Zone maintenance -- three years later

In the fall of 1991 Physical Plant set up one “experimental” maintenance zone to see if it would improve the quality of service to our customers -- it did. Now,
three and a half years later, the campus has six established maintenance zones working in full force.

Zone maintenance assigns craftworkers to a specific campus area. As a result, they become familiar with the area they are assigned and gain an in-depth knowledge of the buildings. This familiarity is the keystone to many improvements in service, including improved communication, productivity and accountability.

"As Gary Kent (Assistant Vice President for Facilities) says, we're working smarter," says Hank Hewetson, Assistant Director for Building Maintenance. "We're saving time and travel, and we're using the minimal number of people needed. After the first couple of years of zone maintenance we did a study to judge the level of savings and we discovered that nonproductive time has dropped. Administration wants us to try to do the same job with less money. Zone maintenance has allowed us to do that."

**Communication**

Craftworkers are not only familiar with the zone, but also know more about the other workers within their zone and their customers. Knowing the people they are in contact with every day strengthens communication.

Tom Scritchfield, building representative of the School of Education, says, "Having a zone leader and the same personnel all the time greatly enhances the communication channel. Because you deal with them on almost a daily basis, it's nice to know who to talk to about what."

Mike Johnson, refrigeration craftworker, says, "In our area, everyone gets along well. We are on a first name basis with people. Customers have told us they appreciate knowing who to contact, and it helps us, too."

**Productivity**

Since zone maintenance workers know their buildings so well, they can quickly discover and solve problems. They have less distance to travel. Also, each zone has an inventory of parts and equipment. These factors all lead to more efficient service.

Raymond Krebbs, Zone 3 Supervisor, says, "With the familiarity of zones, craftworkers can repair the problem a lot faster, whereas before, finding the job was seventy-five percent of the time doing the job."

Scritchfield says, "Prior to zone maintenance, it was kind of 'potluck' as to who might be sent from a respective craft to address a problem. In many cases, because they were not familiar with the building, time was spent showing where breakers, etc., were located. With zone maintenance, workers have a much more thorough knowledge of the buildings they are assigned to, and thus are able to work on specific problems without having to provide a guided tour."

Johnson says, "We used to also spend a lot of time tracking down the who, what and where of a problem. Now, it's all right there."

Ed Bell, Zone 5 Supervisor, says, "Since we are already in the area, that is money saved. Time is money to our customers. Any down time is money lost to our customer."

**Accountability**
When craftworkers are assigned to a zone they are personally responsible for the work done. They can take pride in a job well done and others can recognize their work. This accountability creates a strong tie between the craftworker, the customer and the jobs to be done.

"Customer response not only gets quicker, but one concern was that it wasn't always the same person. There's a continuity they like and accountability goes along with that," says Hewetson.

Scritchfield says, "Because craftworkers have an assigned area, I feel that they take more pride in maintaining it: an 'ownership' thing. They also know that if something does go wrong they will be the one called upon to correct it."

Johnson says, "You're the only one who has worked on it. If something goes wrong, you're the only one to blame, or if it is right, it works that way, too."

Krebbs says, "We have very few repeat jobs, because of accountability."

**Future changes**

The zone maintenance concept is continually being fine-tuned by Physical Plant. Management is considering changes to increase the efficiency of the zone system.

One area of zone maintenance being addressed is preventive maintenance. Ideally, because craftworkers are more knowledgeable about their buildings and are working more efficiently, they are able to have the knowledge and time to prevent problems. Although this is true in some zones, the plan does not always work. One change that could remedy that problem is re-configuring the zones or adding zones in order to distribute the work load more efficiently.

Another concept being considered is cross-training. Many zone workers have become familiar with aspects of maintenance outside of their own craft. Physical Plant is considering cross-training workers to best utilize that knowledge and experience within the zones.

Johnson says, "In our zone there is one person in each craft, except in heating. We help each other a lot. The knowledge gained from doing that is a benefit in itself. Problems are addressed a lot quicker now that we have worked together enough to know what's a problem. The heating guys will tell me if they see a chiller problem and I tell them if I see a heating problem. A lot of time we take care of things without the customer even knowing they had a problem."

