



Book Review Editor: Theodore J. Weidner, Ph.D. P.E., AIA

Professional organizations publish books, manuals, and reports to assist their membership and other interested parties about issues where the organization is expected to have expertise. Below are two such examples. Both are available through the Internet, one for a fee and one for the effort of registration.

A UNIFIED APPROACH FOR MEASURING OFFICE SPACE: FOR USE IN FACILITY AND PROPERTY MANAGEMENT

By Building Owners and Managers Association International and International Facility Management Association, 2007, 36 pages, \$66.19 (including S&H).

In 2006 the National Center for Educational Statistics revised the



Facilities Inventory and Classification Manual (FICM), the bible for measuring and classifying higher education facilities since 1974. The manual is used for reporting to several governmental organizations and to compare space use between postsecondary institutions.

This year, the Building Owners and Managers Association (BOMA) and International Facility Managers Association (IFMA) released their mutually agreed definitions for the classification and measurement of space through the *Unified Approach*. Previously, each organization had its own method for the measurement of commercial space that conflicted with the other. While it is good that these two large and influential organizations have reached agreement on the measurement and definition of spaces for their industry, there is little effect on educational facility officers.

Definitions on the measurement of space vary between FICM and BOMA/IFMA. The concept of net assignable space (FICM) is different from assignable space (BOMA/IFMA) while being similar in physical reality. Gross area differs too; BOMA/IFMA focus on gross interior area while FICM uses gross building area that extends to the outside wall surface.

Overall, the manual is of little use to educational facilities professionals except when faced with the need to rent space from/to an organization that uses the BOMA/IFMA system. The manual may be helpful when addressing questions by an institutional board member who is dissatisfied with NASF/GSF efficiencies of less than 65 percent. Otherwise, the manual should be avoided to prevent confusion with normal reporting systems.


ADVANCED ENERGY DESIGN GUIDE FOR K-12 SCHOOL BUILDINGS

American Society of Heating, Refrigerating, and Air-Conditioning Engineers, Inc. (ASHRAE), 172 pages, online, \$0.

The gold standard for energy efficient design is ASHRAE 90.1; it has been used by designers for over a decade and is a major reference in LEED certification. With the introduction of the *K-12 Design Guide* ASHRAE addresses a large percentage of the educational space in the United States.

The *K-12 Design Guide* starts off on the right foot with a foreword focused on school administrators and school boards. These folks, generally laypersons in the area of facilities and energy

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RATHER THAN FOCUS ON THE MUNDANE ENGINEERING ASPECTS OF GOOD ENVIRONMENTAL DESIGN, THE MANUAL FOCUSES ON INTEGRATION AND LOCATION (CLIMATE ZONES SIMILAR TO THE ZONES THAT APPEAR ON SEED PACKETS IN THE STORE).

efficiency, are often focused on the bottom line. What better place to start talking about the total cost of ownership (an APPA initiative since the 1980s) than in a design guide.

As I studied the guide, I enjoyed the different approach taken by ASHRAE. Rather than focus on the mundane engineering aspects of good environmental design, the manual focuses on integration and location (climate zones similar to the zones that appear on seed packets in the store).

What food-price conscious consumer turned *victory gardener* can ignore that approach? Examples follow with real projects in each climate zone describing what was done and how effectively the solution worked.

After the case studies, there's a separate chapter on implementation of recommendations. Detailed discussion of commissioning, envelope, electric lighting, day lighting, exterior lighting, HVAC, water, and other methods are presented in their dry, technical detail.

So once the reader is hooked on the less technical rationale for good design, they can't help but read about the details.

While the information presented in the guide has been around for 30 or more years, with varying ability of the industry to meet the efficiency characteristics, the format helps make the efficiency argument more compelling for the non-engineer. Add to that the fact that the guide is available for free from ASHRAE (www.ashrae.org), along with several other guides, and this makes the reading assignment well worth the investment (in this case of time). ☺

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