



June 2021



-Bytes

THE SCHOOL OF INFORMATION NEWSLETTER



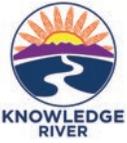
From the Director

While I always love dressing up in commencement regalia, I was particularly moved by our graduates this spring. Their grit, tenacity, and resilience were more than is typically expected of our learners. Because of the global pandemic, everyone faced differing types of challenges in their homes and in their families. These students, however, pressed on, completed their work, accepted feedback, revised as needed, and showed up to achieve their goals. The things we do as a community - all of us to include faculty, mentors, staff, advising teams, internship site supervisors, donors, friends, colleagues, and employers - matter to students as they move on to graduate, give forward, and stand up for a better world. As I sat six feet from the next participant in commencement and saw the accomplishment on students' faces, I was able to see emotion in families, and was pleased with the work we all do together. Thank you for being a part of our University of Arizona iSchool world.

- Catherine Brooks

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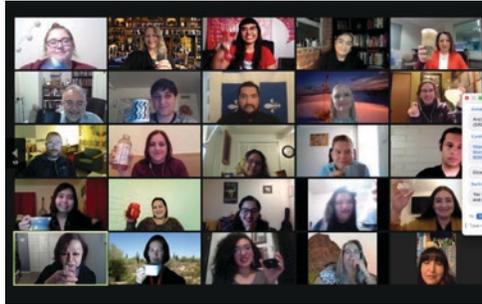
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Knowledge River celebrates 20 years increasing diversity in library and information science

The only program of its kind in the country, Knowledge River (KR) celebrates its 20-year history of addressing Diversity, Equity and Inclusion (DEI) in Library and Information Science (LIS) with over 230 alumni now working in library and information institutions throughout the U.S., and many working locally in public libraries. Founded in 2001, under the leadership of Pat Tarin and with critical support from the Institute of Museum and Library Services (IMLS), KR has served as a catalyst for increasing awareness and action in addressing DEI issues in LIS. The program prides itself on the excellence of KR scholars and their continued commitment to the field of information science and information services for Black, Indigenous and People of Color (BIPOC) communities, advocating for cultural awareness, information literacy and training services for these communities.

Historically, the KR program focused on Latino and Native American students, but is now more actively recruiting from broader BIPOC communities. Staying true to its core values - to improve access and services for non-dominant cultures - and being situated in the state of Arizona, a large part of that work is with Native American and Latino students.



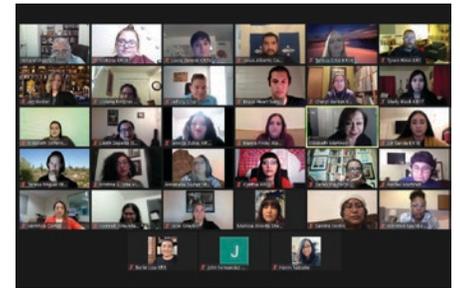
Program alumni self-identify as Latino (59%), Native American (30%), and other (11%). However, KR is taking an approach of avoiding imposed racial silos and instead recognizing the intersections between Latino, Native American, Black and other BIPOC communities.

During this year, Knowledge River has been working in partnership with the Arizona Library Association (AZLA) to develop a state-wide Arizona BIPOC Library Workforce Survey. The survey will be distributed by AZLA to department heads, directors, and leaders to distribute to their staff. The survey focuses on the job search, hiring, and work experience of BIPOC library staff including librarians and those categorized as paraprofessionals. Several KR scholars have been working with KR Program Manager Berlin Loa and AZLA on the project to design and

distribute the survey. Data will be published jointly and used as a tool for AZLA and KR to further develop programs that serve the Arizona library workforce.

Now in its 20th year, the program is poised to build upon its success and recruit the next generation of BIPOC LIS professionals. The program is expected to accept between 9 – 15 BIPOC graduate students, as well as explore expansion with new partners on and off campus.

Warm greetings to all our KR scholars, donors, and strategic partners along these 20 years. We are grateful for all the dedication and hard work. Best wishes for another 20 successful years ahead! ■



Creativity extended the borders of ISTA 401



ISTA 401 Designing Installations is a hands-on, project-based course aimed at having students come together for a single team-oriented project.