After three years zone maintenance has proven to be a positive and productive change in maintenance service for workers, management and customers. Physical Plant will continue to improve upon the basic system in order to use its resources and workers efficiently and to provide the best service possible.

**Zones, zone offices and zone workers**
Zone 1 -- Ballantine Hall

Steve Byers, Electric; Terry Chandler, Refrigeration; Bill Hendrix, Heat; Don Horn, Plumbing; Jim Porter, Supervisor; Gary Roberts, Elevator; Jim Wood, Refrigeration.

Zone 2 -- Chemistry Building
Physical Plant Perspective

Ed Bitner, Elevator; Ed Bradley, Supervisor; David Breeden, Electric; David Collier, Heat; Don Eads, Plumbing; John Flake, Refrigeration; Jon Hunt, Heat.

Zone 3 -- Fine Arts Building

Jim Davis, Heating; Tom Floyd, Plumbing; Russell Johnson, Refrigeration; Raymond Krebbs, Supervisor; Jim McGocklin, Electric; Tary Shelley, Elevator.

Zone 4 -- Service Building

Lee Axsom, Refrigeration; Doug Burcham, Electric; Don Davis, Elevator; Mike Donovan, Refrigeration; Mark Goodwin, Plumbing; Jim Klein, Heating; Mike Osborne, Plumbing; Kenny Robinson, Supervisor; Scott Rugenstein, Refrigeration; Jim Sinders, Refrigeration; Charles Vaught, Refrigeration; Voris McWhirter, Heat.

Zone 5 -- School of Education Building

Ed Bell, Supervisor; Jim Burks, Refrigeration; Bill Gilliland, Plumbing; Ralph Jacobs, Heating; Russell James, Electric; Robert Knapp, Heating; John Krentler, Plumbing; Roger Lane, Refrigeration; Walter Langley, Plumbing; Jim Riley, Elevator; Ernie Robertson, Plumbing.

Zone 6 -- Tulip Tree Apartments

Tom Abram, Refrigeration; Kenny Eads, Electric; Perry Ferguson, Refrigeration; Bill Herrmann, Supervisor; John Lettellier, Elevator; Fred Shields, Plumbing; Rick Skinner, Heating.

Communication Tips

Connecting with customers

Working for a large university, as we all do, means we all serve lots of customers: faculty, staff, students, campus visitors, etc. Here are some things to do which will help reinforce a committed connection to your customers.

- Know your internal customers (people within your own department who are part of the process of serving external customers). Ask them to tell you more about what they do each day and how what you do affects their job performance.
- Think of your job title as including the word "customer". For example, instead of the title "administrative assistant," think of your job as "customer information coordinator".
- Look upon your work output as if it were for sale. How would you do your work and package the service if you had to convince someone to pay you directly...
Physical Plant Perspective

for what you do?

- Ask yourself, "If I were buying my services, where would I expect the quality to be better, the cost lower and the service more prompt?"

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Knecht earns accreditation

Campus Division Gardener Carolyn Knecht has become an Indiana Accredited Plantsman as recognized by the Indiana Association of Nurserymen. To earn her accreditation she completed an extensive study guide consisting of 20 chapters and then had to achieve a minimum score of 80% on a rigorous exam. The Physical Plant Campus Division currently has 10 Accredited Plantsmen on their staff. Two others have reached the second stage of accreditation as Master Gardeners.

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Physical Plant Profiles

Building Services: Jim Sims

Supervisor

Jim Sims has worked for Building Services for nine years. He started as a Custodian and within seven months was promoted to Group Leader. Three years later he was promoted again to his current position of Supervisor.

Sims currently works on the Evening Mobile Crew, coordinating 13 custodians and 2 group leaders who care for 52 facilities across campus. He schedules their work, organizes staff training, orders equipment and supplies, communicates with building representatives, and works on building team morale.

"First, you have to respect people," says Sims. "I think if you deal with people as individuals and respect them individually, then I think they can come together more as a team. We have to depend on one another. So, you try to be fair with people and respect people and promote that environment.

"What I find the most challenging is probably being able to plan and then be able to see some of those plans through when I would like to meet them," says Sims. "There are so many different and atypical things that can happen on a daily basis that it tends to elongate some of our projects. So, you have to really use your resources and staff as best as you can. You have to be adaptable."

