

PATRICIA GARCIA

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School of Information
University of Michigan
4437 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 POSITIONS	Assistant Professor School of Information, University of Michigan	2017-
	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	Center for Ethics, Society and Computing
	Digital Studies Institute
	Institute for Research on Women & Gender

GRANTS	Engaging Libraries in Culturally Responsive STEM Programming (Co-PI) <i>Institute for Museum and Library Services</i> (LG8016011616) Award amount: \$199,934 (supplement)	2018-2020
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<p>Rise Up: Designing Effective CS Mentoring Experiences for High School Students (Co-PI) <i>University of Michigan, MCubed</i> Award amount: \$60,000</p>	2018-2020
<p>Feminist Data Approaches in Information Studies <i>Co-PI, University of Michigan, Institute for Research on Women and Gender</i> Award amount: \$16,000</p>	2018-2019
<p>REU Supplement: Developing a Culturally Responsive Framework for Promoting Computing Among Adolescent Girls in STEM Programs (PI) <i>National Science Foundation (#1651653)</i> Award amount: \$16,000</p>	2016-2019
<p>EAGER: Developing a Culturally Responsive Framework for Promoting Computing Among Adolescent Girls in STEM Programs (PI) <i>National Science Foundation (#1651653)</i> Award amount: \$294,115</p>	2016-2019
<p>Engaging Libraries in Culturally Responsive STEM Programming (Co-PI) <i>Institute for Museum and Library Services (LG-8016011616)</i> Award amount: \$249,999</p>	2016-2019
<p>Border Quants: Feminist Examination of Data and Bodies Across Borders (Co-PI) <i>ASU Program for Transborder Communities</i> Award amount: \$17,500</p>	2016-2017

PUBLICATIONS

[Peer-Reviewed Journal Articles](#)

* indicates graduate student, underline indicates postdoc

Cifor, M., **Garcia, P.** (2020). Gendered by design: A duoethnographic study of personal fitness tracking systems. *ACM Transactions on Social Computing*, 3, 4, Article 111. ***Invited to present at CHI 2020**

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

[Peer-Reviewed Conference Proceedings \(Archived\)](#)

Garcia, P. (2020). Centering the identities of girls of color in computational thinking programs. *5th International Conference on Research in Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT)*, March 11, Portland.

Garcia, P., Cifor, M. (2019). Expanding our reflexive toolbox: Collaborative possibilities for examining socio-technical systems using duoethnography. *22nd ACM Conference on Computer-Supported Cooperative Work and Social Computing (CSCW)*, November 7-13, Austin.

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**

[Lightly Peer-Reviewed Conference Proceedings \(Archived\)](#)

Garcia, P., Scott, K.A. (2020). Learning in libraries: An intersectional analysis of computing identities. Paper to be presented at 2020 at *American Educational*

Research Association (AERA) Annual Meeting, April 17-21, San Francisco. Archived in AERA online paper repository.

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.*

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.

OTHER SCHOLARLY PROJECTS

Cifor, M., **Garcia, P.**, Cowan, T.L., Rault, J., Sutherland, T., Chan, A., Rode, J., Hoffmann, A.L., Salehi, N., Nakamura, L. (2019). **Feminist Data Manifest-No.** Retrieved from: <https://www.manifestno.com/>.

ORGANIZED WORKSHOPS

The PIT-UN Undergraduate Informatics Education for Public Interest Technology Conference, March 2-4, 2020, University of Texas at Austin, School of Information, Austin, TX. Funded by Public Interest Technology University Network, New America.

Imagining New Possibilities for K-12 CS Education, July 24-26, 2019, School of Information, University of Michigan, Ann Arbor, MI. Funded by National Science Foundation (NSF).

Feminist Data Studies, August 7-10, 2019, Institute for Research on Women & Gender, University of Michigan, Ann Arbor, MI. Funded by Institute for Research on Women & Gender (IRWG).

INVITED TALKS

CHI 2020 Journals: Gendered by design: A duoethnographic study of personal fitness tracking systems. Invited to present paper published in *ACM Transactions on Social Computing* at ACM CHI 2020 -Conference on Human Factors in Computing Systems, April 25-30, 2020, Oahu, Hawai'i.

Performing the Feminist Data Manifest-No. Research outreach event. February 5, 2020, Data & Society, New York, NY.

