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# inside

3 • **CLICKER PILOT CONTINUES**

4 • **PREVENTING SURFING IN CLASS**

5 • **Q & A: PARENTAL REQUESTS**

6 • **SERVICE-LEARNING SUMMER INSTITUTE**

6 • **TLTC SUMMERFARE**

8 • **ISS GRANT RECIPIENTS**

## New DVD Program Chronicles IU Neal- Marshal Alumni Club

"It was sparked by an email from Viola Taliaferro," says Clarence W. Boone, Jr. of *Standing on Our Shoulders, The Neal-Marshall Alumni Club: History & Heritage*, a DVD program recently produced by ISS Media Production. Taliaferro, retired Monroe County judge and club member, had written Boone to ask what documentation existed on the Neal-Marshall Alumni Club, founded in 1980 to meet the needs of Indiana University African American alumni and to increase their participation in local and national IU alumni groups.

Discovering that only meager records tracked the club's origins, Boone decided to do something to "recognize these outstanding trailblazers who made it a lot easier for the students that followed." **Continued on page 2**



The Media Production crew taping narration for the DVD *Standing on Our Shoulders*. From left, DVD host Sherhara Williams, sound engineer Keith Danielson, camera operator Alan Mauro, and director/producer Tim Miller.

# Neal-Marshall Alumni Club DVD

## Continued from page 1

"If you don't record history, it can disappear," he says.

Boone, Director of Diversity Programs for the IU Alumni Association, arranged for the ten founding members of the alumni club to gather over a reunion weekend in the spring of 2005, then set about having the group's interactions videotaped. He approached Ralph Zuzolo, director of Media Production.

Tim Miller produced and directed the DVD for Media Production. "He did just a phenomenal job," Boone says.

*Standing on Our Shoulders* consists of two DVDs. The first is a panel discussion among the founders introduced by Vice President for Institutional Development Charlie Nelms and moderated by Alumni Association President Ken Beckley. The panel was filmed by Radio-Television Services and the footage handed off to Media Production for inclusion in the program.

The second DVD is an interactive, menu-driven series of interviews with the founders, organized by questions that each founder answers in turn, including:

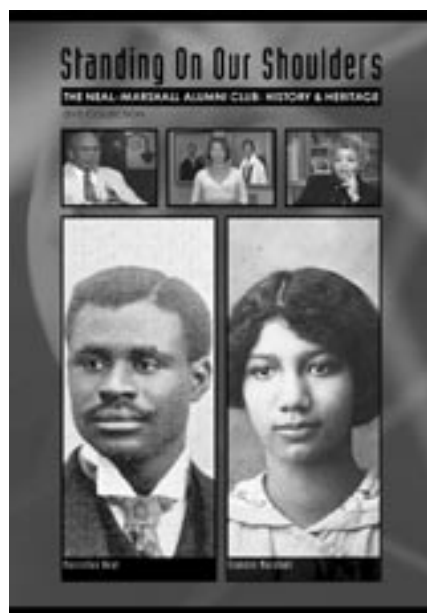
- In general, what was life like for the black student at IU in your day?
- Do you have a favorite memory of your time at IU?
- What advice could you give to a student today on the challenges of college life?
- Why should a black student come to IU today?

As they answer these and other questions, the ten founders, whose years at IU Bloomington range from the 1940s to the 1970s, relate their overall memories, the challenges they faced, and the impact of Herman B Wells on the black student experience.

"He was the right person at the right time at IU," Boone says of

Wells, who worked to end segregation on and off campus. Founders recount the days of segregated cafeterias, and the integration of restaurants and stores in Bloomington. They also detail the frustration of being treated differently in classrooms than their white classmates.

The DVD features an introduction that looks at the history of the club's founding in the late 1970s and early 1980s. Named for the first male and female African American IU graduates, Marcellus Neal (1895)



**A New DVD produced by Media Production for Clarence Boone, Jr., of the IU Alumni Association, chronicles the origins of the Neal-Marshall Alumni Club and the college experiences of its founders.**

and Frances Marshall (1919), the Neal-Marshall Alumni Club addresses the needs of African-American students, faculty, and staff, and promotes the awareness of the history, traditions, and legacy of African Americans at IU.

