Wells remembered  
— Campus Division constructs memorial plaza

Between Dunn’s Woods and Owen Hall, the site of his office, Chancellor Herman B Wells sits peacefully on a bench. His outstretched hand, characteristically palm down, reaches out as if he’s about to tell you something. The warm smile worn permanently on his face greets students, faculty, staff and visitors as they enter campus through the Sample Gates. His tie has blown up as if it is flapping in a gentle breeze.

This realistic sculpture is at the center of a plaza built in his memory. The sculpture is striking, friendly and comforting, capturing Dr. Wells’ humble and generous personality.

The idea for a sculpture of Wells started at an IU basketball game when Robert F. LeBien saw Wells sitting in his usual place. He came to the realization that Dr. Wells would not be here forever and decided that a monument should be erected in his honor. “It seemed to me that a fitting and lasting tribute to Dr. Wells would be to tastefully ensure representation of his physical presence for all time: not a statue of a great man on a pedestal above us, but rather a sculpture portrait of Dr. Wells sitting on a park bench among us, on the campus that he loved,” says LeBien.

With this idea, LeBien contacted people who knew and worked with Dr. Wells so that he could get their opinions and ideas for the project. The group consisted of Dottie Collins, Wayne Craig, Dick Bishop, Sally Cook, Heidi Gealt, Kathy Foster and Keith and Marian Michael. The Wells Sculpture Committee began the search for a... continued on next page

— Robert LeBien, sculpture committee chair
sculptor after the idea had been approved by University officials. Both the National Sculptor Society and the National Sculptors Guild suggested IU South Bend Fine Arts Professor Tuck Langland.

Langland brings the sculpture to life

As Langland developed plans for the sculpture, he and the committee discussed ways to make it more representative of Dr. Wells. Langland first designed a small clay model and then created a 110% life size model that is the sculpture now sitting in the plaza. “The sculpture represents Dr. Wells not as bigger than life but as part of life. It shows Dr. Wells as we all knew him – as one of us,” says LeBien.

“When we were finishing the piece up in the foundry (a factory where the sculpture was being bronzed) in New York, everybody that walked through that area and looked at him would smile. He made people smile just sitting there, people who had never met him, never knew who he was – and these were people who work in a foundry that does hundreds of bronze sculptures a month,” says Langland.

A place for Wells to sit

While the sculpture was in progress, University Landscape Architect Dave Smith was asked to design the plaza in which the statue would sit. The Wells Sculpture Committee had already selected the location for the plaza, but it was Smith’s job to design it. Smith communicated often with Langland about the project and plaza design as it evolved. “The design was based upon the idea of providing a simple yet inviting backdrop to the sculpture which would encourage participation with the piece,” says Smith. “Hopefully, the sculpture and plaza will invite students, faculty, staff and alumni to take a few minutes from their busy schedules and reflect upon the contributions of Herman and the beauty of their campus.”

Campus Division carries out the plan

After completing the sculpture and plaza design, Campus Division carried out almost every step in the process of building the Wells memorial plaza. They dug, put in concrete footers, laid the brick, created the stone wall, filled in the flower beds with dirt, planted the flowers, and installed the sculpture and the benches with the help of Don and Ed Lane in the Carpentry Shop. “We were with the project from the ground up,” says Campus Division's Brad Clark, foreman of the grounds construction crew, brushes off the bronze statue of Herman B Wells prior to the dedication ceremony.
Division Manager Dave Hurst. “Campus Division did 99.99% of all the work involved in building the plaza.”

Campus Division’s work on the sculpture and plaza will continue. Langland advised Hurst that the sculpture should be washed and waxed twice a year like a car. Besides the Wells sculpture, Campus Division employees will also maintain the landscaping around the plaza. As the seasons change, horticultural changes will take place so that flowers and shrubs stay in bloom. For example, in the spring, Campus Division workers will change the flowers in front of the plaza from mums to tulips. In the summertime, the tulips will become pansies and geraniums. In the fall, workers will plant mums again. For the back of the plaza, Campus Division will plant rose bushes and two white dogwood trees.

“We’ve built a lot of the structures on campus, but this was special because it’s right at the heart of campus and it will be one of the most visited and photographed places at Indiana University. It turned out even better than we thought. The plaza is truly one of the nicest things on campus and I’m so glad that the administrators had enough confidence in Campus Division to let us build it. It was a compliment to the expertise on our staff,” says Hurst. “This plaza is probably the most compelling and impressive thing I’ve worked on in my nine years here.”

