

IMPACT *IN MOTION*



ANNUAL REPORT
FISCAL YEAR 2025 | ACADEMIC YEAR 2024-2025
infosci.arizona.edu



THE UNIVERSITY OF ARIZONA
College of
Information Science



Rankings: *IMPACT* Recognized

Our top-ranked programs are shaping the future of information across disciplines. Year after year, national rankings confirm what our students and partners already know: we lead with purpose and impact.

GRADUATE RANKINGS

#4

Best Master's
in Data Science
Program
Fortune
2024

#10

Global Ranking
of Library and
Information
Science Programs
ShanghaiRanking
2023

#13

Best Library
and Information
Studies Program:
Information
Systems
*U.S. News &
World Report*
2024

#14

Top Master's
in Machine
Learning
Program
TechGuide
2025

#18

Best Library and
Information Studies
Programs: Archives
and Preservation
*U.S. News &
World Report*
2024

#24

Best Library and
Information Studies
Programs
*U.S. News &
World Report*
2024

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UNDERGRADUATE RANKINGS

#1

Best Online
Bachelor's
in Cybersecurity
Academic Influence
2024

#12

Public Virtual/
Augmented Reality
Schools & Colleges in
the U.S. (#20 Overall)
Animation Career
Review 2025

#17

Bachelor's in
Information Technology
Degree Programs
Bachelors
Degree Center
2023

#22

Public Game
Design Schools
in the U.S.
Animation
Career Review
2025



See our full list of rankings and designations at infosci.arizona.edu/rankings.

DEAN'S WELCOME

Our *IMPACT* in Motion



ALUMNI AND FRIENDS,

Each year brings change. But some years deliver a momentum that carries well beyond the confines of a calendar. At the College of Information Science, this year has been just that—an inflection point, a

period defined not only by growth but by a collective acceleration. Our students, faculty, staff and alumni have not simply made an impact, they've placed the college in motion.

Across every measure—research funding, student achievement, national rankings, new faculty appointments and cutting-edge scholarship—we see the college enlarging both its reach and its purpose. We've expanded degree programs, launched interdisciplinary collaborations and earned national recognition in fields ranging from AI to open education, data science to game design, cybersecurity to library science. In doing so, we've honored our commitment to the public good: to create knowledge that advances technology, shapes society and opens pathways for the next generation of information leaders.

And this year, one transformation in particular stands out: the July 1 integration of the College of Applied Science and Technology into the College of Information Science. This bold unification reflects the rapid evolution of our disciplines and the growing convergence between applied innovation and information research. Together, as one college, we now serve a broader, more diverse student body—across more locations, with more programs and with a deepened focus on workforce readiness, community impact and information integrity. It is a merger not just of structure, but of vision. CAST and InfoSci unite with a shared commitment to expanding access to cutting-edge programs, enhancing student success, fostering cross-disciplinary collaboration and advancing the University of Arizona's strategic goals.

This report captures the energy of this moment. In its pages, you'll find the tangible outcomes of our work—robust enrollment figures, impactful research initiatives, innovative academic programs and student-led projects that demonstrate how data, information and human ingenuity are shaping the world we live in. You'll also see stories that reflect the character of this college: resilience, creativity, intellectual rigor and an unwavering dedication to solving real-world problems. Among these, the enduring influence of the Knowledge River Scholars Program stands out—a vivid example of how community-centered investment in information education can expand opportunity and catalyze change. That kind of impact is only possible through sustained support. Whether through philanthropy or by partnering with us to build industry-relevant experiences and career pipelines—as highlighted in our Q&A with Susan Kaleita, director of strategic partnerships and external relations—we invite you to join us. Your engagement helps move our mission forward.

Looking ahead, our work continues with purpose. We are investing in next-generation tools and pedagogies, cultivating ethical and interdisciplinary approaches to research and preparing students to lead in an era shaped by disruptive technologies and digital security. Put simply, the College of Information Science is moving forward—with clarity, with collaboration and with impact in motion. Thank you for being part of this momentum.

A handwritten signature in black ink that reads "Catherine F. Brooks".

Catherine F. Brooks
Interim Dean and Professor
College of Information Science

*The College of Information Science
is moving forward—with clarity,
with collaboration and with
impact in motion.*



InfoSci by the Numbers

3,593*
STUDENTS
Fall 2025

2,577**

UNDERGRADUATE STUDENTS BY DEGREE:

609 BAS AC | 1,308 BAS CO | 171 BSGDD | 20 BA GB
147 BSIS | 35 BA IS&A | 143 BA IS&ES
143 Other Degrees*** | 12 No Major Selected
Fall 2025

640**

MASTER'S STUDENTS BY DEGREE:

37 MS CIO | 196 MSDS
144 MSIS | 234 MLIS
Fall 2025



30

PHD STUDENTS
Fall 2025

454**

UNDERGRADUATE STUDENTS IN CERTIFICATES:

Top Certificates:
Cyber Operations: 351 | Cybersecurity: 51
Data Science and Visualization: 22

53**

MASTER'S STUDENTS IN CERTIFICATES:

Top Certificates:
Cyber Operations: 27
Archival Studies: 19 | Digital Curation: 7

12****
DEGREES

7 UNDERGRADUATE

- » BAS in Applied Computing
- » BAS in Cyber Operations
- » BS in Game Design & Development
- » BA in Games & Behavior
- » BS in Information Science
- » BA in Information Science & Arts
- » BS Information Science & eSociety

8****

UNDERGRADUATE MINORS

- » Applied Computing
- » Cyber Operations
- » eSports
- » Games & Behavior
- » Game Design & Development
- » Information Science & eSociety
- » Information Science, Technology & the Arts
- » Library & Information Science



5 GRADUATE

- » MS in Cyber & Information Operations
- » MS in Data Science
- » MS in Information Science
- » MA in Library & Information Science
- » PhD in Information

6
DEGREES

AVAILABLE ONLINE

- » BAS AC
- » BAS CO
- » BA IS&ES
- » MS CIO
- » MSDS
- » MLIS

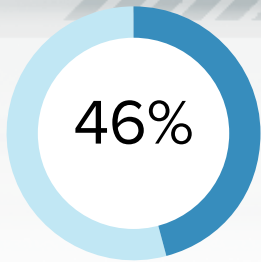


1,020
DEGREES GRANTED

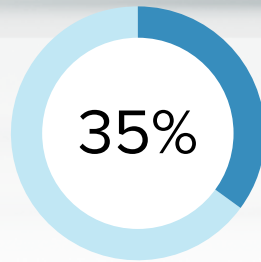
519 Undergraduates
501 Graduates

Fall 2024, Spring 2025 & Summer 2025 Graduates

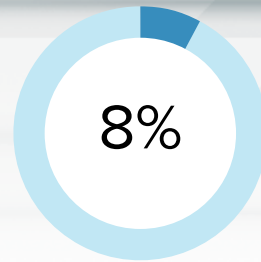




STUDENTS OF COLOR



FEMALE STUDENTS



INTERNATIONAL STUDENTS

56 STATES
and territories in U.S.
represented in student body

45 COUNTRIES
represented in student body

8

STEM-DESIGNATED PROGRAMS



- » BAS AC
- » BAS CO
- » BSIS
- » BA IS&A
- » BA IS&ES
- » MS CIO
- » MSDS
- » MSIS

10

RESEARCH CENTERS, LABS AND CONSORTIUMS

7,811
ALUMNI

38

ACTIVE, FUNDED RESEARCH GRANTS AND PROJECTS

FY 2025

61

INFOSCI STAFF MEMBERS

Fall 2025

Includes administrative and research staff

\$3.43M
RESEARCH EXPENDITURES
FY 2025



6

******* UNDERGRADUATE CERTIFICATES**



- » Cloud Computing
- » Cyber Defense
- » Cyber Operations
- » Data Science & Visualization
- » Games & Simulation
- » Natural Language Processing

124

CERTIFICATES AWARDED

89 Undergraduate
35 Graduate

Fall 2024, Spring 2025 & Summer 2025 Graduates

6

POSTDOCTORAL SCHOLARS

Fall 2025

5

******* GRADUATE CERTIFICATES**



- » Archival Studies
- » Cyber Operations
- » Digital Curation
- » Foundations of Data Science
- » Legal Information

156

TOTAL SCHOLARSHIPS

125 students
receiving \$246,701 in scholarship funding

156

INFOSCI FACULTY MEMBERS

Fall 2025

99.2 FTE, includes academic deans plus tenured, tenure-track, career-track and adjunct faculty

44

GRADUATE ASSISTANTS

Fall 2025

Includes GTAs (teaching) and GRAs (research)

* Total includes students enrolled in InfoSci degrees, minors and certificates.


** Individual degree, minor and certificate numbers may add to more than the total number of students due to students enrolled in more than one InfoSci degree, minor and/or certificate.


*** Other Degrees = Students in undergraduate degrees that are being taught out but are no longer offered to new students.


**** Does not include students who designated themselves as international (8.29%), white (38.88%) or not reported (6.48%).


***** Does not include degrees, minors or certificates that are being taught out but are no longer offered to new students.





1956  The first library science classes are offered in the **College of Education**.


1959  College of Education introduces **School Librarian's Certificate and Library Science minor**.


1969  **School of Library Science** is founded within College of Education.


1972  **Master of Library Science (MLS)** program is first accredited by the American Library Association.


1985  The School moves to what becomes the **College of Social and Behavioral Sciences (SBS)**.


1993  **PhD program** authorized.
 MLS becomes **Master of Arts in Information Resources and Library Science**.



1995  ABOR votes to designate the **Sierra Vista Campus** as an official branch campus of the U of A.

1996  School of Library Science changes name to **School of Information Resources and Library Science (SIRLS)**.

1999  ABOR approves new campus name: **University of Arizona South**.

1996  **Knowledge River Scholars Program** founded as Knowledge River Institute.

2001  **School of Information Science, Technology and Arts (SISTA)** is created in the **College of Science** offering new information science programs.

2009  

One College, Greater *IMPACT*

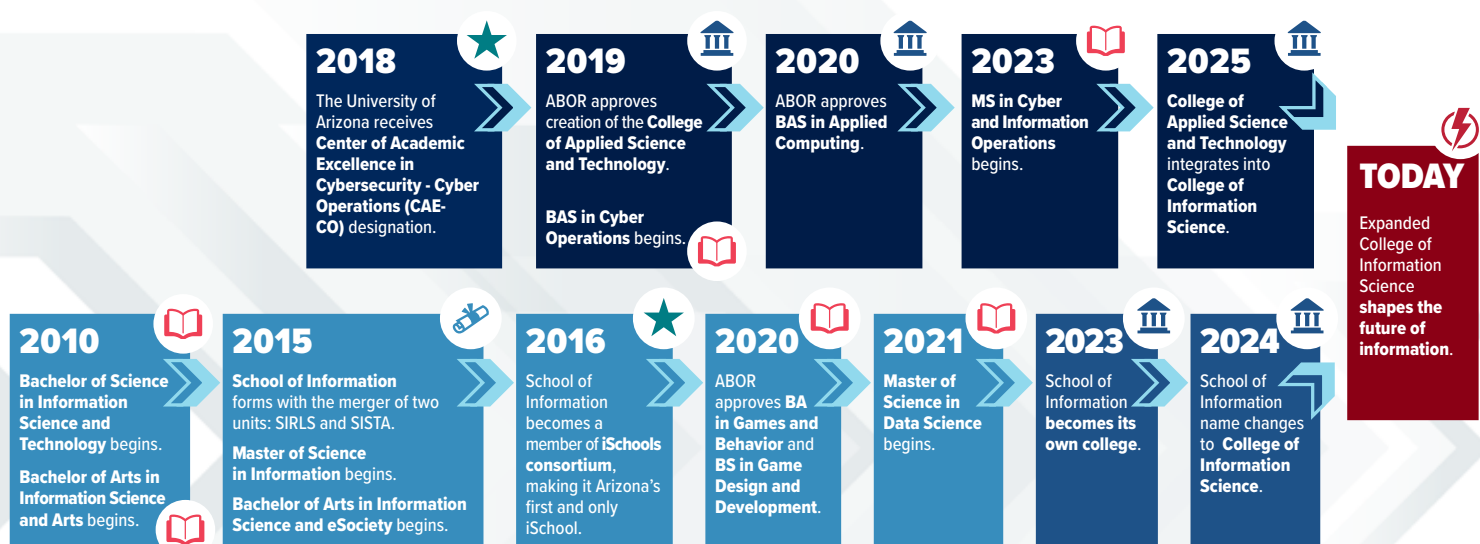
College of Applied Science and Technology and College of Information Science
Unite to Advance Innovation and Student Success

In a move aimed at strengthening interdisciplinary collaboration and advancing student success, the University of Arizona has integrated the College of Applied Science and Technology (CAST) into the College of Information Science, effective July 1, 2025. The merger unites academic programs in applied computing, cybersecurity, data science, game development, library and information science and others under a single college focused on the evolving field of information science. The College of Information Science became the sixth-largest college at the U of A at the time of the integration, with more than 3,500 students and 12 undergraduate and graduate degree programs.

“By combining the strengths of CAST and the College of Information Science, we’re enriching students’ educational experiences and expanding research opportunities,” says **Catherine Brooks**, interim dean of the College of Information Science. “We’re building a space where interdisciplinary collaboration thrives—where students preparing for careers in information fields will have access to innovative programming and strong community and industry partnerships.”

According to then-interim Provost **Ron Marx**, the integration represents a broader institutional strategy. “This integration reflects our commitment to adapting our organizational model to better serve our students and enhance opportunities for cross-disciplinary collaboration that drives innovation and addresses real-world challenges,” he says.

University leaders see the move not just as a structural change but as a mission-driven step forward. “We are at a moment of opportunity,” says Brooks. “The work ahead is about connection and collaboration—across disciplines, across sectors and across communities. Together, we aim to expand our reach and impact across student populations, disciplinary boundaries and geographic borders. Together, we are shaping a college that not only reflects the evolving landscape of information science, but helps lead it.”



FACULTY & PROMOTIONS

Innovators with IMPACT.

We are pleased to welcome the following College of Information Science tenure-track faculty, as well as celebrate faculty promotions:

NEW PROFESSORS



Xiao Hu

Associate Professor

Dr. Xiao Hu’s research focuses on enhancing learning and wellbeing through intelligent systems. Previously an associate professor at the University of Hong Kong, she has successfully secured funding for her projects in learning analytics, AI in education, human-computer interaction, music and emotion, and cultural heritage. Dr. Hu has published extensively and is ranked among the World’s Top 2% most-cited scientists in Information and Library Sciences by Stanford University.

Read Dr. Hu’s thought leadership on how AI is reshaping what—and how—educators assess and grade student work at infosci.arizona.edu/grade-the-thinking.



Jialu Li

Assistant Professor

Dr. Jialu Li’s research focuses on interdisciplinary speech applications for monitoring infant psychological development and identifying children at risk of autism. She joins the College of Information Science after earning a PhD in Electrical and Computer Engineering from the University of Illinois Urbana-Champaign and spending time at the Language Technologies Institute’s WAV Lab at Carnegie Mellon University. She teaches Advanced Machine Learning Applications.



Ann Shivers-McNair

Associate Professor

Dr. Ann Shivers-McNair’s research and teaching focus on justice-centered, transdisciplinary and collaborative approaches to design. Current team projects with funding from the National Science Foundation include a community science platform redesign and equity-centered design education initiatives. Shivers-McNair is the author of *Beyond the Makerspace: Making and Relational Rhetorics* (University of Michigan Press, 2021) and editor of the Association of Teachers of Technical Writing (ATTW) book series with Routledge.



Brenton Stewart

Associate Professor

Dr. Brenton Stewart is an associate professor of cultural informatics. His research focuses on information behaviors and practices, particularly information avoidance, needs, use and trust across disparate social-cultural contexts, institutions and artifacts. As a former academic librarian, he is especially interested in information behaviors of college students and the information ecology of academic libraries.

FACULTY PROMOTIONS



Lila Boz
Associate Professor
Dr. Lila Boz's research interests span extended reality

(virtual, augmented and mixed reality), video game design and development, and human-computer interaction. She is interested in blurring the boundary between the real world and virtual worlds through novel forms of embodied interaction, leveraging interactive technologies for beneficial purposes, such as education, training, health and wellbeing, and improving user experience for increased benefits from these systems.



Michael Duren
Associate Professor of Practice
Michael Duren is an information security

professional and software developer with over 25 years of experience in cybersecurity, software engineering and cryptographic systems. Before joining the University of Arizona, he spent his career building security capabilities for large enterprises, serving as an executive-level consultant specializing in cybersecurity program development, risk assessment, secure software design and compliance frameworks. He teaches courses in C and assembly programming, Python, operating systems and advanced cybersecurity topics. His research interests include covert channels, software and hardware security, code-signing infrastructure and the development of learning tools for cybersecurity education.



