

## TEACHING SUSTAINABILITY IN SCHOOLS OF ARCHITECTURE: MODELS FROM THE *ECOLOGY AND DESIGN* REPORT

James H. Wasley  
University of Wisconsin-Milwaukee  
Dept. of Architecture  
P.O. Box 413  
Milwaukee, WI 53201-0413  
USA  
jwasley@uwm.edu

### PURPOSE OF THE FORUM

This forum is being put forward by the Society of Building Science Educators (SBSE) and the AIA Committee on the Environment (AIA/COTE) to showcase innovative ‘green’ architectural coursework from around the country that has been gathered together in *Ecology and Design: Ecological Literacy and Architecture Education* (AIA, 2006), the final report and proposal for future action of COTE’s Ecological Literacy in Architecture Education (ELAE) project.

Funded by a planning grant from the Tides Foundation’s Kendeda Sustainability Fund, the goal of the Ecological Literacy Project has been to assess the state of ecological literacy and the teaching of sustainable design in architecture education as part of a proposal for a large-scale, long-term effort to inject ecological literacy and sustainability principles into architecture education in the United States. The purpose of this forum is not to discuss any single curriculum effort in detail, but to present a mosaic of current activities as the basis for an ongoing discussion of the future of environmentally progressive architectural education.

### CONTENT OF THE FORUM

Two of the ELAE grant recipients and three of the faculty singled out for special mention in the Ecology and Design report will participate in this round table session. Each will present a brief overview of their work (7 min. each/ 45 min total), with a good deal of time reserved for interaction between forum members and with the audience (45 min.).

Ecoliteracy Grant recipient Margot McDonald, Cal Poly San Luis Obispo will talk on “**The Sustainable Environments Minor: Sustainable Environments and Implementing Sustainable Principles.**” The Sustainable Environments program at Cal Poly San Luis Obispo exemplifies the concept of ecological literacy in architecture education. An optional minor within the College of Architecture and Environmental Design (CAED), the program consists of an interdisciplinary set of courses spread throughout various university departments, including Architecture, Anthropology, Agriculture, Biology, Botany, City and Regional Planning, English, Economics, Forestry and Natural Resources, Geography, Humanities, Landscape Architecture, Philosophy, Political Science, Psychology, and Sociology. The program’s broad scope offers students comprehensive exposure to the close relationships between the environment and every field of human endeavor.

Ecoliteracy Grant recipient James Wasley, University of Wisconsin-Milwaukee, will talk on “**Comprehensive Green Design Studio and Professional Practice Seminar.**” “Schools of architecture can and should take a proactive role in promoting ecological literacy through aggressive advocacy for

green building projects in their own institutional communities,” Wasley says, and this work provides a blueprint for Schools around the country to do so.

Margot McDonald, Cal Poly, San Luis Obispo, will present **“Sustainable Environmental Design Education Program.”**

Mary Guzowski, University of Minnesota, will present **“Master of Science in Architecture: Sustainable Design Track.”**

Robert Koester, Ball State University, will present **“Arch 501 Graduate Design Studio and the Greening of the Campus Program.”**

**BRIEF DESCRIPTION OF FORUM FOR CONFERENCE PUBLICITY AND PROGRAM (100 words maximum – think Marketing!)**

This forum will showcase innovative ‘green’ architectural coursework recognized in *Ecology and Design: Ecological Literacy and Architecture Education (AIA, 2006)*. The goal of the AIA Committee on the Environment’s ‘Ecological Literacy Project’ has been to assess the state of ecological literacy in architecture education as part of a long-term effort to inject sustainability principles into architecture education in the United States. The purpose of this forum is not to discuss any single curriculum effort in detail, but to present a mosaic of current activities as the basis for an ongoing discussion of the future of environmentally progressive architectural education.