Carol Green, who was in charge of the dedication ceremony, was very complimentary to Campus Division employees. “She even sent each Campus Division worker a personal thank-you for their work,” says Hurst.

The finished plaza is dedicated

Everyone who was a part of creating the Wells memorial sculpture and plaza was pleased to contribute to this project. “This will really be the only memorial on campus. Herman is the only person from the entire history of Indiana University who is memorialized, at least to date. In that regard, it will be, in many ways, the focal sculpture on campus,” says Langland.

The memorial dedication ceremony occurred during IU Home-coming weekend on Saturday, October 21, 2000. IU President Myles Brand addressed the crowd and spoke about Wells’ contributions to the University. “The statue, fittingly placed in the center of campus, will serve as a reminder of the fact that Chancellor Wells transformed a small Midwestern college into a major research university of international renown and that he did so without sacrificing the friendly, hometown atmosphere that makes this campus such a special place to be.”

Says LeBien, “This is not a monument to a great man. There are buildings and departments that are testimonials to his vision and greatness. Rather this is a sculpture portrait of Dr. Wells frozen in a given point of time, but still engaging the students, friends and visitors around him. The sculpture is about Dr. Wells’ physical presence on campus.”
**E-notes**

— *Formatting e-mail messages*

Over the last few years, we’ve moved toward more advanced e-mail software and tools. Plain vanilla e-mail programs such as Pine and Shakespeare have evolved to programs like Microsoft Outlook, which is one of the key e-mail players in the world today.

This means, you now have bell and whistle features that were never seen in earlier programs. Knowing which features to use and which to avoid can make your e-mail more professional and easy to understand.

In your e-mail, avoid the following formatting mistakes.

- **Don’t** use a lot of colored type. Use just one extracolor and use it sparingly.
- **Don’t** use underlining, use italics. Underlining will resemble a link to the web and may confuse people.
- **Avoid** typing in all caps. It looks like you are shouting.

Instead, follow these guidelines when formatting text in your e-mail.

- Use normal font sizes such as 11 or 12 points.
- Use paragraphs and tabs to break up large chunks of text.
- Include attached files. But, remember to identify what program made the attachment, e.g., “This attached file was made with Microsoft Word 2000.” **Caution:** Never open an attachment if you don’t know or trust the person who sent it to you. It could contain a computer virus.
- Set up spell checking as a default for all messages to avoid spelling errors.
- Use a bulleted list to emphasize points.

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**Wall celebrates 40 years**

Larry Wall, a journeyman Heating Mechanic, celebrated his 40th year of service at Physical Plant. Wall started work at Physical Plant in 1960 as a helper in the Heat Shop.

In addition to his fulltime job, Larry has gone beyond the call of duty and worn many hats in his service to Indiana University over the past four decades:

- **He is a member of Local 832 of the AFCSME, a union that communicates with officials and management to create better employee relations.**

Congratulations to Larry for 40 years of service and dedication to Physical Plant and Indiana University.

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Larry Wall, Heating Mechanic
Physical Plant Profiles

Building Services: Sharon Backfish

Sharon Backfish joined Building Services as a custodian in June 1999 and has worked exclusively in Ballantine Hall since her arrival.

Backfish first began working as part of a two-person team cleaning the building’s faculty offices. Now, she is part of a three-person team that works on classrooms. Each night, the cleaning team tackles its assigned classrooms by assessing what specific tasks are needed for the job. The team’s duties include blackboard washing, sweeping and mopping, and arranging the classroom furniture.

Backfish finds the main challenge of her work in having to learn quickly. Says Backfish, “The supervisors are switching people around a lot, and so I might spend four weeks at one place and then switch teams and work somewhere else for another four weeks.”

Ballantine Hall, with 13 floors and over 300,000 gross square feet, offers specific challenges when reassignment occurs. Explains Backfish, “That’s the most difficult part – starting all over again on different teams and learning the new area.”

Despite frequent reassignments, Backfish notes that she does not experience a peak season during the course of a year. According to Backfish, “Sometimes we’re busy in the winter, and sometimes the summer is busy, it just depends.”

Whatever the season, Backfish enjoys all parts of her job. “I don’t like one job or task better than another. I like them all equally.”

When not on the job, Backfish spends time working in her garden and may begin photography as a hobby.

