

**LIS S505 Evaluation of Information Sources and Services  
Department of Library and Information Science  
Indiana University School of Informatics and Computing  
Indianapolis  
Fall 2021**

Section No.: 37762  
Credit Hours: 3  
Instructor: Liz Johns  
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Prerequisites: S500, S501, S502, S503  
Instruction mode: This course is offered online only.

## **COURSE DESCRIPTION**

Theory and practice of the design, collection, and analysis of systematic data for managerial decision-making covering information resources, services, facilities, and organizations. Covers techniques of social science and information science qualitative and quantitative methods; includes communicating to internal and external audiences.

## **EXTENDED COURSE DESCRIPTION**

This course is designed to serve the general range of information agencies, organizations, resources, and functions. Library assessment is a process undertaken by professional librarians to learn about the needs of library users (and non-users) and to evaluate how well they support these needs in order to improve library facilities, services, and resources. In this course we evaluate information sources to help us make evidence-based decisions and take strategic approaches to program and service evaluation design.

## **Required Readings/Resources**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

- The APA Manual is available in spiral-bound, paperback, hardcover, and electronic formats. Any format is acceptable for this course.

Dahlberg, L., & McCaig, C. (2010). *Practical research and evaluation: A start-to-finish guide for practitioners*. London: SAGE Publications  
Ltd. doi:10.4135/9781446268346 [[Electronic version available through the IUPUI Library.](#)]

Hernon, P., Altman, E., & Dugan, R. E. (2015). *Assessing service quality: Satisfying the expectations of library customers* (3rd ed.) American Library Association. [[Electronic version available through the IUPUI Library.](#)]

Additional required readings will be provided electronically within course modules.

You will rely heavily on the APA Manual to format all course assignments, including papers, presentations, and discussion board posts. Dahlberg and McCaig (2010), Hernon et al. (2015), and other electronically provided book chapters, journal articles, and other content will be used to support your understanding of course concepts.

## Recommended Readings/Resources

Additional recommended resources will be provided electronically within course modules.

## Required Software

- Word processor for writing papers (e.g., Microsoft Word, Google Docs).
- Presentation Tool (e.g., PowerPoint, Prezi, HaikuDeck, Google Slides) for virtual presentations.
- Document reader (e.g., Adobe Reader, Mac Preview) for reading electronically provided course materials.
- Web or phone camera with microphone for video posts in discussion board and assignments.
- Most recent version of an internet browser: Edge (PC only), Safari (Mac only), Firefox, or Chrome.

You have three sources for software: IUware, IUanyWare, Office 365

- **IUware (iuware.iu.edu/)** allows students, faculty, and staff to download software at no charge. See [What is IUware? \(kb.iu.edu/d/agze\)](#)
- **IUanyWare (uits.iu.edu/iuanyware)** uses a web browser or mobile app to run certain IU-licensed software applications without your needing to install them on your device. See [What is IUanyWare \(kb.iu.edu/d/bbbr\)](#). Note: You will be asked to download and install Citrix Receiver the first time you use the full service.
- **Office 365 (uits.iu.edu/office365)** is a subscription-based service free to all IU currently enrolled students that provides multiple options for accessing the newest versions of Microsoft Office. See [About Microsoft Office 365 at IU \(kb.iu.edu/d/bexq\)](#)

For more details, see: [About software at IU \(kb.iu.edu/d/aclo\)](#)

Canvas works best in the most recent version of Edge, Chrome, Firefox, or Safari browsers. Canvas does not support Internet Explorer.

## Teaching and Learning Methods

Active learning, project-based learning, group assignments, asynchronous discussions, peer feedback, and asynchronous use of Canvas. Synchronous drop-in office hours are offered most weeks for one-on-one support.