The interactive DVD is introduced and narrated by undergraduate journalism major Sherhara Williams, whom Miller first met

when on an assignment for Media Production's classroom videotaping service. "She had presence," Miller says of Williams, who was running class presentations for the instructor of her speech communications class. When the Alumni Club project came up, Miller immediately thought of her.

*Standing on Our Shoulders* was premiered at an October 2005 club reunion, where Miller presented the program. "The opportunity for higher education must be for everyone," he told the crowd. "The founders of the Neal-Marshall Alumni Club knew that. That is what they fought for." The screened excerpt was well received, which was gratifying for Miller, who felt the responsibility to the founders "to tell their story as accurately and truthfully as possible."

The program has been shown on the other IU campuses, and Boone hopes it can help other institutions with the establishment of similar alumni clubs based on race or ethnicity. *Standing on Our Shoulders* will be offered for sale to club members, which will help recoup productions costs.

Boone enjoyed the collaboration with Media Production. "It's fun when you have people who can give your idea life," he says. Given the success of the program, Boone intends to carry out a new project, this time looking at the present impact of the Neal-Marshall Alumni Club, which counts 2,500 active members.

Mildred Morgan Ball (1960) captures the experience of many of her peers, when she relates in *Standing on Our Shoulders*, "I spent four of the best years of my life in Bloomington, Indiana, and four of the most frustrating years of my life in Bloomington. But I feel that the preparation that I received here at IU was of course instrumental in helping me to be successful in life."

# Clicker Pilot Program Continues

Instructors throughout campus are taking part in the pilot program IU has established with eInstruction Corporation to facilitate the use of the eInstruction Classroom Performance System on any IU campus. This agreement provides instructors with the ability to use a student response system, popularly known as a "clicker," in any of their courses. The eInstruction Classroom Performance System (CPS) consists of a radio frequency receiver connected to a computer (either Windows or Mac), response pads ("clickers") owned and registered by students, and a software package that allows an instructor to ask questions and gather responses from students.

Typically, an instructor poses a question or problem to the class, students enter their answers into their clickers and the answers are summarized and displayed on the computer screen (and with a projector, to the entire class). For more information go to [www.eInstruction.com](http://www.eInstruction.com) and select Higher Education.

Professor Harold Ogren and Assistant Professor John Beggs use clickers in their team-taught P201 General Physics 1 course to administer short bonus quizzes covering material from that day's lecture or a recent lecture. "For example," Beggs explains, "we might ask something like 'A 2 kg mass is dropped from a height of 15 meters. Assuming no air resistance, what is its speed when it hits the ground?'"

After students respond and a projected histogram shows the cor-

rect answer, and the distribution of student answers, Ogren and Beggs can tell immediately if most of the students got it right or not. "If they didn't, we then have the opportunity to go back and review a concept that they may not have understood," Beggs says.

Students receive one point for attendance and an additional bonus point if they answer the quiz question correctly. "We have seen a dramatic improvement in our attendance from last year," Beggs observes.



**Students in Harold Ogren and John Beggs' P201 General Physics 1 course use their clickers to solve a sample problem in class.**

"There are a few technical problems with the clickers—some students have dead batteries, some clickers malfunction, and some times the professors (me!) have made mistakes with the software settings," he adds. "But overall, I think it is a great system and I am really glad that Harold took the time to set it up."

Associate Professor of English John Schilb has been using clickers this spring in the Tuesday/Thursday lecture portions of L142 Introduction to Writing and The Study of Literature (special topic: Genres in Literature, Film, and Everyday Life). The class enrolls 140 students,

and four AIs assist Schilb.

"Initially, I was fearful of using clickers, because I'm not very technology-minded," Schilb says. "But, with the encouragement of the four AIs and Classroom Technology Services, I took the plunge. I'm glad: getting reasonably adept with this technology didn't take as long as I'd anticipated, and it certainly makes for a more interactive lecture class."

At various points in the lecture, Schilb poses analytical or interpretive questions to the students, such as, "To what extent do you sympathize with the title character in the film *Carrie*?" Students submit multiple choice (including yes/no, true/false) answers via their clickers, and the results are projected on a screen.

