

CARBON-NEUTRAL QUESTIONNAIRE FOR ACADEMIC PROGRAM ADMINISTRATORS

PART A: General Perspectives

Instructions: Please respond to the following questions dealing with aspects of environmental awareness as dealt with by your current architecture curriculum. Your perceptions of how the curriculum is doing holistically are sought.

These first six questions address your sense of the strength of your architectural curriculum in addressing several aspects of environmentally-responsive design. Although the wording may be similar, the focus of each question varies.

- 1** In preparing students to address the broad environmental issues facing society (global warming, water scarcity, depletion of resources), I believe that our curriculum

needs substantial strengthening		is doing an acceptable job		is a model for others to emulate
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 2** In preparing students to address the **energy-resource** concerns facing society (energy efficiency, renewable resources), I believe that our curriculum

needs substantial strengthening		is doing an acceptable job		is a model for others to emulate
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 3** In preparing students to address the **green-design** concerns facing society (as generally embodied in LEED), I believe that our curriculum

needs substantial strengthening		is doing an acceptable job		is a model for others to emulate
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 4 In preparing students to move toward design for a **sustainable society** (requiring designs that produce no net negative environmental impacts), I believe that our curriculum

needs substantial strengthening			is doing an acceptable job			is a model for others to emulate
1	2	3	4	5	6	7

- 5 In preparing students to produce **carbon-neutral** projects that directly address the mitigation of global warming, I believe that our curriculum

needs substantial strengthening			is doing an acceptable job			is a model for others to emulate
1	2	3	4	5	6	7

- 6 Comparing the current status of **carbon-neutral** initiatives within our curriculum to what may be the case in 2 years (coinciding with the 2010 Imperative), I foresee:

no change			slight change			substantial change
1	2	3	4	5	6	7

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PART B: Curricular Implementation

The focus of the following questions is expressly carbon-neutral building design. Please consider the definition presented below when responding to these questions. Your sense of collective (versus individual) engagement with the subject is sought.

For the purposes of this questionnaire, please assume that Carbon-Neutral Building Design involves understanding the total climate-damaging carbon emissions of a proposed solution, reducing these emissions by building design decisions to the greatest extent possible, and offsetting remaining emissions through explicit off-site actions.

7 Where in the curriculum are the specifics of *carbon-neutral* design **primarily** addressed (select one)?

- Required studio
- Elective studio
- Required lecture
- Elective seminar
- Guest lectures
- Not currently addressed
- Other:

8 Upon graduation, students currently passing through our curriculum will have the ability to engage carbon-neutral design as follows (select one):

- They are unprepared to immediately contribute to carbon-neutral design efforts
- They are generally aware of carbon-neutral design
- They understand carbon-neutral design
- They can readily contribute to carbon-neutral design efforts
- They can exercise leadership in carbon-neutral design efforts

9 The importance placed upon carbon-neutral design in our current curriculum is best described as:

very important	somewhat important	important	minimally important	not important
<input type="radio"/>				
1	2	3	4	5

10 The following approaches are currently being used in our curriculum to advance carbon-neutral design efforts (select all that are applicable):

- Required studio project
- Elective studio project
- Lecture in a required course
- Lecture in an elective course
- Elective seminar focused on this topic
- Other:

11 The following resources, if made readily available, would help to advance carbon-neutral design efforts in our curriculum (select the two most important):

- A text book
- Sample studio projects
- Packaged lectures
- A reader
- A faculty training workshop
- Other:

12 In preparing students to produce carbon-neutral buildings, I believe that our curriculum:

needs substantial strengthening			is doing an acceptable job				is a model for others to emulate
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13 Our program (department, school, college) has formally adopted the 2010 Imperative.

- Yes, in whole
- Yes, in part
- No, but it is under active consideration
- No

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- 14** The most useful tool I have encountered to assist in making carbon-neutral building design decisions is:

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- 15** If you have any additional comments regarding your educational experiences with carbon neutral building design please provide them below.

Thank you for participating in this survey and helping advance our understanding of the status of environmentally responsive design efforts in schools of architecture—with particular emphasis on carbon-neutral design. Results will be reported through a number of dissemination outlets.

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We ask for your institutional affiliation solely to understand the diversity of responses received. No information regarding school-specific responses will be reported. No comparison of school responses will be conducted.

- 16** At what school are you an administrator?

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