SURPASS YOURSELF AT THE BEAUTIFUL, REMOTE PINGREE PARK MOUNTAIN CAMPUS.

RE-TEGRATING WHAT MODERNISM DIFFERENTIATED AND POST-MODERNISM DISSOCIATED

Retreat ’06 is designed to provide opportunities to step outside our daily lives, slow down, unplug, and reflect on pressing questions for the future of sustainable design education and practice. The retreat will be held July 15–19 in the stunning natural beauty of the Colorado State University Pingree Park Mountain Campus in the Rocky Mountains, <http://www.pingree.colostate.edu>. We will engage the site, learn lessons from nature, and feel the power of place. In Promise Ahead, author and social scientist Duane Elgin suggests that our species, *homo sapiens sapiens* (double-wise beings), is at an “evolutionary inflection,” with the possibility of evolving to where “humanity will move beyond maintaining ourselves to surpassing ourselves … to liberate the creative potentials of the species without destroying the foundation of global unity and sustainability …”

*How might we, as design educators, look beyond our current environmental technology and ecological design teaching to establish more integral and holistic approaches to teaching and learning, taking the next step in our collective evolution?*

The theme of this retreat responds to two observations:

1. Each year, SBSE members are better at telling the story and methods of sustainable design, yet, in all honesty, we are still largely ineffective; and
2. SBSE (and architectural education, in general) seems to have no collective framework for navigating and transcending the fragmented pluralism that entrenches our schools, locks intellectual camps into epic battles, and confounds our students.

*Can we discover a meta-theory of sustainable technology? How do we make sense of the multiple understandings of technology—for instance, can we reconcile Cris Benton’s love of measuring all things measurable, Marietta Millet’s fascination with the experiential quality of light, Lance’s Lavine’s cry in the wilderness (a song of rich symbolic meaning), and the complex building-as-a-whole systems logic of John Reynolds?*

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**ELECTION RESULTS**

With an astounding 49% of SBSE members voting, it was a very, very close race. After multiple hand recounts (a Washington State thing), eliminating votes from convicted felons, and successfully parrying a court challenge from the dark side, I certify the following election results:

President–Elect:  Terri Meyer Boake
Secretary/Treasurer:  Judy Theodorson

Congratulations to our new officers. And a huge thank you to candidates Adil, Alfredo, Emad, Elizabeth, and Leonard for generously offering their services to SBSE.

—Sandra Mallory
DEFINE SUSTAINABILITY, PLEASE!

[Aydan Iitter’s innocent list server request for “some reference names of the most recent high-rise buildings that have substantial sustainable energy conservation solutions” led to a wonderful dialogue between Hal Levin and Erv Bales. Here’s an excerpt for your enjoyment.—ed.]

An Architectural Record article on four new buildings in Manhattan can be found at <http://archrecord.construction.com/innovation/2_Features/0411Green.asp>.

—Erv Bales

Aydan asked about “substantial sustainable energy conservation solutions.” Are you saying that the buildings in the AR article have sustainable energy conservation solutions? If so, please provide me some suggestion of where I might look to find evidence that they are sustainable.

—Hal Levin

Perhaps I am being gullible, but the AR author claims “sustainability” because the building designers are striving for LEED certification, which includes energy credits. I assume from your question that you would like more than the LEED credit game. What is your definition of “substantial sustainable energy conservation solutions”? I guess I took substantial to mean better than usual, but this is SBSE, a more demanding group.

I would like to see DOE adopt a ZEB goal for commercial buildings—that would be a real boost for BIPV, one of my favorite strategies—hey, 4 Times Square did it! The aborted Freedom Tower design with windmills is another favorite—I used it on the flyer for the NJSOA Sustainable Design Certificate program.