"We consider it vital to have students then discuss the voting results with one another," Schilb adds. "That is, we see the clicker results as a prompt for continued delib-

eration, not as ends in themselves. In fact, sometimes we've asked the same question again after students have discussed the previous votes, in an effort to see if minds have been significantly changed. I must acknowledge that the clickers have also been great for taking attendance. But the main value of the clickers has been their kindling of interpretive activity—the sort of work that humanities classes are all about."

For more information about using clickers in the classroom, contact Kathryn Propst at TLTC, 855-7829, [kpropst@indiana.edu](mailto:kpropst@indiana.edu).

# Surfing in Class, A New Temptation

by Sarah Murphy

Indiana University has a well-established reputation as a wired campus because of its extensive computing facilities, and we are on our way to becoming a wireless campus as well. Yet along with the obvious benefit of more access to information, computer classrooms and the increased availability of wireless connections on campus come with an unexpected drawback. Instructors are discovering that students are distracted in class, spending time surfing the Web and emailing friends instead of paying attention and doing their work.

This new problem is complicated by the fact that students may not understand that their behavior is rude. Indeed, many of them

belong to a technologically-savvy, multitasking generation and thus may think that they can simultaneously surf the Web and pay adequate attention to class. A generational gap may exist between a faculty member who considers computer use to be obtrusive and impolite and a younger student who considers technology (computers, cell phones, ipods) to be a ubiquitous part of life. People in their late teens and 20s have come to expect immediate feedback and instant responses, and they are

generally more adept at splitting their focus among multiple tasks. (For more information on this topic, see *My Freshman Year: What a Professor Learned by Becoming a Student*, by Rebekah Nathan, Cornell UP, 2005.)

Although there is no excuse for rudeness in class, instructors who are struggling with computer use in the classroom might want to take this difference in generational perspective into account. Perhaps students need to be made aware

Some faculty members find it very effective to create a course policy that clearly outlines acceptable computer use and the consequences for engaging in inappropriate behaviors. The Kelley School of Business has adopted an honor code (<http://www.kelley.iu.edu/ugrad/academics/code.cfm>) that allows instructors to set student expectations for professional conduct.

Thus, Barbara Madar, a Lecturer in the Marketing Department at

IU, includes a "Professionalism" component in her grading structure. (See box at left for the complete text of this policy.) Madar explains the Professionalism Policy in detail the first day of class, and then refreshes the students' memories the second week of classes, usually during the third class session.

## Professor Barbara Madar's Professionalism Policy

Students are expected to act in a professional manner. Excessive violations of professionalism will result in a reduction of up to 10% of your total percent for the course, which will lower your letter grade. Violations of professionalism include, but are not limited to:

- accessing email during class
- surfing the Web during class
- reading the newspaper in class
- arriving for class late
- being absent for more than 25% of the class sessions without providing documentation with a legitimate reason for being absent
- working on material for another course during class
- exhibiting disrespect for the instructor or classmates
- disruptive behavior in class—e.g., carrying on conversations or being excessively noisy
- engaging in any activity that prevents you from fully participating in class

Please leave the classroom if you must engage in anything other than class activities and return when you can participate.

of the potential negative impact of behaviors that they take for granted in their personal lives. In addition, faculty members may find some consolation in the knowledge that this problem is certainly not limited to college campuses; as a society, we have not sorted out the cultural and ethical norms of using technology in public places.

In terms of strategies dealing with the emerging problem of computer use in the classroom, there are several potential approaches.

In terms of enforcing the policy, Madar notes that it is easier to identify people not adhering to the Professionalism policy in courses where she has teaching assistants: "The AIs move about the room and can see who is doing what and when. They are able to give me detailed feedback about who is checking email, surfing the Web, or working on material for something other than class, and they also make a note of the time and what course material was being discussed at the

time." When Madar learns of an incident, she sends an email to the student after class, providing all of the details given her by the AI, and advises the student that in order to avoid negatively affecting his or her course grade, s/he should refrain from violating the policy in the future. She also explains that she applies the policy equally to all, and thanks the student for his or her understanding.

