

SHAPING THE FUTURE OF INFORMATION

College of Information Science
Inaugural Annual Report
FISCAL YEAR 2024 | ACADEMIC YEAR 2023-2024

infosci.arizona.edu



THE UNIVERSITY OF ARIZONA
College of
Information Science

WHAT IS INFORMATION SCIENCE?

In today's data-driven world, the field of information science has become a cornerstone of how we understand and interact with the digital landscape.

From artificial intelligence to big data analytics, and from digital libraries to social networks, information scientists are pivotal in shaping our access to—and our understanding of—information.

The University of Arizona College of Information Science (InfoSci) stands at the forefront of this revolution in research and preparing undergraduate and graduate students to lead in a variety of dynamic careers.

Visit infosci.arizona.edu/is to discover how an education in information science opens doors to innovative careers and solutions to the world's grand challenges.





CONTENTS

Dean's Welcome.....	4
InfoSci by the Numbers.....	6
New Faculty, Staff and Promotions.....	8
Awards and Accolades.....	10
Research.....	12
FEATURE: The Value of Academic Extended Reality and Games Research to Industry: A Look Inside the XRG Lab.....	19
Graduate Programs.....	22
FEATURE: iShowcase: Where Student Imagination Meets Innovation.....	26
Undergraduate Programs.....	30
FEATURE: Summer Study Abroad Proves Transformative for InfoSci Students.....	33
Events.....	37
Alumni.....	38
FEATURE: The Art of Storytelling: How Two Recent Alumni Launched Rewarding Careers in Information Science.....	40
Advancement & Scholarships.....	44
Financial Report.....	46

This AI-generated image highlights innovative possibilities. At the College of Information Science, where we focus on the intersection of people, information and technology, students learn how to harness AI ethically and responsibly while ensuring human creativity and insight remain at the forefront.



DEAN'S WELCOME

At the College of Information Science, we are pushing the boundaries of what library, information and data science can achieve.

ALUMNI AND FRIENDS,

It is my privilege to introduce the University of Arizona College of Information Science annual report for the 2023-2024 academic year. This year has been nothing short of transformative for our college, as we officially changed our name to the College of Information Science—an exciting evolution from our foundation as the School of Information. This moment marks a pivotal chapter in our journey, a testament to the hard work and vision of our faculty, staff and students, who are continually pushing the boundaries of what library, information and data science can achieve.

Under the theme *Shaping the Future of Information*, this report captures the essence of our mission: to explore the intersections of people, data and technology, empowering a diverse, equitable and inclusive future through information. Information is at the core of everything we do—from the way we tell stories and understand cultures, to how we harness the power of artificial intelligence and address the ethical questions that arise in an age of rapid technological advancement.

Throughout the year, our faculty and students have demonstrated resilience and creativity. Our research labs and centers are tackling issues that range from AI and its impact on teamwork to the role of extended and virtual reality in industry and education. The achievements highlighted in this report—from groundbreaking faculty research presented at our annual Research Blitz to the interdisciplinary student projects shared at iShowcase—illustrate the breadth and depth of our scholarly and creative work.

This has also been a year of growth and recognition. Our faculty's expertise was highlighted on the national stage, including at the White House Tech Summit, and our research endeavors were bolstered by notable

new grants, such as the \$882,000 awarded to study AI's effects on teamwork and a \$3.8 million NIH grant focused on climate change and health. These efforts are just a glimpse into the vibrant intellectual community we are building, one that balances innovation with ethical oversight.

As you explore our inaugural annual report, I hope you see firsthand the difference we are making and feel inspired to join us in shaping the future of information. Whether you are an alum, a friend or an industry partner, your support is critical to sustaining and expanding our impact. Through your generosity, we are able to offer scholarships, fund groundbreaking research and create a learning environment where creativity and critical thinking thrive. Together, we can continue leading the fields of library, information and data science and transform the future for our students and society.

I am excited for what lies ahead for our college and I deeply thank you for being an essential part of our community.

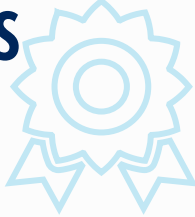
Catherine F. Brooks
Interim Dean and Professor
College of Information Science

(right) The TARS winning InfoSci student capstone team at the Fall 2023 iShowcase.



INFOSCI BY THE NUMBERS

**5 PROGRAMS
RANKED IN
THE TOP 25**



1,584
STUDENTS
Fall 2024

30
PHD STUDENTS
Fall 2024

MSDS

#9

Best Master's
in Data Science
Fortune, 2024

723

UNDERGRADUATE STUDENTS

Fall 2024

228 BSGDD | 28 BA GB | 195 BSIS
62 BA IS&A | 224 BA IS&ES

831

MASTER'S STUDENTS

Fall 2024

246 MSDS | 369 MSIS | 216 MLIS

MLIS

#10

Global Ranking of
Library and Information
Science Programs
ShanghaiRanking, 2023

MSIS

#11

Top Master's in
Machine Learning
TechGuide, 2024

9
DEGREES

5 UNDERGRADUATE

- » BS in Game Design & Development (BSGDD)
- » BA in Games & Behavior (BA GB)
- » BS in Information Science (BSIS)
- » BA in Information Science & Arts (BA IS&A)
- » BS in Information Science & eSociety (BS IS&ES)

BSIS

#17

Bachelor's in Information
Technology Degree
*BachelorsDegreeCenter.com,
2023*



4 GRADUATE

- » MS in Data Science (MSDS)
- » MS in Information Science (MSIS)
- » MA in Library & Information Science (MLIS)
- » PhD in Information

476

DEGREES
GRANTED

298 Graduate
178 Undergraduate
Fall 2023 & Spring 2024
Graduates

BSGDD

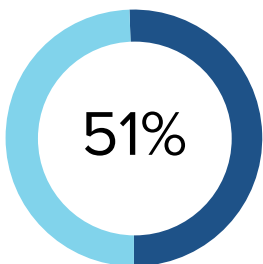
#24

Public Game Design
School in the U.S.
*Animation Career
Review, 2024*

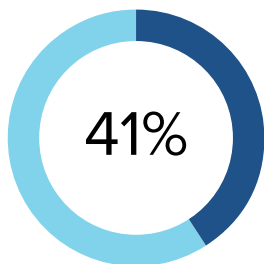
3
DEGREES

AVAILABLE ONLINE

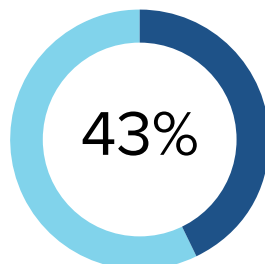
- » BA in Information Science & eSociety
- » MS in Data Science
- » MA in Library & Information Science



STUDENTS
OF COLOR



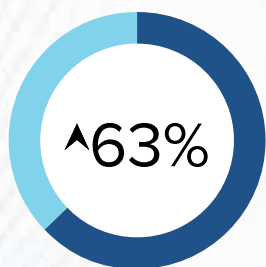
FEMALE
STUDENTS



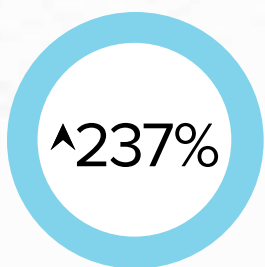
INTERNATIONAL
STUDENTS

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

51 COUNTRIES
represented in student body



**GROWTH RATE OF
BS IN GAME DESIGN &
DEVELOPMENT
OVER PAST YEAR**
From 140 students to 228 students



**GROWTH RATE OF
MS IN DATA SCIENCE
OVER PAST YEAR**
From 73 students to 246 students

6



**UNDERGRADUATE
MINORS**

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

3



**UNDERGRADUATE
CERTIFICATES**

- » Data Science & Visualization
- » Games & Simulation
- » Natural Language Processing

5

**STEM-DESIGNATED
PROGRAMS**

- » BSIS
- » BA IS&A
- » BA IS&ES
- » MSDS
- » MSIS



121

**TOTAL STUDENTS
RECEIVING
SCHOLARSHIPS**
\$215,138 total
scholarship amount

4



**GRADUATE
CERTIFICATES**

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

9

**RESEARCH CENTERS,
LABS AND CONSORTIUMS**

8

**STUDENT
AMBASSADORS**



20

**STUDY ABROAD
PARTICIPANTS**
Summer 2024 in Orvieto, Italy



143

**DISTINGUISHED
SCHOLARS**

80 Graduate | 63 Undergraduate
Fall 2023 & Spring 2024 graduates

4,970

ALUMNI

\$3.8M

**RESEARCH EXPENDITURES
5-YEAR AVERAGE**

\$2.8M total expenditures in FY 2024

36

**ACTIVE RESEARCH
GRANTS AND PROJECTS
IN FY 2024**

73

**INFOSCI FACULTY
MEMBERS**

Fall 2024

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

42

**INFOSCI STAFF
MEMBERS**

Fall 2024

Includes administrative
and research staff

7

**POSTDOCTORAL
SCHOLARS**

Fall 2024

47

**GRADUATE
ASSISTANTS**

Fall 2024

NEW FACULTY, STAFF AND PROMOTIONS

INSPIRING THE NEXT GENERATION OF INFORMATION INNOVATORS.

We are pleased to welcome the following College of Information Science faculty, staff and postdoctoral scholars, as well as celebrate faculty promotions:

NEW PROFESSORS



Liangming Pan
Assistant Professor

Dr. Liangming Pan holds a PhD in Computer Science from the National University of Singapore. His primary research focuses on natural language processing and machine learning; specifically, how to build large language models that are logical, truthful and safe.



Marie Saldaña
Assistant Professor

Dr. Marie Saldaña holds a PhD in Architecture from the University of California, Los Angeles. Her research focuses on cultural heritage informatics, data visualization and Borderlands archives. She is currently serving a fellowship with the National Endowment for the Humanities.



Nitika Sharma
Assistant Professor of Practice

Dr. Nitika Sharma holds a PhD in Quantitative Ecology from the Indian Institute of Science. Her research bridges ecology, evolution, mathematics and data, with a particular focus on spatial and social data analysis and visualization, statistics and natural language processing.

CELEBRATING THE LEGACY OF HONG CUI A Distinguished Career in Information Science



After a long and impactful career as a professor of information science, **Hong Cui** retired from the University of Arizona in

May 2024. A pioneering researcher in biodiversity informatics, machine learning and software usability, Cui joined the U of A in 2007. She advanced from assistant professor to full professor, propelled by the broad influence of her award-winning teaching, research and service.

Cui earned her PhD in Library and Information Science from the University of Illinois at Urbana-Champaign in 2005. During her time there, she connected with **Bryan Heidorn**, one of her thesis advisors and then a professor. Now a professor and associate dean for research and graduate academic affairs in the College of Information Science, Heidorn reflects warmly on their academic journey together.

“It is one of the greatest joys for a research-focused academic to witness a student not only excel but surpass the boundaries of your initial guidance,” Heidorn says. “Hong Cui has been one of the most rewarding

highlights of my career. As a doctoral student, she quickly distinguished herself as an independent thinker. Her dissertation evolved far beyond the ideas that originated from my lab, a testament to her creativity and intellect.”

Heidorn continues: “Hong went on to achieve a highly successful career in academia, and I was fortunate that fate brought us together again on the faculty at the University of Arizona. She served as a reliable, hardworking faculty member helping to support the school through her service. During this time, I had the privilege of watching her excel in her own right, both in her research

FACULTY PROMOTIONS

Andrea Thomer
Associate Professor
Dr. Andrea Thomer's research interests include the maintenance and

evolution of knowledge infrastructures, scientific data curation and information organization. She is especially interested in long-term database curation, the use and impact of natural history collections and the conceptual foundations of data science.



