S603 Workshop: Publishing and Communicating in Libraries

Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis
Summer II 2020 (June 29-July 20)

Section No.: 13251
Credit Hours: 1
Instructor: Paula McNally
Email: pjmcnall@iu.edu
Prerequisites: None
Instruction mode: This course is offered online only

COURSE DESCRIPTION

There are some important ideas in librarianship including scholarly communication, collection development, authority, and access that fold into editing and publishing. The goal is for you to get a taste of some of these ideas and how they are used in a practical manner as you become professionals.

EXTENDED COURSE DESCRIPTION

We are going to look at some ideas in librarianship and how they relate to aspects of editing and publishing. Our lessons will cover Editing and scholarly communication; Abstracting indexing and access; Citation as access and scholarly communication; Reviews, scholarly communication, and collection development; Online presence and authority; and Publishers, authority, and access. Each week we will have two lessons, required readings, and assignments that help you put into practice the ideas discussed in the lessons and readings.

Because this is a summer course and we have a shortened time frame, we will examine two lessons per week.

Required Readings/Resources

There is no required textbook. All readings will be provided in the course modules.
Recommended Readings/Resources

Students should already have mastered basic technology skills. For students lacking entry skills, existing online resources can be valuable. IUPUI provides access to excellent online tutorials. The following resources are recommended for course assignments, exercises, and projects:

- For self-instructional modules focusing on a wide range of basic technology skills, go to UITS IT Training (iu.edu/explore-topics/show-all/index.html)
- For additional software training materials, go to UITS IT Training: Skillsoft (iu.edu/skillsoft/)

American Library Association: www.ala.org/

Association for Documentary Editing: www.documentaryediting.org/wordpress/

Association of College and Research Libraries: www.ala.org/acrl/

Modern Language Association, Committee on Scholarly Editions: https://www.mla.org/About-Us/Governance/Committees/Committee-Listings/Publications/Committee-on-Scholarly-Editions

Purdue OWL APA Style Introduction (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

Required Software

For this course you will need to use word processing software, preferably Microsoft Word. If you are able to convert a Word document to a .pdf it will be advantageous.

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

- IUware (https://iuware.iu.edu/) allows students, faculty, and staff to download software at no charge. See: What is IUware? https://kb.iu.edu/d/agze
- IUanyWare (https://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 https://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 (https://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 (https://kb.iu.edu/d/bexq)
For more details, see How to get university-licensed software at IU? (https://kb.iu.edu/d/aclo)

Teaching and Learning Methods

Active learning (AL), project-based learning (PBL), reading guides, and asynchronous use of Canvas.

ASSESSMENTS

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. **Discussions** to assess student expression of course concepts.
2. **Exercises** to assess comprehension and skill acquisition.
3. **Papers** to assess application of skills and knowledge acquired.

Grade Allocation

<table>
<thead>
<tr>
<th></th>
<th>RBT</th>
<th>PGPL</th>
<th>PLO</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: 4 points. (4%)</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>Lesson 1 Discussion</td>
</tr>
<tr>
<td>Discussions: Two discussions (300-500 words). 16 points each. (32%)</td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>Lesson 2 Exercise</td>
</tr>
<tr>
<td>Exercises: Two exercises. 16 points each. (32%)</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>Lesson 3 Paper</td>
</tr>
<tr>
<td>Papers: Two papers (1-2 pages). 16 points each. (32%)</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>Lesson 4 Exercise</td>
</tr>
<tr>
<td>Total points: 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learning Outcomes

<table>
<thead>
<tr>
<th>Upon completion of this course, students will</th>
<th>RBT</th>
<th>PGPL</th>
<th>PLO</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate the role of the editor in scholarly communication.</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>Lesson 1 Discussion</td>
</tr>
<tr>
<td>2. Create a title, abstract, and keywords for a short paper.</td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>Lesson 2 Exercise</td>
</tr>
<tr>
<td>3. Examine how bibliometrics and altmetrics are used in scholarly communication.</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>Lesson 3 Paper</td>
</tr>
<tr>
<td>4. Determine what makes a review scholarly and how reviews are used in libraries.</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>Lesson 4 Exercise</td>
</tr>
</tbody>
</table>
Upon completion of this course, students will

<table>
<thead>
<tr>
<th>RBT</th>
<th>PGPL</th>
<th>PLO</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>7</td>
<td>Lesson 5 Discussion</td>
</tr>
</tbody>
</table>

5. Analyze how cataloging aids in scholarly communication (both online and in physical libraries).

6. Interpret the benefits of Open Access and the role of Creative Commons licenses in access.

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
2. Communicate effectively with their peers, their clientele, and the public
3. Think critically and creatively to improve practice in their field
4. Meet all ethical standards established for the discipline

Program Learning Outcomes (PLO)

1. **Approach Professional Issues with Understanding**
   - Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
   - Anticipate emerging trends and respond proactively
2. **Assist and Educate Users**
• Analyze and identify the information needs of diverse communities of users
• Educate users and potential users to locate, use, and evaluate information resources and tools
• Analyze and evaluate information systems and services in a variety of settings

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

4. Manage and Lead Libraries and Other Information Organizations
• Perform basic managerial functions, including planning, budgeting, and performance evaluation
• Communicate effectively to a variety of audiences

5. Apply theories of organizational behavior and structure
• Represent and Organize Information Resources
• Understand and apply principles of representation and organization

6. Use Research Effectively
• Design, conduct, interpret, and take action based upon research and evaluation

7. Deploy Information Technologies in Effective and Innovative Ways
• Implement and evaluate information and communication technologies for efficiency, usability, and value to users

COURSE DESIGN

Since this is a short course (we only have 3 weeks) we will be exploring two lessons per week. Each lesson will consist of a short explanation of the concepts we are exploring, followed by a reading list, and an assignment.

