spring graduate courses

#### ADES 3540 | Interaction Design ("IXD") II (Undergrad Level)

#### AEAH 4842 and 5842 | A History of Visual Communication Design (Mixed Levels)

#### ADES 5515 | Exploring Critical Methods by Writing About Design (Grad Level)

#### ADES 5548 | Practicum/Thesis in Design Research II (Grad Level)

M.F.A. candidates who successfully defended and completed their practicum/thesis projects in spring/summer 2015:

Mrs. Jessica Burnham | Practicum/Thesis title: "Examining the affects of collective communication strategies on the strategic formulation and operation of small business cooperatives."

Mrs. Barbara Trippeer | Practicum/Thesis title: "Help Couture: (patient-driven needs assessment): Exploring Patient-Centered Development Opportunities for New Enabler Technologies to Assist Children Diagnosed with Type 1 Diabetes Mellitus."

### 2014 fall

#### ADES 1500 | Introduction to Communication Design (Undergrad Level)

#### ADES 5546 | Practicum/Thesis in Design Research I (Grad Level)

#### ADES 5520 | Design Research Methods (Grad Level)

#### ADES 5900 | Special Problems/Topics<sup>13</sup> (Grad Level)

#### Minor Professor: Master's thesis preparation and final resolution (outside Design)

I fulfilled this role on behalf of Angela Ramer, an M.Phil. candidate in Business Anthropology beginning in the fall semester of 2013. (Ms. Ramer's major professor was Dr. Christina Wasson). The title of Ms. Ramer's thesis was "HKS Workplace Design Research: Applying Design Anthropology to Assess an Architecture Firm's Own Headquarters Design."

### 2014 summer semester

#### ADES 5521 | Applied Design Research I (Grad Level)

Although the course number of Applied Design Research I has changed three times since the fall of 2010, the course content has not. The project partners/collaborators that have worked with my faculty colleagues and I and with the different students enrolled in this summer session course over the years have been varied. They have included people working for a broad array of private sector and not-for-profit organizations, which have included but not been limited to:

13. Over the course of the last decade or so, I have facilitated somewhere between 35 and 50 of these unique/one-of-a-kind, semester-long experiences. I have undertaken these on behalf of both individual graduate students and small teams of them (usually three or four) from our M.A. and M.F.A. programs, and, on occasion, from other graduate level programs outside Design at UNT.



- ✿ KERA Public Television and Radio, Dallas, Texas
- ✿ Downtown Dallas, Inc., Dallas, Texas
- ✿ Big Thought, Inc., Dallas, Texas
- ✿ Cook Children’s Hospital, Fort Worth, Texas
- ✿ The Denton, Texas Independent School District
- ✿ The Dallas, Texas Independent School District
- ✿ The Fort Worth, Texas Independent School District
- ✿ The Denton County, Texas Health Department
- ✿ The Denton County, Texas Health Department
- ✿ The Denton County, Texas Mental Health and Mental Retardation Department
- ✿ Cook Children’s Health Outreach Services, Denton, Texas
- ✿ W.A.T.C.H. (Wellness Alliance for Total Children’s Health), Denton, Texas
- ✿ Robokind (Robotics Solutions for Learning), Dallas, Texas

**2014 spring**

14. Along with my colleagues Keith Owens and Clinton Carlson, and with the active support of the UNT Vice-President for Research and UNT CVAD’s administration, I am currently working to use the knowledge we have been creating in our current interaction design courses to inform the development of a new MA degree program devoted to the study of interaction design. We plan to create a flexible, inter-disciplinary array of learning experiences that will afford design students opportunities to work collaboratively with students from Computer Science and UNT’s College of Business as we work toward developing this curriculum.

**ADES 3540 | Interaction Design (“IXD”) II<sup>14</sup>**

**ADES 5548 | Practicum/Thesis in Design Research II (Grad Level)**

**ADES 5515 | Exploring Critical Methods by Writing About Design (Grad Level)**

**M.F.A. candidates who successfully defended and completed their practicum/thesis projects in spring/summer 2014:**

Mr. John Hicks | Practicum/Thesis title: *“Examining the perception of professional deficiencies in Texas-based, entry-level Communication Designers among a survey group of over 100 professional creative and design directors in the State of Texas”*

Mr. Jeffrey Joiner | Practicum/Thesis title: *“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.”*

**Minor Professor: Master’s thesis preparation and final resolution (outside Design)**

I fulfilled this role on behalf of Jo Aiken, an M.Phil. candidate in Business Anthropology beginning in the fall semester of 2012. (Ms. Aiken’s major professor was Dr. Christina Wasson). Ms. Aiken’s thesis title was *“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.”*

**2013 fall**

**ADES 3510 | Interaction Design (“IXD”) I (Undergrad Level)**

**ADES 5520 | Design Research Methods (Grad Level)**

**ADES 5546 | Practicum/Thesis in Design Research I (Grad Level)**

**ADES 5900 | Special Problems/Topics (Grad Level)**

I co-supervised tailored learning experiences for M.F.A. in Design Research candidates Lisa Mercer, Jessica Burnham, and a leveling course in Typography taken by M.F.A. in Design Research candidate Terresa Harris.



15. These course numbers were changed in July of 2013 by UNT's Toulouse Graduate School.

### 2013 summer semester

ADES 5545/5521 | Applied Design Research I<sup>15</sup> (Grad Level)

ADES 5900.730 | Special Problems/Topics (Grad Level)

I supervised work toward the culmination of two applied Design Research thesis/practicum projects—these spanned summer sessions 1 and Summer 2—undertaken by M.F.A. candidates Jeff Joiner and Xu Hao Yang.

### 2013 spring

ADES 5548 | Practicum/Thesis in Design Research II (Grad Level)

ADES 5522/5515 | Exploring Critical Methods by Writing About Design (Grad Level)

AEAH 4842 and 5842 | A History of Visual Communication Design (Mixed Levels)

M.F.A. candidates who successfully defended and completed their practicum/thesis projects in spring/summer 2013:

Mr. Xu Hao Yang | Practicum/Thesis title: “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”en major.

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Mr. Dennis Cheatham | Practicum/Thesis title: “Developing interactive design interventions to overcome barriers to psychiatric care among 30- to 50-year-old American men.”

—  
Mr. Timothy Woodring | Practicum/Thesis title: “Digital collaboration through freeform visualization: exploring methods and tools for facilitating effective small team meetings that result in innovative outcomes.”

M.A. candidates who successfully defended and completed their practicum/thesis projects in spring/summer 2013:

Ms. Rebeca Carranza | Practicum/Thesis title: “Activating static, urban-based architectural exteriors to facilitate positive reactions among select cross-sections of city dwellers and visitors.”

—  
Mrs. Michelle Keefer | Practicum/Thesis title: “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.”

### 2012 fall

ADES 5520 | Design Research Methods (Grad Level)

ADES 5546 | Practicum/Thesis in Design Research I (Grad Level)

ADES 5900 | Special Problems/Topics (Grad Level)

I supervised the guided teaching internships of Department of Design M.F.A. candidates Mohammad Dastmalchi (Interior Design) and Xu Hao Yang (Design Research) as they observed and critically journaled about their experiences as etic observers of two



sections of courses taught in the undergraduate Interior and Communication Design programs.

**2012 summer**

ADES 5545 (this course was later re-numbered as 5521) | Applied Design Research I (Grad Level)

**2012 spring**

ADES 5548 | Practicum/Thesis in Design Research II (Grad Level)

ADES 5515 (taught as course number ADES 5522) | Exploring Critical Methods by Writing About Design Grad Level)

AEAH 4842 and 5842 | A History of Visual Communication Design (Mixed Levels)

M.F.A. candidates who successfully defended and completed their practicum/thesis projects in spring/summer 2012:

Mrs. Nicole Hauch | Practicum/Thesis title: *“Examining practical approaches for fostering imaginative learning in design classrooms by challenging students to engage in metaphorical writing exercises.”*

—  
Mr. Chris Ryan | Practicum/Thesis title: *“Developing Immersive and Adaptive Learning Experiences through Web-Enabled Platforms for High School Geometry Students.”*

M.A. candidates who successfully defended and completed their practicum/thesis projects in spring/summer 2013:

Ms. Sierra Mendez | Practicum/Thesis title: *“Leveraging online information delivery strategies to empower self-learning processes among adult caregivers in underserved populations.”*

—  
Mr. Samuel Williamson | Practicum/Thesis title: *“Hands on education: How design thinking can positively catalyze the development of middle school learning environments that are conducive to concept retention among students.”*

**2011 fall**

ADES 5520 | Design Research Methods (Grad Level)

ADES 5546 | Practicum/Thesis in Design Research I (Grad Level)

ADES 5900 | Special Problems/Topics (Grad Level)

I supervised the guided teaching internship of M.A. candidate Sam Williamson as he observed and critically journaled about his experiences as an etic observer of a section of Communication Design Professor Alex Egner’s 3000-level Art Direction I course).

**2011 summer**

ADES 5545 (this course was later re-numbered as 5521) | Applied Design Research I (Grad Level)

**2011 spring**

ADES 5530 | Design Research Theory (Grad Level)



ADES 5522 | Brand and Brand Experience (Grad Level)

ADES 4450 | Professional Internship: Communication Design (Undergrad Level)

M.F.A. candidates who successfully defended and completed their practicum/thesis projects in spring/summer 2011:

Mr. Micheal Eudy | Practicum/Thesis title: “A Critical Examination of Strategies for Improving the Utilization of Digital Technologies to Facilitate the Teaching of Design Processes in High School and Middle School Art Classrooms.”

**2010 fall**

ADES 5520 | Design Research Methods (Graduate Level)

AEAH 4842 and 5842 | A History of Communication Design (Mixed Levels)

ADES 5900 | Special Problems/Topics (Grad Level)

I supervised the culmination of the inter-disciplinary research projects of three M.F.A. candidates in Design Research that had been initiated during the summer session. Each of these projects examined the efficacies of operating one or more types of cancer prevention strategies among relatively small (n groups < 50) communities in specific urban zip codes in Dallas or Fort Worth, Texas. Three of the research project description posters that these students produced at the culmination of this project were accepted for presentation at the inaugural Cancer Prevention Research Institute of Texas, or “CPRIT,” cancer prevention conference in Austin, Texas in November, 2010.

**2010 summer**

ADES 5900 | Special Problems/Topics (Grad Level)

The inter-disciplinary research projects of the three M.F.A. candidates in Design Research described in the section above were begun during this time period.

**2010 spring**

ADES 4813 | Designing User Experiences for the World Wide Web (Undergrad Level; two sections of 20 students each)

ADES 1510 | Typography I (Undergrad Level)

16. During the summer of 2009, all courses taught in UNT CVAD’s Department of Design were designated with the prefix “ADES” instead of the prefix “ART,” which had been used as a prefix for ALL courses taught in CVAD since 1995.

**2009 fall<sup>16</sup>**

ADES 5532 | Analytical Methods and Pedagogical Processes (Grad Level)

This course was part of a sequence of three courses that constituted the “Design Pedagogy Sequence” that was a requirement for all M.F.A. candidates enrolled in what was then M.F.A. in Communication Design program (and later in the Design Research program). The coursework challenged graduate students to operationalize particular pedagogic approaches to planning and facilitating design curricula—as well as day-to-day interactions with students—in ways that would effectively prepare them to comport themselves in university-level design classrooms later in their careers.

AEAH 4842 and 5842 | A History of Communication Design (Mixed Levels)

**2009 spring**

ART 2082 | Application of Color Theory in Communication Design (Undergrad Level)



ART 4813 | Designing User Experiences for the World Wide Web (Undergrad Level; two sections of 20 students each)

**2008 fall**

ART 3082 | Package Design (Undergrad Level; two sections of 20 students each)

AEAH 4842 and 5842 | A History of Communication Design (Mixed Levels)

Descriptions of this course appear on pages 8 and 17 of this document.

ADES 5900 | Special Problems/Topics (Grad Level)

I supervised this learning experience for Mike Eudy, an M.F.A. candidate in Communication Design. Mr. Eudy challenged himself to develop three-minutes of “core animation” as a means to establish the storyline, setting, and essential characters for an episodic television series and affiliated computer game titled “*Underground*.” He presented his completed work to a development team at Warner Brothers, Inc. in Hollywood, California and received ~\$70,000 to further develop this idea.