Berlin Loa
Associate Professor of Practice
Berlin Loa, who manages the Knowledge River

Scholars Program, is an archivist and cultural anthropologist who works in the taskscape of cultural heritage. Her research encompasses the socio-cultural, technological and historical aspects of collections preservation practices.

NEW EMERITUS FACULTY

Hong Cui
Professor Emeritus

NEW LECTURERS AND INSTRUCTORS

Bianca Alper
Kunal Arekar
Angela Cruz
Anna Leach
Thomas Padilla
Jacqueline Thompson
Liang Zhang

NEW POSTDOCTORAL SCHOLARS

Kiran Basava
Kristen Martinet
Maria Torres
Yichao Zeng

NEW STAFF

Kevin Carton
Manager of Global and International Programs

Joseph Cate, Jr.
Data Architect III

Jessica Chung
Undergraduate Academic Advisor

Daniel Mandel
Software Engineer, iSamples

Paloma Mello Haro
Faculty Affairs Coordinator

Tavia Szostek
Manager of Graduate Enrollment and Retention

Mariel Watt
Curatorial/Museum Specialist

(below) Colleagues wish Hong Cui (center, front) a fond farewell at her retirement party.



and in mentoring her own doctoral students, many of whom have gone on to successful careers. Reflecting on these years, I can see how much my career has been enriched by Hong's achievements. I am deeply grateful for the professional rewards and the honor of being associated with Dr. Hong Cui throughout her remarkable journey."

Cui's contributions to the University of Arizona were numerous and influential. She led the Biosemantics Research Group, served as a principal investigator or co-PI on several National Science Foundation-funded projects and published extensively in top-tier journals. Her work has markedly advanced the ability of computers to retrieve and analyze scientific information in the digital age.

"We appreciate the exceptional contributions Hong Cui made to the College of Information Science and the University of Arizona through her teaching, research and service," says Interim Dean **Catherine Brooks**. "Her lasting impact will be felt not only by her colleagues and students but also across the field of information science, which she has significantly shaped. She will be truly missed."

AWARDS AND ACCOLADES

CELEBRATING FACULTY AND STUDENT SUCCESS, ON AND OFF CAMPUS.



Steven Bethard



Winslow Burleson



Daniel Charbonneau



Diana Daly

FACULTY

Steven Bethard

Associate Professor

College of Information Science
2024 Research Excellence Award

Winslow Burleson

Professor

Top 100 Influential Articles on Educational Robots 2023, UNESCO Chair on AI in Education, for “Active Learning Environments with Robotic Tangibles: Children’s Physical and Virtual Spatial Programming Experiences,” *IEEE Transactions on Learning Technologies*

Daniel Charbonneau

Assistant Professor of Practice

College of Information Science
2024 Teaching Excellence Award

Diana Daly

Associate Professor of Practice

Top 10% of Papers Published 2023, *Proceedings of the Association for Information Science and Technology*, for “The Incessancy of #gobacktothekitchen and Responses to Normalized Online Misogyny”

Peter Jansen

Associate Professor

Visiting Research Scientist, Allen Institute for Artificial Intelligence (AI2)

Andrew Kemp-Wilcox

Assistant Professor of Practice

College of Information Science
2024 Student’s Choice Award for Teaching Excellence

Emily Thomas

Lecturer

Rich Thompson
Senior Lecturer

College of Information Science
2024 Instructional Excellence Award

Andrea Thomer

Associate Professor

2023 ASIS&T Best *JASIST* Paper Award, Association for Information Science and Technology, for “Integrative data reuse at scientifically significant sites: Case studies at Yellowstone National Park and the La Brea Tar Pits”

Media Pioneer Jack Myers Brings Expertise to InfoSci Course



In Spring 2024, **Jack Myers**, a nationally recognized media ecologist and College of Information Science lecturer, taught *Theories of New Media*, a course exploring the social creation and negotiation of information in the digital age. With a career spanning five decades, Myers brings deep expertise in media, communications and advertising, offering students insights into the impact of media on global culture, business and democracy.

Myers’ long history in media includes advising companies on navigating transformational changes in technology and demographics. His teaching focuses on helping students understand media’s role in shaping society and encouraging them to explore diverse perspectives. His firm, MyersBizNet,

also provides educational resources and supports diversity and inclusion initiatives across the media industry. “Knowledge is gained through exploration and understanding,” says Myers, emphasizing that the future of media and communications is closely tied to societal shifts and challenges.



Bryan Armstrong



Sophia Kingsley



Kapua Ioane



Bailie Wynbelt

STUDENTS

Bryan Armstrong
Fall 2023 Outstanding Graduate Student Award

Nour Khalid Gordillo
Abraham Venegas
Spring 2024 Outstanding Graduate Student Award

Zeyu Zhang
Fall 2023 Outstanding PhD Student Award

Kyle Arechiga
Rachel Fernandez
Ankit Pal
Fall 2023 Outstanding Master’s Student Award

Sophia Kingsley
Spring 2024 Outstanding Master’s Student Award

Kapua Ioane
Fall 2023 Outstanding Senior Award

Bailie Wynbelt
Spring 2024 Outstanding Senior Award

Ricardo Martinez
Spring 2024 Undergraduate Excellence in Research Award

Chase Hult
Eddiong Ekpoh
Spring 2024 Undergraduate Leadership and Community Engagement Award

Linda Bojorquez-Lopez
Ciera Zamora
Spring 2024 Undergraduate Student Success and Merit Award



Information Science and Other Arizona Researchers Lead NEPA Tech Revolution at White House Summit

The University of Arizona team developing NEPAAccess—an online platform designed to aggregate, organize and analyze the thousands of documents created since the passage of the 1970 National Environmental Policy Act (NEPA)—participated in the first-ever White House Environmental Permitting Technology and Data Summit in October 2023. The convening was hosted by the White House Council on Environmental Quality, White House Office of Management and Budget and Federal Permitting Improvement Steering Council. It included representatives from more than a dozen federal agencies, as well as private industry and nonprofit partners. Members of the NEPAAccess team representing U of A—including College of Information Science Associate Professor **Steven Bethard** and Researcher **Egoitz Laparra**—were the only academics invited to participate in the summit. Bethard and Laparra are bringing their expertise in machine learning and natural language processing to the large existing body of dispersed and loosely managed NEPA documents.

\$3.8MAVERAGE PER YEAR
IN RESEARCH
EXPENDITURES OVER
THE PAST FIVE YEARS**\$2.8M**IN RESEARCH
EXPENDITURES
IN FY 2024**7**NEW RESEARCH
PROJECTS IN FY 2024**36**ACTIVE RESEARCH GRANTS
AND PROJECTS IN FY 2024**39%**OF SUBMITTED RESEARCH
PROPOSALS HAVE BEEN
FUNDED OVER THE
PAST FIVE YEARS**9**RESEARCH CENTERS
AND LABS

RESEARCH

WITH BOLD INQUIRY AND VISIONARY THINKING, INFOSCI FACULTY ARE REDEFINING THE POSSIBILITIES OF THE DIGITAL AGE.

Faculty of the College of Information Science are at the forefront of original research that explores how knowledge, information and data are created, organized and shared across diverse environments and communities. Their work not only advances our understanding of these critical processes but also sparks meaningful dialogue on the professional and societal challenges shaping the information age. By pushing the boundaries of discovery, our researchers are driving innovation and offering solutions to some of the most pressing issues in today's interconnected world.

Areas of Research

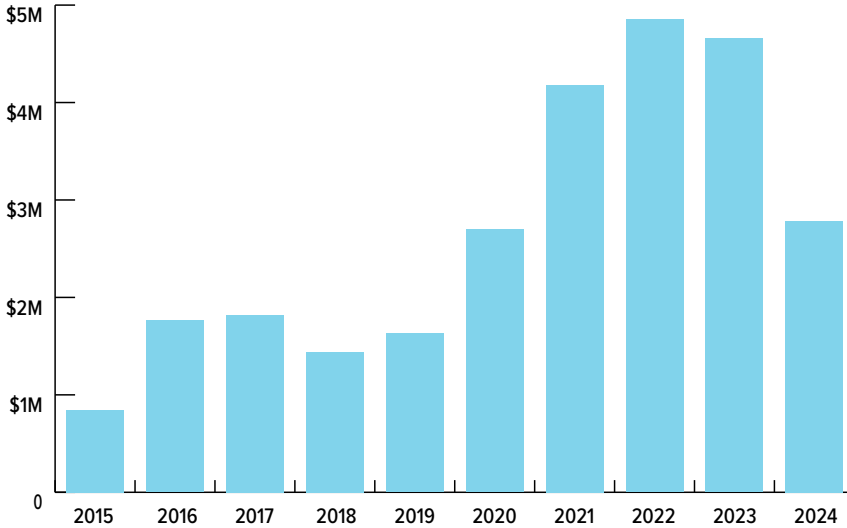
InfoSci faculty and students are engaged in research around all aspects of information, without regard to disciplinary boundaries. Our current areas of research include:

- ✓ **Applied Natural Language Processing**
- ✓ **Biological Informatics**
- ✓ **Data Science, Social Network Analysis and Computational Social Science**
- ✓ **Information Collections, Libraries, Databases, Archives and Ethics**
- ✓ **Internet of Things**
- ✓ **Machine Learning, Artificial Intelligence and Algorithmic Thinking**
- ✓ **Social Science and Internet Studies**
- ✓ **Virtual Reality, Video Game Design and Human-Computer Interaction**

Research Grants and Awards

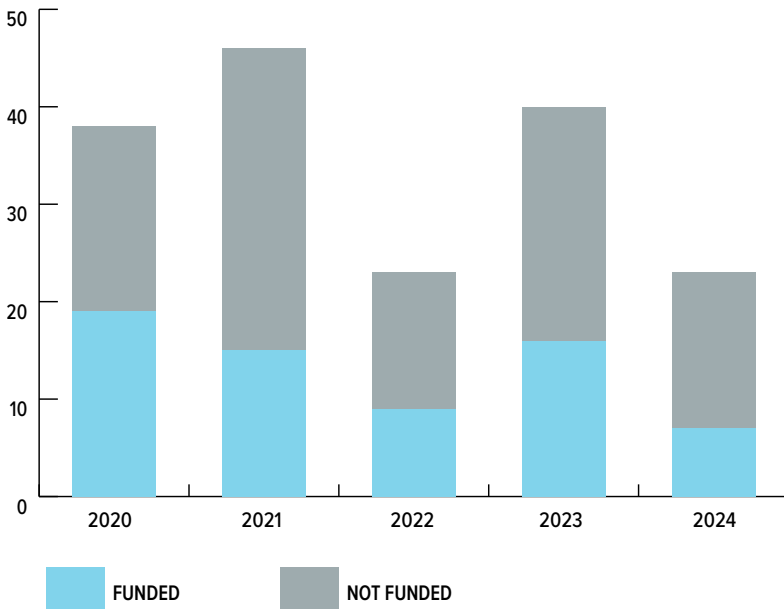
Grant spending in Fiscal Year 2024 reached \$2.8 million, contributing to a strong five-year average of \$3.8 million and reflecting significant growth over the past decade, underscoring the continued vitality of our research funding.

