

Objective survey

The following draft survey has been adapted from one performed on business schools by the World Resources Institute's Management Institute for Environment and Business.

ENVIRONMENT & DESIGN:

B.ARCH, M.ARCH PROGRAMS WHERE THE ENVIRONMENT MATTERS

An independent survey of the 111 accredited schools of architecture in the United States will be conducted to determine how undergraduate and graduate curricula are currently focusing on the subject of design and the environment. The objective is to see whether architectural training is indeed creating leaders with vision, knowledge, and tools to make sustainable development an integrated component of professional practice in the 21st Century. The survey has several goals:

- ?? To highlight the different approaches architecture schools are using to create environmentally literate professionals;
- ?? To provide recognition to architecture schools that have shown leadership in integrating environmental content into curriculum and studios
- ?? To help architecture students and potential architecture students who are interested in environmentally responsible design select an architecture program that will satisfy their needs
- ?? To provide incentive/impetus for architecture schools to strengthen their efforts relative to green design and show them what other schools are doing along these lines.
- ?? To identify the challenges that remain in architectural education regarding on the integration of environmental issues into curricula.

Overview

This survey attempts to establish and measure key indicators of a school's commitment to an integrated environmental focus in design training. Indices examined will include faculty and administrative commitment to sustainable design, faculty research or active participation in sustainable design nationally, incorporation of green issues into design studios, the breadth of course offerings relating to green design, the integration of green design issues (energy efficiency, renewables, materials LCA, indoor environmental quality, etc.) into core curricula, sponsorship of conferences and outside speakers on architecture-environment topics, and student-originated activities related to sustainable design. Three categories of data are collected, pertaining to: student coursework and training (*weighted as 50% percent of the total score*), institutional support (*30 percent of the total*), and faculty publications and research (*20 percent of the total*). Documentation such as course syllabi, faculty, and publications information then further requested to support survey responses.

SURVEY IDENTIFIES ARCHITECTURAL PROGRAMS:

- ?? On the Cutting Edge
- ?? With Significant Activities
- ?? With Moderate Activities
- ?? Programs with Demonstrated Interest

STUDENT COURSEWORK AND TRAINING OPPORTUNITIES

Metrics in the student coursework and training category include: the presence of environment/sustainability topics in the required curriculum for the full B. Arch or M.Arch program; the number of electives offered in the school predominantly or partly focused on environment/sustainability; the number of elective courses focusing on environment/sustainability that are cross-listed between the architecture school and other college or university programs; the presence within the college or university of an interdisciplinary institute or program that offers additional resources to faculty and students pursuing environment/sustainability; and active architecture school student or faculty groups and school task forces focused on design-environment issues.

Survey Questions

- ?? Has there been an explicit decision (formally communicated) by the *Dean* to include an environmental design emphasis in the *core/required curriculum*? (If so, when, and how might this have been communicated/discussed. Please explain.)
- ?? Have decisions been made at the *Department Chair level* to include an environmental emphasis in the *core/required curriculum for that discipline*? (If so, please provide any department guidelines or communications as available.)
- ?? Is there a *requirement* that all architecture students take courses in which significant focus is placed on environmental design and/or sustainable development? If so, how many courses? (Please list course(s), and provide syllabi.)
- ?? Please list any *elective* B. Arch or M. Arch courses (offered at least every other year) that focus on environmental design/sustainability in elective studios, or in the history/theory sequence; technology sequence, or professional practice/information technology courses. (Please provide course description or syllabi.)
- ?? Please list elective courses focusing on sustainability that are cross-listed between other university or college programs and the architecture school. (Please provide course description or syllabi, if available.)

- ?? Is the architecture school an active partner in a larger university-wide, interdisciplinary program offering additional resources to faculty and/or students pursuing environment and design? (Name of institute or program. For example, joint programs with an engineering school or landscape architecture program, or environmental sciences program)
- ?? Please list all active architecture school student or faculty groups and school task forces focused on environment/design issues.

INSTITUTIONAL SUPPORT

The institutional support category is designed to measure the level of support within the institution (university administration, departmental leadership, etc.) for the teaching of environmentally responsible design. Metrics include: the number of faculty members who have environmental design or sustainability as a significant focus of their work; institutional support for faculty to participate in environmental design-related activities (e.g. involvement with the AIA Committee on the Environment, attendance at conferences on green design, etc.); willingness to budget funds for resources and tools to improve the teaching on green design; the number of outside speakers brought in, extracurricular events, conferences, seminars, and workshops with significant focus on environmental design sponsored by the architecture school in academic year 2001-2002. In addition, school catalogs, course bulletins, and other school literature will be reviewed for environmental/sustainability content to better assess the school's perspectives and goals on these issues.

Survey Questions

- ?? Within your architecture school this academic year, how many faculty members have environmental design/sustainability as a *primary or significant focus* of their work? (Please list names, departments, faculty position, and attach CV's.)
- ?? Please provide a list of *outside speakers and extracurricular events* that have focused on environmental design or sustainability topics *sponsored by the architecture school* in academic year 2001-2002.
- ?? Please list or provide a list of *conferences, seminars or workshops* focused on environmental management or sustainability topics *sponsored by the architecture school* in academic year 2001-2002.

FACULTY PROJECTS, PUBLICATIONS AND RESEARCH

For the faculty publications and research category, literature searches are conducted of (i) journals, (ii) books. For faculty projects, faculty is asked to submit information about any professional work where ecological design was a key feature or significant design principle.

Survey Questions:

- ?? Please list publications (books, magazine and journal articles) authored by faculty members that came out in the past 2 years.
- ?? Please list presentations made by faculty members at regional and national conferences, workshops, and lecture series relating to green design.

Alex Wilson Review Comments

(SBSE- please consider these comments to be part of the draft and answer/ comment on the questions posed)

Title could be clearer.

We need to figure out how to get to the issue of offering lots of green electives vs. integrating sustainable thinking into core curricula.

Should we ask something that gets at the institution's willingness to spend money on informational resources, software tools, daylight simulation models, etc.? Maybe we could even ask for the approximate library or resources budget per student—something like that.

It would be great to somehow address whether and how effectively the architecture school has been able to influence the greening of the campus—initiatives along these lines (charrettes, etc.), participation in development of selection criteria for design firms, etc. Any thoughts about how to do that?

- ?? Has your university adopted sustainable design guidelines for campus building projects (e.g. LEED rating requirements)? If so please describe.
- ?? Is recycling of office paper and beverage containers promoted actively in the architecture school?