**Minor Professor: Master’s thesis preparation and final resolution (outside Design)**

I served as a Minor Professor on behalf of Matthew Lamb during the thesis preparation, which he had begun in the spring of 2008. Mr. Lamb was a M.Phil. candidate in Business Anthropology (Mr. Lamb’s Major Professor was Dr. Christina Wasson). Mr. Lamb’s thesis title was “*Evaluating the Efficacy of Select Operational Modalities Necessary to Actualize the Operation of Various Components in a Night Club Entertainment System.*”

**2008 spring**

ART 2082 | Application of Color Theory in Communication Design (Undergrad Level)

ART 4813 | Designing User Experiences for the World Wide Web (Undergrad Level)

ART 5350 | Introduction to Research Methods in Design

ADES 5900 | Special Problems/Topics (Grad Level)

I supervised this learning experience on behalf of Mike Eudy, an MFA-candidate in Communication Design. Mr. Eudy began to explore several methods for designing “digitechnically-complex-but-simple-for-teachers-to-use” systems of information. These were intended to familiarize middle- and high-school art educators with several means to introduce their students to ideation processes and creative methodologies in design. Pursuing this path of inquiry helped Mr. Eudy shape what became his M.F.A. thesis project.

**Minor Professor: Master’s thesis preparation and final resolution (outside Design)**

I fulfilled this role on behalf of Megan Bannon, an M.Phil. candidate in Business Anthropology beginning in the fall of 2007. (Ms. Bannon’s major professor was Dr. Christina Wasson). Ms. Bannon’s thesis title was *A Critical Analysis of Select Functionalities and Implementation Strategies for a Prototype of an Online, Database-Driven Ethnographic Research Tool*.

**Minor Professor: Master’s thesis preparation and final resolution (outside Design)**

I fulfilled this role on behalf of Kelly Moran, an M.Phil. candidate in Business Anthropology beginning in the fall of 2007. (Ms. Bannon’s major professor was Dr.



Christina Wasson). Ms. Moran's thesis title was "Designing Products and Work Practices with Pitney Bowes: Direct Marketing in Small and Medium Size Businesses."

**2007 fall**

Art 3082 | Package Design

Art 4376/5377 | Graphic Design History (Mixed Levels)

Art 5809 | Exploring Design Criticism Through Analytical Writing (Grad Level)

Art 4900 | Special Problems/Topics

Supervised a Special Problems Learning Experience for undergraduate Communication Design student Ryan Cole based on his design-driven investigations regarding how the design of information delivery systems affects how particular population groups perceive select political issues in the U.S.

Art 4900 | Special Problems/Topics

Supervised the Communication Design Graduate Studio 2 Experience for M.F.A. candidate in Communication Design Mike Eudy.

Minor Professor: Master's thesis preparation and final resolution (outside Design)

At the request of Dr. Chang Koh of the UNT ITDS program, I oversaw a semester-long, graduate level special problems experience that involved interactive web design on behalf of ITDS Master of Science candidate Carlos Torres.

**2007 spring**

I was on Faculty Development Leave during the Spring semester of 2007. I used my leave time to conduct research and write and design a series of conference presentation pieces and journal articles that explored analyzing the direct and contextual causes of failure in particular socio-cultural, technological, public policy and economic settings can be and often is the impetus for one or more design processes to begin.

**2006 fall**

Art 3080 | Advertising (two sections of 20 undergraduate students each)

Art 4376/5377 | Graphic Design History

**2006 Maymester**

Art 4813 | Digital Pre-Press

I designed this three-week, five- to six-hour per day, Monday through Friday mini-course to ensure that undergraduate third- and fourth-year Communication Design (CDES) majors gained the skills necessary to digitally prepare complex, paginated documents for effective, error-free reproduction on (mostly) offset lithographic presses.

**2006 spring**

Art 2084 | Graphic Design

Art 4082 | Publication Design (two sections of 20 undergraduate students each)



Art 5930 | Major Professor/Problem-in-Lieu-of-Thesis

I fulfilled this role on behalf of David Bieloh, an M.F.A. candidate in Communication Design. Mr. Bieloh completed his Problem-in-Lieu-of-Thesis and earned his M.F.A. from UNT in May 2006. Mr. Bieloh's thesis project was titled "Hamlet: A Psychogeographic Analysis and Evaluation of Selected American Suburban Developments."

Art 5920 | Minor Professor/Problem-in-Lieu-of-Thesis

I fulfilled this role on behalf of Virgil Scott, an M.F.A. candidate in Communication Design who also earned this degree in May of 2006. Mr. Scott's thesis project was titled "Personal Spave Invasion: Investigating the Roles Communication Design Can Play to Combat the Sociological and Psychological Affects of Information Overload in Modern Society."

Art 5920 | Minor Professor/Problem-in-Lieu-of-Thesis

I fulfilled this role on behalf of Gail Goldman, an M.F.A. candidate in Communication Design. Mrs. Goldman completed her Problem-in-Lieu-of-Thesis and earned her M.F.A. from UNT in May 2006. Mrs. Goldman's thesis was titled "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."

**2005 fall**

Art 3080 | Advertising

Art 4091 | Advanced Graphic Design Studio

Art 4376/5377 | Graphic Design History

Art 5930 | Major Professor/Problem-in-Lieu-of-Thesis

Mr. David Bieloh's thesis project, "Hamlet: A Psychogeographic Analysis and Evaluation of Selected American Suburban Developments," was begun during this semester.

Art 5920 | Minor Professor/Problem-in-Lieu-of-Thesis

Mr. Virgil Scott's thesis project, "Personal Spave Invasion: Investigating the Roles Communication Design Can Play to Combat the Sociological and Psychological Affects of Information Overload in Modern Society," was begun during this semester.

Art 4900 | Special Problems/Topics

Supervised a special problems learning experience for M.F.A. candidate in Communication Design Meta Newhouse so that she could earn course credit for "Exploring Critical Methods by Writing About Design."

**2005 Maymester**

Art 4813 | Digital Pre-Press

**2005 spring**

Art 2084 | Graphic Design

Art 4082 | Publication Design



Art 5930 | Major Professor/Problem-in-Lieu-of-Thesis

I fulfilled this role on behalf of Betsy Berger, an M.F.A. candidate in Communication Design. Ms. Berger completed her Problem-in-Lieu-of-Thesis and earned her M.F.A. from UNT in May 2005. Ms. Berger's thesis project was titled "Using the Visual Identity Development Process to Positively Metamorphasize a Small Town in Texas."

Art 5920 | Minor Professor/Problem-in-Lieu-of-Thesis

I fulfilled this role on behalf of Kevin Kelly, an M.F.A. candidate in Communication Design who also earned this degree in May of 2005. Mr. Kelly's thesis project was titled "Using Game Development Techniques to Sensitize Pre-College Students about Two-Dimensional Design Principles and Processes."

Art 5920 | Minor Professor/Problem-in-Lieu-of-Thesis

I fulfilled this role on behalf of Toni Schuster, an M.F.A. candidate in Communication Design who also earned this degree in May of 2005. Ms. Schuster's thesis project was titled "Examining the Cultural Progression of 'Fringe' Visual Identity Systems to the Mainstream."

**2004 fall**

Art 4092 | Advanced Art Direction Studio

Art 3080 | Advertising

Art 4091 | Advanced Graphic Design Studio

Art 5930 | Major Professor/Problem-in-Lieu-of-Thesis

Ms. Betsy Berger's thesis project, "Using the Visual Identity Development Process to Positively Metamorphasize a Small Town in Texas," was begun during this semester.

Art 5920 | Minor Professor/Problem-in-Lieu-of-Thesis

Mr. Kevin Kelly's thesis project, "Using Game Development Techniques to Sensitize Pre-College Students about Two-Dimensional Design Principles and Processes," was begun during this semester.

Art 5920 | Minor Professor/Problem-in-Lieu-of-Thesis

Mr. Toni Schuster's thesis project, "Examining the Cultural Progression of 'Fringe' Visual Identity Systems to the Mainstream," was begun during this semester.

**2004 Maymester**

Art 4813 | Digital Pre-Press

**2004 spring**

Art 5807 | Graduate Graphic Design Studio II

Art 2084 | Graphic Design

Art 4082 | Publication Design

Art 5930 | Major Professor/Problem-in-Lieu-of-Thesis

I fulfilled this role on behalf of Scott Short, an M.F.A. candidate in Communication Design. Mr. Short completed his Problem-in-Lieu-of-Thesis and earned his M.F.A.



from UNT in May 2004 Mr. Short's thesis project was titled "Analyzing the Effectiveness of Six Extant University-level Curricula in Communication Design."

**Art 5930 | Major Professor/Problem-in-Lieu-of-Thesis**

I fulfilled this role on behalf of Gagandeep Sarkaria, an M.F.A. candidate in Communication Design. Mrs. Sarkaria completed her Problem-in-Lieu-of-Thesis and earned her M.F.A. from UNT in May 2004. Mrs. Sarkaria's thesis project was titled "Building Cross-Cultural Awareness into Communication Design Andragogy."

**2003 fall**

Art 5805 | Graduate Graphic Design Studio I

Art 3080 | Advertising

Art 5809 | Exploring Design Criticism Through Analytical Writing

**Art 5920 | Minor Professor/Problem-in-Lieu-of-Thesis**

Mr. Scott Short's thesis project, "Analyzing the Effectiveness of Six Extant University-level Curricula in Communication Design," was begun during this semester.

**Art 5920 | Minor Professor/Problem-in-Lieu-of-Thesis**

Mrs. Sarkaria's thesis project, "Building Cross-Cultural Awareness into Communication Design Andragogy," was begun during this semester.

**2003 spring**

Art 2084 | Graphic Design

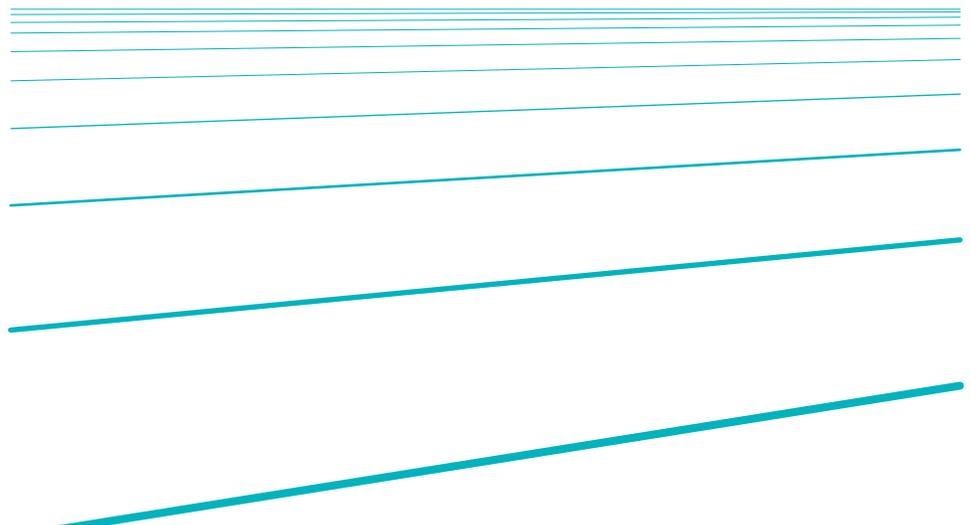
Art 4082 | Publication Design

Art 3082 | Package Design

**2002 fall**

Art 2080 | Typography (two sections of 20 students each)

Art 3080 | Advertising



# 5

## HONORS AND AWARDS

2015, 2014, 2013, 2012, 2010, 2009, 2006, 2005, 2004, 2003 spring

### 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 in ten of the 13 years accounted for in this dossier by 12 of our M.F.A. and M.A. candidates in Communication Design and Design Research and 15 of our undergraduate Communication Design students. I have also been selected for this honor four times by master’s-level students at UNT outside of the Department of Design (two in Anthropology and two in Information Technology and Decision Sciences) on whose thesis committees I served as a Minor Professor.

**2008 October**

### Finalist for UNT Regent’s Faculty Lecturer

I was nominated for this award 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.