SPONSORED RESEARCH PROJECTS



With a 39% 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



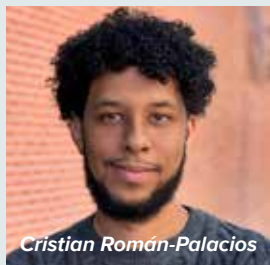
A VITAL SIGNAL: How New Tech Tracks Physician Stress to Combat Burnout

To address the growing crisis of physician burnout in emergency healthcare, researchers from Yale University and the University of Arizona have developed a groundbreaking tool—HRVEST (Heart Rate Variability Experimental Sensor Toolkit). This open-source algorithm, designed by data scientists including College of Information Science Professor **Winslow Burleson**, processes physiological stress data from wearable technology, such as the Hexoskin Smart Shirt. These smart garments, worn by 81 emergency room physicians during the study period, provided continuous monitoring of heart rate variability (HRV), a key stress marker. By eliminating noise and artifacts in the data, HRVEST enables efficient, real-time tracking of stress without interrupting clinicians’ workflow. The project’s 2021 study, published in *Frontiers in Computer Science* in 2024, demonstrates the tool’s potential to transform healthcare monitoring.

“This research marks a significant advancement in measuring stress among emergency medicine physicians,” says Burleson. “By utilizing smart garments in a clinical setting, the study not only provided precise and continuous data but also highlighted the importance of technological integration for health monitoring. The HRVEST algorithm facilitated the processing of large datasets, demonstrating its potential for widespread application in both research and clinical environments.”

SCORCHING SOLUTIONS: New Center Addresses Climate-Driven Health Threats in Arid Lands

The University of Arizona has secured a \$3.8 million grant from the National Institutes of Health to establish the Southwest Center on Resilience for Climate Change and Health (SCORCH). This new center, based at the Mel and Enid Zuckerman College of Public Health, focuses on helping communities in Arizona and other arid regions adapt to climate-driven health challenges such as extreme heat, flooding and biodiversity loss. With an emphasis on health equity, SCORCH collaborates with Indigenous, Latinx and low-resource communities, developing programs and research to address the environmental health needs of these populations.



InfoSci Assistant Professor **Cristian Román-Palacios**, a biologist with expertise in phylogenetics, biostatistics and machine learning, is leading data management and visualization training activities aligned with the new center's Integrated Data Visualization Core (IDVC). The IDVC's goal is to implement professional development and outreach initiatives tailored for climate change and health applications delivered by SCORCH.

SCORCH's research spans three key areas: health impacts of extreme weather, climate forecasting and adaptive responses to the built environment. Projects include studies on the effects of extreme heat on pregnancy and children's development, as well as the trade-offs in greenspace planning for public health. The center will foster partnerships with local and global communities, prioritizing systems thinking and translating science into practical solutions. Through interdisciplinary collaboration, SCORCH aims to develop resilient systems to address climate change's most pressing health challenges.

Featured Publications

Humans R Social Media

By *Diana Daly*

The 2024 edition of *Humans R Social Media (HRSM)*, authored by InfoSci Professor of Practice **Diana Daly**, continues to push the boundaries of what an open-access textbook can be. This participatory "living book" uniquely incorporates contributions from students and faculty alike, combining stories, media and graphics to explore the deep connections between humans and social media. With chapters on topics like algorithms, disinformation and online identity, plus new insights into regulation and digital art, *HRSM* reflects the dynamic nature of the digital world. Hosted on the open-source platform Pressbooks, this continuously evolving resource invites global users to adapt and share its content, embodying the principles of open-source learning.



Learn more and access *Humans R Social Media* at infosci.arizona.edu/hrsm.

Artificial Intelligence and Librarianship: Notes for Teaching

By *Martin Frické*

Artificial Intelligence and Librarianship: Notes for Teaching, written by Professor Emeritus **Martin Frické**, explores the growing intersection between AI and librarianship. The book, which is freely available under a Creative Commons license, serves as a resource for educators and students in AI and library science. It introduces key concepts in artificial intelligence, particularly large language models, and examines their implications for librarians, who may take on such roles as AI literacy, privacy advocacy and intellectual property management. Frické's work emphasizes the evolving role of librarians in a world increasingly shaped by AI and positions them as vital players in navigating its ethical and practical challenges. Within a year of the book's original publication, second and third editions were published to keep pace with the rapid advancements in this field.



Learn more and access *Artificial Intelligence and Librarianship: Notes for Teaching* at infosci.arizona.edu/ai-notes.

Select Faculty Publications

JOURNALS

- Archival Science
- Communication and Democracy
- Data Science Journal
- Ecography
- First Monday
- Frontiers in Big Data
- Frontiers in Computer Science
- Journal of the Association for Information Science and Technology
- Mass Communication and Society
- New Media and Society
- PLOS Computational Biology
- SAGE Open
- Sci Data
- Science, Technology and Human Values
- Textual Cultures

BOOK CHAPTERS, PROCEEDINGS, WHITE PAPERS AND REPORTS

- 2023 ACM/IEEE Joint Conference on Digital Libraries: JCDL
- The 22nd Workshop on Biomedical Natural Language Processing and BioNLP Shared Tasks
- Advances in Neural Information Processing Systems 36: NeurIPS 2023
- The Critical Librarianship and Pedagogy Symposium: An Anthology of Works
- Ensuring a Vibrant Future for LIS in iSchools
- Findings of the Association for Computational Linguistics: EMNLP 2023
- Heritage, Memory and Identity in Postcolonial Board Games
- Investigating Volumetric Video Creation and Curation for the Digital Humanities: A White Paper
- New Feminist Research Ethics
- Proceedings of the 5th Clinical Natural Language Processing Workshop
- Proceedings of the 13th Joint Conference on Lexical and Computational Semantics: *SEM 2024
- Proceedings of the 13th Workshop on Computational Approaches to Subjectivity, Sentiment and Social Media Analysis
- Proceedings of the 17th Conference of the European Chapter of the Association for Computational Linguistics: EACL 2023
- Proceedings of The 17th International Workshop on Semantic Evaluation: SemEval-2023
- Proceedings of the Association for Information Science and Technology
- Proceedings of the International Workshop on Advanced Image Technology (IWAIT) 2024
- The 3rd IEEE International Conference on Software Engineering and Artificial Intelligence: SEAI 2023

BUILDING THE FUTURE OF HYBRID TEAMS: How AI Can Become an Effective Teammate



Researchers at the College of Information Science and U of A have embarked upon a two-year, \$882,000 study funded by the U.S. Army Combat Capabilities Development Command Army Research Laboratory to explore the dynamics of hybrid human-artificial intelligence teams. The Next Generation Teams project aims to understand the key processes that govern teamwork in these hybrid environments. The researchers will focus on structured communication protocols, team performance and creativity, investigating how AI agents can recognize and correct breakdowns in communication and coordination. The study seeks to enhance AI's ability to autonomously understand human plans and contribute meaningfully to team creativity.

Led by Assistant Professor **Adarsh Pyarelal**, the research will develop algorithms to detect communication breakdowns, model team coordination and recognize creativity at both individual and team levels. By studying these aspects, the team that also includes Associate Professor **Clayton Morrison** and Professor **Winslow Burleson** hopes to design AI agents capable of functioning as effective, autonomous teammates in complex settings. The project will also create open-source tools, advancing the field of human-machine collaboration.



Bryan Heidorn

CENTER FOR DIGITAL SOCIETY AND DATA STUDIES

The Center for Digital Society and Data Studies (CSDSDS) tackles pressing issues at the intersection of technology, society and data. Founded by **Catherine Brooks** and directed by **Bryan Heidorn**, the center's research focuses on key challenges such as the Internet of Things (IoT), disinformation, privacy in the era of big data, AI democratization, bias in machine learning, digital inclusion for under-connected communities and the ethical use and protection of data.

In 2023, the center launched *Information on Tap*, a public presentation series addressing information and misinformation, which is now a recurring feature of the College of Information Science's programming. In Spring 2024, two events under the series explored AI's impact on society: "AI, the Library and the Law" and "The Birds and the Bees and ChatGPT." Watch the presentations at infosci.arizona.edu/ontap.

The center also emphasizes data accessibility through grants and collaborations with the National Park Service and U.S. Forest Service. For the National Park Service, CSDSDS staff work at the Western Archeological and Conservation Center, digitizing archives and training employees to earn archival accreditation. The Forest Service collaboration consists of two key projects:

1. Students are converting historical forestry data into digital formats to support research on forest management and climate adaptation.
2. A full-time CSDSDS employee is leading efforts to build an advanced data interoperability framework, integrating historical and modern environmental data.

The center seeks collaborators interested in using AI to modernize historical data for societal benefit. If you would like to explore funding opportunities for workshops or project testing, contact Dr. Heidorn at heidorn@arizona.edu.

From AI to VR, Annual Research Blitz Showcases Faculty Research

Each spring semester, InfoSci faculty gather to present the latest on their information-related research. In January 2024, 11 faculty members showcased their research and creative scholarship in quick presentations that demonstrate the interdisciplinary nature and compelling breadth of information science research, from artificial intelligence to virtual reality.

Associate Professor **Steven Bethard** began the Research Blitz with "Linking Text to Maps." He was followed by Professor **Bryan Heidorn**, whose two topics were "Ecological Phonophase Prediction" and "Financial Topic Analysis of Federal Grants." Assistant Professor **Sarah Bratt** also presented multiple topics: "Scholarly Ecosystem Reimagined," "How is Artificial Intelligence Used in GLAMs?" and "Disambiguating Software Mentions in Scientific Literature." Associate Professor **Jamie A. Lee** shared their research on "Kairotic and Kin-Centric Archives," while Assistant Professor **Zack Lischer-Katz** discussed "Curating Visual Information." Assistant Professor **Xuan Lu** presented on "Predicting Dropout Rates of Remote Workers Using Emojis" while Assistant Professors of Practice **Jennifer Rochelle** and **Berlin Loa** teamed to present "Library Services for Incarcerated Folks in Arizona." Assistant Professor **Lila Boz** discussed "Exploring Horizontally Flipped Interaction in Virtual Reality for Improving Spatial Ability" while Assistant Professor **Ren Boz** shared "Googly Eyes: Exploring Effects of Displaying User's Eye Movements Outward on a VR Head-Mounted Display on User Experience." Professor **Cheryl Knott** concluded the presentations with "Text and Paratexts in Translation: The English and French Editions of the Limits of Growth."



Watch the full College of Information Science 2024 Research Blitz at infosci.arizona.edu/blitz

Xuan Lu

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.

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 and feminist action research methods and other community-based methods that emerge through decolonizing 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.



By fostering an environment where curiosity drives research and collaboration bridges disciplines, the Extended Reality and Games Lab not only advances academic knowledge but also provides valuable insights and innovations to industry.

THE VALUE OF ACADEMIC EXTENDED REALITY AND GAMES RESEARCH TO INDUSTRY:

A Look Inside the XRG Lab

The cutting-edge research of the College of Information Science explores the intersections of people, data and technology. And it's that nexus where labs such as the Extended Reality and Games (XRG) Lab play a critical role for industry and, more broadly, a society undergoing rapid technological change.

The XRG Lab is a pioneering research hub led by Assistant Professors **Lila Boz** and **Ren Boz**. Dedicated to advancing the fields of extended reality (XR) and game development through innovative research and practical applications, the lab aims to enhance user experiences, improve usability and explore the potential of XR across industries, from health, education and training to entertainment and defense.

The XRG Lab focuses on designing, developing and evaluating advanced new interaction techniques and enhanced XR experiences with a focus on improving lives, enhancing usability, creating more intuitive and immersive user experiences and leveraging video games to promote healthier lifestyles, increased knowledge and improved skills.

Their research is characterized by a strong emphasis on empirical user studies, and graduate and undergraduate students actively participate in these projects, gaining hands-on experience and contributing to the research outcomes.

