

# PATRICIA GARCIA

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School of Information  
University of Michigan  
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<b>EDUCATION</b>	<b>PhD</b> University of California, Los Angeles Information Studies	2015
	<b>MLIS</b> University of California, Los Angeles Archival Studies	2013
	<b>MA</b> University of Texas, Austin English Literature	2007
	<b>BA</b> St. Edward's University English Literature	2005

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<b>ACADEMIC APPOINTMENTS</b>	<b>Assistant Professor</b> School of Information, University of Michigan	2017-Present
	<b>Research Fellow</b> School of Information, University of Michigan	2016-2017
	<b>Postdoctoral Scholar</b> Center for Gender Equity in Science & Technology, Arizona State University	2015-2016

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<b>AFFILIATIONS</b>	Center for Ethics, Society and Computing	2019-Present
	Digital Studies Institute	2018-Present
	Institute for Research on Women & Gender	2018-Present

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<b>GRANTS</b>	<b>Engaging Libraries in Culturally Responsive STEM Programming (Co-PI)</b> <i>Institute for Museum and Library Services</i> (LG-80-16-0116-16) Award amount: \$199,934 (supplement)	2018-2020
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<p><b>Rise Up: Designing Effective CS Mentoring Experiences for High School Students (Co-PI)</b>  <i>University of Michigan, MCubed</i>  Award amount: \$60,000</p>	2018-2020
<p><b>Feminist Data Approaches in Information Studies</b>  <i>Co-PI, University of Michigan, Institute for Research on Women and Gender</i>  Award amount: \$16,000</p>	2018-2019
<p><b>REU Supplement: Developing a Culturally Responsive Framework for Promoting Computing Among Adolescent Girls in STEM Programs (PI)</b>  <i>National Science Foundation (#1651653)</i>  Award amount: \$16,000</p>	2016-2019
<p><b>EAGER: Developing a Culturally Responsive Framework for Promoting Computing Among Adolescent Girls in STEM Programs (PI)</b>  <i>National Science Foundation (#1651653)</i>  Award amount: \$294,115</p>	2016-2019
<p><b>Engaging Libraries in Culturally Responsive STEM Programming (Co-PI)</b>  <i>Institute for Museum and Library Services (LG-80-16-0116-16)</i>  Award amount: \$249,999</p>	2016-2019
<p><b>Border Quants: Feminist Examination of Data and Bodies Across Borders (Co-PI)</b>  <i>ASU Program for Transborder Communities</i>  Award amount: \$17,500</p>	2016-2017

## PUBLICATIONS

\* indicates graduate student, underline indicates postdoctoral fellow

### Peer-Reviewed Journal Articles

**Garcia, P., Fernandez, C., \*Jackson, A.** (2019). Counternarratives of youth participation among Black girls. *Youth & Society*.

**Garcia, P., \*Lueck, J., Yakel, E.** (2019). The pedagogical promise of primary sources: Research trends, persistent gaps, and new directions. *The Journal of Academic Librarianship*, 45(2), 94-101.

**Garcia, P.** (2017). Accessing archives: Teaching with primary sources in K-12 classrooms. *The American Archivist*, 80(1), 189-212.

**Garcia, P.** & Scott, K. (2016). Traversing a political pipeline: An intersectional and social constructionist approach toward technology education for girls of color. *InterActions, UCLA Journal of Education and Information Studies* 12(2).

Scott, K.A. & **Garcia, P.** (2016). Techno-social change agents: Fostering activist dispositions among girls of color through a culturally responsive technology program. *Meridians: Feminism, Race, Transnationalism* 15(1).

**Garcia, P.** (2014). Documenting and classifying labor: the effect of legal discourse on the treatment of H-2A workers. *Archival Science*. DOI: 10.1007/s10502-014-9230-4

Kelty, C., Panofsky, A., Erickson, S., **Garcia, P.**, Currie, M., Crooks, R. & Wood, S. (2014). Seven dimensions of contemporary participation disentangled. *Journal of the American Society for Information Science and Technology*. DOI: 10.1002/asi.23202

### Conference Proceedings (Refereed & Archived)

**Garcia, P.**, Fernandez, CH., \*Jackson, A. (2019). Black girls as community change agents: Sustaining participatory practices in STEM learning. Paper presented at 2019 *American Educational Research Association (AERA)* Annual Meeting, Toronto, April 2019. Archived in AERA online paper repository.

Fernandez, CH., **Garcia, P.** (2019). Counternarratives of STEM participation among Black girls. Paper presented at 2019 *American Educational Research Association (AERA)* Annual Meeting, Toronto, April 2019. Archived in AERA online paper repository.

Cifor, M. & **Garcia, P.** (2019). Inscribing gender: A duoethnographic examination of gendered values in fitness tracker design. Paper presented at *Hawaii International Conference on System Sciences (HICSS)* 52, January 2019. \***Best paper nomination**

Acker, A., Bilal, D., Bowler, L., **Garcia, P.**, Meyers, E. M., & Zhang, Y. (2018). Investigating youth learning and data: Contexts, concepts, and connections. *Proceedings of the Association for Information Science and Technology (ASIST)*, 55(1), 638-641.

