

PATRICIA GARCIA

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School of Information
University of Michigan
4322 North Quad
Ann Arbor, MI 48109

EDUCATION

PhD	University of California, Los Angeles Information Studies	2015
MLIS	University of California, Los Angeles Archival Studies	2013
MA	University of Texas, Austin English Literature	2007
BA	St. Edward's University English Literature	2005

ACADEMIC APPOINTMENTS

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

AFFILIATIONS

Affiliated Faculty, Center for Ethics, Society and Computing	2019-Present
Affiliated Faculty, Digital Studies Institute	2018-Present
Affiliated Faculty, Institute for Research on Women and Gender	2018-Present

AWARDS

Best Paper, Nomination Hawaii International Conference on System Sciences (HICSS)	2019
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Diversity, Equity and Inclusion Award University of Michigan	2018
Dissertation Year Fellowship University of California, Los Angeles	2014
Information Studies Diversity Paper Award University of California, Los Angeles	2014
Archival Education and Research Institute Scholarship University of Texas, Austin	2013
Eugene Cota-Robles Fellowship University of California, Los Angeles	2010

GRANTS

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

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.

CONFERENCES & WORKSHOPS

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 (DoIIIT) 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.

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>

TEACHING EXPERIENCE

SI 435: Exploring Computational Thinking Through Making
Instructor, School of Information, University of Michigan

SI 632: Archival Appraisal
Instructor, School of Information, University of Michigan

SI 580: Understanding Records and Archives: Principles and Practices
Instructor, School of Information, University of Michigan

ADVISING

Doctoral Students

PhD Advisor

Melissa Perez, co-advised with Barb Ericson, (2019-2024 expected)

Anubha Singh, co-advised with Silvia Lindtner, (2019-2024 expected)

Dissertation Committee Member

Pau Nava, American Culture, Latina/o Studies, (2017-2023 expected)

Jenny Sawada, School of Education, Educational Studies (2017-2023 expected)

Research Team Advisor

Ashley Jackson, School of Education, Science Education

Laura-Ann Jacobs, School of Education, Literacy Studies

Postdoctoral Fellows

Cecilia Fernandez, Winter 2018- Winter 2020

Master's Students

Master's Thesis (MTOF)

Jackson Huang, MSI, Fall 2018- Winter 2019

Andrea Kang, MSI, Fall 2018- Winter 2019

Research Experiences for Master's Students (REMS)

Tori Culler, Summer 2018-Winter 2019

Joseph Lueck, Summer 2017-Winter 2018

Lydia Curliss, Summer 2017

Anne Marie Lindgren, Summer 2017

Harvey Long, Summer 2016

Undergraduate Students

NSF Research Experiences for Undergraduates (REU)

Cydney Hill, Fall 2018-Summer 2019

Zoe Hunter, Fall 2018-Winter 2019

Syeda Mahmood, Fall 2016-Winter 2018

Alice Schmitz, Fall 2016-Fall 2018

ACADEMIC & PROFESSIONAL SERVICE

Organizing Committees

Program Committee Member (AC) 2019
ACM Designing Interactive Systems (DIS)

Deputy Chair for Panels and Workshops 2017-2019
ACM Richard Tapia Celebration of Diversity in Computing Conference

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

Internal Service

Faculty Search Committee Member 2018-2019
University of Michigan, School of Information

Wolverine Express, Faculty Representative (declined)
University of Michigan

La Casa Latinx Faculty Mentor 2018-2019
University of Michigan

Diversity Committee Member 2017-2018
University of Michigan, School of Information

Committee on Race and Ethnic Relations 2014
Graduate School of Education and Information Studies, UCLA

Primary Source Institute for LAUSD Educators 2013-2014
Lab School, University of California, Los Angeles

Doctoral Program Committee Student Representative 2012-2013
Department of Information Studies, UCLA

External Grant Reviewing

National Science Foundation 2017-Present
Institute for Museum and Library Services 2017-Present

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)