

University of Nebraska Lincoln

Interim Progress Report for Year Five

Instructions and Template

November 30, 2020

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1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals of 2 years and 5 years after an eight-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers four areas:

1. The program's progress in addressing not-met Conditions and Student Performance Criteria (SPC) from the Interim Progress Report Year 2 review.
2. Progress in Addressing Causes for Concern.
3. Changes or Planned Changes in the Program.
4. Summary of Preparations for Adapting to 2020 NAAB Conditions.

Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions and Student Performance Criteria, including detailed descriptions of changes to the curriculum that have been made in response to not-met SPC that were identified in the review of the Interim Progress Report Year 2. Identify any specific outcomes expected to student performance. Attach new or revised annotated syllabi identifying changes for required courses that address unmet SPC.
2. Evidence of student work is only required to address deficiencies in the following cases: (1) If there are any SPCs that have not been met for two consecutive visits; (2) If there are three not-met SPCs in the same realm in the last visit.
 - Provide three examples of minimum-pass work for each deficiency and submit student work evidence to the NAAB in electronic format. (Refer to the "Guidelines for Submitting Digital Content in IPRs" for the required format and file organization.)
 - All student work evidence must be labeled and clearly annotated so that each example cross-references the specific SPC being evaluated and shows compliance with that SPC.
3. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.¹ The panel may make one of three recommendations to the Board regarding the interim report:

1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the report of the Interim Progress Report Year 2.
2. Accept the interim report as having demonstrated progress toward addressing deficiencies but require the program to provide additional information (e.g., actions taken to address deficiencies). This report shall be due within six weeks of the receipt of this outcome report.
3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified and a copy of the decision sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The annual statistical report (see Section 9 of the 2014 Conditions) is still required.

¹ The team chair will not have participated in a team during the year in which the original decision on a term of accreditation was made.

Deadline and Contacts

IPRs are due on November 30. They shall be submitted through the NAAB's Annual Report System (ARS). As described in Section 10 of the 2015 NAAB Procedures for Accreditation "...the program will be assessed a fine of \$100.00 per calendar day until the IPR is submitted." If the IPR is not received by January 15 the program will automatically receive Outcome 3 described above. Email questions to forum@naab.org.

Instructions

1. Reports shall be succinct and are limited to 40 pages/20 MBs, including supporting documentation.
2. Type all responses in the designated text areas.
3. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
4. Supporting documentation should be included in the body of the report.
5. Remove the #4 "Requirements for the Use of Digital Content in Interim Progress Reports" pages before submitting the interim progress report.

2. EXECUTIVE SUMMARY OF THE TWO MOST RECENT NAAB VISITS: 2015 and 2009

CONDITIONS NOT MET

2015 VTR	2009 VTR
None	None

STUDENT PERFORMANCE CRITERIA NOT MET

2015 VTR	2009 VTR
None	13.14 Accessibility

CAUSES OF CONCERN

2015 VTR	2009 VTR
History and Mission	None

3. TEMPLATE

**Interim Progress Report Year 5
University of Nebraska-Lincoln
College of Architecture
M. Arch. [pre-professional degree plus 54 graduate credit hours]
M. Arch. [non-pre-professional degree plus 92 graduate credit hours]**

Year of the previous visit: 2015

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located:

Name: David Karle

Title: Associate Professor of Architecture and Landscape Architecture, Director of Architecture Program

Email Address: dkarle2@unl.edu

Physical Address: University of Nebraska, 237 Arch Hall West. Lincoln, NE 68588-0107

Any questions pertaining to this submission will be directed to the chief administrator for the academic unit in which the program is located.

Chief academic officer for the Institution:

Name: Ronnie Green

Title: Chancellor, University of Nebraska, Lincoln

Email Address: chancellorgreen@unl.edu

Physical Address: University of Nebraska-Lincoln • 201 ADMS • Lincoln NE, 68588-0419

Text from the previous VTR and IPR Year 2 Review is in the gray text boxes. Type your response in the designated text boxes.