Jordan VanHoy
Associate Professor of Practice
Dr. Jordan VanHoy teaches a wide variety

of subjects, including networking, digital forensics and governance, risk and compliance. He also leads undergraduate research for the BAS in Cyber Operations senior capstone. Prior to joining the University of Arizona, Jordan spent 11 years in the U.S. Marine Corps, where he developed expertise in computer networking, system administration and cybersecurity while supporting global and joint operations. He also spent three years at Deloitte consulting large federal organizations on how to improve cybersecurity posture, metrics and governance. His primary research interests focus on cybersecurity education, training and workforce development.



Paul Wagner
Professor of Practice
Dr. Paul Wagner teaches a wide variety of subjects

including networking, digital forensics, cyber threat intelligence and cyber warfare. Prior to joining the University of Arizona, Paul spent 20 years in the U.S. Army, where he developed his knowledge in computer networking and designing robust network architectures to support global operations in support of national and joint operations. His primary research interests focus on cybersecurity education, training, workforce development and penetration testing.

Transforming Learning Through Open Educational Resources

An innovative teaching model developed by Associate Professor of Practice **Diana Daly** has been recognized with the OER Architect Award by the OERizona Network. The award honors Daly's transformative contributions to open educational resources (OER), including her creation of *Humans R Social Media (HRSM)*, a living, evolving textbook that serves as the foundation for the general education courses about emerging technologies. Through her iVoices media lab, students contributed essays, videos and other multimedia content, allowing them to actively shape the course materials and reflect their own experiences with technology and identity. Pictured is the cover of *Humans R Social Media*, created by Jacquie Kuru and iVoices students in collaboration with AI.



Daly's work exemplifies how open pedagogy can expand access, reduce costs and make learning more meaningful. Her efforts have reached more than 48,000 users across multiple institutions and continue to influence courses beyond her own. More recently, Daly and student coauthor Kainan Jarrette have been honored with the MERLOT Classics Award for their 2025 OER *Decoding Deception*. In a state without formal OER policies or funding incentives, Daly has led faculty learning communities, secured external support and worked with colleagues in disciplines ranging from nursing to linguistics to develop OER-based course materials. "OER is not just about free textbooks—it's about making education more accessible," Daly says. Her leadership is helping shape a more equitable model of higher education—one where students are not just consumers of content, but co-creators of knowledge.

AWARDS & ACCOLADES

Where achievement meets *IMPACT.*



Josh Pauli



Cristian Román-Palacios



Shengjie Xu



Sarah Young

FACULTY

Lila Boz
Associate Professor
 College of Information Science
 Teaching Excellence Award

Daniel Charbonneau
Assistant Professor of Practice
 University of Arizona
 Gerald J. Swanson Prize
 for Teaching Excellence

Diana Daly
Associate Professor of Practice
 OERizona Network's OER
 Architect Award
 University of Arizona Foundation
 Leicester and Kathryn Sherrill
 Creative Teaching Award

Christopher Forsythe
Instructor
 College of Information Science
 Instructional Excellence Award

Roy Luongo
Instructor
 Global CISO 100 Award

Clayton Morrison
Associate Professor
 University of Arizona Excellence in
 Postdoctoral Mentoring Award

Dmitriy Nurullayev
 College of Applied Science
 and Technology Outstanding
 Faculty Award

Josh Pauli
Professor
 Center of Academic Excellence
 in Cyber Operations CoP Service
 Recognition Award

Lauren Perry Rummel
Instructor
 College of Applied Science and
 Technology Applied Science
 Outstanding Adjunct

Cristian Román-Palacios
Assistant Professor
 College of Information Science
 Research Excellence Award

Paul Wagner
Professor of Practice
 Center of Academic Excellence
 in Cyber Operations Community
 Service Award: Top Peer Reviewer

Christine Walsh
Lecturer
 College of Information Science
 Instructional Excellence Award

Steven Wood
Instructor
 College of Applied Science and
 Technology Cyber, Intelligence and
 Operations Outstanding Adjunct

Shengjie Xu
Assistant Professor
Exemplary Editor Award,
 IEEE Wireless Communications
 Research Leadership Institute
 Fellowship

Sarah Young
Lecturer
 College of Information Science
 Instructional Excellence Award



STAFF**Angela Gunder**

*Learning Experience
Design Specialist*

College of Information
Science Administrative Staff
Excellence Award

Sean Kramer-Lazar

*Director of Retention and
Student Experience*

College of Information
Science Administrative Staff
Excellence Award

Liz Marsalla

*Career and Engagement
Professional*

College of Applied Science
and Technology Outstanding
Staff Award

Cameron Purdie

Program Coordinator

College of Information
Science Administrative Staff
Excellence Award

Megan Sego

Business Coordinator

College of Information
Science Administrative Staff
Excellence Award

TEACHING WITH PURPOSE, MENTORING WITH VISION:**U of A Honors InfoSci Faculty**

In Spring 2025, three College of Information Science faculty members were honored for their outstanding contributions to teaching and mentorship, reflecting a shared commitment to student success, innovation and academic community:



Daniel Charbonneau, assistant professor of practice, received the prestigious Gerald J. Swanson Prize for Teaching Excellence. Known for bringing the scientific method into the classroom, Charbonneau draws on his expertise in entomology and collective intelligence to create dynamic, student-centered learning environments.

“Reading letters from students about the impact I’ve had on their lives is humbling beyond words,” he says.



Diana Daly, associate professor of practice, was recognized with the University of Arizona Foundation Leicester and Kathryn Sherrill Creative Teaching Award for her participatory, student-empowering approach to education. Her work—through open educational resources like *Humans R Social Media* and the iVoices Media Lab—invites students to co-

create course materials and connect learning with lived experience. “To be creative is to connect ideas and form something new out of them, which is precisely what I love to do in collaboration with students,” she says.



Clayton Morrison, associate professor, earned the Excellence in Postdoctoral Mentoring Award for his transformative mentorship of early-career researchers. His inclusive, interdisciplinary lab has launched postdocs into competitive roles in AI research, academia and national security. Morrison’s mentees have gone on to secure major

DARPA grants, tenure-track positions and research leadership roles. “Clay is one of the warmest, most genuine people I have ever known,” one former postdoc writes. “His generosity of spirit manifests in his mentoring, and has resulted in outsized impacts on the lives of the students and postdocs he has mentored.”

CODING FOR IMPACT:**Award-Winning Game Highlights Power of Data-Oriented Design**

A puzzle game designed by College of Information Science Lecturer **Drew Castalia** has earned international recognition, placing third in the Turbo Makes Games DOTS Jam, a global competition focused on data-oriented programming. His entry, *Tic Tac Noo*, playfully flips the classic match-three genre on its head by challenging players to avoid forming matches. But beyond its inventive gameplay, the project showcases the power of data-oriented design—a programming approach that prioritizes performance by organizing information in ways that align closely with how computers process data. “It’s about aligning the way we code with the way computers operate,” Castalia says. “Think of object-oriented design as a spider web of interconnected nodes—it can become messy and inefficient. In contrast, data-oriented design is like a conveyor belt, where each piece of data flows smoothly.”

Castalia, who has taught game design and development since 2012, brings deep industry experience to his teaching. In addition to advising U of A’s Game Dev Club, he encourages students to participate in game jams, where they gain hands-on experience with emerging technologies in high-pressure, collaborative environments. His award-winning game, now available on the Microsoft and Mac App Stores, also lives on GitHub as an open-source teaching tool. “Even though I’m not a research professor, I see these projects as my research,” he says. Looking ahead, he plans to incorporate data-oriented development into the college’s undergraduate curriculum, helping students stay ahead as the industry continues to evolve.





Allegra Figueroa-Aguilera



Olivia Fernflores



Ashwini Jannu



JoeAna Payte

STUDENTS

Ariana Allen

Spring 2025 Merit Award

Sandra Alvarez

Fall 2024 Student Success Award

Sara Cielaszcyk

Spring 2025 Leadership and Community Engagement Award

Danielle Cunes

Spring 2025 Student Success Award

Olivia Fernflores

Fall 2024 Outstanding Senior Award

Allegra Figueroa-Aguilera

Spring 2025 Outstanding Senior Award

Kailey Hurley

Fall 2024 Merit Award

Ashwini Jannu

Spring 2025 Outstanding Graduate Student Award

Erika Kirkpatrick

Fall 2024 Graduate Teaching Award

Anna Leach

Fall 2024 Outstanding PhD Student Award

Hana Lipke

Spring 2025 Outstanding Master's Student Award

Sarah Ortiz

Spring 2025 Research Award

Elijah Parent

Spring 2025 Outstanding Senior Award

JoeAna Payte

Fall 2024 Outstanding Graduate Student Award

Daniel Shevelev

Spring 2025 Graduate Teaching Award

Jesus Villalobos

Fall 2024 Outstanding Master's Student Award

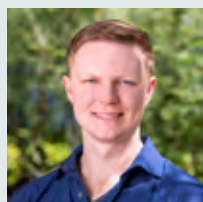
Ruoyao Wang

Spring 2025 Outstanding PhD Student Award

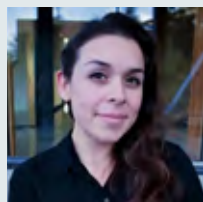
Lindsay Parker Wilmarth

Fall 2024 Leadership and Community Engagement Award

InfoSci Scholars Named Inaugural Jetstream2 AI Fellows



InfoSci Assistant Professor of Practice **Greg Chism** and PhD student **Laura Dozal** have been selected for the inaugural cohort of the Jetstream2 AI Fellows Program, a national initiative designed to accelerate cutting-edge artificial intelligence research through cloud-based, on-demand computing. Supported by the Pervasive Technology Institute at Indiana University, the program provides fellows with access to high-performance computing resources and expert guidance over a nine-month span. The recognition not only affirms U of A's growing role in applied AI research but also highlights the university's commitment to advancing technology for public impact.



Chism, whose research focuses on mapping patient journeys to identify healthcare disparities, is using the fellowship to refine AI models that track complex conditions like anxiety, depression and chronic pain—conditions often treated in isolation despite their frequent overlap. “This fellowship is not just about advancing AI—it’s about democratizing it,” he says, noting the importance of making high-powered tools available to emerging data scientists. Dozal, whose work blends network analysis and computer vision, applies AI to understand gender equality movements in Mexico by analyzing the social structures within Instagram posts tied to the anti-femicide movement. Both researchers aim to expand access to AI tools within their disciplines, bridging technical innovation with real-world impact—from healthcare policy to social justice.

\$4MAVERAGE PER YEAR IN
RESEARCH EXPENDITURES
OVER THE PAST FIVE YEARS**\$3.43M**IN RESEARCH
EXPENDITURES IN
FY 2025**16**NEW RESEARCH
PROJECTS IN FY 2025**38**ACTIVE, FUNDED RESEARCH
GRANTS AND PROJECTS
IN FY 2025**34%**OF SUBMITTED RESEARCH
PROPOSALS HAVE BEEN
FUNDED OVER THE
PAST FIVE YEARS**10**RESEARCH CENTERS
AND LABS

RESEARCH

Driving discovery, delivering IMPACT.

Faculty in the College of Information Science are leading original research that investigates how knowledge, information and data are created, structured, shared and protected across an array of environments and communities. Their work deepens our understanding of these essential processes while engaging with the professional and societal challenges that define the information age. From advancing responsible AI to shaping access to information, our researchers are pushing the boundaries of inquiry—and delivering real-world impact in an increasingly interconnected world.

Areas of Research

As a college that is a member of the iSchools consortium, InfoSci faculty and students are engaged in research around all aspects of information, without regard to disciplinary boundaries. Our current areas of research include:

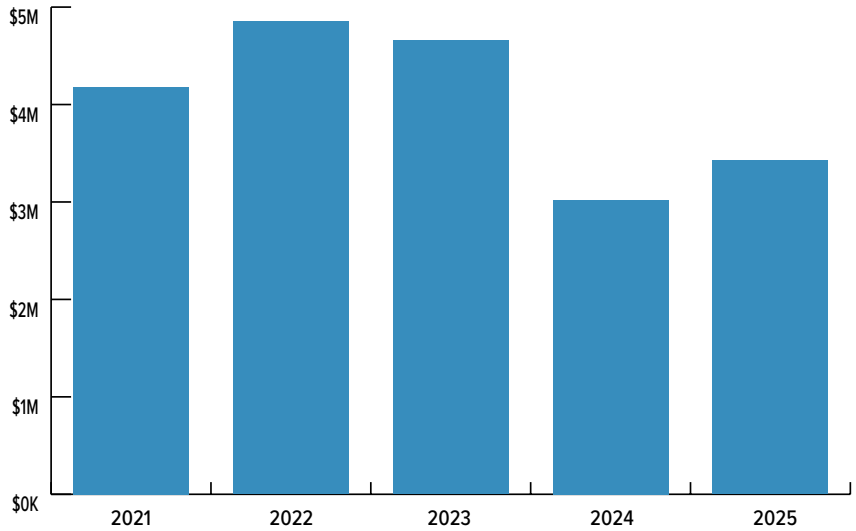
- ✓ **Artificial Intelligence and Machine Learning**
- ✓ **Communication and Society**
- ✓ **Cultural Heritage, Humanities and Archives**
- ✓ **Cyber Operations and Security Computing**
- ✓ **Data Management, Analysis and Visualization**
- ✓ **Environmental, Health and Biological Sciences**
- ✓ **Gaming and Virtual Worlds**
- ✓ **Human-Computer Interaction / Human-Centered Computing**
- ✓ **Policy and Ethics**
- ✓ **Social Sciences and Information Behavior**



Research Grants and Awards

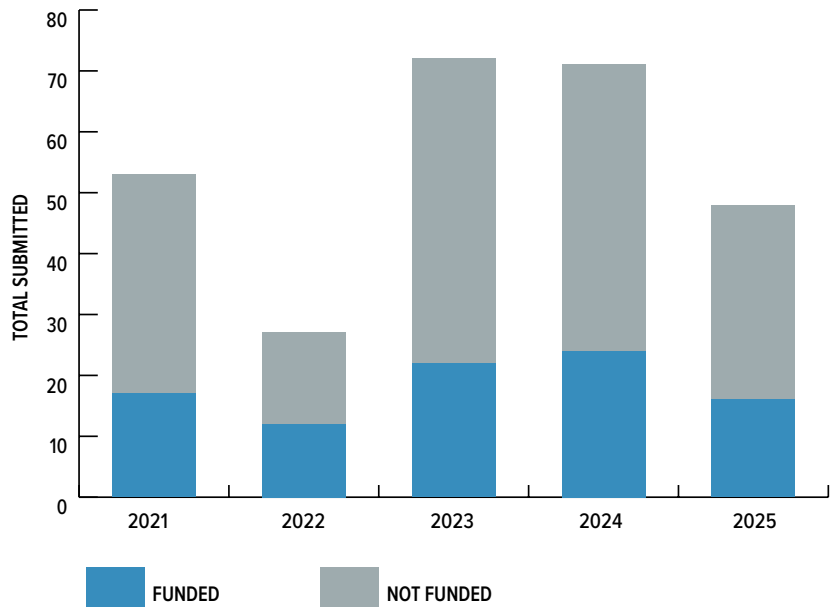
Grant spending in Fiscal Year 2025 reached \$3.43 million, contributing to a strong five-year average of \$4.02 million, underscoring the continued vitality of our research funding even in a challenging environment for federal research funding.

SPONSORED PROJECTS EXPENDITURES



With a 33.6% average research proposal acceptance rate over the past five years, the College of Information Science has outperformed national benchmarks for research funding success. By notably exceeding the typical federal research proposal funding rates of 20-30%, the college demonstrates our leadership and impact in the rapidly evolving field of information science.

FUNDED VS. NON-FUNDED RESEARCH PROPOSALS



ADOPTION IN MOTION: New Insights into Mobile App User Behavior



In a major contribution to the study of user behavior in mobile technology, Assistant

Professor **Xuan Lu** co-led an international research effort examining how people adopt frequent app updates—what the team terms “recurrent innovations.” Published in *ACM Transactions on the Web*, the study challenges traditional models of innovation diffusion by analyzing millions of Android users’ interactions with mobile apps. Unlike conventional innovation cycles, recurrent innovations—such as weekly or even daily app updates—are adopted with little friction, requiring just a tap. But the study found that standard models, like Rogers’ Diffusion of Innovations theory, don’t fully capture user behavior in this context.

Instead, the researchers identified three new user categories: *immediate-adopters*, who update apps almost instantly; *preservers*, who stick with older versions; and *retro-adopters*, who revert to previous versions after trying new ones. Using machine learning, the team also pinpointed key predictors of adoption behavior, including user engagement and update frequency. These findings not only advance academic understanding of technology adoption but also offer developers practical strategies for improving user retention and optimizing update rollouts in a fast-moving digital landscape.

