R. Brian Stone, Associate Professor
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Academic History

Master of Fine Arts (MFA)
The Ohio State University, Columbus, OH
Department of Industrial, Interior, and Visual Communication Design
Focus on Interaction Design and Usability, March, 2002

Master of Arts (MA)
The Ohio State University, Columbus, OH
Department of Industrial, Interior, and Visual Communication Design
Focus on Design Education and Interactive Media, March, 1999

Bachelor of Fine Arts (BFA)
University of the Arts (formerly Philadelphia College of Art), Philadelphia, PA
Department of Graphic Design, May, 1985

Professional Academic Appointments

The National University of Singapore (NUS)
Division of Industrial Design
Associate Professor
Singapore, Republic of Singapore, July–September 2019–present

The Ohio State University, Columbus, OH
Department of Design
Associate Professor, Visual Communication Design, September, 2004–August, 2019
Assistant Professor, Visual Communication Design, August, 1999–September, 2004

The National University of Singapore (NUS)
Division of Industrial Design
Visiting Professor
Singapore, Republic of Singapore, July–December 2010

Universidade do Estado do Rio de Janeiro
ESDI: Escola Superior de Desenho Industrial, Rio de Janeiro, Brasil
Visiting Professor
Rio de Janeiro, Brasil, July–August 2002

University of the Arts, Philadelphia, PA
Senior Lecturer, Department of Graphic Design
September, 1991–May, 1997

Professional Practice Appointments

Cooper, San Francisco, CA
Cooper Professional Education
Instructional Strategist
December, 2011–present

Nationwide Insurance, Columbus, OH
Director, IT Solutions Analyst,
Usability and Design, PCIT Delivery Services
September, 2006–September, 2007

Orthovita, Malvern, PA
Manager of Marketing and Visual Communication
November, 1995–August, 1997

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Surgical Laser Technologies, Oaks, PA
Manager, Corporate Communications,
February, 1990 – November, 1995
Senior Designer, November, 1988–February, 1995

Noel Mayo Associates, Philadelphia, PA
Designer / Project Manager
August, 1987 – November, 1988

Bailey Design Group, Wynnewood, PA
Graphic Designer
April, 1986–July, 1987

Approach to Teaching
Teaching Philosophy
Professor Stone's goal as an educator is the growth and ultimate success of students. He believes that teaching is about sharing, building, and exploring. For him, this process seems intuitive, almost inherent at times. His passion in the classroom is a manifestation of his genuine love for design and the infinite amount of unique possibilities it can offer. He creates an intimate setting that promotes dialogue, play, interaction, empowerment and discovery. He assists students on how to develop their ideas, without imposing his own ideas or aesthetics into a project. According to Professor Stone, this allows the student to gain mastery over a problem and fosters his or her own inventive, creative and memorable solutions. He believes that every student is an individual – with individual assumptions, associations and experiences. He makes every effort to recognize these unique characteristics, embrace them, and provide individual instruction where appropriate.

Professor Stone regards education as a two-way process, and maintains an interactive involvement with students to allow for this. He does not limit the flow of information to a "teacher–student" relationship, but subscribes to the idea of teaching and learning as a reciprocal relationship. And as these relationships grow, he attempts to instill self-confidence and the idea of "continuous improvement" in students. These ideals are recognized and appreciated by his students and are reflected in his Student Evaluations of Instruction. *Cumulative SEIs are included as a separate document.*

Teaching Method
Teaching visual communication design is a multifaceted, dynamic activity. It has evolved over the years in parallel to advancements in technology, changes in consumer behavior, and globalization.

Professor Stone has enjoyed the opportunity provided to him to teach design at several universities around the world. In each situation, he creates an environment that is comfortable, yet challenging for students. He stresses continuous improvement and speaks about the activity of design as a verb oriented endeavor (a focus on process and activity) rather than a noun driven exercise (a focus on objects). It is his belief that design is about enhancing a human experience through the products we design and the communication we deliver, centered upon understanding, engaging, and interacting with people (both users and stakeholders).

Professor Stone has applied a teaching model in all of his classes based upon; *Awareness*, *Application*, and *Reflection*. The first phase in this design process is about *awareness*, in which students gain the

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deepest possible understanding of design concepts and principles and how to best align them to the needs of a specific audience. It involves contextual understanding, historical precedence, and current beast practices.

Students then move into *application*, where learning through activity, making, and engagement aid in the discovery of useful and innovative solutions. This is an iterative process that increases in its resolution as ideas are shaped and focused. In other words, early conceptual thinking and idea generation is realized through analogue sketching. As ideas emerge, exploratory themes are expressed through color and form studies, mock-ups, and user testing. Students then move to a series of refinements where more formal skills are brought to bear.

Lastly, students *reflect* upon the things that they've designed to evaluate the success or failure of the work (based upon a defined project criteria), as well as reflect on one's own growth as a student designer. Professor Stone believes this model has enabled students to be more self-critical, holistic in their thinking, and confident in their maturation.
Project outcomes from this process may be seen in the addendum (1 and 2).

The typical undergraduate degree in design is widely considered a professional degree, thus it is expected that we adequately prepare our students for success in a professional environment. Rather than being placed in a reactionary position by responding to changes in professional practice, it is the belief of Professor Stone to activity involve them through studio tours, collaborations, guest critiques, and dialogue. Professor Stone regularly invites critics who share his teaching values to provide feedback at key stages of the student's project development. This provides an opportunity for the students to practice expressing their concepts verbally, which he believes is a critic skill. Students also learn to respond to, and manage feedback, similar to what they will experience in a client engagement or stakeholder meeting. *Figures 3 and 4 in addendum.*

One of the strengths of a successful designer is their ability to work jointly with other areas of expertise. Collaboration is inherent to design in that every project is different and clients may range from non-profits to high tech start-ups, or mom-and-pop identity programs to large corporate communication plans. Professor Stone addresses this issue in two respects. The first, is that he incorporates a practice called paired design, in which students work in partnership. *Figure 5 in addendum.* One student drives the creation of novel ideas and innovative solutions, while the other student keeps the ideas grounded in the project's criteria and user goals. By doing so, students are free to conceptualize forward thinking ideas that maintain a sense of practicality and usefulness to people and business.

The second area, centered on collaboration, has been the engagement of external partners. Most recently he partnered with ASUS (Taipei), a leader in innovative consumer electronics. Their suite of products includes laptops, netbooks, graphics cards, mobile phones, and tablets. For three consecutive years, he has engaged ASUS designers to assist with the development of student projects in his senior level interaction design course at The Ohio State University. Professor Stone worked together with their leadership to establish a project criteria and ASUS designers have provided feedback to his students throughout the design process. The projects culminated in a visit to Taipei where students presented their work to ASUS design, marketing, engineering, and sales teams. *Figure 6 in addendum.*

This experience has provided students, centered in the Midwestern portion of the United States with a global perspective to design, a first-hand understanding of Taiwanese culture, and the confidence that their work is of a level of quality expected from a multi-national company such as ASUS.