Sims has received five awards for supervisory excellence. "It's what you do day in and day out that matters. When I win an award I hold it up and thank my people. Out of 52 buildings, how many do I clean? Zero. So I come back and say, 'Thank you.'"

Sims has also been active in groups outside of work at Physical Plant. He served on the Wellness Council, which plans and coordinates health and wellness activities and programs for the department's staff, for one and a half years. He also has represented the department in several YMCA Corporate Challenges, competing in bowling, basketball, tennis and table tennis.
Campus Division: Mike McQueen

Tree Trimmer

Mike McQueen joined the Physical Plant in 1980 as a night custodian. Two years later he became a tree trimmer for the Campus Division, and in 1992 he became a Certified Arborist.

"I've always been interested in trees and plants. They react so well to care, and they're a permanent part of the environment. I used to do timber stand improvement work for the state back in the early seventies, and was a carpenter for a few years after that."

McQueen's current job includes trimming limbs and shrubbery, removing dead trees and stumps, and planting flowers and bulbs. It can be lively work; McQueen says that they have had frequent run-ins with panicked squirrels and have gotten a wet surprise when they cut into a hollow, water-filled tree trunk.

"The tree work is what I like best. The most frustrating thing is not being able to do tree work all the time," he says. "And we're often shorthanded; sometimes part of the job goes lacking because we just don't have the people power.

"We're on call 24-hours-a-day, and we come in and take care of emergency storm damage. We might be here two or three days in a row, shoveling snow or removing trees that have been knocked down in a storm."

He says that dealing with storm damage is the most difficult and dangerous part of his job. Occasionally, he and the other tree trimmers are called out to remove a tree that has been blown onto a power line and may be electrified.

"But we've got the tools to do the job; we study the situation, and then we go for it. That's the thing I like best about the job. I have a boss who gives me assignments, but I get to figure out how to do them."

Engineering: Bernard Porter

Heating Mechanic

Bernard L. Porter has been with the Physical Plant for 28 years. He began working in the Central Heating Plant in 1967, and three years later he moved to the Control Center to work as an Operator. In 1976, he moved into an opening in the Heat Shop.

Porter currently works in the Energy Management group, which monitors building computer systems for major campus buildings, especially those on the chilled water loop or those with complex utility systems. The Energy Management group looks for ways to conserve energy, and ensures that the proper temperature is maintained in campus buildings. If a problem occurs, such as a broken air conditioning unit that threatens to ruin an important science experiment, computerized
sensors alert the Energy Management group and Porter or another mechanic can go take care of the situation.

"We work with a lot of different people, especially people in the Engineers' office," Porter says. "When we first come in, we go to the office and find out what needs to be done for the day. Sometimes my boss, Doug Trueblood, will have found out about something through the computer system, but sometimes Operations sends a job request up, or one of the engineers will come in with a specific project that needs to be done.

"Once we've got our assignments, we spend about half our time diagnosing problems, and half our time actually fixing equipment. Most of my work is pretty routine, except when we get calls to look into systems on other campuses. Then we sometimes run into strange problems; for instance, one time we were called up to the Gary campus where they were concerned about a 'sick' building, and it turned out to be a problem with air distribution.

"The most rewarding part of my job is when there's a gigantic problem that's affecting a lot of people, and when you've fixed it you know your work has made a difference."

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**Building Maintenance: Brett Chitwood**

**Abatement Crew Leader**

Brett Chitwood first joined the Physical Plant in 1986 as an hourly employee in the Utilities Division, working on chemical water treatment. In 1992, he became a plumbing shop hourly. A year later, he became an appointed staff member on the asbestos crew.

Last February, Chitwood became the Asbestos Crew Leader. His crew works closely with the Heat Shop and Plumbing Shop, since much of the asbestos abatement on campus involves removing insulation from water and steam pipes. When the crew removes asbestos-containing floor or ceiling tiles, they often have to coordinate their work with departments like Halls of Residence, or with contractors who are doing construction on campus.

"If it's a problem like insulation on a broken water pipe, we remove the asbestos, and the plumbers will come out and replace it with fiberglass material," Chitwood says. "We also do a lot of repair and maintenance work on asbestos that can't be replaced or removed."

