

CARBON-NEUTRAL QUESTIONNAIRE FOR ARCHITECTURE PROGRAM FACULTY



This survey of perceptions and attitudes toward carbon-neutral building design in architectural education is sponsored by the Ball State University Center for Energy Research/Education/Service. The objective of this research is to benchmark the status and importance of carbon-neutral design in today's architectural education environment. In essence, this may be viewed as a needs and resource assessment for this particular aspect of environmentally-responsive design.

Your participation in this survey is greatly appreciated—and will remain anonymous. In addition to questions about attitudes and information dissemination, we especially welcome feedback on design analysis tools and associated teaching resources that you have found useful. An opportunity to comment on such resources is provided in the following survey. If this proves too limiting, feel free to send recommendations regarding tools and resources to wtgrondzik@bsu.edu.

Thank you for your thoughts and insights.

Walter Grondzik, PE

Ball State University

Muncie, Indiana

A blue arrow-shaped button pointing to the right with the word "SUBMIT" in white capital letters inside.

Survey Page 1

CARBON-NEUTRAL QUESTIONNAIRE FOR ARCHITECTURE PROGRAM FACULTY

The focus of most of the following questions is carbon-neutral building design. Please consider the definition presented in Question 5 when responding to these questions. Several other questions address the broader issues of sustainability and green design—and are so worded. Perceptions are sought via this questionnaire, thus responding should be quick and require no research. Your sense of collective (versus individual) faculty and student engagement is requested.

1 Please indicate your primary teaching role:

- Studio
- Lecture Courses
- Studio & Lecture

2 Please indicate your major teaching focus:

- Architecture & Design
- Technology
- History/Theory
- Behavioral/Cultural
- Other, please specify

3 Please indicate your current academic rank:

- Professor
- Associate Professor
- Assistant Professor
- Instructor
- Adjunct
- Lecturer

4 Number of years teaching building design:

5 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.

Does your understanding of carbon-neutral building design follow this general definition?

- Yes
- Unsure
- No

6 Design for **sustainability** should be a major part of a student's education.

- Strongly Agree
- Agree
- Unsure
- Disagree
- Strongly Disagree

7 **Carbon-neutral** building design should be a major part of a student's education.

- Strongly Agree
 - Agree
 - Unsure
 - Disagree
 - Strongly Disagree
-

8 How would you rate your knowledge of the LEED green building certification system?

- LEED Accredited
 - Good Understanding
 - Basic Understanding
 - Minimal Understanding
 - No Understanding
-

9 How frequently do you bring a serious **sustainable** design mentality to your studio projects?

- Always
 - Sometimes
 - Almost Never
 - Never
 - N/A
-

10 How frequently do you bring a serious **carbon-neutral** building design mentality to your studio projects?

- Always
 - Sometimes
 - Almost Never
 - Never
 - N/A
-

11 Do you personally have an academic background in carbon neutrality?

- Yes
- Unsure

No

12 Do you personally implement carbon-neutral building design issues in your current curriculum?

- Yes
 Unsure
 No
-

13 What percentage of the faculty in your program address issues of carbon neutrality in their current teaching duties?

- Under 25%
 25%-50%
 51%-75%
 Over 75%
-

14 Does your institution provide workshops or seminars dealing with the issue of carbon-neutral building design?

- Yes
 Unsure
 No
-

15 Do the administrators of your program encourage or discourage faculty to address issues of carbon-neutral building design within the curriculum?

- Strongly Encourage
 Encourage
 Unsure
 Discourage
 Strongly Discourage
 Indifferent
-

16 In your opinion, does the student body of your program have a basic knowledge of the concepts of carbon-neutral building design?

- Yes
 - Unsure
 - No
-

17 If you had the opportunity to learn more about carbon-neutral building design, would you take the initiative to do so?

- Yes
 - Unsure
 - No
-

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

19 Are there faculty members in parallel fields (non-architectural) within your institution who address carbon neutrality?

- Yes
 - Unsure
 - No
-

20 How would you rate the importance of carbon-neutral building design within the broad arena of architectural education?

- Not Important
 - Marginally Important
 - Very Important
-

21 Through what vehicle is carbon-neutral building design information provided to your students? Select all that apply.

- Studio Courses
- Lecture Courses

- Conferences
- Books
- Periodicals
- Internet
- It Is Not
- Other, please specify

22 What approach to carbon-neutral information dissemination do you personally feel students would be MOST receptive to?

- Studio Courses
- Lecture Courses
- Conferences
- Books
- Periodicals
- Internet
- Other, please specify

23 Do you believe that the current green building rating systems provide adequate guidance with regard to carbon-neutral building design?

- Yes
- Unsure
- No

24 On a scale of 1-10, how would you rate your **students'** enthusiasm toward carbon-neutral building design?

No enthusiasm									Great enthusiasm
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10

25 On a scale of 1-10, how would you rate your **students'** aptitude regarding carbon-neutral building design?

No aptitude										Great aptitude
1	2	3	4	5	6	7	8	9	10	

- 26** On a scale of 1-10, how would you rate your **faculty's** enthusiasm toward carbon-neutral building design?

No enthusiasm										Great enthusiasm
1	2	3	4	5	6	7	8	9	10	

- 27** On a scale of 1-10, how would you rate your **faculty's** aptitude regarding carbon-neutral building design?

No aptitude										Great aptitude
1	2	3	4	5	6	7	8	9	10	

- 28** On a scale of 1-10, how would you rate your program **administration's** enthusiasm toward carbon-neutral building design?

No enthusiasm										Great enthusiasm
1	2	3	4	5	6	7	8	9	10	

- 29** On a scale of 1-10, how would you rate your program **administration's** aptitude regarding carbon-neutral building design?

No aptitude										Great aptitude
1	2	3	4	5	6	7	8	9	10	

- 30** On a scale of 1-10, how do you feel that your institution performs with regard to carbon neutrality?

No real efforts										Substantive efforts
1	2	3	4	5	6	7	8	9	10	



Survey Page 2

CARBON-NEUTRAL QUESTIONNAIRE FOR ARCHITECTURE PROGRAM FACULTY

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.

31 At what school do you teach?

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.



Survey Page 3