I. Progress in Addressing Not-Met Conditions and Student Performance Criteria

a. Progress in Addressing Not-Met Conditions

N/A

b. Progress in Addressing Not-Met Student Performance Criteria

N/A

II. Progress in Addressing Causes of Concern

University of Nebraska-Lincoln, 2020 Response: Satisfied by Two-Year IPR.

III. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

University of Nebraska-Lincoln, 2020 Response: - At the beginning of the Spring 2020 semester, the acting program director Sarah Deyong stepped down from her position. Before Deyong stepped down, the Dean conducted an internal search for a new program director. The Dean selected David Karle as the new interim director of the Architecture Program from January to August 2020. In August 2020, with program faculty support, Karle was reappointed by the Dean to serve full-time as the director of architecture for five years, until 2025. -As of Fall 2020, we are happy to announce the architecture program admitted the highest number of students into the program's second year. As part of this enrollment increase, we acquired three transfer students directly into our program's second year. Additionally, the incoming freshman class size is the highest in the last three years and the second highest in the previous nine years, indicating an opportunity for a sustained increase in class size. - The College/ Program is strengthening a partnership with a professional office that organizes 'Club A.C.C.E.S.S.,' an after-school program that educates elementary and middle school students on the design disciplines. The club was established in 2017 and engages underrepresented populations in schools across the state. We are currently providing insight into the club's curriculum and providing students, alumni, and faculty assistance to serve as teachers/facilitators. - COVID Impacts: The University of Nebraska is in a three-year cumulative budget reduction. The program's FY21 annual budget decreased by more than 10%. As a result of this decrease, faculty travel and external critic funds were reduced. Although, like most architecture programs, COVID and university travel restrictions significantly reduced travel. Another area impacted by the decreased budget was the reduction in the number of Graduate Teaching Assistant (G.T.A.) positions. G.T.A. positions are typically assigned to graduate architecture students. In anticipation of this reduction, a leadership committee researched, organized, and implemented a new peer Learning Assistant program. The program builds upon our University's initiative to strengthen and foster peer to peer instruction. Learning Assistants consists of undergraduate learning assistants (U.L.A.) and graduate learning assistants (G.L.A.) students who have previously excelled in their assigned course. Learning Assistants assist faculty, at an hourly rate, in preparation for course delivery and provide supplemental learning for students inside or outside the classroom. The program aims to support students at all levels by contributing to their educational experience. The goal is to enhance student learning and create an intellectual community around teaching and learning. During the 2020-21 academic year, the College plans to have 7.5 ULAs, 7 G.L.A.s, and 17 G.T.A. positions consisting of 26 architecture students. In late 2019 the University approved a College building renovation. The

