

E



THE

Genaro Solis Rivero: Concept is King

GENARO SOLIS RIVERO IS A PROFESSOR THAT GENUINELY CARES ABOUT HIS STUDENTS AND THEIR SUCCESS. HIS PASSION/STRATEGIES FOR DESIGN HAVE AND WILL CONTINUE TO TRANSCEND IN THE WAY HIS STUDENTS DESIGN.

Carolina Martinez, Student

HIS CLASSROOM IS A PLACE OF HONESTY AND ENCOURAGEMENT. HE DEMANDS THE BEST FROM EVERY STUDENT BECAUSE HE SEES THE POTENTIAL IN EVERY STUDENT. I CONSIDER IT AN ABSOLUTE PRIVILEGE TO HAVE BEEN TAUGHT BY HIM.

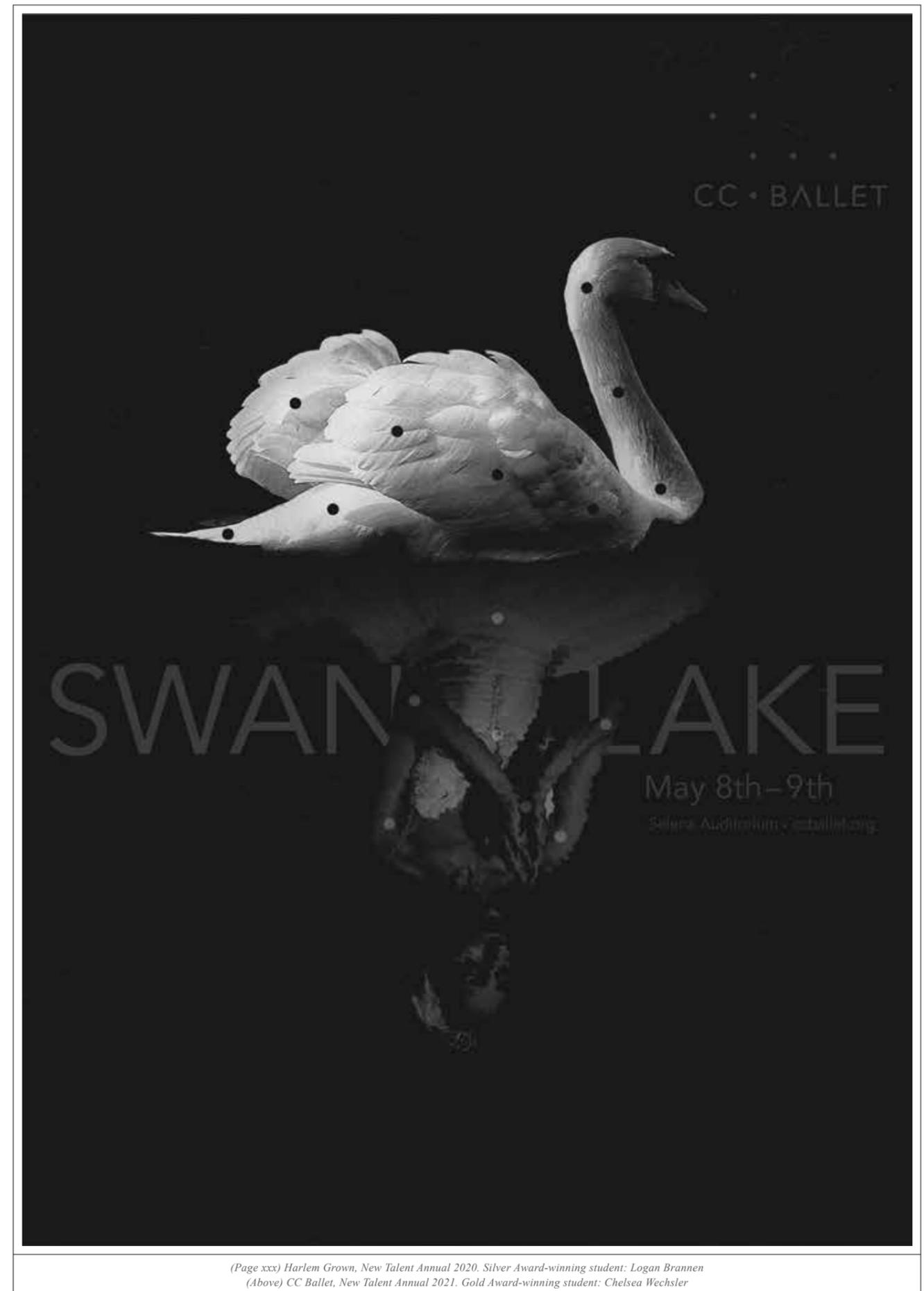
Abigail Teets, Student

HE'S AN AMAZING EDUCATOR WHO CARES ABOUT HIS STUDENTS AND HIS CRAFT. HE'S ALWAYS HIGHLY INVOLVED IN THE FIELD OF DESIGN AND PRACTICES WHAT HE TEACHES.

Carina Umana, Student

HE HAS AN AUTHENTIC PASSION FOR HIS STUDENTS THAT SHINES BEYOND THE CLASSROOM. YOU KNOW YOU'LL ALWAYS HAVE HIS SUPPORT, THAT HE'LL HELP YOU BE YOUR BEST, AND THAT SUCCESS IS POSSIBLE AND INEVITABLE.

Chantal Lesley, Student



Introduction by Dimitry Tetin *Coord. BFA Comm. Design, Asst. Professor | School of Art+Design, Texas State Univ.*

Genaro is an engaged and dedicated teacher who devotes a great amount of personal effort to his teaching practice. He is very involved in encouraging his students to submit their work to national and regional competitions. He is a popular instructor in the program and offers valuable feedback with many students coming to him for assistance with their projects. His student evaluations are consistently high in all areas, and his student outcomes are excellent. Genaro is a very important member of the Texas State Communication Design Program and many faculty members have commented on how lucky they are to have him in the classroom.



DESIGN COMPETITIONS AND DESIGN JOURNALS NOT ONLY SHOWCASE THE BEST WORK IN OUR INDUSTRY BUT IT IS A GREAT EXAMPLE ON HOW DESIGNERS SHOULD WRITE AND DESCRIBE THEIR WORK. • **Genaro Solis Rivero**, *Communication Design Lecturer, Texas State University, School of Art and Design*



What is your professional background?

