LIS S650
Library Philanthropy
Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis
Summer 2019
Monday, June 24 — Monday, August 5, 2019

Section No.: 14271
Credit Hours: 3
Instructor: Elsa Kramer, MLS, MPA
Email: efkramer@iupui.edu
Prerequisites: LIS S500 and S501
Instruction mode: This course is offered online only.

COURSE DESCRIPTION
Introduces the role of private giving in support of all types of libraries. Examines personal and corporate philanthropy and their applicability in libraries and information centers.

EXTENDED COURSE DESCRIPTION
Students explore the impact of individual and corporate financial support on library funding from donor, grant maker, library, and stakeholder points of view. Through examination of the history of library funding, related professional literature, and technology resources, students apply key management concepts, including data management, advocacy, marketing, budgeting, strategic planning, and ethics, to current issues and trends affecting funding and philanthropic fundraising at library and information organizations.

Required Readings/Resources
There is no required textbook for this online course. Course materials are grouped by week under the Modules tool in Canvas. Assigned readings are provided in the Modules as web links or PDFs or are available through databases provided by IUPUI University Library (ulib.iupui.edu). However, because you will be graded in part on your writing skills in this course, you will want to use a dictionary and the APA writing style guide available from Purdue’s Online Writing Lab (https://owl.purdue.edu/owl/purdue_owl.html).

Recommended 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 (https://ittraining.iu.edu/explore-topics/show-all/index.html)
For additional software training materials, go to UITS IT Training: Skillsoft (https://ittraining.iu.edu/partners/skillsoft/)

**Required Software**
All students need access to Word and Excel, available from IUWare (https://iuware.iu.edu) or IUanyWare (uits.iu.edu/iuanyware), and to the free Adobe Reader software available from Adobe (https://acrobat.adobe.com/us/en/acrobat/pdf-reader.html). You also need the most recent version of your browser: Edge (PC only), Safari (Mac only), Firefox, or Chrome.

**Teaching and Learning Methods**
Inquiry-based learning (IBL), active learning (AL), project-based learning (PBL), and asynchronous use of Canvas.

**ASSESSMENTS**

**Revised Bloom’s Taxonomy (RBT)**

1. **Knowledge/Remembering**: Retrieving, recognizing, and recalling relevant information or data.
2. **Understanding**: Constructing meaning from oral, written, and graphic information materials by translating, interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
3. **Application**: Using previously learned information in new and concrete situations to solve problems that have single or best answers.
4. **Analysis**: Breaking information/concepts into smaller components, determining how each component is identified and understood, and relating the component parts to one another.
5. **Evaluation**: Making and justifying value judgments by applying criteria or standards.
6. **Creation, Synthesis**: Merging and reorganizing knowledge to plan and create 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 mastery of the knowledge and skills needed to meet performance standards for the discipline and the degree
2. Think critically and creatively to evaluate information and solve problems in the field of study
3. Communicate effectively with others in the field and to the general public
4. Meet all ethical standards established for the program and the discipline

**Assessment Details**

Each student must read the weekly Modules and any linked material in them and also should arrive at a competent understanding of that information prior to formative and final assessments. These measures will be used to assess student-learning outcomes:

1. **Quizzes** are scheduled by the instructor in the learning management system (Canvas) to assess student comprehension of Module instruction.
2. **Discussions on assigned readings** are by the instructor in the learning management system (Canvas) to encourage student interaction and assess student comprehension of course materials. The first discussion is ungraded.
3. **Written assignments** are scheduled by the instructor in the learning management system (Canvas) to provide students with instructor feedback on initial applications of course concepts and skills.

4. A **Case Study (final paper)** in the sixth week gives students the opportunity to apply concepts covered in the course to complete an individual analysis and advocacy plan.

