

# LIS S533: Online Searching

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Department of Library and Information Science  
Indiana University School of Informatics and Computing, Indianapolis  
Summer I 2022

Section No.: 10324  
Credit Hours: 3  
Instructor: Alison Johnson, MLS  
Email: [alijohn@iu.edu](mailto:alijohn@iu.edu)  
Prerequisites: None  
Instruction mode: This course is offered online only

## COURSE DESCRIPTION

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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

## EXTENDED COURSE DESCRIPTION

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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.

## Required Readings/Resources

**Markey, K. (2019). *Online searching: A guide to finding quality information efficiently and effectively*. Lanham, Maryland: Rowman & Littlefield.**

Any additional readings and resources will be available online via the Internet or [IUPUI University Libraries website](http://IUPUI University Libraries website) ([ulib.iupui.edu](http://ulib.iupui.edu)), specifically the [IUPUI A-Z Databases webpage](http://IUPUI A-Z Databases webpage) ([iupui.campusguides.com/az.php](http://iupui.campusguides.com/az.php)).

## Required Software

All students have access to Office (IUWare) or Office 365 (IUAnywhere) for Word. You also need the most recent version of your browser: Edge, Safari, Firefox, or Chrome. For more details, see [How to get university-licensed software at IU?](https://kb.iu.edu/d/aclo) (<https://kb.iu.edu/d/aclo>)

# ASSESSMENTS

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## Assessments Details

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. **Essays** assess student expression of course concepts and metagognition.
2. **Exercises** assess comprehension and skill acquisition.

## Grade Allocation

- Essays (4) 25 points: 25%
- Exercises (12) 75 points: 75%

## Learning Outcomes

Upon completion of this course, students will	RBT	PGPL	FIL	PLG	Assessment
1. Assess principles for effective patron interactions and instruction	5	2,3	4	1,2,	Module 0: Introductions Module 1: Reflection 1 Module 3: Essay Module 14: Reflection 2
2. Test appropriate free and subscription online resources as matches for various topics	4	1	1,2	2,5	Module 4: Exercise Module 10: Exercise Module 11: Exercise Module 13: Exercise
3. Propose effective source-specific controlled vocabulary, natural language, citation, and other strategies for searches	6	1	4	2,5	Module 6: Exercise Module 7: Exercise & Discussion Module 8: Exercise Module 9: Exercise & Discussion Module 11: Exercise Module 12: Exercise
4. Construct effective advanced, multi-step, and multi-type searches in OPACS, subscription databases, and major free databases, using a variety of interfaces	6	1	4	2,5	Module 5: Exercise Module 7: Exercise & Discussion Module 11: Exercise
5. Distinguish current and future trends in the indexing and retrieval of different types of information	4	2, 3	4	1,6,7	Module 1: Reflection 1 Module 2: Exercise Module 15: Discussion

## Revised Bloom's Taxonomy (RBT)

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)

Learning outcomes are assessed in the following areas:

1. Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree – **Major emphasis**
2. Communicate effectively with their peers, their clientele, and the public – **Moderate emphasis**
3. Think critically and creatively to improve practice in their field – **Some emphasis**
4. Meet all ethical standards established for the discipline – **Some emphasis**

## 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

## MLIS Program Learning Goals (PLG)

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

## COURSE DESIGN

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### Teaching and Learning Methods

Active learning (AL), experiential learning, project-based learning (PBL), metacognitive reflection, class discussion, and asynchronous use of Canvas.

### Assignments

The assignments evaluate your understanding of the material and provide opportunities for exploration. Some of the assignments will be minor but several will require more careful preparation and accumulated knowledge. Instructions will be provided for every assignment via Modules in Canvas.

Assignments will be "handed in" using the Canvas Assignment component. Please note the due date indicated. The submission deadline is always 11:59pm EST on those dates.

### Modules

Modules should be completed in the order in which they are listed. Two to three Modules are due each week to help you keep pace throughout the term. You are encouraged to work ahead as some Modules may take more time than others. The summer term must cover the same material as the regular full semester so the pacing is very fast.

### Citing Sources

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 in APA 7th edition style. Use Purdue OWL's APA Guide for formatting specifics: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_for\\_mat.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_for_mat.html)

## COURSE SCHEDULE:

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\*\* First day of class: Tuesday, May 10\*\*

Date	Module/Topic	Required Readings	Assessments / Due Dates
<b>Week of Tuesday, May 10</b>	<b>Module 0:</b> Introductions	<b>None</b>	<b>Introductions 1 point</b> Due Sun. May 15 by 11:59pm
	<b>Module 1:</b> Overview of Online Searching	<b>Markey, Chapter 1:</b> Online Searching in the Age of the Information Explosion	<b>Pulse Reflection 1 5 points</b> Due Sun. May 15 by 11:59pm
	<b>Module 2:</b> Traditional OPAC vs Web-Scale Discovery System	<b>Markey, Chapter 2:</b> Accessing Quality Information at the Library Website	<b>Exercise – 6 points</b> Due Sun. May 15 by 11:59pm
<b>Week of Monday, May 16</b>	<b>Module 3:</b> The Reference Interview	<b>Markey, Chapter 3:</b> The Reference Interview	<b>Essay – 5 points</b> Due Sun. May 22 by 11:59pm
	<b>Module 4:</b> Surrogate vs Source Databases	<b>Markey, Chapter 4:</b> Selecting a Relevant Database	<b>Exercise – 6 points</b> Due Sun. May 22 by 11:59pm
	<b>Module 5:</b> Pre-Search Preparation	<b>Markey, Chapter 5:</b> Presearch Preparation	<b>Exercise – 6 points</b> Due Sun. May 22 by 11:59pm
<b>Week of Monday, May 23</b>	<b>Module 6:</b> Controlled Vocabulary in Subject Searches	<b>Markey, Chapter 6:</b> Controlled Vocabulary for Precision in Subject Searches of Boolean Systems	<b>Exercise – 6 points</b> Due Sun. May 29 by 11:59pm
	<b>Module 7:</b> Free Text Searching in Boolean Systems	<b>Markey, Chapter 7:</b> Free Text for Recall in Subject Searches of Boolean Systems	<b>Exercise &amp; Discussion 8 points</b> Due Sun. May 29 by 11:59pm
<b>Week of Monday, May 30</b>	<b>Module 8:</b> Free Text Searching in Extended Boolean Systems	<b>Markey, Chapter 8:</b> Free Text for Recall in Subject Searches of Extended Boolean Systems	<b>Exercise – 8 points</b> Due Sun. June 5 by 11:59pm
	<b>Module 9:</b> Known-Item Searching	<b>Markey, Chapter 9:</b> Known-Item Searching	<b>Exercise &amp; Discussion 7 points</b> Due Sun. June 5 by 11:59pm

