

LIS S582: Digital Preservation

Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis
Spring 2020

Section No.: 24660

Credit Hours: 3

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Prerequisites: S500, S581 or S503

Instruction mode: This course is offered online only

COURSE DESCRIPTION

This course introduces approaches for preserving digitized and born-digital information (text, images, data, and audiovisual information) for ensuring long-term access and reuse. Topics include promise & challenge of long-term digital preservation and curation; longevity of digital media; integrity and authenticity of digital materials; selection for preservation; formats and strategies for preservation; preservation metadata; risk management; information technologies that are relevant to the digital curation lifecycle; and establishment of trustworthy digital repositories.

General Course Administration

Canvas

Canvas will be an integral part of S582. If you have problems accessing Canvas, please contact the University Information Technology Services (UITS) Support Center at 317-274-HELP. All course announcements and individual communication will be found in Canvas along with the class syllabus, course schedule, assignments, and other course documents.

How we will conduct “Class”

While online courses afford great convenience, they also demand extra effort from both an instructor and students. Because there is no required synchronous face time for lectures, discussions, group work, or other activities, all this must take place through the course site on Canvas. This involves extensive writing and creation of slides, videos, and other media we will

use to communicate our ideas and questions. The syllabus, assignments, and many of the readings (unless available online) are posted on Canvas. Most of the work of the course will take place in the forums via discussion of the readings, videos, and slides, and your own work (discussion, assignments, etc.).

Expectations of Students

Students are expected to complete assignments on time and in the form specified. Students are to inform the instructor before the deadline if unable to complete an assignment. Please use Canvas to email the instructor or the class.

Expectations of Instructor

1. We will post announcements on the course home page in Canvas at the end of each week (module wrap-ups).
2. We will return assignments as soon as possible (usually within a week) but our goal is at least within 2 weeks of the due date.
3. We will endeavor to return emails within 24-48 hours during the work week (M-F) and by Monday if sent on the weekend. If you don't hear from us within that time, please send another message. Responses may be delayed if we travel for conferences.
4. We are collaborators in this course. Please address us by my first name. We will do the same unless you specify otherwise.

Teaching and Learning Methods

Active learning (AL), project-based learning (PBL), multi-media content, notes and presentations by instructor with audiovisual aids, optional web chat sessions, and asynchronous use of Canvas.

Required Software

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) (<https://kb.iu.edu/d/bexq>)

For more details, see [How to get university-licensed software at IU?](https://kb.iu.edu/d/aclo) (<https://kb.iu.edu/d/aclo>)

Readings and Sources

Aside from the required textbook, links are provided to readings as part of citations, or files can be found in Canvas in the modules for each week under a “please read” page. Some student might think this class has heavy reading load, but this is necessary to explore different theories behind preservation, different approaches to preservation, methods, and newly emerging technology, and it is appropriate for graduate level course. It is expected that students will have read the materials every week, as we will be referring to them in discussions, and they will enable better outcomes for assigned work. Often supplemental readings are provided in addition to required articles to provide opportunity to solidify your understanding and further explore subjects.

Required reading materials

- One textbook is required for this course and is available through commercial online retailers and the SAA Bookstore (<https://saa.archivists.org/store/digital-preservation-essentials/5285/>); \$34.99; PDF and EPUB options available:
 - Prom, C. J. (Ed.). (2016). Digital preservation essentials. Chicago: Society of American Archivists.
- Remaining required and recommended readings are available on the Canvas site for S582 in modules.
- Some readings are available online and URLs are offered in the citations.
- Required readings have been selected to encourage participation in class discussion forums and assignments.

ASSESSMENTS

Coursework and Assessment

Grades will be based on class participation: discussions, engagement, and a series of assessments (quizzes, essays, assignments). Readings will provide you the knowledge to make informed decisions and propose solutions for different assignments. All assigned coursework is due **Tuesday 11:59PM** on the listed date.