## ASSESSMENTS

### Revised Bloom's Taxonomy (RBT)

The revised Bloom's taxonomy (RBT) presents a way to classify different types of learning experiences across two levels: 1) The revised Bloom's taxonomy cognitive process (RBTCP) dimension and 2) the revised Bloom's taxonomy knowledge (RBTk) dimension. The RBTCP dimension represents a continuum of increasing cognitive complexity—from remember to create—across six levels:

1. **Knowledge/Remembering:** The ability to recall or recognize specific information or data.
2. **Understanding:** Understanding the meaning of informational materials, translation, interpolation and interpretation of instructions and problems.
3. **Application:** The use of previously learned information in new and concrete situations to solve problems that have single or best answers.
4. **Analysis:** Breaks down information/concepts into smaller components. Each component is identified and understood as is the relationship of these components to the whole.
5. **Evaluation:** The ability to apply a criterion or set of standards to conclude a value judgment.
6. **Creation, Synthesis:** The ability to merge knowledge into creating a new meaning or structure including demonstrating how and why various diverse elements work together.

### Principles of Graduate and Professional Learning (PGPL)

The principles below form a conceptual framework that describes expectations of all graduate/professional students at IUPUI. More specific expectations are determined by the faculty in a student's field of study. Together, these expectations identify knowledge, skills, and abilities graduates will have demonstrated upon completing their specific degrees. There are four PGPLs:

1. Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
2. Thinking critically, applying good judgment in professional and personal situations
3. Communicating effectively to others in the field and to the general public
4. Behaving in an ethical way both professionally and personally

## Framework for Information Literacy (FIL)

The ACRL (Association of College and Research Libraries) Framework for Information Literacy is introduced throughout our curriculum.

1. Authority is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as a Conversation
6. Searching as Strategic Exploration

To learn more, go to [Framework for Information Literacy for Higher Education \(www.ala.org/acrl/standards/ilframework\)](http://www.ala.org/acrl/standards/ilframework)

## MLIS Program Learning Goals (PLGs)

The Master of Library and Information Science (MLIS) program prepares students to become reflective practitioners who connect people and communities with information. The program goals (PGs) were adjusted to the following effective fall 2020:

1. Connect core values and professional ethics to practice
2. Facilitate engagement in the information ecosystem
3. Curate collections for designated communities
4. Lead and manage libraries, archives and other information organizations
5. Organize and represent information
6. Conduct systematic research to inform decisions
7. Innovate professional practice with information services and technology

Each student should not only read the assigned material but also arrive at a competent understanding of it prior to assessment. These measures will be used to assess student-learning outcomes:

1. Discussion posts – 20%
2. Article Evaluation – 10%
3. Infographic – 10%
4. Evaluation Proposal Checkpoints – 35%
5. Evaluation Proposal – 25%

<b>Upon completion of this course, students will</b>	<b>RBT</b>	<b>PGPL</b>	<b>FIL</b>	<b>PLG</b>	<b>Assessment</b>
1. Analyze qualitative and quantitative methods for evaluating information collections, facilities, services, programs, and staff.	4	1	2	1, 6	Discussion posts; Evaluation Proposal Checkpoints (Literature Review; Methods and Instrumentation)
2. Assess how to determine which methods are most appropriate for addressing different evaluation questions.	5	3	4	1, 6	Discussion posts; Evaluation Proposal Checkpoints (Literature Review; Methods and Instrumentation)
3. Determine basic elements for design and critical examination leading to the process to conduct an evaluation project.	6	3	4, 6	2	Discussion posts; Evaluation Proposal Checkpoints; Evaluation Proposal
4. Determine how to critically analyze peer-reviewed empirical literature in the graduate and professional field of library and information science.	5	1	5	3, 6	Article evaluation; Evaluation Proposal Checkpoints (Article annotation; Literature Review)
5. Assess, as defined through professional standards, the role and value of evaluation in managing library and information organizations and programs.	5	3	2	4	Infographic
6. Adapt the key elements for communication of evaluation results to different audiences, supported by meaningful graphic formats.	6	2	5	5, 7	Discussion posts; Evaluation Proposal

## Course Schedule

<b>Module</b>	<b>Topic</b>	<b>Assessment</b>
1	Course Introduction and Expectations	Discussion posts
2	Introduction to Evaluation	Discussion posts
3	Evaluation Stakeholders and Participation	Discussion posts
4	Evaluating Information Sources	Article Annotation, Article Evaluation, Literature Review, Bibliography
5	Evaluation Methods: Quantitative	Discussion posts
6	Evaluation Methods: Qualitative	Discussion posts
7	Evaluation Standards	Infographic

8	Evaluation Design	Measures and Instrumentation
9	Evaluation Proposals	Evaluation Proposal
10	Reflection	Discussion posts

# EXPECTATIONS, GUIDELINES, AND POLICIES

## Deliverables

This course is designed to push your thinking and to help you learn practical strategies to evaluate information sources and services. You have the opportunity to practice and demonstrate your learning in a variety of ways throughout the course.

