LIS-S 533 (Summer II 2017)

Online Searching

IUPUI
School of Informatics and Computing
Department of Library and Information Science
SoIC: LIS Department

Instructor: William Helling
M.I.S. Indiana University (Library Science)
Ph.D. Kansas University (French)

E-mail: Use the Canvas mail to contact me for class matters so that we can keep track of our correspondence. Use whelling@indiana.edu for other matters not involved with our class.

Office phone: 317-278-2178

COURSE DESCRIPTION

Official catalog description

Principles, methods, and techniques of advanced online information retrieval (IR). Characteristics of and search strategies for the use of bibliographic, referral, citation, fact, numeric, and full text databases and search systems. Considers standards, use of communications software, front-ends and micro-based IR systems, and creation of in-house databases. [This last section has become obsolete]

Instructor's approach

As a current or future information professional, you already know how to find information. Receding are the days when you needed to be fully aware of standard reference print resources for most of your information seeking -- and you all have already had much experience in online searching with various tools. However, in this class you will be challenged to reconsider, change, or improve some of your online search habits. You will also be challenged to use all levels of resources, from basic ones that you may not consider difficult to the more-challenging resources needed for demanding searches.

Prerequisites

S401, S501, or consent of instructor
Required textbook(s)


Any additional readings will be available online via web or university databases: IUPUI Main Library database A-Z list

We will also use a variety of library resources: IUPUI Main Library

EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance

The course will be taught entirely online and is asynchronous; there are no required synchronous online meetings. This course thus makes the assumption that students are able to work independently. However, students are encouraged to e-mail or arrange a Canvas chat, Canvas conference, or Zoom session with the instructor at any time. You will also be able to communicate with all students in the class and the instructor via Canvas Discussions.

A basic requirement of this course is that you will participate in all class activities and conscientiously complete all required course assignments. Students are expected to complete the tasks on time, which is your attendance. If you believe you will not be able to complete a task for a certain reason, contact me ahead of time via Canvas mail.

Deliverables

You are responsible for completing each deliverable (e.g., task) by its deadline and submitting it by the specified method. Deadlines and submission instructions are outlined in the syllabus. In fairness to the instructor and students who complete their work on time, a grade on a late deliverable shall be reduced at the discretion of the instructor.

Accommodations

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 before 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).
Learning disabilities means any mental/physical/health condition that affects your ability to learn and complete assignments. If you have a sudden and clearly temporary medical issue, like flu or a car crash, I can handle a request for a due-date extension.

If you have ongoing issues, you absolutely need to contact AES. Faculty need the input of AES staff in order to be fair to all students. Most resources should be accessible to visually-impaired students. If .pdfs or web-based readings are inaccessible, please contact me for substitutions.

Canvas

Canvas will be an integral part of the course. 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.

Your Questions, Concerns, and Comments

Please do not hesitate to contact me directly via Canvas mail with any questions. I may profit by your questions by also answering them publicly if the answer will be of general interest to others -- but I will not reveal your identity. If needed, I will also use Canvas Announcements to notify the entire group (e.g., syllabus change, my availability, etc.).

What Tools you Need

Because this is a web-based class, it is assumed that every student has daily, reliable, high-speed internet access. Lack of access will not be accepted as an excuse for timely participation or late assignments. You are already using some browser, of course, but you will need to see if it is the most recent version. If it is not, update it. For PC users, you need to have the most recent version of Edge, Internet Explorer, Firefox, or Chrome. For Mac users, you need to have the most recent version of Safari or the most recent version of either Firefox or Chrome.

COURSE SCHEDULE

I have designed the tasks in order for me to evaluate your performance and ensure that you are keeping up. Some of the tasks will be minor but several will require more careful preparation and accumulated knowledge. Instructions will be provided for every task in Canvas.

Our Summer II semester must be treated as a full semester but will necessarily be concentrated because of the brief time we will be able to work and maintain contact.

The syllabus indicates what we cover for a particular task period and what is due during the period. You can "hand in" any work early if you are done, of course, but work handed in early is considered ready to be graded unless otherwise specified or arranged.

All tasks are due at 11:59pm EST on the days indicated.
Logistics

Use the schedule found in the home-page table or the list at the bottom of the syllabus to link to where you find instructions and complete each task.

Pay attention to the indicated word count for different tasks. Length may vary between tasks. I limit you for a reason: I want to avoid reading long essays that intentionally include a lot of information in the hope that there will be something I like or that assumes I am impressed with length. I want you to be succinct and confident in your responses, not vague and rambling.