**2008 May**

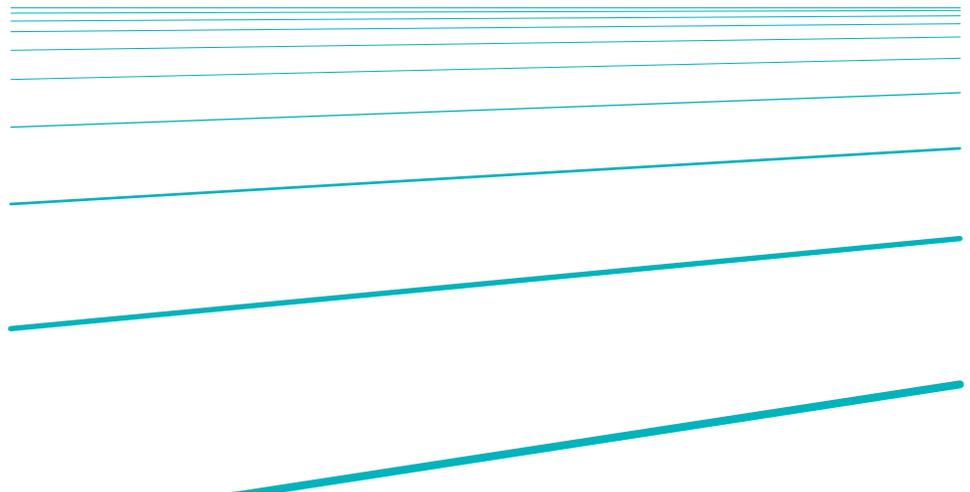
### Recognition of Outstanding Service to the University by the UNT Provost

Along with my colleagues from the University Promotion and Tenure Committee (UPTC), I received this accolade during the Spring Faculty Meeting chaired by the Provost. 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 March (and 2007 and 2006 March)**

### 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.



# 6

## PUBLICATIONS

**2014 December**

***Making meaning happen between ‘us’ and ‘them.’ Strategies for bridging gaps between researchers who possess design knowledge and those working in disciplines outside design***

[Scholarly book chapter; double-blind refereed]

Bibliographic citation:

Gibson, M.R. and Owens, K.M. (2014). “Making meaning happen between ‘us’ and ‘them.’ Strategies for bridging gaps between researchers who possess design knowledge and those working in disciplines outside design,” in P. Rodgers and J. Yee (eds.) *The Routledge Companion to Design Research*, London: Routledge, Taylor and Francis Group, pgs.: 386–399.

**2014 October**

***A critical recap of the Sept, ’14 AIGA DEC Conference “New Ventures: Intersections in Design Education” in Portland, Oregon***

[Invited online publication]

Bibliographic citation:

<http://educators.aiga.org/a-critical-recap-of-the-sept-14-aiga-dec-conference-new-ventures-intersections-in-design-education-in-portland-oregon/>

**2014 April**

***Dialectic: A Proposed Journal for the Design Community***

[Invited online publication]

I co-authored this piece with fellow American Institute of Graphic Arts (AIGA) Design Educators’ Community (DEC) national steering committee member Eric Benson, an Associate Professor in Graphic Design at the University of Illinois.

Bibliographic citation:

<http://http://educators.aiga.org/dialectic-a-proposed-journal-for-the-design-community/>

**2014 March**

***User Perceptions of Aesthetic Visual Design Variables within the Informing Environment: a Web-Based Experiment***

[Scholarly Publication: Refereed Journal Article]

I co-authored this chapter with UNT Information Technology and Decision-Sciences (ITDS) professors Daniel Peak, Victor Prybutok, Yu “Andy” Wu and Chenyan Xu.

Bibliographic citation:

Peak, D.R., Prybutok, V.R., Gibson, M. Wu, Y. and Xu, C. (2014). “User Perceptions of Aesthetic Visual Design Variables within the Informing Environment: a Web-Based Experiment,” *Informing Science: the International Journal of an Emerging Transdiscipline*, 17: 25–57. Retrieved from <http://www.inform.nu/Articles/Vol17/ISJv17p025-57.pdf>

**2014 January**

***Navigating a flat sea with more ports of call than ships: examining current dilemmas in the graphic design education jobs market***

[Invited online publication]

I wrote this piece in response to a joint request from both the AIGA national office in New York City and the then-leadership group of the AIGA DEC.

Bibliographic citation:

<http://educators.aiga.org/navigating-a-flat-sea-with-more-ports-of-call-than-ships-examining-current-dilemmas-in-the-graphic-design-education-jobs-market/>

2013 October

***A call for more blending, swirling and mixing among us***

---

[Invited online publication]

I was invited by the national steering committee of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC) to publish this piece on both the AIGA DEC website and on the AIGA national website.

Bibliographic citation:

Retrieved from <http://educators.aiga.org/a-call-for-more-blending-swirling-and-mixing-among-us/>

2013 July

***The Semiotics of a Smile: Signs of Failure on Multi-Use Trails in Dallas, Texas***

---

[Scholarly book chapter; double-blind refereed]

I was the second author and primary editor of this book chapter with Jeff Joiner, an MFA candidate who graduated from the design research/innovation studies program in May of 2014.

Bibliographic citation:

Joiner, J. and Gibson, M. (2013). "The Semiotics of a Smile: Signs of Failure on Multi-Use Trails in Dallas, Texas," in A.W.Y. Ng and Alan H.S. Chan (eds.) *Signs and Symbols for Workplace and Public Use*, New York, NY, USA: Nova Publishers, pgs.: 25-41.

2012 July

***Information Systems as a Reference Discipline for Visual Design***

---

[Scholarly Publication: Refereed Journal Article]

This journal article grew out of a collaboration that I began in the spring of 2010 with Drs. Daniel Peak and Victor Prybutok from the College of Business' Department of Information Technology and Decision Sciences.

Bibliographic citation:

Peak, D., Gibson, M., Prybutok, V. (2012). "Information Systems as a Reference Discipline for Visual Design." *International Journal of Art, Culture and Design Technologies*, published by IGI Global, 2(2): 57-71.

2011 December

***Synergizing positivistic and aesthetic approaches to improve the development of interactive visual systems design***

---

[Scholarly Publication: Refereed Journal Article]

I co-wrote this paper with my colleagues Dan Peak and Victor Prybutok from UNT's College of Business' Department of Information Technology and Decision Sciences.

Bibliographic citation:

Peak, D., Gibson, M., Prybutok, V. (2011). "Synergizing positivistic and aesthetic approaches to improve the development of interactive visual systems design." *Information Design Journal*, published by John Benjamins Publishing Company, 19(2): 103-119.

2010 October

***The Challenge of (Mis)Measuring Success in Design Research***

---

[Double-Blind, Refereed Online Publication of Select Conference Papers]

This short position paper was written in response to a unique call for papers that was issued by a small coalition of AIGA-affiliated design educators at North Carolina State University led by Drs. Meredith Davis and Sharon Poggenpohl and Professors Denise Gonzales-Crisp and Santiago Piedrafito.



More information about this conference is available at the following URL:  
<https://vimeo.com/album/1446527>

**2010 October**

*A Critical Review of the Design of the Book 'Heart of Darkness' by Joseph Conrad (Heinemann edition), Designed by Chad Pastotnik and James Dissette, Printed at Deepwood Press, Mancelona, Michigan, U.S.A. on Behalf of the Chester River Press, Chestertown, Maryland, U.S.A.; Bound at Bessenburg Bindery, Ann Arbor, Michigan, U.S.A.*

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[Invited scholarly article]

I was the lead author of this article that I co-authored with Dr. John "Jack" Peters of UNT's Department of English.

Bibliographic citation:

Gibson, M., and Peters, J. (2010). "A Critical Review of the Design of the Book 'Heart of Darkness' by Joseph Conrad (Heinemann edition)." *Parenthesis*, published by The Fine Book Press Association, Vancouver, British Columbia, Canada, 19(1): 53-57.

**2010 May**

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

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[Double-Blind, Refereed Online Publication of Select Conference Papers]

This paper was written to support my contention that one of the most crucial objectives in contemporary university-level communication design programs should be to educate design students to become very effective "design process educators."

More information about this conference and these proceedings can be found at the URL:  
<http://www.response-abilityconference.com/papers>.

**2009 June**

*From Power 2 Empowerment: Critical Literacy in Visual Culture*

---

[Editor-in-Chief and Designer of this 180-page, book-formatted Conference Proceedings]

I began the process that resulted in the publication of this piece by overseeing a competitive call for submissions of scholarly papers in June of 2008. These papers were presented during an academic conference that was facilitated and hosted by a select group of my colleagues from UNT CVAD's Communication Design area and Department of Design. Titled "*From Power 2 Empowerment: Examining Critical Literacy in Visual Culture*," the conference invited academicians and professionals from a broad spectrum of disciplines to participate in a trans-disciplinary forum.

Bibliographic citation:

Gibson, M. (2009). "*From Power 2 Empowerment: Critical Literacy in Visual Culture*." Published by The University of North Texas Press: Denton, Texas, U.S.A. (ISBN 978-1-61584-197-9)

**2009 June**

*The Importance of Critically Examining What It Now Means to Be Visually Literate*

---

[Introduction to Conference Proceedings book titled "*From Power 2 Empowerment: Critical Literacy in Visual Culture*"]

I co-authored this piece with my colleague in Communication Design at UNT Keith Owens. It articulates why being visually literate has become an important aspect of knowledge building in contemporary society, especially as the world becomes more digitechnically "connected," and core ideas about cultural belonging and social identity are now more easily shared between diverse groups.



This article can most easily be read by visiting the following URL:  
[https://www.academia.edu/431120/On\\_Visual\\_Literacy\\_and\\_Illiteracy](https://www.academia.edu/431120/On_Visual_Literacy_and_Illiteracy)

#### **2009 March**

##### ***Making the Social, Technological, Environmental, Economic and Political Case for a Master's Level Educational Experience in Collaborative Innovation Studies***

[Double-Blind, Refereed Online Publication of Select Conference Papers]

The contents of my presentation at the AIGA (American Institute of Graphic Arts) Future History 3 Design Educator's Conference (University of Illinois at Chicago, Illinois) were among a group of 15 that were selected to be published in the online conference proceedings.

For evidence of this, please visit the following URL:

<http://www.futurehistory3.com/papers.html>

#### **2007 March**

##### ***Expanding Opportunities for Design Research: Creating Viable Interdisciplinary Research Partnerships Between Designers and People in Universities Who Haven't Been to Design School***

[Double-Blind, Refereed Online Publication of Select Conference Papers]

The contents of my presentation at the AIGA School of Thoughts III Conference (Art Center, Pasadena, California) were among a group of 15 that were selected to be published in the online conference proceedings.

For evidence of this, please visit the following URL:

<http://superstove.blogs.com/schoolsofthoughts3/>

#### **2006 December**

##### ***2 + 2 = Anything But 4: Using Design Methods to Overcome Barriers to Creative Thinking***

[Scholarly Publication: Refereed Journal Article]

This article explores how idea-generation methods commonly used in design education and professional practice can be effectively applied in a variety of pre-college classroom settings to catalyze thinking.

Further information regarding this paper can be found at the following URL:

<http://commonground.cgpublisher.com/product/pub.30/prod.1184>

Bibliographic citation:

Gibson, M. (2006). "2+2 = Anything But 4: Using Design Methods to Overcome Barriers to Creative Thinking." *The International Journal of Learning*; ed. by B. Cope, M. Apple and M. Kalantzis; published by Common Ground Publishing, Melbourne, Australia; 13(9): 151-160.

#### **2005 December**

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

[Scholarly Publication: Refereed Journal Article]

This paper grew out of a presentation of the same title I made at Cambridge University, UK in August 2005 at the International Humanities Conference.

Further information regarding this paper can be found at the following URL:

<http://connection.ebscohost.com/c/articles/25038819/were-getting-too-comfortable-discomfort>

Bibliographic citation:

Gibson, M. (2005). "We're Getting Too Comfortable With Discomfort: Exploring the Role That "Bad" Design Plays in Homogenizing Our Society." *The International Journal of the Humanities*; edited by Tom Nairn and Mary Kalantzis and published by Common Ground Publishing, Melbourne, Australia; 3(4): 17-30.

