

A collation of responses to the COF question regarding scope and Purpose

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yes, I can do it and serve as the ambassador for students.

I am largely retired from day-to-day activity in the consulting firm I started in [REDACTED], but I am active in a few local entities where there has been some ASHRAE-related input.

One is the [REDACTED], where I just went off after serving some 8 years or so. One of our accomplishments of late has been the introduction of a Benchmarking Ordinance to the [REDACTED] (coming up for vote soon). This actually came about when I heard an ASHRAE program on this subject at one the ASHRAE's regular meetings; I established contact with one of the speakers and he put me in touch with a local fellow with an organization that assisted cities in implementing such programs. Thus, it was through ASHRAE that we became aware of this program -- at the time already implemented in a number of other cities in the U.S.

I also bring my ASHRAE knowledge to bear as a member of the Facilities Committee of the [REDACTED] [REDACTED], where I am also a trustee. The [REDACTED] is in the middle of a facility upgrade (old building – former home of Vice President [REDACTED]), which includes HVAC matters. Part of the upgrade included the installation of a ground-source heat pump (GSHP) system to bring an efficient heating system to the building, replacing a very old inefficient boiler, as well as air conditioning to a building with archival storage where there was none before.

Hope this meets what you are looking for.

I realize that being an ASHRAE Fellow is not only an honor but also an obligation as set forth in the MOP.

In my case I have been active during 4 decades in several committees, paper presentations, article and book publications, Handbook reviews, research project initiatives and Chapter presentations.

Since I am [REDACTED] years old now I have reduced my activities after Orlando to Handbook reviewing as a corresponding member in 3 committees. (TC 8.10, 9.8 & 10.2).

I thank ASHRAE for the opportunity that I could expand my professional knowledge through interaction with fellow members and that I could pass on my knowledge to the next generations.

Thank you again.

In answer to your request I have the following suggestions to the members of the COF:

1. Get invited or honor invitations to talk before engineering students and, as much as possible select relevant topics that are related to their fundamental subjects of interest such as:

- a) Practical application of variable speed pumping and variable air distribution in HVAC systems that would make them realize the importance of the pump and fan laws in the real world of engineering

practice. Corollary discussion could be developed involving engineering economics, energy efficient buildings, reduction of carbon footprints of buildings, mitigation of the effects of climate change, etc.

b) Other subject matters that would surely be of interest to engineering students are: energy recovery from the hot discharge gas of compressors for various purposes and energy recovery from exhaust air, which would complement other energy efficiency measures.

These are but some of the topics that could be discussed before engineering students and in all cases reference to ASHRAE and its research activities would naturally be cited.

2. Being very much active in the activities of local engineering societies is very important wherein solutions to common technical problems in the industry can be offered through writing short technical papers with heavy reference to the ASHRAE Handbooks. Common problems like moisture condensation in cold surfaces, especially in hot and humid climates; indoor air quality; noise and vibration attenuation are always interesting subject matters.

3. Get involved in organizations that with Climate Change mitigation. ASHRAE is a major engineering society that has come up with energy efficiency standards that are used worldwide. ASHRAE members can contribute a lot to the efforts of these organizations. Even government entities would be very interested in consulting them.

Personally, I have been doing the suggestions that I listed above and I hope they could be of help.

I have reviewed the Purpose and Scope and I believe this is tremendous and I fully support it.

keep up the good work

- 1) I think we may already do this but we could mentor students or first time participants at the Winter or Annual meetings.
- 2) Perhaps we could arrange for copies of recently outdated copies of the handbook to be sent to Chapters or members in developing countries.
- 3) How about aligning new members interested in TCs with Fellows who would shepherd them through TC and subcommittee meetings and get them connected.

I have an idea that might meet both goals listed under the "Scope" below.

Each of us belongs to a local ASHRAE Chapter, most of which have a YEA sub-group of local members. Each Fellow has an area of expertise that might be shared with the Young Engineers of ASHRAE.

I would propose that local chapter schedule a pre-meeting for YEA and any other interested chapter members to allow ASHRAE Fellows to present a brief (30 minute) presentation covering the area of

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their HVAC&R knowledge to the YEA members. A presentation might cover "Design pitfalls to avoid" or commonly made mistakes in the discipline discussed.

As stated the goals of the college provide excellent guidance to active fellows unfortunately I am not in that category

My short answer is:

I try to introduce students to the advantages provided by membership in the ASHRAE, and to join ASHRAE as members of the Student Branches.

So, you asked, here is some examples from me.....

Scope:

a. Assist the Society in continuously refining and updating the attributes that we are looking for in our future leaders.

Purpose:

- a. Review existing ASHRAE programs, policies, guidelines, publications, etc, using the experience of Fellows, as selected by the committee and provide unsolicited feedback to the affected entities, at the discretion of the committee.