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Impact of Teaching
Professor Stone's teaching has had lasting impact on many students. He has advised students who are working for consultancies and notable companies such as Google, Facebook, Amazon, Microsoft, General Motors, Method, Designit, American Airlines, and Capital One. He regularly invites former students to return to campus to serve as guest critics in his 3rd year Information Design studio. The response has been beyond his expectations, as 12–15 design alumni tend to participate each year. These former students return because they believe in the coursework he has structured and wish to continue being engaged. He believes they appreciation for the unique learning experiences provided.

Another way he has provided a unique learning experience is to frame design as a global human centered activity. In 2006, he led a group of students from The Ohio State University's Arts Scholars program to work with a team of students at Escola Superior de Desenho Industrial (ESDI) in Rio de Janeiro. As mentioned, he has also led three short term study abroad and collaborative projects with ASUS (Taipei). During their last trip, he arranged a 1-day rapid prototyping session with a cohort of students from the National Taiwanese University of Science and Technology. Small teams of OSU and NTUST students worked together on a series of problems involving transportation, healthcare, and aging. *Figure 7 in addendum.* At the conclusion of the day's activities, OSU students presented each Taiwanese student with a gift unique to the state of Ohio. All of the students were quite moved by the experience. Professor Stone recalls one Taiwanese student saying to an OSU student, "you are my first American friend." Further evidence of the impact of these experiences is summed up by a letter from Mark Oxier, an OSU design student who had never traveled outside the United States.

> *27 April 2015*
> *Ms. Pyne, Dr. Beecher, and Professor Stone,*
> *I wanted thank you for making our recent trip to Taipei possible. This was the first opportunity I've ever had to travel outside of the country and I couldn't have asked for a better experience. We met some amazing people, experienced a culture wildly different from our own, and gained valuable professional experience working with the team at ASUS. I don't have much financial support outside of my student loans, so this trip wouldn't have been possible for me without the Sara Jane Pyne Scholarship. Thank you Ms. Pyne. Thank you Dr. Beecher for facilitating everything, and thank you Brian for being a great professor in and out of the classroom.*
> *–Sincerely, Mark Oxier*

At the graduate level, Professor Stone has served as an advisor and teaching mentor to many students who aspire to teach after receiving their advance degree (MFA or Ph.D.). Not only do they observe what he does in the classroom, they also have follow-up discussions on pedagogy, pacing, providing constructive feedback, framing assignments, and understanding the context for a course in the scheme of a larger curriculum thread. He emphasizes the importance and relevance of research in teaching and how it enables us to explore new methods of content delivery. Several of these students have gone on to have productive careers in higher education. Even today, Professor Stone has ongoing conversations about teaching and research.
Included in the addendum is a list of university instructors advised by Professor Stone (4).

Professor Stone's students have routinely been recognized in annual design competitions with awards of excellent from the American Institute of Graphic Arts (AIGA), the Columbus Society of Communicating Arts (CSCA), the Industrial Designers Society of America (IDSA), and SIGGRAPH. His most recent graduate advisee, Ece Karaca won 1st prize in the Hayes Research forum for her project, Interactive Information Design: An application used to illuminate the environmental effects of the Syrian War. <https://kb.osu.edu/dspace/handle/1811/80409>.

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Teaching Assessment
Professor Stone makes it a policy to review his evaluations on a biannual basis. He reviews them in the context of teaching results, assessing the correlation between course objectives and the quality of student results. He then makes appropriate revisions to course content and delivery.

Peer evaluation of teaching has been another useful mechanism for feedback and improvement. Each year, a senior faculty member observes Professor Stone's teaching and authors a letter as part of his annual performance review. This quantitative tool assesses specific areas of Professor Stone's teaching and aids in determining strengths and/or possible improvements to instruction or course content.
Examples of Professor Stone's Peer Evaluation letters are included in the addendum (5)

Future Goals
As noted earlier, the field of design is evolving and the delineations between majors continues to blur. His area of focus is on information design, motion design, and interaction design. Each of these areas has relevance to industrial design, engineering, animation, data visualization, and business. It is his belief that the context in which we teach design needs to expand to be more inclusive of these complementary areas of study and practice.

It is his goal to craft assignments and course offerings that leverage a broader scope of expertise so that A) our students are approaching design from a wider perspective, B) we become more inclusive and collaborative, and C) we take a proactive stance in the evolution of our field(s).

Vision for DID
No longer are problems constrained to one product domain or specific area of design. Design now intersects across several dimensions. Since 1999, Professor Stone has been teaching visual communication within a department that includes Industrial Design and Interior Space Design. He is familiar with the processes, coursework, and results in these areas and believes his expertise would be very complementary to the Division of Industrial Design. He envisions the possibility of doing deeper explorations with interaction and interface design, elements inherent to all products. User Experience, Design Research, Storytelling, and Communication principles are other areas in which he may provide instructions.

Design Thinking is of course relevant to students of Industrial Design, but has the possibility to extend to a broader cohort of students that may include Architecture, Real Estate, Facilities Management, Engineering, Public Health, Business and Marketing. Interdisciplinary course offerings such as this will expand the context in which we are approaching design problems in the classroom.

Summary of Research Focus
Professor Stone's research is focused on Motion Design as a multi-dimensional communication strategy, as well as a means to enhance communication. Motion Design is a richly engaging, visually compelling, holistically captivating form that has application in Visual Communication, Interface Design, Kinetic Narrative, TV and Film titles, Motion Graphics, and Brand Building.

Professor Stone's investigations are approached through the lens of storytelling and narrative. Storytelling joins together all the concepts and principles that make up motion design practices. People obtain information, interpret messages and create meaning through hearing and telling stories. The hypothesis is that the delivery of these stories is enhanced through the multi-layered dimensions that motion design offers, where designers have the ability to create mood or tension through the use of time, or give personality to abstract objects through motion.

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Foundational to Motion Design is the understanding and application of graphic design principles. Motion Design exists on the platforms of composition, semantic typography, color interaction, framing, scale, balance, and rhythm. Every frame of a kinetic composition should effectively communicate in any given static instance.

Quality indicators of Professor Stone's research include acceptances to peer-reviewed journals and conference presentations. He has established an international presence, with presentations and publications in Asia, Africa, North America, South and Central America, and Europe. He has received invitations to teach and conduct research at several internationally respected universities.

