

# CURRICULUM VITAE

Nate Bicak, Assistant Professor of Interior Design, 2016-present  
2020-2022 Douglass Architecture Professor  
University of Nebraska-Lincoln  
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*gray text = achievements prior to appointment at UNL*

## 1. EDUCATION

- |      |   |
|------|---|
| 2010 | University of Nebraska-Lincoln College of Architecture<br>Lincoln, NE (Master of Architecture)<br>Thesis: <i>Generating Public Space, An Intermodal Transit Center for Austin, TX</i> |
| 2007 | University of Nebraska-Lincoln College of Architecture<br>Lincoln, NE (BSD – Interior Design)   |

## 2. PROFESSIONAL APPOINTMENTS

### a. Academic Appointments

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|----------------|---|
| 2016 – Present | Assistant Professor of Interior Design, University of Nebraska-Lincoln, College of Architecture   |
| 2013 – 2016    | Assistant Professor of Interior Design, Radford University, College of Visual and Performing Arts |
| 2012 – 2013    | Lecturer, University of Nebraska-Lincoln, College of Architecture, (full-time)                    |
| 2011           | Lecturer, University of Nebraska-Lincoln, College of Architecture, (part-time)                    |
| 2007 – 2010    | Graduate Teaching Assistant, University of Nebraska-Lincoln, College of Architecture              |

### b. Industry Positions

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|-------------|--|
| 2014 – 2015 | Lead Designer, Dwellings Co., Blacksburg Virginia                      |
| 2011 – 2013 | Design Director/Co-Founder, Narrative Design Studio, Lincoln, Nebraska |
| 2006        | Design Intern, RDG Planning and Design, Omaha, Nebraska                |

## TEACHING (0.75 FTE)

### 1. COURSES TAUGHT

#### **a. DSGN 111, Design Making**, Spring 2017, Summer 2017, Spring 2018, Summer 2018, Summer 2019

(Lab 8 hrs, Credit 4) Coordinated by N. Bicak (2017 and 2018)

*Enrollment: 100+ interior design, architecture and landscape architecture students (15-20 per section)*

##### **Course Description:**

Design Making builds upon the skills acquired in Design Thinking (Interdisciplinary Studio One), turning the focus to making within the design process as a means of developing an idea. An appreciation for craft is instilled as a core value and seen as a means to assessing clarity and viability of the idea. Projects integrate the explicit use of the elements and principles of design as a formal vocabulary. Students are introduced to multiple techniques of communicating ideas through physical and digital modeling, orthographic projection, freehand drawing, and other forms of graphic representation.

##### **Outcomes and Impact:**

- Student work displayed in course portfolios.
- Student work exhibited in Architecture Hall for Landscape Architecture Accreditation (2018) and for Interior Design CIDA Accreditation (2020).

#### **b. IDES 200, Program, Standards and Codes** Spring 2017

(Lecture 2.5 hrs, Credit 3) *Enrollment: 28 second year interior design students.*

##### **Course Description:**

Programs, Standards, and Codes is an in-depth study of standards and codes and their application with which an interior designer is concerned, as well as an introduction to the programming process appropriate to interior designers.

##### **Outcomes and Impact:**

- Peer Review of Teaching Inquiry Course Portfolio, including pre- and post- surveys of student learning and engagement, 2017.

#### **c. IDES 211, Interior Design Studio II**, Spring 2021

(Lab 12 hrs, Credit 5) *Enrollment: 18 second year interior design students.*

##### **Course Description:**

A continuation of IDES 210 with emphasis on the use of research, process and program in the design of the interior environment. The studio continues the education and application of fundamental knowledge, skills, and methods in defining space for the interior built environment. Emphasis is placed on: [1] Points of Departure & Defining Design Intention, [2] Awareness and Implementation of the Design Process to find solutions to complex problems, [3] Analysis, Synthesis and Representation of FORM, NARRATIVE, PROGRAM, and CONTEXT as it relates to people using and experiencing space.