—Erv Bales

Yes, I was looking for something quite different from LEED. While LEED does give some points for energy conservation and low energy compared to ASHRAE 90.1, that for me is quite far from a criterion for sustainability. I frame it in terms of how many carbon equivalents can be emitted on a per capita basis globally, then translate that back to a building-specific target. I presented a paper at Sustainable Buildings 2005 (free download at <http://www.buildingecology.com>) in Tokyo this past September in which I described how this might work in certain building types (e.g., schools, offices, health care), and I am the second author on a paper in progress that would apply it to residences in California.

The approach can be applied to other environmental concerns such as resource consumption or pollution emissions of any sort where enough is known to set an agreed-upon target. The carbon-equivalent emissions were based on stabilizing global-average atmospheric CO_{2} at between 440 and 550 ppm by the year 2100, an agreed-upon target among those serious about controlling greenhouse gases and stabilizing temperatures and sea level. The result requires about a six-fold reduction in per capita fossil fuel energy use in the United States compared to current consumption.

I would very much like to see SBSE be more demanding in the use of the word “sustainable.” Green can be anything anybody wants it to be. That’s LEED. But sustainability is about conditions that we believe can continue indefinitely. That is certainly not attained by LEED’s criteria. I personally don’t believe SBSEers do their students a favor by holding LEED out as a standard for sustainability. [Hear! Hear!—ed.] I think it needs to be seen in perspective as a transitional phase in the long-term process of learning how to make buildings less environmentally damaging. But there is a very long way to go in that process from where even the very best LEED-rated buildings are today. [Sustainability connotes doing no further harm. That’s not good enough. We need to regenerate the planet as John Lyle argues.—ed.]

Do you think the SBSE list would be receptive to a serious dialogue about sustainability and buildings? [Duh! Yes!—ed.]

—Hal Levin

[In granting the News permission to publish the above, the authors responded as below.—ed.]

It seems that Hal’s message is similar to McDonough’s. At a recent lecture at NJIT he said he would soon issue a building rating system as part of creating a “Cradle-to-Cradle” brand (a C2C certificate label) for products as the first step in the market transformation. Perhaps the only products that can qualify are the ones that he helped develop, but it’s another product

SBSE News is published quarterly by the Society of Building Science Educators, a not-for-profit corporation. Submit material for publication to Bruce Haglund, Editor; Department of Architecture; University of Idaho; Moscow, ID 83844-2451; phone 208.885.6781; fax 208.885.9428; e-mail bbhaglund@uidaho.edu; before the first of March, June, September, or December. Direct membership and mailing list inquiries to Judy Theodorson, Secretary-Treasurer; PO Box 1495, Spokane, WA 99210–1495; phone 509.358.7920; fax 509.358.7900; e-mail jtheodorson@wsu.edu. To join our list server or to manage your account go to <http://www.lists.uidaho.edu/mailman/listinfo/sbsc>. For full membership info and more, visit our home page <http://www.sbsc.org>. • continued page 5
CONFERENCE REVIEW

GREENING THE CAMPUS VI AT BALL STATE UNIVERSITY (SEP. 15–17)

Ball State University’s 2005 Greening of the Campus conference was the sixth in a series dating from 1996, and it showed that practice makes a perfect event. This year’s theme was “Extending Connections,” and its intent was well met by more than 200 faculty, staff, and students from institutions from across the U.S., as well as Canada, the UK, and Taiwan.

The conference was exactly the right size for a two-and-a-half-day event: everyone fit into one room for the plenaries, yet there were plenty of new people to meet, and you could still find colleagues and students easily. The plenaries were plentiful (three a day) and led both by ecological design and education luminaries (David Orr, Anthony Cortese, and Bob Berkebile) familiar to most SBSE members and speakers with different perspectives, such as Tufts professor Jonathan Harris, who discussed the state of environmental economics, and Middlebury scholar Nancy Jenks-Jay, who described a number of inspiring environmental service-learning projects in rural Vermont. Five concurrent paper sessions covered topics ranging from practical facilities advice to cultural, ethical, and spiritual issues. Posters and interactive sessions rounded out each day, allowing participants ample opportunity for interaction. Conference Proceedings are available from CERES, 765.285.1135, <ceres@bsu.edu>.