Summary of Notable Publications
Professor Stone's research output has evolved over the course of many years. Beginning with studies in new media and interaction design, it is now centered on how motion design has impact on our perception of interface and interaction behaviors as well as how we consume and interpret moving images. He has sought interdisciplinary venues as they have the furthest reach and impact. The quality of these papers has been acknowledged by the numerous invitations to speak on the topic, cited in the section Invited Talks and Scholarly Presentations.

There are several papers he believes notable as significant works. He authored a chapter entitled "Type in Motion: Designing Off the Page" that was featured in the edited collection by Steve Heller, "Teaching Motion Graphics: Course Offerings and Class Projects from the Leading Undergraduate and Graduate Programs." *Figure 1 in addendum.* This book was the first of its kind in which the content was solely focused on teaching motion. It provided significant exposure and his teaching influenced an entire community of educators. *https://tinyurl.com/y7fcwja4*

As previously noted, Professor Stone is the founder, chair, and co-organizer of the MODE Summit, an educators conference that is focused on shaping the field of motion design by providing a platform for research and pedagogy. He was part of a team that designed and edited "MODE: Motion Design Education Summit, 2015 Conference Proceedings," Dublin, Ireland, 04–05 June 2015, Focal Press, Taylor & Francis, 2016, Murnieks, A. and G. Rinnert, R. Tagtmeyer, R.B. Stone, eds. 2016. These proceedings were international in its scope and helped establish an on-going dialogue amongst conference attendees. *https://www.routledge.com/filmmaking/posts/10132*

Professor Stone has authored papers and presented at AIGA (American Institute of Graphic Arts) and IDSA (Industrial Designers Society of America) conferences, which are the two longest running and highly influential professional associations in the United States. His paper entitled "Designing the Screen-Based Interface: A 3d to 2d Migration" presented at the 2002 IDSA National Education Conference was selected as "Best Paper" and published in a special edition of INNOVATION magazine (Winter 2002). *http://www.idsa.org/innovation/innovation-winter-2002*

The current culmination of his research is presented in the forthcoming book "The Theory and Practice of Motion Design: Critical Perspectives and Professional Practice." *Figure 2 in addendum.* This is a collection of essays from 24 academics and 12 notable practitioners offers an expansive, multiplatform exploration of the rapidly-expanding area of motion design and motion graphics, taking into account both theoretical questions and creative professional practice. In a recent review, Christopher Pullman, Senior Critic, Motion Design at Yale University's School of Art and Former VP of Design at WGBH, Boston noted the following:

> "Instead of a 'how-to' book, this is a 'how-to-think-about' book that delivers on its title, combining the history and intellectual underpinnings of motion design with the insights of contemporary design professionals…a thoughtful response to the profession's shift from the mute flat-land of print to today's rich, multi-dimensional options for communications."

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Written for both those critically engaged with motion design as well as those working or aspiring to work professionally in the field, the book features a range of international contributors and interviews with some of the best-known designers in the field. An accompanying online resource site, www.motionresource.com, contains visual representations of the examples described in the text.
Professor Stone's introduction to the Education section is included in the addendum (6).

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List of Publications
Stone, R. Brian and Leah Wahlin
"The Theory and Practice of Motion Design: Critical Perspectives and Professional Practice"
An edited collection of essays from 24 academics and 12 notable practitioners.
Routledge, Taylor and Francis Group
Projected publication date, July 2018

Murnieks, A. and G. Rinnert, R. Tagtmeyer, R.B. Stone, eds. 2016
MoDe: Motion Design Education Summit, 2015 Conference Proceedings
Dublin, Ireland, 04–05 June 2015
Focal Press, Taylor & Francis, 2016

Stone, R. Brian, Teaching Type in Motion to Amplify Meaning, Communication, and Emotion
IASDR 2009 proceedings. International Association of Societies of Design Research
Seoul Korea. October 2009. Peer reviewed

Stone, R. Brian and Gill, Carol, Design Integration and the Need to Visualize Actions.
IASDR 2009 proceedings. International Association of Societies of Design Research
Seoul Korea. October 2009. Peer reviewed
Stone, R. Brian and Alenquer, Daniel, Non-Linear Usability: A Shift in our Orientation from Task Driven to Experience Driven Applications
Proceedings from New Perspectives in Design Education
The 10th International Conference on Engineering and Product Design Education
Barcelona, Spain. August 2008. Peer reviewed

Dooley, Michael and Heller, Steven, "Teaching Motion Graphics: Course Offerings and Class Projects from the Leading Undergraduate and Graduate Programs"
Stone, R. Brian, Chapter title "Type in Motion: Designing Off the Page"
Allworth Press, New York
March 2008

Smith, P.J., Stone, R.B. and Spencer, A.
Design as a prediction task: Applying cognitive psychology to system development.
In W. Marras and W. Karwowski (eds.).
Handbook of Industrial Ergonomics, 2nd Edition. New York: Marcel Dekker, Inc. 2006

Stone, R. "Expanding the Typographic Vocabulary: Temporal Narrative and Type in Motion"
AIGA National Education Conference : Revolutions
Online published proceedings
June, 2005. Peer reviewed

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Stone, R. Brian "Blurring Boundaries: Interactive Multimedia and Interdisciplinary Convergence"
AIGA Design Forum
http://designforum.aiga.org/
Special Issue - November 2004
Stone, R. "Clustering Students to Evaluate and Understand Handheld Communication Interfaces"
ITEA Publications, "The Technology Teacher"
New York, NY
July, 2004. Peer reviewed

Stone, R. Brian "Designing Visual Interfaces for Advance Multimedia Functionality:
A Convergence of Our Collective Expertise"
YLEM Journal, Artist Using Science and Technology
Special Issue - Autumn, 2003

Stone, R. Brian "Visualization and Multimedia"
2003 AIGA Education Conference
Design: Refining Our Knowledge
St. Paul, MN
November, 2003. Peer reviewed

Stone, R. Brian "Hand Held Communication Interfaces: Design, Development and Process"
Proceedings IDSA 2003 National Education Conference
New York, NY
July, 2003. Peer reviewed
Stone, R. Brian "A Migration to Screen-Based Interface Design"
Innovation, Journal of the Industrial Designers Society of America
Winter, 2002, pp. 46–49

Stone, R., D. Alenquer, and J. Borisch
"Type, Motion and Emotion: A Visual Amplification of Meaning"
Design and Emotion
Presented at the 3rd International Conference on Design and Emotion
University of Loughborough, UK, July, 2002

Stone, R. "Designing Screen-Based Interfaces for Advanced Multimedia Functionality"
Proceedings 6th International Conference on Information Visualization – IV2002
The Brunei Gallery, School of Oriental and African Studies -SOAS- University of London
London, England. pp. 611–616
July, 2002. Peer reviewed