Date	Module/Topic	Required Readings	Assessments / Due Dates
<b>Week of Monday, June 6</b>	<b>Module 10:</b> Metrics for Research	<b>Markey, Chapter 10:</b> Assessing Research Impact	<b>Exercise – 7 points</b> Due Sun. June 12 by 11:59pm
	<b>Module 11:</b> Choosing a Search Strategy	<b>Markey, Chapter 11:</b> Search Strategies	<b>Exercise – 7 points</b> Due Sun. June 12 by 11:59pm
	<b>Module 12:</b> Adjusting Your Search Strategy	<b>Markey, Chapter 12:</b> Displaying and Assessing Retrievals and Responding Tactically to the Search System	<b>Exercise – 7 points</b> Due Sun. June 12 by 11:59pm
<b>Week of Monday, June 13</b>	<b>Module 13:</b> Examining the Tools and Features of a Database to Improve Search Efficiency	<b>Markey, Chapter 13:</b> Performing a Technical Reading of a Database's Search System	<b>Exercise – 7 points</b> Due Sun. June 19 by 11:59pm
	<b>Module 14:</b> Recognizing the User-Service Model in Online Searching Opportunities	<b>Markey, Chapter 14:</b> Interacting with Library Users	<b>Pulse Reflection 2</b> <b>7 points</b> Due Sun. June 19 by 11:59pm
	<b>Module 15:</b> Current and Future Trends in Online Searching	<b>Markey, Chapter 15:</b> Online Searching Now and in the Future	<b>Discussion – 7 points</b> Due Sun. June 19 by 11:59pm
<b>Wed., June 22</b>	<b>Last Day of Course</b>		Final Deadline for all assignments is Wed., June 22 by 11:59pm

## IMPORTANT DATES

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Monday, May 16. End of the 100% Refund period

Monday, May 23. 50% refund deadline.

Thursday, June 9. Last day to drop a course with an automatic W grade.

## GRADING SCALE

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Grade	Description
A 100 % to 96.0%	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 80.0%	Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+ through C- 79.9 % to 70.0%	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).

## EXPECTATIONS, GUIDELINES, AND POLICIES

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### Attendance

This course is entirely online. There are no required face-to-face or synchronous online meetings. However, students are encouraged to e-mail or arrange a phone call or virtual conference with the instructor at any time.

4/15/2022

Online participation is how students will demonstrate mastery of course objectives. I recommend that students stay active on Canvas each day. 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 assignments, quizzes, and projects on time, which is your attendance.

## Late Assignments/Resubmissions

You are responsible for completing each deliverable (e.g., task, final project) by its deadline and submitting it by the specified method. Please notify me via Canvas mail if you are unable to complete a course task or assignment on time. If I do not hear from you, work is subject to a 10% deduction. Course deadlines are outlined in this syllabus and in Canvas.

Occasionally assignments are misunderstood and therefore completed incorrectly. For many assignments in this course, you will have the opportunity to resubmit work in an effort to better understand the concepts as well as raise your grade. Please contact me to find out if an assignment is eligible for resubmission.

## 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))

## Citing Sources

You are responsible for providing complete citations in all written assignments for materials you consult, quote, or otherwise borrow ideas from. You must cite using the following citation style:

APA (American Psychological Association) 7th edition

## Your Questions, Concerns, and Comments

Please do not hesitate to contact the instructor directly via Canvas mail with any questions. If needed, the instructor will also use Canvas Announcements to notify the entire group (e.g., syllabus change, instructor availability, etc.).

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.

## MLIS PROGRAM GOALS

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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 goals.

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

## ALA CORE COMPETENCIES

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

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

## CODE OF CONDUCT

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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](http://studentcode.iu.edu/) (studentcode.iu.edu/)

All students must also successfully complete [How to Recognize Plagiarism: Tutorials and Tests](http://plagiarism.iu.edu/) (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*). To detect plagiarism instructors apply a range of methods.

## 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

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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 \(AES\) \(diversity.iupui.edu/offices/aes/index.html\)](https://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 \(protect.iu.edu/emergency-planning/emergency-contact/iupui.html\)](https://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 \(policies.iu.edu/categories/academic-faculty-students.html\)](https://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 \(studentcentral.iupui.edu/register/index.html\)](https://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 \(studentcentral.iupui.edu/calendars/holidays/index.html\)](https://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 \(stopsexualviolence.iu.edu/\)](https://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 \(studentaffairs.iupui.edu/advocacy-resources/index.html\)](https://studentaffairs.iupui.edu/advocacy-resources/index.html).

## MISSION STATEMENT

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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.

4/15/2022

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

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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.