Because asbestos fibers can cause cancer, Chitwood and his crew must use special protective equipment such as respirators with High Efficiency Particulate Air (HEPA) filters, HEPA vacs and disposable suits.

Chitwood has also had special asbestos training. "To start with, I went to asbestos worker school, and after six months of that I went to asbestos supervisor school. I've also taken courses in asbestos building inspecting and project designing.

"The most difficult part of the job is that when you mention asbestos, people automatically panic. It takes a lot of explaining to get people to understand what asbestos is really like and to get them calmed down. Another thing is that all the work we do is hidden; it's not like carpentry, where other people can see what a good job you did.

"But I really like the variety we get into in the job. We meet and deal with a lot of people on campus. And I've really liked the CTC program (employees temporarily
assigned to areas with heavy workloads). We have some CTCs on our crew, and they've been doing a really good job for us.”

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### Building Maintenance: Mike Hackler

#### Elevator Mechanic Apprentice

Mike Hackler is a third-year elevator mechanic apprentice. He began working as an apprentice electrician on the night crew. After six months he moved to the day crew to work on elevators. In the beginning of his training he rotated through all six zones to gain experience with all the elevators on campus. Now he works in Zone One.

"It is challenging to get a familiarity with the elevators," says Hackler. "I didn't have the experience when I started. At first that was really frustrating. I had worked with electronics, motors and control circuits, but nothing on elevators. Since that time I've come a long way."

Hackler maintains 30 elevators on his current route. He and journeyman Gary Roberts perform monthly maintenance checks on every elevator.

"A lot of the work is fairly routine, basically preventive maintenance on elevators so we don't have a breakdown," says Hackler. Preventive maintenance includes cleaning and lubricating the moving parts of the elevator and checking parts for wear.

"I like to troubleshoot. When an elevator is not running, the customer wants it running, and you can make it run -- that's the most rewarding part. It's also when I really get good experience that helps bring it all together. The more problems you fix, the sharper you get."

Hackler has worked with many different types of elevators, including one that was installed in the 1930s. Although the elevators run on the same basic principles, Hackler likes working on the newer elevators most. "Working on the new elevators involves a lot of electronics, so they're right up my alley. The more I learn about them, the more I enjoy."

During his last year of apprenticeship, Hackler will be taking on more responsibility for maintenance and will also be allowed to join the call-out rotation for emergency call-ins and overtime. "I probably will get a lot of learning experience. The more problems I work on, the more I can learn."

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### Utilities: Mark Moser

#### Equipment Operator

Mark Moser has worked at Physical Plant for sixteen years. During the first three years he worked in various jobs in Campus Division and Building Services. In 1982 he began working at the Central Heating Plant (CHP), where he has continued to work as an Equipment Operator.
Moser works primarily as a fireman, making sure the boilers are burning correctly and efficiently. To do that, he must check many factors that affect the boiler's operation, such as water levels, motors, fuel/air ratios, boiler pressure, and ash bed level. He takes readings every hour to monitor the boiler and make adjustments.

Moser's work includes other tasks. He cleans soot and sediment out of equipment and lubricates it every other day. He also occasionally treats the water from which the steam is made, and removes ashes from the boiler.

In addition to the regular equipment operator training, Moser trained to be a Certified Power Engineer. That education helped him gain an in-depth knowledge of the design of boilers and the physics behind their operation.

Winter is the most demanding time for Moser. During warmer months the plant produces around 150,000 pounds of steam per hour. In the winter production rises to 400,000 pounds of steam per hour. The increased workload doesn't bother Moser. "Winter is my favorite time of year because there are more problems to deal with. It's more unpredictable."

Although Moser enjoys his job, he doesn't recommend it for everybody. "If you're a white collar person -- forget it. You're going to get dirty. You can literally get black from head to toe. Everything is greasy or oily, and there is a lot of dust."

Moser has performed the firing duties during testing by the Environmental Protection Agency (EPA). To prepare, he comes into work eight hours early to make sure everything is adjusted perfectly. "I really like the challenge of firing for the EPA. I've done that for the past five or six years, and I haven't flunked one yet."

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**Working Safely**

**Hard hats**

Many jobs performed by Physical Plant require that workers wear hard hats. Federal regulations exist to ensure that management and workers both meet their responsibilities.