Despite a brisk educational schedule, this conference was far from being all work and no play. Although there was no morning yoga overlooking the Monterey Bay (as there was at the UC/CSU Sustainability Conference, reviewed in the Fall 2005 SBSE News), Bob Koester and the BSU crew made the most of Muncie by treating participants to a student-sponsored barbecue; an interpretive dance; tours of an 18-acre teaching forest, orchid greenhouse, and native grassland; plus a reception at the BSU Museum of Art.

If you can only go to one sustainable campus conference, the “Greening the Campus” series is an excellent choice. Since it is held every two years, you’ll have to wait until September 20–22, 2007 <http://www.bsu.edu/greening/> before you get another opportunity as good as this one.

- Katy Janda

DEFINE SUSTAINABILITY, PLEASE! [CONT. FROM P. 2]

label. It will have stature because of his international reputation; he is a hero of the planet and his C2C has been adopted by China.

SBSE has an ongoing email series on “LEED Is Broken; Let’s Fix It.” A major point is the rapid growth in size, scope, funds, and a burgeoning USGBC bureaucracy. GBI, initiated by NAHB and other trade associations, is now offering Green Globes as a commercial building rating system. GBI claims that Green Globes is a “design tool.” Something that LEED is not; LEED is a point game. There is a board game at the end of LEED Workshops to reinforce the concept—not too useful in design education. I have not tried the GG tool, but I hope it’s appropriate for use in my classes. Perhaps we will have three (or more!) rating systems to choose from. That should create confusion. [Add our subjective and judgmental regeneration-based checklist to the mix!—ed.]

I would like nothing better than to see a dialogue start on what a sustainable building might be with current knowledge and in terms we understand today. It seems to me that students need to be informed of the enormous gap between current practice and something that reasonably might be considered sustainable.

There was quite a bit of additional off-line dialogue between Aydan and me during which she agreed and lamented the conditions in the U.S., her own country, and the world at large. I don’t think it is necessary to start the dialogue, but it might be helpful.

I look forward to seeing if anyone is interested in a serious discussion, based on scientific evidence, of the values that underly our views of the environment, buildings, and our lives.

- Hal Levin

ECS JOB OPS

ARIZONA STATE UNIVERSITY

Building Technology—a full-time, tenure-track appointment beginning Fall 2006. Qualified individuals may be appointed at the rank of assistant or associate professor. Applications will be reviewed commencing Jan 31, 2006. For further information contact Joan Taylor at 480.965.6390.

AUBURN UNIVERSITY

The Department of Building Science at Auburn University seeks applications for two full-time, tenure-track faculty positions. For more information contact Norbert Lechner, 334.844.5378 or <lechnnm@auburn.edu>.

BALL STATE UNIVERSITY

The Department of Architecture is seeking candidates for an ECS tenure-track position available Aug 18, 2006, at the assistant or associate professor rank. See <http://www.bsu.edu/cap/> for details. Nominations are encouraged. Review of applications will begin Jan 9, 2006.

KANSAS STATE UNIVERSITY

Head, Department of Architecture. Applicants must qualify for tenure at the rank of full or associate professor. Architectural registration is highly desirable. Formal screening of applications will commence Feb 10, 2006. Get full info from David Seamon, Search Committee Chair, Department of Architecture, 211 Seaton Hall, Kansas State University, Manhattan, KS, 66506–2901; 785.539.0391; <trial@ksu.edu>.

UNIVERSITY OF CINCINNATI

The School of Architecture and Interior Design (SAID) is about to begin a search for a tenure-track position in environmental design at the assistant or associate professor level. If you are interested in the position or know of someone who might be, go to <http://daap.uc.edu/> for a detailed posting of the search announcement.

UNLV

The School of Architecture is searching for a graduate design studio instructor to teach new building/material technologies at the associate professor level (or strong candidates at the assistant professor level). For info email <alfredo.fernandez@unlv.edu>. The review of materials will begin Dec 15, 2005.