renovation would add several design studios and relocated our existing library to a more public location in our building. The University put the project on pause at the end of the spring 2020 semester. At the beginning of the Spring 2020 semester, the acting program director Sarah Deyong stepped down from her position. Before Deyong stepped down, the Dean conducted an internal search for a new program director. The Dean selected David Karle as the new interim director of the Architecture Program from January to August 2020. In August 2020, with program faculty support, Karle was reappointed by the Dean to serve full-time as the director of architecture for five years, until 2025. As of Fall 2020, we are happy to announce the architecture program admitted the highest number of students into the program's second year. As part of this enrollment increase, we acquired three transfer students directly into our program's second year. Additionally, the incoming freshman class size is the highest in the last three years and the second highest in the previous nine years, indicating an opportunity for a sustained increase in class size. The College/ Program is strengthening a partnership with a professional office that organizes 'Club A.C.C.E.S.S.,' an after-school program that educates elementary and middle school students on the design disciplines. The club was established in 2017 and engages underrepresented populations in schools across the state. We are currently providing insight into the club's curriculum and providing students, alumni, and faculty assistance to serve as teachers/facilitators. COVID Impacts: The University of Nebraska is in a three-year cumulative budget reduction. The program's FY21 annual budget decreased by more than 10%. As a result of this decrease, faculty travel and external critic funds were reduced. Although, like most architecture programs, COVID and university travel restrictions significantly reduced travel. Another area impacted by the decreased budget was the reduction in the number of Graduate Teaching Assistant (G.T.A.) positions. G.T.A. positions are typically assigned to graduate architecture students. In anticipation of this reduction, a leadership committee researched, organized, and implemented a new peer Learning Assistant program. The program builds upon our University's initiative to strengthen and foster peer to peer instruction. Learning Assistants consists of undergraduate learning assistants (U.L.A.) and graduate learning assistants (G.L.A.) students who have previously excelled in their assigned course. Learning Assistants assist faculty, at an hourly rate, in preparation for course delivery and provide supplemental learning for students inside or outside the classroom. The program aims to support students at all levels by contributing to their educational experience. The goal is to enhance student learning and create an intellectual community around teaching and learning. During the 2020-21 academic year, the College plans to have 7.5 ULAs, 7 G.L.A.s, and 17 G.T.A. positions consisting of 26 architecture students. In late 2019 the University approved a College building renovation. The renovation would add several design studios and relocated our existing library to a more public location in our building. The University put the project on pause at the end of the spring 2020 semester.

IV. Summary of Preparations for Adapting to [2020 NAAB Conditions](#)

Please provide a brief description of actions taken or plans for adapting your curriculum/ classes to engage the 2020 Conditions.

University of Nebraska-Lincoln, 2020 Response:

In Summer 2020, the Architecture Program Curriculum Committee (P.P.C.) initiated mapping the new 2020 N.A.A.B. Conditions to our existing curriculum. The P.P.C. shared their findings with the faculty during the Fall 2020 semester and are currently working with faculty and staff for input. The program faculty will spend the 2020/21 academic year testing and identifying the Student and Program Conditions within courses, studios, events, services, activities, organizations, and professional connections. The P.P.C. will continue hosting our long-standing biannual 'End of Semester Review' with all faculty to consider and better integrate new N.A.A.B. Conditions and identify areas of needed assessment to meet our program goals. During this review(s) the P.P.C. will work with the faculty to establish the measures that we are taking to shift from periodic NAAB evaluation to on-going program self-assessment. The P.P.C. has identified a timeline or "action path" to achieve the following steps; review possible data sets, identify key gaps/needs/opportunities, reflect, integrate, and establish on-going assessment of Student and Program Conditions to annually achieve our strategic goals before our accreditation visit in Spring 2024.

- V. **Appendix** (*include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses. Provide three examples of low-pass student work for SPCs in the following cases--if there are any SPCs that have not been met for two consecutive visits, or If there are three not-met SPCs in the same realm in the last visit--as required in the Instructions.*)

University of Nebraska-Lincoln, 2020 Update: See update CV's for new faculty members and administrators.

C U R R I C U L U M V I T A E

5936 Culwells Rd.
 Lincoln NE, 68516
 979-676-2732
 jcraighbabe@gmail.com

Professional Accreditation and Professional Societies

American Institute of Architects (AIA) (Member #3059241),
 National Council of Architectural Registration Boards (NCARB)
 Registered Architect, Texas, (Registrant #21967)
 Member, Nebraska AIA
 Formerly registered as an architect in New Jersey

Degrees

- 2015 MsArch, University of Houston, Houston Texas, Gerald D. Hines College of Architecture. Master of Science in Architecture with Concentration in Urban Theory and Design (post professional degree in architecture)
- 1989 BArch, University of Toronto, Toronto Ontario, John H Daniels Faculty of Architecture, Landscape, and Design. Bachelor of Architecture (Five-year CACB accredited first professional degree with reciprocal NCARB accreditation)