I began my career as a graphic designer twenty years ago at Equilibrio in Mexico City and later co-founded Contrasto Group, a graphic design studio that specialized in editorial design and branding. After I received my MFA degree from Texas State in 2012, I founded Genaro Design, a boutique branding agency, in San Antonio. The spring of 2020 brought a fantastic opportunity for a joint venture with Legacy79; since then, I have been the master ideator of the L79 family and a proud 79er.

What is your process for selecting a student for your class? I teach three required upper division courses in the Communication Design Program at Texas State University: Trademark Design, Branding Systems, and Senior Portfolio. There are certain prerequisites for each course which are established by the university.

What is your process for selecting a student for your class?

I teach three required upper division courses in the Communication Design Program at Texas State University: Trademark Design, Branding Systems, and Senior Portfolio. There are certain prerequisites for each course which are established by the university.



1. Last Call, New Talent Annual 2021. Silver Award-winning student: Kylee Palmer
 2. Flames Prime Seafood, New Talent Annual 2021. Silver Award-winning student: Hannah Morehead
 3. Le Coq es Mort, New Talent Annual 2021. Silver Award-winning student: Andres Meza

How long have you been teaching?

I have been a design educator teaching communication design at the School of Art and Design at Texas State University since 2018.

What courses do you teach?

I teach three upper division courses: Trademark Design, Branding Systems, and Portfolio Review.

In a few words, how would you describe your experience as a design educator?

One of my design mentors and friend used to tell me when I was in design school that design was all about searching and finding. Twenty years have passed, and this statement goes beyond design. I searched and found my passion: “Teaching what I love and loving what I teach: communication design.” Now that is how I describe my new passion for design education.

In which extracurricular or service activities are you involved in as faculty?