Hard hats can prevent injuries from such things as falling or flying objects, bumping against fixed objects and exposure to live electricity.

There are three classes of hard hats; all resist impact and penetration. Each also has other specific features:

**Class A:**

shock and burn protection up to 2,200 volts of electricity; the type most often used by construction workers.

**Class B:**

shock and burn protection up to 20,000 volts; has no metal parts, no holes in the shell; best choice for working with electricity or around electrical lines.
Class C:

usually made of aluminum; not to be used around electrical hazards; most often used at oil fields, refineries and chemical plants (not at construction sites).

The design of the hard hat is the key to protection:

- the outer shell, usually made of plastic, is hard enough to resist blows and prevent penetration, and is water-resistant and slow to burn
- the inner suspension consists of a cradle and a headband that create a space around the head, absorbing the shock of a blow
- the brim found on many hats adds protection; a full brim all around the hat and at least 1 1/4 inches wide protects face, ears and the back of the neck
- a strap may be found on some hats to keep them from falling off

Maintaining your hard hat

First of all, be sure it fits comfortably, with the headband properly adjusted. You should:

- replace the headband if it's stretched or deteriorated
- inspect the shell before each use; replace the hat if it has a crack or hole
- never drill a hole in the hat
- clean the hat at least monthly in warm, soapy water
- never toss the hat around -- it could crack or dent
- store the hat away from sun and high heat (don't keep it in the back window of your vehicle)

Don't wear your hard hat over another hat or parka hood. Doing that eliminates its protective value. You can get a special liner if your head gets cold.

And remember: If your hard hat is sitting in a locker, it's a waste. OSHA requires that all employees (including supervisors and managers) wear safety hats when there is a risk of head injury. Failure to wear a hat can bring penalties.

So be safe. Wear the hat!

Training

Putting training to work

When someone goes to training, it's an investment in their future job performance. Training should help a person do their job better. There should be a direct carry over from the training situation to the job.
Physical Plant Perspective

There is a simple, effective way to be sure that training does translate into better job performance. Here are the four steps.

**Step 1:**

Determine the job performance needs that will be met by going to the training.

The best way to do this is for the trainee and the supervisor to sit down together before the training is to occur, and discuss what tasks need to be done on the job that the training will address.

Maybe a new piece of equipment has been purchased for the work unit, and people need to learn how to operate it safely and effectively. So, the trainee and supervisor agree that the trainee's objective for training is to learn start-up procedures, safety guidelines, basic operating skills and routine maintenance.

**Step 2:**

After the training, the trainee summarizes with the supervisor what he or she actually learned.

In general, the actual learning should be the same as the trainee's learning objectives going into the training. On occasion, however, the trainee may learn some things that were different than, or in addition to, what was planned. That's fine. It's the supervisor's job to ask about what the trainee learned, and it's the trainee's job to say what she or he learned.

The key question for the trainee is, "What can you do now that you could not do before the training?"

For example, someone attending a training course on Advanced WordPerfect Skills could say, "I can now edit two documents at once, and I can import and export text files for transfer to another computer or to another word processor."

**Step 3:**

The trainee's supervisor answers the question, "What will you do to help the trainee use these new skills and knowledge on the job?"

This should be a statement of intent by the supervisor that makes the training investment worthwhile. Let's say you're a supervisor who has authorized training for someone to attend a week-long off-site training course. That's five days on paid status, plus transportation, plus per diem, plus other expenses. Add that all up and you've spent a lot of money. But to gain the value of that expense, you may need to do some more things. For example, maybe the trainee needs to have a new tool or piece of personal safety equipment. Maybe the work flow from service request to service delivery needs to be reorganized. Maybe you need to purchase some supplies that you've never stocked before. Maybe you need to ensure that when a particular type of work must be performed which calls for the new skills, you assign the work to the recently trained person.

**Step 4:**

At regular intervals over the next year, meet with the trained person to see if the new skills have really been used and are useful. This step closes the loop for applying training to job requirements. It tells you how much the investment in training has impacted job performance over time. And it may point to the need for...
additional training or other job-related improvements. In Physical Plant, we have a Training Implementation Form (TIF) that is prepared by the trainee and the supervisor in two stages, before and after the training. The TIF is a kind of agreement or statement about how training will be applied on the job.