Building Services: Jim Sipes

Jim Sipes is a Building Services Group Leader for custodians servicing the School of Education, the IU Art Museum, the Radio & Television Center, the Fine Arts Building and the Theater & Drama Building. Each evening, Sipes, the other group leader and custodians meet with their supervisor to discuss which tasks need to be completed. “I like my job because it varies from day to day. You never know what you’re going to do until you get to work,” says Sipes.

Sipes and the custodians in his area engage in “team-cleaning.” This means that the custodians form groups to clean certain areas of their assigned buildings. There are two teams of three custodians in the School of Education, one team of three that cleans both the Art Museum and Radio & Television Building, two people in Fine Arts and one person in Theater & Drama. As a group leader, Sipes joins each team to help. Explains Sipes, “I want to show the staff I’m willing to help them, and so I’m working a little with all the teams.”

After finishing a cleaning or special project, Sipes gets satisfaction out of knowing he has improved the way the building looks. “When I start a project and then look at it again after it’s finished, I’m pleased because it looks so much better. I take pride in my work.”

Sipes enjoys watching sports, and volunteers to work concessions for his church’s booth at IU football, basketball and soccer games. He also helps the church raise funds by selling food and drink refreshments at the Little 500, the Indianapolis 500 and the Brickyard 400. Recently, Sipes joined a horseshoe league. Sipes says, “I’m not very good yet, but I plan on improving.”
Electronics: Jeff Smith

Jeff Smith often has a very short time to do his job. As Master Electronics Technician for a crew called the “classroom group,” Smith must get in and out of a campus classroom and fix the electronic device that needs repair before the next student class begins. All this usually happens within 15 minutes. Smith and his co-workers in the classroom group repair items such as video projectors and audio equipment. They also design equipment that will be used in multimedia classrooms, and write computer programs. “We build and maintain all of the equipment. We’re with it from the cradle to the grave,” says Smith. “Our work is very structured and we have to plan ahead.”

Smith started working at Physical Plant in 1998. Since he began, IU has added 20 new multimedia classrooms and the “classroom group” has gone from five to four people, so Smith has been busier. His peak times usually occur on student breaks, when classrooms are empty for longer amounts of time. “Over Christmas break, we actually outfit classrooms with entirely new equipment. It’s easier to get into the rooms, but more hectic because we take on larger tasks.”

For these larger tasks, Smith works with Physical Plant sheet metal crews, electric crews, carpenters and other craftworkers. Sheet metal workers make the brackets that hold the electronic devices in place and electric crews install the wires. Carpenters reapply wood trim or build a wall after a new projector is installed. The classroom group also works with the University Architects’ Office. Architects design new classrooms with size specifications and suggestions from the classroom group.

Smith’s favorite part of the job is finishing a big classroom and popping a Star Wars movie into the projector to check and see if everything works correctly. “If you hear the sounds of light sabers, you know we’ve done our job.”

In his free time, Smith works with Habitat for Humanity and enjoys flying his own planes.
Mark Menefee, P.E. (Professional Engineer) was appointed to a new post, Assistant Director for the Utilities Division of the Physical Plant, in November 2000. After working four years in the IU Engineering Department, Menefee looks forward to the challenges of his new job. Explains Menefee, “As Assistant Director I can focus entirely on utilities, and it gives me an opportunity to make some of the changes I feel are good for IU.”

Menefee brings close to 20 years of experience to his new job. He earned a Mechanical Engineering degree from the University of Missouri and worked as an engineer for close to a decade in his hometown, St. Louis, Missouri. After two years of consulting for an engineering firm in Boston, Menefee took an engineering position in the Utilities Department at Harvard University where he worked for seven years. While at Harvard, Menefee became interested in the particular challenges of working with utility systems, an interest that has continued since he came to the Bloomington campus.

“As Assistant Director I can focus entirely on utilities, and it gives me an opportunity to make some of the changes I feel are good for IU.”

— Mark Menefee, Assistant Director for Utilities

Mark Menefee

Plant, sewage systems, steam systems and high voltage electrical distribution. Menefee explains that the Utilities Division’s job is to “keep the campus buildings in service and minimize the impact of our operation on the IU community.”

Using less energy tops Menefee’s list of goals for the campus. Energy conservation is a key concern particularly for the IU Bloomington campus since its heat

Utilities Division to manage coal more efficiently than the current outdoor coal storage facility built in 1955. Benefits of transferring the coal into a silo include the more efficient management of coal dust by a dust compression system activated when coal is moved around or dropped into the silo. Also, the new coal silo will require less overall maintenance than needed for the current outdoor storage area. With the coal pile moved into the silo, the Utilities Division plans to convert the original coal storage area into a “green area” that complements the new parking facility and Kelley School of Business addition.”