As part of the ComDes Competition Committee, I had the opportunity to ideate, develop, design, and produce the TOP COM DES bi-annual exhibition in collaboration with four fellow faculty members. The first TOP COM DES showcased 139 student adjudicated projects from spring 2018 to summer 2019. I have used the collection of work as a teaching tool to motivate my students, to demonstrate the importance of craftsmanship in their work, and to reiterate the importance of competitions in the graphic design and advertising industry. In the spring of 2020, I was honored to take the leadership of the ComDes Competition Committee. As part of my current plan, I am working on archiving all the student adjudicated work and making it available to use for teaching, researching, and promoting student work. Currently, my fellow committee members and I are planning the second TOP COM DES exhibition that will take place in the fall of 2021, which will showcase more than 400 student adjudications from spring 2019 to summer 2021.

Trademark Design prerequisites are Interactive Media 1 and Typography 2, both with grades of D or better. Branding Systems prerequisites are Art Direction 1, Trademark Design, and History of Design, all with grades of D or better. Finally, the Senior Portfolio prerequisite is Interactive Media 2 with a grade of D or better and a corequisite, Senior Exit Review.

What are the qualifications you require to successfully pass your courses?

My Trademark Design course is divided in three sections: theory, assignments, and final presentation. For the theory and lecture materials, my students demonstrate proficiency by taking written tests, quizzes, or presenting assigned short essays. For the assignments, the students need to showcase their research, ideation, refinement, and final work. The main emphasis is always on developing conceptual solutions, outstanding craftsmanship, and pristine presentation.

My Branding Systems course is divided in theory and two comprehensive assignments. To successfully pass my course, the students must present two pitch brand decks demonstrating their understanding of the material presented in lectures and required readings. I have found it extremely helpful to delineate and explain the branding research, process, and development of successful branding campaigns to my students with these two required books: *Zag: The Number One Strategy of High-Performance Brands* by Marty Neumeier and *Designing Brand Identity: A Complete Guide to Creating, Building, and Maintaining Strong Brands* by Alina Wheeler.

My Senior Portfolio course is the capstone Communication Design Program course that prepares students to gain employment in the industry. In order to successfully pass my course, the students must produce a professional online design portfolio, a personal brand, resume, social media presence, and a self-promotional piece. The main requirement for this course is to showcase six complete design systems that effectively



Elapaint

1.



2.



3.



4.



5.

1. Elapaint, New Talent Annual 2021. Gold Award-winning student: Ronaldo Mundo / 2. Stinger, New Talent Annual 2021. Gold Award-winning student: Giang Pham
 3. Open Sea, New Talent Annual 2021. Gold Award-winning student: Hannah Tanner / 4. EZ Grill, New Talent Annual 2021. Gold Award-winning student: Daniela Dunman
 5. Chokolata Logo, New Talent Annual 2020. Gold Award-winning student: Laura Ortiz



1.



2.



3.



4.



5.

1. Drupa Logo, New Talent Annual 2021, Gold Award-winning student: Robert Warrix / 2. Emperor Apparel, New Talent Annual 2021, Gold Award-winning student: Andres Meza
3. The Coop, New Talent Annual 2020, Gold Award-winning student: Carolina Martinez
4. Sinking Sailor Barber, New Talent Annual 2020, Silver Award-winning student: Chantal Lesley / 5. Seido Logo, New Talent Annual 2021, Gold Award-winning student: Roy Resendez

Q&A: Genaro Solis Rivero, Comm. Design Lecturer, Texas State Univ, School of Art and Design 

showcase the student's stronger design aptitudes and conceptual design solutions.

What are the disqualifications?

The only disqualifications in my courses are the lack of courtesy, lack of craftsmanship, and lack of respect towards their peers and their work.

What might be a typical first assignment?

The first assignment in Trademark Design is to develop a multi-page PDF presentation with at least five pictorial marks. The presentation deck must include their research, ideation, refinement, and final outcome. For each mark presented, the student must include the following: a short business description, creative approach, a morphological approach diagram, and finally the full-color version, black and white version, and reversed version.