Academic Positions Held

- 2018- University of Nebraska, Lincoln, Associate Professor of Practice in the Architecture Program
- 2008-2018 Texas A&M University, Department of Architecture, Associate Professor of the Practice, contracted for teaching and service 100%

Professional Work Experience

- 2010-Ongoing Craig Babe Architect, Founding Principal. Residential, master planning and commercial projects in Houston and Toronto.
- 2014-16 Randall Scott Architects, Dallas. Director, College Station Office.
- 2000-2007 Michael Graves Architecture and Design, Princeton NJ, Associate.
- 1998-1999 Hopkins Architects, London, Architect.
- 1995-1997 Michael Graves Architecture and Design, Princeton NJ, Senior Designer
- 1992-2007 Craig Babe Design. Founding Principal. Private Projects: Single family residential renovation and new construction, urban infill, and commercial projects in Toronto.
- 1989-1991 Diamond Schmitt Architects, Toronto, Ontario, Intern Architect.
- 1987-1989 Allen Enslin Barrett Architects (Now Allen & Lea), Toronto Ontario, Intern Architect.

SARAH DEYONG

<https://johnjanovy.academia.edu/sdevongacademiaedu>

- 2008 PhD, Princeton University, School of Architecture
 1994 MA, University of Toronto, Department of Art History
 1989 BArch, University of Toronto, Daniels Faculty of Architecture (CACB-NAAB Accredited Professional Degree).

ACADEMIC APPOINTMENTS & DUTIES

- 2020 – present Associate Professor, College of Architecture, University of Nebraska-Lincoln
 2018 – 2020 Director of the Architecture Program and Associate Professor with tenure, College of Architecture, University of Nebraska-Lincoln
 Note: Requested release from administrative duties at the end of 2019 in order to focus on my teaching & research, and work toward full professor.
 2018 – 2019 DEO Leadership Series Workshop, Office of the Executive Vice Chancellor, University of Nebraska-Lincoln
 2016 Leadership Institute, Employee & Organizational Development, Texas A&M University
 2014 – 2018 Associate Professor with tenure, Dept. of Architecture, Texas A&M University
 2007 - 2014 Assistant Professor, Dept. of Architecture, Texas A&M University
 2005 - 2007 Visiting Assistant Professor, School of Architecture, Pratt Institute
 2001 - 2002 Lecturer, Undergraduate Writing Program, Princeton University

PROFESSIONAL APPOINTMENTS & EXPERIENCE

- 2020 - 2021 Advisory Board Member at the University of Maryland, School of Architecture, Planning & Preservation.
 2020 – 2021 Advisory Board Member Board of Studies at School of Architecture & Planning, Sharda University, Greater Noida, India.
 2019- present Board Member of The Journal of Architectural Education. Reappointed for a second three-year term in 2019
 2016 - 2020 Board Member of The Journal of the Society of Architectural History
 1992 - 1994 Partner in Babe Deyong Design
 1989 - 1992 Intern Architect, Boigon and Armstrong Architects, Toronto

GRANTS, FELLOWSHIPS & AWARDS

- 2017 Faculty Development Leave, Texas A&M University (PI)
 2016 High Impact: Education First Initiative, College of Architecture, Texas A&M University (I)
 Interdisciplinary grant on “Future visioning of local climate change: Planning, design, policy and health impacts of sea level rise in League City, TX,” with Galen Newman (PI), Jennifer Horney, Jeremy Merrill, Domenic Bearfield, Phil Berke and Jamie Masterson.
 2015 ACSA Best Scholarship of Design Article Award
 Voted by the ACSA Board of Directors and the JAE Editorial Board.
 2013 Melbern G. Glasscock Center for the Humanities at Texas A&M, Faculty Research Fellowship (PI)
 2009 Graham Foundation for Advanced Studies in the Fine Arts, Research and Development Grant (PI)
 Rate of acceptance: less than 10% (over 500 submitted)