Select Faculty Publications

JOURNALS

- *Authorea*
- *BioRxiv*
- *BMC Biology*
- *Cybersecurity Pedagogy and Practice Journal*
- *Ecology and Evolution*
- *Environmental Research Letters*
- *IEEE Access*
- *International Journal of Digital Curation*
- *Journal of Biomedical Informatics*
- *Journal of Cybersecurity Education, Research and Practice*
- *Kairos: A Journal of Rhetoric, Technology and Pedagogy*
- *Language Resources and Evaluation*
- *Mass Communication and Society*
- *PLoS Computational Biology*
- *Scientific Data*
- *Technical Communication Quarterly*
- *TechTrends*

BOOK CHAPTERS, PROCEEDINGS, WHITE PAPERS AND REPORTS

- *Findings of the Association for Computational Linguistics: NAACL 2024 and NAACL 2025*
- *Investigating volumetric video creation and curation for the digital humanities: A white paper describing findings from the project: Preserving BIPOC expatriates' memories during wartime and beyond*
- *Natural Language Processing in Biomedicine: A Practical Guide*
- *Proceedings of the 4th Workshop on Scholarly Document Processing: SDP 2024*
- *Proceedings of the 6th Clinical Natural Language Processing Workshop*
- *Proceedings of the 10th Workshop on Noisy and User-generated Text*
- *Proceedings of the 13th International Symposium on Digital Forensics and Security: ISDFS*
- *Proceedings of the 18th International Workshop on Semantic Evaluation: SemEval-2024*
- *Proceedings of the 22nd Annual International Conference on Privacy, Security, and Trust: PST*
- *Proceedings of the 2024 Conference of the North American Chapter of the Association for Computational Linguistics: Human Language Technologies*
- *Proceedings of the IEEE International Conference on Quantum Computing and Engineering (QCE) Workshops*
- *Proceedings of EdMedia + Innovate Learning*
- *Proceedings of the IEEE Conference on Communications and Network Security (CNS) Workshops*
- *Proceedings of the IEEE Conference on Computer Communications (INFOCOM) Workshops*
- *Proceedings of the International Symposium on Intelligent Computing and Networking: ISICN*
- *The Routledge Handbook of Social Justice in Technical and Professional Communication*
- *Translating Evidence on Asset-based Pedagogies into Engineering Education Practice*

WHEN DATA GOES PUBLIC:

Preventing Misuse in the Age of Open Research



As open science—the movement to make research processes, data and findings freely accessible to all—continues to expand, so do the challenges of ensuring research data is used ethically and responsibly. In a piece for the *LSE Impact Blog*, Associate Professor **Andrea Thomer** and her co-authors reflect on findings from a study published in the *Journal of the Association for Information Science and Technology (JASIST)*, which identifies seven types of research data misuse—from analytical errors to privacy breaches and exploitation. Drawing on real-world examples, including misinterpretation of COVID-19 and wildfire data, the team highlights how open data can be misused in ways that distort science, fuel misinformation and erode public trust.

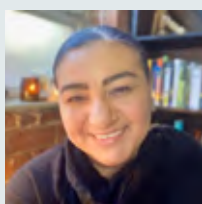
To help safeguard against such risks, the study offers actionable strategies, including better metadata and documentation, professional digital curation and stronger ethical research practices. Thomer and her colleagues emphasize that the goal is not to restrict openness, but to strike a balance between transparency and protection. “Some misuse may be inevitable,” they note, “but through thoughtful design, education and collaboration, researchers and institutions can mitigate harms without undermining the core values of open science.”

\$1M Grant Supports Paid Internships in Community Archives

A \$1 million grant from the Mellon Foundation's Public Knowledge Program is expanding paid internship opportunities in community archives for graduate students in the College of Information Science, with a focus on supporting students from historically underrepresented backgrounds. The funding is part of a larger \$6.1 million award to FOCAS (Faculty Organizing for Community Archives Support), a collaborative of researchers across nine universities in the U.S. and Canada. At the U of A, the grant will support 30 paid internships for Master of Library and Information Science students and provide resources to partnering community archives.



Jamie A. Lee, associate professor and principal investigator on the grant, has spent nearly two decades working in and alongside community archives, which differ from institutional collections, Lee explains, because “the community whose stories the archive aims to tell are deeply involved with how the archive is built and managed.” These archives allow people to retain agency over the histories they share, offering what Lee calls “a fuller dimension about what it means, locally, to live here in the borderlands, to be Latino/Latina, African American, Black, Indigenous or queer.” The program also supports a long-requested project: mapping community archives across the U.S. and Canada, which debuted in 2025.



The project builds on the college's impactful Knowledge River Scholars Program, which expands pathways into library and information science for students committed to serving local communities. **Berlin Loa**, associate professor of practice and co-principal investigator, says the new grant continues and broadens that mission. “Our partners and community members benefit from the scholars working to support community-driven projects, and students gain valuable work experience and mentoring,” Loa says. “This is transformative work in reimagining archival practices, how closely place is related to archives and community memory, and archives as a whole.”

Learn more about FOCAS at archivalfocas.org.

UNLOCKING NEW FRONTIERS: Cutting-Edge Research on AI and the Future of Scientific Discovery



At the intersection of artificial intelligence and scientific discovery, Associate Professor **Peter Jansen** is helping to answer a bold question: *Can AI perform science like humans—and perhaps someday, better?* Through his work with the Allen Institute for Artificial Intelligence (AI2), Jansen leads

research on *DiscoveryWorld*, a virtual environment where AI systems are tested on their ability to hypothesize, experiment and draw conclusions—mirroring the scientific process. The platform poses 120 open-ended tasks across domains like biology and rocket science, each embedded in a fictional world where the laws of physics are unfamiliar, preventing models from relying on prior knowledge. While human scientists can solve up to 70% of these challenges, even the most advanced AI systems, including OpenAI's GPT (4o at the time), solve only about 20%—and mostly the simplest ones.



“It looks like a game,” Jansen says, “but it’s really the least fun game you’ll ever play,” emphasizing that *DiscoveryWorld* requires spreadsheets, lab notebooks and genuine analytical work. This design is intentional: by stripping away predictability, the platform provides a rigorous testbed for AI’s ability to engage in authentic scientific reasoning. Jansen sees the difficulty as the point. “The very nature of discovery means you’re working with unknowns, so you can’t use standard evaluation metrics,” he explains. The project was presented at NeurIPS 2024, one of the world’s leading AI conferences, where it catalyzed further research in automated discovery.

DiscoveryWorld is just one part of Jansen’s larger portfolio bridging AI, natural language processing and hands-on science. From building open-source tools like a real-world “tricorder” to mentoring interdisciplinary students at the U of A, Jansen’s work blends curiosity, accessibility and impact. “If we can crack this,” he says of *DiscoveryWorld*’s challenge, “we could genuinely accelerate the pace of scientific discovery.” With the platform now released as a community benchmark, Jansen hopes other researchers will build on it, pushing the boundaries of what AI is truly capable of.

Learn more about *DiscoveryWorld* at allenai.github.io/discoveryworld.

Research Centers, Labs and Working Groups

Biosemantics Research Group

The Biosemantics Research Group focuses on methods for producing computable FAIR data in biodiversity domains, covering research in information extraction, controlled vocabulary/ontology construction, knowledge modeling, software development and user experience evaluation.

Center for Digital Society and Data Studies

The mission of the Center for Digital Society and Data Studies is to maximize the positive outcomes afforded by emerging analytical tools and information technologies, while minimizing the risks presented by these new opportunities.

co/lab: The Critical Archives and Curation Collaborative

The co/lab is both a physical space and virtual community that provides social and technical resources for the transdisciplinary study of digital curation, archiving and archival contexts, and emerging preservation practices across the University of Arizona campus, Southern Arizona and U.S.-Mexico borderlands.

Computational Language Understanding Lab

The Computational Language Understanding Lab builds systems that extract meaning from natural language texts, including question answering, information extraction, semantic role labeling, parsing the discourse structure of complex texts and other computational linguistics problems.

Data Diversity Lab

The Data Diversity Lab focuses on utilizing data science and bioinformatics to address essential inquiries at the crossroads of various disciplines, including ecology, evolution, climate change and software development by harnessing extensive datasets, devising inventive methods to manage intricate data structures and implementing cutting-edge machine learning approaches.

DSIOH Lab: Digital Storytelling and Oral History Lab

The DSIOH Lab communicates digital storytelling and oral history research to the public by providing hands-on training in critical media skills as well as participatory action research methods and other community-based methods that emerge through variable methodologies.

ML4AI Lab: Machine Learning and Artificial Intelligence Lab

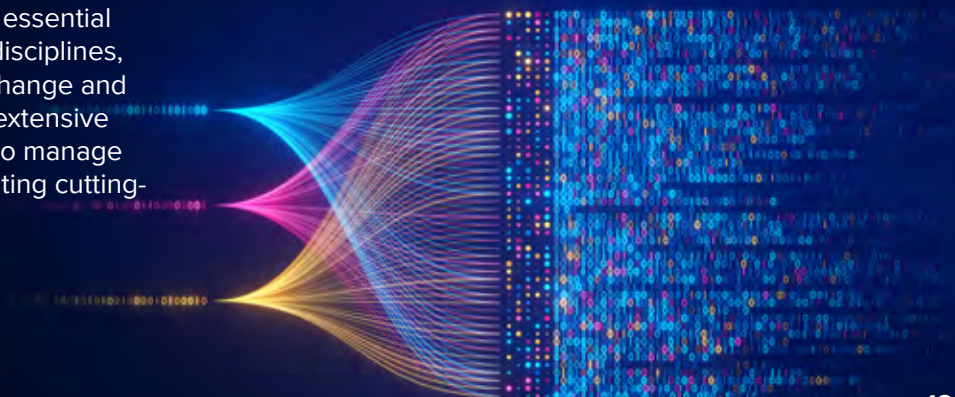
The ML4AI Lab applies state-of-the-art methods in computational intelligence to research problems that span disciplinary boundaries, such as modeling human cognitive development in silico, exploring sensorimotor foundations of human language and researching education informatics like intelligent tutoring systems.

Metadata Analytics Lab

The Metadata Analytics Lab leverages big metadata from data repositories and trace data to investigate the structures and dynamics of collaboration networks, including analysis of the impact of collaboration networks on scientific capacity, equity in global science production and knowledge diffusion.

XRG Lab: Extended Reality and Games Lab

The XRG Lab performs research on enhanced extended (virtual and augmented) reality systems and novel interaction techniques for improved usability and user experience, primarily through design, development and evaluation (via empirical user studies) of interaction techniques and enhanced systems.



Arizona Cybersecurity Academy

EXPANDING A VISION OF DIGITAL DEFENSE

In a year marked by accelerating threats to our digital infrastructure, the Arizona Cybersecurity Academy, led by Professor of Practice **Paul Wagner** and Assistant Professor **Rob Honomichl**, emerged as a powerful new force for security, education and service across the state. Established within the College of Information Science, the Academy builds upon the impactful model of the Arizona Cybersecurity Clinic founded in the College of Applied Science and Technology—scaling up its mission to protect vulnerable organizations while preparing the next generation of cybersecurity leaders.



FROM CLINIC TO ACADEMY: A MODEL FOR REAL-WORLD LEARNING

The Arizona Cybersecurity Clinic, funded in June 2024 and piloted in Spring 2025, placed 26 students in client-facing roles, conducting risk and vulnerability assessments for eight organizations, including municipalities, nonprofits, small businesses and critical infrastructure providers. Designed around hands-on, community-engaged learning, the clinic provided students with practical experience while delivering valuable cybersecurity services to under-resourced organizations.

The Academy extends that model across new dimensions: deeper educational pipelines, broader institutional collaborations and stronger workforce development partnerships. The academy launched the nation's first K-12 cybersecurity clinic in the Chandler Unified School District with support from Google and, with funding provided by a Cyber Scholarship Program (CySP) capacity building grant, expanded the Arizona Cybersecurity Clinic to include Grand Canyon University, Pima Community College and Estrella Mountain Community College—a collaborative network poised to train cybersecurity talent across Arizona.

EDUCATION IN MOTION: BUILDING A CYBERSECURITY PIPELINE

Reflecting its mission to support learners from K-12 through graduate school, the Academy led several ambitious educational initiatives in FY 2025:

- **GenCyber Middle School Camp:** The University of Arizona hosted the GenCyber summer camp, allowing 50 middle school students to explore cybersecurity through hands-on, faculty-led activities.
- **National Cybersecurity Teaching Academy (NCTA):** The Academy supported 22 Arizona teachers—the highest number from any state—in earning an 18-credit graduate certificate in cybersecurity education, expanding capacity in classrooms across the state.
- **Chandler Unified School District (CUSD) Cybersecurity Clinic:** In partnership with CUSD, the Academy helped launch the nation's first K-12 cybersecurity clinic. One hundred students completed the Google Cybersecurity Professional Certificate, and 46 received a University of Arizona digital badge. This pioneering effort expands into a two-year initiative beginning Fall 2025.

(left) Professor of Practice Paul Wagner and Bachelor's in Cyber Operations student Veronika Kyles discuss the Arizona Cybersecurity Academy with University of Arizona Provost Patricia Prelock. (right) Faculty and participants in the GenCyber Middle School Camp.

The Academy also hosted a range of Capture the Flag competitions, partnering with middle and high schools and community colleges across the state as well as Arizona State University and Grand Canyon University to reach students in a format that blends education with excitement.

REGIONAL COLLABORATION AND NATIONAL ATTENTION

FY 2025 also saw the launch of the Regional Security Operations Center (RSOC) initiative, developed in partnership with the Arizona Department of Homeland Security, Pima Community College and other stakeholders. The RSOC pilot kicked off in Spring 2025 and represents a long-term strategy to pool regional cybersecurity expertise while offering students across institutions exceptional experiential learning in live operational environments.

RESEARCH, RECOGNITION AND REACH

Beyond its educational mission, the Academy is contributing actively to cybersecurity research and public knowledge. In FY 2025 alone, the Academy:

- Secured **\$1.74 million in grant funding** from Google, GenCyber, National Security Agency, 502 Project and the U.S. Department of Defense
- Produced **nine scholarly publications** and **10 conference presentations**
- Hosted **expert workshops and panels**

Through these efforts, the Arizona Cybersecurity Academy exemplifies *Impact in Motion*: advancing security, opportunity and innovation—one student, one organization and one community at a time.

Learn more at cyberacademy.arizona.edu.



Students in a GenCyber Middle School Camp session.

GENCYBER CAMP 2025 Middle Schoolers Explore the Cyber Frontier

Held from June 2-6, 2025, the University of Arizona's GenCyber Middle School Camp returned with energy and purpose, welcoming 50 students entering grades 7 through 9. Sponsored by the National Security Agency and National Science Foundation, the camp was free of charge and required no prior experience—just curiosity and a willingness to learn.

Students learned to code, practiced digital forensics, experimented with Raspberry Pi devices and simulated hacking and cybersecurity scenarios in a supportive, hands-on environment led by faculty and industry experts. The response was enthusiastic and highlights the importance of extending cybersecurity education to middle school students, a group underserved in this field.

90%

of students found the camp content “just right”

92%

said peer collaboration time was “just right”

77%

reported increased interest in studying cybersecurity

10%

said their school offers cybersecurity courses

15%

said there are opportunities to learn about cybersecurity at their school

With a diverse participant group—including nearly half identifying as Hispanic or Latino and 37% female—the GenCyber camp is helping to build an inclusive cybersecurity pipeline in Arizona from the ground up.

Learn more at www.gen cyberaz.com.

AI Core Transforms the College-to-Career Pipeline in the AI Age

The University of Arizona's AI Core, now based in the College of Information Science, has been recognized by *Forbes* as a leading model for how higher education can prepare students for an artificial intelligence-driven workforce.

Forbes underscores the urgency for universities to demonstrate real, measurable pathways from education to employment, particularly as federal funding like the expanded Workforce Pell Grant will soon prioritize programs with proven job alignment. Among the recommendations, *Forbes* highlights AI Core as an example of workplace AI experience done right.

"The University of Arizona's AI Core program offers intensive internships that pair with coursework," *Forbes* says, citing the program as a model for ensuring graduates leave college with practical, career-ready skills because "[c]lassroom exposure isn't enough."



Launched to serve as both a hub of innovation and a training ground for the next generation of AI leaders, AI Core offers undergraduate students immersive, project-based experiences with campus and community partners, including Pima County Attractions and Tourism.

Photo courtesy Pima County Attractions and Tourism.

“Our students don’t just learn AI in theory, they practice it daily... learning how to communicate, collaborate and build responsibly in fast-moving environments.”

– Ash Black, Director of AI, XR and Student Success

BUILDING SKILLS THAT MATTER

Launched to serve as both a hub of innovation and a training ground for the next generation of AI leaders, AI Core offers undergraduate students immersive, project-based experiences with campus and community partners. Students work 15 hours a week on real-world projects that range from developing a digital twin of the U of A’s Biosphere 2 that helps address issues of food security and atmosphere production, to building a virtual reality experience and mobile tool for Pima County Attractions and Tourism.