Menefee is excited to continue developing Utilities Division solutions for the campus. His plans and duties provide a variety of experiences that change day-to-day, keeping him active. Says Menefee, “Things are always happening, and I like to stay busy. I like that there is a lot of variety on the job and that it allows me to spend time outdoors.”

As Assistant Director, Menefee supervises 55 fulltime employees. His primary duty is to ensure the proper delivery of all campus utility systems, which includes overseeing the Central Heating Plant, the Chilled Water Plant, sewage systems, steam systems and high voltage electrical distribution. Menefee is focusing on ways to use coal in a more environmentally friendly fashion until other alternative energy sources are found.

One project under way is the construction of a new 1,000-ton coal storage silo that will allow
Facilities snapshots
— Main Library and Lindley Hall

Facilities Snapshots is a recurring column featuring campus buildings. Thanks to Julie Stines from Bureau of Facilities Programming and Utilization for submitting facts about the building in this issue.

Main Library

Trivia Question:
What was the name of the winning design submitted for the Main Library construction project? (See next page for answer)

The Main Library provides a powerful and unmistakable anchor for the Jordan Avenue corner of the Arboretum. Completed and occupied in 1969, the building was not officially dedicated until 1970 in order to coincide with Indiana University’s Sesquicentennial year.

The Main Library name will be changed in five years to the Herman B Wells Library in honor of our late chancellor. Wells headed the university naming committee for many years and in keeping with his own policy, before a building is named after someone as a memorial tribute, that person must be deceased five years or more.

Building materials include precast concrete panels faced with blocks of Indiana limestone. According to the Indiana Daily Student (16 June 1969), the new building was the “largest college library at the time of its construction.” The structure contains 14 floors with 563,629 gross square feet. When finished, the central library’s final cost was over $12 million dollars.

The facility houses several university libraries and departments: the Undergraduate Library, the Research Collection, Government Publications and the School of Library and Information Science Library. Currently, the library holds over half of the university’s collection, totaling about 3 million volumes.

Other features of the Main Library include a cafeteria/snack bar, duplication services, seminar rooms, individual study carrels, temporary lockers and offices and classrooms for the Graduate School of Library Sciences. The Main Library is specially equipped for emergency situations and inclement weather, with an emergency lighting system, radio communication within the building and a warm water pipe installed under the north entrance’s steps to melt ice and snow.

Old Crescent: Lindley Hall

Trivia Question:
Which campus library was partially housed in Lindley Hall before being moved to its permanent facility in 1954? (See next page for answer)

This addition to the campus’ Old Crescent was originally known as the “Science Hall” when completed in 1902 at a cost of $185,133. The building contains six floors and 59,286 gross square feet.

The building was later renamed in honor of Ernest H. Lindley, IU alumnus and Professor of Philosophy and Psychology from 1897-1917. Lindley continued his career in academics by serving as President for the University of Idaho and
Facilities snapshots
(continued)

then as Chancellor of the University of Kansas.

Lindley Hall is on the National Register of Historic Buildings along with its neighbor, Kirkwood Hall. As part of the IU Crescent project, Lindley Hall underwent a $3.92 million renovation in 1991. It now houses the Computer Science department, University Information Technology Services and general classrooms.

Information collected from the "History of Campus Libraries" web site. Learn about the history of the campus libraries by visiting the Libraries of IU homepage at: http://www.indiana.edu/~libweb/libs/index.html

Trivia answers

The “Tower of Silence,” submitted by Eggers and Higgins from New York City, was the name of the winning design selection. Other designs submitted were “Solomon’s Temple” and “Limestone Labyrinth.”

The Journalism Library occupied two rooms in Lindley Hall (then known as Science Hall) and a military Quonset hut prior to being relocated to the Ernie Pyle Hall.

Five ways to reach us

If you use the World Wide Web, you can now place service requests from the Physical Plant web page. The URL is: www.indiana.edu/~phyplant. Just look for the line that says, “Need Service Now?” and click there and fill in the blanks stating the work you need.

You can continue to use e-mail as a way to place service requests (phypltbl@indiana.edu) along with campus mail, phone and fax, as shown at right.