PUBLICATIONS (SELECTED)

- Forthcoming “Building Arguments,” companion volume to the exhibition catalogue, *How Will We Live Together?*, 17th Venice Biennale organized by Hashim Sarkis et. al.
 2020 “The Return of the Building and the Problem (and Potential) of the Comprehensive Studio,” co-authored by Craig Babe, *ACSA 108th Annual Meeting & Virtual Conference Presentation*, Session on Studio Pedagogy, 16 June, 2020. (Conference proceeding article forthcoming). Rate of acceptance: 26%.
 2019 “Function Follows Form: Some Affinities Between Pure Icons, Hardcore Architecture and OOO,” *AD: Re-imagining the Avant-Garde: Revisiting the Architecture of the 1960s and 1970s*, n. 260, v. 89, eds. Matthew Butcher and Luke Caspar Pearson (July/August 2019): 22-29.
 2018 “Who Needs a Lexicon? Twelve Elements of an Architectural Composition,” *Play with the Rules: 2018 ACSA Fall Conference at the University of Wisconsin-Milwaukee*, 12 Oct. 2018. Rate of acceptance: 48%.
 2018 “A History of Style and the Modern Interior,” *The Interior Architecture Theory Reader*, ed. Gregory Marinic (New York: Routledge Architectural Press 2018). ISBN: 1138911089.
 2017 “Colin Rowe’s Operative History,” *Theory’s History 196x-199x – Challenges in the Historiography of Architectural Knowledge*, The Royal Flemish Academy of Belgium for Science and the Arts in Brussels. Organized by the Dept. of Architecture, KU Leuven; Dept. of Architecture and Urban Planning, University of Gent; and the Research Foundation Flanders. Rate of acceptance: 43% (160 submissions, 69 accepted).
 2017 *Walking City: Archigram and the Pursuit of Style*
The Wiley-Blackwell Companion to the History of Architecture, v. 4, eds. David Leatherbarrow and Alexander Eisenschmidt (Malden, MA and Oxford, UK: John Wiley & Sons, 2017). ISBN[s]: 9781444338515 (print); 9781118887226 (electronic).

DAVID KARLE

EDUCATION

- 2006 University of Michigan, Taubman College of Architecture and Urban Planning
Ann Arbor, MI (Master of Architecture with Distinction)
- 2001 University of Michigan, Taubman College of Architecture and Urban Planning
Ann Arbor, MI (Bachelor of Science in Architecture)

Academic Appointments

- 2020-Present Director of the Architecture Program. College of Architecture, University of Nebraska-Lincoln,
2017-Present Associate Professor of Architecture (with Tenure), College of Architecture, University of
Nebraska-Lincoln. Joint appointment with Landscape Architecture 2019-present.
- 2011–2017 Assistant Professor of Architecture, College of Architecture, University of Nebraska-Lincoln
2010–2011 Adjunct Faculty in Architecture, College of Architecture, University of Nebraska-Lincoln
2009–2010 Lecturer in Architecture, University of Michigan, Taubman College of Architecture and Urban
Planning (full-time appointment)

Teaching Awards

- 2020 Annis Chaikin Sorensen Award. The Annis Chaikin Sorensen Award is an annual University of
Nebraska-Lincoln award presented to recognize an individual for his/her outstanding teaching in
the humanities.

Editorial Board

- 2018 – current Member, Editorial Board, *Magazine on Urbanism (MONU)*.

Published Articles, Chapters, Books, and Projects

Karle, S.T., **Karle, D.**, *Conserving the Dust Bowl: The New Deal's Prairie States Forestry Project*. Louisiana State
University Press: Reading the American Landscape series. Series Editor: Lake Douglas. Acquisitions Editor:
Margaret Lovecraft. March 2017.

Karle, D., "Commercial Strip Tease," *Strip Appeal: Reinventing the Strip Mall*. University of Alberta City Region
Studies Center, Alberta, Canada. Eds. M. Patchett and R. Shields. p.65–67. Fall 2012.