### Under Review

**Garcia, P.**, \*Jackson, A., \*Jacobs, L.A. (2019). Re-Imagining computational thinking programs: Centering the learning experiences and identities of girls of color. *ACM International Computing Education Research (ICER)*. Toronto.

**Garcia, P.**, Cifor, M. (2019). Expanding our reflexive toolbox: Collaborative possibilities for examining socio-technical systems using duoethnography. *ACM Conference on Computer-Supported Cooperative Work and Social Computing (CSCW)*. Austin.

Cifor, M., **Garcia, P.** (2019). Gendered by design: A duoethnographic study of personal fitness tracking systems. *ACM Transactions on Social Computing*.

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## **INVITED TALKS & SUMMITS**

Garcia, P. (2019). **Microsoft Research Faculty Summit: The future of work.** Microsoft Conference Center on July 17 - 18, 2019. Redmond, WA.

Garcia, P. (2019). **Re-Imagining computational thinking programs using identity-rich activities.** Colloquium, Educational Psychology and Educational Technology, Michigan State University.

Garcia, P. (2018). **Keynote: Actualizing the pedagogical promise of teaching and learning with primary sources.** Teaching Undergraduates with Archives Symposium, University of Michigan.

Garcia, P. (2018). **Expressive electronics: Broadening STEM participation through intersectional identity exploration.** Colloquium, School of Information and Computer Science, UC-Irvine.

Garcia, P. (2017). **Keynote: Intersectional approaches for designing computing programs.** Rackham Critical Intersectionality Conference, University of Michigan.

Garcia, P. (2017). **Creating culturally responsive pipeline programs.** Towards Inclusive Tech Symposium, School of Information, UC- Berkeley.

Garcia, P. (2017). **Experiencing data: Duoethnography as a feminist methodology for studying wearables.** Forum on Big Data in Information and Education Studies, School of Information, UCLA.

Garcia, P. (2016). **Promoting computational thinking among girls in tech programs through participatory design.** Colloquium, School of Information, University of Texas at Austin.

Garcia, P. (2016). **Culturally responsive approaches for engaging girls of color in computer science.** The White House Conference on Inclusive STEM Education for Youth of Color. Event held on October 28, 2016 and hosted by the White House Council on Women and Girls, My Brother's Keeper Initiative, Office of Science and Technology Policy, U.S. Department of Energy, and the National Math and Science Initiative (NMSI).

Garcia, P. (2016). **Developing a culturally responsive framework for promoting computing among adolescent girls.** The White House “Champions of Change” event for extracurricular enrichment, afterschool, and summer programming for marginalized girls. Event held on September 30, 2016 and hosted by the White House Council on Women and Girls.

Garcia, P. (2016). **Transdisciplinary Technologies.** Colloquium, School of Social Transformation, Arizona State University.

Garcia, P. (2015). **Platform politics: Design practices and the construction of scholarly knowledge.** Colloquium, School of Information, University of Arizona.

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## CONFERENCES & WORKSHOPS

Garcia, P., Scott, K.A. (Accepted). **Culturally responsive computing.** *Connected Learning Summit*, Irvine, CA.

Elwood, K., Scott, K.A., **Garcia, P.** (Accepted). **Culturally responsive STEM strategies.** *STEM Leadership Alliance Summit*, Orlando, FL.

Garcia, P. (Accepted). **Coding @ the library: Jumpstarting computer science programs in your library.** *American Library Association (ALA)* annual meeting, Washington, DC.

Cifor, M. & **Garcia, P.** (Accepted). **Public sharing, private lives: A feminist analysis of tracking and disclosing health data.** *Society for Social Studies of Science (4S)* annual meeting, New Orleans.

Garcia, P. (2018). **Promoting critical data literacy in youth tech programs.** *Association for Information Science and Technology (ASIST)* annual meeting. Vancouver.

Garcia, P., Lueck, J., Monte-Sano, C., Yakel, E., McDonald, T. (2017). **Promoting undergraduate student learning with primary sources.** MCubed Symposium, University of Michigan, Ann Arbor.

Garcia, P. (2017). **Border Quants: Feminist approaches toward studying self-quantification.** *Society for Social Studies of Science (4S)* annual meeting, Boston.

Garcia, P. (2017). **Engaging the archive: Evaluating student learning with primary sources.** *Archival Education and Research Institute*, University of Toronto.

Garcia, P. (2017). **Expressive electronics: Low-cost STEM programs for Girls.** *Allied Media Conference*, Detroit.

Garcia, P. (2017). **Embodying data: Duoethnography as a feminist methodology for studying wearables.** *Computer Supported Cooperative Work (CSCW) workshop*, Portland.

Garcia, P. (2016). **Rethinking user agency through modular wearables.** Presentation at *Critical Making and Body Politics workshop* hosted by the University of Michigan's Designers of Interactive, Intelligent, Internet of Things (DoIIT) group at the School of Information.