In [REDACTED], we make efforts to start student chapters in engineering colleges. We have more than 13 student chapter in [REDACTED]

For all our technical presentations we give free entry to students

I conduct lectures in various engineering colleges on career opportunities in the field of AC&R, for final the students

We conduct technical seminars and post all our articles on website which can be accessed free of charge

We conduct job fares through our societies where major engineering companies requiring engineers/technicians in the HVAC&R field and have so far been successful in giving jobs to more than 100 fresh graduates

We provide ASHRAE journals free to engineering colleges as also donate our Handbooks to colleges

Please let us know how we can help further in attracting talent to this field

Our chapter is [REDACTED] chapter established together with [REDACTED] friends, as we, neither [REDACTED] had not the number of ASHRAE members, what was a condition chapter to be

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established. It was 10 years ago. The chapter's opened for all countries through greatest European river flows.

Regarding the first question, as university professor I was always asking students of thermo-technique to be members of ASHRAE, to participate our international congresses which are always endorsed by ASHRAE, and ASHRAE presidents each year meet them during our international congress as they have their separate meeting, ASHRAE presidents chair their meeting.

We are a small ASHRAE chapter, but still we have 8 students branches in [REDACTED] (2), [REDACTED] (2), [REDACTED] (4).

Our students were awarded by ASHRAE, this year our young engineer was the guest at ASHRAE in St. Louis.

The students and young engineers after graduation, if he continues to work in HVAC&R sector, continue as member, mostly renew the membership in ASHRAE.

We cannot use ASHRAE Standards as we have to work based on EU standards, but we follow ASHRAE standards, especially the ASHRAE publications. Last week at the PH/D. final exam it was stressed that the candidate needed the book of Mr. Mc. Quiston, and through my contact with ASHRAE. the book was found and candidate stressed his thankfulness at the open for public PD. exam.

The ASHRAE books, standards and other publication which we have in our HVAC&R Society library could be used and is used free of charge. My wife's and my library students and others can use, and use it. One of our students (was awarded this year in St. Louis (Nevins award)).

In our national KGH Journal we are publishing information regarding ASHRAE

My responses are listed below.

Sincerely

1- ...community in Scope may be better phrased national and international community....

Add to Purpose:

5. Act as experts for governmental policy makings worldwide with collaboration with Associate Societies
6. Increase awareness with closer relations and presentations with Associate Society

Then my suggestions for activities are:

My simple request is that each of you take a few minutes and think of how ASHRAE Fellows serve as ambassadors and mentor students, engineers and educators?

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By appearing frequently in local Chapters, schools, student chapters' mentor projects like Solar Decathlon etc. Make frequent presence at local and national engineering chapters and collaborate with Societies like IEEE ASTM ASME SAE etc.

1. **Scope**

1. To serve as ambassadors to enhance the technical image of ASHRAE **and the HVAC engineering profession**, both internally and in the community at large, through activities such as transferring ASHRAE-generated technology, knowledge, **and vision**.

2. **Purpose**

- ~~1. To mentor students, engineers, and educators to increase their awareness of ASHRAE activities~~
To raise awareness—especially among underrepresented groups such as students, young engineers, women, minorities, veterans, and second career searchers—of ASHRAE activities as well as the importance and desirability of HVAC professional careers.
2. To share knowledge or experience with the grassroots organization, such as chapter presentations
3. To communicate ASHRAE recommended **best** practices for **building systems, energy efficiency, indoor air quality, refrigeration and sustainability to advance human well-being through sustainable technology for the built environment.**
4. To support ASHRAE governance in conducting special technical activities
- 5. To ensure that the wisdom and experience of retiring HVAC professionals are documented and conveyed to younger members of ASHRAE, in order to pass the mantle to the next generation.**

I haven't been a Fellow for very long, so I have no idea whether they'd be open to some of these goals, but those are some things I'd like to see!

In my opinion, the current scope and purpose are pretty good! I don't have any recommended changes or additions.

As a former educator, mentoring of students was just part of the job. I did not specifically focus on HVAC&R topics, but more broadly within mechanical engineering. This activity included topics such as ethics, career objectives and directions, personal money management, and a variety of other topics that my accumulated years of wisdom (mistakes) allowed me to cover. As a senior professor, I did what I could to counsel young professors and help them become successful educators; again, with no particular emphasis on HVAC&R. My ASHRAE title of Fellow carried little weight in these encounters, but does help to establish some degree of professional credibility.