**Discussion posts and other assignments must be completed according to the stated schedule.** Your work will be assessed according to rubrics based on demonstrated understanding of key competencies through your unique contributions, including examples from the Modules and assigned readings, your own work experience, or from other resources you have found on your own. **You must be familiar with the content provided in the Modules (lecture notes) in order to participate in discussions and to complete assignments.**

**Grade Allocation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>5 x 4</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion participation (2)</td>
<td>10 x 3</td>
<td>30%</td>
</tr>
<tr>
<td>Written assignments (2)</td>
<td>15 x 2</td>
<td>30%</td>
</tr>
<tr>
<td>Case study (final paper)</td>
<td>20</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

<table>
<thead>
<tr>
<th>After completing this course, students will know how to:</th>
<th>RBT</th>
<th>PGPL</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Analyze and compare</strong> historical figures and events in the history of library philanthropy to <strong>evaluate</strong> their impact on libraries in a democratic society.</td>
<td>4, 5</td>
<td>1, 2, 3, 4</td>
<td>QDA</td>
</tr>
<tr>
<td>2. <strong>Interpret</strong> the economic and political meaning of public versus private goods as it relates to library funding today, and <strong>develop a defense</strong> for that interpretation based on professional ethics.</td>
<td>4, 5, 6</td>
<td>1, 2, 3, 4</td>
<td>QDA</td>
</tr>
<tr>
<td>3. <strong>Summarize</strong> the origins of public and/or private funding for a library, and <strong>predict</strong> the impact of plural funding on its future capacity.</td>
<td>5, 6</td>
<td>1, 2, 3</td>
<td>QDAC</td>
</tr>
<tr>
<td>4. <strong>Analyze</strong> a library’s SWOT to <strong>evaluate</strong> and <strong>anticipate</strong> its needs and to <strong>develop</strong> a strategic advocacy plan to solicit and win philanthropic support.</td>
<td>4, 5, 6</td>
<td>1, 2, 3</td>
<td>QDAC</td>
</tr>
<tr>
<td>5. <strong>Evaluate</strong> current funding support for a library, and <strong>compose</strong> a case statement <strong>advocating</strong> for philanthropic support, <strong>integrating</strong> potential funders’ missions.</td>
<td>4, 5, 6</td>
<td>1, 2, 3, 4</td>
<td>DAC</td>
</tr>
<tr>
<td>6. <strong>Compare and critique</strong> specialized databases and other web-based tools to <strong>recommend</strong> and <strong>prioritize</strong> likely sources of philanthropic support for a library and to <strong>compile and curate</strong> donor data for future use.</td>
<td>4, 5, 6</td>
<td>1, 2, 3, 4</td>
<td>DAC</td>
</tr>
<tr>
<td>7. <strong>Collaborate</strong> with community partners to <strong>develop</strong> projects and programs likely to attract funding.</td>
<td>5, 6</td>
<td>1, 2, 3, 4</td>
<td>DC</td>
</tr>
</tbody>
</table>
### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>MODULE</th>
<th>TOPICS</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Overview of the course; introduction to philanthropy; overview of the history of library funding and philanthropy</td>
<td>QDA</td>
</tr>
<tr>
<td>Week 2</td>
<td>Readings/assignments/discussions on historic library philanthropists with a focus on their sociopolitical, economic, and civic literacy impacts in a democratic society</td>
<td>QDA</td>
</tr>
<tr>
<td>Week 3</td>
<td>Public vs. private goods; plural funding; open access; user fees; crowding-out/crowding-in; philanthropy from the funder’s point of view</td>
<td>QDA</td>
</tr>
<tr>
<td>Week 4</td>
<td>Finding philanthropic funding; donor prospecting; SWOT analysis; needs assessment; partnerships and collaborations; Friends and foundations</td>
<td>QDAC</td>
</tr>
<tr>
<td>Week 5</td>
<td>Advocating for library funding; fundraising approaches; tech tools for library philanthropy management</td>
<td>DAC</td>
</tr>
<tr>
<td>Week 6</td>
<td>Using analysis and assessment to build a case statement; case study: a strategic advocacy plan for funding a library</td>
<td>DC</td>
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### GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (100% to 96%)</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% to 91%)</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+ (90% to 86%)</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 (85% to 81%)</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– (80% to 76%)</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
</tbody>
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### Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C+ (75% to 71%)</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C (70% to 76%)</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.</td>
</tr>
<tr>
<td>C– through F (65% or below)</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, your grade must be B- or above. For electives, your grade must be C or above (and overall GPA 3.0 or above).

### Incompletes

A grade of Incomplete indicates that a student’s work is satisfactory as of the end of the semester but has not been completed due to unexpected circumstances. A grade of Incomplete is given only when the completed portion of a student’s work is of passing quality. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year. See the policy at [IUPUI Registrar: Grade of Incomplete](https://registrar.iupui.edu/incomp.html).