Stone, R. "Online Course Enhancement: A New Context for Teaching Industrial Design"
Proceedings of The First China-USA Joint International Conference on Design Education
IDSA + China Industrial Design Association
Beijing University of Aeronautics and Astronautics. pp. 207–211
May, 2002. Peer reviewed

Stone, R. Brian "Inspirations from McKinley Thompson"
Innovation, Journal of the Industrial Designers Society of America
pp. 31–35
Winter 1999

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Invited Talks and Scholarly Presentations
The Future of Design
The University of the Arts Graphic Design 50 symposium
Lead a panel discussion with colleagues Liz Sanders, Hugh Dubberly, and U/Arts President David Yager
Building an innovation Business Culture.
Collaboration with SalesGlobe.
World at Work Conference, San Diego, CA. Jun16

Motion, Meaning, and Messages
Shih Chien University
Department of Industrial Design
Taipei, Taiwan, March 2016

Moved by Motion and the Power of Storytelling
Design Principles and Practices Conference 2016
Pontifical Catholic University of Rio de Janeiro, February 2016

Motion and Meaning
National Taiwanese University of Science and Technology
Taipei, Taiwan, December 2015

Honored guest and commencement speaker at the XXXII graduation ceremony
of Universidad Americana (UAM), Managua Nicaragua, July 2014
Innovative Approaches to Teaching
Center for Library Initiatives Annual Conference
University of Michigan, May 2014

Pushing Past the Paradigm. Gestural Interaction and Invisible Interfaces
Central Ohio Usability Professionals Association (COUPA) meeting Columbus, OH at AEP, May 2009

Non-linear Usability for the Web: A shift from task driven to experience driven design
Spring </br> Break Conference.
Ohio University, Athens, Ohio, June 2009

NextGen: Interactive Media and User Experience in the Context of Communication and Journalism.
Florida A&M University, Department of Communication and Design, October 2009

Perspectives on Interaction and Motion
Kent State University
Professional workshop week
Kent, OH, November, 2008

Stone, R., "Non-Linear Usability"
Keynote Address: Central Ohio Usability Professionals Association (COUPA) meeting
AEP Headquarters, Columbus, OH, January 2008

Stone, R. "Usability for Disability: A Holistic Approach to Interface Design"
Disability, Culture and Human Rights Workshop
Organized by Twaweza Communications, with the support of the Ford Foundation, Office of Eastern
Africa, Nairobi, Kenya, June 2007

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A Dedication to Teaching Design
The University of the Arts' GD40 : Celebrating Forty Years of Graphic Design
The University of the Arts
Philadelphia, PA, March, 2007
Elements of Temporal Communication: Type, Time + Tone
Keynote: OSU Libraries Instruction In-Service Day
Longaberger Alumni House, December, 2006

ePortfolio and Knowledge Sharing
Apple Digital Campus Leadership Institute
With Acker, S. and Wolf, A.
University of Missouri (Columbia), March, 2005

Exploring the Digital Narrative in Art and Design Pedagogy
2004 Interactive Media Forum: Creative Space | Digital Space
Miami University, Oxford, OH, October, 2004

Information Design Informs Interaction Design
Keynote: 2003 Midwest Art and Design Conference
Cranbrook Academy
Bloomfield Hills, MI, June, 2003
Type in Motion: Designing Off the Page
Best Practices, Challenges and Issues
New Media Centers Summer Conference
Virginia Tech, Blacksburg, VA, June, 2003
Peer reviewed

Communication and Web Usability
Pontifícia Universidade Católica de Minas Gerais
Catholic University of Minas Gerais
Belo Horizonte, MG Brasil, November, 2002

Designing Interactive Media for Your Students
Rochester Institute of Technology (RIT)
Rochester, NY
Online on Campus – .Dot Lunch Series. Presentation to RIT Faculty, October, 2002

Designing the Screen-Based Interface: A 3D to 2D Migration
Georgia Institute of Technology
Atlanta, GA, October, 2002

Multimedia Design for Teaching and Learning
Apple Computers, Inc.
Cupertino, CA, March, 2002

Teaching, Learning and the Significance of Interactivity
Best Practices, Challenges and Issues
New Media Centers Summer Conference
Columbus, OH, June, 2002
Peer reviewed

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Meeting Customer Expectations through Web Usability and Design
WebNet 2001 World Conference on the WWW and Internet
Orlando, Florida, October, 2001
Peer reviewed

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Awards and Honors
Professor Stone has been honored with 3 distinct teaching awards. He was the recipient of the Alumni Award for Distinguished Teaching from The Ohio State University. This is a university wide distinction reviewed by a committee of students, previous recipients, and alumni. The award is sponsored by The Ohio State University Alumni Association, University Advancement, and the Office of Academic Affairs. With this award comes membership to the Academy of Teaching and the label of Distinguished Professor.

Apple (Computer) also recognized Professor Stone's teaching with the Apple Distinguished Educator award. Apple created the Apple Distinguished Educators (ADE) program to recognize K–12 and higher-education pioneers who are using Apple technology to transform teaching and learning. They are active leaders from around the world helping other educators rethink what's possible with technology to make learning deeply personal for every student.

Most recently, Professor Stone was honored with the Ronald and Deborah Ratner Distinguished Teaching Award. The Ratner Awards recognize faculty who have exemplary records of engaging, motivating, and inspiring students as well as of making a difference in students' educations, lives and careers. Recipients of the award are chosen based on the excellence of their records as well as on their vision of how they will continue to grow as a teacher.

The Ronald and Deborah Ratner Distinguished Teaching Award
College of Arts and Sciences
The Ohio State University
November 2017

AIGA Poster Design : Dialogues on Design
Included in the Vignelli Center's poster collection. Part of the PCA/UArts workshop series.
http://vignellicenter.cias.rit.edu/collections/additional/philadelphia
April 2016

Mentor and Servant Leadership Award
Florida A&M University
School of Journalism and Graphic Communication
October, 2009

Order of Omega
2005 Faculty Recognition Award
The Ohio State University
May, 2005

The Alumni Award for Distinguished Teaching and Induction to the Academy of Teaching
The Ohio State University
April, 2002

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Apple Distinguished Educator
Apple Computers Inc., Cupertino, CA
January, 2002

Grants and Fellowships as Principle Investigator
Large Grant Award from the College of Arts and Sciences to support the 2017 MODE Conference.
$19,000. October 2016

Web development and specifications for CCTS (Center for Clinical & Translational Science)
Development grant $10,000. March 2016

Ximera project extension. Evaluation and NSF Project Report.
Ximera is web app for mathematics education.
$6,000. Aug16.