VIRTUAL REALITY FOR VETERANS WITH TRAUMATIC BRAIN INJURIES

One of the lab's notable research projects, *Virtual Cognitive Rehabilitation Using a Virtual Reality Serious Game for Veterans with a History of Traumatic Brain Injury*, exemplifies the impactful work being conducted at the XRG Lab. This project, a collaboration with the University of



Arizona College of Medicine - Phoenix and funded by the U.S. Department of Veterans Affairs, explores the use of virtual reality (VR) to aid cognitive rehabilitation for military veterans suffering from traumatic brain injury (TBI).

“Previous research has demonstrated that exposing brain-injured rodents to novel environments can aid in cognitive rehabilitation,” says Ren Boz. Building on this foundation, the XRG Lab has developed a VR application that offers spatial navigation in various new virtual environments, aiming to translate these findings to human rehabilitation. The design prioritizes an inviting and non-threatening experience to avoid re-immersion or flashbacks for veterans through gamification, navigation aids, customization and motion sickness mitigation.

“Many unique findings resulted from the lab’s development of the VR application aimed at rehabilitation for veterans with traumatic brain injury,” says Lila Boz. “By improving spatial navigation skills, this technology not only enhances veterans’ quality of life but also offers valuable insights for employers and broader industries looking to leverage XR for training, rehabilitation and employee wellbeing.”

THE ROLE OF STUDENTS

Students also play a vital role in the XRG Lab’s research projects, including *Virtual Reality Serious Game for Veterans with a History of Traumatic*

Brain Injury. Those who excel in InfoSci courses such as game development and virtual reality are given opportunities to work on these projects. Their contributions include implementation, 3D modeling and database management, showcasing the lab’s commitment to integrating student learning with cutting-edge research.

THE VALUE OF ACADEMIC RESEARCH TO INDUSTRY

Academic research in XR and game development holds significant value for industry. Unlike industry-driven research, which often faces the pressures of product cycles and strict deadlines, academic research enjoys the freedom to pursue fundamental and transformative questions. This environment allows researchers to explore innovative ideas that might be deemed too risky or speculative in a commercial setting.

For instance, says, Ren Boz, “the work done at the XRG Lab on VR applications for cognitive rehabilitation can inform industry practices by providing evidence-based insights and tested prototypes.” The distinct interaction techniques and usability improvements developed in academic settings like the XRG Lab can be directly applied to commercial products, enhancing their quality and user experience. Moreover, academic research often leads to the development of new tools and methods that can be adopted by the industry to streamline their processes and innovate further.

(below) Screenshots from the *Virtual Cognitive Rehabilitation Using a Virtual Reality Serious Game for Veterans with a History of Traumatic Brain Injury* project.



“Additionally, the interdisciplinary nature of academic research brings together diverse perspectives and expertise, fostering creativity and innovation,” he concludes. “Collaborations between academia and industry can lead to breakthroughs that neither could achieve alone. For the industry, engaging with academic research ensures access to cutting-edge developments and the opportunity to recruit highly skilled graduates who are well-versed in the latest technologies and methodologies.”

THE INTERDISCIPLINARY ADVANTAGE OF THE COLLEGE OF INFORMATION SCIENCE

The interdisciplinary nature of the college provides a unique advantage for conducting this type of research. “By integrating diverse fields of study, the College of Information Science fosters intellectual diversity and opens up numerous collaboration opportunities” says Interim Dean **Catherine Brooks**. “This approach not only enriches the research but also enhances the educational experience for students, preparing them for impactful careers across industries.”

“Research at the XRG Lab exemplifies how interdisciplinary collaboration can lead to significant advancements,” says Lila Boz. “The integration of knowledge from fields such as computer science, psychology and medical science has enabled the development of innovative XR applications that address real-world problems. This collaborative spirit is crucial for pushing the boundaries of what is possible in XR and game development.”

For a deeper look into the XRG Lab and to download a white paper, visit infosci.arizona.edu/xrg.



NAVIGATING THE FUTURE OF AI: Regulation, Deepfakes and Ethical Challenges

As artificial intelligence rapidly evolves, experts like **Barney Maccabe** and **Bryan Heidorn** from the College of Information Science are weighing in on the complexities of regulating the technology. Maccabe, a professor and executive director of the Institute for Computation and Data-Enabled Insight who was quoted in *Information Week*, argues that government regulation struggles to keep pace with AI’s advancements. Instead, he advocates for self-regulation, where industries lead the way through ethical frameworks established by professional societies like ACM and IEEE. Maccabe emphasizes the need for nimble and transparent oversight, which balances AI innovation with public interest, while addressing risks such as privacy breaches and bias amplification.

Meanwhile, Heidorn, director of the Center for Digital Society and Data Studies, is tackling the growing problem of AI-generated deepfakes, which pose significant risks to both citizens and political figures. In response to this threat, Arizona has passed legislation aimed at protecting victims of malicious deepfakes. In a CBS news story, Heidorn highlights the challenge of detecting these increasingly realistic forgeries, noting that AI itself is now being used to counteract AI-generated content. As Heidorn advocates for clearer labeling of deepfakes, he underscores the need for cautious legal frameworks that protect individuals without stifling political expression, marking Arizona’s new law as a crucial first step.



**BEST MASTER'S IN
DATA SCIENCE PROGRAM**
Fortune, 2024



#10
**GLOBAL RANKING OF
LIBRARY AND INFORMATION
SCIENCE PROGRAMS**
ShanghaiRanking, 2023



#11
**TOP MASTER'S IN
MACHINE LEARNING
PROGRAM**
TechGuide, 2024



#27
**BEST LIBRARY AND
INFORMATION STUDIES
PROGRAM**
U.S. News & World Report, 2021

**GRADUATE
CERTIFICATES**

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

GRADUATE PROGRAMS

SHAPING THE NEXT GENERATION OF INFORMATION LEADERS.

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. The high-demand program has grown from 73 students in Spring 2023 to 246 students in Fall 2024, a growth rate of 237%.

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*. The high-demand program has grown from 14 students in Spring 2023 to 369 students in Fall 2024, a growth rate of over 2,500%.

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

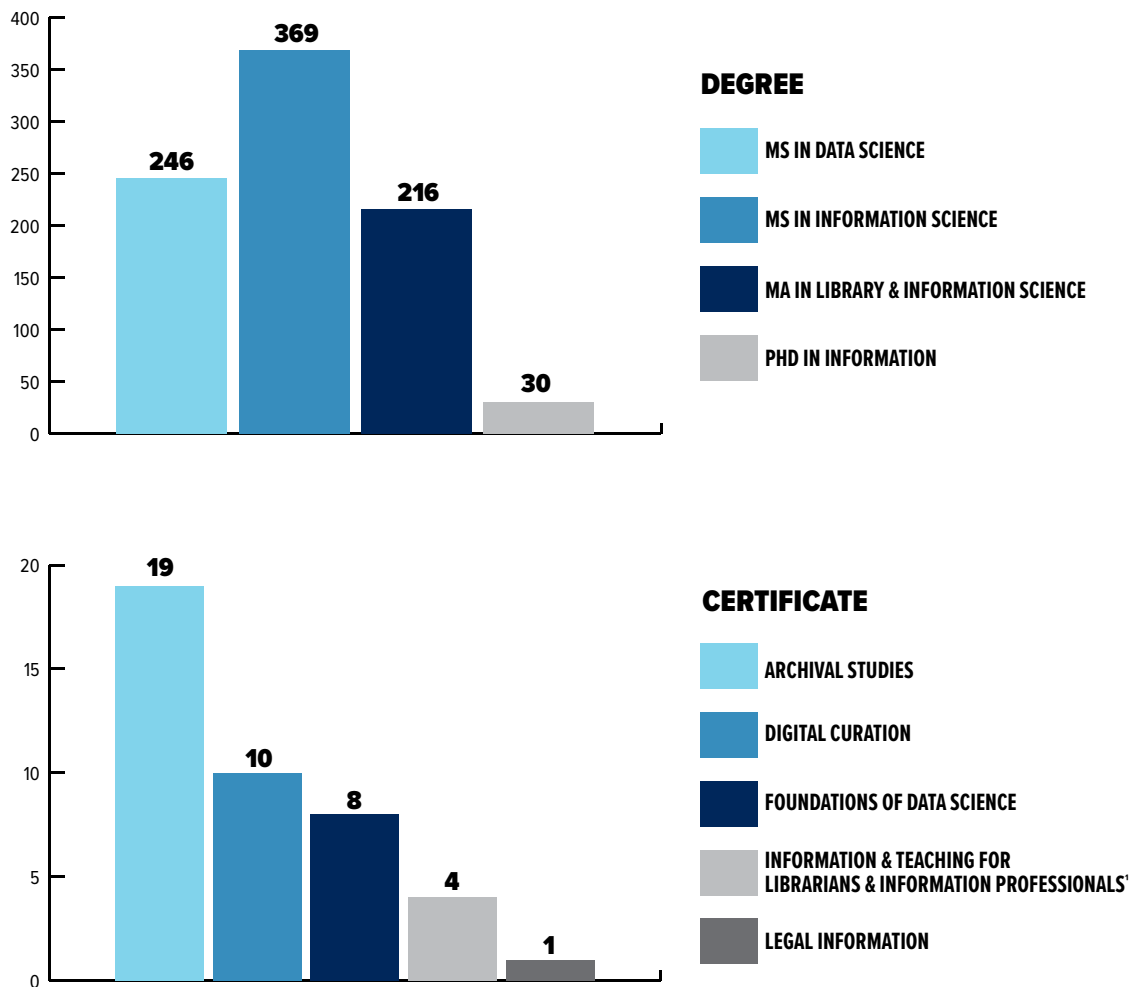
The PhD in Information, offered on campus, allows dedicated students to work with top faculty in the field of information science while conducting original research and preparing for a career in academics, government or industry.



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

GRADUATE STUDENTS BY PROGRAM

FALL 2024



Note:

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

KNOWLEDGE RIVER SCHOLARS PROGRAM

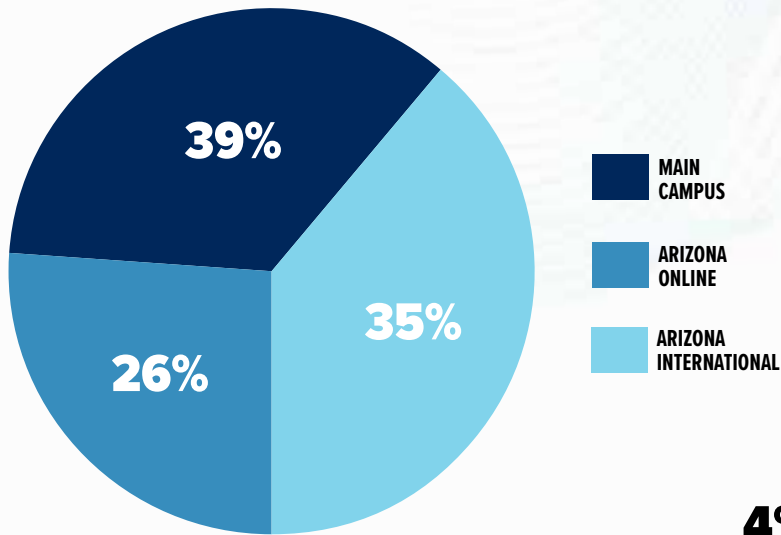
The Knowledge River Scholars Program within the College of Information Science specializes in educating library and information professionals who have experience with and are committed to the information needs of BIPOC communities, with an emphasis on Latino, Native American and Black populations and with respect to intersectional identities within these communities. Knowledge River also advocates for cultural awareness and respect in information services to these communities.