For fax or campus mail, you can send a written memo or use “fill-in-the-blank” service request forms, available from Physical Plant Operations Center. Just ask for some and we’ll send them to you by campus mail.

Ways to request service:

All E-mail: PHYPLTBL
WWW: web-form
CALL: 5-8728
24/hrs day
(especially for emergencies)
Operations Center,
Physical Plant
FAX: 5-7742
24/hrs day
Campus Mail:
Operations Center
700 N. Walnut Grv / IUB
Working Safely

Be wise: winterize!
— What to do when exposed to winter weather

In winter weather, we all face additional safety hazards: low temperatures, wind, icy roads and walkways, snow limiting visibility and creating problems on the ground for driving or walking. It pays to think and act carefully. Here are some tips.

When you are outside

- **Dress warmly** — Cover all body parts. Dress in layers. Wear a hat.
- **Stay out of wind.**
- **Stay dry.**
- **Walk carefully** on snow and ice.
- **Work at a slower pace** — the cold makes breathing more difficult, which affects your ability to work.
- **Eat well.** Be sure you’ve got the calories you need. Avoid refined sugars.

In vehicles

- **Don’t** sit in a vehicle with the engine running and windows closed — carbon monoxide can build up.
- **Don’t** back the vehicle up into snow — you could clog the tailpipe and create a carbon monoxide hazard.

- **Be sure** that the vehicle’s lights, wipers, defroster and heater work properly — if you can’t see or be seen in snow you could have a big surprise.
- **Remove snow/ice** from all windows, mirrors, headlights, and taillights — and the roof and hood, to prevent “slippage.”
- **Keep an ice scraper**, blanket, water, flashlight and first-aid kit in the car.

Emergency first aid

Here are two potential hazards to be ready for in cold weather: frostbite and hypothermia.

**Frostbite: body parts freeze**

Symptoms include: Pale, waxy, numb skin. Skin can even get white, yellow or blue.

What to do:
- **Warm the part slowly** by immersing it in warm water (no more than 105 degrees Fahrenheit).
- **Keep the part immersed** until the skin becomes red and feels warm.
- **Bandage loosely** with dry bandages, if necessary.
- **Get medical attention.**
- **Warning:** Never rub area — ice crystals inside the skin can cause damage.

**Hypothermia: the entire body loses the ability to warm itself.**

Symptoms include:
- low body temperature
- shivering
- numbness
- weakness
- confusion
- impaired vision
- drowsiness
- victim unaware of condition

What to do:
- **Call 9-1-1.**
- **Warm the body slowly** by wrapping in blankets or warm, dry clothing.
- **Handle victim gently** to avoid causing heart irregularities.
- **Check the person’s airway, breathing and circulation.**

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10  Perspective
Exterior emergency phones

On the IUB campus today there are 24 outdoor emergency phones. These emergency phones, located throughout campus, can be used to call the IUPD, motorist assistance (5-9849), a family member or IU Safety Escort Service (5-SAFE) for help.

The emergency phones were installed at the request of the IUB Commission on Personal Safety, and funded by Parking Operations and the Office of the Vice President: Administration.

Look for the emergency phones on campus and in your parking areas. In addition to the emergency phones, there are many pay phones and 45 outdoor house phones located in the breezeways of most residence halls. No coins are needed to dial 9-1-1 in an emergency. Here’s where to find the emergency phones:

Central (Woodlawn to Jordan)

- Jones Avenue, between University Apartments East and Forest Quad
- Two on the east side of the Jordan Avenue Parking Garage across from Read Hall
- Two on the west side of the Jordan Avenue Parking Garage across from Read Hall
- North of the Central Heating Plant on North Walnut Grove
- Service Building parking lot at Cottage Grove and North Walnut Grove
- Path between Woodlawn Field and HPER
- Between Jordan and Ballantine Hall
- North side of Sycamore Hall

Eastern (east of Jordan)

- Three at 10th Street & State Road 46 Bypass Lot: one across from Communication Services, one across from the Intramural Gym, and one across from the Creative Arts Center
- Two at Ashton: one at Scott Hall, and one at Johnson Hall
- 10th Street Teter Parking Lot, across from the SRSC

Western (west of Woodlawn)

- Kirkwood and Indiana, across from Sample Gates
- 7th and Fess, across from Dunn Meadow
- 6th and Dunn, east of the Poplars Parking Garage
- 4th and Indiana, across from the IU Law School
- West side of Atwater Parking Garage
- North of Myers and Rawles Hall
- Two at the Optometry School

Lights out?