This condensed time frame means that you will have two assignments per week. Both assignments will be due on the same day so you do not have to worry about two different due dates.

All readings and lessons will be available through Canvas. I will provide specific instructions for each assignment and the due date.

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

Use the Modules page to quickly get to instructions.

Please use APA Style for all assignments. If you need assistance with how to cite sources in APA, Purdue OWL is a very helpful website and I encourage you to use it.

Purdue OWL APA Style Introduction
(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

How to Submit Assignments

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

COURSE OVERVIEW

Module 1

Week 1 (June 29-July 5)

Introduction (4 pts.)

Tell me a little about yourself. Do you have any experiences with editing or publishing? What would you like me to know about you?

Lesson 1—Editing and scholarly communication

What is the role of the editor in scholarly communication? Should the author or the editor have the final say?

Assignment Discussion on editing. 300-500 words and one response. (16 pts.)

Lesson 2—Abstracting/indexing and access

Access is one of the core values of librarianships. Abstracts, indexes, and keywords are means of access.

Assignment Create title, abstract, and keywords for paper. (16 pts.)
Module 2

Week 2 (July 6-July 12)

Lesson 3—Citation as access and scholarly communication

Citations are an important part of research and publication. Citation makes sure you’re not plagiarizing, aids in credibility, reproducibility, and scholarly impact.

Assignment 1-2 page paper on bibliometric/altmetric search (16 pts.)

Lesson 4—Reviews, scholarly communication, and collection development

We will look at the requirements for reviewers, what makes a review “good,” and touch on how libraries use reviews.

Assignment Compare/contrast two book reviews. 300-500 words. (16 pts.)

Module 3

Week 3 (July 13-July 20)

Lesson 5—Online presence and authority

We will briefly look at some elements of authority control, various cataloging standards, and how they relate to scholarly communication.

Assignment Discussion of online cataloging and how it aids scholarly communication. 300-500 words. (16 pts.)

Lesson 6—Publishers, authority, and access

What do publishers do? We will look briefly at some electronic publishing options such as institutional repositories, and Open Access and Creative Commons licenses.

Assignment 1-2 page paper on Open Access and CC licenses (16 pts.)
## GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 100 % to 96.0%</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- 95.9 % to 90.0%</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+ 89.9 % to 87.0%</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all Modules as defined in the course syllabus.</td>
</tr>
<tr>
<td>B 86.9 % to 84.0%</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- 83.9 % to 80.0%</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ through C- 79.9 % to 70.0%</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 69.9 % &gt;</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).

## EXPECTATIONS, GUIDELINES, AND POLICIES

### Attendance

The course will be taught entirely online including web-based readings, resources, and discussions.
This course assumes that students can work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, students are encouraged to e-mail or arrange an online chat with the instructor at any time.

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 on time, which is your attendance.

**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. See: [IUPUI Registrar: Grade of Incomplete](registrar.iupui.edu/incomp.html)

**Deliverables**

You are responsible for completing each deliverable (assignment) by its deadline and submitting it by the specified method. Deadlines and submission instructions are outlined in the syllabus or in supplementary documents accessible through Canvas. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline. Adhering to due dates is crucial given our brief class length.

**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.

**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 meet the program outcomes.

See [M.L.I.S. Program goals](soic.iupui.edu/lis/master-library-science/learning-outcomes/)
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 meet the ALA standards.

See: ALA Core Competences of Librarianship
(www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/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 the Indiana University Department of Education “How to Recognize Plagiarism” Tutorials and Tests (www.indiana.edu/~academy/firstPrinciples/)

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.
   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.

**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](https://iupui.edu/withdrawal-policy.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. For more information visit the CAPS website (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) (iupui.edu/) 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)

10. **IUPUI course policies:** Several campus policies governing IUPUI courses may be found at IUPUI Course Policies (registrar.iupui.edu/course_policies.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 Administrative Policy: No Class Attendance without Official Enrollment (iupui.edu/official-enrollment-class-attendance.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 IUPUI Policy on Religious Holidays
(registrar.iupui.edu/religious.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 (iu.edu/)

15. **Student advocate:** The Student Advocate 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. For more information visit Division of Student Affairs (studentaffairs.iupui.edu/advocate)

### IUPUI COURSE POLICIES

A number of campus policies governing IUPUI courses may be found at the following link: Course Policies (registrar.iupui.edu/course_policies.html)

See the Important Supplement for IUPUI Syllabi (.pdf). A link to this document is also automatically included in each Canvas course as “Syllabus Supplement.” This supplement covers:

- IUPUI Policy on Disability Accommodations
- IUPUI Policy on Religious Holidays
- IUPUI Policy on Academic Integrity
- IUPUI Policy on Sexual Misconduct
- Education and Title VI
- Military Related Personnel Statement
- Two-Step Login (Duo)

### 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.