Ash Black, InfoSci director of AI, XR and student success, describes AI Core as a place where students transform learning into leadership: “Our students don’t just learn AI in theory, they practice it daily. They’re gaining in-demand technical skills, but just as importantly, they’re learning how to communicate, collaborate and build responsibly in fast-moving environments.”

EXPANDING IMPACT BEYOND CAMPUS

While students gain critical skills, AI Core also delivers tangible benefits to Arizona’s economy and community partners. Through workshops, consulting partnerships and technical expertise, AI Core student teams have supported organizations like the Arizona Small Business Association and Oro Valley Chamber of Commerce while also delivering insights to tech-forward organizations such as the Arizona Broadband Council.

“We see AI Core as a two-way bridge,” says Black. “Students gain invaluable experience by working on projects with real stakeholders, while our partners gain access to cutting-edge technology and a talent pipeline that will shape the region’s future workforce.”

RECOGNITION THAT RESONATES

Being highlighted in *Forbes* underscores how AI Core’s student-focused model is preparing graduates for the future of work. With employers increasingly turning to skills-based hiring, programs like AI Core demonstrate how universities can close the gap



Ash Black



AI Core participants.

between classroom learning and career readiness. “This recognition highlights what makes Arizona distinct. We’re not waiting for the future of AI, we’re building it now—with our students at the center,” says Black.

As federal funding models shift and AI continues to reshape the labor market, the University of Arizona’s AI Core stands as a national example of how experiential learning can empower students, strengthen communities and redefine higher education’s role in an AI age.

Explore AI Core at aicore.arizona.edu.

AI Core + Design Lab Summer Internship

In the summer of 2024, students in the AI Core program took center stage in shaping AI-driven solutions through the AI Core + Design Lab Summer Internship, a cross-campus collaboration that placed 60 students—including undergraduates and graduates from 10 colleges—into real-world, client-facing projects. **Jackson Grove**, an InfoSci junior and AI engineer with AI Core since 2023, helped lead the program, mentoring student teams as they developed cutting-edge applications: from multilingual chatbots and AI medical simulations to tools that assist children with language acquisition. “Not only is the AI space exciting in itself,” Grove says, “but at AI Core and this summer internship, you’re able to build first-of-their-kind applications with exceptionally talented people... all while learning the technology that builds our skillsets for the workforce.”

AI Core is designed to give students hands-on, workplace-relevant experience with rapidly evolving AI tools. The internship reflects AI Core’s mission: empowering students to experiment, collaborate and deliver real impact for university researchers and industry partners. “We’re building solutions using technology that is evolving right before our eyes,” says AI Core Director **Ash Black**. “It’s all learning by doing.”

Supported by partners across campus such as the Office of Student Engagement and Career Development, the internship program is equipping a new kind of workforce: agile, interdisciplinary and fluent in AI. With projects like a digital twin retail lab for the Norton School, praised by client and InfoSci lecturer **Jay Sampson** as “nothing short of remarkable,” AI Core is not only training students but reshaping how the university imagines AI’s role in research, learning and innovation.



AI Core Students Build Digital Replica of Lundgren Consumer Science Lab

Students in AI Core are using extended reality to transform how retail is taught. Led by **Denisse Guerra**, a senior studying applied computing in the College of Information Science and a student worker with AI Core, the team created a digital twin—a fully immersive, virtual replica—of the university’s Lundgren Consumer Science Lab. Built using Unreal Engine and AI tools, the space mirrors the lab’s retail floor down to its carpet patterns, shelves and lighting. “You can visit places you’ve been before—or never visited—and experience them almost exactly as they are,” Guerra says. The virtual lab even includes an AI-powered cashier named Andre, giving students hands-on experience designing, managing and interacting within an AI-driven retail environment.



Retailing students like **Nicole Gil-Lopez** now use the digital twin in class to test store layouts, track shopper behavior and simulate merchandising strategies. “Putting on the headset was mind-blowing,” she says. “Every detail is there.” Created in partnership with faculty like **Soo Hyun Kim**, an associate professor of practice in the Norton School of Human Ecology who redesigned his merchandising systems course to include extended reality, the project gives students a new lens for analyzing real consumer data and preparing for tech-forward careers. It’s also a direct result of the AI Core model—pairing students with emerging technologies and real institutional partners to build tools that reimagine what’s possible in learning, research and professional development.



CREATURE CULTURE:**What Animal Behavior Can Teach Us About Saving Nature**

What can animal behavior teach us about the survival of species in a changing world? A team of U of A researchers is exploring that question through the Animal Culture Database, the first open-access catalog of animal traditions and social behaviors. Published in *Scientific Data*, the project collects vocalizations, mating displays, foraging habits, play and other behaviors from species across the globe—highlighting the role of social learning in conservation. “There is a consensus among animal behavior researchers that cultural traditions and socially learned behaviors are important to conservation,” says **Kiran Basava**, the study’s lead author and a postdoctoral research associate in the College of Information Science. “We synthesized decades of work to facilitate creative research and discussions about how culture is defined across species, and how animals respond to environmental disturbances caused by humans.”

Developed with colleagues **Cristian Román-Palacios**, assistant professor; **Kristen Martinet**, postdoctoral research associate; **Hector Garcia-Verdugo**, research associate; **Paige Cherry**, undergraduate student in the Information Science program; Md Alam, graduate student in the School of Plant Sciences; and **Liam Roberts**, graduate student in the Entomology and Insect Science program, the database maps behaviors from more than 120 studies covering 61 species—ranging from the grooming rituals of gorillas to the dialects of elephant rumbles. Users can explore the interactive world map by species, behavior or location. The team reviewed thousands of papers to build the dataset and continues to add more, with over 600 studies queued for future inclusion. “Culture is not just a human phenomenon,” says Román-Palacios. “You can investigate the origins of culture by seeing how much variance there is between species and asking what drives those differences.” Ultimately, the project offers researchers and conservationists a powerful tool for understanding how animals adapt—and sometimes struggle—to survive in a human-shaped world.

Explore the Animal Culture Database at viz.datascience.arizona.edu/ACDB.

Forecasting Biodiversity Loss in a Warming World

In an NPR piece on the accelerating impact of climate change on global biodiversity, **Cristian Román-Palacios**, assistant professor and director of U of A’s Diversity Data Lab, provides critical insight into the scale of the threat. Drawing on his expertise in phylogenetics and biostatistics, Román-Palacios responds to alarming projections that as much as 30% of species could face extinction if global temperatures rise by four to five degrees Celsius. “That 30% might be the best case scenario of the worst case scenario,” he warns, emphasizing how little is still understood about how different species will respond to climate extremes—particularly those that are rare or not yet studied. “More critters may simply not be able to cope, or ecosystems that lose species after species may collapse altogether,” the NPR story states in referencing Román-Palacios. “Additionally, many rare species are understudied, or not even discovered, and might be especially vulnerable in ways that don’t show up in this analysis.”

The NPR piece illustrates how biodiversity loss is not a distant threat but one that is already unfolding. From coral reefs bleaching under rising ocean temperatures to shifts in habitats forcing species to migrate or face extinction, the evidence is mounting. The story also highlights how biodiversity loss affects human life, including food security, ecosystem services like pollination and cultural and economic connections to nature.

“We synthesized decades of work to facilitate creative research and discussions about how culture is defined across species, and how animals respond to environmental disturbances caused by humans.”

– Kiran Basava,
Postdoctoral Research Associate





640

TOTAL MASTER'S STUDENTS



30

TOTAL PHD STUDENTS



53

STUDENTS IN
GRADUATE CERTIFICATES



3

STEM-DESIGNATED
MASTER'S DEGREES



501

GRADUATE DEGREES
GRANTED IN ACADEMIC
YEAR 24-25



35

GRADUATE CERTIFICATES
AWARDED IN ACADEMIC
YEAR 24-25

GRADUATE PROGRAMS

Developing leaders who turn insight into *IMPACT*.

MASTER OF SCIENCE IN CYBER AND INFORMATION OPERATIONS

The STEM-designated MS in Cyber and Information Operations, which is offered fully online and may be completed in as few as 12 months, prepares students for the rigorous demands of a multitude of cyber-related careers.

MASTER OF SCIENCE IN DATA SCIENCE

The 18-month, STEM-designated MS in Data Science, offered on campus and online, provides the training students need in data collection, exploration, manipulation and storage, analysis and presentation to excel in the data-rich workplace.

MASTER OF SCIENCE IN INFORMATION SCIENCE

The 18-month, STEM-designated MS in Information Science, offered on campus, is designed to help students develop advanced skills in applying interdisciplinary methods to solve information and data challenges. Students choose from two subplans: *Human-Centered Computing* and *Machine Learning*.

MASTER OF ARTS IN LIBRARY AND INFORMATION SCIENCE

The American Library Association-accredited, two-year MA in Library and Information Science, offered on campus and online, prepares students for changemaking careers in information management, with concentrations in Academic Librarianship, Archival Studies, Digital Curation, Legal Information, Public Librarianship and Special Librarianship.

PHD IN INFORMATION

The PhD in Information, offered on campus, allows dedicated students to work with top faculty in the field of information science while conducting original research and preparing for a career in academics, government or industry.

GRADUATE CERTIFICATES

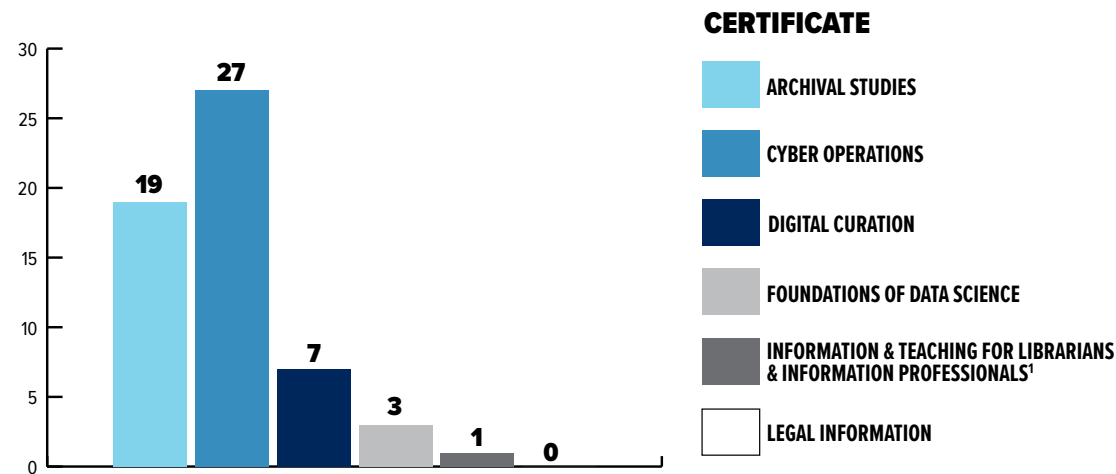
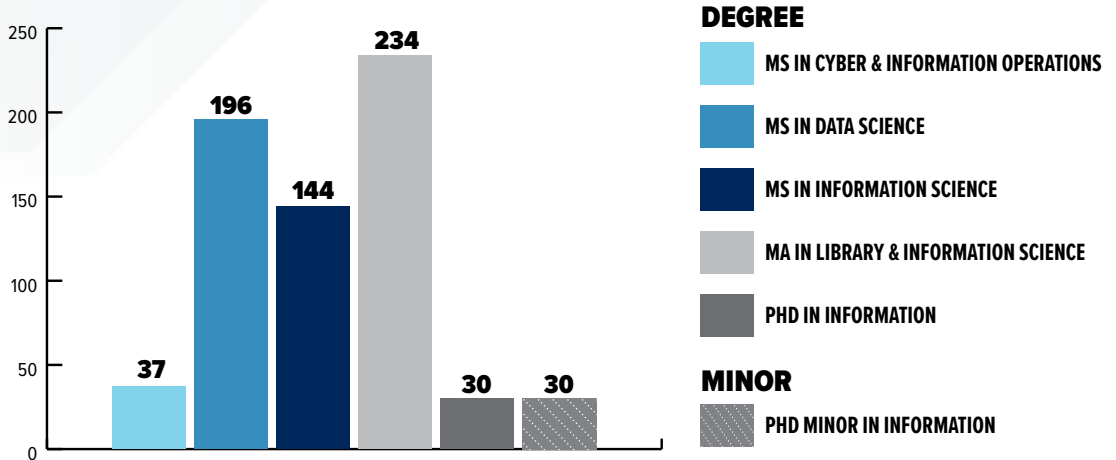
- Archival Studies
- Cyber Operations
- Digital Curation
- Foundations of Data Science
- Legal Information



The College of Information Science stands at the forefront of interdisciplinary graduate education, offering innovation and excellence in the dynamic fields of cybersecurity, data science, information science and library science.

GRADUATE STUDENTS BY PROGRAM

FALL 2025



Note:

1. The Graduate Certificate in Information and Teaching for Librarians and Information Professionals is no longer available for new students.



Master's in Data Science Named a Top Program for High-Paying Careers

The Master of Science in Data Science has been named one of the best for launching high-paying careers by *Analytics Insight*, placing it alongside top-tier institutions like MIT and Harvard. The publication praised the program's strong theoretical foundation in machine learning and statistical modeling, its emphasis on hands-on experience through internships or capstone projects and its interdisciplinary approach—all critical in a fast-evolving field. Offered both on campus and online, the MSDS can be completed in as little as 18 months and includes electives in cutting-edge areas such as AI, natural language processing, big data and data ethics. As *Analytics Insight* notes, advanced data science training opens doors across industries—from finance to healthcare—where demand for skilled professionals continues to grow.

PhD in Information

The PhD in Information attracts a wide range of students with diverse research interests and experiences, including machine learning, natural language processing, artificial intelligence, virtual/mixed reality, game development, immersive technologies, new media and internet studies, human-computer interaction, digital curation, archival studies, the future of work, the science of science and more.

The PhD in Information fosters interdisciplinary understanding, preparing students for advanced information and data careers as professors, scientists, consultants, directors and more. Each year, two to four students graduate from this research-intensive program and their dissertations often cross disciplinary boundaries. Admission into the program is highly competitive, with an average application acceptance rate of less than 11%.

PhD DISSERTATIONS DEFENDED IN ACADEMIC YEAR 24-25

A Study of the Interaction Patterns of Online Learners: Highlighting the Usefulness of Linking Social Network Analysis and Qualitative Research

Anna Leach

Structured Information Extraction and Applications in Complex Reasoning

Xin Su

Text-based Simulation for Scientific Reasoning

Ruoyao Wang



EMPOWERING WOMEN TO SHAPE TECH: InfoSci Grad Students at Grace Hopper Celebration



Attending the 2024 Grace Hopper Celebration was a defining experience for seven master's students from the College of Information Science, thanks to sponsorship from the college. Representing both the MS in Information Science and MS in Data Science, the students—including **Riyanshi Bohra**—joined thousands of women in technology in Philadelphia for the world's largest gathering of its kind.

With over 400 sessions and a powerful sense of community, the event gave students access to industry leaders, recruiters and the collective energy of a movement focused on equity and innovation. "It wasn't just about the financial support," says Bohra. "It felt like genuine encouragement from my academic community... a feeling I'll always carry with me."

For Bohra, the experience was both personal and transformative. "At GHC, I was inspired and motivated in ways I never imagined," she says. "Hearing the stories of women who've overcome barriers in tech made me feel like I could do something great too." Beyond networking with companies like Apple, Stripe and Morgan Stanley, the most lasting takeaway was the realization that women in tech are not only thriving—they're reshaping the future of the industry. "We're not just in tech—we're shaping it," Bohra says. "Being part of this was a privilege."

Supporting student participation in events like GHC reflects the College of Information Science's broader commitment to access and real-world impact. "We don't just care about a range of experiences and perspectives across information, data and library sciences—we actively invest in it," says Interim Dean **Catherine Brooks**. Through programs like the Knowledge River Scholars Program and a dedicated budget line for experiential learning, the college helps students connect academic excellence with meaningful, values-driven career pathways. As Bohra's story shows, that investment yields more than professional growth—it empowers the next generation of leaders in tech to thrive, connect and lead with purpose.

**Help students access
life-changing opportunities.**

Give at infosci.arizona.edu/donate.



Stacey Erdman.