Karle, S.T., **Karle, D.**, "200 Million Trees: Fabricating a Rain-Making Scheme" *Journal of Architectural Education*
69:1 *Crisis*. Editors: Timothy Hyde and Amy Kulper. Taylor & Francis. pg. 54–57. March 2015.

Caitlin Tangeman, **Karle, D.**, "Building Down: Temporal Strategies of Adaptation," *Transient Spaces*. Editors, Carla
Juaçaba, Marina Correia, and Suzan Wines. City University of New York, The Bernard and Anne Spitzer School of
Architecture. Fall 2019.

Karle, D., Tangeman, C., "Decentralized Consumerism," *MONU, Issue #26*. Rotterdam, Netherlands. Ed. B.
Upmeyer. Spring 2017. Book Review: Off-centred Considerations in the Urban Age: Review of MONU #26 by
Federico Ortiz. Archinect, 2017. MONU's issue #26 was exhibited at "A PRINT" in Gothenburg, Sweden. May 10 –
28. Organized and curated by Studio NOCK.

Szatko, L., **Karle, D.**, Burkowski, K., "RE-Landmarked" *CLOG, Issue 21: Landmark*. Editor: Kyle May. (New York,
NY) pg. 130–131. Fall 2015.

Karle, D., "The Roof is NOT Flat," *MONU, Issue #21*. Rotterdam, Netherlands. Ed. B. Upmeyer. Fall 2014. pg.
110–113. 2014.

Karle, D., "Expanding Urban Cultural Production: Operational Landscape of 60 Million Chickens," 2019
Architectural Research Centers Consortium, International Conference. Toronto, Canada, May 29-June 1, 2019.

ZACHARY TATE PORTER, PHD

EDUCATION	2017	Doctor of Philosophy in Architecture Georgia Institute of Technology
	2011	Master of Architecture University of North Carolina at Charlotte
	2009	Bachelor of Art & Architecture, Minor in Philosophy University of North Carolina at Charlotte
ACADEMIC EMPLOYMENT	2018 -	Assistant Professor College of Architecture, University of Nebraska-Lincoln
	2016 - 2018	Lecturer College of Architecture, University of Southern California
PUBLICATIONS [SELECTED]	2019	"Erasures, Transgressions, and Demarcations: Site Tactics for the Post-Internet City." In <i>Black Box: Articulating Architecture's Core in the Post-Digital Era: Proceedings of the 107th Annual ACSA Meeting</i> , ed. J. Ficca, A. Kulper, and G. La (2019). Double-Blind Peer-Reviewed: Acceptance rate: 38%
	2018	"Paradigms of Architectural Knowledge: What to do when Knowledge Becomes Data." <i>The Site Magazine</i> 39: "Foundations and Disruptions" (2018)
	2018	"Architecture ≠ Landscape: The Case Against Hybridization." In <i>The Ethical Imperative: Proceedings of the 106th Annual ACSA Meeting</i> , ed. A. Ameri & R. O'Neal Dagg (2018). Double-Blind Peer-Reviewed, Acceptance rate: 48%.
	2017	Offramp 11: "Ground." Edited by Zachary Tate Porter (Spring/Summer 2016)
CONFERENCE PRESENTATIONS [SELECTED]	Spring 2020	"Groundforms: Architectural Constructions of Ground After the Digital" "Schools of Thought: Rethinking Architectural Pedagogy," Norman, OK
	Fall 2016	"Cuts & Fills: Constructing a Discourse on Ground" Public Lecture Series, Southern California Institute of Architecture (SCI-Arc)
	Spring 2013	"The Buildings Got Up and Danced Through the City" Congress on Research in Dance Special Topics Conference: <i>Tactical Bodies: The Choreography of Non-Dancing Subjects</i> , UCLA, Los Angeles, CA
EXHIBITIONS [SELECTED]	2019	Drawing Attention: The Digital Culture of Contemporary Architectural Drawings (group exhibition), curated by J. Ficca, A. Kulper, & G. La Roca London Gallery, London, UK
	2019	Drawing for the Design Imaginary (group exhibition) , curated by J. Ficca, A. Kulper, & G. La ACSA Juried Exhibition for 107th Annual Meeting: Acceptance rate: 15% Carnegie Museum of Art, Pittsburgh, PA
	2017	Architecture (Group exhibition), curated by A. Morey & R. Martinez A + D Museum, Los Angeles, CA