How is it possible to achieve this during Covid times? Professor Damon Leverett saw an opportunity to rethink the course. He reflected the way constraints of life on-line could contribute to the class collaborative project response. "The object of this year is to bring interactivity to the effort to engage the student community" said Professor Leverett. The result was the "Laser Coms Panel," a project conceived as a sum part (developed individually by students) brought together to create one installation, along with the opportunity for students to exhibit their masterpiece at the "Corner Space Technology Showcase." This

is a multi-monitor display framework developed to support University and Library programming and messaging, and to showcase student multimedia works. Through this project, it is hoped that students and others will find opportunities to express new forms of digital media and promote expanded channels of conversation through creative expression.

This spring, the class theme was the popularity of superheroes in film and literature. The class built a series of superhero shields. Students worked in teams on their unique designs developed with 3D printing and sensors managed by micro controllers. Investigations are ongoing to determine parameters of interactivity through the room's "glass stage." As the students work through a variety of class modalities, groups of two have been formed to accommodate the three students that are residing in California and Illinois. The library 3D print lab has also been helpful, photographing print outs for students out of town to assist in their assignment's submissions. In the course, the students build a

variety of skills including microcontroller programming, 3D printing, prototype assembly and 3D CAD.

There is much more coming for ISTA 401 next term! Professor Leverett mentioned that "projects in the fall of 2021 and the spring of 2022 include a mashup collage of the film "Brazil" and "Black Panther" with a focus on Afro-futurism to work on a "Hyper Clock" that explores various schemes to detect time and motion." ■



This display is located on the northeast corner of the main library



Interdisciplinary research to explore the impact of digital technologies in the students' learning process



With faculty and research assistants from the Writing Program in the English department, Dr. Catherine Brooks and PhD candidates Jack Clark and Anna Leach are examining how students experience

emerging digital technologies and how those tools impact their reading practices and sense of efficacy. The RII Accelerate for Success Grant for the project "Researching the Impacts of an Online Readability Lab in First Year Undergraduate and Graduate Learning" is funding the study design and beta-testing of personalized digital reading preferences as well as the collection and analysis of data to understand the impact of the tools on students and their learning. The team is working on data collection instruments, collection, management, and analysis. The study is currently in progress and will run throughout the summer. ■

Digital curation to preserve "dark data" that informs scientists and Policy makers.

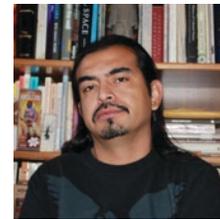
Over the past year, the United States Forest Service (USFS) and the UArizona iSchool Center for Digital Society and Data Studies, led by Dr. Bryan Heidorn, are bringing forestry data to light. Under this project, two MLIS students, Anna Fitzgerald and Mario Villa, are digitizing and documenting archival forestry repositories of "dark data" that the USFS has been collecting since 1908, when the Fort Valley Experimental Forest facility was created. This joint effort will enable long-term research and inform future land use. Historical changes in forest dynamics will allow better prediction of the consequences of changes in patterns of the world's environmental conditions, along with destructive outcomes like the die-off of some species, the invasion of destructive species, and forest fires, among others.



Dr. Bryan Heidorn, Project Director.



Anna Fitzgerald, MLIS student.



Mario Villa, MLIS student.

Since the project started, Anna and Mario have been committed to rescue those valuable data from the ravages of time before it is deteriorated or simply lost. To achieve this goal, Anna and Mario are exploiting their academic skill set along with archiving procedures to scan, create metadata and an amalgamation of data using specialized digital curation applications.

Mario summarizes this process as pure "data archeology" where he has been able to observe "the changes from pad and pencil to typewriters to dot-matrix printers to current spreadsheets, which demonstrate a progression of human data recording and archiving within the past 100+ years." For Anna this project "is crucial to research repositories such as medical and atmospheric sciences." Dr Heidorn

also comments on the countless benefits that the USFS open-access repository will bring to the advance of sciences and the opportunities to translate data into information for society's benefit. He anticipates that "we will be recruiting new students for a continuation and modification of this project hopefully without substantial COVID-19 restrictions." ■

iVoices are student voices and they just published Humans Are Social Media – Open Textbook Edition



iVoices is aimed at filling in the gaps of our knowledge regarding technology's influences on how students perceive the world. Earlier this month, Dr. Daly, the iVoices

creator and the hundreds of students who are involved in the project, published the first big textbook to be completed with the **UA's Pressbooks platform**, called "Humans Are Social Media" (HASM). This is also the first book in the **UArizona Pressbooks**

Catalog, and it is a great example of open pedagogy (involving students in the creation of openly licensed content). This pressbook project is full of student videos and essays, and presents diverse viewpoints and first-hand accounts that are not available in typical commercial textbooks. When Dr. Daly and our Open Education Librarian, Cheryl Cuillier, surveyed students about their experiences creating content for this book, "more than 90% of students in Fall 2020 rated participating in this open pedagogy project better or the same as traditional learning activities", added Cuillier.