MLIS Students Help Build Wildcats Memory Lab

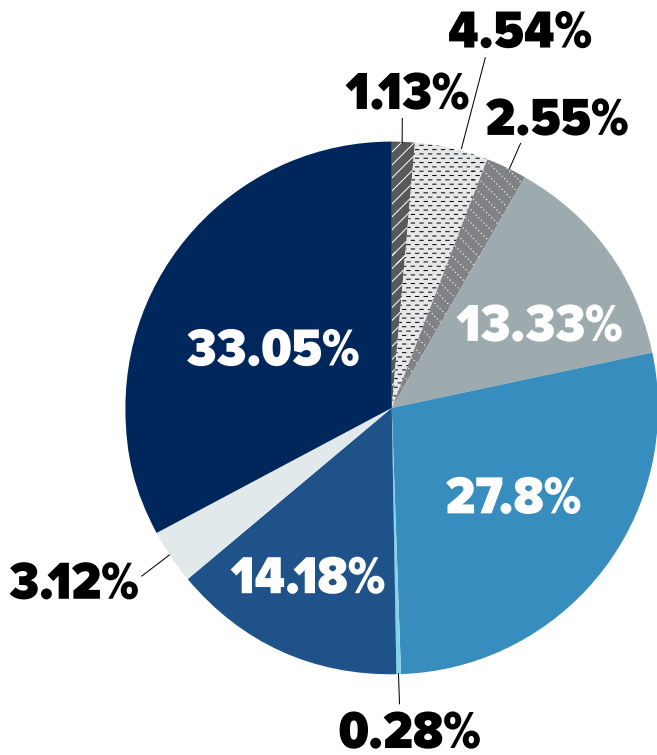
Graduate students from the Master of Arts in Library and Information Science program played a central role in launching the Wildcats Memory Lab, a new public digitization space at the University of Arizona. Students **Amy Ellsworth** and **Felix Brigham** helped design the lab's layout and workflows, created instructional materials and collaborated with community partners to bring the lab to life. "Most of our archival coursework is theoretical," Ellsworth says. "Having a space with actual archiving equipment is extremely helpful. But more than that, this work reminds people their personal stories are worth preserving—even if they never end up in a formal archive." Brigham adds, "People may not realize how fragile digital memories can be. This lab lets us help others understand how to protect their histories—and gives us the practical experience to do the same."

Located on the third floor of the Main Library, the Wildcats Memory Lab offers free, do-it-yourself digitization services for the campus and broader community. Visitors can convert aging analog formats—like VHS tapes, cassettes, floppy disks and photo albums—into digital files using the lab's specialized workstations. Developed by **Stacey Erdman**, associate faculty librarian for digital preservation and archival digitization, and supported by a grant from the Arizona State Library, the lab is believed to be one of the first public memory labs at a U.S. university. "We're giving people the tools and knowledge to preserve memories that matter," Erdman says. "And we're fulfilling the land-grant mission by doing it in a way that serves the public directly."

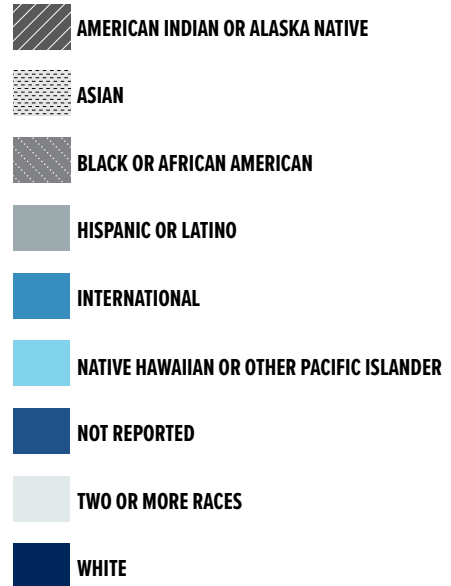
In addition to its service to the community, the lab also strengthens graduate education by providing hands-on learning that complements the classroom. Students gain critical technical and communication skills, supporting public outreach, preservation and digital stewardship while advancing the university's land-grant mission—offering vital resources to the public and raising awareness about the importance of personal and community archiving.

Explore the Wildcats Memory Lab and make your reservation at lib.arizona.edu/study/spaces/wildcats-memory-lab.

GRADUATE STUDENT DEMOGRAPHICS FALL 2025



RACE & ETHNICITY



1. Demographics information pertains to degree-seeking students only.

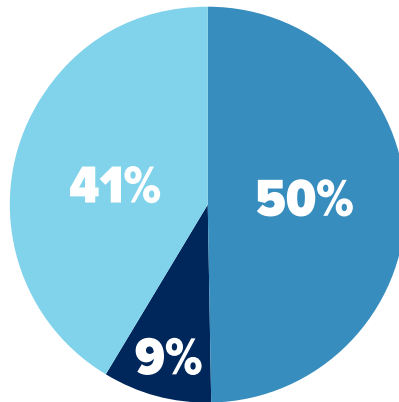
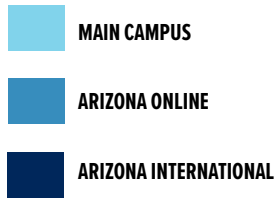
(below) The winning graduate capstone project team at the College of Information Science's iShowcase, with Interim Dean Catherine Brooks.



GRADUATE STUDENT ENROLLMENT BY CAMPUS

FALL 2025, Includes Degrees and Certificates

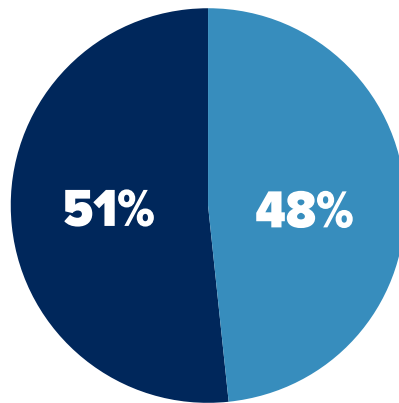
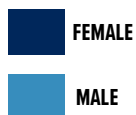
CAMPUS



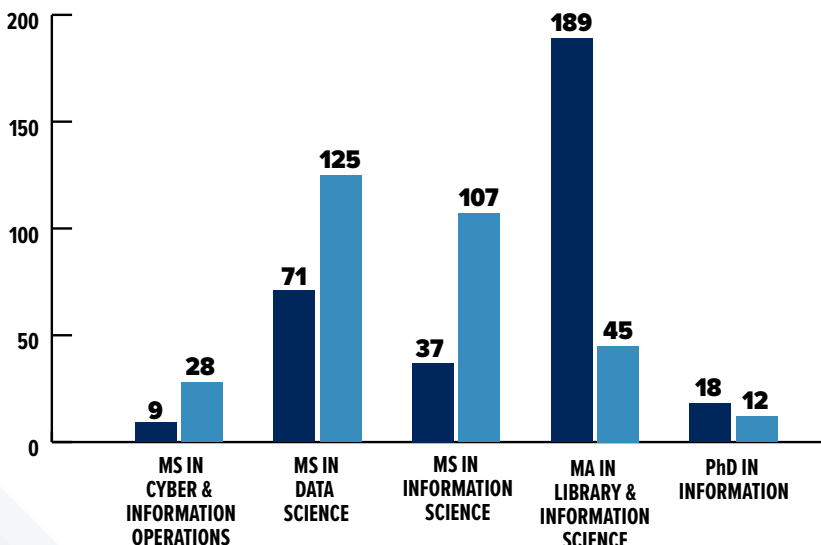
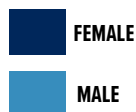
GRADUATE STUDENT DEMOGRAPHICS

FALL 2025

GENDER



DEGREE



Can Large Language Models Act as Reliable World Simulators?

Ruoyao Wang, a May 2025 graduate of the PhD in Information, is leading research that challenges a major assumption in artificial intelligence: that large language models such as ChatGPT could act as reliable world simulators. Working with collaborators from the University of Arizona, New York University, Johns Hopkins, Microsoft Research and the Allen Institute for AI, Wang tested how well language models can predict the consequences of actions in text-based virtual environments. While GPT-4 performed reasonably well on straightforward, action-driven predictions—such as whether turning on a faucet would cause water to flow—it struggled with more complex chains of cause and effect, such as whether the water would fill a cup. The findings, presented at the 62nd Annual Meeting of the Association for Computational Linguistics and highlighted in the *State of AI Report 2024*, show that accuracy drops sharply when multiple steps are required, with performance falling below 1% over extended sequences.

Peter Jansen, associate professor and Wang’s doctoral advisor, notes that Wang has developed “unique expertise in using language models to simulate the world, as well as using language models as agents in virtual environments”—an area of rapidly growing interest as AI systems are increasingly deployed for autonomous tasks. Wang aims to create AI tools that model complex environments for use in research and education. “The goal of my research is to build up a simulation for the real world that we can use for scientific discovery,” he says. Although current models are not yet capable of consistent, multi-step world simulation, this research establishes an essential benchmark for identifying where models break down and where innovation is needed. It also positions Wang and his collaborators at the forefront of efforts to design the next generation of reasoning-capable AI systems.

Opening Pathways, Changing Lives:

THE LASTING IMPACT OF THE KNOWLEDGE RIVER SCHOLARS PROGRAM

The Knowledge River Scholars Program Impact Report demonstrates how the renowned program offered by the College of Information Science is reshaping the library and information science field.

When **Marissa Alcorta** (MLIS '06) reflects on her journey through the Knowledge River Scholars Program, her message is clear: “KR is the reason I am in the leadership position I am in today.”

That sentiment resonates throughout the newly released *Knowledge River Scholars Program Impact Report (2020-2024)*—a comprehensive and inspiring look at how this pioneering initiative continues to transform lives, advance communities and redefine leadership in the library and information science fields.

Housed in the College of Information Science to support students in the Master of Arts in Library and Information Science, Knowledge River has grown into a nationally recognized model for inclusive, culturally grounded graduate education. Since its founding in 2001, the program has supported nearly 270 scholars—many from historically underrepresented backgrounds—equipping them with the skills, networks and experiences necessary to lead in libraries, archives, museums and information centers in the U.S. and abroad.

“I am both humbled and inspired by the legacy and ongoing promise of this nationally recognized program,” says Interim Dean **Catherine Brooks**. “These stories of Knowledge River students and

alumni remind us that the mission of equitable access to information is not just alive—it is evolving, and it is in capable hands.”

The data reinforces that message. From 2020 to 2024, the program graduated 51 new scholars, awarding nearly \$1 million in tuition support and graduate assistantships. But the outcomes extend far beyond numbers. KR alumni are now leading public library systems, developing Indigenous-led archives and influencing national conversations around access, belonging and cultural preservation.

“We’re not just preparing librarians,” says **Berlin Loa**, program director and associate professor of

practice. “We’re building a community of information professionals who transform standards, reflect the cultures they serve and lead with purpose and heart.”

At a time when federal support for educational





Photo courtesy Berlin Loa.

programs is declining, the report offers a powerful reminder of why programs like Knowledge River matter. They create pathways where none previously existed. They change the demographics of leadership in library and information science. And perhaps most importantly, they help students see themselves as agents of change.

For many, that transformation is both personal and professional. “KR is the reason I am a successful librarian today,” says **Magali Sanchez**, MLIS ’20. **Ruby Nugent**, a 2019 graduate, calls Knowledge River “the single most valuable thing that has happened to me both personally and professionally.”

This work, of course, depends on support. The Knowledge River Scholarship Fund plays a vital role in ensuring that future students—especially those from underserved communities—can access the education and opportunities the program provides. Your donation directly supports tuition assistance, graduate assistantships and professional development for tomorrow’s librarians, archivists and other information leaders.

Download the Knowledge River Scholars Program Impact Report at infosci.arizona.edu/kr.

Invest in the future of accessible libraries and other information institutions by supporting Knowledge River scholars at infosci.arizona.edu/support-kr.



Knowledge River scholars in the MLIS program receive hands-on training and unique mentoring and networking opportunities.

Photo courtesy Arizona State University.

WHERE ARE INFOSCI STUDENTS FROM? *IMPACT* from everywhere.

In Academic Year 2024-2025, our diverse **graduate students** came from **24 states** (including the District of Columbia) and **25 countries**. Our diverse **undergraduate students** came from **56 states** and territories and **32 countries**.

Altogether, InfoSci students call 56 states and territories and 45 countries home.





STATES & TERRITORIES

	UNDERGRADUATE	GRADUATE	TOTAL
Alaska	6	–	6
Alabama	22	–	22
Armed Forces Pacific	2	–	2
Arkansas	11	1	12
American Samoa	2	–	2
Arizona	969	82	1,051
California	303	9	312
Colorado	31	2	33
Connecticut	7	–	7
District of Columbia	53	2	55
Delaware	4	1	5
Florida	79	1	80
Georgia	41	–	41
Guam	4	–	4
Hawaii	12	–	12
Iowa	43	–	43
Idaho	11	–	11
Illinois	88	1	89
Indiana	24	–	24
Kansas	20	–	20
Kentucky	11	–	11
Louisiana	11	1	12
Massachusetts	20	–	20
Maryland	19	1	20
Maine	3	–	3
Michigan	44	1	45
Minnesota	22	1	23
Missouri	24	–	24
Northern Mariana Islands	1	–	1
Mississippi	19	–	19
Montana	1	–	1
North Carolina	33	1	34
North Dakota	2	–	2
Nebraska	7	1	8
New Hampshire	3	–	3
New Jersey	32	–	32
New Mexico	21	3	24
Nevada	18	1	19
New York	43	3	46
Ohio	40	–	40
Oklahoma	15	–	15
Oregón	14	–	14
Pennsylvania	53	–	53
Puerto Rico	4	–	4
Rhode Island	4	–	4
South Carolina	16	3	19
South Dakota	3	–	3
Tennessee	19	1	20
Texas	184	1	185
Utah	20	1	21
Virginia	51	2	53
Vermont	1	–	1
Washington	58	1	59
Wisconsin	21	1	22
West Virginia	4	–	4
Wyoming	3	–	3

COUNTRIES

	UNDERGRADUATE	GRADUATE	TOTAL
Afghanistan	–	1	1
Australia	–	1	1
Bahrain	1	–	1
Bangladesh	5	4	9
Bolivia	1	1	2
Brazil	1	1	2
Canada	2	–	2
Chile	1	–	1
China	18	14	32
Colombia	–	1	1
Costa Rica	–	1	1
Ethiopia	–	1	1
Fmr Yugoslav Rep of Macedonia	1	–	1
France	1	–	1
Ghana	–	2	2
India	12	146	158
Iran (Islamic Republic Of)	–	7	7
Israel	1	–	1
Kazakhstan	20	–	20
Korea, Republic of	1	3	4
Lebanon	–	1	1
Lithuania	1	–	1
Malaysia	–	1	1
Mauritius	1	–	1
Mexico	1	1	2
Mongolia	1	–	1
Nepal	1	1	2
Nigeria	1	1	2
Pakistan	2	1	3
Panama	–	1	1
Peru	–	1	1
Russian Federation	1	–	1
Rwanda	1	–	1
Saudi Arabia	2	–	2
Singapore	–	1	1
South Africa	1	–	1
Taiwan	3	–	3
Thailand	–	1	1
Trinidad and Tobago	1	–	1
Turkey	1	3	4
United Arab Emirates	4	–	4
United Kingdom	1	–	1
United States	2,786	509	3,295
Uzbekistan	13	–	13
Viet Nam	1	–	1



2,577

TOTAL UNDERGRADUATE STUDENTS



454

STUDENTS IN UNDERGRADUATE CERTIFICATES



5

STEM-DESIGNATED BACHELOR'S DEGREES



1,020

BACHELOR'S DEGREES GRANTED IN ACADEMIC YEAR 24-25



89

UNDERGRADUATE CERTIFICATES AWARDED IN ACADEMIC YEAR 24-25

UNDERGRADUATE PROGRAMS

*In and beyond the classroom, empowering students for **IMPACT.***

BACHELOR OF APPLIED SCIENCE IN APPLIED COMPUTING

In the STEM-designated BAS in Applied Computing, offered on main campus or online, students are prepared with the critical skills to lead and innovate in the IT industry, choosing one of six emphasis areas: Applied Artificial Intelligence, Cloud Computing, DevOps, Information Management, Network Operations or Software Development.

BACHELOR OF APPLIED SCIENCE IN CYBER OPERATIONS

Offered online or on main campus, the STEM-designated BAS in Cyber Operations—ranked the #1 online cybersecurity program in the nation—prepares students to become front-line defenders in the digital world. Students choose from three career-ready emphasis areas: Cyber Engineering (NSA/DoD CAE - Cyber Operations designation), Defense and Forensics, or Cyber Law and Policy.

BACHELOR OF ARTS IN GAMES AND BEHAVIOR

Not just about gaming, the on-campus BA in Games and Behavior delves into the profound impact of gamification on society, immersing students in the fundamentals of multimedia, storytelling, sound technologies and more, unlocking new realms of creativity without the need for extensive knowledge in computer programming.

BACHELOR OF SCIENCE IN GAME DESIGN AND DEVELOPMENT

In the top 25-ranked BS in Game Design and Development, offered on main campus or online, students master cutting-edge skills and gain hands-on experience in the world of game design and development, including conceptualization, market analysis, technical design and usability. Whether aiming to revolutionize entertainment, transform educational methods, innovate in training or pioneer new applications in healthcare, students are ready to excel in a wide variety of in-demand careers.