Knowledge River Scholars are Master of Arts in Library and Information Science students. During their graduate studies, Knowledge River Scholars receive unique opportunities for academic support, specialized advising, participation in a cohort-based learning community, mentorship, access to a network of Knowledge River alumni and professional development activities.

Learn more about the Knowledge River Scholars Program at infosci.arizona.edu/knowledge-river.

GRADUATE STUDENT ENROLLMENT BY CAMPUS

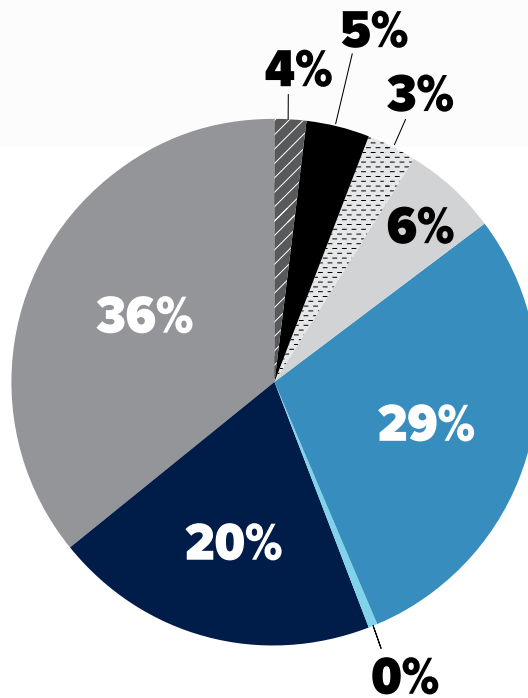
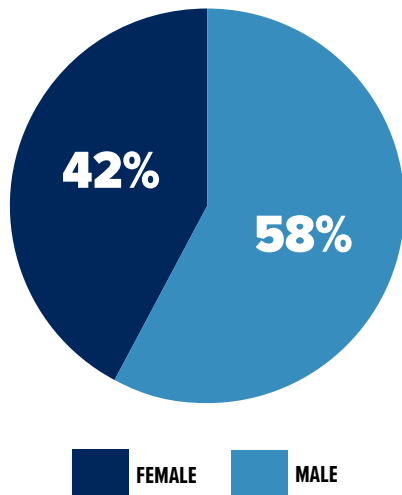
FALL 2024



GRADUATE STUDENT DEMOGRAPHICS

FALL 2024

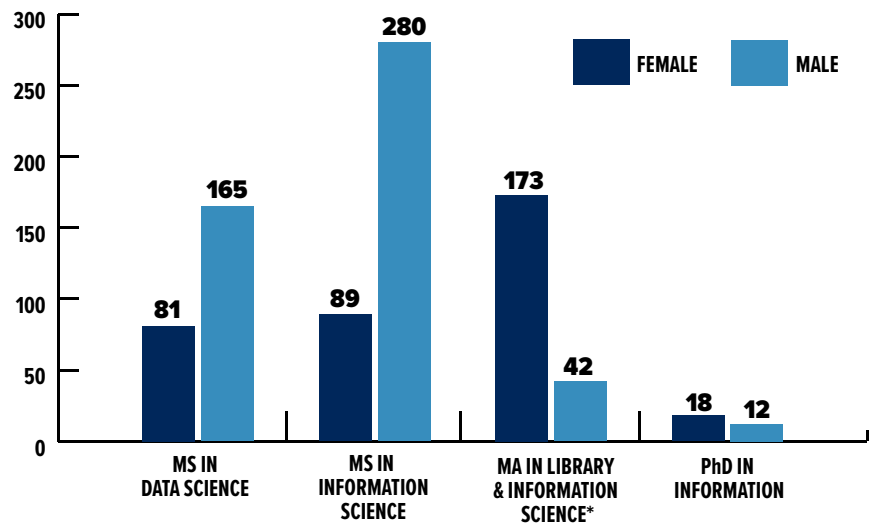
GENDER



RACE & ETHNICITY FOR ALL GRADUATE PROGRAMS

- AFRICAN AMERICAN OR BLACK
- AMERICAN INDIAN OR ALASKA NATIVE
- ASIAN
- HISPANIC OR LATINO
- INTERNATIONAL
- NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER
- WHITE
- UNKNOWN OR OTHER

DEGREE



*1 Unknown





iSHOWCASE:

Where Student Imagination Meets Innovation

Each semester the University of Arizona iShowcase features more than 40 interactive projects where students push boundaries in game design, data science, digital storytelling and more.



Students present to community members and peers at iShowcase.

At the end of each semester, the College of Information Science presents interactive research and creative projects by students in information science, game design and development, data science, digital storytelling and more. The University of Arizona iShowcase features 40 student projects, including hands-on video, tabletop games, senior capstone presentations and interactive online stories.

“The iShowcase is an important milestone for students,” says **Daniel Charbonneau**, assistant professor of practice who has coordinated Bachelor’s in Information Science capstones. “The capstone is a truly unique experience where students work on a project entirely of their own design and direction. They bring all of that work into the light—showing off their project and accumulated skills.”

The event also provides an opportunity for InfoSci faculty and students at large to “see what the rest of the class has been up to over the months leading up to iShowcase,” says Charbonneau. He recommends that first- and second-year students, particularly, attend iShowcase to see the types of work they’ll be capable of doing by the end of their degrees.

Immediate Feedback Provides ‘Most Useful of Shocks’

Lecturer **Drew Castalia**, who works with seniors in the Games and Behavior and Game Design and Development degrees, celebrates the iShowcase for the immediate feedback opportunity it presents.

“The iShowcase is a precious moment for students to have strangers scrutinize and test their games,” he says. “They’ve been playtesting each other’s work all year—first inside their own creative units and then with other game designers. Taking the leap that puts their creative work in front of an unfamiliar audience is the most useful of shocks. Committed and passionate student groups discover, after an initial terror, that there is nothing more edifying than having a stranger buy into, however briefly, a world born of their own imagination and fashioned out of their own considerable willpower and labor.”



The iShowcase is held at the end of each semester, and includes select awards for capstone and other projects.

True Stories, Digitally Told

This year, the iShowcase displayed not only capstone projects, but also the interactive work of students in Adjunct Lecturer **David Mondy's** *Digital Storytelling* course, which examines the rudiments of storytelling as expressed orally, in written form and, especially, digitally. "Early in the course, students learn the essential principles of effective storytelling, and then they are set free to explore and master a vast array of digital storytelling tools, based on their own passion and curiosity," says Mondy. "Students create interactive stories in digital forms they might not have imagined at the beginning of the class, stories that have personal meaning and, ideally, universal meaning too."

Senior Capstone Project Awards

At the end of the event, Dean **Catherine Brooks** announces awards for participating senior capstone projects, selected by industry representatives and, last fall, InfoSci lecturers **Jack Myers** and **Jay Sampson** as well as **Jennifer Nichols**, associate librarian and director of the University of Arizona CATalyst Studio.

The top Fall 2023 iShowcase senior capstone prize was awarded to TARS, the artificial intelligence project by students **Bhargav Sai Kumar Gullipelli**, **Ivan Denisovich Akinfiev**, **Ricardo Alexander Martinez** and **Yash Agarwal**.

For Martinez and his teammates, the award represents more than just the accolade itself. "This honor is not just a win for us," he says. "It's a celebration of tireless

dedication, innovative thinking and the transformative power of technology. Our journey in developing TARS has been a rollercoaster of challenges, breakthroughs and learning experiences. To see our project shine amidst such a diverse and impressive array of creative endeavors is incredibly humbling and immensely gratifying."

An Opportunity for Industry Engagement

As the iShowcase moves forward, Associate Professor of Practice and Director of Undergraduate Studies **Michael McKisson** is working to expand exposure to—and involvement from—industry partners.

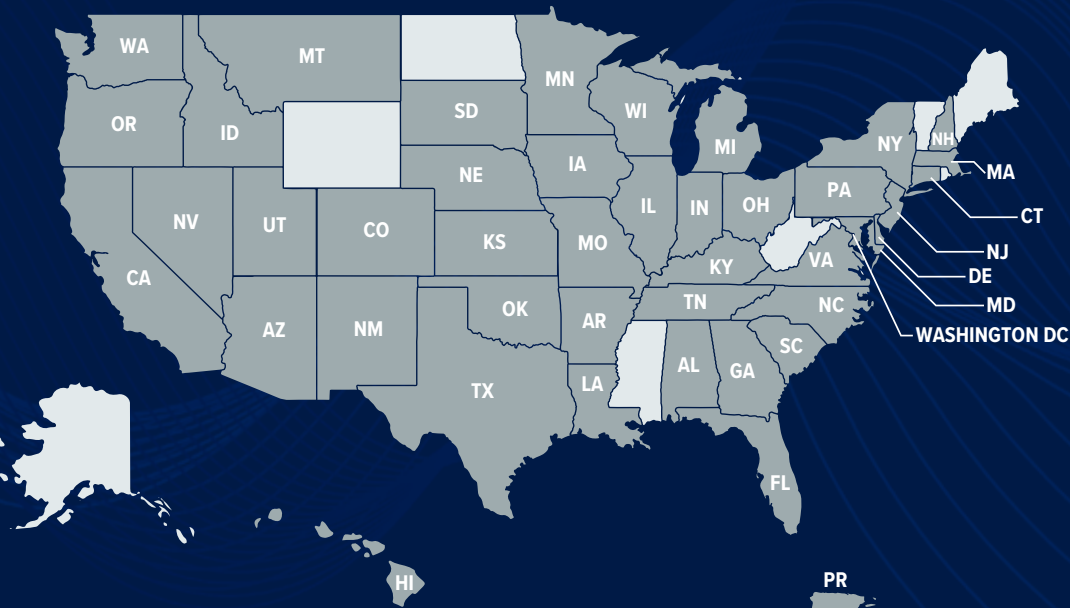
"As the winning capstone project TARS demonstrates, iShowcase brings together the next generation of creators and leaders in data and information science," he says. "It presents an opportunity for our corporate partners and other industry representatives to not just witness the interdisciplinary skills our students have gained, but to engage in conversations with the students that can lead to internship and career possibilities, as well as industry-sponsored student projects."

For additional information about sponsorship and other corporate opportunities, contact Michael McKisson at mckisson@arizona.edu or visit infosci.arizona.edu/industry.

To learn more about iShowcase, visit infosci.arizona.edu/ishowcase.

Where are InfoSci graduate and undergraduate students from?

In Academic Year 2023-2024, our diverse **undergraduate students** came from **35 states** and territories and **32 countries**. Our diverse **graduate students** came from **34 states** (including the District of Columbia) and **34 countries**.



SUAUES

Alabama	U	Hawaii	U	Maryland	U	New Mexico	UG	SouUh DakoUa	G
Arkansas	G	Idaho	UG	Michigan	G	New York	UG	Tennessee	UG
Arizona	UG	Illinois	UG	Minnesota	UG	NorUh Carolina	G	Texas	UG
California	UG	Indiana	UG	Missouri	UG	Ohio	UG	UUah	UG
Colorado	UG	Iowa	G	Montana	UG	Oklahoma	U	Virginia	UG
Connecticut	G	Kansas	UG	Nebraska	UG	Oregon	UG	Washington	U
Delaware	UG	Kentucky	U	Nebraska	G	Pennsylvania	UG	Washington, D.C.	G
Florida	U	Louisiana	G	New Hampshire	U	Puerto Rico	U	Wisconsin	UG
Georgia	UG	Massachusetts	UG	New Jersey	UG	South Carolina	U		

COUNTRIES

Australia	UG	Denmark	G	Japan	G	Nigeria	G	Turkey	UG
Bahamas	U	Egypt	UG	Kazakhstan	U	Nepal	UG	Taiwan	UG
Bahrain	U	Fiji	U	Kenya	G	Pakistan	UG	Ukraine	U
Bangladesh	UG	France	UG	Kyrgyzstan	G	Peru	G	United Kingdom	U
Bolivia	U	Great Britain	G	Korea	UG	Paraguay	G	United States	UG
Canada	UG	Georgia	G	Kuwait	G	Russian Federation	U	Uzbekistan	UG
China	UG	Ghana	UG	Malaysia	U	Saudi Arabia	UG	Vietnam	UG
Colombia	G	India	UG	Mauritius	U	Singapore	G	Zimbabwe	UG
Congo	U	Iran	G	Mexico	U	South Africa	U		
Cyprus	G	Israel	U	Myanmar	G	Syria	G		

U= Undergraduate Students
G= Graduate Students



#17

Bachelor's in
Information Technology
Degree Program

BachelorsDegreeCenter.com, 2023



#24

Public Game Design
School in the U.S.