Nationwide Insurance
Research in User Experience (UX) processes. Defined UX workflow and engagement models.
June, 2010
$8,000

Center for Women's Health. OSU Medical Center
Web site design and development for newly formed center
September, 2008
$10,000

Center for Clinical and Translational Science (CCTS)
Web site design, development, and content management system.
September, 2008
$14,000

CHARTS/TOSCA multi-center clinical trials
Web site design, development (using Drupal), and content management system.
September, 2008
$16,000

Nationwide Insurance
Small Business Initiative: Building Web Alliances
Research, course collaborative, and strategic deliverable
January, 2006
$15,000

Allyn and Bacon Publishers (Boston)
Investigations in Textbook Design
Research and Course Collaborative

$10,000
Nationwide Insurance
Web Design Patterns
Research and Course Collaborative
$10,000

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Grants and Fellowships as Co-PI
Evaluation and NSF Project Report for Ximera, a web app for mathematics education developed
by Professors Bart Snapp and James Fowler.
$200,000, July 2015

Eastman Specialty Plastics
Brand Evaluation and Communication Strategy
Collaborative Project with Professors Wayne Chung and James Kaufman
$20,000 (contract)

Innovation Grant (Collaborative)
Experiencing the Nottinghill Carnival: An Interactive Multimedia Program
Principal Investigator with Professor Leslie Ferris, Theater and Dorothy Noyes, Humanities
March, 2005
$44,000 (grant)

ePortfolios and Discipline-based Curriculum Development
TELR and the Office of Academic Affairs
Principal Investigator with Professors P. Nini and P. Chan
March, 2004
$20,000 (grant)

Nestlé
Packaging and Brand Evaluation / Confectionery and Beverage Products
Collaborative Project with Professor Wayne Chung
$20,000 (contract)

Procter and Gamble
Packaging and Brand Evaluation / Fabric and Home Care Products
Collaborative Project with Professor Wayne Chung
$25,000 (contract)

TELR Continuing and Expansion Grant
Macintosh Computer Lab and Systems Administrator
$47,897 (grant / annual rate)

Conference Activity, Participation, and Planning
Co-organizer and conference Chair. 3rd Annual Motion Design Summit Educators Conference [MoDe]
The Ohio State University + Wexner Center for the Arts, June 2016
http://www.modesummit.com/

Co-organizer of the 2nd Annual Motion Design Summit Educators Conference [MoDe]
O'Connell House and the Royal Irish Academy, Dublin, Ireland, June 2015
http://www.modesummit.com/

Co-organizer of the Inaugural Motion Design Summit Educators Conference [MoDe]
University of Notre Dame, South Bend, Indiana, June 2013

R. Brian Stone, Associate Professor
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Master of Ceremonies
AIGA Educators Conference: Connecting the Dots
University of Cincinnati, Cincinnati, OH, March 2014
http://connectingdots.aiga.org/

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Continuing Education Instruction
International Seminar Week, HfG Schwäbisch Gmünd
The Moving Poster
Delivered a 1 week workshop with design students to develop A0 posters with a kinetic element
Hochschule für Gestaltung
Schwäbisch Gmünd, Deutschland,
April 2017

International Seminar Week, HfG Schwäbisch Gmünd
Communication through Motion
Delivered a 1 week workshop with an interdisciplinary group of students
Hochschule für Gestaltung
Schwäbisch Gmünd, Deutschland,
June 2015

Universidad Americana (UAM), Managua Nicaragua
Digital Strategies Master's Seminar
Department of Design and Visual Communication
Diseño y Comunicación Visual, July 2015

International Seminar Week, HfG Schwäbisch Gmünd
Concepts in Motion Graphics
Delivered a 1 week workshop with an interdisciplinary group of students
Hochschule für Gestaltung
Schwäbisch Gmünd, Deutschland
June 2010

International Seminar Week, HfG Schwäbisch Gmünd
From Humiliating to Humanizing: Investigations for 'Self Service' Interfaces Delivered a 1 week
workshop with an interdisciplinary group of students
Hochschule für Gestaltung, Schwäbisch Gmünd, Deutschland
May 2008

University of the Arts, Department of Graphic Design, Philadelphia, PA
Type, Time, and Tone.
Part of Interaction - Motion junior workshop (One-week experience) Visiting professor, content
developer, and keynote speaker, March, 2006

Pontifícia Universidade Católica de Minas Gerais
Belo Horizonte, Brasil
Usability and the Iterative Design Cycle (One-week workshop)
Visiting professor and content developer, 22 participants, July, 2006

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Universidade do Estado do Rio de Janeiro: ESDI: Escola Superior de Desenho Industrial
Rio de Janeiro, Brasil
Studies in Type and Motion: Foundations in Multimedia Design Visiting professor and content developer, 30 participants, November, 2002

World Usability Day, Minas Gerais, Brasil
Delivered a workshop on card sorting techniques to develop site and information architecture.
Delivered keynote address on Non-linear Usability and Experience Design
Praça da Liberdade, Belo Horizonte, MG
November 2007

Teaching Experience

Motion Design
Studio, Junior Level. 2000–present

Information Design
Studio, Junior Level. 1999–present

Interaction Design (IxD)
Studio, Senior Level. 2002–present

Design Research
Seminar, Senior Level. 2013–present

Web Communication
Studio, Senior Level. 1999–2002

Introduction to Design (Basic Graphic Design)
Studio, Freshman level. 1991–1997

Graphic Design Foundations
Studio, Freshman Level. 2010

Principles of Usability
Seminar, Graduate Level. 2006–2007

Professional Practices
Seminar, Graduate Level. 2005

Corporate Identity Design
Studio, Junior Level. 2013

Typography
Studio, Sophomore Level. 2013

Master's Thesis Advising
Graduate Level. 2000–present

Design Thinking
Cooper Professional Education
2013–present

Service Design
Cooper Professional Education
2015–present

Design Leadership
Cooper Professional Education
2014–present

User Experience
Cooper Professional Education
2011–present

Service to the Profession

MFA Program Advisory Committee
University of Wisconsin-Stout, School of Art + Design
Menomonie, WI
2016

Paper reviewer
The 18th International Conference on Engineering and Product Design Education
2016

The 17th International Conference on Engineering and Product Design Education
2015

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Paper reviewer
The 16th International Conference on Engineering and Product Design Education
2014

Paper reviewer
ACM Conference on Designing Interactive Systems, Vancouver, Canada
2014

Paper reviewer
AIGA Educator's Conference | Connecting the Dots, Cincinnati, OH
2014

Administrative Appointments
Graduate Studies Committee Chair
The Ohio State University, Department of Design
2005–2011, 2015–present

Administrative Service
Professor Stone has been engaged in several important service assignments. He has served as Graduate Studies Committee Chair for 8 years noted in Administrative Appointments, in which he was responsible for master's level curriculum guidelines, administrative procedures, graduate application review and candidate recruitment, and monitoring student progress.