If you see outdoor lighting that needs repair or replacement anywhere on campus, call Physical Plant at 5-8728 to report the location — anytime, day or night.

Car trouble?

Call 5-9849 for free Motorist Assistance with a dead battery or flat tire, or if you’re locked out or out of gas (for personal vehicles with a valid IU parking decal).

Need help?

Call the numbers above or any other local number toll free from the IU emergency phones located in parking garages, lots and breezeways at all IU Residence Halls. In an emergency, press the large red button for help or dial 9-1-1 from any pay phone, no coin needed.
Improving Job Performance

Is it broke? (Part three)

In the last two issues of Perspective, we looked at how to identify symptoms of a problem in job performance and how to label the actual problem. Those two steps are important because they help sort through the mental and emotional issues that can cloud a problem. They help figure out what the problem is and what it isn’t. In this issue, we’ll look at how to determine the root cause of a problem.

A “root cause” is a controllable, solvable force that explains why the problem exists. It is at the bottom of the factors that contribute to the problem, the partial explanations and the by-product effects of the problem. The root cause is the reason for the problem in the first place. To solve the problem, you must deal with the root cause, finding a long-term workable solution. The root cause is like a keystone that holds an arch together. Remove it (with a good solution) and the problem collapses.

Sometime it is hard to distinguish “cause” from “effect.” You can think of a cause as something that creates or worsens problem symptoms, and an effect as the consequence resulting from a cause.

Usually in analyzing a problem you will come up with a number of potential causes. It is worth identifying as many as possible to be sure you will find the root cause. Some of the techniques to help you develop a list of potential causes are:

Brainstorming — having a group of workers list as many possibilities as they can think of, with no judgment of right or wrong while the list is being created.

Positive/negative forces analysis — identifying what minimizes the problem and what makes it worse.

Charting unknowns — asking, “What don’t we know about the problem?” can uncover hidden facts or suggest new directions for information gathering.

Chronological analysis — recalling the sequence of events leading up to the problem; for each major symptom or cause, determine when it started and what happened then? (Be sure to emphasize what, not who!)

Repetitive why analysis — tracing the evolution of the problem (distinguishing between the most fundamental causes and their intermediate effects) by finding one underlying factor that seems to be most fundamental and asking “Why is that a problem?” repetitively until you locate the basic cause in the chain.

Cause/effect diagram (“Fishbone” diagram, see graphic below) — visualizing categories of forces to simplify analysis of what is causing what:

To know when you’ve found the problem’s root cause, use these tests:

• You ran into a dead end when asking, “What caused the proposed root cause?”
• All conversation has come to a positive end.
• Everyone feels good.
• All agree it is the root cause that keeps the problem from resolving.
• The root cause fully explains why the problem exists from all points of view.
• The earliest beginnings of the situation have been explored and understood.
• The root cause is logical, makes sense and dispels all confusion.
• The root cause is something you can influence, control and deal with realistically.
• Finding it has returned hope that something constructive can be done about the situation.
• Suddenly, workable solutions appear that deal with all the symptoms.
• A stable, long-term, once-and-for-all resolution of the situation now appears feasible.

So, now you have identified the root cause of the problem. How to solve it will be covered in the next Perspective.
Directions
— Physical Plant frames goals for the future

In Directions, a recurring Perspective column, members of the directorial staff highlight plans and goals for the future of Physical Plant Department. In this issue, Gary R. Kent, Assistant Vice President for Facilities Operations and Chuck Sheppard, Associate Director for Physical Plant, outline the challenges of long-term planning for the Physical Plant.

Physical Plant’s future plans and strategies must take the needs and changes of the university into consideration. The central question facing Facilities Operations is how to make the most of new technology in order to provide the best atmosphere for the university to achieve its mission of teaching and learning. This underlying consideration frames future directions for tackling issues such as energy efficiency, staff development and overall creative problem-solving.

Physical Plant’s number one priority this year is increasing energy efficiency at the university. Recently, Physical Plant implemented design standards to guide the work of outside consultants when creating specifications for a university project. These standards put in place minimum requirements that ensure energy efficiency for all new university projects. Also, the Maintenance Management System (MMS), brought on-line within the last year, provides 24-hour maintenance and observation of all energy systems powering the Bloomington campus, and centralizes incoming work requests. Future plans include studying the feasibility of equipping the Bloomington campus with an alternative electricity-generating system that is both more environmentally and financially efficient than the antiquated Central Heating Plant currently heating the university.