#### **d. IDES 301, Material Applications**, Fall 2016, Fall 2017, Fall 2018, Fall 2019, Fall 2020

(Lecture 2.5 hrs, Credit 3) *Enrollment: average 26 third year interior design students.*

##### **Course Description:**

Material Applications is an in-depth study of the application methods of materials, and their role in the design process. Material application has the power to evolve beyond things “looking good” and to create sensation, to become an engaged practice with the body experiencing space. The complexity of the study of Interior Design requires an advanced understanding of material application and its role in the design process. Design professionals need to be able to articulate the quality, character, performance, constructability and intention behind material choices and placement in space to give the role of materiality the validity it deserves. Materials are more than something “pretty” or “cool” applied

for style and fashion. The course aims to evolve understandings of the role of materials in space, methods of communicating material qualities (developing a language and vocabulary of space), and engage students in critically thinking about the complex relationships of material applications and human experience. This advanced thinking is essential in developing responsible and visionary leaders in the field of Interior Design and will prepare them with a vocabulary and analysis of material application in the design process.

The prerequisite IDES 300 course provides students with a foundation understanding of WHAT materials are available and WHAT their properties and performance characteristics are. IDES 301 introduces the multi-faceted meanings and effects that materiality can communicate in spatial environments. The course takes the foundation knowledge of materials covered in IDES 300, and introduces methods (intentions) of WHAT qualities the materials have, as well as HOW and WHY they are applied and used in design processes.

**Outcomes and Impact:**

- IDEC Conference Presentation: see Peer Reviewed Conference Presentations/Proceedings in section 2.
- Partnership with Nebraska Innovation Studio (NIS) - students become members of the makerspace for the duration of the course, 2018-2021.
- Student work exhibited at NIS and reviewed by NIS staff and community makers, 2019-2020.
- Student work featured on NIS website and social media, 2019-2020.

**e. IDES 311/411, Prairie Pines Community Design + Build Vertical Studio, Spring 2020**

(Lab 12 hrs, Credit 5) *Enrollment: 11 third- and fourth-year interior design students.*

**Course Description**

First offered in Spring 2020, this vertical studio is a new option for students in the interior design program. It serves as the capstone experience for 4<sup>th</sup> year students, and an outreach and engagement studio for 3<sup>rd</sup> year students. In this studio we work collectively with an engagement partner, to develop proposals for the design and construction of an interior environment. We collect information relevant to the partner and their goals, as well as information for design – research on materials, assemblies, place, and user groups. The studio operates as a community design and participatory research studio with the result being designs, full scale mockups, and constructable documents for our engagement partner.

As a capstone + engagement studio, this course demands professionalism and adaptability in working with a real client, toward a real result. This course encourages student initiative and independence in design. In this course, students take primary responsibility in the gathering, analyzing, and organization of information used in the design phases. Design solutions demonstrate students' abilities to apply the design process to a real project and to integrate information, contemporary issues, and theory in order to arrive at creative solutions to a design problem.

**Outcomes and Impact:**

- EDRA Conference Presentation: see Peer Reviewed Conference Presentations/Proceedings in section 2.

**f. DSGN 410, Learning Spaces Collaborate Studio Fall 2016, Fall 2017, Fall 2018, Fall 2019, Fall 2020**

(Lab 12 hrs, Credit 5) *Enrollment: average 24 fourth year interior design and architecture students. Fall 2016-2018 co-taught with DLR Group Architect, Principal, and Education Design Leader Vanessa Schutte. Fall 2019-2020 co-taught with UNL Architecture Faculty Steven Hardy.*

**Course Description:**

Collaborative design research approach to complex problems. Various studios utilize multidisciplinary, interdisciplinary, or trans-disciplinary teams to explore issues across range of project types.

**Outcomes and Impact:**

- EDRA Conference Presentation: see Peer Reviewed Conference Presentations/Proceedings in section 2.
- IDEC Conference Presentation: see Peer Reviewed Conference Presentations/Proceedings in section 2.
- Partnership with city of Valentine, NE and Hoppe Homes (developer), Fall 2020.
- Partnership with Assistant Professor of Construction Programs Philip Barutha & CM graduate students, Fall 2020.

- Partnership with DLR Group for student critique and mentoring, 2016-2019.
- Partnership with Assistant Professor of Art Aaron Sutherlen & Graphic Design III students, Fall 2018.
- Presentations and feedback from Education Professor Susan Sheridan and Education grad students, Fall 2016.
- Speculative design proposals for community consideration/conversation: Omaha's District 66, Adams Central School District, Elkhorn School District, Shenandoah Community Schools, UNL Ruth Staples Child Development Lab, and the city of Valentine, Nebraska.
- Student participation in additional learning experiences: Next Generation Classroom Symposium, October 2018 and EdSpaces Conference, October 2017.
- Exhibition of student design work for Lincoln Arts Community First Friday event, Fall 2016.