Garcia, P. (2016). **Accessing archives: Primary sources and inquiry-based learning in K-12 Classrooms.** *Archival Education and Research Institute*, Kent State University.

Garcia, P. (2015). **Open archives: Assessing the 'participatory turn' in archival studies.** *Archival Education and Research Institute*, University of Maryland.

Garcia, P. (2015). **Standardizing education: Teaching with primary sources and the effects of academic standards on innovative teaching.** *iConference Doctoral Colloquium*, University of California, Irvine.

Garcia, P. (2014). **Beyond the textbook: Primary sources and inquiry-based learning in K-12 classrooms.** *Archival Education and Research Institute*, University of Pittsburgh.

Garcia, P. (2013). **Primary sources in elementary classrooms: Exploring the integration process.** *Archival Education and Research Institute*, University of Texas, Austin.

Garcia, P. (2012). **Primary sources, school children, and our libraries: The case for collaborative initiatives to promote the use of primary sources.** *California Library Association Annual Meeting*, San Jose.

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## **MEDIA MENTIONS**

Accentuating the positive: A Michigan instructor helps teens open doors to discovering STEM careers. Magazine story. Ward, B. (2018). *Diversity in Action*, Spring Special, p. 48.

Hidden figures of "Computer Science for All." Farmer, R. (2017). *Women You Should Know*. <http://bit.ly/2GkLMaz>

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## **AWARDS**

**Best Paper, Nomination**  
Hawaii International Conference on System Sciences (HICSS)

2019

<b>Diversity, Equity and Inclusion Award</b> University of Michigan	2018
<b>Dissertation Year Fellowship</b> University of California, Los Angeles	2014
<b>Information Studies Diversity Paper Award</b> University of California, Los Angeles	2014
<b>Eugene Cota-Robles Fellowship</b> University of California, Los Angeles	2010

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**TEACHING  
EXPERIENCE**

<b>SI 435: Exploring Computational Thinking Through Making</b> Instructor, School of Information, University of Michigan
<b>SI 632: Archival Appraisal</b> Instructor, School of Information, University of Michigan
<b>SI 580: Understanding Records and Archives: Principles and Practices</b> Instructor, School of Information, University of Michigan

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**ADVISING**

**Doctoral Students**

PhD Advisor

Melissa Perez, co-advised with Barb Ericson	2019-2024
Anubha Singh, co-advised with Silvia Lindtner	expected

Dissertation Committee Member

Pau Nava, American Culture, Latina/o Studies	2017-2023
Jenny Sawada, School of Education	expected

Research Team Advisor

Ashley Jackson, School of Education  
Laura-Ann Jacobs, School of Education

**Postdoctoral Fellows**

Cecilia Fernandez	2018-2020
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**Master's Students**

Master's Thesis (MTOPI)

Jackson Huang, MSI	2018-2019
Andrea Kang, MSI	2018-2019

<u>Research Experiences for Master's Students (REMS)</u>	
Tori Culler,	2018-2019
Joseph Lueck,	2017-2018
Lydia Curliss	2017
Anne Marie Lindgren	2017
Harvey Long	2016

### Undergraduate Students

<u>NSF Research Experiences for Undergraduates (REU)</u>	
Cydney Hill	2018-2019
Zoe Hunter	2018-2019
Syeda Mahmood	2016-2018
Alice Schmitz	2016-2018

## SERVICE

### Organizing Committees

<b>Program Committee Member (AC)</b> ACM Designing Interactive Systems (DIS)	2019
<b>Deputy Chair for Panels and Workshops</b> ACM Richard Tapia Celebration of Diversity in Computing Conference	2017-2019

### Internal Service

<b>Faculty Search Committee Member</b> University of Michigan, School of Information	2018-2019
<b>Wolverine Express, Faculty Representative</b> University of Michigan	(declined)
<b>La Casa Latinx Faculty Mentor</b> University of Michigan	2018-2019
<b>Diversity Committee Member</b> University of Michigan, School of Information	2017-2018
<b>Committee on Race and Ethnic Relations</b> Graduate School of Education and Information Studies, UCLA	2014



**Doctoral Program Committee Student  
Representative**  
Department of Information Studies, UCLA

2012-2013

### **External Grant Reviewing**

National Science Foundation  
Institute for Museum and Library Services

### **Conference Reviewing**

ACM Designing Interactive Systems (DIS)  
ACM Computer Supported Cooperative Work (CSCW)  
ACM Conference on Human Factors in Computing  
Systems (CHI)  
ACM Transactions on Computing Education (TOCE)  
iConference

### **Journal Reviewing**

Youth and Society  
Archival Science  
American Archivist

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### **PROFESSIONAL MEMBERSHIPS**

Association for Computing Machinery (ACM)  
Society for Social Studies of Science (4S)  
Association for Library and Information Science Education  
(ALISE)  
Society of American Archivists (SAA)  
American Educational Research Association (AERA)