

Education

- 2007 Bachelor of Science in Design - University of Nebraska-Lincoln
 2010 Master of Architecture - University of Nebraska-Lincoln
 Thesis: *Generating Public Space, An Inter-Modal Transit Center for Austin Texas*

Academic Experience

- Aug 2013-June 2016 **Assistant Professor, Department of Design, Radford University**
 Teaching Responsibilities:
 Technical Drafting (DSNI 125)
 Media Presentation - Sketchup, InDesign, Photoshop (DSN 220)
 Residential Design Studio (DSNI 300)
 Building Codes and Construction (DSNI 322),
 Think Through Make: Tiny House Design + Build (DSN 400)
 Retail and Hospitality Design Studio (DSNI 405)
 Committee Work:
 Department of Design Student Conduct
 Visual and Performing Arts Facilities
 Radford University Makerspace
 Radford University Environmental Center
 Active with:
 Department meetings, curriculum development, student advising, maker equipment management, student recruiting, design studio critiques
- Jan 2011-May 2013 **Lecturer, University of Nebraska Lincoln, College of Architecture**
 Teaching Responsibilities:
 Third year Interior Design Studios I and II (IDES 350 and 351)
 Interior Construction Documents (IDES 433)
 Interior Design Materials (IDES 300)
 Visual Literacy (foundation design)
 Active with:
 Department meetings, curriculum development, design studio critiques
- Fall 2009 / Fall 2010 **Instructor on Record, UNL, Department of Architecture**
 Teaching Responsibilities: Interior Construction Documents (IDES 433).
 Responsibilities included: lecturing, developing assignments, evaluating student work and designing studio projects aimed at introducing students to construction and representation methods.
- May 2007 - Dec 2010 **Teaching Assistant, UNL, Department of Architecture**
 This assignment included assisting various instructors in the Architecture and Interior Design departments with teaching and grading responsibilities.
- Fall 2007 IDES 497, Evolving Issues in Interior Design
 Professor: Katherine Ankerson
- Spring 2008 IDES 433, Interior Construction Documents
 Professor: Katherine Ankerson
- Fall 2008 ARCH/IDES 106, Introduction to Design
 Instructor: Catherine Saroka
 IDES 433, Interior Construction Documents
 Instructor: Rachel Reiser
- Spring 2010 ARCH/IDES 140, Visual Literacy: Analysis and Composition
 Professor: Duncan Case

Professional Experience

- 2014 - 2015 **Lead Designer - Dwellings Co.**
Start up company with Virginia Tech's NUSpark (entrepreneurial incubator), Blacksburg, Virginia. Facilitated contractor/manufacturer meetings, and created construction drawings for the design of small scale (400 - 500 sq ft) modularly constructed homes.
- 2011 - 2013 **Design Director/Co-founder - Narrative Design Studio**
Lindsey Bahe and I maintained a design practice based in Lincoln from 2011 to 2013. Our projects included graphic design and branding, furniture design, space planning, and the design and documentation of small commercial and residential projects. We facilitated client and contractor meetings toward the realization of design projects and conducted project management.
- 2006 **Intern, RDG Planning and Design, Omaha, NE**
As an intern, my responsibilities included generating program materials, assisting with master planning, creating schematic drawings and models, and preparing materials for client meetings and presentations.

Awards and Recognition

- March 2016 Award of Excellence. IDEC. Best Presentation - Teaching and Learning.
- April 2015 OFA Nomination for Rising Star Award, SHEV
- March 2015 Top Five Presentation, Interior Design Educator's Council Annual Conference
- April 2014 OFA Nomination for Rising Star Award, SHEV
- May 2007 Alpha Rho Chi Bronze Medal Recipient
- May 2007 UNL College of Architecture Faculty Award for Scholastic Achievement
- January 2007 First Place Winner - Redbull Student Design Challenge
- April 2006 First Place Winner - Brizo Student Design Competition
- 2001 - 2002 James Canfield Scholar

Student Awards

- July 2016 Retail Design Institute - 1st Place, Group Category
Deanna Hardy, Mallory Howard and Chelsie Watson
- June 2013 Donghia Scholarship Winner [\$30,000] - Amanda Sasse
- June 2012 Donghia Scholarship Winner [\$30,000] - Anastasia Czarnick

Software and Equipment

Proficient: AutoCAD, 3ds Max, SketchUp, Photoshop, Illustrator, InDesign, Microsoft Office, V-Carve Pro and CNC G-coding, 3D printing, Laser cutting, DJI Pilot and UAV Piloting
Some Experience: Revit, Rhino, Flash, Dreamweaver

Professional Memberships

Interior Design Educators Council. Professional Member. (February 3, 2012 - Present).

Proceedings and Abstracts

- Bicak, N. (2016). Using an Unmanned Aerial Vehicle (UAV/drone) to Improve Student Engagement with Building Construction, Systems, and Codes. Portland, OR: Proceedings of the Interior Design Educators Council Annual Meeting.
- Bicak, N. (2015). Integrating Non-Design Majors into a Fourth Year Design Studio: Crafting a Collaborative Design Process. Ft. Worth, TX: Proceedings of the Interior Design Educators Council Annual Meeting.
- Bicak, N., Bahe, L. (2014). The Return to the Digit: How Hand-Making is Fundamental to Digital Ideation. New Orleans, LA: Proceedings of the Interior Design Educators Council Annual Meeting.