Of course, it is more difficult to enforce the policy in classes without AI assistance. In these cases, where Ms. Madar can recognize an infraction of the computer use policy but not identify the actual activity, she privately talks to the student.

At the end of the semester, she deducts anywhere from 1% to 10% from the total earned percentage points for students who have failed to adhere to the Professionalism Policy, depending upon the number of incidents. She says that fairness is the key to penalizing students: "If the policy is applied equally and consistently, there isn't a problem."

In addition to enforcing this policy, Madar also addresses poten-

tial surfing and emailing problems through thoughtful course design that includes a goal of encouraging student participation. Once she has established this objective, she plans activities that require the students' active involvement. She uses frequent in-class activities in which the students break into small groups and either discuss a one- or two- page "mini-case" or perform a specific task related to course material they just discussed.

For instance, after her class talked about pricing policies, the students worked through a scenario in which pricing decisions had to be made with respect to initial prices and marked down prices; this assignment gave members of the class a chance to experience the material in a real-world context. As Madar explains, "These activities not only give the students an opportunity to apply the material but also get students engaged in class so that the temptation to use the computer inappropriately is greatly diminished if not totally eliminated."

Indeed, fostering student participation is an important strategy for

other faculty members to consider in their efforts to minimize the disruptions caused by computer use in the classroom. As Madar suggests, a professor may break the class into small groups to work on a focused task, such as a set of discussion questions, a thesis statement, or a peer review sheet. An instructor could also ask the students to respond to a specific question raised by the lecture material and then write the collective responses on the board, thus prompting further discussion.

By actively engaging in classroom activities, students can then earn "participation points" based on how well they meet the goals of the assignment. As mentioned above, faculty might also find it useful to talk with the students about the rationale behind limiting computer use in the classroom. Depending on the course content, in fact, this might become a productive teaching moment about cultural expectations, generational differences, and/or the role of technology in our everyday lives.

## Q & A: Parental Requests

by Sarah Murphy

### Question

*What should I do if a parent contacts me to ask about his or her child's progress in my course?*

### Answer

This is a sticky situation, one that is increasingly common because parents are more involved with all facets of their college-age children's lives. However, due to the Federal Educational Rights and Privacy Act, instructors are not allowed to give *any* information about a student to anyone without that student's explicit written permission. In fact,

it is illegal for you even to confirm that a student is enrolled in your course! However, instructors must find a tactful way to inform the parent of this situation. Acknowledge the parent's interest in his or her child's education, but express regret that strict federal confidentiality law prevents you from responding to the request. You might want to say something like, "I understand your concern about Sally's education; however, because of the Federal Educational Rights and Privacy Act (FERPA), I am legally prevented from supplying any information about a student without his or her written consent. I apologize that I am not able to help you in this

situation, but my hands are tied by federal law." If you wish, you could attach a copy of the course syllabus, which is public information and will provide the parent with general information about course requirements and grading policies. It might also be useful to include a link to the FERPA Web site: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

In general, keep the email correspondence as brief as possible, and politely but firmly explain that you cannot legally comply with the request. If the parent objects to your response, it is probably wise to refer them to your department chair or the dean.

# Service-Learning Summer Institute

Community Outreach and Partnerships in Service-Learning holds its annual Summer Institute May 8 to May 10, 2006, 9:00 a.m. to 12:00 p.m., at the IU DeVault Alumni Center and the Council Chambers at City Hall.

Come join faculty, administrators, community partners, and other IU affiliates as we explore topics related to campus–community research partnerships, service-learning, and civic engagement. Keith Morton, Associate Professor at Providence College and former director of Campus Compact’s National Project on Integrating Service with Academic Study, will be the keynote speaker. Other sessions include roundtable discussions with elected community officials and poster displays of current town–gown projects.

To register, contact COPSL:

856-6011, [copsl@indiana.edu](mailto:copsl@indiana.edu).

For additional information, please contact Colleen O’Rourke, [corourke@indiana.edu](mailto:corourke@indiana.edu).