All of the above are eo/aa employers.
SBSE People

This year’s USGBC Leadership Award for Research was bestowed on G. Z. “Charlie” Brown, SBSE founding father and paragon of sustainability in teaching and research at the University of Oregon for many years.

Walter Grondzik and Alison Kwok joined the MEEB authors team, revising the text of this classic work by John Reynolds and Ben Stein. The tenth edition includes several new chapters, case studies, as well as reorganizations and updates of several chapters. Available now.

Tang Lee is helping design a solar district heating system for the small (pop. 3,000) Town of Vulcan (yes, they have an annual Star Trek convention). The solar collector array is larger than a football field (20,000 square metres) and has a large underground storage. Summer heat is collected for winter use. This system supplies one-third the needed energy with the balance from biomass (straw) and other conventional fuels.

MECHANICAL and ELECTRICAL EQUIPMENT for BUILDINGS

Walter Grondzik and Alison Kwok joined the MEEB authors team, revising the text of this classic work by John Reynolds and Ben Stein. The tenth edition includes several new chapters, case studies, as well as reorganizations and updates of several chapters. Available now.

SECOND THAT EMOTION

Hear, hear! to all the SBSE members who participated in the Decathlon—it was a terrific event, and as a former architecture advisor/coordinator (UVA, 2002) I know the time commitment required to pull it off. It’s an extraordinary teaching opportunity, and I’m sure many students will change their career trajectory because of their participation.

I’ve just finished a book on our participation in the 2002 Decathlon—distributed by University of Virginia Press—Trojan Goat: A Self-Sufficient House, the first in a new series from UVA School of Architecture, Urgent Matters. You might want to read it if you are participating in 2007. [Or even dreaming about 2009.—ed.]

—John Quale
PROGRAM ENDOWMENT NEWS

REYNOLDS FOUNDATION GIVES $15M TO OSU SCHOOL OF ARCHITECTURE

Oklahoma State University announced the largest gift ever received from a private foundation, $14.8 million from the Donald W. Reynolds Foundation to renovate and expand facilities for the university’s Donald W. Reynolds Architecture Building.

In announcing the grant, Reynolds Foundation Chair Fred Smith stated, “We are pleased to be able to reward the excellence of the Architecture and Architectural Engineering programs at OSU. These students will have a facility that matches their academic programs.” The project will create 45,000 square feet of new space and renovate 37,000 square feet of space in the old Architecture Building.

The new building will provide a 300-seat auditorium, multimedia classrooms, a visualization/computer lab, gallery space, and an expanded architectural library. Spaces dedicated to the School of Architecture will include new design studio space, a model shop, expanded administrative areas to accommodate new faculty, and various other spaces which will further enrich the program. For more information see <http://osu.okstate.edu/news/Reynolds_shutt.htm>.

DEDICATING USC'S LEAVITT GRADUATE BUILDING SCIENCE PROGRAM

The University of Southern California School of Architecture Graduate Building Science Program has received a major financial endowment. We will be growing substantially in the coming year, adding doctoral programs, and doubling the graduate enrollment. In Spring 2006, we will move into our new building, which is triple the size of our old space. We have added scholarships and equipment. What a breakthrough year for us!

The Chase L. Leavitt Endowment will assist in consolidating the Graduate Building Science Program’s facilities and resources along with the School’s four other graduate programs into a single space in the Architectural Research Center, currently under construction. This encouraged interaction and interdisciplinary cooperation among the programs will allow the Building Science Program to expand substantially, establishing its Resource Conference Suite, presentation space, and design studio.

According to James Tyler, FAIA, Interim Director of the Graduate Building Science Program, “[Chase] has been involved with high technology mechanisms for the aerospace industry. He has cultivated a love for high-performance materials. His work and aspirations go hand-in-hand with the goals of the Graduate Program for Building Science.”