2005 August

*The Cooltrain Stops Here: Combating Design-Driven Social Stratification*

[Scholarly Publication: Refereed Journal Article]

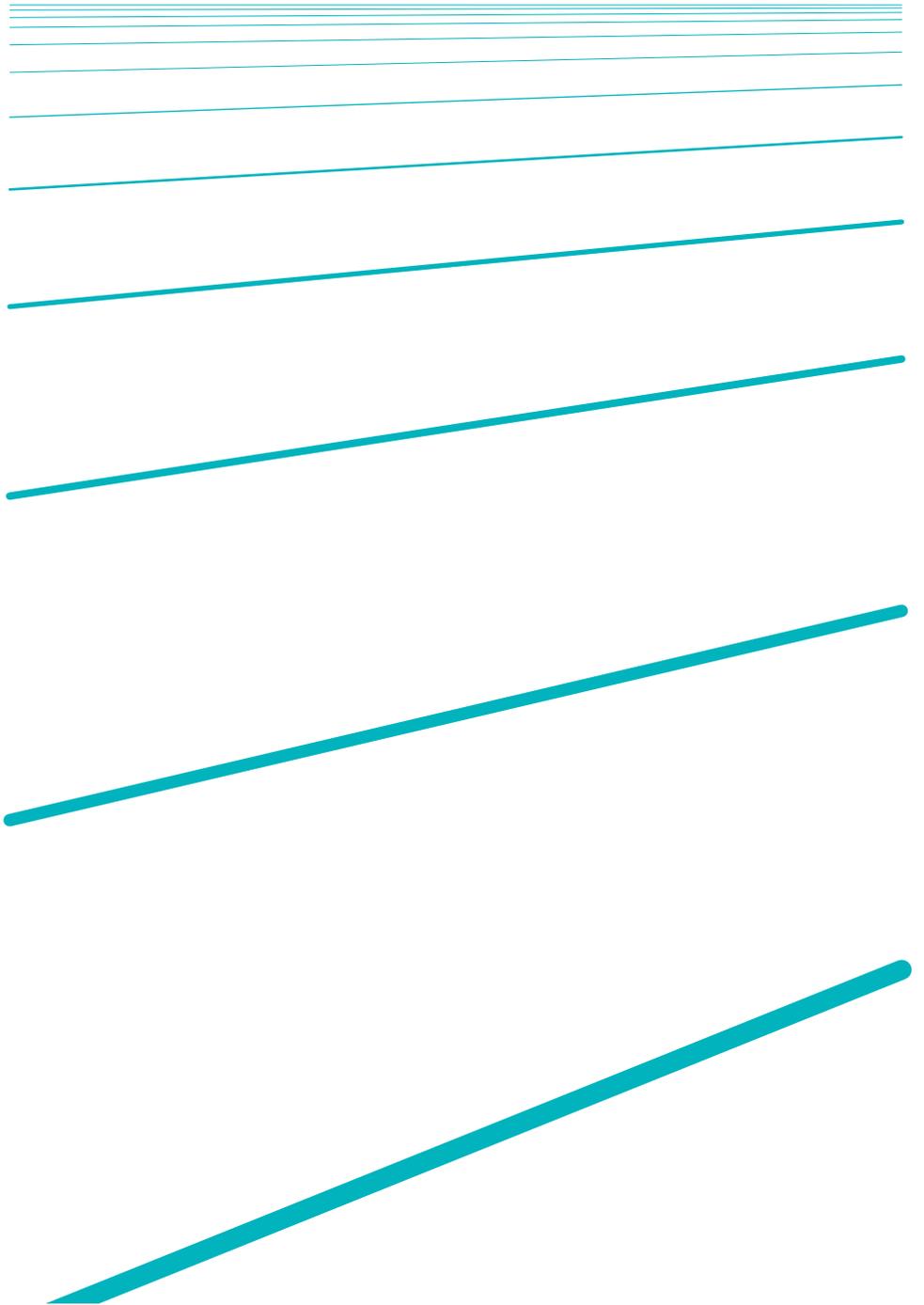
Further information regarding this paper can be found at the following URLs:

<http://theuniversitypressjournals.cgpublisher.com/product/pub.26/prod.242>

<http://hco4.commongroundconferences.com/ProposalSystem/Presentations/Poo1358>

Bibliographic citation:

Gibson, M. (2005). "The Cooltrain Stops Here: Combating Design-Driven Social Stratification." *The International Journal of the Humanities*; edited by Tom Nairn and Mary Kalantzis and published by Common Ground Publishing, Melbourne, Australia; 2(2): 103-115.



# 7

## SCHOLARLY PRESENTATIONS/PAPERS READ

**2015 June**

***Learning to design backwards: utilizing project framing to improve undesirable situations and advance critical thinking***

*[Double-blind refereed presentation; The “LearnXDesign” Conference, co-hosted by the Design Research Society, Cumulus, and DesignEd in Chicago, Illinois]*

“Designing backwards” is presented in this piece as a means to utilize abductive reasoning processes in diverse educational settings to help teachers and students learn to formulate and operate design processes to achieve three sequential and interrelated goals.

60 out of the 180 papers submitted to the review board of this conference were selected for presentation in Chicago, including this one. It was also selected to be published in the official conference proceedings. The *Design Research Society International Conference* is one of the two most well-respected, most stringently refereed, “scholarly focused” design conferences in the world.

**2015 February**

***Why do they do what they do as they do?: examining select approaches to graduate education in “Graphic Design”***

*[Invited call for session facilitation at the College Art Association conference in New York, New York, U.S.A.]*

The AIGA national office in New York City and the national steering committee of the AIGA DEC—of which I have been a member since July, 2013—asked that I chair a session during the 2014 College Art Association (CAA) conference in New York City themed to address what they deemed “pressing issues that need to be addressed re: the future of design education.”

**2014 September**

***Intersections in approaches to teaching critical thinking***

*[Double-blind refereed scholarly presentation; I was also a session chair and paper presenter at the AIGA Design Educators’ Conference titled “New Ventures: Intersections in Design Education” at The Hotel Sentinel in Portland, Oregon, USA;]*

The 16 sessions that transpired during this conference were selected from 94 proposals from university-level visual communication design educators from the US and Canada, and each session selected, mine included, received an average of 13 papers submitted for three to four available roster positions.

**2014 June**

***Examining limited strategies for integrating designerly approaches to failure analysis and prototyping in middle- and high-school learning settings***

*[Invited panel participant and workshop co-facilitator at “DesignED Future 2014” Design Education Conference at the University of the Arts, Philadelphia, PA, USA.]*

Along with Julia Rice of North Carolina State University’s College of Design Lab for K-12 Education, Aidan Cooper of the AIGA National Office in New York City, and Michelle Cheng of the Cooper Hewitt Design Museum’s professional development programs for k-12 educators, I was asked to join this panel and help facilitate this workshop and discussion just a few days before the conference began.



2013 April

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

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[Double-Blind Refereed Presentation; This piece was presented as an opening day presentation at the annual American Institute of Graphic Arts (AIGA) design educators' conference at Old Dominion University in Norfolk, Virginia to support one of the primary themes of this conference titled "Writing: Language as a Tool." ~75% of the papers submitted for presentation at this conference were rejected; three rounds of revisions were required for acceptance.]

2013 March

*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*

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[Triple-Blind Refereed Presentation; co-presented by UNT Com Des B.F.A. recipient Megan Mead and me at the South-by-Southwest Interactive (SXSWi) Conference in Austin, Texas, USA. Submissions were initially subject to critical review by a presentation planning committee of approximately 40 members. Only 20% of the submissions received by this committee were advanced beyond it for ultimate refereeing. The rejection rate for this conference is approximately 95%. The submissions committee received over 4,200 submissions, of which only slightly more than 200 were given over the five day span of this conference.]

This international event hosted more than 40,000 participants involved in interaction and user experience design, web and mobile development, information technology and human computer interaction. Our first presentation was attended by over 600 participants, after which we were asked by the conference organizing committee to make an encore presentation a day later to over 400 more.

2012 February

*Linguistics in Motion (Film Series operated by the UNT Media Library and the Department of Linguistics and Technical Communication)*

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[Invited Presentation; I presented a critical assessment of Doug Pray's film "Art and Copy," and followed this by facilitating a discussion among the attendees in the Media Library Presentation Room of Chilton Hall on the UNT Denton campus.]

2012 January

*Why "Different" is Better than "Better:" How Imaging Strategies Help Ensure That Perception Becomes Truth in Contemporary Politics*

---

[Invited Presentation; at the invitation of UNT CVAD Art History Professor Kelly Donahue-Wallace, I made this presentation to a group of her students enrolled in the Interdisciplinary Art and Design Studies capstone course, AEAH 4899.]

2010 November

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

---

[Invited Presentation; at the Cancer Prevention Research Institute of Texas (CPRIT) Regional "Innovations in Cancer Prevention and Research" Conference, Dallas, Texas, USA]

This was the second of two CPRIT-hosted conferences themed around cancer prevention at which this "research synopsis" poster was presented.

2010 October

- (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;*





My presentation and paper were among 24 out of over 100 submissions that were accepted into this prestigious national conference hosted by the premiere professional association affiliated with the discipline of Communication Design in the U.S.

**2010 April**

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

*[Refereed Presentation; Fifth Annual Centre for Learning and Teaching in Art and Design's (CLTAD's) International Conference | Berlin, Germany]*

My presentation was among 48 out of over 300 submissions that were accepted into this prestigious international national conference hosted by this well-established and well-respected international organization dedicated to scholarly inquiry regarding the pedagogy of art and design.

**2009 March**

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

*[Refereed Presentation; The American Institute of Graphic Arts (AIGA) Design Educators Conference "Future History 3" in Chicago, Illinois, USA]*

This presentation was one of 20 selected for presentation out of over 80 that were submitted to the conference review board, and was selected as one of 13 to be published via the conference website (<http://www.futurehistory3.com/papers.html>).

**2008 November**

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

*[Invited Presentation and Roundtable Discussion Participant; The National Science Foundation (NSF) Design Science Initiative hosted by the University of Michigan School of Art and Design and their School of Engineering, Ann Arbor, Michigan, USA]*

I was invited to give this presentation and to participate in a series of discussions between university-level design, engineering, social and information science, business and information technology educators at the first of what were four of these workshops hosted by Michigan, Stanford, Northwestern and Carnegie Mellon.

**2008 October**

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

*[Refereed Presentation; The 22nd Annual National Conference on Liberal Arts and the Education of Artists, hosted by the School of Visual Arts, New York, New York, USA]*

This presentation was selected for inclusion in a speaker's session titled *Students and Political Images* at the hosted by the School of Visual Arts in New York, New York.

**2008 June**

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

*[Invited Presentation; From Power 2 Empowerment: Examining Critical Literacy in Visual Culture, hosted by the UNT's College of Visual Arts and Design, Dallas, Texas, USA]*

This presentation was given at an international conference that transpired in Dallas that was conceived, planned and hosted by myself and my colleagues Jack Sprague, Eric Ligon and Keith Owens from UNT CVAD's communication design program.



2008 May

***Examining What It Means to Be Visually Literate***

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[Invited Presentation; This was televised by Dallas/Fort Worth/Denton, Texas-based PBS affiliate KERA on a TV program called "Think" that was hosted by KERA interviewer Kris Boyd]

Along with my colleague Professor Keith Owens, I was invited to converse with Ms. Boyd about how visual literacy affects social, technological, environmental, economic and political endeavors.

2008 April

***Facilitating Effective Criticism in the Dynamic Media Classroom***

---

[Refereed Panel Selection and Presentation; The American Institute of Graphic Arts Design Educators Conference "Massaging Media 2," hosted by the Massachusetts College of Art and Design, Boston, Massachusetts, USA]

I accepted proposals from three speakers, each of whom taught some form of dynamic or interactive media in a university-level Design program. In addition to moderating this session, I presented a summative paper at its culmination.

2008 February

***De-Homogenizing the Future of the Design Process One S[n]ub-Culture at a Time:***

***Examining the Consequences of Designing for a Few on Many Others***

---

[Invited Presentation; The 96th annual College Art Association Conference, Dallas, Texas, USA]

The session I presented this paper in was titled "Contemporary Design Theory and Practice," and it provided a forum for the speakers to explore possibilities for developing new knowledge about design planning and design processes that can occur when the line(s) between the discipline and the profession are allowed to blur.

2007 June

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

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[Refereed Presentation; The American Institute of Graphic Arts (AIGA) Design Educators Conference "Intent/Content," hosted by The University of Tennessee at Knoxville and Chattanooga in Nashville, Tennessee, USA]

The purpose of this conference was to allow a select group of design educators and graduate students in Communication Design from around the US share and critically analyze new and extant knowledge pertinent to the effective preparation of future design scholars and educators.

2007 March

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

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[Refereed Presentation; The American Institute of Graphic Arts (AIGA) Design Educators Conference "School of Thoughts III," hosted by The Art Center College of Design in Pasadena, California, USA]

My presentation articulated three strategies that my colleagues and I at UNT have used successfully to forge and sustain inter-disciplinary, scholarly relationships with faculty outside Design.