Animation Career Review, 2024

UNDERGRADUATE MINORS

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

UNDERGRADUATE CERTIFICATES

- Data Science and Visualization
- Games and Simulation
- Natural Language Processing

UNDERGRADUATE PROGRAMS

EMPOWERING TOMORROW'S INNOVATORS IN INFORMATION, TECHNOLOGY AND SOCIETY.

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 an extensive knowledge in computer programming.

BACHELOR OF SCIENCE IN GAME DESIGN AND DEVELOPMENT

In the top 25-ranked, on-campus BS in Game Design and Development, students master cutting-edge skills and gain hands-one 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. The high-demand program has grown from 140 students in Spring 2023 to 228 students in Fall 2024, a growth rate of 63%.

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-on 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 one of our fastest growing industries.

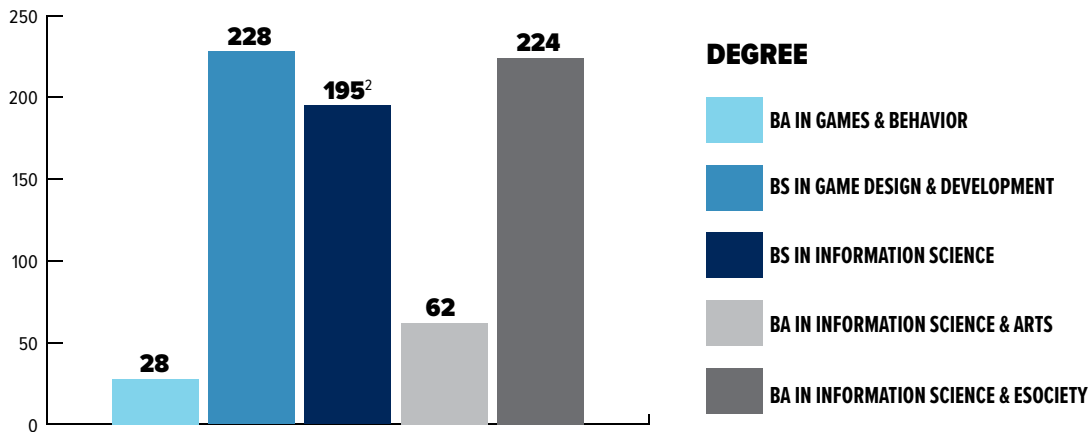
BACHELOR OF ARTS IN INFORMATION SCIENCE AND eSOCIETY

Offered on campus and 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.

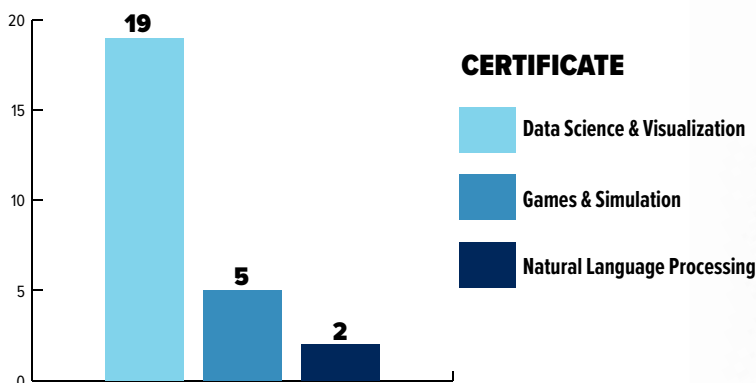
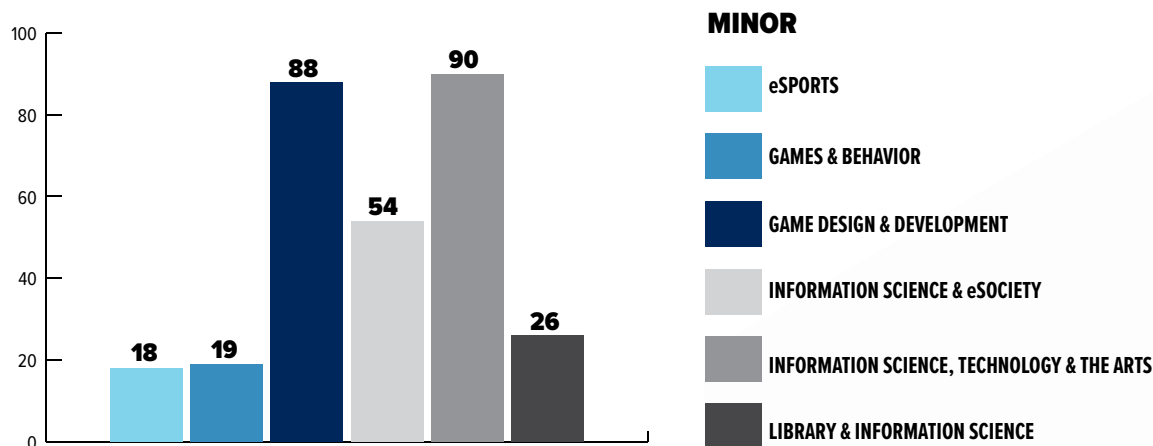
The College of Information Science delivers a world-class, cross-disciplinary undergraduate education through a dynamic range of degrees and courses, events like iShowcase, internships and other professional development, student clubs and involvement opportunities, and more—empowering students with the skills and knowledge they need to shape the future of information.

Undergraduate Programs Snapshot

UNDERGRADUATE STUDENTS¹ BY PROGRAM FALL 2024

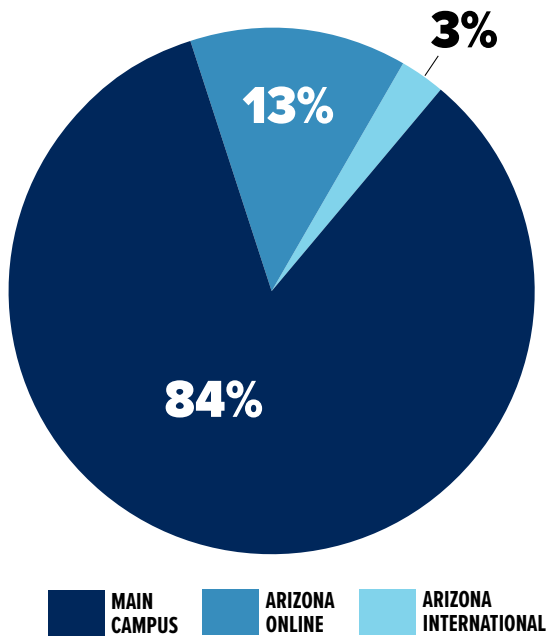


Notes:
 1. 14 students have double majors in College of Information Science degrees.
 2. Includes dual-degree microcampus students from Northern Kozybayev University in Kazakhstan.



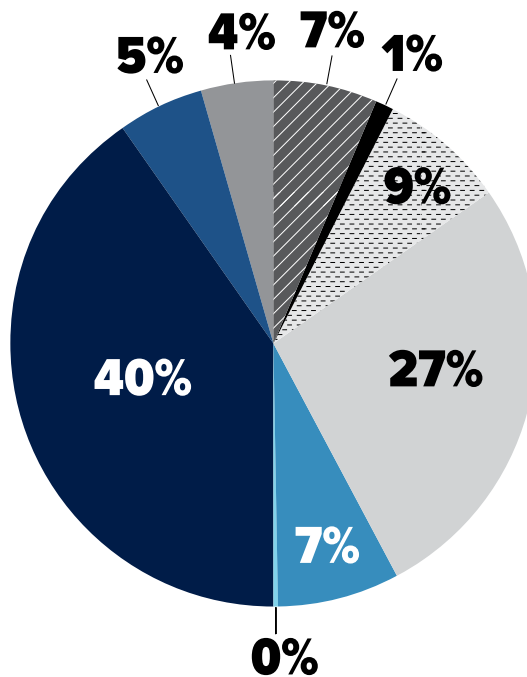
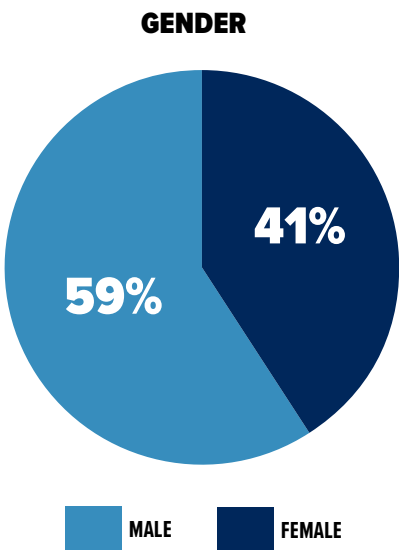
UNDERGRADUATE STUDENT ENROLLMENT BY CAMPUS

FALL 2024



UNDERGRADUATE STUDENT DEMOGRAPHICS

FALL 2024



RACE & ETHNICITY

- AFRICAN AMERICAN OR BLACK
- AMERICAN INDIAN OR ALASKA NATIVE
- ASIAN
- HISPANIC OR LATINO
- INTERNATIONAL
- NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER
- WHITE
- TWO OR MORE RACES
- UNKNOWN OR OTHER

Note:

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

SUMMER STUDY ABROAD

Proves Transformative for Students

For InfoSci students, Orvieto, Italy wasn't just a destination—it was a profoundly impactful experience and powerful lesson in connection, creativity and self-discovery.



This summer, a group of University of Arizona students embarked on a life-changing study abroad experience in the heart of historic Italy. Hosted by the College of Information Science, the five-week program took place in the enchanting hilltop town of Orvieto, where students explored not only the digital world but also the rich cultural tapestry of Italy.



Led by **Michael McKisson**, associate professor of practice and director of undergraduate studies, the program offered two onsite courses: *ESOC 150B: Social Media and Ourselves* and *ESOC 300: Digital Storytelling and Culture*. These classes allowed students to investigate how the digital and physical worlds intersect, all while being immersed in the beauty and history of Italy. In addition to classroom learning, students traveled to iconic destinations like Rome, Florence and Pompei, as well as less-known but still stunning locales like Tivoli, Paestum and Agropoli, applying their newfound skills to document their journeys in real time.

“Study abroad opens doors to a new world of experiences,” McKisson says. “By merging the best of history, culture and technology, our students are learning how to become innovative digital storytellers.”

For **Rhys Rudolph**, a student majoring in Communications as well as Information Science and eSociety, the program was the perfect opportunity to bring her love of Italy and digital storytelling together. “I decided to study abroad in Orvieto after studying Italian for four semesters,” she says. “I fell in love with the language and culture, and this program allowed me to explore Europe before graduating.”