#### **g. IDES 451, Interior Design Capstone Studio** Spring 2019

(Lab 12 hrs, Credit 5) *Enrollment: 19 fourth-year interior design students.*

##### **Course Objectives:**

As the capstone studio experience of the academic design career, this course encourages student initiative and independence in the design process. This course focuses on a design project of the students choosing, and supports them through developing problem and project statements, site selection and analysis, programming, conceptual and strategy design and through to schematic and developed interior design solutions. Throughout the semester, students are expected to share information and views and to engage their peers and visiting professionals in meaningful dialogue.

In this course, students take primary responsibility in the gathering, analyzing, and organization of information used in the design phases. Design solutions demonstrate the student's ability to apply the design process and to integrate information and theory in order to arrive at creative solutions to complex design problems.

##### **Outcomes and Impact:**

- Developed a mentor and reviewer network for capstone students to use throughout their design process, 2019.
- Strengthened student representation/communication techniques through a required, large-scale detail model, 2019.

#### **h. IDES 491/991, Makeology Seminar** Spring 2020, Spring 2021

(Lecture 3 hrs, Credit 3) *Enrollment: 10-12 undergraduate interior design and architecture students, and graduate architecture students.*

##### **Course Description**

Makeology is an in-depth study of maker culture and makerspaces as an emerging interior space typology, structured to offer a critical and academic investigation of many sub-themes. Throughout the semester, the course explores maker culture and its impacts on a variety of communities, organizational frameworks for makerspaces, educational maker programming, and maker ecosystems. The course examines the social, cultural and economic impacts of makerspaces in K-12 schools, on university campuses, and in urban and rural environments. The ultimate objective of the course is to broaden student knowledge and sharpen their perspectives about the relationship between design and maker culture, and how makerspaces impact a variety of people.

##### **Outcomes and Impact:**

- Work from the class (in addition to my own research) shared with Gretta Peterson of Herman Miller, to contribute knowledge on makerspace design, for the eventual design of a space at Herman Miller Design Yard Headquarters in Michigan.

## **2. TEACHING PRESENTATIONS AND PAPERS**

### **a. Peer Reviewed Conference Presentations / Abstract Proceedings**

**Bicak, N.**, EDRA 52, Just Environments, 2021 Annual Meeting. "Advancing the Mission of a Publicly Accessible Nature Preserve through Full-Scale Prototyping and Construction Documentation," Environmental Design Research Association (EDRA), Detroit MI. (virtual conference May 2021 due to COVID).

**Bicak, N.,** IDEC 2021: Diversity: Dialogue + Design, 2021 Annual Meeting. "Material Fabrication for Material Application," Interior Design Educators Council (IDEC), (virtual conference March 2021 due to COVID).

**Bicak, N.,** Hardy, S., EDRA 51, Transform: Socially Embedded Collaboration, 2020 Annual Meeting. "Participatory Processes in a Collaborative Design Studio," Environmental Design Research Association (EDRA), Tempe, AZ (virtual conference April 2020 due to COVID).

**Bicak, N.,** IDEC 2019, Annual Meeting. "The Learning Spaces Studio: Interdisciplinary Collaboration and Enduring Engagement," Interior Design Educators Council (IDEC), Charlotte, NC. (Charlotte 2019).

**Bicak, N.,** IDEC 2018: Human-Centered Design "The Learning Spaces Studio: Interdisciplinary Collaboration and Enduring Engagement," Interior Design Educators Council (IDEC), Boston, MA. (Boston 2018). (accepted, not presented due to weather/travel issues)

Bahe, L., **Bicak, N.,** IDEC 2017: Design + Knowledge = IDEC "Design Making as a Recruiting Tool: Body, Space and Experience," Interior Design Educators Council (IDEC), Chicago, IL. (March 2017).

**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.,** 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 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 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 2015).