Professor Stone has also served as a member of the Department of Design's Promotion and Tenure Committee. In this role, he is responsible for evaluating faculty members annually in accordance with both university and department established criteria. He reviews dossiers prepared by candidates and prepares the voting faculty a detailed quantitative and qualitative evaluation of the candidate in terms of his/her own area of teaching and research, and role in the department.

Graduate Studies committee
Promotion and Tenure committee
Peer Evaluation of Teaching committee
Visual Communication Major committee
Data Visualization Faculty Search committee
Visual Communication Faculty Search committee
Department Chair / Faculty Search committee
Graduate Orientation lead
Associate Director, CETI and Advisory Board Member
   (Center for Enterprise Transformation through Information Technologies)

Media Coverage
Granted an interview to La Prensa on the topic of User Experience and the emergence of Social Media. Managua, Nicaragua. 05 July

Granted an interview to El Nuevo Diario on the topic of mobile app development and mass media. Managua, Nicaragua. 06 July

UX Week 2011, produced by Adaptive Path
San Francisco, CA
Stop Watching and Start Experiencing: Web Enabled TV
https://vimeo.com/30146301

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eCommerce and the Future of the Web
Universidade Federal de Minas Gerais
Federal University of Minas Gerais
Belo Horizonte, MG Brasil
Television interview
November, 2002

Study Abroad / Student Advising
Coordinated a San Francisco studio tour for OSU Visual Communication seniors. Arranged and lead visits to Facebook, Adobe, Kate Keating, Moving Brands, Hugh Dubberly Design, Method, Pandora, Adaptive Path (Capital One), and Cooper. 16 students participated. April 2017 + April 2018

Lead short-term study abroad group to Taipei, Taiwan and Tokyo to collaborate with ASUS Design, Global Marketing and Sales, and Engineering. 12 students participated. April 2016

Lead short-term study abroad group to Taipei, Taiwan and San Francisco to collaborate with ASUS Design, Global Marketing and Sales, and Engineering. San Francisco visit included 6 studio tours. 8 students participated. April 2015

Lead short-term study abroad group to Taipei, Taiwan and Tokyo, Japan to collaborate with ASUS Design, Global Marketing and Sales, and Engineering. 16 students participated. April 2014

Lead short-term Arts Scholars study abroad group to Rio de Janeiro to collaborate with ESDI. 22 students participated. April 2006

Mentoring Activities
Mentor for the Early Arrival Program for African American Males at The Ohio State University. Bell National Resource Center, August, 2016

Creative Work Pertaining to Research Focus
The Department of Design Faculty Exhibition
Thoughts on Motion Design
The Ohio State University, Urban Arts Space
September, 2017

Experiencing the Nottinghill Carnival: An Interactive Multimedia Program
An immersive interactive multimedia experience that illuminates the spectacle of the event.
Presented in London, UK and the Caribbean Festival
August, 2006

Roads to Freedom
http://roadstofreedom.com/
Web site design and development
This web site targeted to teenagers around the world on the idea of freedom. It presents a journey through the history of carnival and tells stories of how artists have found their freedom through the arts.
August, 2006

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The Department of Design Faculty Exhibition
Design: Ideation to Realization
In celebration of the Wexner Center for the Arts major exhibition, Mood River
The Ohio State University, Hopkins Hall Gallery
February, 2002

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Web site development
Office of the Eminent Scholar in Art and Design Technology
http://www.cgrg.ohio-state.edu/~nmayo/office/index.html

Web site development
Professional Practices in the Field of Design
A utilitarian site for entry-level designers that includes information on résumé and portfolio development, job search, interviewing, and business strategies.
http://www.cgrg.ohio-state.edu/~nmayo/professional/Index.html (caps sensitive)

Interactive CD-ROM
A History of Bebop Jazz: My Father's reCollection
A multi-directional experience that shares anecdotal tales about the creators of Bebop Jazz.
Includes musical arrangements, samples and narrative from Dr. Reppard Stone.

Interactive CD-ROM
A History of Design
An interdisciplinary survey of the periods of Art Deco, Streamlining, and design in America from 1950–1970

Academic References
Chris Myers, Professor and Department Chair
The University of the Arts
Department of Graphic Design
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chris@mayerandmyers.com

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Ulrich Schendzielorz
Professor
Media Authoring, Communication Planning and Design
HfG Schwäbisch Gmünd
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Professional References
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Cooper Professional Education + Designit
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Kendra Shimmell, Head of Service Design
Adaptive Path at CapitalOne
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04 June 2018, abridged.

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Teaching Method (1)
Savannah Storar, Justice League vs Avengers Information Graphic

Awareness

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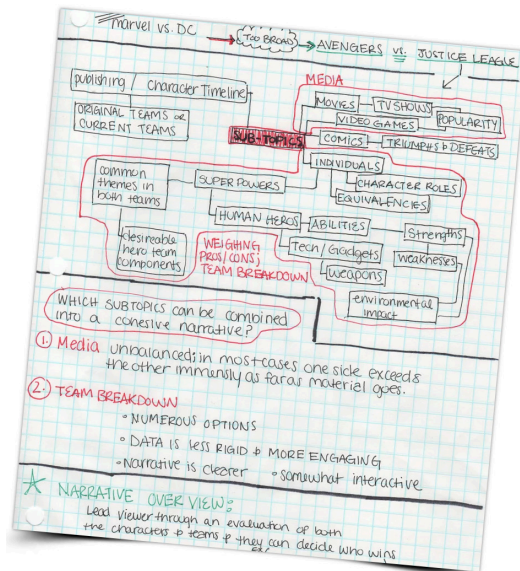
The Research for this project was very extensive. The topic began as Marvel vs DC but the scope narrowed to Justice League vs Avengers. After deciding on comparing the strengths of each team, the student decided to take it a step further and display the information in a way that allowed the viewer to see how each team would measure up in a fight based on their surroundings.

The student started by looking at all of the different super powers and abilities that were represented in each team. It was noticed that a lot of heroes had similar powers so she listed all of the powers out and noted who had which power. After seeing the data in this way she could narrow down the different areas/skills/powers that she wanted to compare.

After defining the set of skills to compare the student realized the need for a rating system. She returned to her research and discovered that the skill levels for each character were able to be found with enough digging. She then gathered the data for each character and in doing this, was able to set a minimum (1) and maximum (5) for each variable.