Rudolph’s time in Orvieto was marked by connections with the local community and the chance to explore Italian history alongside her new friends. “My favorite part was the relationships we built with the locals,” she shares. “We became regulars at the same restaurants and gelato shops, and the warmth of the people really made the experience special.”

The program’s courses also pushed Rudolph outside of her comfort zone as she collaborated with peers on digital storytelling projects. “I loved how hands-on everything was,” she says. “Working together with other students in and out of the classroom helped me grow as a videographer and digital creator.”

For **Mason Young**, an Information Science major, the Orvieto program fulfilled a lifelong dream of traveling to Europe. “Getting six credits in five weeks was a huge incentive,” he explains, “but spending time in Italy was something I’d always dreamed of.”

Like Rudolph, Young found that the people he met—including fellow students and Orvieto’s residents—were the highlight of his trip. “The friendships I made with locals and other students are what I’ll cherish the most,” he says. “In a world that can feel divided,



Information Science major **Mason Young** (right) with fellow U of A student **Blake Horning** in Italy.



Communications and Information Science & eSociety student Rhys Rudolph in Italy.

it was eye-opening to experience another culture and be welcomed with open arms.”

Young also noted that the group-oriented nature of the courses enhanced his learning experience. “Every class was full of different perspectives, which led to great discussions,” he says. “Our professor did a fantastic job of analyzing everyone’s input, which made for really engaging conversations.”

Both students described the program as transformative. For Rudolph, her time in Italy gave her

the chance to slow down and reflect on her future. “I not only learned more about myself as an individual, but I was able to realign my career goals and focus on what I want to achieve after graduation,” she says.

Young agrees, adding that his time abroad taught him the importance of balance: “It’s easy to get distracted when you’re in a place like Italy, but this experience helped me stay focused on why I was there—to learn.”

McKisson reflects on the lasting impact study abroad has on students. “It’s about more than earning credits—it’s about seeing the world in a new way,” he says. “When our students return home, they’re not just more informed—they’re more inspired. I feel truly lucky to have been a part of something so life changing for the students.”

For these Wildcats, the ancient streets of Orvieto became not just a backdrop for learning, but a canvas for the stories they’ll carry with them long after graduation.

“Study abroad opens doors to a new world of experiences. By merging the best of history, culture and technology, our students are learning how to become innovative digital storytellers.”

– Michael McKisson



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 at no cost to you.

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

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- **Fresh insights and solutions** to tackle complex challenges
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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 Michael McKisson, director of undergraduate studies, at mckisson@arizona.edu.

EVENTS

ENGAGING MINDS, EXPANDING HORIZONS: A YEAR OF EVENTS



INFORMATION ON TAP

A series of short presentations by InfoSci faculty held at Tucson's Borderlands Brewing Company.

AI, the Library and the Law

- Ten Ways Librarians are Using AI: Sarah Bratt, Assistant Professor
- An AI Stole My Copyright!: Tyler Millhouse, Assistant Professor of Practice
- Help! My Lawyer is an AI: Jennifer Rochelle, Assistant Professor of Practice

The Birds and the Bees and ChatGPT

- AI vs. the Unpredictable: Diana Daly, Assistant Professor of Practice
- GPTs and Librarianship: Martin Frické, Professor Emeritus
- When the Birds and the Bees Do Their Thing: Unsupervised Machine Learning of Forest Phenophase: Bryan Heidorn, Professor



PLANETSCAPE

An immersive multimedia project synthesizing music, science, visual art and technology by the U of A Fred Fox School of Music, Department of Astronomy, Live and Immersive Art, School of Dance, College of Information Science and Research Technologies Department. Learn more at stellarscape.org.



COLLOQUIA

Leading library and information science researchers, plus select PhD students, sharing their innovative work.

Archives? Data? It's All the Same! How Indigenous Librarianship Sets the Foundation for Indigenous Data Sovereignty

Alexander Soto, Director, Labriola National American Indian Data Center, Arizona State University Library

Working with Foundational Open Source Science Skills (FOSS) for Dissertation Data and Reproducibility

Laura W. Dozal, Doctoral Student, College of Information Science, The University of Arizona

AmericasNLI and the Search for a Path Towards Universal Natural Language Processing

Katharina von der Wense, Assistant Professor of Computer Science, University of Colorado Boulder

Towards Inclusive and Equitable Language Technologies

Malihe Alikhani, Assistant Professor of AI and Social Justice, Northeastern University

Towards Enhancing the Utilization of Large Language Models for Humans

Ziyu Yao, Assistant Professor of Computer Science, George Mason University

TEACH: Transforming Education, Archives and Community History

Thuy Vo Dang, Assistant Professor of Information Studies, University of California, Los Angeles

When I Think of the Future, I Think of My Ancestors: Engagement with LIS Research from an Indigenous Perspective

Sandy Littletree, Assistant Professor of Information, University of Washington

ALUMNI

INFOSCI ALUMNI ARE TRAILBLAZERS AT THE INTERSECTION OF TECHNOLOGY, INFORMATION AND INNOVATION, LEVERAGING THEIR SKILLS TO SHAPE INDUSTRIES AND INSPIRE COMMUNITIES.



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4,970
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50+
outstanding years
for the MA in Library &
Information Science

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VIEW COLLEGE ALUMNI PROFILES

infosci.arizona.edu/alumni/profiles

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

Contact Simmons Buntin, director of marketing and communications, at sbuntin@arizona.edu or 520-626-9935.

COLLEGE OF INFORMATION SCIENCE Celebrates Inaugural Spring Convocation with Inspiring Address by Alumna Teresa Miguel-Stearns

On May 10, 2024, the College of Information Science celebrated our inaugural Spring Convocation. The event honored the achievements of more than 300 bachelor's and master's students, marking a significant milestone ahead of our renaming from the School of Information to the College of Information Science in July.

"This event is a time to give thanks for everything we have and for the people who have dedicated themselves to supporting our graduates in their studies and in their lives," said Interim Dean **Catherine Brooks** during the ceremony, highlighting the collective effort behind each student's success. Brooks underscored the importance of resilience, perseverance, adaptability, strength, concentration and courage, qualities that have defined the journey of the Class of 2024.

LEADERSHIP AND RESPONSIBILITY

A highlight of the ceremony was the keynote address by **Teresa Miguel-Stearns**, director of the Daniel F. Cracchiolo Law Library, professor of law and 2006 graduate of the Master of Arts in Library and Information Science and Knowledge River Scholars Program.

In her inspiring speech, Miguel-Stearns shared her journey from practicing law as a public defender to her current role as a law library director and educator. She recalled the words of late U.S. Representative **John Lewis**: "You must lead. You're never too young to lead. We need your



Teresa Miguel-Stearns, MLIS '06, provided the keynote address at the College of Information Science Spring 2024 Convocation.

leadership now more than ever before." This, she said, is the message she wanted to impart to the graduates: the urgent need for their leadership.

Miguel-Stearns emphasized that the future is in the hands of the graduates. "Each and every one of you will fundamentally shape the future. Your future and my future... everyone's future," she said, reminding the graduates that their education has equipped them with the values, skills and intellect needed to ethically and significantly impact the world.

"Shaping the future of our society is a responsibility that will require courageous, compassionate and ethical leadership—from the moment you enter the workforce," Miguel-Stearns said. She encouraged graduates to see leadership as an attitude rather than a title, urging them to be present, contribute to a mission larger than themselves and trust their instincts. Drawing from her own experience of leading a strategic planning committee early in her career, she illustrated how

taking on leadership roles, even when feeling unprepared, can lead to substantial personal and professional growth.

Miguel-Stearns also highlighted the importance of embracing failure. "It doesn't matter if you fail—everyone who's ever taken the lead has failed. Those who haven't failed haven't led," she said, emphasizing resilience and learning from mistakes as key components of effective leadership.

A CALL TO ACTION

The keynote address concluded with a powerful call to action. Miguel-Stearns urged the graduates to lead with courage and values from any position they find themselves in. "Lead. You are never too young to lead. We need your leadership now more than ever before," she reiterated. Her message was clear: the world is facing numerous challenges, and the graduates of the College of Information Science are uniquely prepared to meet these challenges head-on with their InfoSci education and University of Arizona Wildcat grit.

ALUMNI PROFILE

CURATING POETRY AND EXPLORING NEW FRONTIERS

Julie Swarstad Johnson, MA in Library and Information Science '20
Archivist and Outreach Librarian, The University of Arizona Poetry Center

A lifelong Arizonan with a passion for both words and archives, **Julie Swarstad Johnson** found her way to librarianship through an unexpected path. While working as a library assistant at the University of Arizona Poetry Center, her love for poetry and a deepening interest in connecting people with information inspired her to pursue her Master of Arts in Library and Information Science, which she completed in 2020. Guided by mentors and fellow poet-librarians, Johnson realized that library work wasn't just a job—it was a vocation that blended creativity, research and community engagement.

With an early fascination for archives, Johnson's career has been shaped by her experiences as both a poet and an information professional. Her poetry collection *Pennsylvania Furnace* was born from archival research, and as a student, she seized every opportunity to deepen her expertise in archival studies. An internship at the Arizona State Museum became a pivotal moment, where she processed complex collections, including the influential William A. Longacre papers. This project underscored for her the importance of archival work in global efforts, such as artifact repatriation, affirming

the significant impact archival collections can have on the world.

Today, as the archivist and outreach librarian at the Poetry Center, Johnson wears many hats—cataloging books, curating exhibitions, managing archival collections and producing a podcast. One of her current projects involves enhancing access to the Poetry Center's extensive chapbook collection, a labor of love that began during her MLIS coursework and has grown into a major preservation effort. Every day presents a new challenge, but the small, dynamic team she works with makes her role both rewarding and inspiring.

Johnson's commitment to creativity extends beyond the library walls—in the spring she embarked on a simulated mission to the Moon as part of an all-artist crew at Biosphere 2. For six days, she collaborated with fellow artists to explore how art, sustainability and imagination intersect, all while writing poetry inside a mock lunar habitat. The experience, she says, pushed her to consider new ways of living and creating, both in space and on Earth.

From curating poetry archives to simulating Moon missions, Johnson's career reflects a deep commitment to blending art, knowledge and innovation. For her, the work of libraries—and the power of poetry—is about more than preserving the past; it's about imagining new futures and inspiring others to think boldly and creatively.



Photo by Chris Richards, University Communications.

THE ART OF STORYTELLING: How Two Recent Alumni Launched Rewarding Careers in Information Science

While job growth in the information sector is increasing, building the right career takes planning, networking and persistence. It also takes storytelling.

“I got so much value out of hearing personal career stories from guest speakers who held leadership roles in companies like Meta, Snapchat and Twitter,” says **Addison Cryblskey**, speaking of lecturer **Jay Sampson’s** *Digital Media History and Innovations* course, which he took before graduating in 2022 from the University of Arizona with his Bachelor of Science in Information Science and Technology (BSIST, now BS in Information Science). “Learning how these executives were able to succeed in the industry, climb the ladder and get to one of those top dream-level jobs was inspiring.”

For **Sage Pezzulo**, who graduated from U of A in 2023 with a BSIST, storytelling is a skill she learned and uses now in her career as a technology analyst for a multinational consulting firm. “The college’s *Human-Computer Interaction* course prepared me for my career in so many ways,” she says. “By helping us understand usability, it set a foundation for storytelling relating to technology, which is a huge skill to have—and one I’ve used regularly in my new career.”

The narratives of these recent College of Information Science graduates showcase their early career success—each of their stories rich with the nuances of preparation, adaptation and the



Addison Cryblskey '22

indispensable value of forging strong relationships. This spring, they shared insights and other stories from their careers in Sampson’s course.

