INFO-C 300 / INFO-I 300
Human-Computer Interaction
Department of Human-Centered Computing
Indiana University School of Informatics and Computing - Indianapolis
<Term> / Section XXXXX (on-line) / Credit Hours: 3

Start Date: <Term-specific information to be updated>
Canvas Site:
Instructor:
Office:
Office Hours:
Office Phone:
Email:
Teaching Assistants:
Prerequisite: None

Course Description
C300/I300 focuses on various forms of assessment of the user experience – including usability – of interactive products. Students learn how to conduct usability tests, how to collect usability metrics, how to analyze data from usability tests, and how to report usability test results.

Required Textbooks:
** Ebooks for both textbooks are available to access free online via the IU Library website using the links below. **

   Authors: Thomas Tullis and William Albert
   Copyright: 2013
   Publisher: Morgan Kaufmann
   ISBN-10: 0124157815
   Link to ebook via IU Library: https://iucat.iu.edu/catalog/14696686

   Author: Joseph S. Dumas and Beth A. Loring
   Copyright: 2008
   Publisher: Morgan Kaufmann
   Link to ebook via IU Library: https://iucat.iu.edu/catalog/14267216

Required Software: Microsoft Excel (used for data analysis exercises)
Course Learning Outcomes:

On completion of the course, students will be able to:

1. Describe types of metrics for measuring user experience in human-computer interaction
   *Assessments: Quizzes, Discussion Points, Tests*

2. Analyze data from a usability test using basic statistics and graphing
   *Assessments: Exercises, Project 2*

3. Effectively utilize written communications of both qualitative and quantitative information within the context of a team
   *Assessment: Discussion Points, Project 1-Part 2*

4. Plan and moderate a usability test, with the ability to apply learned principles flexibly to specific test and reporting situations
   *Assessments: Project 1-Part 1, Project 2*

5. Identify ethical issues involved in usability testing
   *Assessments: Test 3*

Program-level Learning Outcomes (PLOs)

*B.S. in Informatics*

Please visit [https://soic.iupui.edu/undergraduate/degrees/informatics/learning-outcomes/](https://soic.iupui.edu/undergraduate/degrees/informatics/learning-outcomes/) to view the complete list of the program-level learning outcomes for the B.S. in Informatics. This course is designed to address primarily the following Informatics PLOs:

- B4. Develop insights from data and apply them to address problems and explore opportunities
- C1. Apply analytical methods for knowledge and pattern discovery and data analysis
- C3. Create effective visualizations to analyze and communicate data
- C4. Communicate insights derived from data
- F6. Work collaboratively as part of a team, including global teams

*Human-Computer Interaction Certificate*

Please visit [https://soic.iupui.edu/undergraduate/degrees/hci-certificate/](https://soic.iupui.edu/undergraduate/degrees/hci-certificate/) to view the complete list of PLOs for the undergraduate Human-Computer Interaction (HCI) Certificate. This course is designed to address primarily the following HCI Certificate core competencies:

- HCI-1. Understanding of human-computer interaction and usability terms, concepts, principles and practices
- HCI-8. Interactive product evaluation and testing methods, both qualitative and quantitative
- HCI-11. Apply evaluation and usability testing methods to interactive products to validate design decisions
### Alignment of PLOs, CLOs and IUPUI Profiles of Learning for Undergraduate Success

<table>
<thead>
<tr>
<th>Program-level Learning Outcomes (Informatics/HCI)</th>
<th>Level of Knowledge*</th>
<th>Course Learning Outcomes</th>
<th>Profiles of Learning for Undergraduate Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>B4. Develop insights from data and apply them to address problems and explore opportunities</td>
<td>I, R</td>
<td>2</td>
<td>P2.3. Problem Solver: Analyzes, synthesizes, and evaluates</td>
</tr>
<tr>
<td>C1. Apply analytical methods for knowledge and pattern discovery and data analysis</td>
<td>I, R</td>
<td>1</td>
<td>P2.1. Problem Solver: Thinks critically</td>
</tr>
<tr>
<td>C3. Create effective visualizations to analyze and communicate data</td>
<td>I, R</td>
<td>2</td>
<td>P2.3. Problem Solver: Analyzes, synthesizes, and evaluates</td>
</tr>
<tr>
<td>C4. Communicate insights derived from data</td>
<td>I, R</td>
<td>3</td>
<td>P2.1. Problem Solver: Thinks critically</td>
</tr>
<tr>
<td>F6. Work collaboratively as part of a team, including global teams</td>
<td>R</td>
<td>3</td>
<td>P4.3. Community Contributor: Behaves ethically</td>
</tr>
<tr>
<td>HCI-1. Understanding of human-computer interaction and usability terms, concepts, principles and practices</td>
<td>I, R</td>
<td>1</td>
<td>P1.1. Communicator: Evaluates information</td>
</tr>
<tr>
<td>HCI-8. Interactive product evaluation and testing methods, both qualitative and quantitative</td>
<td>I</td>
<td>4, 5</td>
<td>P2.1. Problem Solver: Thinks critically</td>
</tr>
<tr>
<td>HCI-11. Apply evaluation and usability testing methods to interactive products to validate design decisions</td>
<td>I</td>
<td>4, 5</td>
<td>P2.3. Problem Solver: Analyzes, synthesizes, and evaluates</td>
</tr>
</tbody>
</table>