Just as energy efficiency is important, staff development and efficiency remain key concerns for Physical Plant. Today’s classrooms are furnished with much technologically sophisticated equipment that will most likely become obsolete or need to be upgraded in three-to-five years. Therefore, a priority must be placed on recruiting new skilled staff and providing training for all of our staff in the proper maintenance techniques for the new emergency equipment and technologies found across the campus.

More technology requires more energy and with this greater level of technology, new training methods for Physical Plant employees are needed. To gain efficiency, employees must be flexible in order to meet the new demands of campus maintenance. Breaking the campus down into six different work zones, for instance, has decreased the time response for both emergency and routine maintenance requests. In an effort to keep the costly infrastructure of Facilities Operations to a minimum, and to reduce service duplication, discussions have been conducted with both private industries and the city to pool resources for providing emergency services.

In summary, Physical Plant’s goals include:

- Decreasing energy use by 2% annually.
- Researching the possibilities, consequences and costs of installing an electricity-generating heat system that is more environmentally and financially efficient than the Central Heating Plant.
- Increase the use of gas for energy, if price permits and providing supplies are available.
- Cross-train staff to increase our ability to respond promptly to campus needs.
Recently seven Physical Plant employees each completed 25 years of service at IU. Melvin Bell of Campus Division, Ron Chandler of Van Service, Dave Collier from Heating, Don Davis of Zone 4, and Danny Henline, Gary Lee and Rick Miller all from Utilities joined the “Quarter Century Club”.

Two other employees — Vernon McBride from Utilities and Tom Scholl from Campus Division— each finished 30 years of service to the University.

Congratulations and thanks to all employees for their many years of dedication and hard work.

Editor’s note: Campus Division’s Tom Scholl also completed 30 years of service to IU, however no photo was available.
Physical Plant to host statewide IAPPA conference

New buildings, new technologies and the passing of time affect the operations schedules for all university physical plant departments. For the IU Bloomington campus, the Physical Plant consists of five divisions and over 700 fulltime employees that oversee building services, building maintenance, engineering, utilities and the campus grounds.

Coordinating the various activities of each division for delivering quality service to the university remains a central concern and a challenge. In order to find better ways to serve the IU community and coordinate the efforts of all divisions, Physical Plant is seeking suggestions and education in administrative areas.

Each year the administrators hold an educational conference at one of the member institutions’ campuses. This year, IUB’s Physical Plant Department will host the 2001 Indiana Association of Physical Plant Administrators (IAPPA) Conference in Bloomington in early February. The event is a forum for physical plant administrators, managers and supervisors to share new ideas on issues facing university facilities departments.

Sessions will cover many areas of Physical Plant operation. A particularly hot topic to be addressed is utility load shedding – the recent but growing practice of shutting buildings down due to electricity shortages during emergencies. Incorporating suggestions made by last-year conference attendees, panels and roundtable talks will include the challenges of campus security, managing computer aid facilities, technician and management communication and budget balancing.

The conference will be housed entirely in the Indiana Memorial Union, so event planners are highlighting the special qualities of the Bloomington campus. Conference time has been set aside specifically to offer attendees an opportunity to tour the IMU, the Art Museum or the Campus’ Old Crescent.

Attendance at IAPPA is just one of the many ways IU Physical Plant management enhances its skills.

For complete conference information see the IAPPA web site at: http://www.indiana.edu/~phyplant/iappa
FIMS recognized

A n article about Physical Plant’s recent changeover to the new Facilities Information Management System (FIMS) was featured on page 41 in the November 2000 issue of College Planning & Management magazine. The article, titled “Consolidate or Cooperate?”, was written by Scott Knapp, Linda Michael, Julie Stines and Theresa Thompson. The article follows a major presentation at the Association of Higher Education Facilities Offices (APPA) last summer.

The article explains how Physical Plant wanted to integrate the Maintenance Management System (MMS), Computer Aided Design (CAD), Computer Aided Facilities Management (CAFM) and Geographical Information Systems (GIS) but decided that fine-tuning individual systems was more practical. The article gives details about how each separate database was changed, organized and linked to the others. The result is a group of databases that serves a growing list of IU campuses but treats each as a separate entity.

Physical Plant’s implementation of the FIMS was featured in the November 2000 issue of College Planning & Management magazine.

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