There is also a podcast called "Social Media

and Ourselves" (SMO) that highlights the students' experiences; a blog on the newly developing iVoices website, upcoming research that will delve into student outcomes based on these stories, and more.

Dr. Daly, commented that, "at its core, iVoices honors student voices and their experiences. Through the Student Media Lab of the General Education ESOC 150B1 course, students are encouraged to tell their stories by creating distinctive media content. These narratives are raw and honest, and provide insight into students' thoughts and feelings that are unique and compelling." ■



Women in Data Science (WiDS) Conference Data Blitz Winners!



Riley Zuckert - 1st Place
Presentation Title: Quantifying
Empathy: Algorithmic Assessment
of Politeness in Medical Education



Katie Ferencik - 2nd Place
Presentation Title: Data Science as a
Method of Business Development

iSchool winners

Leadership and Community Engagement



Charlie Stancik



Christine Heaton



Clay Downs

Excellence in Undergraduate Research

UARizona iSchool Director's List of Distinguished Scholars

- | | |
|---------------------------|-------------------------|
| Obaid Idrees Allawala | Christine Heaton |
| Jennifer Arena | Yun-Fen Huang |
| Ashley Baccaro | Christopher Huerta |
| Goldie Baker | Justin Paul John |
| Giana Bikhazi | Kexin Luo |
| Miranda L. Briseño | Samantha Marshall |
| Cecilia H. Cárdenas Perez | Erin Matranga |
| Ashley Chau | Mary Meyer Doud |
| Nicole Chauvin | Amanda Nicole Montilla |
| Yuxuan Chen | Allison Moore |
| Abby Collier | Austin Nebgen |
| Eddie Contreras | Ryan Nguyen Ngo |
| Calysta Crum | Alexis Orth |
| Zoey Donkin | Cameron Pond |
| Robert C Downs | Jonathan Ratliff |
| Sydney Eisenberg | Jacqueline V. Ripple |
| Caeleigh Fetherling | Lily Rongey |
| Mingze Gao | Jacob Scoins |
| Tyson Gardner | Makenna Seagraves |
| Nicholas Charles Glorioso | Ashley Shogan |
| Graham Greenfield | Charlie Stancik |
| Donna Gregory | Tyler Steffen |
| Ryan Grimes | Kathryn Stulga |
| Sarai Gutierrez | Yolanda Terrazas-Franco |
| Eleanor Hall | Ava Rose Toren |
| Zhishan Han | Kelsey Witt |
| Molly Harwood | Talya Zandberg |

UARizona iSchool Director's List of Distinguished Graduate Scholars

- | | |
|---------------------------|---------------------------|
| Crystle J. Ardoin | Caroline Kinsley |
| Freya Arnesen | Pei-Chen Lee |
| Samantha Balber | Savannah Mary-Grace Long |
| Randi Kyra Joanne Baltzer | Monica Lourenco |
| Andrew Barber | Emma Luthi |
| Kaitlin Butler | Kristen McIvor |
| Morgan Bronson Capitan | Jen McKernan |
| Paige Carlson | Erin Pritchett |
| Kimberly Castillo | Lily Robinson-Yari |
| Sebastian Deimen | Tanya Renee Smiley |
| Jeffrey Eggleston | Jennie Stephens |
| Karen Marie Elder | Ashley Swinford |
| Anna Fitzgerald | Kristen Lynne Szalontay |
| Ally Fripp | Shannon Tafoya |
| Emily Gammons | Hsin Fang Tsai |
| Elizabeth Garcia | Mario Villa |
| Sila B. Gonzales | Victoria Noemi Villanueva |
| Margaret "Molly" Ingram | Elizabeth Wheeler |
| Jennifer Joyce Jones | Zhengnan Xie |
| Ryan Jones | Meredith Young |





Dr. Adriana Picoral, committed to inclusivity in Data Science



Dr. Adriana Picoral has always sought to increase inclusivity in data science and provide training opportunities for people from underrepresented genders and racial-ethnic backgrounds. Four years ago, Dr Picoral started a [local Tucson chapter for R-Ladies](#), aimed at supporting minority gender R enthusiasts to achieve their programming potential, by building a collaborative global network of R leaders, mentors, learners, and developers to facilitate individual and collective progress worldwide. This spring, as a Women in Data Science

(WiDS) Tucson 2021 co-ambassador, Dr. Picoral helped organize the Tucson local event, which happened on April 21.