*Indicators of level of knowledge: I = Introduce; R = Reinforce; M = Master
EXPECTATIONS, GUIDELINES, AND POLICIES

Participation:
A basic requirement of this course is that you will participate in online course discussions as directed and conscientiously complete required course activities and assignments. The instructor is required to submit to the Registrar a record of student participation and action will be taken if the record conveys a trend of non-participation.

Only the following are acceptable excuses for non-participation: death in the immediate family (e.g., mother, father, spouse, child, or sibling), hospitalization or serious illness; jury duty; court-ordered summons; religious holiday; university/school coordinated athletic or scholastic activities; an unanticipated event that would cause participation to result in substantial hardship to one’s self or immediate family. Non-participation must be explained with the submission of appropriate documentation to the satisfaction of the instructor, who will decide whether missed work may be made up. Non-participation that does not satisfy the above criteria is considered unexcused. To protect your privacy, doctor’s excuses should exclude the nature of the condition and focus instead on how the condition impacts your attendance and academic performance.

Non-participation will reduce your grade through the following grade reduction policy:

- Participation by posting a discussion point to Canvas and responding to a classmate’s discussion point for weekly reading assignments and lectures (as noted in the course schedule) is assigned for 10 weeks.
- Scores for deliverables submitted after the due date will be reduced as described below unless an explanation for non-participation is accepted by the instructor as described above as an excuse for non-participation.

Reduction in Score for Submissions of Deliverables after the Due Date:
Each student is responsible for completing each deliverable (e.g., assignment, quiz) by the posted due date and submitting it by the specified method. Due dates are outlined in the syllabus or in supplementary documents posted on Canvas. In fairness to the instructor and students who completed their work on time, the score for a deliverable will be reduced 10% if the deliverable is submitted late and an additional 10% for each 24-hour period that elapses after the due date before the deliverable is submitted. A deliverable submitted more than 4 days after the due date may receive a maximum score of 60%.

Course Grade of Incomplete:
The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year.

http://registrar.iupui.edu/incomp.html
COURSE ASSIGNMENTS AND SCORING

- A Student Introduction that is due in Week 1.
- 12 quizzes that cover the assigned readings. Each quiz will be available on Canvas and is due by midnight on the date stated in the course schedule.
- 10 discussion point assignments – described above under “Participation.”
- 3 tests that cover both the assigned readings and lecture material. Each test will be available on Canvas and is due by midnight on the date stated in the course schedule.
- 3 individual data analysis exercises. Each exercise will be available on Canvas and the completed exercise must be submitted to Canvas by midnight on the due date stated in the course schedule.
- 2 individual projects. One involves designing a usability test for an interactive product (e.g., a website or mobile app) and providing feedback on other students’ test designs. The other involves preparation for testing a website, conducting the test, analyzing a sample of data collected from the test, and presentation of the results in a report.

Scoring of Assignments

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>Number</th>
<th>Maximum Score for each Assignment</th>
<th>Total Points Possible for Type of Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Intro</td>
<td>1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes</td>
<td>12</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Discussion Points</td>
<td>10</td>
<td>15</td>
<td>150</td>
</tr>
<tr>
<td>Tests</td>
<td>3</td>
<td>50</td>
<td>150</td>
</tr>
<tr>
<td>Exercises</td>
<td>3</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>Project 1</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Project 2</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