Our students are researching current topics on earthquakes, wind, gravity, energy and water conservation, comfort, and sustainability. They’re looking for solutions that are both efficient and elegant while integrating knowledge and concepts from related technical fields. The Building Science Program currently offers undergraduate and graduate degrees and is in the process of adding both certificate and doctoral programs to the curriculum.

—Douglas Noble

ACCOLADES AND TRIBUTE

SBSEer Frank Sun has opened a chic new restaurant in Hong Kong called Tribute <http://www.tribute.com.hk/> featuring California cuisine. Serving lunch and dinner, Frank does what we all dream of doing—combining design and cuisine. He designed the interior of an infill building on a sloped street in Central, trains the chefs, develops the menu, and is at the restaurant round the clock to speak with customers. We tasted samples of the prix-fixe menu: fish and leek soup, panettone infused with grappa and Grand Marnier, gingerbread cookies with minimal sugar and fresh ginger to be used in the crust of the Thanksgiving pumpkin mousse, cranberry and pomegranate relish, meringue-encrusted chestnut mousse . . . When you’re in Hong Kong and you’ve had your fill of Chinese food, you won’t want to miss this sensory experience.

—Ashok Krok

STUFF FOR YOU

CASE STUDY

Interface Engineering’s 48-page case study book, Engineering a Sustainable World, shares the principles and secrets behind engineering the Center for Health & Healing’s Building One at the new River Campus of Oregon Health & Science University (OHSU). This 16-story, 400,000 square-foot structure emphasizes the health and comfort of occupants, along with significant energy and water savings. The net mechanical and electrical systems costs are 10% under the $30 million allotted for a conventional design. (And it’s on track toward LEED Platinum.)

I want to distribute this case study to all SBSEers —available for students and faculty in whatever quantity needed. When you see it, you’ll appreciate the valuable info on the engineering design. Please call me—503.382.2662, cell 503.703.7673—for copies.

—Jerry Wudelson

LETTERS [CONT. FROM P. 2]

a min./max. thermometer); (2) a very simple $10 evaporation-cooled food chest; and (3) a low-cost ($100s) ground-level test cell that would provide near-ASHRAE data for house design. Sure, they all favor rooftop systems, but so does every side-by-side evaluation.

I wish you would write an editorial asking why architects allow engineers to steal heating/cooling, prefabs and mobile homes, interior components, roofs, and now façades while destroying resources, environment, and producing climate change. I would quote you.

—Harold Hay, inventor

I’m in awe of your imagined ad, but, alas, the News is an ad-free environment. SBSEers know that passive design is key and so rational that it has been done for millenia—ed.
THE BOOK CORNER—ALL ABOUT SKIN

TECHNICAL SKIN

Linda Brock’s new book, Designing the Exterior Wall: An Architectural Guide to the Vertical Envelope (Wiley 2005), challenges the architect to reassume responsibility for exterior wall design and provides a framework and the information required to meet that challenge. Architects who are unsure of the advantages and disadvantages of systems, such as anchored brick veneer over steel studs, or wonder whether REAL architects use EIFS, will find resources to help guide their decision-making.

This well-researched text is organized in three parts. Part I: Choosing the Components provides a thorough discussion of design criteria for exterior wall systems. The principles of building science are clearly presented and highly readable, addressing many questions that can’t be thoroughly covered in a general building construction text. Particular attention is paid to clarifying design concepts and terminology while addressing the performance characteristics of materials used in each component of an exterior wall assembly. In addition, the author provides a critical framework for making systems-based design decisions.

Part II: Detailing for Durability focuses on the design of four common wall assemblies. Failed systems are used to convey the importance of good design, detailing, and construction in a successful enclosure system. Well-drawn, easy-to-read assembly details are augmented with image sets that illustrate the installation process.