2007 January

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

---





I made a presentation and then led a panel discussion and fielded questions from the audience for another 20 minutes to attempt to enlighten conference participants about the need for design faculty to change the way design and the work of designers is generally perceived by other university-level scholars.

**2004 February**

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

*[Refereed Presentation; The 92nd Annual College Art Association Conference in Seattle, Washington]*

The focus of this paper and its supporting interactive visuals was to present the audience of designers, design educators and design researchers with a variety of methods for designers to effectively identify, frame and then engage in meaningful interdisciplinary, applied research.

**2004 January**

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

*[Refereed Presentation; The Hawaii International Conference on Arts and Humanities]*

This presentation articulated the thinking and methods employed to guide the activities of the collaborative, inter-disciplinary team of designers, addictions specialists, computer programmers, videographers, technical writers and copy writers that I co-lead for almost three years to produce the UNFILTERED youth tobacco use prevention learning system.

The UNFILTERED interactive learning system was funded by two grants totaling \$512,000 that I had co-written and received between 2000 and 2004 from the Texas Higher Education Coordinating Board (THECB). This system was burned onto DVD-Rs and, along with a training manual I had co-written and designed, was distributed in sets of five to every single public middle school in the State of Texas (there were 1,357 of these by the end of 2003). More information about this learning system and the grants that funded it appear in the “Research and sponsored project grants” section of this dossier.

**2004 and 2003 June, July and August**

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

*[Invited Presentations; The Texas Youth Tobacco Awareness Program Instructor Training Workshops, hosted and facilitated by The Texas Department of Health]*

I made a series of nine presentations in six different Texas cities during this span of time. The audiences for these were largely comprised of middle- and high-school nurses, health and science teachers, and middle- and high-school administrators. Each of these presentations made use of content dedicated to youth tobacco prevention strategies that had been developed by a design research team I led at The University of North Texas from the spring of 2000 through the spring of 2004.

This program was funded in part by two grants totalling \$512,000 that I had co-written and received with my UNT faculty colleagues Celia Williamson (Department of Rehabilitation, Social Work and Addictions) and Don Louis (Department of Rehabilitation, Social Work and Addictions).



2002 October

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

[Refereed Presentation; The American Institute of Graphic Arts (AIGA) Design Educators Conference “School of Thoughts I,” hosted by The UCLA Extension Visual Arts, Westwood, California, USA]

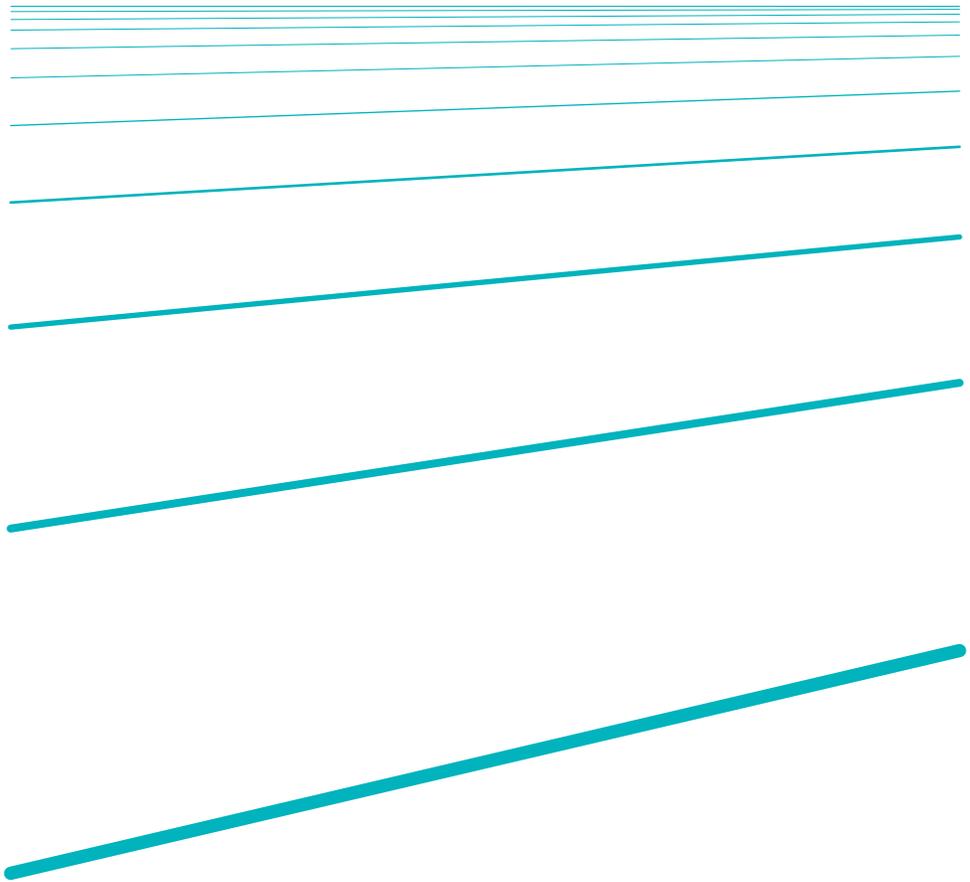
I presented three methods for facilitating how to choreograph meaningful, thought-provoking dialogue between a faculty member teaching in lower-level, undergraduate design classrooms that separate mere art direction from actual pedagogic approaches.

2002 July

**Introducing high school educators to methods for effectively teaching design decision-making processes as a means to solve problems “outside” design**

[Refereed Presentation(s) and workshop; The Creative Educators Institute, hosted by The Milwaukee Institute of Art and Design (MIAD), Milwaukee, Wisconsin, USA]

This series of presentations and workshops met for two, three-hour sessions per day, Monday through Friday, for two weeks. My audiences and participants were comprised of a variety of high school educators and administrators and some high school students.



# 8

## PROFESSIONAL ACTIVITY OF THE DISCIPLINE

### 2014 November

*Designee to the 2014 Council for Interior Design Accreditation (CIDA) "Future Vision" symposium, November 5–7, Steelcase University, Grand Rapids, MI, USA*

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*[Invited Participant]*

Along with 22 other university-level educators from around North America—from the disciplines of interior design and architecture—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 through 2025.

### 2014 September

*Contributed content to, moderated discussion groups at and co-formulated directives from the annual American Institute of Graphic Arts (AIGA) Design Educators Community (DEC) Retreat*

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*[Invited Participant]*

This all-day event transpires annually at the AIGA national conference or at a select AIGA Design Educators’ conference, and this was my second consecutive year of participation; this year’s retreat transpired at the Oregon College of Art and Craft in Portland, Oregon on the last day of the AIGA DEC “*New Ventures: Intersections in Design Education*” conference.

### 2013 December–Present

*Service to a Sub-Committee of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC) to explore the launch and five-year sustenance of an academic journal sanctioned by the AIGA DEC*

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Along with Associate Professor of Graphic Design Eric Benson of the University of Illinois, I was named co-chair of this sub-committee in March 2014. As 2015 progresses, my colleagues on this sub-committee and I, along with the rest of the membership of the AIGA DEC national steering committee to which I also belong will be heavily engaged in the processes of strengthening and revising our editorial mission statement/primary *raison d’être*, as well as forming an editorial advisory board<sup>17</sup> and selecting a group of three to four primary editors to guide *Dialectic and Dialogue* through their first four years of existence.

17. As of March, 2015, I am now a Coordinating Member of this Editorial Advisory Board.

### 2013 July–Present

*Regional representative to the national steering committee of the American Institute of Graphic Arts (AIGA) Design Educators’ Community (DEC)*

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*[Elected representative]*

This organization exists to represent the unique needs and aspirations of the now over 9,000 members of the AIGA from the US, Mexico and Canada that teach visual communication design, advertising/art direction, and interaction design/user experience design at the over 1,800 university-level programs that facilitate curricula in these areas in North America. This 11-member committee is comprised of members from a diverse array of institutions from around the continent, and who possess a wide variety of professional and academic backgrounds.

### 2013 October–Present

*(On behalf of the AIGA DEC) Coordinator of the Annual Design Faculty Research Grant Call for and Review of Grant Proposals*

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The committee also facilitates the annual operation of the *Design Faculty Research Grant* call for and review of proposals and the ultimate awarding of funds, as well as



the oversight of the scholarly activities and research projects that were deemed worthy of funding. I began chairing the sub-committee that facilitates the operation of this grant in October of 2013, and just completed directing the review of proposals received for the 2014-15 grant period in early May of 2015.

**2015 August**

*External reviewer for tenure candidate Jillian Coorey of the Visual Communication Design Program at Kent State University*

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**2014 August**

*External reviewer for tenure candidate Seiji Ikeda of the Graphic Design program at the University of Texas at Arlington*

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**2013 December**

*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*

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*[Invited Consultant]*

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.

**2013 October**

*Contributed content to, moderated discussion groups at and co-formulated directives from the annual American Institute of Graphic Arts (AIGA) Design Educators Community (DEC) Retreat*

---

*[Invited Participant]*

This all-day event transpires annually at the AIGA national conference or at a select AIGA Design Educators' conference. It was during this event that my re-written parameters for the AIGA Design Faculty Research Grant were discussed and approved, and my plan for facilitating the call for proposals for this grant and their review process were approved.

**2013 September**

*External Reviewer for Tenure Candidate Kathryn Bell of the Graphic and Interactive Design Program at The University of Maryland Baltimore County*

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**2013 August**

*External Reviewer for Tenure Candidate Natacha Poggio of the Graphic Design Program at The University of Hartford*

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**2013 July**

*Elected to serve as the regional representative to the national steering committee of the American Institute of Graphic Arts (AIGA) Design Educators Community (DEC)*

---

I was the first faculty member of a Texas-based Communication Design program to be named to this national steering committee in its history. The AIGA celebrated its 100th anniversary in 2014.

**2012 March**

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

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*[Invited Consultant]*



At the invitation of Stephens College Dean of Design and Fashion Monica McMurry 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.

**2012 August**

*External Reviewer for Tenure Candidate Kate La Mere of the Visual Communication Design Program at East Carolina University*

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**2011 August**

*External Reviewer for Tenure Candidate Jeremy Shellhorn of the Communication Design Program at The University of Kansas*

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**2011 July**

*External Reviewer for Tenure Candidate Lee Vander Kooi of the Communication Design Program at the Herron School of Art + Design at Indiana University Purdue University-Indianapolis*

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**2010 September**

*External Reviewer for Tenure Candidate Paul Bruski of the Communication Design Program at Iowa State University*

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**2010 September**

*External Reviewer for Tenure Candidate Peter Fine of the Communication Design Program at New Mexico State University*

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**2009 October**

*External Reviewer for Tenure Candidate Matthew Johnson of the Communication Design Program at The University of South Alabama*

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**2009 July–October**

*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*

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*[Invited Manuscript Reviewer]*

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 further strengthened.

This book was published by Thames & Hudson in March of 2011.

**2008 August**

*External Reviewer for Tenure Candidate Dori Tunstall of the Design Anthropology Program at The University of Illinois at Chicago*

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**2007 February—June 2008**

*I served on the Steering 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.*

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I served on this committee along with my colleagues Jack Sprague, Eric Ligon and Keith Owens in Communication Design (Keith served as the committee chair).

This conference was the first of its kind undertaken by any of the Departments that comprise CVAD (or by the College as a whole). It provided 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 is shaped by and shapes education, technology, commerce and society.