TOTAL POINTS POSSIBLE: 500

Course Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>% of Total Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A +</td>
<td>≥ 97.00%</td>
<td>Professional level work, showing highest level of achievement</td>
</tr>
<tr>
<td>A</td>
<td>93.00 – 96.99%</td>
<td>Extraordinarily high achievement, quality of work; shows command of the subject matter</td>
</tr>
<tr>
<td>A -</td>
<td>90.00 – 92.99%</td>
<td>Excellent and thorough knowledge of the subject matter</td>
</tr>
<tr>
<td>B +</td>
<td>87.00 – 89.99%</td>
<td>Above average understanding of material and quality of work</td>
</tr>
<tr>
<td>B</td>
<td>83.00 – 86.99%</td>
<td>Mastery and fulfillment of all course requirements; good, acceptable work</td>
</tr>
<tr>
<td>B -</td>
<td>80.00 – 82.99%</td>
<td>Satisfactory quality of work</td>
</tr>
<tr>
<td>C +</td>
<td>77.00 – 79.99%</td>
<td>Modestly acceptable performance and quality of work</td>
</tr>
<tr>
<td>C</td>
<td>73.00 – 76.99%</td>
<td>Minimally acceptable performance and quality of work</td>
</tr>
<tr>
<td>C -</td>
<td>70.00 – 72.99%</td>
<td>Unacceptable work (Course must be repeated for credit)</td>
</tr>
<tr>
<td>D +</td>
<td>67.00 – 69.00%</td>
<td>Unacceptable work (Course must be repeated for credit)</td>
</tr>
<tr>
<td>D</td>
<td>63.00 – 66.99%</td>
<td>Unacceptable work (Course must be repeated for credit)</td>
</tr>
<tr>
<td>D -</td>
<td>60.00 – 62.99%</td>
<td>Unacceptable work (Course must be repeated for credit)</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
<td>Unacceptable work (Course must be repeated for credit)</td>
</tr>
</tbody>
</table>

No credits toward major, minor, or certificate requirements are granted for a grade below C.
TENTATIVE WEEKLY SCHEDULE

The official, live schedule for the course will be maintained in Canvas.

Recordings of instructor presentations are provided in assignments on Canvas. Most weeks may have more than one recording.

Students are expected to participate in on-line class discussions set up on Canvas about the lecture recordings and/or readings. Each student should post at least one significant discussion point – only 1 or 2 paragraphs but noting an implication of something you read or heard and perhaps connecting it to a specific example from your experience. Each student should post a response to at least one other student’s discussion point. These discussions will contribute to the Participation portion of the course grade. There will be 10 on-line class discussions.

Quizzes and tests will be made available on Canvas for a minimum of 3 days before the quiz or test needs to be completed. You can complete the quiz or test any time that it is available, but the quiz or test will have a time limit.

Exercises will be made available in Canvas at least 1 week before the exercise needs to be completed. These exercises provide step-by-step instructions for conducting basic statistical analyses using data in a Microsoft Excel file. Students should contact a TA for assistance with completing an exercise.

Project 1 involves designing a usability test for an interactive product selected by the student. Students will complete this project individually, but part of the project involves providing feedback to other students.

