Alia Reza

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RESEARCH INTERESTS

I want to conduct ethnographic research in museums, focused on the information systems on which they rely to observe the role of museums and archives in the lives of communities that visit them. Specifically, I wish to study the ways students of color are impacted by the information available in museums and online collections. This will allow for a better understanding of how the organization of information regarding minority populations can affect the way museums and archives are viewed by members of those communities.

EDUCATION

PhD in Information Studies   **In Progress**
University of Maryland, College Park, MD

BA in Anthropology & Art History, *magna cum laude*   **2018**
University of Denver, Denver, CO

Foreign Exchange Program in History of Art, Archaeology, & Global Literature   **2016**
University of Glasgow, Glasgow, UK

TEACHING EXPERIENCE

Associate Teacher & Writing Instructor   **2018-Present**
The Logan School for Creative Learning, Denver, CO
- Lead group activities to enhance student's critical thinking and writing skills.
- Evaluate student work in nonfiction and fiction writing to improve student performance.

RESEARCH EXPERIENCE

Graduate Research Assistant   **2020-Present**
University of Maryland, College Park, MD
- Contribute to study design, data collection, and analysis
- Document workflows identified in the course of the study.

iSchool Inclusion Institute   **2018-Present**
University of Pittsburgh, Pittsburgh, PA
- Explore the relationships between information science and various interdisciplinary fields to discover new areas of research.
- Conduct research remotely with a team to gain experience with project management, interdisciplinary research, and collaborative technology.

HONORS AND AWARDS

iConference Best Poster Award Finalist	2020
Front Range Art History Symposium Presenter, Colorado College	2018
Anthropology Departmental Honors, University of Denver	2018
Dean's List, University of Denver	2014-2018
Anthropology/Sociology Research Scholarship, $3000, Islamic Scholarship Fund	2017

PROFESSIONAL EXPERIENCE

Graduate Research Assistant   **2020-Present**
University of Maryland, College Park, MD
- Draft analytic and workflow-mapping protocols
- Contribute to preliminary data analysis and workflow mapping

Associate Teacher & Writing Instructor   **2018-2020**
The Logan School for Creative Learning
- Assist core teacher and complement teaching partnerships to enhance classroom atmosphere.
- Help students in skill development by writing individualized lesson plans which focus on student's academic and social needs.

Collections Intern   **2017**
Clyfford Still Museum
- Collected data on works in museum collection and condensed for online public information.
- Created virtual exhibits to help determine possibilities for future exhibitions.

Education & Outreach Intern   **2016**
Denver Art Museum
- Developed and evaluated self-touring programs in the museum for teachers and students.
- Linked museum collections to curricula of various fields, including humanities and sciences.

PUBLICATIONS

Gómez, E. (Producer), & Gómez, E., Peterson, W., **Reza, A**. (Directors). (2018). *Precedent* [Video file]. Retrieved from https://www.sapiens.org/culture/trump-travel-ban-world-war-ii/

Reza, A., Chu S., Khan, Z., Nedd, A., Castillo, A., Gardner, D. (2019). "Skins for Sale: Linking Player Identity, Representation, and Purchasing Practices." *Lecture Notes in Computer Science*. Retrieved from https://link.springer.com

Reza, A., Nedd, A., Chu, S., Castillo, A., Khan, Z., Gardner, D. (2020). "I like the way the skin looks": Player perspectives on aesthetic appeal and self-representation with video game "Skins." iConference 2020 Proceedings. Retrieved from https://www.ideals.illinois.edu/handle/2142/106593

CONFERENCE PRESENTATIONS

Reza, A., Nedd, A. (2019, April). "Skins for Sale: Linking Player Identity, Representation, and Purchasing Practices." Paper presented at iConference 2019, University of Maryland, College Park, MD.

• RQ: How do in-game representational options tied to microtransactions impact the purchasing practices of players of diverse racial backgrounds?
• Examine relationships between diverse players and transactions.
• Review literature around (1) representation in games, (2) purchasing practices tied to racial identity, and (3) player identity to highlight the gap in research on the intersection of these three categories.

Reza, A., Nedd, A., (2020, March). "I like the way the skin looks": Player perspectives on aesthetic appeal and self-representation with video game "Skins." Poster presented at iConference 2020, University of Borås, Borås, Sweden.

• RQ: What can survey results and studies by previous scholars tell us about what it means to "like the way a skin looks" and how can players' purchasing practices and reasons behind their purchases allow us to better understand how players from diverse backgrounds interact with "skins?"
• Examine quantitative survey responses to compare responses of various demographic groups and observe statistically significant differences in responses
• Conduct qualitative analysis of open-ended survey responses to gain insight into reasoning behind player purchasing practices

ACADEMIC AND PROFESSIONAL MEMBERSHIPS

• Phi Beta Kappa (ΦBK)   2018-Present
• National Society of Collegiate Scholars (NSCS)   2015-Present
• DU Muslim Student Association (DUMSA), President   2015-2018

COMMUNITY SERVICE

Volunteer Substitute Teacher   **2017-Present**
Jaffari Islamic School, Denver, CO

• Teach students to apply Islam's values of peace and education to today's sociopolitical climate.
• Plan lessons in short amounts of time to make up for the absence of regular teachers.

Denver Pop Culture Con Volunteer   **2017-2019**
Pop Culture Classroom, Denver, CO

• Registered attendees and panelists for participation in Denver Pop Culture Con.
• Inspired children and adults to learn through engagement with and analysis of popular culture.

REFERENCES

Kayla Booth, PhD, Research Assistant Professor of Information Sciences, Director iSchool Inclusion Institute, University of Pittsburgh, (412) 624-3981, kbooth@pitt.edu

Katrina Fenlon, PhD, Assistant Professor of Information Studies, University of Maryland, College Park, (301) 405-3116, kfenlon@umd.edu

Esteban Gómez, PhD, Assistant Professor of Anthropology, University of Denver, (303) 871-2688, esteban.gomez@du.edu

Daniel Gardner, PhD, Adjunct Professor of Informatics, University of California, Irvine, dlgardne@uci.edu

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