**2008 June**

*External Reviewer for Tenure Candidate Kim Beckman-Moegenburg of the Communication Design Program at The University of Wisconsin at Milwaukee*

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**2007 January**

*I served as an invited referee of three submissions and was the subsequent editor of one that was published in Volume 5 of the International Journal of the Humanities (it was published online and in print in August of 2007).*

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**2006 May-June**

*External Reviewer for Tenure Candidate Paul Tosh of the Visual Communications Program at The University of Missouri at Kansas City*

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**2005 June-August**

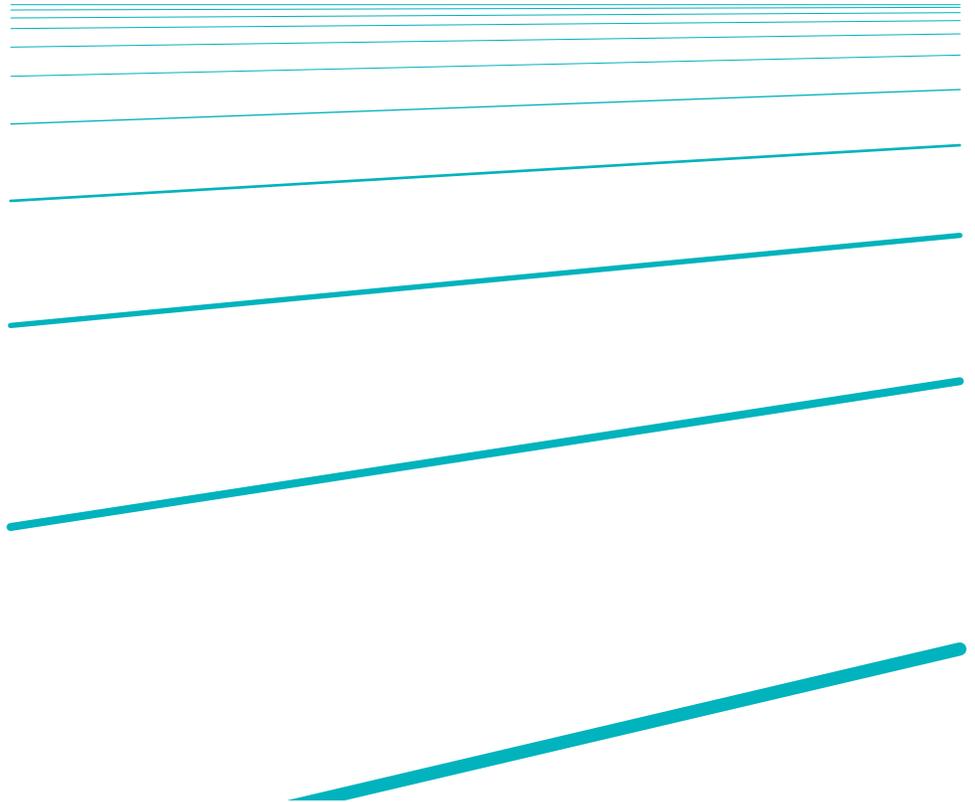
*External Reviewer for Tenure Candidate Andrew Byrom of the Visual Communications Program at Northern Illinois University*

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**2005 June-August**

*External Reviewer for Tenure Candidate Debra Satterfield of the Visual Communications Program at Iowa State University*

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# 9

## RESEARCH AND SPONSORED PROJECT GRANTS (RECEIVED)

This is the only two-part section in this document. The first portion contains documentation of applied research and sponsored project grants that I (and my collaborators) have received. The second portion contains documentation of these proposed initiatives that I (and my collaborators) did NOT receive funding to support.

### 2008 May–July

**Applied For, Awarded: Eight (8) Apple Computers + One (1) Apple Server = One (1) Apple Render Farm**

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[Received \$198,345.60 from UNT’s Office of Research and Economic Development, or “ORED,” to develop computational infrastructure that would support soon-to-be launched graduate programs in Design Research]

These competitive, externally vetted but internally distributed grants were awarded to UNT faculty or faculty teams to create facilities, and the resources to support their ongoing operations, that would make it possible to launch and sustain new scholarly or research-based programs at UNT. Those proposals that were assessed to have the greatest potential to foster inter-disciplinary collaboration and that could allow UNT to offer graduate-level learning experiences not otherwise available in the State of Texas earned the highest scores. Out of 39 submissions, three were funded, and mine was among them.

### May 2005–November 2005

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

---

[I was awarded \$38,000 by the Forensic Logic Corporation of San Francisco to act as a co-design director and project coordinator of a project that explored the initial development of a system of interface designs and usage methods for facilitating the operation of a comprehensive, online-facilitated, crime analysis software system.]

The target audience and user group of this software system, (known as “Crimepoint”) were Texas-based law enforcement officials and officers of the court. The primary objectives of the project team I co-led were to create, analyze and evaluate the efficacy of a variety of prototypical interface designs and usage methods among these user groups, and then to use this data to inform the process of developing the means to make future iterations of whatever else we designed for them effectively meet their needs.

### May 2004–November 2004

**Applied For, Received: Designing Public- and Private-Use Web Sites for Specific Texas Counties**

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[I co-wrote<sup>18</sup> and processed the servicing of a \$45,000 grant initiative from the Texas Association of Counties (TAC) to design and implement a system of worldwide website templates for various counties throughout Texas so that these county governments could better serve their citizens online.]

This project evolved to incorporate the design of templates for not only over a hundred Texas counties, but the design of portal-based website templates that would serve specific users (such as law enforcement officials) in these counties as well. The \$45,000 we received in May of 2004 was “seed” funding that allowed us to develop a set of prototypical website templates that were reviewed and assessed by TAC administrators.

The results of their assessments of our templates led to them making significant design changes in the websites of over 100 rural counties in Texas that helped them

<sup>18</sup>. With the then Interim Dean of UNT CVAD Michael Drought.



transition their facilitation of much of what had been “paper-and-mail-services” to citizens to web-based services.

**January 2002–January 2004**

*Applied for, Received: Allied Health Services Project Sponsorship to utilize information derived from the initial statewide implementation of the “UNFILTERED” youth anti tobacco use learning system I had directed the development and design of to guide the re-design and statewide implementation of “UNFILTERED 2.0.”*

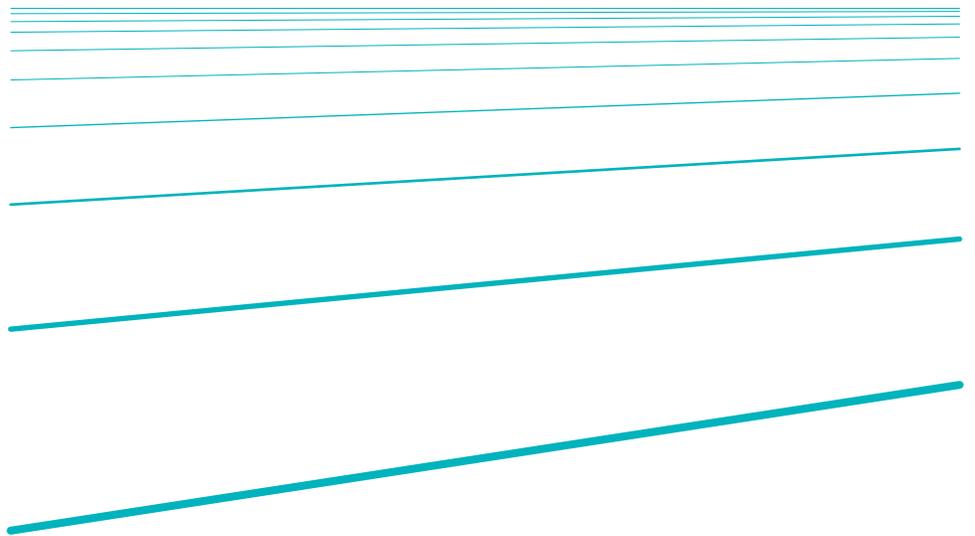
19. With Drs. Celia Williamson and Don Louis of UNT's Department of Rehabilitation, Social Work and Addictions.

[I co-wrote<sup>19</sup> and processed the servicing of this grant from the Texas Higher Education Coordinating Board (THECB) for \$157,000.]

We used these funds to analyze and evaluate the in-classroom effectiveness of our original “UNFILTERED” youth anti-smoking interactive learning system, as well as the ancillary teaching materials that were designed to help middle-school teachers use it effectively. We used the results gleaned from these processes to 1. inform the re-design of this system, and 2. the design of a means to teach middle-school educators, nurses and administrators how to use it in training sessions facilitated by me and my project manager at select locations around the state during the summers of 2003 and 2004.

We completed and distributed the original version of “UNFILTERED” to every public middle school in the State of Texas in June of 2002. Tracking the usage of this over the next year allowed us compile a rich store of user-centered data that directly affected the “design, test, re-design, re-test” cycle of development that guided the realization of “UNFILTERED 2.0.” before its distribution throughout the Texas Public Middle School system. “UNFILTERED 2.0” was completed in July of 2003 and was immediately distributed to every public middle school in the state in August of that year and in January and July of 2004. The content of “UNFILTERED 2.0” was adapted into the science, health, language arts and social studies curriculums in over 1,100 of Texas’ over 1,300 middle schools, and was also adapted for use in middle schools in Arizona, Wisconsin, Illinois, Hawaii and Missouri.

This is the second grant that Drs. Williamson, Louis and myself were awarded by the THECB. We received a \$355,000 award in March of 2000 from this state-of-Texas-government regulated organization dedicated to ensuring that Texas’ publicly funded institutions of higher learning are able to effectively facilitate their academic programs. This first grant funded the development, design and distribution of the original version of “UNFILTERED.”



# 10

## RESEARCH AND SPONSORED PROJECT GRANTS (NOT RECEIVED)

### 2015 January

*Request for funding from the Mayors' Institute for City Design, (MICD) a National Endowment of the Arts (NEA) leadership initiative, to support the facilitation of a "Regional Session" of eight mayors from US-based cities in the American southwest and eight architects, urban planners, urban designers, transportation planners and design researchers from Dallas/Fort Worth and around the US at the Design Research Center/ Collaborative in downtown Dallas in September or October of 2015.*

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*[Funding amount requested: \$100,000; this is a "one-to-one match" grant that requires \$50,000 to be secured or pledged from UNT's upper level administration and \$50,000 to be secured from the MICD and NEA. We learned our proposal was ranked fourth out of over 20 submitted, but only three were funded. We were advised to re-submit again in early 2016.]*

### 2013 July–November

*Denton County-specific public healthcare project support funding from the Flow Healthcare Foundation*

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*[Funding amount requested: \$51,540]*

This foundation exists to support localized, public healthcare initiatives on behalf of the citizens of Denton County, Texas. We felt we had a reasonably strong chance of securing funding from this organization to support at least a portion of the initial computer programming (a.k.a. "primary buildout") of the Design Research Center's/ Collaborative's children's mental health awareness and support website for the citizens of Denton County, but, due to an error in the reporting of crucial contact information on behalf of both UNT's Office of Development and our partners at Cook Children's Community Health Outreach Group, we were unable to meet the requirements to receive funding from this organization.

### 2013 November

*Request for funding to support the development of the children's mental health awareness and support website for Denton County from The Jane and Justin John Foundation*

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*[Funding amount requested: \$88,585]*

This foundation has funded select public healthcare projects in the six-county Dallas/Fort Worth metropolitan environment before, and thus we felt that they might initial programming necessary to launch the children's mental health awareness and support website for the citizens of Denton County that Keith Owens, myself and the graduate students in the Design Research program had been working on since early 2012.

### 2013 August–September

*Request for funding to support the development of the children's mental health awareness and support website for Denton County from The Mary Potishman Lard Trust Foundation*

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*[Funding amount requested: \$68,420]*

This foundation has also funded select public healthcare projects in the six-county Dallas/Fort Worth metropolitan environment before, and thus we felt that they might fund the initial programming necessary to launch the children's mental health awareness and support website for the citizens of Denton County that Keith Owens, myself and the graduate students in the Design Research program had been working on since early 2012.



2012 September–January 2013

***NSF VOSS: Developing Effective Ecological Cyberinfrastructure: Leveraging Cultural Diversity in Networked Science Teams and Their Extended Networks***

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[This proposal was submitted in response to a July 2012 “Revise and Re-Submit” Request from The National Science Foundation’s Division of Virtual Organizations and Socio-Technical Systems (NSF-VOSS), and this request was met on January 9, 2013; Revised Funding Requested: \$399,656.00 for 36 Months.]

This proposal was co-authored by myself, Christina Wasson from UNT’s Department of Anthropology, William Moen of UNT’s College of Information Science and Julia Gluesing from Wayne State University’s Department of Anthropology (with Dr. Wasson positioned as the Primary Investigator).

2012 February–August

***Designing Bright Futures: 2013***

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[Written in response to the National Endowment for the Arts (NEA) “Art Works” Request for Proposals, August 2013; Funding Requested: \$172,342.00 from UNT ORED, CVAD, the Dallas Independent School District and the NEA.]

This proposal evolved from a more truncated version that won the approval of the UNT Office of Research and Economic Development (ORED) in February to be the only submission offered from UNT in answer to the NEA during 2012.

To plan and gain approval for this type of shared budget requires a great deal of planning and managing negotiations and agreements between representatives from each of the four groups involved. As the primary investigator on this grant proposal, I was required to broker all of these exchanges and ensure that their outcomes supported rather than compromised the proposed project. This took three times as much time as did writing and revising the proposal itself.