If you cite the textbook *Online Searching*, simply use APA parenthetical references. For example:

> We have moved away from "a closed circle of scholarly creators and consumers" (Markey, p. 7) to a different system of etc...

Markey contends that we have moved away from "a closed circle of scholarly creators and consumers" (p. 7) to a different system of etc...

A chat with a user can fail when a librarian does not engage in a negotiation (Markey, p. 151).

If you cite any work other than the textbook, use a parenthetical reference, too, but also list the work at the end of the response. APA style is requested.

How to submit tasks

Tasks will be "handed in" using the Canvas Assignment component. *Please note the due date indicated. Not all due dates fall into a predictable pattern although the submission deadline is always 11:59pm EST on those dates.*

Discussions

The only Discussion for a grade is Task-0. There is an open Discussion (non-graded) for each Task where you can ask each other questions, seek advice, elicit assistance, etc. These Discussions have no effect on your grade but can be beneficial for you if you need peer assistance. I will also monitor the Discussions but will assume that questions for me will be sent directly to me via Canvas mail.

**TASKS**

Period 0: Class prep

Task-0

Introductions

1 point
June 27

**Period 1: June 26 - July 2**

**Task-1A**  
Markey, Chapter 1: Online Searching in the Age of the Information Explosion  
An overview of the advent and development of online searching. The topic of editorial oversight and the concept of quality information are introduced.  
6 points

June 29

**Task-1B**  
Markey, Chapter 2: Accessing Scholarly, Professional, and Educational Information  
Differentiating between the traditional OPAC and a library’s web-scale discovery system.  
6 points

July 2

**Period 2: July 3 - July 9**

**Task-2A**  
Markey, Chapter 3: The Reference Interview for In-Depth Queries  
The role of the traditional reference interview in the preparation of an online search query is questioned.  
6 points

July 6

**Task-2B**  
Markey, Chapter 4: Selecting a Relevant Database  
Understanding surrogate vs source databases and the type of genres they handle. Research and reference databases are also contrasted.  
7 points

July 9

**Period 3: July 10 - July 16**

**Task-3A**  
Markey, Chapter 5: Pre-Search Preparation
Becoming familiar with the pre-search routine of facet analysis, the combination of facets, and typecasting.

6 points

July 13

Task-3B
Markey, Chapter 6: Controlled Vocabulary for Precision in Subject Searches


Replacing search-system defaults with controlled vocabulary in subject searches. The advantages and disadvantages of subject searching are also introduced.

7 points

July 16

Period 4: July 17 - July 23

Task-4A
Markey, Chapter 7: Free Text Searching for Recall in Subject Searches

Conducting free-text searches of surrogate and full-text resources. The advantages and disadvantages of free-text functionality are also introduced.

6 points

July 20

Task-4B
Markey, Chapter 8: Known-Item Searching

Conducting known-item searches for titles, authors, and citations. Conducting a journal run.

8 points

July 23

Task-4C
Markey, Chapter 9: Databases for Assessing Research Impact

Metrics for research on research are presented: bibliometrics, journal-level metrics, article-level metrics, altmetrics.

8 points

July 24
Period 5: July 24 - July 30

Task-5A
Markey, Chapter 10: Search Strategies
Choosing a search strategy. Several search strategies are examined.
8 points
July 27

Task-5B
Markey, Chapter 11: Displaying and Assessing Retrievals and Responding Tactically to the Search System
Breaking an impasse by using different search tactics. Understanding a system's unique display(s) is emphasized.
8 points
July 30

Period 6: July 31 - August 6

Task-6A
Markey, Chapter 12: Performing a Technical Reading of a Database and Its Search System
Examining systematically the tools and features of databases to improve search efficiency.
8 points
August 3

Task-6B
Markey, Chapter 13: Interacting with Library Users
Recognizing the user-service model in online searching opportunities. Using technology to facilitate the search process.
8 points
August 6

Task-6C
Markey, Chapter 14: Online Searching Now and in the Future
Recognizing current and future trends in online searching.
8 points
August 7
STUDENT LEARNING OUTCOMES

Upon completing this course, students will be able to:

- Understand search effectiveness (relevance, recall, precision)
- Implement principles for effective patron interactions and instruction
- Test appropriate free and subscription online resources as matches for various topics
- Select effective source-specific controlled vocabulary, natural language, citation, and other strategies and appropriate format and other limitations for searches.
- Construct effective advanced, multi-step, and multi-type searches in OPACS, subscription databases, and major free databases, using a variety of interfaces
- Identify current and future trends in the indexing and retrieval of different types of information

Principles of Graduate and Professional Learning (PGPL)

Learning outcomes are assessed in the following areas:

1. Knowledge and skills mastery
2. Critical thinking and good judgment
3. Effective communication
4. Ethical behavior

MLS 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 do the following.