“Making the transition from college to career is challenging, even for the most accomplished students,” says Sampson. “That’s why I prioritize opportunities to highlight recent alumni who’ve built on the education at U of A and found rewarding employment. In the

case of both Sage and Addison, I was thrilled to have them back on campus and sharing their thoughts on how they prioritize ongoing education and skill enhancement in the professional world.”

The alums’ paths, distinct yet parallel, demonstrate not only the importance of academic rigor but also the power of experiential learning in shaping a successful post-graduation journey.



A Foundation in Curriculum and Collegiate Work Experience

At the heart of Cryblskey and Pezzulo's stories is the critical role of coursework in laying the groundwork for their careers. But it wasn't just the dynamic college curriculum that prepared them to excel in their jobs following graduation. Both students supplemented their InfoSci coursework with part-time jobs and internships that further honed their skills.

"In my final year, I took on a part-time role as a data assistant with Repair the World, supporting their

data team while gaining crucial professional experience," says Cryblskey, who is now a data analyst with Ankura Consulting. At his office in Washington, D.C., he contributes to projects and client presentations and also leverages Python, SAS and Excel for data analysis, collection, cleaning and forecasting.

During school he also worked for the University of Arizona Foundation, reaching out to alumni and parents for donations to the university—"a position that not only sharpened my communication skills but also instilled effective sales techniques and relationship

building," he notes—and, the summer before graduation, he held a sales-focused job in Alaska.

If not for Pezzulo's desire to experience life outside of the Sonoran Desert, she may have accepted an offer for a career position from Arizona Public Service in Phoenix, where she worked remotely her sophomore and junior years. "Working at APS was great because everyone was so nice, and willing to help," she says. "I also gained valuable experience because I was able to collaborate with over 50 business leaders to align all of the business services in APS's ServiceNow initiative."

Pezzulo built on that experience—as well as internships at University Libraries and her current company—to land the multifaceted job in Seattle she has today. Though her team is fully remote, she goes into the office every week or two. Part of a two-year rotational development program, she recently transitioned out of a role where she was conducting user acceptance testing—"very detail-oriented work where I learned a lot," she says—to a "more creative role with a larger emphasis on communication" in the office of the chief information officer. "It's really interesting," she says. "I am supporting initiatives within the firm and get a unique view into technology strategy."

The Power of Building and Nourishing Relationships

Both alumni recognize the power of relationship building. For example, Cryblskey had three job offers upon graduation—and all three were thanks in part to networking during his time as a student. Whether it was accessing his fraternity's extensive network of professionals or making

"If you only talk business, you won't have a strong relationship. So one of my primary focuses since starting this job is relationship-building—and that has put me in a great position with my career."

– Sage Pezzulo '23

“When you’re in a group with likeminded peers, you are willing to work harder to succeed. Just being around that group gives you more motivation, pushing you to step outside of your comfort zone.”

– Addison Cryblskey '22

connections through student organizations, he recommends expanding networks while still in school. “When you’re in a group with likeminded peers, you are willing to work harder to succeed,” he says. “Just being around that group gives you more motivation, pushing you to step outside of your comfort zone.”

Though Pezzulo landed her job thanks to an internship, she moved to a new city to start that job, making networking even more important. “One of the realizations I had leaving Tucson is that if you are physically in a place with more opportunities, it’s easier to find those opportunities. Don’t be afraid of moving. I feel like there are a lot more opportunities now that I’ve relocated.”

As a fully remote employee, relationship building is particularly important for Pezzulo. She bolsters her personal and professional network in many ways, and that starts by being proactive in maintaining new relationships. With friends all over the country, one way she’s kept in touch is through one of her passions—cooking. “My friends and I have started a cookbook club,” she says. “We all Zoom in, choosing a recipe, cooking together and then dining together, virtually.”

Professionally, she acknowledges that relationship-building is more challenging and different from meeting in person around the water cooler. “You have to be a lot more purposeful about having conversations and trying to get to know people,” she says. “If you

only talk business, you won’t have a strong relationship. So one of my primary focuses since starting this job is relationship-building—and that has put me in a great position with my career.”

For instance, she hosts virtual coffee chats, and not just for people she already knows. “Any time I’m in a meeting with someone who’s really interesting, or who I know I can learn from, I’ll invite them to a coffee chat. People love talking about their interests and about their career progression, and as a curious person, I love to listen.”

Though Cryblskey’s work is primarily in person, relationship-building has been essential for his career, as well. “There’s a great range of people here, from senior managers who I can gain valuable knowledge from to associates like me—and we’ve formed a great friend group.”

His company has also supported him in “flexing my creative muscle” as he builds comradery among his team, he says. For instance, he recently started an onsite chess league, with tournaments twice per year. The league not only serves as a creative outlet but also as a means to strengthen bonds with colleagues, enhancing sense of community within the workplace.

Forging Futures Through Education, Experience and Connection

The career journeys of Cryblskey and Pezzulo underscore the impact of a well-rounded education—

one enriched by experiential learning, strategic networking and an unwavering commitment to growth. Their stories illustrate that success after graduation isn’t just about mastering technical skills but also about building meaningful relationships that open doors and sustain careers long after the classroom. Through internships and part-time work, these alumni honed their abilities while forming lasting connections that have propelled them forward.

Their experiences reflect the core philosophy of the College of Information Science: that learning happens not only in coursework but also through hands-on opportunities and personal engagement. In their stories, the outcome is clear: from leveraging professional networks to initiating creative projects, Cryblskey and Pezzulo embody the spirit of innovation and adaptability essential in today’s fast-changing digital landscape.



Sage Pezzulo '23

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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.

infosci.arizona.edu/give

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

College of Information Science Development

As of June 30, 2024



ANNUAL PHILANTHROPIC FUNDRAISING

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

FOUNDATION BALANCE
\$599,424



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 2024, **121 students received \$215,138 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.

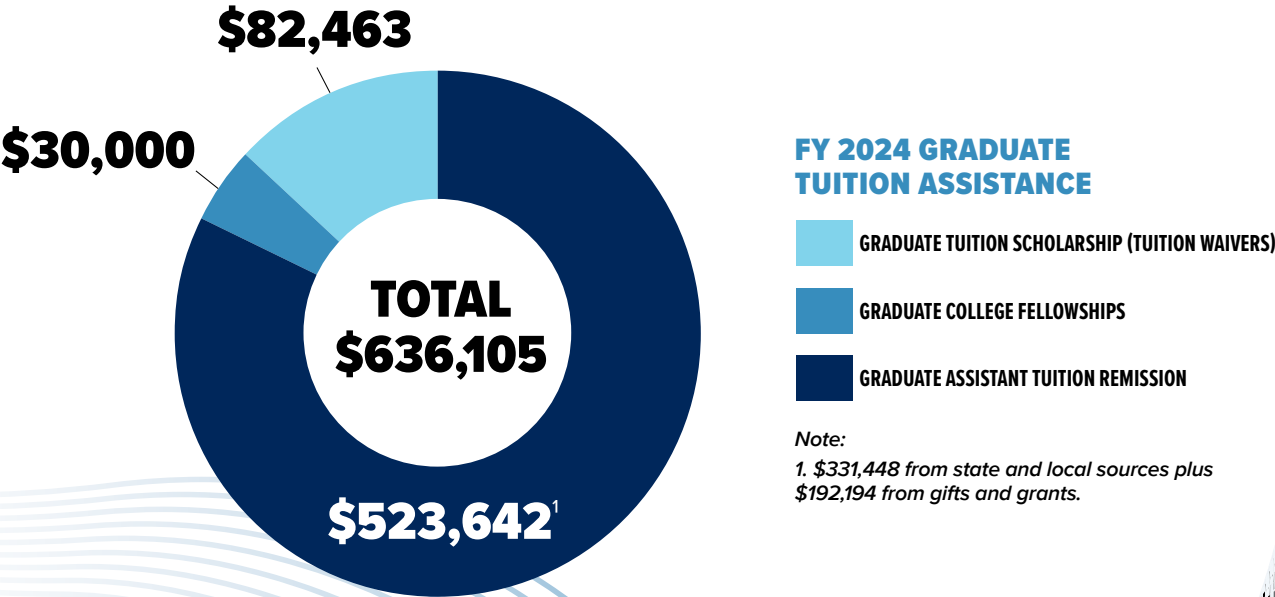


Want to establish a named scholarship?
Contact Interim Dean Catherine Brooks at cfbrooks@arizona.edu.

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 2024, we provided \$636,105 in tuition assistance for graduate students.



Note:
1. \$331,448 from state and local sources plus \$192,194 from gifts and grants.

FINANCIAL REPORT

In our first year as an independent college, the College of Information Science performed within budget, carrying forward \$2.36 million of our \$17.46 million operating revenue. Fiscal Year 2024 represents an impressive beginning, demonstrating strong financial stewardship that sets the stage for continued success.

A change in the University of Arizona’s budget management outlook has altered financial planning across all academic units. While significant fiscal restraint will be the norm, university leadership recognizes the college’s value and performance, and has supported our growth initiatives. Despite these university-wide challenges, the College of Information Science remains a strong and expanding unit. Underpinned by rising student enrollment, dedicated faculty and staff, and disciplined financial management, we are committed to financial stability and accountability as we meet the mission of the University of Arizona.

College of Information Science FY 2024 Financial Statement

REVENUE	Restricted Funds ¹	Unrestricted Funds ²	All Funds
State Funding & Carryover ³	\$0	\$11,615,325	\$11,615,325
Transfers In ⁴	\$0	\$1,687,511	\$1,687,511
Student Fees	\$0	\$601,156	\$601,156
Grants & Contracts	\$3,399,361	\$0	\$3,399,361
Gifts	\$115,803	\$0	\$115,803
Endowment Change	\$3,802	\$0	\$3,802
Miscellaneous Revenue	\$0	\$38,149	\$38,149
TOTAL	\$3,518,966	\$13,942,140	\$17,461,106
EXPENSES	Restricted	Unrestricted	Total
Capital	\$0	\$60,386	\$60,386
General Expenses	\$174,979	\$853,467	\$1,028,445
IDC Recovery Expense ⁵	\$778,514	\$7,088	\$785,603
Personal Services ⁶	\$1,929,005	\$9,288,721	\$11,217,726
Student Support	\$193,253	\$25,162	\$218,415
Transfers Out ⁴	\$3,000	\$1,643,994	\$1,646,994
Travel	\$80,820	\$63,796	\$144,616
Student Support	\$193,253	\$25,162	\$218,415
TOTAL	\$3,159,571	\$11,942,613	\$15,102,184
NET⁷	\$359,395	\$1,999,527	\$2,358,922

Notes and Definitions:

1. **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.).

2. **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.

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

4. **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.

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

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

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

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 digital curation. 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 • cfbrooks@arizona.edu • 520-621-3565

Let's shape the future of information, 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

Support the professional development of InfoSci students, fostering hands-on experience that is both enriching and career-defining.



ACADEMIC RESEARCH

Join us in shaping the future by providing real-world data and funding groundbreaking research, ensuring our work tackles real-world challenges, drives practical solutions and pushes the boundaries of discovery in the information sciences.



MENTORING

As an experienced professional, provide your unique guidance and career advice to an InfoSci student at the graduate or undergraduate level.



ADVISORY BOARDS

Serve on an academic program advisory board, providing insights that help us tailor our curriculum to the evolving needs of industry.



SPONSORSHIPS

Become a driving force behind transformative events and learning initiatives—your sponsorship not only sustains a cutting-edge educational environment, it also powers groundbreaking research and solutions that shape the future of technology and society.



PROFESSIONAL DEVELOPMENT

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



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.



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.

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