Assignments

Assignment details can be found in the Canvas module of the week they are due and are also linked in the Canvas course syllabus assignment summary view. Assignment documents may include additional resources and readings to review in addition to weekly assigned readings. See the master overview for a list of assignments, due dates, and points values.

Evaluation

The Department of Library and Information Science has an agreed-upon set of descriptions for the levels of achievement signaled by grades of A through F.

Because this course uses a point system, it does not use the standard LIS percentage markers, but the concepts are exactly the same.

Grade	Description
A	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-	Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B+	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.
B	Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.
B-	Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+ through C-	Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.
D through F	Student has failed the course. An incomplete is not an available option. <i>A D may be assigned if there is at least some completion of assignments. C, D and F grades are part of a student's overall GPA.</i>

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).

A final grade of "I" or "Incomplete" will NOT be given except in extreme situations. Inform the instructor if you are having difficulty completing the requirements of this course. 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](http://iupui.edu/Registrar/Grade%20of%20Incomplete) (registrar.iupui.edu/incomp.html)

Assessments Details with Grade Allocations

- Discussion (2): 10 points
- Quiz (4): 21 points
- File Format Assessment (1): 10 points
- Debate (2): 12 points
- Significant Property Exercise (1): 9 points
- Video Reflection (1): 4 points
- Tool Exploration (1): 12 points
- Final Project (1): 20 points
- Discretionary participation points (punctual participation, intro, polls, etc.): 2 points.

Learning Outcomes

Upon completion of this course, students will	RBT	PGPL	Assessment
1. Identify and define the primary considerations in preserving digital media	6	1	D1, D2, Q1, Q2, Significant Properties Exercise
2. Evaluate and consider the media and format most appropriate for preservation of digital objects	5	3	File Format Assessment, Significant Properties Exercise, Final Project
3. Evaluate digital preservation strategies, methods, and tools and decide which are appropriate for specific types of content and user communities	6	3	Q3, Tool Exploration, Position Essay 2, Q4, Final Project
4. Compare and discriminate among the different short-term and long-term strategies for digital preservation, including migration, and emulation	5	3	Position Essay 1, Final Project
5. Identify the metadata requirements for preservation of digital resources	3	1	Video Reflection, Final Project
6. Evaluate the risks to digital collections and suggest potential solutions for reducing risk	6	3	Q3, Significant Properties Exercise, Q4, Position essay 2, Final Project

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. 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 LOGISTICS

Citation

Students in this course **must format all citations** in written work using the **American Psychological Association (APA) Publication Manual**. In discussion forums, you may refer to course readings simply by author's last name and date. If you reference an additional resource in a discussion, please cite it and provide a link for your colleagues.

How to Submit Assignments

Unless it is built into Canvas (e.g. a quiz or discussion), all written assignments are to be turned in via Canvas using the following formats: .doc, .docx, .xlsx. Please put your last name and assignment name in the file name.

The assignment description and upload function can be found in the module the week it is due. Video reflections can be recorded with Zoom (zoom.iu.edu). Instructions are available via IU's Knowledge Base (kb.iu.edu/d/bfqu).

All assignments are due **Tuesday 11:50PM**.

In fairness to students who turn in assignments on time, late assignments will be penalized. The earned grade will be lowered one grade level (e.g., from A- to B+) for each day that the assignment is late.

COURSE OVERVIEW

Module 0

Introductions

Module 1. Intro to Digital Preservation: Dilemmas and Critical Challenges

- What is digital preservation?
- Why should we care about digital preservation?
- How is digital preservation different from analog preservation?