UNDERGRADUATE MINORS

- Applied Computing
- Cyber Operations
- eSports
- Games and Behavior
- Game Design and Development
- Information Science and eSociety
- Information Science, Technology and the Arts
- Library and Information Science

UNDERGRADUATE CERTIFICATES

- Cloud Computing
- Cyber Defense
- Cyber Operations
- Cybersecurity
- Data Science and Visualization
- Games and Simulation

BACHELOR OF SCIENCE IN INFORMATION SCIENCE

In the top 20-ranked, STEM-designated BS in Information Science, main campus students are equipped with the versatile, cross-disciplinary skills they need to solve society's most critical information challenges. Students choose one of two emphasis areas, Data Science or Interactive and Immersive Technologies, gaining the hands-one computational, mathematical and technological foundation they need to analyze and extend the digital world.

BACHELOR OF ARTS IN INFORMATION SCIENCE AND ARTS

In the STEM-designated, on-campus BA in Information Science and Arts, students become immersed in the fusion of technology and creativity that is computational arts—exploring the magic of creative coding and digital storytelling, the intricacies of human-computer interaction, the interactive realms of virtual reality and the subtleties of user experience, preparing students for a dynamic career in a fast-growing industry.

BACHELOR OF ARTS IN INFORMATION SCIENCE AND eSOCiETY

Offered online, the STEM-designated BA in Information Science and eSociety prepares students for a transformative future at the intersection of technology and society, immersing them in an interdisciplinary curriculum that explores digital media and media theory, digital engagement and storytelling, online behavior, internet studies, social media and networks, digital life and its impact on human behavior, content creation and more.

GLOBAL LEARNING IN MOTION: Kazakhstan Students Join InfoSci in Tucson

In Fall 2025, the College of Information Science welcomed the first cohort of 20 students from our **dual-degree partnership with North Kazakhstan University (NKU)** to Tucson. These students, who will earn both a University of Arizona BS in Information Science (Data Science emphasis) and an NKU BS in Information Systems in Management, spent the semester living and studying on the main campus—immersed in the academic and cultural experience of the Sonoran Desert.

Launched in 2022, the NKU dual-degree program has grown steadily in size and impact. This fall marks its fourth and largest cohort, with 90 new students, underscoring the strong demand for globally connected education in information science. With the first group set to graduate in Spring 2026, the partnership exemplifies the college's commitment to expanding access, fostering cross-cultural understanding and preparing students for data-driven careers around the world.

EXPANDING OUR GLOBAL REACH

In addition to NKU, the College of Information Science offers dual-degree pathways through two other international microcampuses:

- **Sampoerna University
Jakarta, Indonesia**
Bachelor of Applied Science in Applied Computing
- **American University of
Phnom Penh | Cambodia**
Bachelor of Arts in Information Science and eSociety

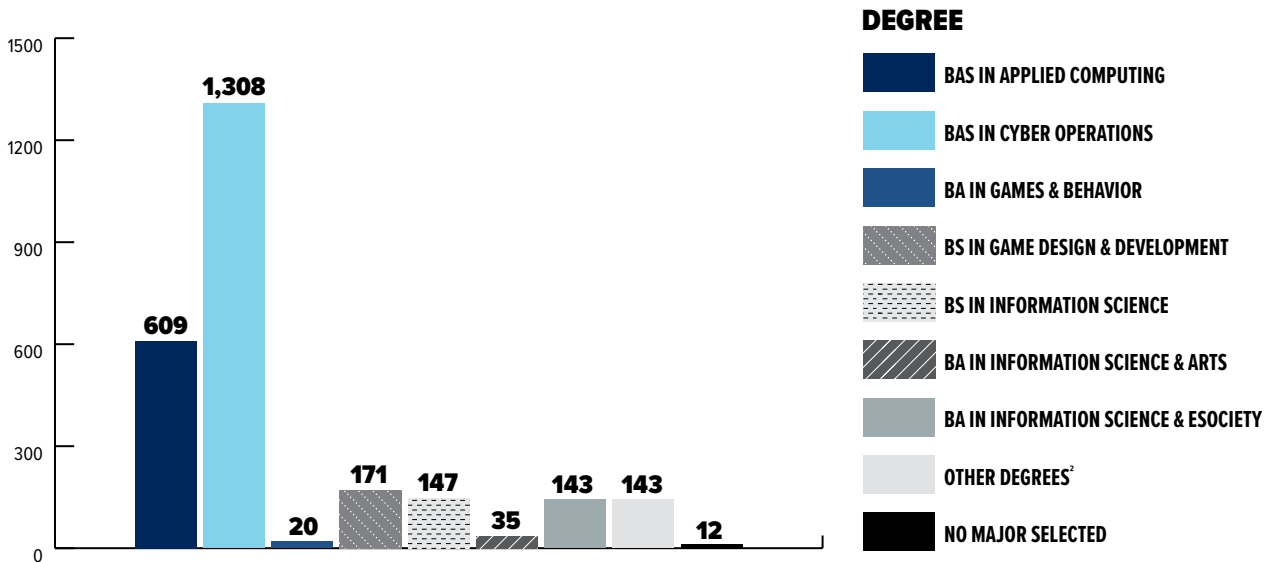
These dynamic programs connect students with global learning opportunities, broaden international perspectives and prepare future leaders to thrive in an increasingly interconnected information landscape.



The College of Information Science puts impact in motion by delivering a world-class, cross-disciplinary undergraduate education that combines academic excellence with real-world experience. Through innovative degree programs, hands-on events like iShowcase, internships, student organizations and professional development opportunities, students are empowered to turn knowledge into action across industries and communities.

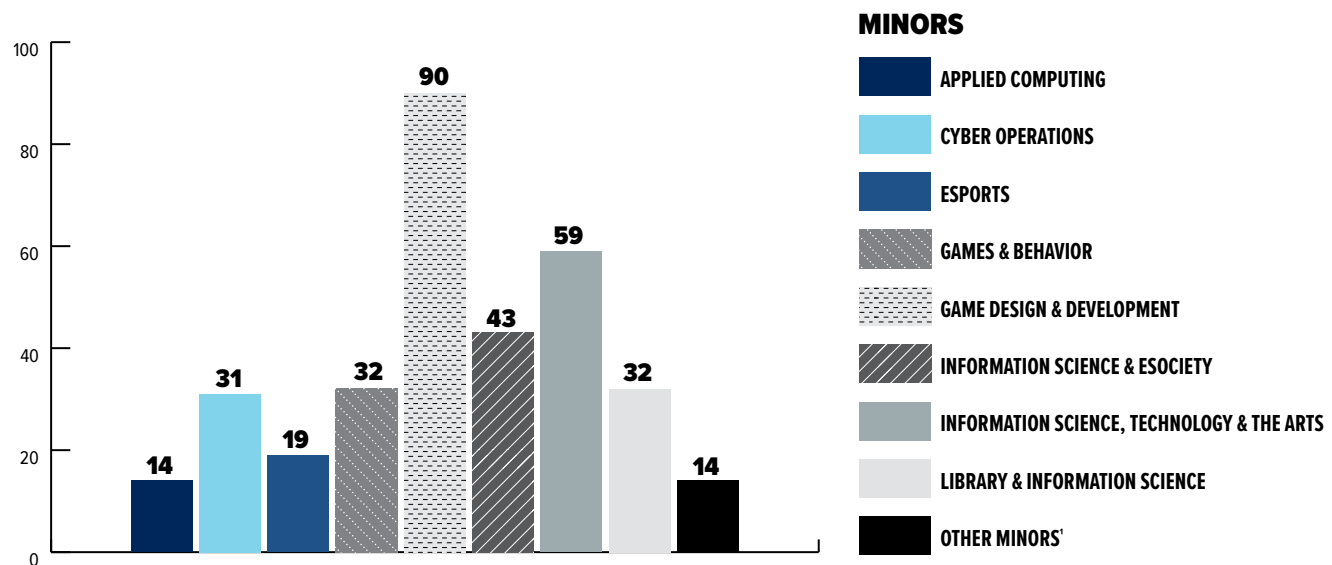
Undergraduate Programs Snapshot

UNDERGRADUATE STUDENTS¹ BY PROGRAM FALL 2025

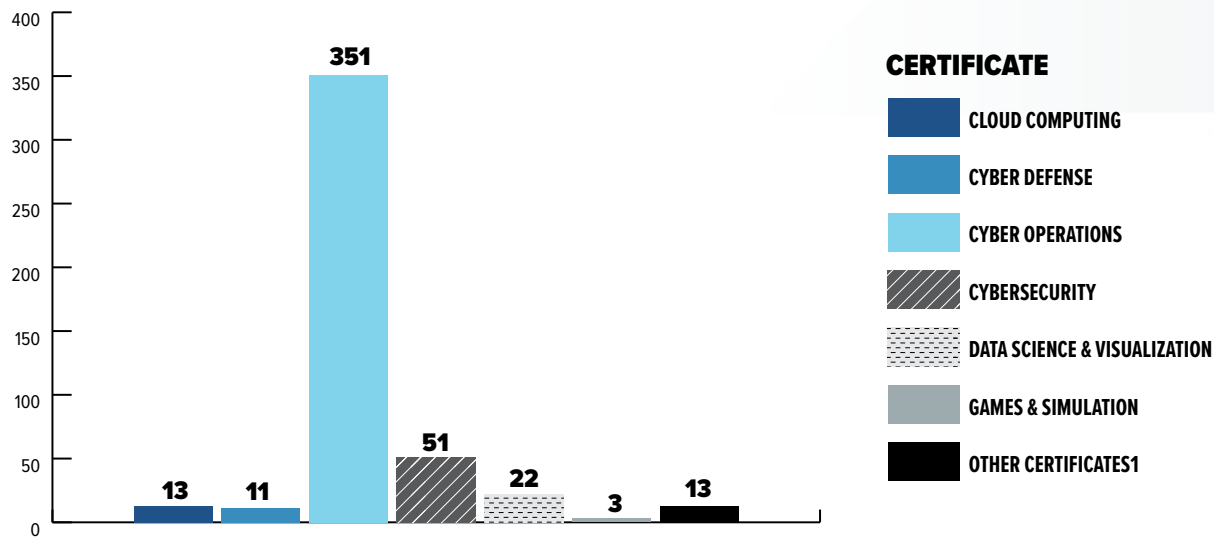


Notes:

- 11 students have double majors in College of Information Science degrees.
- Students in undergraduate degrees that are being taught out but are no longer offered to new students.



UNDERGRADUATE STUDENTS¹ BY PROGRAM FALL 2025



InfoSci Game Design Students Build Community and Skills at Global Game Jam 2025

More than two dozen game design and development students from the College of Information Science joined forces with local indie developers for the 2025 Global Game Jam (GGJ), a 48-hour international game-making challenge held on campus in January 2025. Hosted in partnership with Tucson Game Developers, the event gave students from the Game Dev Club and beyond the chance to build fully playable games from scratch based on this year’s global theme: Bubble. Students developed projects like *Bubble Trouble*, *The Memories of Bloob* and *Toil & Fumble*, gaining hands-on experience in programming, visual design, audio and collaborative storytelling.

For many, it was their first time working under real-world constraints. “In game jams you really end up wearing a lot of different hats to make everything work,” says senior **Ben Seckeler**, who collaborated with PhD student **Rami El Ali** and artist **Fiah Doer**. Students took on roles from level designer to team lead, supported each other across disciplines and learned to adapt fast. “Game development as a craft is as multidisciplinary as it gets,” says sophomore **Kai Koehler**.

“Game jams prepare me for a career in the tech industry by teaching me multiple valuable skills,” adds first-year student **Renée DeVivo**. The event also featured the use of cutting-edge tools like Unity 6 and Godot, giving students exposure to current industry software. Beyond the tech, students emphasized the creative energy and sense of community that defined the weekend. “It was lovely to be around so many wonderful people who are so passionate about games,” Seckeler says.

From the joyful origin of “Bloob,” a mistyped game character name, to spontaneous collaboration with industry professionals, the jam fostered meaningful learning in a fun, high-impact environment. “Connecting students with the local game dev community generates positive energy and gives novice designers access to inspiring role models,” says InfoSci lecturer and game developer **Drew Castalia**. For many, the jam wasn’t just about building games—it was a launchpad for building careers.

(left) *Bubble Trouble*, by Rami El-Ali, Ben Seckeler and Fiah Doer; (center) *The Memories of Bloob*, by Renée DeVivo, Emma Rex, Kai Koehler, Jack Newman and Kiana Koehler; (right) *Sonoran Snaps*, by Bob Glahn, TJ Palmer, Kristal Gutierrez and others.



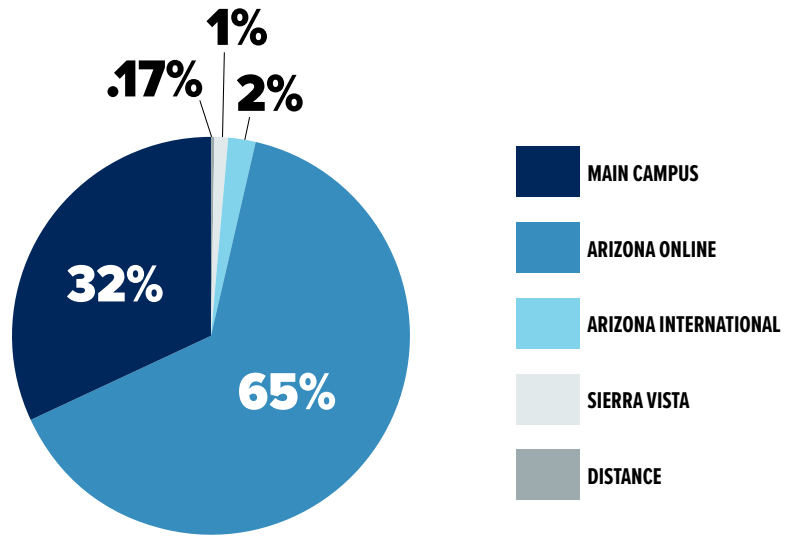
U of A Earns Continued Designation as National Center of Academic Excellence in Cyber Operations

The University of Arizona has once again earned the prestigious designation of National Center of Academic Excellence in Cyber Operations (CAE-CO) from the National Security Agency, extending through the 2030 academic year. The designation affirms the university's leadership in cybersecurity education, particularly through its Cyber Engineering emphasis within the top-ranked Bachelor of Applied Science in Cyber Operations. Arizona is one of only 11 institutions in the nation to hold all three NSA Centers of Academic Excellence designations—Cyber Operations, Cyber Defense and Cyber Research—placing it among an elite group preparing students for mission-critical cybersecurity roles.

“This recognition validates the technical rigor of our program and our alignment with Department of Defense workforce expectations,” says Assistant Professor **Robert Honomichl**, the university's CAE-CO point of contact. The designation also opens up exclusive opportunities for students—including national competitions, DoD internships and scholarships like the Cyber Service Academy and Scholarship for Service—and positions faculty to lead and collaborate on national cybersecurity initiatives. “It's not just a badge,” Honomichl adds. “It's a community, and one that's helping to secure the future.”