Project 2 involves preparing for a usability test of a designated web site and conducting a usability test session to collect data. The student will then receive representative test data to analyze and to prepare a report that describes the test results and the implications of these results. Students will complete the project individually.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics / Readings/ Assignments Due / Quizzes / Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Post a Student Introduction on Canvas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Chapter 1 in “Measuring the User Experience”</td>
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<tr>
<td></td>
<td></td>
<td>Watch Week 1 Instructor Presentations: Course Introduction, Measurement, UX Metrics</td>
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<tr>
<td></td>
<td></td>
<td>Complete Quiz for Chapter 1 on Canvas</td>
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<tr>
<td></td>
<td></td>
<td>Post a discussion point on Canvas – reply to at least one discussion point</td>
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<tr>
<td>2</td>
<td></td>
<td>Read Chapter 2 in “Measuring the User Experience”</td>
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<tr>
<td></td>
<td></td>
<td>Watch Week 2 Instructor Presentation(s): Data, Statistics &amp; Graphs</td>
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<tr>
<td></td>
<td></td>
<td>Complete Quiz for Chapter 2 on Canvas</td>
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<tr>
<td></td>
<td></td>
<td>Post a discussion point on Canvas – reply to at least one discussion point</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Read Chapter 3 in “Measuring the User Experience”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch Week 3 Instructor Presentation(s): Types of Usability/UX Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Quiz for Chapter 3 on Canvas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post a discussion point on Canvas – reply to at least one discussion point</td>
</tr>
</tbody>
</table>
| 4 | **Read Chapter 4** in “Measuring the User Experience”  
Watch Week 4 Instructor Presentation(s): Performance Metrics  
Complete Quiz for Chapter 4 on Canvas  
Post a discussion point on Canvas – reply to at least one discussion point  
Complete Test 1 on Canvas |
|---|---|
| 5 | **Read Chapter 5** in “Measuring the User Experience”  
Watch Week 5 Instructor Presentation(s): Issue-Based Metrics  
Complete Quiz for Chapter 5 on Canvas  
Post a discussion point on Canvas – reply to at least one discussion point  
Submit Exercise 1 to Canvas |
| 6 | **Read Chapter 6** in “Measuring the User Experience”  
Watch Week 6 Instructor Presentation(s): Self-Report Metrics  
Complete Quiz for Chapter 6 on Canvas  
Post a discussion point on Canvas – reply to at least one discussion point  
Submit Exercise 2 to Canvas |
| 7 | **Read Chapters 1, 2, 3 and 4** in “Moderating Usability Tests”  
***Note: These chapters are in the second course textbook.***  
Watch Week 7 Instructor Presentation(s): Moderating Usability Tests  
Complete Quiz for Chapters 1-4 on Canvas  
Post a discussion point on Canvas – reply to at least one discussion point  
Submit Exercise 3 to Canvas |
| 8-9 | **Read Chapters 5, 6 and 7** in “Moderating Usability Tests”  
Watch Week 8-9 Instructor Presentations: Preparing for a Usability Test,  
and Conducting an In-Person Test  
Complete Quiz for Chapters 5-7 on Canvas  
Post a discussion point on Canvas – reply to at least one discussion point |
| 10 | Complete Test 2 on Canvas  
Start Project 1 |
| 11 | **Read Chapters 7, 8 and 9** in “Measuring the User Experience”  
Watch Week 11 Instructor Presentations: Behavioral and Psychological  
Metrics, Combined and Comparative Metrics, and Special Topics in  
Usability Assessment  
Complete Quizzes 7, 8, and 9 on Canvas  
Post a discussion point on Canvas – reply to at least one discussion point  
Post Project 1 – Task Scenarios |
| 12 | **Read Chapters 8, 9 and 10** in “Moderating Usability Tests”  
Watch Week 12 Instructor Presentations: Remote Usability Testing,  
Monitor-Participant Relationship, and Diverse Populations  
Complete Quiz 12 on Canvas  
Post a discussion point on Canvas – reply to at least one discussion point  
Post Project 1 – Review Group Feedback |
| 13-14 | **Complete Test 3 on Canvas**  
**Watch Week 13 Instructor Presentation:** Introduction to Project 2  
**Submit Project 2-Part 1 deliverable** to Canvas |
| 15-16 | **Submit Project 2-Part 2 deliverable** to Canvas by midnight  
**Complete Course Evaluation** – if not already completed |

**CODE OF CONDUCT**

All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code > Responsibilities > Academic Misconduct at [http://www.indiana.edu/~code/](http://www.indiana.edu/~code/). All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. [https://www.indiana.edu/~istd](https://www.indiana.edu/~istd). You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association). To detect plagiarism instructors apply a range of methods, including Turnitin.com. [http://www.ulib.iupui.edu/libinfo/turnitin](http://www.ulib.iupui.edu/libinfo/turnitin).

**Academic Misconduct:**

1. Cheating: Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
   a. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
   b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
   c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
   d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
   e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
   f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
   g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
   h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.
2. Fabrication: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. Plagiarism: Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.
   a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
   b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
      1. directly quoting another person’s actual words, whether oral or written;
      2. using another person’s ideas, opinions, or theories;
      3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
      4. borrowing facts, statistics, or illustrative material; or
      5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment

4. Interference: A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

5. Violation of Course Rules: A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

6. Facilitating Academic Dishonesty: A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

OTHER POLICIES
1. Right to revise: The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.

2. IUPUI course policies: A number of campus policies governing IUPUI courses may be found at the following link: http://registrar.iupui.edu/course_policies.html

3. Online civility: To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in on-line discussions, group work, and other classroom exercises. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or [veteran] status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.

5. Course Evaluation Policy: Course evaluations provide vital information for improving the quality of courses and programs. Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing. This requirement has three exceptions: (a) The student has withdrawn from the course; (b) only one student is enrolled in the section (in which case anonymity is impossible); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at
https://soic.iupui.edu/app/course-eval/. Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

6. Communication: The instructor should respond to emails within 48 hours, excluding weekends and holidays, and announce periods of extended absence in advance. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings.

7. Email: Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

8. Disabilities Policy: In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit http://aes.iupui.edu for more information.

9. Administrative Withdrawal: A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

10. Emergency Preparedness: Safety on campus is everyone’s responsibility. Know what to do in an emergency so that you can protect yourself and others. For specific information, visit the emergency management website. http://protect.iu.edu/emergency
MISSION STATEMENT

The Mission of IUPUI is to provide for its constituents excellence in

• Teaching and Learning;
• Research, Scholarship, and Creative Activity; and
• Civic Engagement.

With each of these core activities characterized by

• Collaboration within and across disciplines and with the community;
• A commitment to ensuring diversity; and
• Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

STATEMENT OF VALUES

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.