### EXPECTATIONS, GUIDELINES, AND POLICIES

**Attendance**

This course is taught entirely online, including web-based readings and resources, discussion posts, and submission of assignments and final papers.

This course assumes that you can work independently and in assigned groups. There are no required face-to-face meetings. There are no required synchronous online meetings. You are encouraged to email the instructor inside Canvas at any time.

Participation is essential to success in this course. You must participate in written work and discussion in order to demonstrate mastery of the course objectives. Discussion posts and substantive responses to others about their posts constitute your attendance, which counts for 25% of your course grade. A basic requirement is to check the Canvas tab for this course as well as personal email at least several times each week. Messages and announcements may contain information that affects participation or assignments.

**Deliverables**

You are responsible for completing each deliverable (i.e., assignments, discussion posts, final paper) by its deadline and submitting it by the specified method. Deadlines and submission instructions are outlined in the Modules accessible through Canvas. In fairness to other students, a grade on a deliverable submitted late will be reduced 10% for each 24-hour period it is late.

**Your Questions, Concerns, and Comments**

Please do not hesitate to contact the instructor directly via Canvas mail with any questions about this
course. If needed, the instructor will use Canvas Announcements to notify all students in the course of any changes (e.g., syllabus update, assignment details).

If you have problems accessing Canvas, please contact the University Information Technology Services (UITS) Support Center at 317-274-4357. 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 (MLS) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the MLS program, graduates are prepared to:

**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

**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

**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

**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
- Apply theories of organizational behavior and structure

**Represent and organize information resources**
- Understand and apply principles of representation and organization

**Use research effectively**
- Design, conduct, interpret, and take action based upon research and evaluation

**Deploy information technologies in effective and innovative ways**
- Implement and evaluate information and communication technologies for efficiency, usability, and value to users
ALA MLS COMPETENCES
This course addresses the following knowledge and skills expected of a person graduating from an ALA-accredited master’s program in library and information studies:

1. Foundations of the Profession
   1A. The ethics, values, and foundational principles of the library and information science profession.
   1C. The history of libraries and librarianship.
   1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
   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 (oral and written).

5. Reference and User Services
   5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.

6. Research
   6B. The central research findings and research literature of the field.

8. Administration and Management
   8A. The principles of planning and budgeting in libraries and other information agencies.
   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.

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 (http://www.indiana.edu/~code/).

All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorials and Tests (https://indiana.edu/~academy/firstPrinciples/index.html).

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 to whom the work is being submitted.

h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. **Fabrication:** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. **Plagiarism:** Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

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

   b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
      1. directly quoting another person’s actual words, whether oral or written;
      2. using another person’s ideas, opinions, or theories;
      3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
      4. borrowing facts, statistics, or illustrative material; or
      5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

4. **Interference:** A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

5. **Violation of Course Rules:** A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

6. **Facilitating Academic Dishonesty:** A student must not intentionally or knowingly help or attempt to
help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

OTHER POLICIES

1. **Administrative withdrawal**: A basic requirement of this course is that students 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://registrar.iupui.edu/withdrawal-policy.html](https://registrar.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. **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 ([https://studentaffairs.iupui.edu/health-wellness/counseling-psychology/](https://studentaffairs.iupui.edu/health-wellness/counseling-psychology/)).

5. **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 anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.

6. **Disabilities policy**: In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. 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) (https://aes.iupui.edu/), or 317-274-3241.

7. **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.

8. **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 (https://protect.iu.edu/emergency-planning/index.html).

9. **IUPUI course policies**: Several campus policies governing IUPUI courses may be found at IUPUI Course Policies (https://registrar.iupui.edu/course_policies.html).

10. **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 (https://registrar.iupui.edu/official-enrollment-class-attendance.html).

11. **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 (https://registrar.iupui.edu/religious.html).

12. **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.

13. **Sexual misconduct**: IU does not tolerate sexual harassment or violence. For more information and resources, visit Stop Sexual Violence (http://stopsexualviolence.iu.edu/).

14. **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 (https://studentaffairs.iupui.edu/advocate).

### IUPUI COURSE POLICIES

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

See the Important Supplement for IUPUI Syllabi (a PDF file). This link is also automatically inserted at the top of the Canvas Syllabus page. 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.