I’ve been looking for a construction text that goes beyond enclosure system basics and addresses design and detailing of the glamorous skins that inhabit the architecture magazines and student design projects. So, when I picked up the book, I jumped directly to Part III: Advancing the Envelope. While these curtain walls may be irregular and inventive, their success still relies on fairly straightforward cavity wall assemblies. These designs are distinguished not only by form, but by the extensive collaboration between designer, manufacturer, and installer throughout the design and construction processes. The drawings in Part III are not as uniform or legible as those in the earlier sections of the book—I really wanted clear details of Ando’s thick walls at the Vitra Conference Pavilion. Nonetheless, the key issues in design and innovation of wall systems were well covered.

This text is ideal for an advanced building construction course or design studio. Architectural practitioners, owners, and builders, whether they specialize in light-frame wood or steel and concrete construction, will find this resource valuable.

—Dave Amprost

HAPTIC OVERLOAD

The second edition of Juhani Pallasmaa’s The Eyes of the Skin: Architecture of the Senses (Wiley 2005) is a simple two-part plea for architecture that engages all the senses. I have to admit that part one’s theoretical framework made me pull Webster’s off the shelf to reaffirm that haptic meant “of the sense of touch.” But it also cheered me by providing a case against the visually attractive, but physically aloof, architecture of such luminaries as Gehry and Meier.

The more readable second part is a series of verbal vignettes that lyrically describe ways architecture engages each of the senses from the haptic to the aural. Some of these brief poetic and sensuous descriptions could be read without shame as you introduce a technical, but sensory, topic (like acoustics) to a lecture class.

It’s a slim volume and a good read.

—Bruce Hagmeier
What if the green-sustainable-eco-techno box in which SBSEers think is part of the problem? What if we are leaving out important perspectives or missing a big part of the picture that could help us move education and the design professions up the evolutionary ladder to a stage where we all could spontaneously care about nature and act accordingly? Are we approaching Elgin’s “evolutionary inflection point,” and if so, how do we elegantly make the transition?

One emerging theory base that may be helpful is Integral Theory that begins with the assumption that everyone is right—at least partially—and seeks to fashion an intellectual framework that both transcends and includes differences. Simply put, an integrally-informed approach challenges us to hold “multiple, simultaneous perspectives” and to address the spectrum and process of human (and all species—ed.) development. For the Retreat we will expand our perspectives as design educators to understand how multiple, simultaneous perspectives can help us open new ways to teach and learn in response to the ecological challenges of the 21st century.

Who’s right, the designosaurs or the erector heads? The answer, Yes! Who’s right, a confirmed Vital Signs technogeek or the colleague who would rather talk about the difference between the cultural significance of the Aztec and Nordic suns? Again, Yes! How can both be so? How can we develop a specific, clear language of dualism-transcending integration? Is there an “integral methodological pluralism” that fosters sustainable design? Integral Theory and the work of Ken Wilber suggests that we, as design educators, could develop more effective strategies that include all the knowledge and perspectives of a given field as well as strategies and communications that are targeted to the listening of people centered at multiple and different levels.

**Stages of Learning.** Humans at different, predictable stages of development and learning cannot fully understand each other. Integral theory suggests that if we are going to be effective communicators, we must craft a message that speaks at the developmental level of our audience. From the research in developmental psychology and learning theory much is known about the ways humans develop over time from birth to adulthood: cognitively and morally as well as in their sense of self. This evidence shows that adults can continue to develop and learn, again in predictable stages. Given this understanding, learning is the evolution of consciousness. Michael Zimmerman, Tulane’s well-known eco-philosopher, draws the image of climbing out of a river gorge through a series of higher terraces. With each new plateau, a new horizon emerges, which, from the lower terrain, could not have been imagined. Learning is like that.

What if we educators knew the terrain of that learning trek? Would it make any sense to point out a concept on the level-four horizon to a student on terrace two? What if we organized a curriculum attuned to the progression of student learning? Do we know at which terrace our own being is centered? Can we expand our mapping to include more breadth and depth? Integral Theory may point the way to a stage in our collective evolution, in our capacities as human beings, that can transcend and re-integrate the pathological fragmentation in which we are currently swimming academically [or treading water—ed.]. Many of us have had the feeling that something of the transpersonal, the ethical, and the spiritual seems to be missing from the flatland of our objective approach to the discipline.

