IUPUI
SCHOOL OF INFORMATICS AND COMPUTING
Department of Human-Centered Computing

INFO-H 583
Conversational User Interfaces: Experience Design and Applications

Spring 2021

Section No.: *Credit Hours:* 3
Time: ____days, 6:00–8:40 pm
Location: IT ___, Informatics & Communications Technology Complex
535 West Michigan Street, Indianapolis, IN 46202 [map]
First Class: January __, 2021
Website: https://canvas.iu.edu/…

Instructor: Aqueasha Martin-Hammond, Ph.D. in Computer Science, Assistant Professor
Office Hours: ____days, Hour range, or by Appointment
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TA:
Office Hours:
Office:

Prerequisites: INFO-H 541 Interaction Design Practice

COURSE DESCRIPTION

This course covers how to design, prototype, and evaluate conversational user interfaces. Students learn the tools and methods of experience design in this modality, exploring through their projects the cognitive, experiential, and social aspects of user interaction. They also examine emerging application areas and research trends.

EXTENDED COURSE DESCRIPTION

Conversational computing defines a style of human–computer interaction that enables users to dialogue with a computing system through speech-based interaction. This paradigm encompasses applications and uses of voice user interfaces, speech recognition through natural language processing and machine learning, chat bots, and smart digital assistants. This course introduces students to the fundamentals of user experience design for

conversational computing, with a key focus on cognitive, experiential, and social aspects of the user interaction through a conversational style. Additional aspects of the class include emerging trends in conversational user interface (CUI) design and research, partnership with industry on applied projects in voice user interfaces; labs on state-of-the-art tools and systems for prototyping conversational computing applications for optimal user experiences.

Required Text(s):

Title:	*Conversational UX Design: A Practitioner's Guide to the Natural Conversation Framework*
Author(s):	Moore, Robert and Arar, Raphael
Year:	2019
Publisher:	ACM and Morgan & Claypool Publishers
Book site:	https://doi.org/10.1145/3304087 (no cost)
ISBN:	978-1-4503-6301-3

Available at Amazon.com: https://www.amazon.com/Conversational-Design-Practitioners-Conversation-Framework/dp/1450363024

Additional Readings:

Title:	*Wired for Speech: How Voice Activates and Advances the Human–Computer Relationship*
Author(s):	Nass, Clifford and Brave, Scott
Year:	2007
Publisher:	The MIT Press
Book site:	https://mitpress.mit.edu/books/wired-speech
ISBN:	978-0-262-14092-8

Available at Amazon.com:
https://www.amazon.com/exec/obidos/ASIN/0262140926/acmorg-20

Example Software used:

BotSociety: https://botsociety.io/

Amazon Skills Blueprints: https://blueprints.amazon.com/

Learning Outcomes:

Upon completion of this course, the student will	*RBT	PGPL	Assessment
1. **Analyze** key benefits, limitations, and tradeoffs of designing engaging and ethical conversational user interactions.	4	4	4, 5
2. **Research** factors key to the design of conversational user interactions.	5	3	1, 3
3. **Evaluate the advantages and disadvantages** between different conversational UX design techniques.	5	3	1, 3
4. **Find** appropriate contexts of use and user tasks for the design of conversational user interfaces.	4	3	1, 5, 6
5. **Develop** conversational user interface solutions by applying best practices and usability principles.	6	1	1, 3, 6
6. **Demonstrate** use of conversational user interface prototyping tools and methods.	3	1	1, 3, 6
7. **Design and evaluate** conversational interfaces for different users and contexts.	5, 6	1, 2	1, 3, 6
8. **Interpret** research findings to **formulate** CUI design guidelines and solutions.	5, 6	3	2, 6
9. **Investigate** emerging CUI research trends and application areas.	5	3	4, 5

*RBT: Revised Bloom's Taxonomy

Principles of Graduate and Professional Learning

1. Demonstrate the knowledge and skills needed to participate in disciplinary studies or to enter a program to earn a more advanced degree
2. Communicate effectively information from the field of study
3. Think critically and creatively to evaluate literature in the field of study
4. Apply ethics and values within the field

EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance:

A basic requirement of this course is that you will participate in all class meetings, whether online or face-to-face, and conscientiously complete all required course activities and assignments. Class attendance is required for classroom-based courses. It entails being present and attentive for the entire class period. Attendance shall be taken in every class. If you do not sign the attendance sheet while in class, you shall be marked absent. Signing the attendance sheet for another student is prohibited. The instructor is required to submit to the Registrar a record of student attendance, and action shall be taken if the record conveys a trend of absenteeism.