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Application

*The student then chose 4 very different environ-
ments, all requiring their own distinct set of skills
and each presenting their own set of challenges,
while exploring visual language*

Reflection
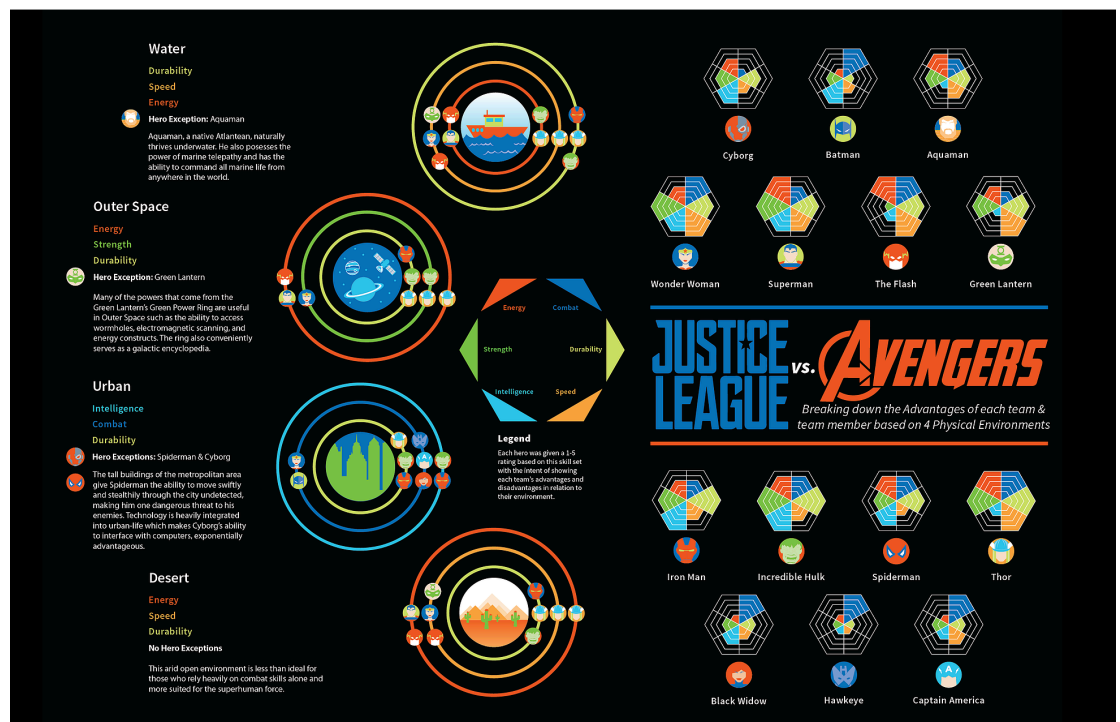
*The final result meet the objectives of this project
which was to create a composition that compared
two topics. She accomplished the goal of providing
the viewer a quick summary of the strengths within
each team.*

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Teaching Method (2)
Brittany Layton, Mount Vesuvius Information Graphic

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Awareness
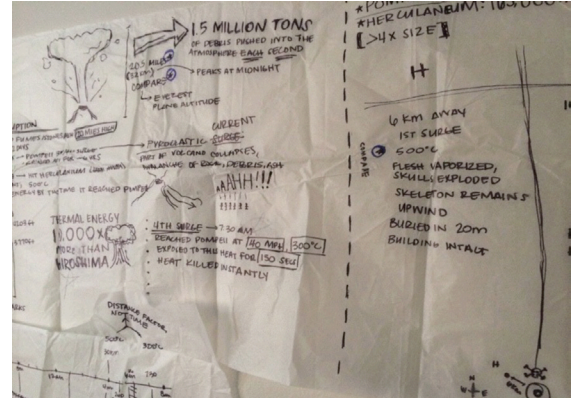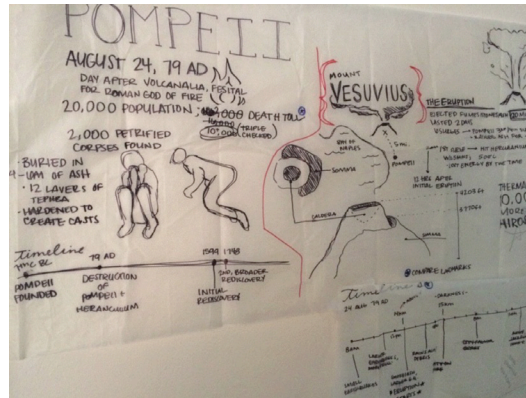
The student began researching volcanoes in general, then focused specifically on the occurrence at Mount Vesuvius. She externalized her research through sketching,
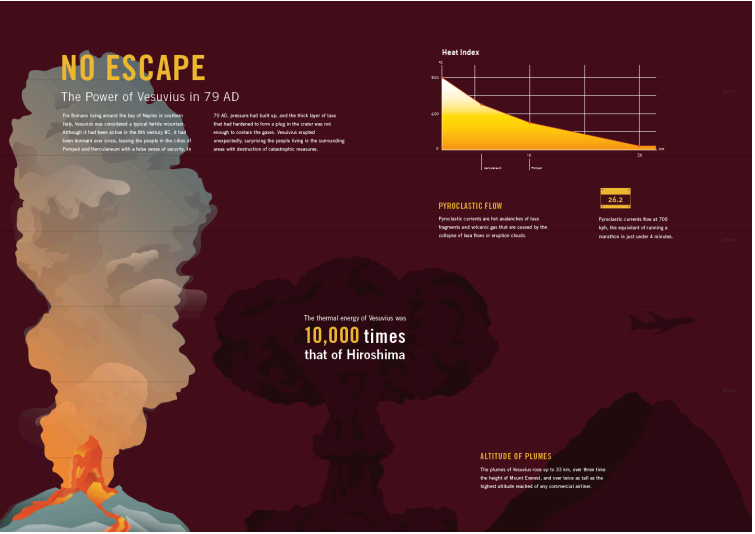
Application
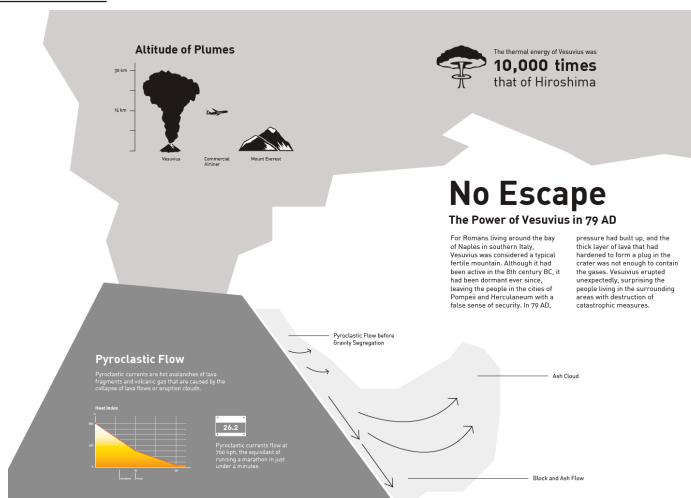
*The student organized her thoughts by developing wireframes for her information graphic.*
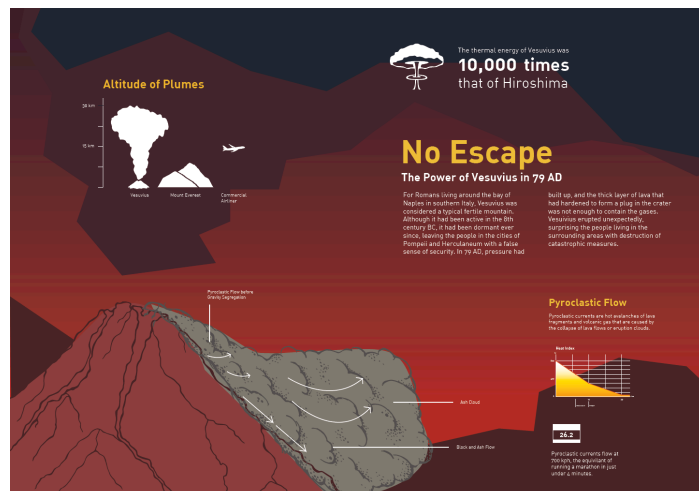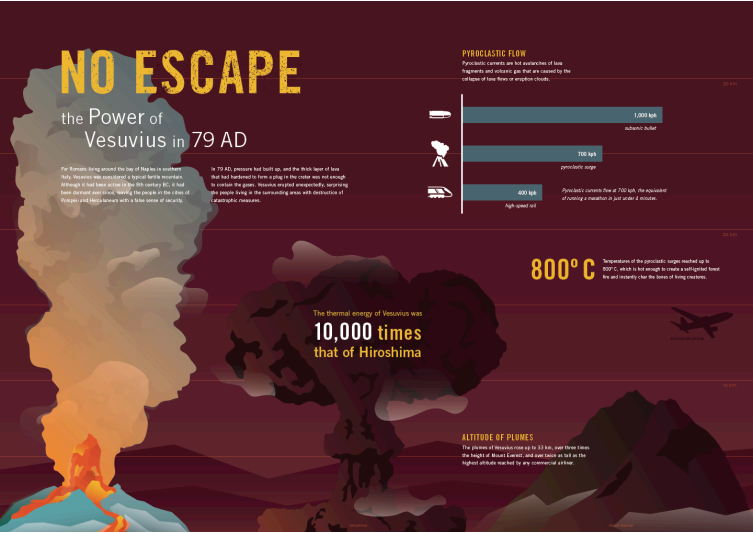
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Reflection