What follows is a brief description of the proposed project: “4 faculty and 4 graduate students from The University of North Texas’ College of Visual Arts and Design’s (UNT CVAD’s) Department of Design will facilitate three, 2-week-long, 4-day-per-week, design-driven, experiential learning experiences for roughly 60 10th- and 11th-grade students from 28 different Dallas (Texas) Independent School District (DISD) high schools from June 10 to July 19, 2013. These 3 “*Designing Bright Futures: 2013*” workshops will be taught at UNT CVAD’s Design Research Center (DRC).”

2011 January–March

***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); Reviewed by The Cancer Prevention Institute of Texas, or “CPRIT”***

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[Funding Requested: \$149,602.77 for 24 Months.]

This proposal was co-authored by myself and Keith Owens from UNT CVAD’s Department of Design, (with myself positioned as the Primary Investigator). Dr. James Quinn from UNT’s Department of Rehabilitation, Social Work and Addictions (DRSWA) would also have joined this project as a co-Primary Investigator if it was funded; we also collaborated with Dr. Matthew Smith, a Healthcare Data Analyst Specialist from Texas A & M’s Health Science Center, and Dr. Deborah Vollmer-Dahlke from the Texas Life Science Foundation, to complete this proposal. Although it was scored highly by CPRIT’s Board of Review—we were ranked 16th out of 72 proposals submitted—only the top 14 proposals were funded.

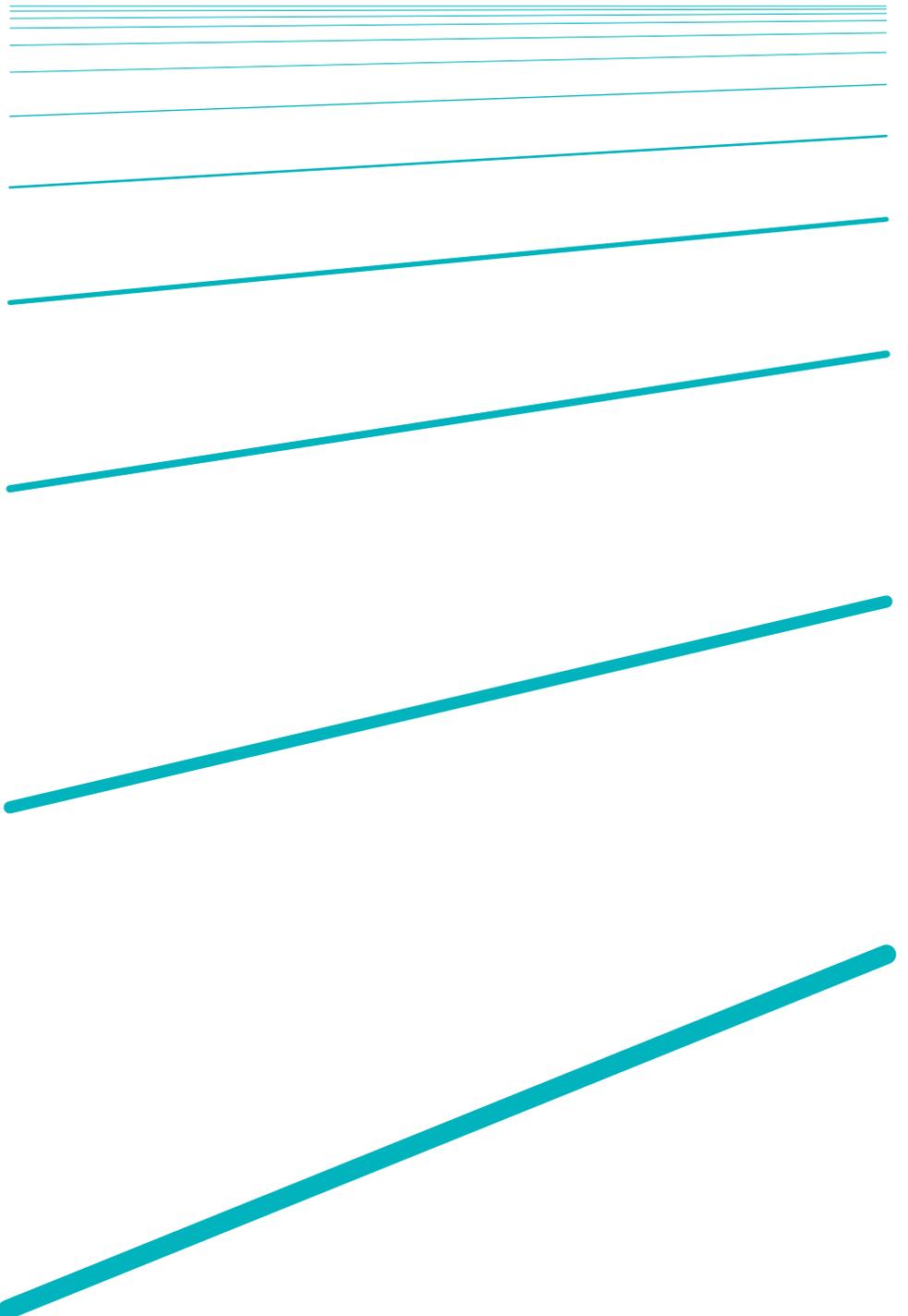


2010 May–November

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

[Reviewed by The National Science Foundation's Division of Innovation and Organizational Science (NSF-IOS); Funding Requested: \$402,367 for 36 Months.]

This proposal was co-authored by myself, Christina Wasson from UNT's Department of Anthropology, Irene Klaver from UNT's Department of Environmental Philosophy and Julia Gluesing from Wayne State University's Department of Anthropology (with Dr. Wasson as positioned as the Primary Investigator).



# 11

## PROFESSIONAL DESIGN CONSULTING

### 2014 June–February 2015

*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).*

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I collaborated with two of the MFA candidates in our 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. I also collaborated with a UNT-approved Drupal programmer to implement these revisions, which should go live sometime in November or December of 2015 (pending the approval of further funding for programming).

### 2013 June–October

*Collaborated on the initial conceptual and functional development of the mobile smartphone app “YoBelly;” eventually designed the entire graphical user interface (GUI) for this app, as well as the system of graphic icons that are utilized within it; I also designed the bulk of the YoBelly brand identity system. Client: Dealentra, Inc.*

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(This app was downloadable from Play Store for Android and from the Apple iOS store for Apple iOS smartphones from October 15, 2013 through April 20, 2014.)

YoBelly resulted from a collaboration between myself, UNT-based Sociology Associate Professor Gabriel Ignatow, and a group of computer science professionals and professional marketers based at Dealentra, Inc. of Addison/Plano, Texas. YoBelly allowed its users to create personal “dining profiles” for themselves that amalgamated data derived from personal food preferences, types of preferred restaurants and food (based on variables such as types of food served, price, location and atmosphere/ambience), food allergies, chronic health conditions and where they preferred to dine out with particular groups of friends.

### 2012 June–December

*Re-designed information architecture, designed new sections and sub-sections, designed new pages and re-wrote and authored new content for the UNT CVAD Design Research Center (DRC) website.*

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Evidence of this design work can be read, viewed and experienced by visiting the following set of URLs:

<http://www.art.unt.edu/designresearchcenter/programs>  
<http://www.art.unt.edu/designresearchcenter/home>  
<http://www.art.unt.edu/designresearchcenter/classroom>  
<http://www.art.unt.edu/designresearchcenter/media>  
<http://www.art.unt.edu/designresearchcenter/projects>  
<http://www.art.unt.edu/designresearchcenter/people>

### 2012 November–January 2013

*Wrote and designed self-mailing, promotional kit to bolster the recruiting of viable M.F.A. and M.A. candidates into our graduate programs in Design Research (originally referred to as our graduate programs in Design with a concentration in Innovation Studies).*

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Due to the fact that neither CVAD or UNT’s Toulouse Graduate School had the money available to pay for the design, printing, assembly or mailing of any materials to promote our graduate programs, I felt that it was necessary to do this myself. This effort also coincided with my re-design of the Design Research Center website and the portions of the CVAD website devoted to our grad programs in these areas.



2012 January–November 2013

*Project initiation, research formulation and operation, and development of prototypical, website templates on behalf of the Wellness Alliance for Total Children’s Health (WATCH) of Denton County.*

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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 as part of classroom endeavors and faculty-led research activities within/around the Design Research Center/Design Research Collaborative.

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.

The coalition recognized the need to initiate a means to confront at least some of the challenges that improving children’s mental health poses by creating some form of a website that could:

- increase Denton County residents’ awareness of the problem,
- help them learn about where they might seek assistance, and
- help them facilitate some aspects of care.

Members of the WATCH leadership team contacted me about the possibility of working with them to develop what has since grown into what we began referring to as a “digital system of care” during the first week of January, 2012.

Keith Owens and I worked through 2012 with the various WATCH leadership team members and many of the groups of stakeholders they represent and are affiliated with to gain an accurate sense of what types of needs a website devoted to addressing children’s mental health needs in Denton, County would require. The needs analysis we were able to formulate based on this series of emic interviews and etic observations led us to conclude that this website had to function as an information provider and resource locator, as well as a place where individuals facing specific children’s mental health challenges could go to forge at least virtual relationships with others who were dealing with similar challenges. The evolution of that endeavor fueled the iterative development of a workable template for this website that Keith and I directed during the summer and fall of 2013.

*This project has been placed on hiatus in the spring of 2014 due to the lack of financial support that crucial member groups from WATCH of Denton County were able or willing to commit to its further development. In this context, “further development” specifically refers to the need to spend the money necessary to program the computing code necessary to facilitate at least the initial functional “buildout” of this website, which would allow for usability testing and iterative development, and, ultimately, to effective implementation.*

2012 February–April

*Edited and provided design support as necessary for a research report generated on behalf of downtown Dallas, Inc. to socio-culturally and economically re-vitalize the West End Neighborhood of Dallas.*

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As the results of this year-long applied design research initiative led by Keith Owens entered its final phase, I worked with him and a group of three of our graduate



students to design and produce a document that described how design thinking processes could be utilized to catalyze transformations in this established, urban neighborhood with minimal expenditure.

**2012 January–January 2014**

***Project Initiation, Research Formulation and Operation, and Development of Prototypical, Website Templates on Behalf of the Wellness Alliance for Total Children’s Health (WATCH) of Denton County***

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This project is a 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 as part of our classroom endeavors and faculty-led research activities within/around the Design Research Center. More information about this project appears on page 47.

**2011 July–November**

***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 Innovation Studies (later re-named “Design with a concentration in Design Research”)***

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This project required approximately 150 hours of work to complete, as it involved planning, writing scripts for, appearing in, editing, and rendering these video shorts so that they would be “easily streamable” online. (They may be viewed in two ways:

1. by visiting the following URLs:

- <http://designresearchcenter.unt.edu/media>
- <http://designresearchcenter.unt.edu/>

or by visiting [vimeo.com](http://vimeo.com) and then entering “UNT + Design Research” in the search window in the upper right-hand corner of the main viewscreen of this website, which will cause a web page to appear that allows users to play each of them in whichever order they choose.

**November 2010–January 2012**

***Applied Research Project Team Lead for the User-Centered Redesign of KERA TV and Radio’s “Kids & Family” Website***

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The initial phase of this two- to three-phase project ran from November 2010 through July of 2011, at which time the interactive programming group at KERA decided to launch the revised “Kids & Family” website even though the usability tests we had conducted to determine the efficacy of this system revealed that a large portion of the content presented as text needed to be edited and re-configured in some areas of the site. The website may be experienced (or, if you prefer, merely “viewed...”) at <http://www.kera-kids.org>, and then clicking on the topics listed under the “Parents,” “Teachers,” and “Kids” tabs. This project required me to manage a small team of UNT Innovation Studies graduate students (two M.F.A. candidates and one M.A. candidates, who served as research assistants on this project), as well as collaborate effectively with my colleague Keith Owens, as well as KERA’s in-house interactive design and IT personnel.

**2010 June–December**

***Commissioned to Design Revisions to the Website for the UNT Professional Development Institute (UNT PDI) Website***

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Since 1973, the Professional Development Institute Inc.(PDI) at the University of North Texas has provided education, information and training to adult learners in Texas,



the U.S., and internationally. Over the past 35 years, some 500,000 professionals have gained skills and knowledge that increase performance and create competitive advantage.