You are responsible for completing each deliverable (e.g., discussion post, assignment, presentation) by its deadline and submitting it by the specified method. Unless otherwise noted, all deliverables should be formatted using the APA Manual, 7th edition, and submitted as Microsoft Word (.doc or .docx) files. All text should be formatted in Times New Roman, 12pt, black colored font, double spaced, 1-inch margins. All written assignments should also include a cover page formatted according to the APA Manual.

Deadlines and submission instructions are outlined in supplementary documents accessible through Canvas. Assignment deadlines, including discussion board posts, are set at specific times during the semester to ensure progress in the course. 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. Requests for extensions are rarely granted. The assignments, including discussion board posts, build upon each other and often depend on peer feedback. Timely submission is essential for continued progress in the course. Work submitted early is accepted and considered ready to be graded.

All assignments are due before 11:59pm EST on the days indicated.

For citation, writing, and formatting purposes, all MLIS students use the 7th edition of the *Publication Manual of the American Psychological Association*. This publication will help you structure your writing artifacts (e.g., research papers), write clearly and concisely, follow grammatical rules, and appropriately attribute source material. The Department of Library and Information Science values and expects quality, graduate-level writing. Assignments will be graded on both a demonstration of the understanding and application of course content as well as graduate-level writing.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

## Your Questions, Concerns, and Comments

Use the “General Questions” discussion board to ask questions about the course. Chances are, if you have a question, others in the class may too. Post your questions there for the benefit of your classmates. This is a learning community! Please feel free to contact me directly via a message on Canvas or via email. I will typically only check messages Monday-Friday. If needed, Canvas Announcements will notify the entire group (e.g., syllabus change, instructor availability, etc.). Office hours are typically offered weekly via Zoom.

If you have problems accessing Canvas, please contact the University Information Technology Services (UITs) Support Center at 317-274-HELP. All course Announcements will be found in Canvas along with the course schedule, assignments, and other course documents.

## **Attendance**

The course will be taught entirely online including web-based readings and resources, threaded discussions, online presentations and activities. There are no face-to-face meetings or required synchronous sessions.

Active engagement is an essential component of the learning process. Participation in online courses includes active reading and discussion within online forums and activities during the week in which the class is engaged with the same content. In addition to completing assignments on time, students are expected to log into the course, monitor course discussions, and engage as appropriate a few times during a module. It is unlikely that students can fully engage with the knowledge construction within the online context if they log in only once a week. This course includes group discussion and peer review, so regular participation is critical to the success of the entire class. Your classmates are counting on you! Please notify me in the case that you are not able to participate in a session at the designated time.

Students are encouraged to email or arrange an online chat with me at any time. Schedule a meeting at <https://calendly.com/emjohns10/iu>.

## **Incompletes**

Incompletes are not automatically granted. You may arrange a grade of “I” or incomplete for a course with an instructor for special circumstances. Students need to have completed the majority of course work (75%+) at an acceptable level of achievement. You and the instructor must agree upon the terms for completing the course. Students who have multiple incompletes (2 or more) will be blocked from registering for additional LIS courses until there is only one (or zero) outstanding incomplete, or the student presents the department chair with a plan of action for completing all incompletes in a timely way.

Deadlines for the work for an incomplete to be finished are at the instructor’s discretion. The deadline can be no longer than 1 year from the end of the semester, but can be earlier if the instructor specifies that. Left unchanged, an Incomplete automatically becomes an F after one

year. See: Student Central: Incompletes ([studentcentral.iupui.edu/grades-progress/incompletes.html](http://studentcentral.iupui.edu/grades-progress/incompletes.html))

## GRADING SCALE

Grade	Description
A (100% to 96%)	Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.
A- (95.9% to 90%)	Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B+ (89.9% to 87%)	Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.
B (86.9% to 84%)	Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.
B- (83.9% to 80%)	Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+ through C- (79.9 % to 70%)	Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.
D through F (69.9 % >)	Student has failed the course. An incomplete is not an available option.

