

# PATRICIA GARCIA

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School of Information  
University of Michigan  
4437 North Quad  
Ann Arbor, MI 48109

## EDUCATION

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

## ACADEMIC POSITIONS

|   |           |
|---|-----------|
| <b>Assistant Professor</b><br>School of Information<br>University of Michigan                               | 2017-     |
| <b>Co-Director</b><br>Center for Ethics, Society, and Computing (ESC)<br>University of Michigan             | 2021-     |
| <b>Affiliated Faculty</b><br>Digital Studies Institute<br>University of Michigan                            | 2020-     |
| <b>Affiliated Faculty</b><br>Institute for Research on Women & Gender<br>University of Michigan             | 2019-     |
| <b>Research Fellow</b><br>School of Information<br>University of Michigan                                   | 2016-2017 |
| <b>Postdoctoral Scholar</b><br>Center for Gender Equity in Science & Technology<br>Arizona State University | 2015-2016 |

## GRANTS

|   |           |
|---|-----------|
| <b>CAREER: Developing Agentic Computing Identities Through Computational Justice Programs</b><br><i>National Science Foundation (#2045492)</i><br>Award amount: \$ 549,920  | 2021-2026 |
| <b>Engaging Libraries in Culturally Responsive STEM Programming (Co-PI)</b><br><i>Institute for Museum and Library Services (LG8016011616)</i><br>Award amount: \$199,934 (supplement)                              | 2018-2020 |
| <b>Rise Up: Designing Effective CS Mentoring Experiences for High School Students (Co-PI)</b><br><i>University of Michigan, MCubed</i><br>Award amount: \$60,000  | 2018-2020 |
| <b>Feminist Data Approaches in Information Studies</b><br><i>Co-PI, University of Michigan, Institute for Research on Women and Gender</i><br>Award amount: \$16,000  | 2018-2019 |
| <b>REU Supplement: Developing a Culturally Responsive Framework for Promoting Computing Among Adolescent Girls in STEM Programs (PI)</b><br><i>National Science Foundation (#1651653)</i><br>Award amount: \$16,000 | 2016-2019 |
| <b>EAGER: Developing a Culturally Responsive Framework for Promoting Computing Among Adolescent Girls in STEM Programs (PI)</b><br><i>National Science Foundation (#1651653)</i><br>Award amount: \$294,115         | 2016-2019 |
| <b>Engaging Libraries in Culturally Responsive STEM Programming (Co-PI)</b><br><i>Institute for Museum and Library Services (LG-8016011616)</i><br>Award amount: \$249,999  | 2016-2019 |
| <b>Border Quants: Feminist Examination of Data and Bodies Across Borders (Co-PI)</b><br><i>ASU Program for Transborder Communities</i><br>Award amount: \$17,500  | 2016-2017 |

## PUBLICATIONS

### Peer-Reviewed Journal Publications

\* indicates graduate student, underline indicates postdoc

**Garcia, P.**, Sutherland, T., Salehi, N., Cifor, M., \*Singh, A. (2022, In press). No! Re-imagining data practices through the lens of critical refusal. *Proceedings of the ACM on Human-Computer Interaction*, 6.

Andalibi, N., & **Garcia, P.** (2021). Sensemaking and coping after pregnancy loss: the seeking and disruption of emotional validation online. *Proceedings of the ACM on Human-Computer Interaction*, 5 (CSCW1), 1-32, Article No. 127.

\*Perez, M., **Garcia, P.**, & Ericson, B. (2021). Former students' perspectives on the value of computing education programs. *Proceedings of the 15th International Conference of the Learning Sciences (ICLS 2021)*. International Society of the Learning Sciences.

Cifor, M., **Garcia, P.** (2020). Gendered by design: A duoethnographic study of personal fitness tracking systems. *ACM Transactions on Social Computing*, 2(4), 1-22.

**Garcia, P.**, Fernandez, CH., Okonkwo, H. (2020). Leveraging technology: how Black girls enact critical digital literacies for social change. *Learning, Media and Technology*, 45(4), 345-362.

**Garcia, P.**, Cifor, M. (2019). Expanding our reflexive toolbox: Collaborative possibilities for examining socio-technical systems using duoethnography. *Proceedings of the ACM on Human-Computer Interaction*, 3(CSCW), 1-23, Article No. 190.

**Garcia, P.**, Fernandez, C., \*Jackson, A. (2019). Counternarratives of youth participation among Black girls. *Youth & Society*, 52(8), 1479-1500.

**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

Ericson, B. J., **Garcia, P.**, & Mondisa, J. L. (2022). Lessons Learned from Scaling Sisters Rise Up. *Proceedings of the 53rd ACM Technical Symposium on Computer Science Education (SIGCSE)*, 1, 773-779.

**Garcia, P.**, \*Perez, M., \*Bork, S., \*Farrell, D., Ericson, B., and Mondisa, J. (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*, 1-9. IEEE.

**Garcia, P.** \*Jackson, A. and \*Jacobs, L.A.. (2020). Centering the Identities of Girls of Color in Computational Thinking Programs. *Proceedings of the Research on Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT) Conference*, 1-7, IEEE.

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**

### Book Chapters

Sutherland, T., Cifor, M., Cowan, T.L., Rault J., and **Garcia, P.** (2022, in press). The Feminist Data Manifest-NO: An Introduction and Four Reflections. In M.K. Gold and L.F. Klein (Eds.), *Debates in Digital Humanities 2022*. University of Minnesota Press.