The key to being sure that training makes a difference in job performance is communication between the supervisor and the person who does the job. Each has a responsibility to the other to be objective and clear about job performance needs and actual performance. Working together, they can both contribute to the bottom line of improved customer service.

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**Physical Plant presents at Electric Expo**

On March 8 and 9, Herb Metz (Manager of Building Systems), Jeff Kaden (Assistant Director for Engineering) and Jim Koryta (Senior Electrical Engineer) took a Physical Plant exhibit to ELECTRO Expo '95 at the Indianapolis Convention Center.

The Expo was held to demonstrate state-of-the-art uses of electricity and to showcase the new technologies and energy-efficient appliances that have entered the marketplace. Experts held seminars and companies displayed products such as electric cars, high-efficiency cooking equipment and sophisticated electrical testing units.

"Since IU has worked so closely with PSI Energy on our Demand Side Management programs, which included installing new, higher-efficiency lamps in existing light fixtures and installing new fixtures, PSI asked if we would participate," says Koryta. "We displayed samples of the technologies we have already used and a sample of some we hope to use in the future."

Metz, who spearheaded Physical Plant's participation in the Expo, says that much of the Physical Plant exhibit focused on lighting systems: exit signs that use LEDs (light-emitting diodes, which have a life expectancy of 20 years) instead of incandescent bulbs, dorm room desk lamps that use fluorescent bulbs, and sensors that turn off lights in unoccupied rooms. The Physical Plant also had a display on the Central Chilled Water Plant's new high-efficiency chiller that uses non-ozone depleting refrigerant, as well as a display of Energy Management Systems' new electronic controls that ensure energy efficiency all over campus. "The craft shops participated in numerous ways," says Koryta. "Sheet Metal constructed a portable frame for displaying the lights we plan to use in the Chemistry Building, the carpenters helped make a ceiling for the framework, and the Electric Shop wired sample lights and installed them in the display."

Koryta added that the Moving and Setups crew safely moved the exhibit to Indianapolis and helped set it up.

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**Sturgeon retires after twenty years**

Ralph Sturgeon, Zone Two Supervisor, retired on March 22, 1995. Sturgeon started his 20-year career in heating on June 5, 1975. For 15 years he was a heating mechanic, working in buildings all over the Bloomington campus. In 1990, he was chosen as Heat Shop Supervisor, and in 1992 he moved to Zone 2.

Ed Bradley, former Night Operations supervisor, has become the new Zone 2 supervisor.
Sturgeon will be missed by customers and co-workers. Everyone at Physical Plant wishes him well in his retirement.

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Clericals graduate with excellence

Five Physical Plant clerical staff members recently completed their year-long ETC. program through Human Resources Management. The staffers were: Ada Allen, Work Order Specialist, Operations Center; Frances Garcia, Senior Shop Secretary, Building Maintenance; Peggy Gentry, Data Records Coordinator, Business Office; Irma Ward, Dispatcher, Operations Center; and Kelly Whitehead, Office Coordinator, Training & Development.

The 1994-95 ETC. program was a year-long comprehensive training program which included 23 core classes, and four additional classes through Training & Development and University Computing. Attending 2-3 sessions per month, students focused on communication skills, business math, English, supervisory skills, and other workplace topics. In addition, each clerical was able to tailor the UCS component to meet their own needs.

Human Resources started ETC. in 1987. Approximately 550 IU clericals (20 from Physical Plant) have now completed the course. We applaud the efforts of these five employees in enhancing their interpersonal skills and development.

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World Wide Web clarification

In the last issue of Perspective, we announced that our newsletter and other publications are now available on the World Wide Web. After a few hastily written e-mails from our customers, we realized we had made an error. We forgot that the web is case-sensitive in its addresses, and we used some capital letters in the story.

The correct address is:

http://www.indiana.edu/~phyplant/home.html

Please note that all letters are lowercase. We apologize for the error and encourage you to check us out on the Web, which now includes our new Physical Plant home page.

If you currently get a paper copy of Perspective, but you will be switching to the Web, please let us know. We will put the postage and printing money saved to good use.

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