Note that to satisfy a core requirement, grade must be B- or above. For electives, grade must be C or above (and overall GPA 3.0 or above).

## MLIS PROGRAM OUTCOMES

The Master of Library Science (M.L.S.) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the M.L.S. program, graduates are prepared to meet the program outcomes.

See [M.L.I.S. Program goals](http://soic.iupui.edu/lis/master-library-science/learning-outcomes/): ([soic.iupui.edu/lis/master-library-science/learning-outcomes/](http://soic.iupui.edu/lis/master-library-science/learning-outcomes/))

## ALA CORE COMPETENCIES



A person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to meet the ALA standards.

See: [ALA Core Competences of Librarianship](#)

([www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf](http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf))

## 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 of Student Rights \(studentcode.iu.edu/\)](#)

All students must also successfully complete [How to Recognize Plagiarism: Tutorials and Tests \(plagiarism.iu.edu\)](#).

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*).

### 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:
    - directly quoting another person's actual words, whether oral or written;
    - using another person's ideas, opinions, or theories;
    - paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
    - borrowing facts, statistics, or illustrative material; or
    - offering materials assembled or collected by others in the form of projects or collections without acknowledgment
- c. **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.
- d. **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.

- e. **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 complete all required course activities. 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. Learn more at [IUPUI Administrative Withdrawal Policy \(studentcentral.iupui.edu/register/administrative-withdrawal.html\)](http://studentcentral.iupui.edu/register/administrative-withdrawal.html)
2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in all course 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 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 online courses, the instructor or teaching assistant should respond to emails within two Indiana University working days, which excludes weekends and holidays. The instructor should accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.
4. **Conferences:** To present research at an academic conference as speaker is commendable and aligns with the educational and research mission of the school and university. However, instructors can only provide accommodations for absences if a student is presenting work, such as a paper or poster, or is supported by a school or campus-level scholarship. The student should request from the instructor accommodation for an absence as soon as possible upon paper, poster, or scholarship acceptance. In the request for accommodation for absence, the student should provide supporting documentation of acceptance as well as confirmation from their mentor or campus

sponsor that the presentation is to meet a research, educational, or diversity objective. Permission is granted at the discretion of the instructor. Students should not expect an exception for nonacademic conferences or conferences at which the student is not presenting as speaker. Travel arrangements should not be made until the student has received permission from the instructor.

5. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or [capsindy@iupui.edu](mailto:capsindy@iupui.edu). For more information visit the [CAPS website \(iupui.edu/health-wellness/counseling-psychology/\)](http://iupui.edu/health-wellness/counseling-psychology/)
6. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed in Canvas (Course Questionnaire). 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.
7. **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. Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible: [Adaptive Educational Services \(AES\) \(diversity.iupui.edu/offices/aes/index.html\)](http://diversity.iupui.edu/offices/aes/index.html), or 317-274-3241.
8. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.
9. **Emergency preparedness:** Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at [Protect IU \(protect.iu.edu/emergency-planning/emergency-contact/iupui.html\)](http://protect.iu.edu/emergency-planning/emergency-contact/iupui.html).
10. **University policies:** Numerous policies governing IU faculty and students may be found at [University Policies \(policies.iu.edu/categories/academic-faculty-students.html\)](http://policies.iu.edu/categories/academic-faculty-students.html).
11. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless 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. See [Register: Get ready to take classes \(studentcentral.iupui.edu/register/index.html\)](http://studentcentral.iupui.edu/register/index.html).
12. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the

semester. For information visit [You have the right to observe religious holidays \(studentcentral.iupui.edu/calendars/holidays/index.html\)](http://studentcentral.iupui.edu/calendars/holidays/index.html).

13. **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.
14. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit [Stop Sexual Violence \(stopsexualviolence.iu.edu/\)](http://stopsexualviolence.iu.edu/)
15. **Student advocate:** The Office of Student Advocacy and Support assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or [studvoc@iupui.edu](mailto:studvoc@iupui.edu). For more information visit [Office of Student Advocacy and Support \(studentaffairs.iupui.edu/advocacy-resources/index.html\)](http://studentaffairs.iupui.edu/advocacy-resources/index.html).

## 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.