

Contents

Preface	xi	2.1.1	Bloom's Taxonomy and Educational Learning Objectives of BIM / 40
List of Abbreviations	xv	2.1.2	BIM BOK Representation Framework and Underlying Rationales / 44
1 Call for a BIM BOK	1	2.1.2.1	<i>Road Map to Bridge Gaps in BIM Competency / 46</i>
Chapter Summary / 1		2.1.2.2	<i>Standardized Job Task Performance / 49</i>
1.1 The BIM Journey Ahead of Us / 1		2.1.2.3	<i>Create Baseline Performance Measurement / 50</i>
1.1.1 Lack of Standardization / 2		2.1.3	BIM BOK Content Development via a Consensus-Building Process / 52
1.1.2 BIM Use Cases / 5		2.2 BIM BOK Task Definitions and KSAs / 58	
1.1.3 Relationship of Use Cases to KSAs / 6		2.2.1	Entry Level of Performance / 60
1.1.4 The Academic Interoperability Coalition – Home of the BOK / 10		2.2.2	Middle Level of Performance / 61
1.2 The Many Dimensions of BIM: Why BIM Is Revolutionary / 12		2.2.3	Full Performance / 61
Case Study – Project 1 / 14		Chapter 2 References / 62	
Case Study – Project 2 / 16		Appendix 2.A / 66	
Case Study – Project 3 / 17		Appendix 2.B / 67	
1.3 Overarching Goals of the BIM BOK / 19		3 BIM Education and Talent Procurement	71
1.3.1 The Rapidly Changing Industry Environment / 20		Chapter Summary / 71	
1.3.2 The Skill Shortage / 21		3.1 BIM Education Under Global BIM Prevalence / 72	
1.3.3 The Proliferation of BIM Use Cases / 23		3.1.1	Comparing BIM Adoption in Academia and Industry / 72
1.3.4 The Emergence of a Global BIM Culture and Community of Professionals / 34		3.1.2	Format of BIM Education / 74
Chapter 1 References / 36		3.1.1.1	<i>BIM as a Curriculum Enhancement / 74</i>
2 BIM BOK Development	39	3.1.1.2	<i>BIM as a New Paradigm / 75</i>
Chapter Summary / 39		3.1.3	Career Development and Staffing / 75
What Is a BOK, and What Is the BIM BOK? / 39		3.1.4	Recruiting Gaps and Opportunities / 76
2.1 BIM BOK Foundational Development / 40		3.1.5	BIM Specialist Versus Generalist / 77