Going beyond gender and planning to reach out to other minoritized groups in Science, Technology, Engineering and Mathematics (STEM), Dr. Picoral is part of the first cohort of Duke's 3C Fellows program, a five-month, cohort-based professional development program focusing on systemic racism and bias that directly impact not only students from minoritized groups, but also faculty. She's been using the concepts and materials shared in this program to develop INFO 536 - Data Science and Public Interests, a graduate-level introduction to data science course that focuses on how data can leverage change in our society.

And throughout the summer, Dr. Picoral will be holding a series of workshops focused on data science training and mentoring for underrepresented genders (including but not limited to cis/trans women, trans men, non-binary, genderqueer, agender), thanks to a mini-grant program from the BIOS Institute that promotes campus Equity and Inclusivity by empowering gender minorities. Kudos to Dr. Picoral for her work on closing gender gaps through Data Science! ■

New educational opportunities for students interested in Biodiversity in Informatics.



In March of 2020, Dr. Bryan Heidorn was at a Board of Directors meeting for the Organization for Tropical Studies (OTS) at La Selva Biological Research Station in Costa Rica. He returned the day before flight restrictions were imposed because of COVID-19. Over the past year Dr. Heidorn and the rest of the OTS Board and staff have been scrambling through remote meetings and phone calls to bring OTS through the pandemic. OTS is an elite international consortium of universities, colleges, and research institutions, in a collaborative effort to promote the interchange of students and professionals for research and education in the tropics. In the past, UArizona students have attended OTS classes or conducted research with Dr. Heidorn and other professors. Dr. Heidorn's expertise in biodiversity informatics and scientific data policy have been instrumental in developing the use of applications of artificial intelligence such as Machine learning and Natural language processing to predict phenotypic expression from genetic and environmental variables. He is now determined to train a new generation of information scholars interested in advancing the study of the tropics. Once classes open again in OTS Research Stations, he plans to teach ISTA 497/597 Biodiversity in Informatics: Internet of "wild" things. The class is aimed at fostering research on the study of the principles of the Internet of Things (IoT) and perform hands-on learning by building IoT hardware and applications for a challenging environment: the wild. *If you would like to learn more about the course, and potential opportunities to perform in-situ research in this area, do not hesitate to contact Dr. Heidorn.* ■

Drs. Steve Bethard and Peter Jansen share the 2021 School of Information Teaching Award!



Dr. Steve Bethard



Dr. Peter Jansen



Doctoral Candidate Spotlight on Limin Zhang



Doctoral Candidate Limin Zhang was awarded the College of Social and Behavioral Sciences (SBS) Summer Dissertation Fellowship, a highly competitive dissertation support offered through the College of Social and Behavioral Sciences Research Institute (SBSRI). What is her dissertation about and what are Limin's objectives to achieve through her research?

Limin's work bridges two fields, human computer interaction (HCI), and cognitive science to get a better understanding on how many items the human brain is

able to store and manipulate in its cognitive workload commonly known as "working memory." This innovative proposal departs from detecting usability issues (any possible issue that the user experiences when performing an online transaction) associated with the manipulation of technology devices such as smartphones, and can delve into specific applications such as zoom. Being able to measure these usability issues in an objective manner would significantly improve the way we exploit the capabilities of modern devices. This has to do with examining the cognitive workload, which is an important attribute in user experience design that has not been analyzed in detail. To address this gap, Limin proposes to employ electroencephalograms along with eye-tracking devices to capture cognitive workload changes in real-time and pinpoint any usability issues in mobile applications.