### 3. TEACHING GRANTS

#### a. Past Funding

Agency/Title of Grant:	Scholar Citizen Initiative, Radford University
Duration of Funding:	October 2013 – Spring 2016
Total Amount Awarded:	\$8,000
Role:	Instructor/PI for course development
Responsibility:	100%

Agency/Title of Grant:	Anonymous (sustainable housing organization in Virginia)
Duration of Funding:	March and April 2014
Total Amount Awarded:	\$3,085
Role:	Instructor/PI for course development
Responsibility:	100%

Agency/Title of Grant:	College of Visual and Performing Arts, Radford University
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Duration of Funding:	March and April 2014
Total Amount Awarded:	\$2,296
Role:	Instructor/PI for course development
Responsibility:	100%

#### 4. STUDENTS AWARDS RELATED TO TEACHING

- Second Annual Herman Miller BIG 10 Student Design Challenge: student team placed 1<sup>st</sup> out of 35 teams, Feb 2020
- Inaugural Herman Miller BIG 10 Student Design Challenge: student team placed 2<sup>nd</sup> out of 64 teams, March 2019
- Anna Nicholson, 2016 Sherwin Williams Stir Student Design Challenge, (2nd Place Residential), June 2016
- Amanda Sasse, Donghia Scholarship Winner (\$30,000), June 2013
- Anastasia Czarnick, Donghia Scholarship Winner (\$30,000), June 2012

#### 5. STUDENT ADVISING

- Mentorship for student team in BIG 10 Challenge – placed #1 out of 35 teams (2020) (co-mentor with Kendra Ordia)
  - Introduced project to student teams, provided support and feedback to design work prior to design charette, travelled with finalists to final charette, and provided feedback during final design preparation
- Mentored four-person student team to finalist phase (top 3) of inaugural BIG 10 Challenge (2019)
- Served on thesis review committee for three Master of Science in Interior Design students
  - Bryan Perez (2017), Emily Drummy (2018), Rachel Osborn (2018), Michelle Hybner (2019)
- Served on thesis review committee for one Master of Architecture student
  - Darin Hannigan, AY 2017-2018
- Student advising for twenty undergraduate students, 2016-2017. (College hired academic advisors in 2017)
- Wrote graduate school letters of recommendation for twenty students, 2016-present

#### 6. PROFESSIONAL IMPROVEMENT

I continue to invest in teaching and research through programming offered at the University of Nebraska-Lincoln.

2021	Promotion and Tenure Workshop, University of Nebraska-Lincoln
2018-2019	Research Development Fellow, University of Nebraska-Lincoln
2019	Promotion and Tenure Workshop, University of Nebraska-Lincoln
2016-2017	Peer Review of Teaching, University of Nebraska-Lincoln
2017	Nebraska Makerspace Workshop, Nebraska Innovation Campus

#### 7. TEACHING AWARDS

2017	Honorable Mention, CIDA Award for Excellence (Council for Interior Design Accreditation) <ul style="list-style-type: none"> <li>• The CIDA Award for Excellence Competition recognized outstanding practices in interior design education. The competition was open to faculty members and collaborating teams at CIDA-accredited interior design programs. This awards program concluded in 2018.</li> <li>• Awarded for work in the DSGN 410 Learning Spaces Collaborate Studio.</li> </ul>
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## RESEARCH AND CREATIVE ACTIVITY (0.15 FTE)

#### 1. PROFESSORSHIPS

2020 – 2022 Douglass Architecture Professor

Proposal: “Interior Design Materials and Assemblies Research + Prairie Pines Collaboration”  
\$15,000 in funding (\$5,000 in salary, \$10,000 in project support)

## 2. UNIVERSITY- FUNDED RESEARCH

### a. Current Funding

Agency/Title of Grant:	Layman Seed Grant Program, University of Nebraska-Lincoln
Duration of Funding:	Aug 2021 – Aug 2022
Total Amount Awarded:	\$9,988
Role:	CO-PI
Responsibility:	50%

### b. Past Funding

Agency/Title of Grant:	Emergency Research Gap Funding, University of Nebraska-Lincoln
Duration of Funding:	April 2021
Total Amount Awarded:	\$2,000
Role:	PI
Responsibility:	100%

Agency/Title of Grant:	Layman Seed Grant Program, University of Nebraska-Lincoln
Duration of Funding:	May 2017 – April 2018
Total Amount Awarded:	\$5,257
Role:	PI
Responsibility:	100%

## 3. NON-SPONSORED RESEARCH IN PROGRESS

I continue to explore the opportunities associated with makerspaces, maker culture, and learning through making by publishing journal articles and developing conference presentations.