LLOYD (BUD) SHENEFELT

Assistant Professor of Architecture
2018 - 2020 Merle and Trula Bachman Professor
315 Architecture Hall, University of Nebraska-Lincoln, Lincoln, NE 68588
T +1 404 309 7603 | E bshenefelt2@unl.edu

Education

March - Louisiana State University College of Art + Design, Baton Rouge, LA. 2003
AIA Henry Adams Medal Recipient
BA (Graphic Design) - University of Alabama, Tuscaloosa, AL 1993

Academic Experience

Assistant Professor - University of Nebraska-Lincoln, College of Architecture 2018-Present
Adjunct Professor - Auburn University, College of Architecture, Design and Construction 2013-2018
Professor of Interior Design - Savannah College of Art and Design | Atlanta,
School of Building Arts 2016-2018
Adjunct Professor - Georgia State University, School of Art & Design 2012

Professional Experience

Principle/Co-Founder - DSNWRK, Atlanta, Georgia 2012-2018
Senior Project Manager - Mack Scogin Merrill Elam Architects 2013-2016
Designer - Cooper Carry, Atlanta, GA 2011-2013
Project Manager/Designer - Mack Scogin Merrill Elam Architects 2006-2011
Designer - HOK, Atlanta, GA 2006
Intern Architect - TVSDesign, Atlanta, Georgia 2003-2006

Select Achievements and Awards

Certificate of Recognition for Contributions to Students, University of Nebraska-Lincoln 2020
Merle & Trula Bachman Professorship in Health Care Design 2018/2020
Builder's Choice & Custom Home Design Award, Grand Award; One Museum Place* 2019
AIA Georgia, Merit Award; One Museum Place* 2018
AIA Georgia, Honor Design Award; Yale Health Center* 2014
Brick Industry Southeast Region, President's Award; Yale Health Center* 2014
BAC Craft Award, Most Innovative Use of Masonry; Yale Health Center* 2013
Focus Studio, Southern Polytechnic State University, Atlanta, GA. Research studio proposal,
Flexible Narratives: Exploring Spatial Transmutation through Written and Visual Narratives
selected in juried, national competition. 2012
Kaohsiung Maritime Cultural & Pop Music Center International Competition,
Finalist/Honorable Mention* 2012

Select Exhibitions

Mexicantown: A Liminal Blur, Installation, Stubbins Gallery, College of Design at Georgia Tech*. 2018
Tissue (art installation); Juried National Exhibition, Art on the Atlanta Beltline, Atlanta GA 2013
Systemic Artifice (art installation); Invited Artist. Michael C. Carlos Museum,
Emory University, Atlanta, GA. 2013
Ballroom (art installation); Juried National Exhibition, Art on the Atlanta Beltline, Atlanta GA 2012

Select Publications, Presentations and Papers

Shenefelt, L., "The Seductive Image: Developing Spatial Sensibilities," *2020 National Conference on the Beginning Design Student #36*. Texas A&M, College Station, TX.(Postponed) 2020
Shenefelt, L., "The Scenius Studio: Outcomes of a Mini-Semester," *2019 National Conference on the Beginning Design Student #35*. University of Colorado Denver, CO. 3/14/19. 2019

**In collaboration with Mack Scogin Merrill Elam Architects*