### 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 IMPACT**

**Culturally Responsive-Sustaining CS Education Framework.** (2021). Co-authored framework as a national advisory member of the Equitable CS Curriculum Initiative, The Kapor Center. Available at: <https://www.kaporcenter.org/equitablecs/our-work/>

**Feminist Data Manifest-No.** (2019). Co-authored with Cifor, M., Cowan, T.L., Rault, J., Sutherland, T., Chan, A., Rode, J., Hoffmann, A.L., Salehi, N., Nakamura, L. Available at: <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**

**Critical refusal and the Feminist Data Manifest-No.** A Conversation on Engaging Refusal Roundtable. Labor Tech Research Network, Michigan State University, October 15, 2021.

**Expressive Electronics: Broadening participation in computing through identity exploration.** Simon Fraser University, School of Computing Science, Student Experiences Initiative, September 10, 2021.

**Creating safe and inspiring spaces for girls of color in CS Education.** Kapor 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.

**Critical refusal as feminist data practice.** Berlin School of Library and Information Science, Humboldt-Universität zu Berlin, December 17, 2020.

**'Ask the Experts': Security and data ethics challenges**, virtual panel moderated by Megan Finn and Katie Shilton, University of Washington, December 9, 2020.

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

**Gendered by design.** CHIiversity panel organized by fempower.tech April 22, 2020.

**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.

## CONFERENCE TALKS

Garcia, P. (2022). **Manifest-No as a privacy tool**. *Privacy Camp*, co-organized by European Digital Rights (EDRi), Research Group on Law, Science, Technology & Society (LSTS) of the Vrije Universiteit Brussel (VUB), Privacy Salon, and Institute for European Studies (IEE) at Université Saint-Louis - Bruxelles (USL-B), January 25.

Garcia, P. & Perez, M. (2021). **Technosocial change agents: Fostering critical computing identities among girls of color**. Bringing Politics and Power into Computing Education Symposium, Connected Learning Summit, July 19.

Tracey, P. & Garcia, P. (2021). **The changing nature of archival instruction: Preparing archivists and faculty to promote student learning through sustained collaborations**. *Archival Education and Research Initiative*, July 16.

Garcia, P. (2021). Roundtable: **Anti-racist pedagogy in archives and digital curation**. *Archival Education and Research Initiative*, July 13.

Garcia, P. & Perez, M. (2021). **Developing agentic computing identities among girls of color through computational justice programs**. Discussed in Workshop: Justice-centered design engagements with children and teens. *2021 ACM Interaction Design and Children (IDC) Conference*, June 26.

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., 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**

|  |      |
|--|------|
| <b>Joan Durrance Community Engagement Award</b><br>University of Michigan, School of Information | 2019 |
| <b>Diversity, Equity and Inclusion Award</b><br>University of Michigan, School of Information    | 2018 |
| <b>Information Studies Diversity Paper Award</b><br>University of California, Los Angeles        | 2014 |
| <b>Eugene Cota-Robles Fellowship</b><br>University of California, Los Angeles                    | 2010 |

## **TEACHING EXPERIENCE**

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| <b>SI 435: Exploring Computational Thinking Through Making</b><br>Instructor, School of Information, University of Michigan              |
| <b>SI 643: Instructional Skills for Information Professionals</b><br>Instructor, School of Information, University of Michigan           |
| <b>SI 632: Archival Appraisal</b><br>Instructor, School of Information, University of Michigan   |
| <b>SI 580: Understanding Records and Archives: Principles and Practices</b><br>Instructor, School of Information, University of Michigan |

## **ADVISING**

|  |           |
|--|-----------|
| <b><u>PhD Student Advisor</u></b>              |           |
| Ira Anwar, co-advised with Julie Hui           | 2021-2026 |
| Pelle Tracey, co-advised with Ricardo Punzalan | 2020-2025 |
| 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 Summer Research Advisor

Jordan Correia (Syracuse University) 2020  
Brianna Blackwell (University of Tennessee) 2020  
Aems Emswiler (UT-Austin) 2019  
Alexandria Rayburn (University of Michigan) 2019  
Tori Culler (University of Michigan) 2018-2019  
Joseph Lueck (University of Michigan) 2017-2018  
Lydia Curliss (IU-Bloomington) 2017  
Anne Marie Lindgren (IU-Bloomington) 2017  
Harvey Long (UW-Madison) 2016

### Undergraduate 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

Janice Kwan, School of Public Health 2021-  
Gladys Garcia, School of Information 2019-2020  
Sumra Alvi, School of Information 2019-2020  
Crisol Beliz, School of Information 2019-2020  
Alison Wang, School of Education 2019-2020  
Ashley Jackson, School of Education 2017-2019  
Laura-Ann Jacobs, School of Education 2016-2018

## **SERVICE**

### Organizing Committees

**Program Committee Member (AC)** 2021-2022  
ACM Conference on Human Factors in Computing Systems

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

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

**Internal Service**

**Dean's Advisory Committee (DAC)** 2021-2022  
University of Michigan, School of Information

**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

**External Service**

**Lima Township Representative**  
Chelsea District Library Board of Trustees

**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 Conference on Fairness, Accountability, and Transparency  
International Society of the Learning Sciences (ISLS)  
iConference

**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)

### **PROFESSIONAL MEMBERSHIPS**

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