I designed the original version of this website from the November of 2007 until April of 2008, and then made a series of relatively minor revisions to it in the summer of 2009. By the late spring of 2010, the marked increase in user-traffic on the 2008-09 PDI website had increased by over 300% since this site went live.

The site that is operating now has undergone several design and functionality changes in the past three years, resulting in a user experience that is less desirable than it once was.

#### **2009 November–December**

*Design and Initial Strategic Development and Implementation of Visual Identity Marks and Collateral Materials for Talon, UNT's New (as of February 2010) High Performance Computing Cluster*

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The administration of UNT's Computing and Information Technology Center (UNT CITC) enlisted my services to design both an objective (i.e., "representational") identity mark and a typographic identity mark (i.e., a "logotype") as a means to help brand this \$2.5 million technology system.

#### **2009 July**

*Commissioned to Design Revisions to the Website for the UNT Professional Development Institute (UNT PDI) Website*

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I designed the original version of this website, which went live in April of 2008, and was commissioned by UNT PDI in this instance to design two series of new banners and two new page templates to better meet the needs of their audiences.

#### **2008 March–May**

*I was contracted to design a visual identity system, branding strategy and initial advertising for UNT's Center for Achievement and Lifelong Learning (more commonly known by their acronym "CALL").*

#### **2008 October–November**

*After designing the branding system for the University of North Texas Professional Development Institute (UNT PDI), I was contracted to revise their website so that four new adult education programs could be promoted and facilitated through it.*

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More information about the initial design process that guided the design and development of this website appears toward the bottom of this page.

#### **2008 July–August**

*Designed, programmed and rendered operational a website for the interior design consultancy GGID, inc. (Gibson Gimpel Interior Design).*

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I have also appropriated the templates for the primary pages of this website for use in a scholarly research paper I co-authored with Professors Dan Peak and Victor Prybutok of UNT's Information Technology and Decision Sciences Department currently titled "A Pluralistic Research Typology of Website Design."

#### **2007 January–April 2008**

*I was retained as the design director and project manager for the University of North Texas Professional Development Institute (UNT-PDI) website and the development and implementation of their initial branding system.*

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2004 January–February

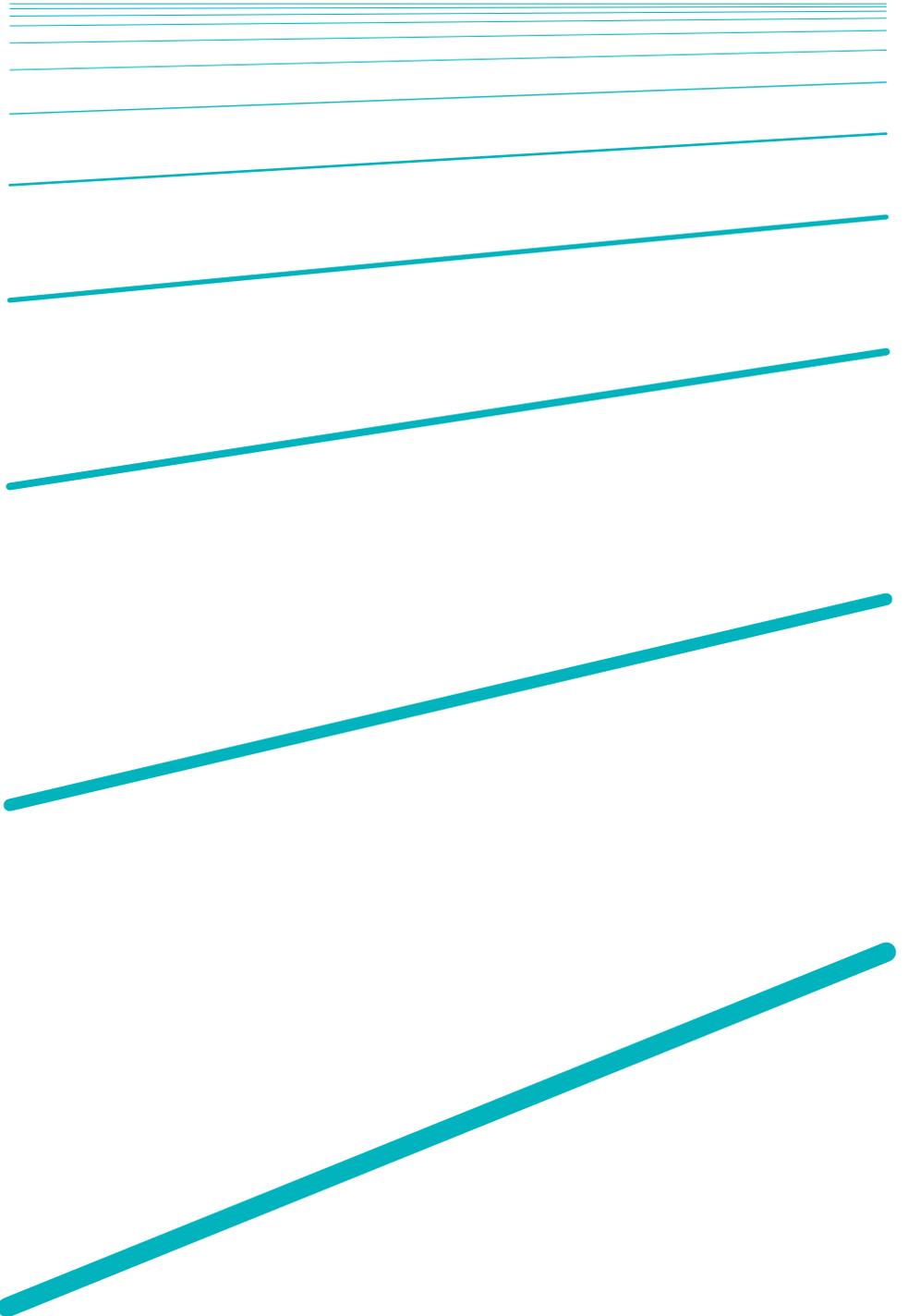
The Austin-based startup company Interrocorp, Ltd. commissioned me to design a simple branding system for them.

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2003 March

I designed a visual identity system and rudimentary branding program for the Dallas-based startup “Argentis,” which was involved in the creation of organic chemical compounds for use in treating chronic skin conditions and diseases.

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# 12

## SERVICE I: TO THE UNIVERSITY

**2015 August–Present**

Appointed to an ad-hoc committee to spearhead the development of “Three-Minute Thesis Presentations” by graduate students from across UNT’s spectrum of graduate programs

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**2014 November**

Designee to the 2014 Council for Interior Design Accreditation (CIDA) “Future Vision” symposium, November 5–7, Steelcase University, Grand Rapids, MI, USA

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**March 2014–April 2015**

Submitted “Introducing design thinking as a means to introduce critical thinking across the curriculum” to an open call for proposals that could guide the development of UNT’s Quality Enhancement Plan (QEP) for 2017-22; contributed to the development of the collaborative proposal that was chosen by UNT’s upper-level administration to become the QEP that will be implemented for broad university use.

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**2015 February, 2014 September, 2014 February**

Presentation on Behalf of the Toulouse Graduate School to the UNT Community

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**2014 March, 2013 September**

Presentation on Behalf of the Toulouse Graduate School to the UNT Community

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**2013 November**

Presentation on Behalf of the Toulouse Graduate School to the UNT Community

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**October 2011–August 2014**

University Review Committee (URC)

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**October 2009–November 2011; November 2012–July 2014**

UNT High-Performance Computing Advisory Committee

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**October 2008–June 2011**

Ad-Hoc Committee to Launch and Sustain “Grandparents University” at UNT

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**October 2008–October 2011**

CVAD Representative to the UNT Research Council

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**August 2007–December 2010**

Faculty Committee to Evaluate University Administrators

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**October–November 2009**

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

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**June 2008–November 2008**

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

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**August 2005–December 2008**

University Promotion and Tenure Committee

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September 2004-May 2007  
Academic Affairs Committee

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August 2004-July 2005  
Strategic Directions in Science and Engineering Task Force

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**SERVICE II: TO THE COLLEGE**

**April 2015**  
Participated in UNT CVAD's review of the art and design work of prospective students at the Texas Art Education Association (TAEA)-sponsored Visual Arts Scholastic Event (VASE) at the Dallas Convention Center

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**November 2014**  
Participated in UNT CVAD's first "high school art and design student portfolio review" as a representative of the communication design faculty

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**August 2014**  
Participated in UNT CVAD's first "Pechakucha event" to help welcome and orient incoming first-year undergraduates into the College

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**September 2013-May 2015**  
Design Department Representative on the UNT CVAD Art Education and Art History Department Retention, Promotion and Tenure Committee

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**September 2013-April 2014**  
Art Education/Art History Art Education Search Committee Design Department Representative

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**September 2011-May 2013**  
Member of the Department of Design Retention, Promotion and Tenure Committee

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**September 2011-May 2012**  
Design Department Representative, Art Education/Art History Design Historian Search Committee

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**November 2011-March 2012**  
Ad Hoc Committee to Evaluate the Possibility of Implementing an Industrial Design Program within the CVAD

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**September 2010-May 2012**  
Department of Design Representative to the CVAD College Re-Appointment, Promotion and Tenure Committee

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**October 2010-August 2011**  
Design and Launch of (Proposed) UNT CVAD Design Research Center (DRC): Support of the Buildout of The Physical Site

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**October-December 2010**  
A "Nuts & Bolts" Approach to Writing Proposals Intended to Secure Project Funding

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**June-December 2009**  
UNT CVAD Information Technology Manager Search Committee,  
Department of Design Representative

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**September 2007–August 2010**

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

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**September 2008–April 2009**

New Media Search Committee Design Department Representative

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**December 2007–October 2008**

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

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**September 2007–April 2008**

Art History Search Committee, Design Department Representative

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**September 2007–April 2008**

Designed and Formatted Typographic Layouts and Edited and Re-Wrote Essential Text for all Seven CVAD Position Announcements posted during the 2007-08 Academic Year

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**September 2007–December 2007**

CVAD Executive Committee

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**February 2007–June 2008**

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"

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**September 2004–May 2006**

Department of Design Representative to the SoVA Promotion and Tenure Committee; Committee Chair from September 2005 to May 2006

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**September 2006–December 2006**

Contributed language and editing services to the Communication Design portion of then UNT School of Visual Arts and Design's (SoVA's) inaugural National Association of Schools of Art and Design (NASAD) self-study document

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**September 2004–May 2006**

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

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**September 2004–May 2006**

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

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**September 2004–March 2005**

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

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**October 2003–April 2004**

Sculpture Search Committee, Design Department Representative and Committee Chair

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**January 2003–July 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

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**September 2002–May 2004**

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

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**September 2002–May 2004**

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

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**SERVICE III: TO THE DEPARTMENT**

**June–December 2013; October 2014–February 2015**

Wrote, co-directed, produced and co-edited 13 promotional video shorts on behalf of the Design Research Collaborative and the MA and MFA programs in Design with Concentrations in Design Research

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**October 2014**

Visited Plano, Texas USA Clark high school and Plano high school to meet with yearbook students, student newspaper staffers and bloggers, and other potential communication design majors at UNT CVAD

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**June 2014–Present**

Strategically and tactically 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

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**March–May 2014**

At the request of my Department Chair Cynthia Mohr, I worked with Departmental colleagues Bruce Nacke and Marian O’Rourke-Kaplan to provide ideas that would “bolster recruitment and retention” within our three design programs, as well as help to promote them to prospective students.

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**June 2012–February 2015 (“Off and On”...)**

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

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**November 2012–January 2013**

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)

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**August 2008–Present<sup>33</sup>**

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)

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**January 2007–Present**

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

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**February 2009–June 2014**

Maintaining the UNT CVAD Department of Design/Design Research Center Render Farm  
and Server Center

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**July–November 2011**

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 Innovation Studies

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**October 2010–November 2011**

Design and Launch of the then UNT CVAD Design Research Center (DRC):  
Support of the Buildout of The Physical Site

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**September 2010–April 2011**

Communication Design Search Committee | Design Department Representative

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**May 2009**

Jack Sprague Career Celebration Event AND Communication Design Senior Exhibition

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**May 1999–May 2009**

Communication Design Senior Banquet and Exhibition

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**September 2007–April 2008**

Communication Design Search Committee Chair

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**Spring 2001–May 2007**

I was one of two faculty sponsors of the communication design student group  
known as “Vent”

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