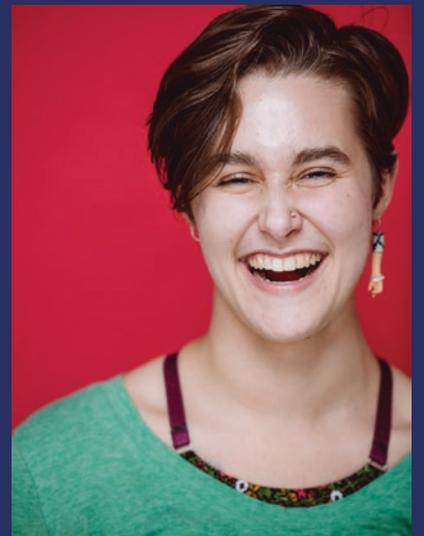
Supported by the SBS Summer Dissertation Fellowship, Limin will be conducting two experiments on high school students to test her hypothesis and theoretical findings, from tasks that users will complete on a mobile phone. Experiment one will determine the

effectiveness of the measurements collected by the electroencephalogram headset that will be worn with the eye-tracking device. In experiment two, the effective measures will be utilized to detect significant cognitive workload changes. "Once the design issues are identified, I will design an alternative application interface to address them. Then participants will complete the same tasks on the redesigned application with the same procedure and measures. I expect to observe lower cognitive workloads compared with the initial application," added Limin.

Limin will start her dissertation project with high school students, who are at the peak of their cognitive ability. In a subsequent stage, she plans to extend the age range to seniors, whose issues with mobile applications are well-known, but largely undersized. We are confident that her seminal dissertation work will lay the foundation for future research about the user experience in mobile and internet applications. ■

Abigail Collier was awarded the College of Social and Behavioral Sciences Outstanding Senior Award for Spring 2021.

This award recognizes our "best all-round" graduating senior with a record of outstanding academic achievement, a history of active citizenship on campus or in the local Tucson community, and a demonstrated capacity for leadership. Abigail's classroom achievements are part of robust volunteer out of class and off campus activities that deal with major issues of water, deaths from efforts to migrate, programs for youngsters in the community and teaching dance and circus skills that provide self-esteem for children. Her artistic efforts provide visual character to her class and community activities. Congratulations Abigail! ■





Experiential learning told from our current interns

This year, our students have excelled their skillsets working on real-world projects and some of them decided to share their experiences with us.

Jennifer Jones, iVoices Graduate Intern, Spring 2021

Initially the iVoices program caught my interest due to its focus on telling stories from the student's perspective. It was an intriguing premise and I knew that I wanted to be a part of helping those stories be told! Many of the projects for the iVoices program focus on aspects of the organization of information, taxonomic tagging structures, and even elements of user experience through the building of a website and production of the "Social Media and Ourselves" (SMO) podcast. These efforts were a perfect fit for my future goals, as I am currently working towards a certification in Digital Information Management, which focuses on the complexities of how humans interact with digital information. It seems fitting, then, and maybe a little ironic, that the topic of the iVoices students' stories are the impact that technology and social media have had on their lives!

Having the opportunity to be the team lead on the new website design, assist in the production of the SMO podcast, and developing taxonomic tagging structures for the organization of the multimedia content that students have produced has helped me to appreciate all of the intricacies inherent in how we process information, and to explore how we can bring



these concepts together in a way that allows people the freedom to explore knowledge in their own ways. Perhaps my favorite part of this whole experience, however, has been the chance to work with such a wonderful group of people! Now more than ever I am aware of how diverse viewpoints lead to great ideas, and Dr. Daly has been especially supportive in encouraging us to pursue them. For those seeking a unique and fulfilling internship opportunity, the iVoices program is one that I would absolutely recommend. ■

Ian Draper, Podcast Producer

Being that our podcast is based on 'Sneakers and Business,' a majority of episodes explain the sneaker industry and culture that surface around it while adding the business perspective of the sneaker culture.

My experience with the internship so far has been a learning opportunity. A majority of the time has been learning curves and mistakes, but having the ability to be mentored has been a life changing experience.

I have had the opportunity to pitch my hobby/expertise to a podcast show and develop the show to how I want the outcome to be: inspiring. Having the experience to use different types of software and technological equipment allows the internship to develop like no other jobs out there.

As a producer of a podcast, my task is to edit and develop content for the podcast along with planning guest line-ups, topics/news, develop Q&A responses, research, etc.