Only the following are acceptable excuses for absences: 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 attendance to result in substantial

hardship to one's self or immediate family. Absences 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. Absences that do not satisfy the above criteria are 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.

Missing class reduces your grade through the following grade reduction policy: You are allowed two excused or unexcused absences. Each additional absence, unless excused, results in a 5% reduction in your final course grade. More than six absences result in an F in the course. Missing class may also reduce your grade by eliminating opportunities for class participation. For all absences, the student is responsible for all covered materials and assignments.

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

Deliverables:

You are responsible for completing each deliverable (e.g., assignment, quiz) by its deadline and submitting it by the specified method. Deadlines are outlined in the syllabus or in supplementary documents accessible through Canvas. Should you miss a class, you are still responsible for completing the deliverable and for finding out what was covered in class, including any new or modified deliverable. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.

The course will require the following deliverables:

Weekly readings discussions: Each week you will be assigned readings from the course textbook and additional supplemental readings. These readings will be due prior to the class meeting and will supplement weekly lectures. You are expected to engage in weekly discussion of the assigned reading in class and on the class discussion board.

Midterm assignments: You will submit individual assignments that will demonstrate understanding of key concepts discussed in class lectures including your ability to: empathize and design user needs, ideate and design CUI experiences, prototype a CUI, and evaluate the CUI. Each midterm assignment will build on the previous resulting in your completion of the entire CUI design process. Each assignment will hold equal weight.

Lab assignments: In addition to individual assignments, you will be asked to participate in class labs, that will focus on providing hands-on experiences of CUI prototype design and implementation. The purpose of the labs is to provide hands-on support and training of methods for designing, prototyping, and testing CUIs. The lab assignments are design to help students prepare for submission of their individual midterm assignments.

Emerging CUI Research and Application Areas Presentation/Discussion: Over the course of the semester, each student will research a CUI academic paper that is not covered in class. The student will be responsible for choosing a paper, facilitating sharing the paper with other students, and leading a discussion of the paper in class.

Midterm Project Presentation and Report: Each student will be required to present a short demo and presentation of the CUI and findings that result from the midterm assignments. Each student will also be required to write a report detailing the motivation behind their CUI design, their design process, the CUI prototype, and the results of their evaluation.

Final Project: The final project will provide a chance for students to apply and demonstrate their knowledge of CUI design to a project of their interest. Students will work in small groups to brainstorm, gather requirements, design and evaluate a CUI application. The final project will require three deliverables. You will formally propose your CUI project through a project proposal. You will work with your team to gather requirements, implement a prototype of your proposed CUI, and evaluate the prototype with representative users. You will demo and present your final project in class. You will write a final report describing the motivation behind your CUI, your design process, and the results of your evaluation.

Grading Information:

1. Midterm Assignments x 4	**20%**
Empathize & Define Users Needs	5%
Ideation and Conversational Design	5%
Prototyping	5%
Testing	5%
2. Midterm Project Presentation and Report	**10%**
3. Labs x 3	**15%**
Conversational Design	5%
CUI Prototyping Tools	5%
CUI Testing Methods	5%
4. Participation in Weekly Reading Discussions	**10%**
5. Emerging CUI Research and Application Areas Presentation/Discussion	**10%**
6. Final Project (Group)	**35%**
Project Proposal	5%
Demo and Presentation	15%
Final Report and Source Files	20%
Total	**100%**