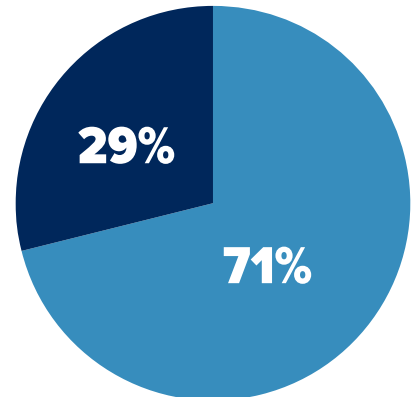
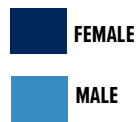


UNDERGRADUATE STUDENT ENROLLMENT BY CAMPUS FALL 2025

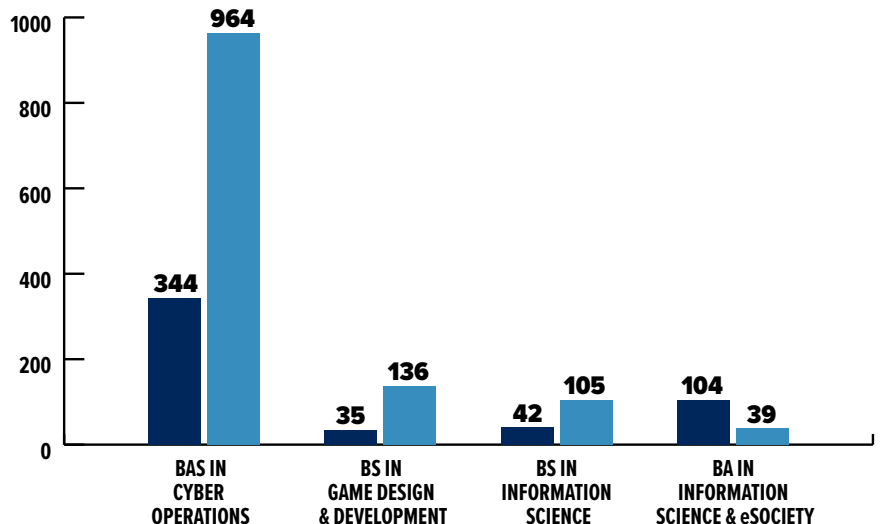


UNDERGRADUATE STUDENT DEMOGRAPHICS FALL 2025

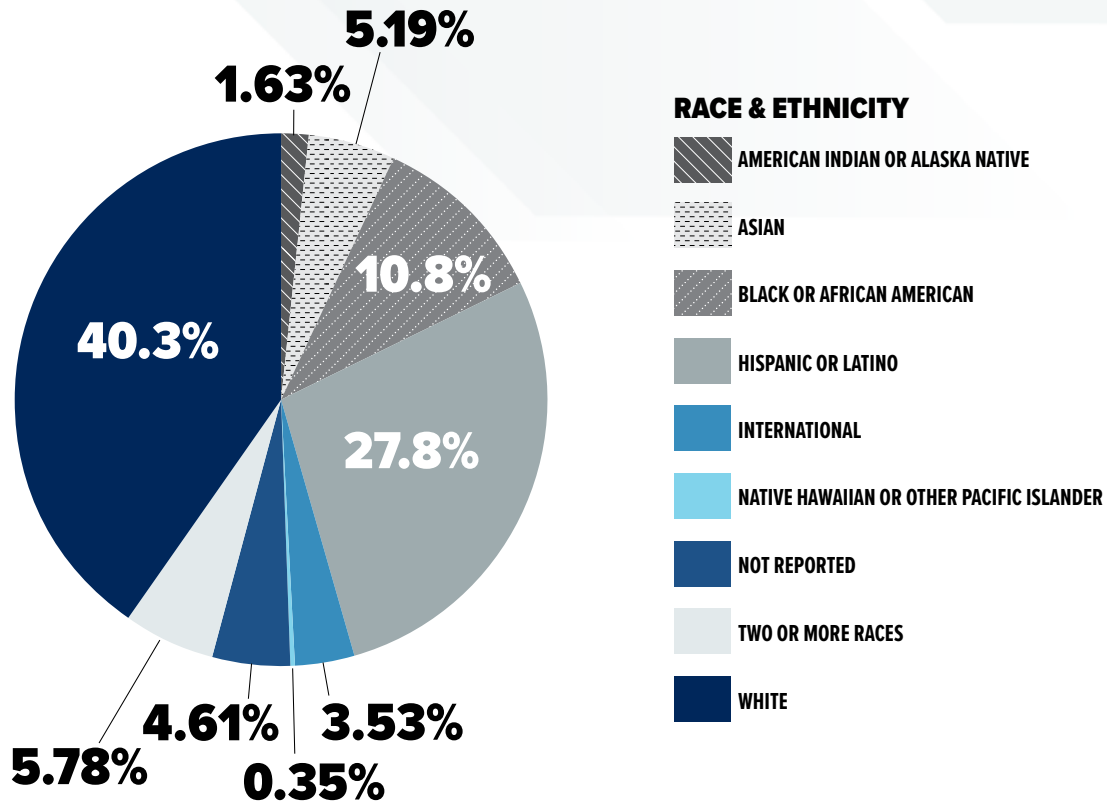
GENDER



DEGREE



UNDERGRADUATE STUDENT DEMOGRAPHICS
FALL 2025



Voicing Resistance in Gaming Culture

When University of Arizona student **Kiersten** approached Associate Professor of Practice **Diana Daly** to share a troubling online friendship, it sparked more than a podcast episode—it launched a research inquiry. Through the iVoices Media Lab and podcast *Humans R Social Media*, Kiersten told her story of harassment while gaming during the pandemic. Her episode, “Girl Meets Chud,” prompted Daly to explore how other young women respond to misogyny in gaming spaces. “I had just witnessed a young woman process and speak back to misogyny in a powerful way,” Daly said. “It made me wonder: How are others using digital platforms to do the same?”

That question led to a research project with two InfoSci students, **Duo Bao** and **Maddie Rae Smith**, analyzing TikTok videos tagged with #gobacktothekitchen and similar phrases. The team reviewed 83 videos, categorizing their content, form and stance. Most videos used humor or direct comebacks to push back on harassment, often through lip-syncing, gameplay footage or talking-head rebuttals. The researchers also examined replies and comment threads, finding that these meme-like responses helped build community and resilience among women gamers facing hostile online environments.

The resulting paper, “The Incessancy of #gobacktothekitchen and Responses to Normalized Online Misogyny,” was published in the *Proceedings of the Association for Information Science and Technology* and became one of the journal’s most-read works. Daly credits Kiersten’s story for shaping the inquiry and sparking meaningful insight. “She regained confidence by telling her story—and I hope the same is true for the creators we studied,” Daly said.



Building Connections, One Game at a Time

WITH INFOSCI STUDENT MIXERS

With the perfect blend of games, laughter and meaningful conversation, the College of Information Science student mixer sets the tone for a vibrant and connected semester ahead.

Since Fall 2024, the College of Information Science has started each semester with a bang, hosting mixers open to all students. Held in historic Bear Down Gym, each music-filled, Friday afternoon event has drawn more than 120 undergraduate and graduate students, plus faculty and staff, for an afternoon of fun, connection and community-building.

The student and faculty mixers feature a wide range of activities, from a dress-up photo booth—complete with props like feather boas, silly glasses and quote bubble signs—to games like cornhole and giant Jenga. In the spring, Wilbur and Wilma Wildcat join the festivities. Attendees also take part in a lively bingo card or other interactive games designed to help students get to know one another. The bingo cards, for instance, are filled with squares requiring the students to seek out others—“Visited another country,” “Is wearing U of A colors,” and “Has a hidden talent,” for example—encouraging everyone to mix and mingle. Winners earn college-branded prizes like water bottles, Bluetooth speakers and stress balls, and more importantly, get to know their fellow students a little better.

The events have been well-received by students. “The mixer was a great event that gave me a chance to make new friends and meet other students in my degree,” says **Sterling Godwin**, an Information Science and Arts major graduating in 2026. “It’s important to create a community with like-minded students, and the bingo card game made it easy to get around and talk to new people!”

Viswa Sushanth Karaturie, a Computer Science major with a minor in Information Science, Technology and the Arts, agrees: “Getting to know fellow students in such a fun setting was an amazing experience. It’s the perfect way to kick off the semester!”

As the students enjoy refreshments, the event’s true purpose comes to life: fostering connection. “We know that for new students and even returning students, it isn’t always easy to find others to connect with,” says **Sean Kramer-Lazer**, director of retention and student experience. “It is our hope that through events like this, students can find new friends and create community. This sense of belonging is so important to the success of all students, and we are happy to be able to facilitate these important connections.”

InfoSci faculty were equally thrilled to see students come together in such an enthusiastic and engaging way. “As a new college, we have been working to enhance community-building and networking opportunities for our students,” says **Cristian Román-Palacios**, assistant professor and advisor for the Master’s in Data Science and Master’s in Information Science programs. “Along with cutting-edge training in data and library sciences, we aim to offer comprehensive support for our students through interactive events like this.”

Interim Dean **Catherine Brooks** highlights the excitement and engagement that fill the room. “I love everything about this event—from the great student turnout, to the advising team and faculty enthusiastically interacting with students, to Instructor **Keith Rocci** happily exclaiming, ‘You all really know how to throw a party!’ at our very first mixer. What I appreciate most, though, is the incredible energy from the students at our mixers. We are here for them, and I’m thrilled that they not only show up but stay, building community right before our eyes.”

If you’d like to donate prizes or fund an upcoming student mixer, please contact **Jana Phillips** at jana42@arizona.edu.

INDUSTRY PARTNERSHIPS

Connecting bold ideas and expertise to drive *IMPACT.*

The College of Information Science is a dynamic hub where academic excellence meets real-world application, fostering partnerships that drive innovation and create impact. We collaborate with industry leaders, startups, nonprofits and public agencies—locally and globally—through student capstones, internships, mentoring, research, event sponsorship and more, offering opportunities that benefit students, partners and communities alike.

What impact will you make partnering with the College of Information Science?

Susan Kaleita

Director of Strategic Partnerships and External Relations

kaleita@arizona.edu | 520-621-0570



CONNECTING THE FUTURE

Q&A with Susan Kaleita, Director of Strategic Partnerships and External Relations

Since joining the College of Information Science in 2025, Susan Kaleita has helped shape the college's connections to the world beyond campus. As the first to hold the role of director of strategic partnerships and external relations, she works closely with alumni, industry and community organizations.

Tell us about your current work.

I work with alumni, industry and community organizations that are vital for driving student career outcomes and enhancing the college's reputation as a leader in information education and research. My work includes outreach and relationship building, and also making sure we have a variety of opportunities in place for partnerships that help our college address big, real-world challenges and help our students gain in-demand skills, build their networks and open professional doors.

For example, one thing I'm working on right now is setting up industry-sponsored capstone projects. Sponsors provide project mentors, datasets and authentic challenges from their organization, and students work in teams to provide creative solutions while developing and demonstrating the technical and durable, human skills that will help them land jobs and internships.

We're also working on celebrating those in our community who are shaping the future of information. I'm excited that this year, we are recognizing the inaugural InfoSci Alumni of the Year awardee. Stay tuned for the announcement!

What do you find most rewarding about your job?

What could be more fun than building relationships to create a powerful InfoSci network, and creating some systems to make the work efficient, rewarding and strategic for the college and our partners? Uncovering opportunity for mutually beneficial partnerships and then bringing them to life never fails to thrill.

What do you find challenging about your job, and how have you overcome those challenges?

My dream is for the InfoSci network to be palpable and powerful. One challenge we have is that InfoSci is a relatively new college. We have to work on making all alumni feel included and excited to be a part of what is now InfoSci, even if they graduated with degrees that used to be in different organizational structures.

Another challenge is that not everyone immediately knows what "information science" is. But when I talk to industry and community partners about our areas of strength (like artificial intelligence and machine learning, immersive technologies, data visualization, human-computer interaction, cybersecurity, virtual reality, natural language processing, archives and curation, and library science), they get excited about partnering. We work in such cutting-edge and interdisciplinary areas; most people can see how our work relates to theirs.

What does the InfoSci experience mean to you?

It means that you're part of an incredible community! The more we put into the experience, the more we'll get out of it.

Empower the Future of Tech

Sponsor a Capstone Project Student Team!

The College of Information Science invites you to partner with our talented undergraduate students for their capstone projects.

These projects provide students with the opportunity to solve real-world challenges while building innovative solutions for your organization.

As a project partner, you'll benefit from:

- **Fresh insights and solutions** to tackle complex challenges
- **Prototypes and process improvements** tailored to your needs
- **Access to top-tier talent** for your future workforce

YOUR COMMITMENT IS SIMPLE:

One hour per week guiding a team of 3-5 students, who collectively contribute over 500 hours of skilled effort each semester (August to December and January to May).

Learn more at infosci.arizona.edu/sponsor or contact Susan Kaleita, director of strategic partnerships and external relations, at kaleita@arizona.edu or 520-621-0570.

Preparing InfoSci Students for Tomorrow's Disruptive Tech Careers:

INDUSTRY INSIGHTS FROM AN INDUSTRY LEADER

From boardrooms to classrooms, Jay Sampson helps students not only understand the tech industry, but make an impact in it.

With more than 25 years of leadership at high-tech companies like Microsoft and Adobe, as well as pivotal roles in startups such as Magnite and Machinima, Jay Sampson knows firsthand what it takes to thrive in the dynamic world of digital media and technology. Now a lecturer at the College of Information Science, Sampson shares his extensive corporate experience in the classroom. In his role, he also contributes to business development and project management for the U of A Terry J. Lundgren Center for Retailing, helping students bridge their studies with the complex realities of global markets. In his Digital Media History and Innovations course, Sampson offers students more than just academic knowledge—he provides a roadmap to navigating their future careers.

Sampson's course, which covers the history, innovations and future directions of digital media, is infused with real-world relevance. Recognizing the diverse backgrounds and aspirations of his students, he leverages his industry expertise and connections with executives to bridge the gap between academic concepts and practical application. This preparation ensures students are equipped to enter the workforce not just as technologists but as adaptable, forward-thinking professionals.

"Today's students are on the precipice of a transformational shift with generative AI, even bigger than the commercial internet boom of the 1990s," Sampson says. This shift, he emphasizes, requires students to be proactive and prepared to evolve with the industry—a challenge that spans cultural and geographic boundaries.

Advice for Aspiring InfoSci Professionals

Sampson's core message to students is clear: embrace change, stay curious and don't limit yourself to the bounds of your job description. "Jump on board and lean into the change," he advises. "Find opportunities around AI and digital media, and don't let the wave pass you by." He likens today's technological landscape to the dawn of the consumer internet, a time when staying ahead of trends defined careers.

Sampson underscores the importance of starting a career at a major company, if possible: "If you can, align yourself with a large, branded employer early on. These organizations offer unparalleled learning experiences and insights into how businesses operate

at scale." This foundation can set information science and other interdisciplinary tech students up for success, whether they choose to continue at such firms or pivot to more specialized roles later.

The Importance of Engagement and Flexibility

In an era increasingly defined by remote work, Sampson advocates for a balanced approach, particularly for those just starting their careers. "Fully remote positions can be limiting," he points out. "Personal and professional growth often come from in-person interactions—hallway conversations, brainstorming sessions and the spontaneous exchange of ideas. These experiences shape not only your skills but your professional persona."



He also emphasizes the value of seeking mentorship and advice from faculty while still in college. “Your professors are more than just teachers; they’re well-versed observers of industry trends,” Sampson says. “Take the time to talk with them about where they see the field heading and what opportunities are emerging. That insight can be invaluable as you chart your own path.”

Bringing Industry and Global Insight into the Classroom

Sampson’s commitment to blending academic learning with industry insights is exemplified by his initiative to bring guest speakers into his classes. Executives from leading tech companies like Amazon, Google and Meta share their career stories and perspectives, providing students with a rare opportunity to hear firsthand about the challenges and opportunities shaping the field. These interactions often lead to “light bulb moments” for students, connecting their coursework with real-world applications.

Sampson also draws on his own experience leading global teams at Microsoft and Adobe. Managing projects across Europe, Asia and the Americas has equipped him with a deep understanding of cross-cultural communication and collaboration—an advantage he shares with his students. “Our student population at the college is diverse, with many studying from abroad,” Sampson notes. His global experience across a breadth of tech leadership roles helps him bridge cultural norms and expectations—an advantage for American students aiming for international roles and for any student navigating

tomorrow’s increasingly intercultural workforce. This global perspective complements the industry voices that contribute to his courses, enriching the learning environment further.

“I’m grateful for the industry leaders in the U.S. and abroad who contribute to my classes,” Sampson adds. “Their willingness to share their experiences enriches the learning environment and shows students the practical side of what they’re studying. It’s about preparing them to not only understand the field but to excel in it.”

Looking Ahead

As students prepare to enter the workforce, Sampson encourages them to remain adaptable and proactive. “Your entry-level job may be disrupted by new technology—expect it, and use it as an opportunity to learn and grow,” he advises. “Be curious, think beyond your tasks and immerse yourself in understanding how your work fits into the bigger picture. The first few years of your career are the time to double down on learning and effort; it’s an investment that pays off over the long term.”

Through his teaching, Sampson aims to empower InfoSci students with more than knowledge—he instills in them a mindset ready to tackle the challenges and seize the opportunities of the future. His lessons, drawn from decades in the corporate world as well as the media and technology executives who share their experience and insights in class, ensure that students don’t just enter the workforce—they make an impact from day one.

ALUMNI

*From campus to career, InfoSci graduates create lasting **IMPACT.***



BUILD LIFELONG CONNECTIONS & EXPAND YOUR ALUMNI NETWORK



7,811
ALUMNI



50+
outstanding years
for the MA in Library &
Information Science

Alumni, how are you creating lasting impact? Stay connected, unlock exclusive opportunities and let us celebrate your achievements!

UPDATE YOUR ALUMNI INFO

infosci.arizona.edu/alumni/update

VIEW COLLEGE ALUMNI PROFILES

infosci.arizona.edu/alumni/profiles

Interested in being profiled on the College of Information Science website?

Contact Susan Kaleita, director of strategic partnerships and external relations, at kaleita@arizona.edu or 520-621-0570.

Class of 2025 iAmbassadors

Reflect on Leadership and Community



Paige Cherry



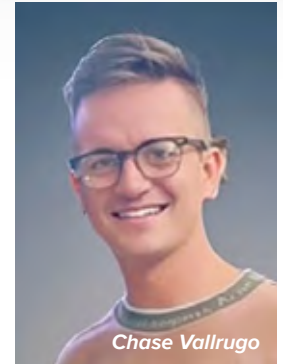
Valerie Naa Dei Okine



Elijah Parent



Sherali Ozodov



Chase Vallrugo

As the first cohort of College of Information Science student ambassadors graduated, they left behind more than completed degrees. They left a legacy of mentorship, outreach and community-building that has helped shape the identity of a young and rapidly growing college.