Presentations

- Bicak, N., Cline, H., NeoCon 2016, "Unmanned Aerial Vehicles (UAVs/drones) in Professional Design Practice," NeoCon, Chicago, IL. (June 13, 2016).
- Bicak, N., Drainer, A., EDRA 2016: Innovation, Shifting Ground, "Establishing Residential Criteria for Individuals with Autism Spectrum Disorder," Environmental Design Research Association Annual Conference, Raleigh, NC. (May 19, 2016).
- Bicak, N., IDEC 2016: Interior Design Matters, "Using an Unmanned Aerial Vehicle (UAV/drone) to Improve Student Engagement with Building Construction, Systems, and Codes," Interior Design Educators Council (IDEC), Portland, OR. (March 2016).
- Bicak, N., IDEC 2016: Interior Design Matters, "Using ePortfolios, Comparative Matrices and Decision Webs as Design Decision Making Tools in a Design-Build Studio," Interior Design Educators Council (IDEC), Portland, OR. (March 2016).
- Bicak, N., Cline, H., NeoCon 2015, "Utilizing New Technologies in Design Practice: 3D Printers and Beyond," NeoCon, Chicago, IL. (June 15, 2015).
- Bicak, N., IDEC 2015: Catalyst 4 Innovation, "Integrating Non-Design Majors into a Fourth Year Design Studio: Crafting a Collaborative Design Process," Interior Design Educators Council (IDEC), Ft. Worth, TX. (March 12, 2015).
- Bahe, L., Bicak, N., IDEC 2014 Annual Conference, "The Return to the Digit: How Hand-Making is Fundamental to Digital Ideation," Interior Design Educators Council (IDEC), New Orleans, LA. (March 8, 2014).
- Bicak N., Cline, H., Virginia Association for Teachers of Family and Consumer Sciences Annual Conference, "How "Making" and Prototyping Enhances the Spatial Understanding in Interior Design," Virginia Association for Teachers of Family and Consumer Sciences (VATFACS), Roanoke, VA. (August 5, 2014).
- Bicak, N., Blacksburg Rotary meeting, "Sustainability at Radford University and Think Through Make: The Tiny House Class," Rotary, The Inn at Virginia Tech, Blacksburg VA. (May 6, 2015).

Book Chapters

*Bicak N.E. (2014). Appendix 3: Graphic and Space Standards. In Hinchman, M (Ed.), *The Fairchild Books Dictionary of Interior Design* (3rd Edition ed., 328 total pages; Appendix 3: pages 255 - 318). New York, NY: Fairchild Books, An imprint of Bloomsbury Publishing Inc.

**graphic diagrams editor*

Grants

Bicak, Nathan E, Cline, Holly, "Course funding for: Special Topics in Design, Think Through Make: An Interdisciplinary Approach" (Funded), Sponsored Scholar Citizen Initiative, Radford University, \$8,000.00. (October 29, 2013 - Present).

Bicak, Nathan E, Roth, Richard A, Cline, Holly, "Research Trip to the Tiny House Conference" (Funded), Sponsored by Anonymous, \$3,085.00. (March 27, 2014 - April 6, 2014).

Bicak, Nathan E, "Research Trip to the Tiny House Conference" (Funded), Sponsored by College of Visual and Performing Arts, Radford University, \$2,295.68. (March 2014 - April 6, 2014).

Bicak N., Bianchi L., Clelland I., Davis J., Ray A. "Biotransformer: Interdisciplinary Development of an Automated Food Waste and Invertebrate Conversion (Upccycling) System for Aquaponic Food Production (Funded), Sponsored by Radford University Seed Grant Program, \$22, 375.00. (Dec 2015).

Press

Video/Film, Building a Sustainable Tiny House: Part 3. (May 11, 2015).

Video/Film, Building a Sustainable Tiny House: Part 2. (February 23, 2015).

Website, CVPA News and Events. Whet Your Whistle: New Additive and Subtractive Technologies in the Department of Design. (September 11, 2014).

Video/Film, Building a Sustainable Tiny House: Part 1. (May 15, 2014).

Blog, Think Through Make Blog (design + build progress on the tiny house). (March 2014 - present).

Newspaper, Downtown Design: Redbull Student Design Competition Feature, Lincoln Journal Star, Lincoln, NE. (January 2007).

Industry Publication, Display Competition Targets Design Students [Brizo Competition], Kitchen and Bath Design News, (February 2007).

Industry Publication, A Snapshot of KBIS Happenings, Kitchen and Bath Industry Show Daily - Brizo Competition, (April 2006).

Description of Courses Taught (University of Nebraska - Lincoln)

ARCH/IDES/LARC 141 - Visual Literacy [Analysis and Composition]

This course is a foundation design studio required for architecture, landscape architecture, interior design, studio art and textiles students. The course focuses on the development of creative and perceptual analytical skills through problem solving in design.