1. Approach professional issues with understanding
   1.1. Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
   1.2. Anticipate emerging trends and respond proactively

2. Assist and educate users
   2.1. Analyze and identify the information needs of diverse communities of users
   2.2. Educate users and potential users to locate, use, and evaluate information resources and tools
   2.3. Analyze and evaluate information systems and services in a variety of settings

3. Develop and manage collections of information resources
   3.1. Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users
   3.2. Manage, evaluate, and preserve physical and virtual collections of information resources
   3.3. Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources

4. Manage and lead libraries and other information organizations
4.1. Perform basic managerial functions, including planning, budgeting, and performance evaluation
4.2. Communicate effectively to a variety of audiences
4.3. Apply theories of organizational behavior and structure

5. Represent and organize information resources
   5.1. Understand and apply principles of representation and organization

6. Use research effectively
   6.1. Design, conduct, interpret, and take action based upon research and evaluation

7. Deploy information technologies in effective and innovative ways
   7.1. Implement and evaluate information and communication technologies for efficiency, usability, and value to users

**ALA MLS COMPETENCIES**

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

**Foundations of the Profession**

1A. The ethics, values, and foundational principles of the library and information profession.
1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
1C. The history of libraries and librarianship.
1D. The history of human communication and its impact on libraries.
1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.
1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.
1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.
1I. The techniques used to analyze complex problems and create appropriate solutions.
1J. Effective communication techniques (verbal and written).
1K. Certification and/or licensure requirements of specialized areas of the profession.

**Information Resources**

2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
2C. Concepts, issues, and methods related to the management of various collections.
2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

Organization of Recorded Knowledge and Information

3A. The principles involved in the organization and representation of recorded knowledge and information.
3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

Technological Knowledge and Skills

4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.
4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

Reference and User Services

5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.
5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.
5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.

Research

6A. The fundamentals of quantitative and qualitative research methods.
6B. The central research findings and research literature of the field.
6C. The principles and methods used to assess the actual and potential value of new
Continuing Education and Lifelong Learning

7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.
7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.
7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.
7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

Administration and Management

8A. The principles of planning and budgeting in libraries and other information agencies.
8B. The principles of effective personnel practices and human resource development.
8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.
8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.

GRADUATE AND PROFESSIONAL LEARNING

Graduate students in professional graduate level programs on the IUPUI campus will demonstrate the following abilities:

- Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree
- Communicate effectively with their peers, their clientele, and the general public
- Think critically and creatively to improve practice in their field
- Meet all ethical standards established for the discipline

GRADING SCALE

Note that LIS instructors coordinate letter grades to percentage scales differently. For instance, a 96% grade may count as an A in one course but an A- in another. It is your responsibility to understand what scale is in place for a given course. Here is my scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 % to 96.0%</td>
</tr>
<tr>
<td>A-</td>
<td>96.0 % to 90.0%</td>
</tr>
<tr>
<td>B+</td>
<td>90.0 % to 87.0%</td>
</tr>
<tr>
<td>B</td>
<td>87.0 % to 84.0%</td>
</tr>
<tr>
<td>B-</td>
<td>84.0 % to 80.0%</td>
</tr>
<tr>
<td>C+</td>
<td>80.0 % to 77.0%</td>
</tr>
<tr>
<td>C</td>
<td>77.0 % to 74.0%</td>
</tr>
</tbody>
</table>
### Official DLIS Grade Descriptions

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>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.</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.</td>
</tr>
<tr>
<td>B-</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ through C-</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.</td>
</tr>
<tr>
<td>D through F</td>
<td>Student has failed the course. An incomplete is not an available option.</td>
</tr>
</tbody>
</table>

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).

### Incompletes

Incompletes are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year: **IUPUI Registrar: Incompletes**

### 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. Learn more
at IUPUI Registrar: Withdrawal policy

COURSE EVALUATION POLICY

Course Evaluation Policy: 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 through Canvas. 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.

STUDENT 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 IU Student
Code of Conduct

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

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.
1. 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.

2. 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.

3. 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.

4. 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.

5. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

6. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

7. 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.

8. 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.

1. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

2. 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

3. 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.

4. 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.

5. 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.

IUPUI COURSE POLICIES

A number of campus policies governing IUPUI courses may be found at the following 
link: IUPUI Registrar: Course policies

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.

Campus policy:

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 Adaptive Educational Services (AES) for more 
information.

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 
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Contact the instructor with questions concerning administrative withdrawal.

IUPUI 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.