WEEKLY SCHEDULE

Week	Subject Matter/Topic Covered	Book Chapters and Sample Class Readings	Project Deliverables
1	Introduction to CUI Design and Types of CUIs	Moore and Arar: Chapter 1 Nass & Brave: Chapter 1	
2	Differences in Graphical User Interface Design and Conversational User Interface Design	Moore and Arar: Chapter 8 Luger, Ewa, and Abigail Sellen. "'Like Having a Really Bad PA': The Gulf Between User Expectation and Experience of Conversational Agents." In Proceedings of the 2016 CHI Conference on Human Factors in Computing Systems, 5286–5297. CHI '16. New York, NY, USA: ACM, 2016. https://doi.org/10.1145/2858036.2858288. Murad, Christine, and Cosmin Munteanu. "'I Don'T Know What You'Re Talking About, HALexa': The Case for Voice User Interface Guidelines." In Proceedings of the 1st International Conference on Conversational User Interfaces, 9:1–9:3. CUI '19. New York, NY, USA: ACM, 2019. https://doi.org/10.1145/3342775.3342795.	
3	Introduction to Conversational Analysis	Moore and Arar: Chapter 2 Fischer, Joel E., Stuart Reeves, Martin Porcheron, and Rein Ove Sikveland. "Progressivity for Voice Interface Design." In Proceedings of the 1st International Conference on Conversational User Interfaces, 26:1–26:8. CUI '19. New York, NY, USA: ACM, 2019. https://doi.org/10.1145/3342775.3342788.	Assignment #1: Empathize & Define Users Needs
4	Basics of Conversational Authoring & Dialog Design	Moore and Arar: Chapter 3 Clark, Leigh, Nadia Pantidi, Orla Cooney, Philip Doyle, Diego Garaialde, Justin Edwards, Brendan Spillane, et al. "What	Lab#1: Hands-on Conversational Design

		Makes a Good Conversation?: Challenges in Designing Truly Conversational Agents," 475. ACM, 2019. https://doi.org/10.1145/3290605.3300705.	
5	Natural Conversation Framework & CUI Patterns	Moore and Arar: Chapter 4 Moore and Arar: Chapters 5-7 (Skim)	Assignment #2: Ideation and Conversational Design
7	Prototyping Tools and Testing Methods	Wizard of Oz Digital Prototyping Tools Maulsby, David, Saul Greenberg, and Richard Mander. "Prototyping an Intelligent Agent through Wizard of Oz." In *Proceedings of the INTERACT '93 and CHI '93 Conference on Human Factors in Computing Systems*, 277–284. CHI '93. Amsterdam, The Netherlands: Association for Computing Machinery, 1993. https://doi.org/10.1145/169059.169215.	Lab#2: CUI Prototyping Tools
8	Special Considerations for Voice and Chatbot design		
9	Gender, Personality, and Ethnicity in CUI Design	Nass & Brave: Chapters 2-6	Assignment #3: Prototyping
10	Emotion in CUI Design	Nass & Brave: Chapters 7-8 Pradhan, Alisha, Leah Findlater, and Amanda Lazar. "'Phantom Friend' or 'Just a Box with Information': Personification and Ontological Categorization of Smart Speaker-Based Voice Assistants by Older Adults." Proceedings of the ACM on Human-Computer Interaction 3, no. CSCW (November 7, 2019): 214:1–214:21. https://doi.org/10.1145/3359316. Lopatovska, Irene, and Harriet Williams. "Personification of the Amazon Alexa:	Lab #3: CUI Testing Methods