## Day 1 (DeVault): Civic Engagement on Campus

- Keynote Address: Keith Morton (Director of National Campus Compact’s Project on Integrating Service with Academic Study, Providence College), “The Scholarship of Engagement”
- Faculty Service-Learning/Community-Based Research Poster Session and Coffee Hour
- Robert Gonyea (NSSE), National Trends in Student Engagement

## Day 2 (DeVault): Bridging Student and Academic Affairs; University–Community Partnerships—Working Together on Local Issues

- David Schoem (University of

Michigan), Promising Paradigms for Bridging the Divide

- Roundtable Discussions with Local Government Representatives, “How can the university and community work together more effectively to promote civic engagement?”

## Day 3 (City Hall; session ends at 12:30 p.m.): Exploring the Community

- Community Partner Site Visits, Connecting academic and student development objectives to service and research opportunities
- Lunch and Reflection, De-briefing
- Michael A. McRobbie (Interim Provost and Vice President for Academic Affairs at IUB), Closing Remarks

# TLTC Presents Summerfare 2006

The Teaching and Learning Technologies Centers (TLTC) present the Summerfare 2006 Faculty Development Series, an opportunity for faculty to learn more about the intersection of pedagogy and technologies. The Summerfare series, presented by and for faculty, demonstrates how technologies are integrated into teaching. Presentations and demonstrations offer the faculty perspective on instructional technologies development and integration, while hands-on sessions build skills.

In the opening session, “IUB Faculty Project Showcase,” faculty demonstrate how thoughtfully designed technologies projects help achieve instructional objectives. Showcased projects illustrate strategies for engaging students, share innovations in overcoming instruc-

tional roadblocks, and provide inspiration for instructors who face similar pedagogical challenges. The faculty projects are often examples of grant-funded projects or pilot projects for grant proposals.

During Summerfare, faculty can

- explore IUB instructional technologies projects through the experiences of their peers
- examine the technologies that permit courses to be taught entirely or partially online
- learn multimedia software in hands-on sessions
- familiarize themselves with support available from services such as UITS, ISS, and IUB Libraries
- discover funding opportunities
- examine current issues in teaching and learning that are affected by technologies.

IUB faculty, instructors, and their instructional support staff are invited to register for and attend Summerfare workshops and presentations. TLTC staff will follow up with attendees throughout the summer to develop classroom projects for School Year 2006–07. TLTC Summerfare joins the Technologies Integration Series in providing development sessions throughout the school year. Workshop descriptions and registration are available through the TLTC Web site: [www.indiana.edu/~tltc/](http://www.indiana.edu/~tltc/) (click on Workshops at the bottom of the screen).

TLTC staff are available to answer questions about the upcoming summer sessions, and other workshops and presentations. Call 855-7829 or explore the TLTC Web site.

# ISS Grant Recipients Announced

## Continued from page 8 Writing–Teaching Grants

The Campus Writing Program announces the recipients of the 2006 Summer Writing–Teaching Grants, offered to help faculty design undergraduate courses that use writing in innovative ways to require students to apply the concepts of an academic discipline.

**Mary L. Gray**, Communication and Culture, will use her grant to “scale up” a writing component deployed this semester in a small class, where limited enrollment has allowed her to use writing as a tool to help students negotiate what is new terrain for many: addressing queer genders and sexualities as intellectual, academic topics of analysis. Gray will explore how to use writing to navigate these controversial topics in lower division, high enrollment classes.

**Dionne Danns**, Education, will expand an existing autobiography assignment in H340 Education and American Culture, to enable students to reflect on lectures and readings, and to make sense of how their roles as students interact with larger educational and social phenomena to inform their roles as future teachers. Through the revised assignment, students will explore personal history and apply educational concepts such as tracking. Students will also interview and write a biography of someone of a different race, class, gender, ethnicity, or religion from themselves.

**Justyna Beinek**, Slavic Languages and Literatures, will integrate writing assignments into her new Polish film course, an introduction to cinema and cultural studies that addresses cinematic expression in the context of East European history, politics, and sociology. Students will react to films through response essays, analyze films at the aesthetic and semiotic level through fact sheets, synthesize impressions and

information about films through reviews, and develop analytical essays that will discuss films in their historical and sociopolitical contexts.