Learning and teaching with archival sources. Archives Month, Oct 24, 2019, Penn State University.

Microsoft Research Faculty Summit: The future of work. Microsoft Conference Center, Jul 17-18, 2019, Redmond, WA.

Re-Imagining computational thinking programs using identity-rich activities. Educational Psychology and Educational Technology Colloquium, Oct 14, 2019, Michigan State University.

Keynote: Actualizing the pedagogical promise of teaching and learning with primary sources. Teaching Undergraduates with Archives Symposium, Nov 7-9, 2019, University of Michigan.

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

Keynote: Intersectional approaches for designing computing programs. Rackham Critical Intersectionality Conference, 2017, University of Michigan.

Creating culturally responsive pipeline programs. Towards Inclusive Tech Symposium, 2017, School of Information, UC-Berkeley.

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

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

Culturally responsive approaches for engaging girls of color in computer science. The White House Conference on Inclusive STEM Education for Youth of Color, October 28, 2016, 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.

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, September 30, 2016, hosted by the White House Council on Women and Girls.

Transdisciplinary Technologies. Colloquium, 2016, School of Social Transformation, Arizona State University.

Platform politics: Design practices and the construction of scholarly knowledge. Colloquium, 2015, School of Information, University of Arizona.

**CONFERENCE
TALKS**

Garcia, P., Scott, K.A. (2019). **Culturally responsive computing.** *Connected Learning Summit*, October 3-5, Irvine, CA.

Elwood, K., Scott, K.A., **Garcia, P.** (2019). **Culturally responsive STEM strategies.** *STEM Leadership Alliance Summit*, July 7-11, Orlando, FL.

Garcia, P. (2019). **Coding @ the library: Jumpstarting computer science programs in your library.** *American Library Association (ALA)* annual meeting, June 20-25, Washington, DC.

Cifor, M. & **Garcia, P.** (2019). **Public sharing, private lives: A feminist analysis of tracking and disclosing health data.** *Society for Social Studies of Science (4S)* annual meeting, September 4-7, 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.

AWARDS

Joan Durrance Community Engagement Award University of Michigan, School of Information	2019
Best Paper Nominee Hawaii International Conference on System Sciences	2019
Diversity, Equity and Inclusion Award University of Michigan, School of Information	2018
Dissertation Year Fellowship University of California, Los Angeles	2014
Information Studies Diversity Paper Award University of California, Los Angeles	2014
Eugene Cota-Robles Fellowship University of California, Los Angeles	2010

TEACHING EXPERIENCE

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

SI 643: Instructional Skills for Information Professionals
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

PhD Student Advisor

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

Dissertation Committee Member

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

Postdoctoral Fellow Advisor

Cecilia Fernandez 2018-2020

Master's Thesis Advisor

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

Master's Student Research Advisor

Aems Emswiler (REMS) 2019
Alexandria Rayburn (REMS) 2019
Tori Culler (REMS) 2018-2019
Joseph Lueck (REMS) 2017-2018
Lydia Curliss (REMS) 2017
Anne Marie Lindgren (REMS) 2017
Harvey Long (REMS) 2016

Undergraduate Student Research Advisor

Kaily Metz (UROP) 2019-
Cydney Hill (REU) 2018-2019
Zoe Hunter (REU) 2018-2019
Syeda Mahmood (REU) 2016-2018
Alice Schmitz (REU) 2016-2018

Research Team Advisor

Gladys Garcia, School of Information	2019-
Sumra Alvi, School of Information	2019-
Crisol Beliz, School of Information	2019-
Alison Wang, School of Education	2019-
Ashley Jackson, School of Education	2017-2019
Laura-Ann Jacobs, School of Education	2016-2018

SERVICE

Organizing Committees

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

Faculty Search Committee Member University of Michigan, Digital Studies Institute	2019-2020
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Faculty Search Committee Member University of Michigan, School of Information	2018-2019
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Wolverine Express, Faculty Representative University of Michigan	(declined)
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La Casa Latinx Faculty Mentor University of Michigan	2018-2019
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Diversity Committee Member University of Michigan, School of Information	2017-2018
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Committee on Race and Ethnic Relations Graduate School of Education and Information Studies, UCLA	2014
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Doctoral Program Committee Student Representative Department of Information Studies, UCLA	2012-2013
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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

**PROFESSIONAL
MEMBERSHIPS**

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