This podcast project has opened my eyes to the creativity and ability to use my knowledge I've learned from the iSchool. I am using technology to communicate with different audiences. Having a potential future podcast developed by myself and new skill sets will further enhance my resume and job opportunities. ■





Alumni Spotlight on Dr. Marti Lindsey

Dr. Marti Lindsey is an alumna from the iSchool, but she is also one of our dearest instructors.

She defines herself as a nerdy woman, who is passionate about community service. We spoke about her professional journey and the central role of libraries being the place from which knowledge, science development and human progress emerge for any community. She also shared with us some advice that will inspire most professionals in the field.

Q: What first attracted you to the iSchool and what was your favorite moment while studying?

Dr. Lindsey: The fact that it was on-line. I had a family situation along with a full-time job as a school librarian in the Navajo Nation that impeded me to take in-person classes. I began taking classes on-line. Dr. Martin Fricke was in the forefront of building the online school at the University of Arizona. The library school was one of the first to do so much online. Eventually we moved to Tucson and I could pursue my PhD. I was almost by myself in the beginning as there were not many PhD students at that time, but I was learning many interesting things like social network theory in all the courses I took. I really enjoyed my studies at the iSchool!

Q: How has your perspective changed, if it has, in recent years as you have witnessed the Library program evolution over time?

Dr. Lindsey: I think that the profession of library science depends on the Internet. It depends on the virtual library as much or more than the physical library. Keeping much of the iSchool online is right because you have to know the physical features (the books, the reference books and all the things that you get from the library), but you also have to be comfortable with helping people navigate online.

Q: How does your career path evolve to get you what you are today?

Dr. Lindsey: In the 1980's, I worked in gerontology in nursing homes and from that I became a psychiatric social worker with geriatric patients. I learned about how different illnesses cause psychiatric problems and how different medications can cause toxicology in the body. Then, we decided to live in the Navajo Nation (my husband is a Cherokee story teller) and I was a school librarian for 4 years. That job matched my nerdy personality and my curiosity. I am always curious about everything and I drive people crazy by asking questions all the time.

Then, I started working at the University of Arizona as a web developer and I had that job while I worked on my MLS. Later, in 2004 I was

promoted to be the Director of Community Engagement and that's when our work with tribes began. I started working with different tribes and talking to them about how the environment impacts their health. The Environmental Health Literacy work started with my dissertation and has continued for over twelve years. We have found that we need to "translate" from scientific language into plain language to be sure that our audiences, tribal and non-tribal are able to comprehend and use environmental health information to protect themselves and their families.

In 2002, I went to an on-line seminar from the National Library of Medicine about health literacy. I became fascinated by the ideas of how to communicate complicated science in plain language. So ever since then, I have been dedicated to the principles of health literacy and eventually did my dissertation on environmental health literacy. I have found the challenge of communicating science to the public is my ally. I am a nerd, plus I've always worked with the public and long ago I was a psychiatric social worker and had to communicate that to the public. I have a long history of turning complicated science issues into plain language. I am about to retire now but what I am most proud about is helping people, UA students, interns, partners and high school students, find their passion and in the process give them something to think about in terms of how the environment impacts their health.

Q: Most of your work is about "Environmental health literacy." Could you tell us more about that field and what has been your involvement in bridging the American Indian culture and the scientific community?

Dr. Lindsey: Over the years, we brought together different principles of working in an Indian community, within the idea of using an asset-based kind of thinking about non-dominant cultures. I truly believe that the American Indian culture is strong, resilient and all we have to do is let that culture share what they know and their ways of doing things, and all of us will actually benefit. You have to be respectful and you have to listen very well. You actually answer their question, not necessarily tell them what you think they should know, so they feel comfortable talking to you. That's transcultural literacy, then there is science literacy and there is health and now there is web literacy -how to work/live online.

Q: There are some students at the iSchool that pursue a masters degree to pivot their careers, what advice would you give them or to someone that is thinking about pursuing a career in the information discipline, without a librarian-related background?