IDES 300 - Interior Design Materials

This course studies the palette of materials and methods of application with which an interior designer is concerned (floor coverings, wall coverings, interior components, window treatments and accessories). Students gain an understanding of the properties and applications of materials typically used for interior design projects. Through lectures and projects (materials boards, developing schedules and specifications), students become familiar with the pragmatic methods, codes, and environmental concerns that relate to material selection for both residential and commercial interior design projects.

IDES 350 - The Residential Environment [Third Year Interior Design Studio I]

This studio course is an in-depth study of “dwelling” and the critical analysis and design investigation of the places and spaces in which we live [residential environments]. Through research and design projects, students pursue meaningful and evolutionary design solutions while focusing on the personal behaviors of use, function, sentimentality and importance through the activity of living. The course emphasizes the design process, particularly developing conceptual intentions into design proposals. Students explore design alternatives for space, form, sequence, and light; ideas that are developed after a thorough investigation of site, context [place and time], programmatic needs, space planning, event[s] and occupants. The development of interior space is enhanced with an exploration of materials and finishes that heighten human sensitivity and awareness. Throughout the design process students continually develop their understanding of ergonomic needs while remaining sensitive to scale and proportion between user and space in various residential environments.

IDES 351 - Intermediate Projects in Commercial Interiors [Third Year Interior Design Studio II]

This course is the second in a series of four upper level studios. It is intended to improve student understanding of the design process, and builds the skills necessary to present professional solutions for commercial design problems. Course one, IDES 350, focuses on the design process as it applies to residential design -- programming, concept, design intention, schematic design, and design development. This course expands these fundamental skills to more complex space planning problems and the documenting of specifications. Students develop their information gathering processes, which lead to enlightened design decisions. They continue to hone critical thinking and analytical design skills, while expanding their awareness of professional expectations, including vocabulary, methodology, and presentation techniques.

IDES 433 - Interior Construction Documents

This course explores the development of construction documentation for interior design projects. Expression of design intention through the creation of construction documents is reinforced in lecture, studio experiences, and site visits. Students apply the verbal, written, and graphic language of construction as they create a basic set of construction documents for a small residential project. Graphic representation takes the form of both hand and computer generated drawings. The set of documents includes demolition, partition, enlarged, and reflected ceiling plans, finish and furnishings plans, interior and exterior elevations, sections, details, and schedules. Understanding of mechanical, electrical, plumbing and structural systems is also stressed in the course.

Description of Courses Taught (Radford University)

DSNI 125 - Technical Drafting

An introduction to the skills and techniques required in representing designed space and form using conventional architectural drawing and drafting standards. This course introduces students to basic drafting techniques, and develops skills in visualization of three-dimensional forms for the purpose of describing them in two-dimensional formats, including plan, elevation, section, and axonometric representations. Topics include: use of drafting tools and techniques, orthographic and axonometric representation, architectural lettering, drawing organization, including sheet format and sequencing, and architectural graphic standards.

DSN 220 - Media Presentation

This course is an introduction to software properties, specifically Photoshop, Illustrator, InDesign, and Sketchup in a hands-on computer lab environment. In this class, students develop skills and understanding of software properties and appropriate fit in specific applications. The course incorporates appropriate composition strategies for multiple applications. Lecture and demonstration are used to present skills and best practices to the class. Students learn software through in-class activities and projects suitable for presentations in design fields.

DSNI 300 - Residential Design Studio [Third Year Interior Design Studio I]

This course is an in-depth study of residential spaces and includes a variety of critical pre-design analysis while stressing iteration in the design process. The purpose of this course is to explore the act of living and pursue meaningful and evolutionary design solutions. This course focuses on program needs and development, spatial layout, form, sequence, relationship to exterior and context, interior material selection, lighting strategies, and occupant needs for residential design projects of varying scale.

DSNI 322 - Building Systems and Codes

The purpose of this lecture course is to introduce interior design students to interior construction methods, building systems, applicable building codes, and construction documentation methods. This course explores the development of construction documentation for interior design projects, exposes students to building codes with which an interior designer is concerned, and introduces both light frame and commercial construction methodologies. Students develop an understanding of the mechanical, electrical, plumbing and structural systems of construction. In addition, students become aware of the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, and welfare of building occupants.

DSN 400 - Think Through Make: An Interdisciplinary Approach [The Tiny House Class]

This course act as an interdisciplinary studio and focuses on four areas of design collaboration; investigative research (including funding outreach); pre-design collaboration (including prototyping), construction techniques, and community outreach. Students gain an understanding of the issues and impact of sustainable practices in the residential environment and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts. Through the design and construction of a tiny house, students address a holistic design problem with inter-disciplinary collaboration and consensus building, leadership and teamwork. Through a series of exercises, students assess the strengths and weaknesses of their collaborative design work and revise and develop reiterations as necessary. Community outreach includes educating others about the economic and ecological advantages of small-scale living.

DSN 405 - Retail and Hospitality Design [Senior Studio II]

A comprehensive study of the design process as applied to retail and hospitality environments. Problem solving skills are employed in designing commercial spaces to accommodate user needs.