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A series of iterations and refinements were developed with discussion on the strengths and weaknesses of each version.
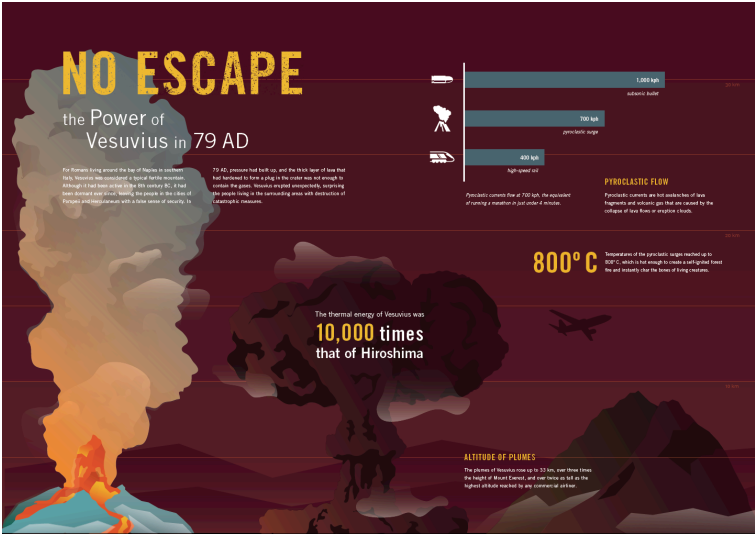
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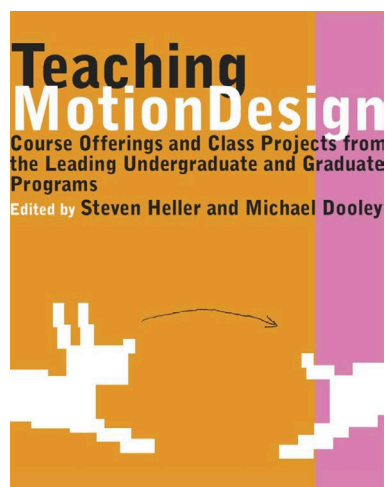rbrianstone.com

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Figures (3)

Figure 1, Teaching Motion Design
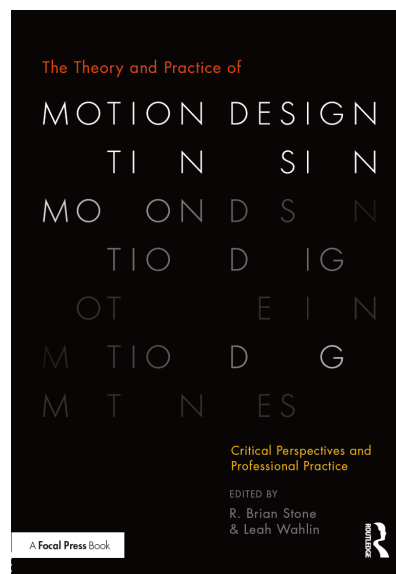

Figure 2, The Theory and Practice of Motion Design

Figure 3, Studio tours

Figure 4, Guest critiques

Figure 5, Paired design process

Figure 6, ASUS collaboration

Figure 7, OSU-NTUST collaboration

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Current university instructors advised under Professor Stone's direction (4)
Maria Fabiola Espinosa, Dean
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Universidad Americana
Managua, Nicaragua

Gretchen Rinnert, Associate Professor
School of Visual Communication Design
Kent State University
Kent, OH USA

Bruno Ribeiro, Associate Professor
Graphic Design
California Polytechnic State University
San Luis Obispo, CA USA

Aaron Ganci, Associate Professor
Visual Communication Design
Herron School of Art and Design
Indianapolis, IN USA

Andre Murnieks, Senior Lecturer Faculty
College of Creative Arts
Massey University
Wellington, New Zealand

Brandan Craft, Professor
College of Communication and Design
Lynn University
Boca Raton, FL USA

Richard Wanjema, Assistant Professor and Program Director
Department of Media Arts
Grace College & Seminary
Winona Lake, IN USA

Lindsay Beach, Lecturer
Department of Human Centered Design and Engineering
University of Washington
Seattle, WA USA

Amanda Buck, Lecturer
Department of Design
Maryland Institute College of Art
Baltimore, MD USA

Daniel Alenquer, Director
School of Visual Communication Design
Kent State University
Kent, OH USA