		BFF or a Mindless Companion." In Proceedings of the 2018 Conference on Human Information Interaction & Retrieval, 265–268. CHIIR '18. New York, NY, USA: ACM, 2018. https://doi.org/10.1145/3176349.3176868.	
11	Privacy and Trust in CUI Design	Lau, Josephine, Benjamin Zimmerman, and Florian Schaub. "Alexa, Are You Listening?: Privacy Perceptions, Concerns and Privacy-Seeking Behaviors with Smart Speakers." Proc. ACM Hum.-Comput. Interact. 2, no. CSCW (November 2018): 102:1–102:31. https://doi.org/10.1145/3274371.	Assignment #4: Testing
12	Midterm Project Presentations	None	Midterm Report
13	CUI Design for Aging and Accessibility	Trajkova, Milka and Martin-Hammond, Aqueasha. "Alexa is a Toy": Exploring Older Adults' Reasons for Using, Limiting, and Abandoning Echo". In Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems. Pradhan, Alisha, Kanika Mehta, and Leah Findlater. "'Accessibility Came by Accident': Use of Voice-Controlled Intelligent Personal Assistants by People with Disabilities." In Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems, 459:1–459:13. CHI '18. New York, NY, USA: ACM, 2018. https://doi.org/10.1145/3173574.3174033. Abdolrahmani, Ali, Ravi Kuber, and Stacy M. Branham. "'Siri Talks at You': An Empirical Investigation of Voice-Activated Personal Assistant (VAPA) Usage by Individuals Who Are Blind." In Proceedings of the 20th International ACM SIGACCESS Conference on	Project Proposal Due

		Computers and Accessibility, 249–258. ASSETS '18. New York, NY, USA: ACM, 2018. https://doi.org/10.1145/3234695.3236344.	
14	CUI Design for Children	Druga, Stefania, Randi Williams, Cynthia Breazeal, and Mitchel Resnick. "'Hey Google Is It OK If I Eat You?': Initial Explorations in Child-Agent Interaction." In Proceedings of the 2017 Conference on Interaction Design and Children, 595–600. IDC '17. New York, NY, USA: ACM, 2017. https://doi.org/10.1145/3078072.3084330. Lovato, Silvia B., Anne Marie Piper, and Ellen A. Wartella. "Hey Google, Do Unicorns Exist?: Conversational Agents As a Path to Answers to Children's Questions." In Proceedings of the 18th ACM International Conference on Interaction Design and Children, 301–313. IDC '19. New York, NY, USA: ACM, 2019. https://doi.org/10.1145/3311927.3323150.	
15	Project Testing and Consultation		Final Project Demo and Presentation, Final Project Report

Grading Scale:

A+		Professional level work, showing highest level of achievement (at Professor's discretion)
A	93–100%	Extraordinarily high achievement, quality of work; shows command of the subject matter
A–	90–92.99%	Excellent and thorough knowledge of the subject matter
B+	87–89.99%	Above average understanding of material and quality of work
B	83–86.99%	Mastery and fulfillment of all course requirements; good, acceptable work

B–	80–82.99%	Satisfactory quality of work
C+	77–79.99%	Modestly acceptable performance and quality of work
C	73–76.99%	Minimally acceptable performance and quality of work
C–	70–72.99%	Unacceptable work (Core course must be repeated for credit)
D+	67–69.99%	Unacceptable work (Course must be repeated for credit)
D	63–66.99%	Unacceptable work
D–	60–62.99%	Unacceptable work
F	Below 60	Unacceptable work

No credits are granted for a grade below C.

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/. All students must also successfully complete the Indiana University Department of Education "How to Recognize Plagiarism" Tutorial and Test. 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

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. **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.

2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones, engagement in private conversations, and other unrelated activities. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. 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.

3. **Communication:** For classroom-based courses, the instructor or teaching assistant should respond to emails by the end of the next class or, for online courses, within two Indiana University working days, which excludes weekends and holidays. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.

4. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office by phone at 274-2548 or email at capsindy@iupui.edu. For more information visit http://life.iupui.edu/caps/.

5. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are urged to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing with the following three exceptions: (a) The student has withdrawn from the course; (b) fewer than five students are enrolled in the section (in which case maintaining anonymity is difficult); 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 typically 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.

6. **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.
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. **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
9. **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
10. **No class attendance without official enrollment.** Only those who are officially enrolled in this course may attend class unless they are are enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. http://registrar.iupui.edu/official-enrollment-class-attendance.html Children may *not* attend class with their parents, guardians, or childcare providers.
11. **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.
12. **Student advocate:** The Student Advocate provides assistance to students with personal, financial, and academic issues. The Student Advocate Office is located in the Campus Center, Suite 350. The Student Advocate may also be contacted by phone at 317 274-4431 or by email at studvoc@iupui.edu. For more information visit http://studentaffairs.iupui.edu/advocate.

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.