For the 2006 SBSE Retreat we will explore how a developmental approach that accounts for stages, levels, or waves of evolution among the many different lines of human capacity—including our highest potentials—might help us open new ways to teach and learn sustainable design.

**CALL FOR PRESENTATIONS**

Since the 2006 Retreat will be hands-on, we will limit formal presentations to a single session of only 3–4. Submit an abstract of your presentation that illustrates and expands investigations of Integral Sustainable Design Education. The guidelines for the abstract and its submission are on the SBSE web site [http://www.sbse.org/retreat/]. The deadline for the abstracts is Monday, March 6, 2006. Proposals are requested for, but not limited to, the following themes on Integral Sustainable Design:

- **Integral Theory Applied:** Map or critique your own teaching or research using Integral Theory’s (quadrant) approach. Use specific projects or assignments.
- **Integral Quadrants:** Explore the territory and relationships between two or among more quadrant perspectives on sustainable design (i.e., Science/Mechanics, UR, and Culture/meaning, LL).
- **Integral Perspectives:** Propose an activity that demonstrates multiple perspectives of the same object of attention (i.e., Self/Culture/Nature or Performance/Systemic Fit/Cultural Meaning/Human Experience).
- **Integral Experience:** Devise an activity where participants directly experience different levels or stages of awareness (i.e., body/mind/spirit or conventional/modern/post-modern).
- **Integral Case Study:** Develop an “integral case study” of a well-known precedent or expand a Vital Signs Case Study to include more integral perspectives.
- **Integral Other:** Pose other perspectives, approaches, or questions related to integral sustainable design.

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**COMPLETE 2006 RETREAT INFORMATION WILL BE AVAILABLE IN JANUARY 2006 AT**

[HTTP://WWW.SBSE.ORG/RETREAT/](http://www.sbse.org/retreat/)
INSIDER’S VIEW

Cal Poly’s Solar Decathlon house proved to be more than just a pretty façade ... its innards ain’t ugly!

Here’s a quick synopsis of the education sessions held during USGBC Members’ Day (Nov 8) at GreenBuild 2006. There were two 1½ hour-long sessions hosted by the newly formed USGBC Education Department; the first, moderated by Muscoe Martin (former AIA/COTE President and USGBC Board Member) and Peter Templeton (USGBC Vice-President of Education and Research), updated us on the new Education Department’s institutional issues such as changes to the committee structure, expanded department goals, and increased membership participation. The second, a breakout session, was facilitated by USGBC education committee members as well as the USGBC’s Emerging Green Builders. Four-to-five key questions on the following issues were prepared in advance by the committee to foster discussion:

**Greening the Facilities** (David Eisenberg, DCAT, facilitator): What is your institution doing to green your facilities?

**Greening the Curriculum** (Liz Coles, Purdue and Margot McDonald, Cal Poly-SLO; facilitators): What is your institution doing to green your curriculum?

**LEED on Campus** (Lucia Athens, City of Seattle, facilitator): What is the role of LEED on your campus?

**Benchmarking** (James Weiner, Collaborative Project Consulting, facilitator): Are you doing any benchmarking of your campus greening efforts?

Participants were faculty, practitioners with school-related projects, recent architecture graduates, students, and several SBSEers, including Jim Wasley, Chris Theis, and Harvey Bryan.

In the coming months USGBC will invite increased participation in formal (i.e., academic) and professional development curriculum-related initiatives that go beyond LEED training. As a first step, a web site on education has been added to the USGBC home page (<http://www.usgbc.org/>) (click on “Education” in the main menu line). Notes from the session will be e-mailed to all members of the USGBC education listserv or to others by request from mmcdonald@calpoly.edu.

—Margot McDonald

EXPANDING USGBC’S EDUCATION MISSION

SPRING ISSUE SUBMITTAL DEADLINE—MARCH 1

FIRST CLASS MAIL