There are several ways that those not in academia could provide such mentoring opportunities. If in a private company, hiring of student workers provides excellent opportunities for workplace mentoring. Students at any level don't like to be lectured or talked down to, but they greatly appreciate the opportunity to learn by doing or by others' examples. Many young people don't realize that wisdom is just the collective learning from a lifetime of mistakes (hopefully some of which were made by others) and cannot appreciate the scars that came with those mistakes. Until they actually encounter a similar situation, discussing certain topics will have little long term impact.

A practicing engineer could volunteer to meet with students through ASHRAE chapters/student branches, or through a special seminar or other activity within the students' course structure. Students likely don't understand what the title "Fellow" actually means, but it still should connote a notch above someone who just pays their annual dues. The interaction between a practicing engineer and a college (or even high school) student will likely have to be initiated by the engineer since students would be reluctant to reach out and "impose" on someone for their time. College students are also very busy and have a structured schedule during school terms, so such mentoring activities are often easier to arrange during non-class parts of the year. For instance, a student may decline regular invitations to Thursday night chapter meetings because they may have an 8:00 am Friday class that always has in-class quizzes or homework due. Also, don't expect students to work for free to get that experience or mentoring opportunity. College costs have gone through the roof and they cannot afford to give away their time and still pay the tuition bills. They may turn down that invitation to the ASHRAE chapter meeting, and then you may see them bussing the tables after it is over so they can pay the bills.

I would like to think that ASHRAE Fellows do truly represent the most accomplished technical professionals in the society, so they should be held in high regard, technically. The role of ambassador requires a bit more than just technical competence as it should also include all the soft skills that make for a good supervisor, team member, or employee. I think the College of Fellows helps to accomplish that well rounded persona by keeping a Fellow somewhat humbled when rubbing elbows with those who are so much more experienced or accomplished than they themselves are.

I hope my ramblings can be of use as you sift through the comments of others as well.

I teach graduate-level Thermodynamics, Heat Transfer, and AC/Refrigeration at [REDACTED]. We try to instill objectivity, contribution to world society, and habits of life-long learning. A mentor's job is to lead by example in the classroom, sponsored projects, and contribution to

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the profession. Student branch can be a focal point for mentoring. ASHRAE can help by scaling the entry requirement for establishing a student branch to be a fraction of all engineering students enrolled in the host institution.

I gave you a bit more than you asked for in my red edits.

To your specific request:

- My principal mentoring activity is at a lower academic level than anticipated in the wording of this point. I tutor mathematics for GED candidates two mornings per week in our local [REDACTED] and have been doing so for just shy of seven years.
- On a regular basis, I bring activities of interest from ASHRAE newsletters to the attention of environmental management of a major HVAC manufacturer.

1. Scope

1. To serve as ambassadors to enhance ASHRAE's technical image **in the society** internally and in the community at large through activities such as transferring ASHRAE-generated technology and knowledge

2. Purpose

1. To mentor students, engineers, and educators to increase their awareness of ASHRAE activities
2. To share knowledge or experience with the grassroots organization, **through activities** such as chapter presentations
3. To communicate **ASHRAE-recommended** practices to resolve current industry problems
4. To support ASHRAE governance in conducting special technical activities

Just a few minor editorial suggestions to make it a bit broader. See changes in **red** below.

1. Scope

1. To serve as ambassadors to enhance ASHRAE's technical image internally and in the community at large through activities such as transferring ASHRAE-generated technology and knowledge

2. Purpose

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1. To mentor students, ~~engineers and~~educators ~~and persons working on the built environment~~ to increase their awareness of ASHRAE activities
2. To share knowledge or experience with the grassroots organization, such as chapter presentations
3. To communicate ASHRAE recommended practices to resolve current industry problems
4. To support ASHRAE ~~governance~~ in conducting special technical activities

Hi: I have a few ideas or concerns. I was very active in ASHRAE during my career, however I have not attended a National Meeting for about 10 or 12 years so I am somewhat out of the loop now. I do attend the local meetings in [REDACTED] since I retired and I have been teaching a few short courses around the US presented by ASME. I am a co-author of the ASHRAE textbook on HVAC- "Principles of HVAC". So I have kept aware of what is going on in HVAC.

During me attendance at ASHRAE meetings I was not aware of much that the COF did. It would be nice for the COF to have a session at meeting to make attendees aware of what the COF wants to do: mentor and inform students and engineers I could envision some COF members being made available for presentations at Student chapters of ASHRAE and ASME. The COF could sponsor sessions through the program committee at ASHRAE meetings These could involve career presentations as well as ideas on solutions for industrial problems. As a starting point I could see the COF discussing some of these new ideas as well as how to control what is presented.

I suppose that the question for me is whether this influence is confined to my chapter/region or whether there is a wider COF organizational structure that would request that I do something further afield in a more systematic way. I sort of felt that there wasn't much "induction" to being a fellow, so perhaps I'm not living up to the role.