In Spring 2025, five iAmbassadors—**Paige Cherry, Valerie Naa Dei Okine, Sherali Ozodov, Elijah Parent** and **Chase Vallrugo**—completed their studies and stepped into new chapters. They were the visible, welcoming face of the college, answering questions from prospective students, speaking to families at college events and taking over the college’s social media feeds to share what day-to-day life in the study of information science really looks like.

FIVE PATHS, ONE SHARED MISSION

Though each graduate followed a unique academic path, they were united by a desire to give back—to help others find belonging and clarity in a field that can feel abstract from the outside.

For Parent, a Game Design and Development major and member of the W.A. Franke Honors College, the journey wasn’t always linear. “I started college with an interest in gameplay design and programming but gradually shifted to an interest in game audio,” he reflects. “It’s completely fine to not be set on the specific thing you want to do from the beginning.”

Parent also emphasizes the value of faculty who went above and beyond: “What I’ll remember most are the professors—how down-to-earth and passionate they are. Most are incredibly willing to put extra time

and effort into making their classes compelling and informative.”

After graduation, he planned to remain in Tucson, continuing personal and freelance projects in game audio while exploring opportunities in the industry.

Ozodov, who earned a BS in Information Science, highlights the role of community in his experience. “I’ll always remember the people—from inspiring professors to amazing peers. Being part of iAmbassadors made my time here even more meaningful,” he says.

His advice to new students is simple: “Don’t wait to get involved. Say yes to opportunities, even if they feel a little intimidating. That’s where the best memories and growth come from.”

Upon graduation, Ozodov looked ahead to opportunities in machine learning and AI, areas where he hopes to apply what he’s learned to create technologies with real-world impact.

STORIES THAT INSPIRE

While Parent and Ozodov were part of a reflective Q&A this spring, their fellow graduates also brought depth and authenticity to the iAmbassador program.

Cherry, who earned a BA in Information Science & Arts, blended creativity and communication throughout her time at U of A. She’s passionate about user experience and “the importance of diverse and inclusive storytelling in digital spaces,” she says. Her time as an iAmbassador allowed her to channel that passion into outreach—sharing her interdisciplinary

path with students navigating their own decisions about majors, minors and career interests, including leading a popular student ambassador takeover on Instagram.

Naa Dei Okine, who completed her MS in Data Science, joined the program while also working as a data analyst and research assistant. She brought a global perspective and an eye for real-world applications of data science. “My academic and professional journey at U of A was shaped by an incredibly supportive community,” she notes. Following graduation, she hoped to pursue further work in data-driven solutions, especially in public health and education.

Vallrugo, a fully online student who completed his BA in Information Science & eSociety, offers an important reminder that Wildcats come from all over—and connect in many ways. A self-described tech enthusiast and avid gamer, Chase used his own experience as a remote student to advocate for inclusivity and flexibility. He points to a belief in technology as a social connector, a message that resonates deeply with prospective students navigating virtual learning environments.

The five graduates of the Class of 2025 set a high bar—but also a generous invitation. “I congratulate future iAmbassadors and thank them for helping to continue the program,” says Parent. “This program has been a great experience for me, and I believe it has immense potential to benefit the college, the students who take part and the student community as a whole.” Ozodov offers a similar encouragement: “Own your story and share it with pride. You never know how much your words can impact someone considering U of A.”

And that’s the heart of the iAmbassador program: students helping students through transparency, energy and connection. It’s a role that builds professional skills, nurtures leadership and strengthens the entire college community.

PROFESSOR EMERITA CARLA J. STOFFLE

Inducted into Wisconsin Library Hall of Fame

The College of Information Science is proud to celebrate the induction of Carla J. Stoffle, professor emerita and former dean of University of Arizona Libraries, into the Wisconsin Library Hall of Fame. A transformative figure in academic librarianship, Stoffle’s legacy is defined by her pioneering vision of the teaching library, her leadership in integrating libraries into the heart of university education and her lifelong commitment to mentoring the next generation of library professionals.

A VISIONARY IN ACADEMIC LIBRARIANSHIP

Before joining the U of A in 1991, Stoffle played a pivotal role in reshaping academic libraries during her tenure at the University of Wisconsin-Parkside. As a reference librarian, head of public services and eventually assistant director, she championed a groundbreaking concept: libraries were not merely repositories of books but essential partners in the teaching and learning process.

Her vision led to the establishment of information literacy coursework as a required component of the undergraduate curriculum at institutions such as the University of Wisconsin-Madison. This reimagining of the academic library as a hub of active learning laid the foundation for modern information commons, including the Business and Chemistry Information Commons at UW-Madison and the Learning Commons at Carroll University.

Stoffle’s influence extended beyond the physical library. As online learning gained prominence, she helped shape embedded librarian programs at institutions such as the University of Wisconsin-Oshkosh and several Wisconsin technical colleges, ensuring that students had critical research support in virtual environments.



A LEADER IN HIGHER EDUCATION AND LIBRARY INNOVATION

Recognizing her leadership, UW-Parkside appointed Stoffle to high-level administrative roles beyond the library, including executive assistant to the chancellor and assistant chancellor for educational services. Her work in integrating libraries into university strategy continued when she became deputy director of the University of Michigan Libraries before making her lasting impact at the University of Arizona.

As U of A dean of Libraries from 1991 to 2013 and a professor in the School of Information (now College of Information Science), Stoffle led major efforts to modernize academic libraries. Her commitment to access, organizational change and student-centered services extended beyond Arizona, influencing national policies and practices. She also helped establish the Knowledge River Scholars Program, a groundbreaking initiative to support the education, recruitment and retention of library and information professionals dedicated to serving the needs of their local communities.

AN ENDURING LEGACY OF MENTORSHIP AND SCHOLARSHIP

Throughout her career, Stoffle has been not just a leader but a mentor. She recruited and nurtured talented librarians, inspiring colleagues who went on to lead institutions across the country. One of her mentees once reflected, “Before you came to Parkside, I had a job. After you came, I had a profession.”

Her impact is also reflected in her prolific scholarship. With over 60 articles and book chapters, Stoffle has written extensively on the future of academic libraries, budgeting, library instruction and equity in higher education. Her 1996 article, “Choosing Our Futures”



in *College and Research Libraries*, was named one of seven “landmark” articles published by the Association of College and Research Libraries.

Her contributions have been recognized with some of the highest honors in the field, including the Melvil Dewey Award, Joseph Lippincott Award, American Library Association Equality Award, Elizabeth Futas Catalyst for Change Award and Academic Librarian of the Year.

A LASTING RECOGNITION

Stoffle’s induction into the Wisconsin Library Hall of Fame is a fitting tribute to a career that has reshaped academic libraries and the role of librarians in higher education.

“Carla Stoffle’s impact on academic libraries and the broader field of information science cannot be overstated,” says College of Information Science Interim Dean **Catherine Brooks**. “She transformed not only the institutions where she worked but also the way we think about the role of libraries in education. Her leadership at the University of Arizona helped shape our college’s values of innovation, access and student-centered learning. This recognition from the Wisconsin Library Hall of Fame is a testament to her extraordinary legacy, and we are proud to count her among our own.”

At the University of Arizona, we celebrate her achievements with pride and gratitude, recognizing the profound impact she has made on students, educators and the future of libraries. Stoffle’s influence will continue to shape the future of libraries and information science for generations to come.

ADVANCEMENT & STUDENT SUPPORT

Your support fuels *IMPACT* in motion.

OUR STUDENT SUCCESS IS YOUR SUCCESS

As trusted supporters and champions, you help us accomplish great things at the College of Information Science—and help our students accomplish even more once they graduate.

INNOVATIVE RESEARCH, INSPIRED TEACHING

Your generous gift in support of faculty in the College of Information Science ensures their research and teaching help shape the future of information.

infosci.arizona.edu/give

College of Information Science Development

As of June 30, 2025



ANNUAL PHILANTHROPIC FUNDRAISING

Fiscal Year	Gifts/Endowment Revenue
2022	\$44,386
2023	\$84,340
2024	\$16,433
2025	\$44,343

FOUNDATION BALANCE
\$609,710



Supporting InfoSci Students Through Scholarships

We are grateful for donors like you who support College of Information Science student scholarships, which provide the most direct financial aid while also helping to build foundational funding for students across all our degree programs.

In FY 2025, **125 students received \$246,701 in funding** from scholarships made possible through donor gifts as well as grants and other state and local sources.



Ready to make a donation to an existing scholarship?

Visit infosci.arizona.edu/donate.



Want to establish a named scholarship?

Contact Interim Dean Catherine Brooks at cfbrooks@arizona.edu.

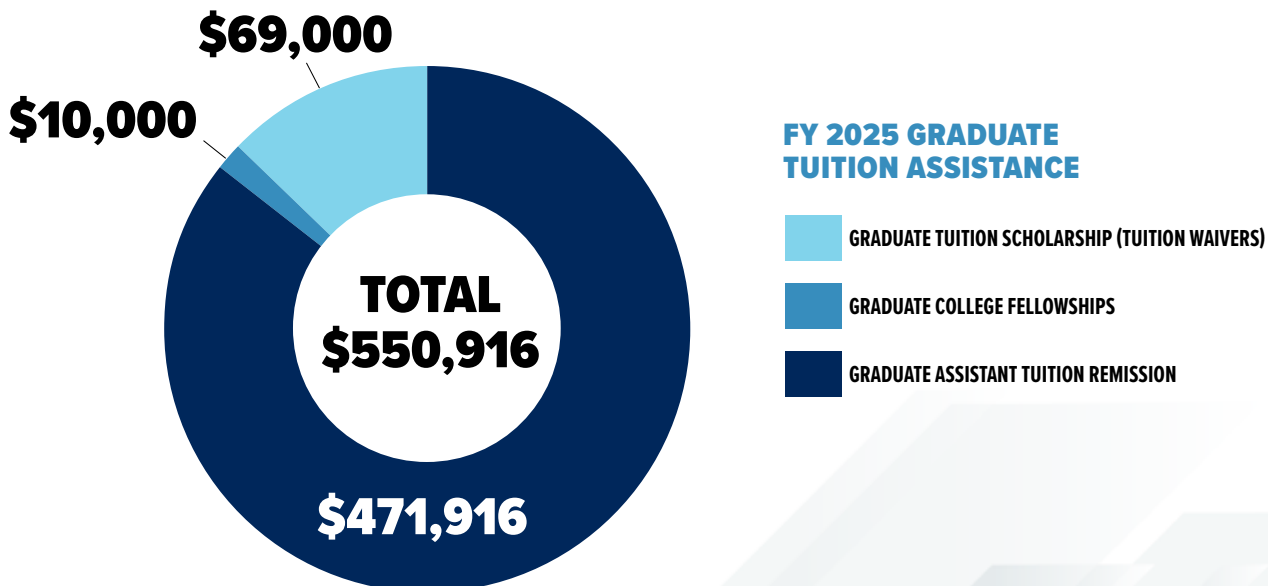
“Interdisciplinary research is part of what sets the College of Information Science apart. Gifts to our growing college don’t just facilitate opportunities for experiential learning, they also help build intellectual bridges between worlds that haven’t been linked before.”

- Interim Dean Catherine Brooks

Supporting InfoSci Graduate Students Through Tuition Assistance

In addition to donor-provided and other scholarships, the College of Information Science and University of Arizona support our graduate students through graduate tuition scholarships (also known as tuition waivers), Graduate College fellowships and graduate research and teaching assistant tuition remission.

In Fiscal Year 2025, the college provided **\$550,916 in tuition assistance** for graduate students.



Financial Report

Fiscal Year 2024-25 was transitional for the College of Information Science. Campus-wide budget reductions presented a unique challenge for a rapidly growing college, although support from the central administration confirms that our academic and programmatic successes were being recognized. The college leveraged previous savings to expand faculty and staff, the first steps in bringing the workforce up to peer levels, and maintained operational spending necessary to deliver on the mission of providing an excellent academic environment for our students.

Expenditure across the college was relatively flat at \$15.5 million, driven heavily by personnel expenses (84%). The college limited discretionary expenditures, reducing general expenditures, workforce development and related expenses by more than 22%. Restricted fund expenditures were down approximately 7%.

College of Information Science FY 2025 Financial Statement*

REVENUE	Restricted Funds	Unrestricted Funds	All Funds
State Funding & Carryover	\$0	\$9,886,700	\$9,886,700
Transfers In	\$15,000	\$308,265	\$323,265
Student Fees	\$0	\$940,556	\$940,556
Grants and Contracts	\$2,878,231	\$16,901	\$2,895,132
Gifts	\$40,047	\$0	\$40,047
Endowment Change	\$4,450	\$0	\$4,450
Miscellaneous Revenue	\$0	\$56,855	\$56,855
TOTAL	\$2,937,728	\$11,209,277	\$14,147,006
EXPENSES			
Capital	\$126,038	\$95,847	\$221,885
General Expenses	\$185,619	\$603,967	\$789,585
IDC Recovery Expense	\$630,194	\$0	\$630,194
Personal Services	\$1,798,550	\$11,220,164	\$13,018,713
Student Support	\$139,090	\$546,979	\$686,068
Transfers Out	\$0	\$0	\$0
Travel	\$46,094	\$91,855	\$137,950
Student Support	\$193,253	\$25,162	\$218,415
TOTAL	\$2,925,585	\$12,558,812	\$15,484,397
NET	\$12,143	(\$1,349,534)**	(\$1,337,391)**

Definitions:

Restricted Funds: Funding and expenses for purposes specifically dictated by the source and nature of the funding (e.g., grant funds that may only be spent on activities germane to the specific grant, gifts that are tied to a specific and named scholarship, etc.).

Unrestricted Funds: General college funds for all purposes otherwise allowable by university and college policies and strictures without other limitations based on the source of the funding.

The state commitment to the college is partially funded by tuition.

Transfers In/Out: Movement of funds from one account to another, generally remaining within the college but also used to move funds across university units.

IDC Recovery Expense: The portion of indirect costs on grants owed to the university by the college.

Personal Services: University term for personnel expenses including salaries, wages, benefits and employee-related expenses.

Net: Ending balance after all revenues and expenses have been posted. Note this is not available for college spending per university policy.

* Does not include FY 2025 financials of the College of Applied Science and Technology.

** Planned expenditures (mostly on personnel) exceeding budget were met using cash reserves.

Empower Innovation

Support the College of Information Science



At the College of Information Science, we prepare students to lead in fields like data science, information technology, librarianship, game design and cybersecurity. But we can't do it alone—**your donation makes all the difference.**

GENERAL FUND

Your gift fuels **emergency student support, key operations, awards, events, and faculty and student travel**—ensuring we respond to urgent needs and seize opportunities that inspire learning and innovation.

SCHOLARSHIP FUND

Help talented students access education through **scholarships for undergraduate and graduate programs.** Your support removes financial barriers and unlocks their potential to become tomorrow's information leaders.

Create impact today—every gift, no matter the size, shapes the future of information! **Donate now at give.uafoundation.org/infosci.**

Or to discuss planned giving, endowments and larger donations, please contact **Catherine Brooks**, Interim Dean and Professor, at cfbrooks@arizona.edu or 520-621-3565

Let's create transformative impact, together.

As a vibrant hub where academic excellence meets practical application, the College of Information Science—a member of the iSchools consortium—fosters collaboration that benefits students, faculty, the broader community and industry partners.

We collaborate with industry leaders across sectors not only to more fully prepare our graduates for the workplace demands of a data-driven world, but also to inform industry of new thought leadership, faculty research, solutions for human-information problems and student skills that will advance organizational and community success.

ENGAGE WITH THE BRIGHTEST MINDS IN INFORMATION SCIENCE

Connect with our talented faculty and ambitious students through exclusive opportunities that spark collaboration and innovation:



INTERNSHIPS

Build your talent pipeline while giving students hands-on experience that is both enriching and career-defining.



CAPSTONE PROJECTS

Identify talent in action and get creative solutions to your organization's challenges by sponsoring graduate or undergraduate capstone projects.



SPONSORSHIPS

Sustain a cutting-edge educational environment through sponsorships, which empower groundbreaking research and solutions that shape the future of technology and society.



iSHOWCASE

Join us at the University of Arizona iShowcase, a seminal event held each semester where students present their projects and research to industry experts, alumni and the community.



RESEARCH PARTNERSHIPS

Provide real-world data and fund groundbreaking research, ensuring our work tackles real-world challenges, drives practical solutions and pushes the boundaries of discovery in the information sciences.



ADVISORY BOARDS

Provide insights that help us tailor our curriculum to the evolving needs of industry and help open doors for our students.



PROFESSIONAL DEVELOPMENT

Take advantage of professional development and continuing education opportunities for your employees through InfoSci graduate degrees and graduate certificates.



PAY IT FORWARD

Your tax-deductible gift can make an impact on a student, assist with faculty research and help develop programs within the college.

Visit infosci.arizona.edu/industry to engage today.