Module 1 Assignment: Intro & discussion 1 (5 points)

Module 2. Fundamentals of digital preservation 1: Concepts, terminology, standards, systems

- Basic terminology
- Overview of standards and systems

Module 2 Assignment: Quiz 1 (3 points)

Module 3. Fundamentals of digital preservation 2: Integrity, stability, and authenticity

- Concept of longevity
- Concepts of integrity, stability and authenticity

Module 3 Assignment: Quiz 2 (6 points)

Module 4. Digital preservation framework

- Open Archival Information System (OAIS) model
- Digital Curation Center (DCC) Curation Lifecycle model

Module 4 Assignment: Quiz 3 (6 points)

Module 5. Understanding the digital object

- Structure and nature of digital information and media
- File format standards, identification, validation
- Artefactual and informational qualities

Module 5 Assignment: File Format Assessment (10 points)

Module 6. Strategies for digital preservation

- Scaling bit preservation: approach by institution size & resources
- Redundancy & LOCKSS (Lots of Copies Keeps Stuff Safe)
- Transformation: migration, normalization, documentation
- Rendering: emulation, virtualization

Module 6 Assignment: Position Essay 1: Preservation Strategies (6 points)

Module 7. Preservation planning

- Elements of Preservation Programs
- Digital Preservation Program Planning
- Developing Preservation Policy

Module 7 Assignment: None

Module 8. Selection and appraisal for preservation & preserving characteristics

- Selection and appraisal for short-term and long-term retention
- Importance of preserving context
- Significant properties

Module 8 Assignment: Significant Property Exercise (9 points)

Module 9. Preservation metadata

- Emerging standards and tools for implementation
- Preservation Metadata Implementation Strategies (PREMIS)
- Metadata Encoding Transmission System (METS)

Module 9 Assignment: Reflection (4 points)

Module 10. Spring Break

Module 11. Storage management and digital repository technology

- Long-term storage management
- Open source software to support digital preservation activities
- Digital preservation infrastructure
- Fixity checking and digital forensics

Module 11 Assignment: Tool Exploration (12 points)

Module 12. Trusted repository

- Concept of Trusted Digital Repositories (TDRs)
- RLG/NARA Trusted Digital Repository (TDR) Certification Checklist

Module 12 Assignment: None

Module 13. Sustainable preservation

- Risk management
- Disaster planning
- Economics of digital preservation

Module 13 Assignment: Quiz 4; Subject selection for final project (6 points)

Module 14. Ethical access and use, rights management

- Ethical access and use of digital content
- Copyright and rights management

Module 14 Assignment: Position Essay 2 (6 points)

Module 15. Future of digital preservation

- What's next for the field of digital preservation?
- What are scholars predicting or working on for the future?
- Computational archival science (topic modeling, natural language processing, etc.)
- Environmental impact of digital preservation

Module 14 Assignment: Discussion 2 (5 points)

Module 16. Final Project

Module 14 Assignment: Final Project (20 points)

EXPECTATIONS, GUIDELINES, AND POLICIES

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 (UIT) 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/corecomp/corecompetences/finalcorecompstat09.pdf)

CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to [The Code of Student Rights](http://studentcode.iu.edu/) (studentcode.iu.edu/)

All students must also successfully complete the [Indiana University Department of Education "How to Recognize Plagiarism" Tutorials and Tests](http://www.indiana.edu/~academy/firstPrinciples/) (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 \(iupui.edu/withdrawal-policy.html\)](http://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 \(iupui.edu/health-wellness/counseling-psychology/\)](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 \(AES\) \(iupui.edu/\)](http://iupui.edu/adaptive-educational-services/) 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 \(protect.iu.edu/emergency\)](http://protect.iu.edu/emergency)
10. **IUPUI course policies:** Several campus policies governing IUPUI courses may be found at [IUPUI Course Policies \(registrar.iupui.edu/course_policies.html\)](http://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 \(iupui.edu/official-enrollment-class-attendance.html\)](http://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 \(registrar.iupui.edu/religious.html\)](http://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 \(iu.edu/\)](http://iu.edu/stopsexualviolence)
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 \(studentaffairs.iupui.edu/advocate\)](http://studentaffairs.iupui.edu/advocate)

IUPUI COURSE POLICIES

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