



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

## The topic of sustainability

is not new to APPA members, but it continues to grow as a topic for both APPA members, others in higher education—and in society in general. The two books reviewed this month look at implementation of institutional-wide sustainability, as well as personal sustainability.

In order to continue with the sustainability focus, if you are reading this online, don't print; if you're reading the print version, share it.

### CITIZENVILLE: HOW TO TAKE THE TOWN SQUARE DIGITAL AND REINVENT GOVERNMENT

Gavin Newsom with Lisa Dickey, Penguin Press, New York, 2013, 272 pages, \$25.95 hardcover, \$12.99 Kindle.

There are many companies, individuals, and organizations that expend vast resources to mine the wealth of data being collected every year and to identify valuable information about various groups and individuals. There are concerns about individual privacy when companies like Amazon or Google send us e-mails recommending what to buy, or when we are enticed (or irritated) by a pop-up ad for a movie or music download. There are larger, more beneficial results for society, as evidenced by an IBM ad showing a cop getting to a potential crime scene before the robber arrives, thus thwarting the crime. This sort of pattern-checking helped New York City get a better handle on crime, but still raises the privacy issue.

*Citizenville* discusses how the governments of San Francisco and California were able to leverage the data they had and how their citizens were able to use the data more meaningfully and usefully. Something as simple as tracking data about automobile accidents could result in improved traffic control at roadway

intersections, or identifying where water main breaks were occurring, so engineers could plan an upgrade or renewal in the water distribution network.

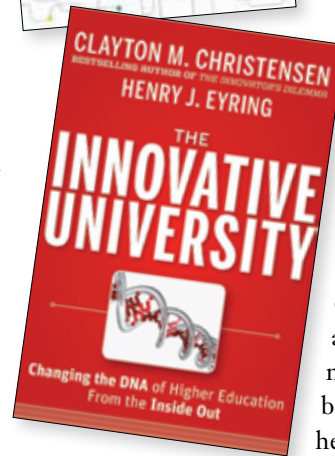
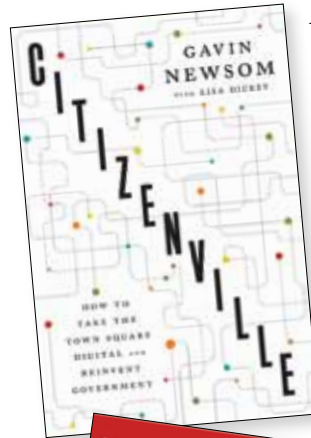
While authors Newsome and Dickey provide many examples about how ordinary citizens have helped themselves, others, and their communities by looking at open data that governments maintain, there is a clear argument to provide the data in a more readily accessible form, and to make other community data more readily available. Rather than focus the privacy issues and concerns about malfeasance, I prefer to use *Citizenville* for examples of how facilities managers and others can identify and leverage similar information in an educational setting.

There are several examples already in educational institutions where facility officers are benefiting from their own data-mining efforts. The University of Iowa is using building operating data combined with weather data to compare anticipated utility consumption against actual consumption. When anomalies are identified, mechanics are dispatched to identify building systems in need of repair or adjustment, rather than wait for a work request or an end-of-month utility bill to point out a problem. Similarly, the University of Nebraska Lincoln makes decisions about changing HVAC filters based on building operating data reported through the BAS (building automation system). This approach maximizes IAQ and operating efficiencies while minimiz-

ing staff time and material costs. Similar initiatives may exist at other campuses.

Consider what other ways can be used to improve service effectiveness or efficiency. There must be thousands of them on each campus represented by APPA members who are all struggling to do more with rapidly diminishing resources. Our CMMS software is a valuable source of opportunities to utilize our data better; linking the CMMS with the BAS or other facility data should provide more opportunities.

*Citizenville* is not written for the facility officer; it is written as examples of what has been done and what might be done in future. It doesn't matter who the audience is. What matters is that someone, somewhere, realizes there's an opportunity to take previously disconnected data, combine it with other data, and to create new opportunities to perform better. This book will stay in my library to help me find new inspirations.



### THE INNOVATIVE UNIVERSITY: CHANGING THE DNA OF HIGHER EDUCATION

Clayton M. Christensen, and Henry J. Eyring, Jossey-Bass, San Francisco, CA, 2011, 512 pages, \$32.95 hardcover, \$18.12 Kindle.

I've read many books about higher education and its history. I read them to get a better understanding of the core mission of the industry I have served, in the hopes of providing better service to the campus, and to understand what might be coming next to challenge the facilities area. Sometimes

I'm able to benefit from these books quickly, other times I've simply read an interesting book.

*Innovative University* is more than an interesting book; it provides a fascinating perspective on how one old university grew to affect hundreds of universities and then set a standard that is costly to attain. It also tells the story of a smaller, younger university that, through strong leadership, cut an independent and successful path in higher education. The comparison between these two institutions—Harvard University and Ricks College (now BYU-Idaho)—grew shows how each became successful and strong through determined and resourceful leadership. What's more interesting are the close ties between these two institutions that are separated by nearly 2,500 miles.

The authors have spent a great deal of time analyzing the history and innova-

tions of each campus and analyzed the characteristics at each major leadership or development change. What were the fundamental new traits of each innovation and the implications each trait? These are presented through an historical narrative and summarized in table format at appropriate points in the book. The traits change with the campus and era.

In addition to the description of the traits (the DNA), the authors discuss what worked and didn't work about each trait. They also discuss how many other institutions adopted the traits without understanding the "why" or the implications of having the trait. For instance, why does Harvard have the "best of the best" on the faculty, and what are the implications of having so many top researchers (cost.) Why does this work so well at Harvard and why do attempts to copy Harvard's DNA create strains for other institutions? Why did BYU-Idaho

choose a different path, and why is it working so well for them?

While *Innovative University* is more about the successful operation of two very different universities and much less about the facilities that make up the universities, there is some clear discussion about facilities and the cost implications on the institutions arising from facilities. So while I can't recommend this book for a reader eager to learn more about the history of higher education facilities, I do recommend it to readers interested in getting a better understanding of the historical influences that made higher education what it has been, and the environmental influences that are changing the way higher education may be in future.

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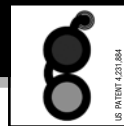
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