Dr. Lindsey: In the old days, pre-internet, library science was often a second career and a lot of people would do library work in an area that they were particularly interested in. I think it takes a certain depth of knowledge to be a specialized librarian. That's often a change of life as you already have that other set of knowledge and then it is a good career to change into. The library is an important part of a community whether it is a physical community or a virtual community. We talk about the libraries being the center of a school and I see a library as being the center of a neighborhood. In the university when you want to learn something deeply, a library is where you have to go whether it is physical or virtual. You still have to go to the library because that's where the depth of information is, and that's where the trusted resources are. So, I think there is a good career if you are looking for a change or if you are looking for a specialization. There are many companies that have their own libraries and need somebody to curate, organize and to help people retrieve information. The skills of information organization and helping people retrieve information transcend different kinds of organizations beyond the typical public library. We need people who like kids and older folks in the public library, we need people who can help government officials make good decisions by getting good information, we need legal librarians and more. It's the basic skills in librarianship that are required in a variety of contexts.

Dr. Lindsey has taught Information Seeking Behaviors, INFO LIS 487-587 each summer for eight years and will continue to teach in 2021. ■



50 Years of Graduates

"I remember the program's head, Dr. Donald Dickinson, saying it was important that the best librarians work with children as giving them a positive experience with books & reading will hook them for life. I tell that to every school & children's librarian I met."

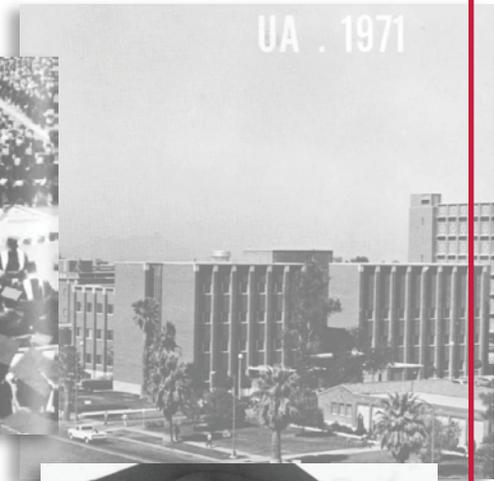
Linda B. Johnson, 1974.

"Thanks to UA Arizona professors and the Indian Graduate Library Institute program I had extra training that got me through tough times, and extended to me professional credentials to build much of a career. It's been 50 years in the library-museum field and I've loved every minute of it."

Brick V. Autry, 1974

"Automation was in its early stages -- I think there was one computer through which we could explore the OCLC catalog. How things have changed! If I could design a perfect school, it would resemble the LIS of 1975-76."

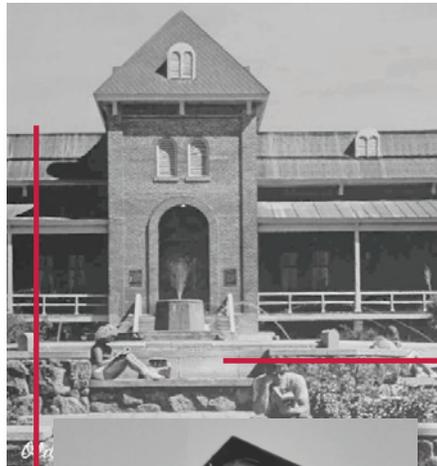
Linnea Hendrickson, 1976



In 2021, the iSchool is celebrating 50 years of graduates from the Library and Information Science program. The history of the Master of Arts in Library and Information Science is fascinating! The program started as an undergraduate component in the College of Education in 1956. The first Master of Education degree with a library science major was awarded in 1958. The College of Education founded the School of Library Science in 1969, with its first degree awarded in 1971. In 1971, the first cohort of LIS students graduated from their master's program, with over 3,500 students having graduated since. Through the years the degree has changed names several times and finally landed in the College of Social and Behavioral Sciences.

"My Library Automation professor said "when something goes wrong with an old-fashioned paper library system it can be easily rectified—you make a new check-out card, or you type a new catalog card or classification label-- but when a computer goes down, all you can do is bang your head on the desk." No truer words were ever said!"

Mary Ann McNeil Shetzer, 1978



"During the [job] interview I mentioned that Dr. Margaret Maxwell was my cataloging professor. They figured that anyone who studied under Dr. Maxwell had to have what it takes to be a quality cataloger, I was offered the job! I owe my career to Dr. Maxwell. Unknown to her, she opened doors for me."

Steve Newcomer, 1980

"In the Libraries and Literature of the Southwest class, we were challenged to make a mark in the world. My fellow Winifred Bundy, established a famous western bookshop, The Singing Wind, on her ranch. Kathy Dannreuther, helped establish the program supporting Southern Arizona Authors and Books."

Marilynn Cavender Smith, 1972



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