## 4. EXHIBITIONS AND PRESENTATIONS

### a. Peer Reviewed Poster Presentations / Abstract Proceedings

**Bicak, N.**, IDEC 2019, Annual Meeting. "Making Space: Towards Best Design Practices for Makerspaces." Interior Design Educators Council (IDEC), Charlotte, NC. (Charlotte 2019).

### b. Peer Reviewed Presentations

**Bicak, N.**, Cline, H., NeoCon 2016, "Utilizing Drones in Professional Design Practice," NeoCon, Chicago, IL. (June 2016). Accepted, presented by Cline, H.

**Bicak, N.**, Cline, H., NeoCon 2015, "Utilizing New Technologies in Design Practice: 3D Printers and Beyond," NeoCon, Chicago, IL. (June 2015).

## 5. PUBLISHED ARTICLES AND BOOK CHAPTERS

### a. Journal Articles (jury reviewed or editorially selected)

**Bicak, N.** (2020), "Affordable Access: the Economic Impacts of Makerspaces," Affordable Urbanism, Bernd Upmeyer ed. Rotterdam, NL. *Magazine on Urbanism* #32: 70-75.

**Bicak, N.** (2018), "Makerspaces: Public as Client." Client Shaped Urbanism, Bernd Upmeyer ed. Rotterdam, NL. *Magazine on Urbanism* #28: 62-67.

## **b. Peer Review Journals (double blind peer review)**

Dickinson, J. I., **Bicak, N.**, Stafford, K., Klingenberg, K., Boyd, C. and Dreyer, M. (2017), "The Design and Testing of a Student Prototyped Homeless Shelter". *Journal of Interior Design*, 42: 53–70.

## **b. Book Chapters**

**Bicak N.** (2014). "Appendix 3: Graphic and Space Standards." In Hinchman, M (Ed.), *The Fairchild Books Dictionary of Interior Design*, 3rd Ed. New York, NY: Fairchild Books, Appendix 3: pp 255 - 318. (Diagrams editor for Appendix 3)

# **OUTREACH, SERVICE, AND ENGAGEMENT (0.10 FTE)**

## **1. UNIVERSITY OF NEBRASKA-LINCOLN**

2018	Member, NSSE/FSSE Committee on Teaching and Learning (Chairs Judy Walker and Vanessa Roof)
2016, 2017	Discussion Leader, Husker Dialogues

## **2. COLLEGE OF ARCHITECTURE**

2020 – 2021	Chair, Industrial/Product Design Faculty Search (search resulted in successful hire)
2018 – 2019	Chair, Industrial/Product Design Faculty Search (search resulted in bringing one candidate to campus)
2018 – 2019	Faculty Mentor, Responsible Design Learning Community <ul style="list-style-type: none"><li>Organized site visits, service-learning projects with Prairie Pines, and developed presentations/mentorship on student success</li></ul>
2018 – 2019	"People" Task Force, College of Architecture Strategic Planning
2018 – 2019	College of Architecture Teaching Alternatives Task Force
2017	Presentation to College's Professional Advisory Council
2016, 2017	Coordinator, College of Architecture Open House Student Activity
2016 – 2017	College of Architecture Apportionment Task Force

## **3. PROGRAM OF INTERIOR DESIGN**

2019 – 2020	Chair, Faculty Search Committee (search resulted in successful hire)
2018 – 2019	Faculty Search Committee Member (Chair: Mark Hinchman) (search resulted in successful hire)
2017 – 2020	Representative on the College Engagement and Enrichment Committee
2016 – 2017	Faculty Search Committee Member (Chair: Mark Hinchman) (search resulted in successful hire)
2017	Student Recruitment Presentation, College of Architecture Open House
2017	Student Recruitment Presentation, Millard South High School

## **4. ENGAGEMENT**

2016-ongoing	Provided service to Lincoln nature conservancy Prairie Pines through rehabilitation work and design proposal work
2019	Interior Painting at Prairie Pines (Responsible Design Learning Community service project)