**Fabio Rojas**, Sociology, will augment writing assignments for Sociology 340 Introduction to Social Theory, organized around readings from classical and contemporary social theorists such as Max Weber and Karl Marx. Currently students write two- to three-page essays in response to readings. They then expand their essays in response to further readings and comments from the instructor. Rojas intends to revise the class to solicit more feedback from students at all stages of the writing and revising process.

## Teaching & Learning Technology Grants

The Teaching & Learning Technologies Centers announce the recipients of the 2006 Teaching & Learning Technology Grants, awarded for projects designed to increase student engagement.

**Tom Evans**, Geography, will develop the “GeoImage” tool, a database designed for use in six classes that share an emphasis on different aspects of landscape change—changes in vegetation, architecture, transportation, and landscapes. “GeoImage” will enable students to visualize differences between less and more developed countries, rural and urban areas, and arid and moist climates. Students will be able to query and search these existing archives by topic (e.g., suburban sprawl), date, and location.

**César Félix-Brasdefer**, Spanish and Portuguese, will further develop an on-going online project on the teaching of pragmatics, designed to improve the speaking proficiency of IUB students who take Spanish language classes and to prepare graduate students as future teachers of Spanish. The Web site will be

expanded to include audio conversations and video clips, pedagogical activities, an atlas of pragmatic variation in the Spanish-speaking world, and self-accessed interactive activities for students.

**Don Freund**, Music, will develop a resource that helps instrumentation and orchestration students become familiar with the physical movements involved in instrumental performance. An online video / music score / commentary interface will let composition and orchestration students observe in unprecedented detail the physics and ergonomics of performing musical instruments. Using the interactive materials of this project, students can simultaneously look at a score, see the technique, and hear the resulting sound.

**Julia Cia-li Luo**, East Asian Languages and Cultures, will use her grant to enable Chinese language student groups to utilize the vocabulary and grammatical patterns they have learned to write a script and produce a three-minute digital video. First- through fourth-year students will demonstrate language proficiency and understanding of cultural nuance as they create their videos. The digital video skit project helps students imagine they are “Chinese” in an authentic context and helps them visualize what it will be like when they master the language.

**Don W. Lyon**, Optometry, will develop Virtual Patients, a Web-based system that will help Optometry students learn to translate their didactic knowledge into clinical practice. The Web site will have a complete medical history and chief complaint for patients. Students will perform optometric tests, chosen based on the patient information provided. Once they feel they have “performed” all of the tests, students will complete an online assessment and plan.

# ISS Grant Recipients Announced

## Active Learning Grants

Campus Instructional Consulting announces the recipients of the 2006 Active Learning Grants, awarded for the revision of an existing course or the creation of a new course that engages students more actively in learning.

**Brenda R. Weber**, Gender Studies, will use the grant in order to support focused time and resources to help sharpen her own critical reading skills about new media—e.g., blogs and social clustering sites such as Facebook.com—and the consequent development of targeted teaching strategies to better help her engage and educate students about new media in G225 Gender, Sexuality, and Popular Culture.

**Julia R. Fox**, Telecommunications, will redesign T314 Telecom-

munication Processes and Effects—which examines the effects of mass media on human cognitions, attitudes, and behaviors—so that students can put controversial issues related to course topics on trial. “Trials” will begin with opening arguments, then proceed through testimony and cross-examination, a jury verdict, and the preparation of prosecution and defense briefs.

**Leah Savion**, Philosophy, will prepare four modules (each a group project that culminates in a group report) for P105 Thinking and Reasoning, that will help students overcome their reluctance to participate in active learning, motivate them to excel and contribute to their groups, elevate their understanding of the material to analysis, synthesis, and

evaluation, generate their meta-cognitive skills, and enable them to make a connection between the classroom and “real life” events.

**Lara M. Lackey**, Education, will revise M333 Art Methods for Elementary Teachers, to provide an experiential introduction to the ways in which the visual and performing arts can be integrated with Indiana history in elementary generalist classrooms. An in-depth, hands-on experience that models an interdisciplinary approach in which the arts are used both to teach about a topic and to represent knowing may help pre-service teachers understand the value of the arts in education as well as how, practically, they can be used and implemented in the classroom.

**Continued on page 7**

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<http://www.indiana.edu/~iss/>

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