

PATRICIA GARCIA

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University of Michigan
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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

GRANTS	CAREER: Developing Agentic Computing Identities Through Computational Justice Programs; \$ 549,920 <i>National Science Foundation (#2045492)</i>	2021-2026
	Engaging Libraries in Culturally Responsive STEM Programming (Co-PI); \$199,934 <i>Institute for Museum and Library Services (LG8016011616)</i>	2018-2020
	Rise Up: Designing Effective CS Mentoring Experiences for High School Students (Co-PI); \$60,000 <i>University of Michigan, MCubed</i>	2018-2020

Feminist Data Approaches in Information Studies; \$16,000 <i>Co-PI, UM, Institute for Research on Women and Gender</i>	2018-2019
REU Supplement: Developing a Culturally Responsive Framework for Promoting Computing Among Adolescent Girls in STEM Programs (PI); \$16,000 <i>National Science Foundation (#1651653)</i>	2016-2019
EAGER: Developing a Culturally Responsive Framework for Promoting Computing Among Adolescent Girls in STEM Programs (PI); \$294,115 <i>National Science Foundation (#1651653)</i>	2016-2019
Engaging Libraries in Culturally Responsive STEM Programming (Co-PI); \$249,999 <i>Institute for Museum and Library Services (LG-8016011616)</i>	2016-2019
Border Quants: Feminist Examination of Data and Bodies Across Borders (Co-PI); \$17,500 <i>ASU Program for Transborder Communities</i>	2016-2017

PUBLICATIONS

Peer-Reviewed Journal Articles

* indicates graduate student, underline indicates postdoc

Garcia, P., Fernandez, C.H., Okonkwo, H. (2020). Leveraging technology: How Black girls enact critical digital literacies for social change. *Learning, Media and Technology*.

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.

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 \(Archived\)](#)

*Perez, M. **Garcia, P.**, Ericson, B. (Accepted, 2021). Former students' perspectives on the value of computing education programs. *Proceedings of the International Society of the Learning Sciences (ISLS) Annual Meeting*, June 7-11, 2021.

Garcia, P., *Perez, M., *Bork, S., *Farrell, D., Ericson, B., and Mondisa, J. (Accepted, 2021). Supporting mutually beneficial near-peer mentoring relationships within computing education programs. *Proceedings of the Research on Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT) Conference*, May 23-27.

Andalibi N, **Garcia P.** (2021). Sensemaking and coping after pregnancy loss: the seeking and disruption of emotional validation online. *Proceedings of the ACM Human Computer Interaction, CSCW*.

P. Garcia, *A. Jackson and *L.A. Jacobs. (2020). Centering the Identities of Girls of Color in Computational Thinking Programs. *Research on Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT)*, Portland, OR.

Garcia, P., Cifor, M. (2019). Expanding our reflexive toolbox: Collaborative possibilities for examining socio-technical systems using duoethnography. *Proceedings of the ACM Human Computer Interaction, CSCW*.

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**

[Extended Abstracts \(Archived\)](#)

Garcia, P., Sutherland, T., Cifor, M., Chan, A. S., Klein, L., D'Ignazio, C., & Salehi, N. (2020, October). No: Critical Refusal as Feminist Data Practice. In Conference Companion Publication of the 2020 on *Computer Supported Cooperative Work and Social Computing* (pp. 199-202).

*Perez, M., **Garcia, P.** “Decomposing myself”: Computational thinking in an identity context. Poster abstract. *International Conference of the Learning Sciences (ICLS 2020)*.

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/>.

INVITED TALKS

Creating safe and inspiring spaces for girls of color in CS Education. Kapur Center, Webinar Series. Oakland, April 1, 2021.

Critical refusal for data practitioners. LA Tech4Good Workshop. Los Angeles, February 23, 2021.

Expressive electronics: Broadening participation in computing through identity exploration. CS Tea Series. Carleton College, Computer Science Department. February 11, 2021.

Feminist Data Manifest-No. Refusal Conference hosted by Algorithmic Fairness and Opacity Working Group (AFOG), UC-Berkeley, October 14-16, 2020.

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

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.

**CONFERENCE
TALKS**

Garcia, P. (2020). **Merging Culture and Computing Through Identity Exploration.** Association for Educational Communications and Technology (AECT) Annual Meeting, November 6.

Scott, K. A. & Garcia, P. (2020) **Learning in Libraries: An Intersectional Analysis of Computing Identities** [Structured Poster Session]. *AERA Annual Meeting*. San Francisco, CA. Apr 17 - 21

Garcia, P. Cifor, M. (2020). **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.

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. (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). **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. (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
Diversity, Equity and Inclusion Award University of Michigan, School of Information	2018
Eugene Cota-Robles Fellowship University of California, Los Angeles	2010

SERVICE

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

Internal Service

Executive Committee Member 2020-2021
University of Michigan, Digital Studies Institute

Faculty Search Committee Member 2019-2020
University of Michigan, Digital Studies Institute

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

La Casa Latinx Faculty Mentor 2018-2019
University of Michigan

Diversity Committee Member 2017-2018;
2020-2021
University of Michigan, School of Information

Journal Reviewing

Youth and Society
Archival Science
American Archivist
Computer Science Education
ACM Transactions on Computing Education (TOCE)

Advisory Boards

The Equitable CS Curriculum Initiative (Kapor Center)
COVID Data Infrastructure Builders (NSF OISE-2109653)