The first assignment in Branding Systems is to develop and present a branding pitch deck for a B2B or B2C brand with a mark developed during their Trademark Design class. The branding pitch deck must include the following: a brand positioning statement, brand pillars, a SWOT analysis, a visual brand competitive audit, a brand voice, primary, secondary, and tertiary marks, color palettes, corporate typography, brand identity elements, a stationery system, and at least nine brand touchpoints.

The first assignment in Portfolio Review is to develop their personal brand, their resume, and the concept for their self-promotional piece.

Are real clients suggested?

In my Trademark Design course, I encourage students not to rebrand a local client until the second or third project, when the students have learned the methodology and have understood the importance of the "logo" throughout history and its continued presence in the corporate arena, contemporary society, and the global market.

In the Branding System course, real clients are required for the second branding pitch deck. The students must choose an existing EXPO or tradeshow. The student must develop the mark and include the following: a brand positioning statement, brand pillars, a SWOT analysis, a visual brand competitive audit, a brand voice, primary, secondary, and tertiary marks, color palettes, corporate typography, brand identity elements, a stationery system, and at least nine brand touchpoints.

Might you also ask students to choose a passion of theirs for the assignment?

When they get the opportunity to choose their own client, my first recommendation is to choose a client that may be related to the student's passions or hobbies.

How do you develop and raise your student's visual and verbal standards?

The participation and promotion of design competitions and design journals among my students have been great tools to promote excellency in their work, both verbally and visually. Design competitions and design journals not only showcase

the best work in our industry, but it is a great example on how designers should write about and describe their work.

What percentage of the whole class reaches award-winning work?
Entering design competitions is not required but is HIGHLY encouraged in all my classes.

Typically, 60%-70% of my students participate in student design competitions. At least 50% or 60% of those participating students get adjudicated. In the past three years, I have noticed an exponential increase of more than 300% in student participation and adjudications in design competitions among the ComDes student body. Being involved with the ComDes Competition Committee at Texas State University has allowed me to document, at least for the past three years, all the data related to student design competition participation and their adjudications.

Can you name a few of your past students who have gained success?

According to the ComDes Competition Committee records from 2018-2021, students with adjudications average two to four design adjudications. Of course, there are some exceptions such as the following students:

- Nathanael Loden, class of Spring 2021, twenty-two adjudications
- Juliana Ratchford, class of Spring 2020, thirteen adjudications
- Samantha Chapman, class of Spring 2021, thirteen adjudications
- Jennifer Garza, class of Fall 2020, ten adjudications
- Joel Nieto class of Spring 2021, nine adjudications
- Robert Warrix, class of Fall 2020, nine adjudications
- Chantal Lesley, class of Fall 2021, eight adjudications
- Carolina Martinez, class of Spring 2020, seven adjudications
- Cynthia Murray, class of Spring 2021, seven adjudications
- Roy Resendez, class of Spring 2021, seven adjudications
- Allison Satterfield, class of Spring 2021, seven adjudications
- Abigail Teets, class of Fall 2020, seven adjudications
- Aspen Walter, class of Spring 2021, seven adjudications

Can you name a few of your past students who have found a placement immediately after graduation in an influential graphic design agency or design-oriented company?

- Chelsea Ryan, class of Fall 2019, designer at IBM
- Carolina Martinez, class of Spring 2020, designer at Landor
- Carina Umana, class of Spring 2020, Designer at Target Headquarters-Marketing
- Gabriel Salas, class of Fall 2020, designer at IBM

With the semester's end, what kind of advice do you give to the class?

From the beginning to the end of the semester, I emphasize the importance of understanding and applying conceptual strategies to their work. Concept is king. Aesthetic preferences do not have room in design assessments. It is all about communicating, not making things pretty. Finally, I make sure my students understand that I am always available beyond the classroom and my official courses. This has allowed me to mentor and continue to help my students even years later after they graduate.

Genaro Solis Rivero www.finearts.txstate.edu/Art

TEACHING WHAT I LOVE AND LOVING WHAT I TEACH.

Genaro Solis Rivero, Communication Design Lecturer, Texas State University, School of Art and Design