

RESOURCES

ARTICLES

Follow the [link to Box](#) to access a copy of the articles below as well as other cited in the workshop. For information and articles on research, teaching and service among women and people of color, see the tables at the end of this document.

Bias in Letters

- Gender and racial bias in radiology residency letters of recommendation by *Grimm, Redmond, Campbell, & Rosette, 2020*
- A linguistic comparison of letters of recommendation for male and female Chemistry and Biochemistry job applicants by *Schmader, Whitehead, & Wysocki, 2007*
- Exploring the color of glass: letters of recommendation for female and male medical faculty by *Trix & Psenka, 2003*
- Race and gender bias in Internal medicine program director letters of recommendation by *Zhang, Blissett, Anderson, O'Sullivan, & Qasim, 2021*

Burdens, Devaluation, and Other Obstacles for Women and People of Color

- Epistemic exclusion: Scholar(ly) devaluation that marginalizes faculty of color by *Settles, Jones, Buchanan, & Dotson, 2020*
- Equity, diversity and inclusion: Racial inequity in grant funding from the US National Institutes of Health by *Taffe & Gilpin, 2021*
- Gender Differences in Recognition of Group Work by *Sarson, Gerxhani, Reuben & Schram, 2021*
- Perceptions of stereotypes applied to women who publicly communicate their STEM work by *McKinnon and O'Connell, 2020*
- Promotion beyond tenure: Unpacking racism and sexism in the experiences of Black womyn professors by *Croom, 2017*
- Psychological heuristics and faculty of color: Racial battle fatigue and tenure/promotion by *Witherspoon Arnold, Crawford, & Khalifa, 2016*
- Recognition for Group Work: Gender Differences in Academia by *Sarsons, 2017*
- Sink or swim: Navigating the perilous waters of promotion and tenure: What's diversity got to do with It? by *Knight, 2010*
- Temporal distance and discrimination: An audit study in academia by *Milkman, Akinola, & Chugh, 2012*
- The Diversity-Innovation Paradox in Science by *Hofstra, Kulkarni, Munoz-Najar Galvez, & McFarland, 2020*

Burdens, Devaluation, and Other Obstacles for Women and People of Color *(continued)*

- “The master’s tools will never dismantle the master’s house”: Ten critical lessons for black and other health equity researchers of color *by Lisa Bowleg*
- The Matilda effect in science communication: An experiment on gender bias in publication quality perceptions and collaboration interest *by Knobloch-Westerwick, Glynn, & Hoge, 2013*
- Underrepresented faculty play a disproportionate role in advancing diversity and inclusion *by Jimenez, Laverty, Bombaci, Wilkins, Bennett, & Pejchar, 2019*

Defining Success and Excellence

- Masculine Defaults: Identifying and Mitigating Hidden Cultural Biases *by Cheryan & Markus, 2020*
- When Fit Is Fundamental: Performance Evaluations and Promotions of Upper-Level Female and Male Managers *by Lyness & Heilman, 2006*
- Gender stereotypes and workplace bias *by Heilman, 2012*

Ignoring Race and Ethnicity

- Racial color blindness: Emergence, practice, and implications *by Apfelbaum, Norton, & Summers, 2012*
- The impact of multiculturalism versus color-blindness on racial bias *by Richeson & Nussbaum, 2004*

ADDITIONAL RESOURCES for a Deeper Dive

Personal Experience

- I'm a Black woman who's met all the standards for promotion. I'm not waiting to reward myself by *Mitchel* at <https://time.com/5958844/black-woman-self-care/>
- Nikole Hanna-Jones' statement on decision to decline tenure offer at University of North Carolina and to accept Knight Chair appointment at Howard University at <https://www.naacpldf.org/wp-content/uploads/NHJ-Statement-CBS-7.6.21-FINAL-8-am.pdf>

Implicit Bias Video Series (UCLA Office of Equity, Diversity and Inclusion)

- [Preface: Biases and Heuristics](#) (5:13)
- [Lesson 1: Schemas](#) (3:12)
- [Lesson 2: Attitudes and Stereotypes](#) (4:12)
- [Lesson 3: Real World Consequences](#) (5:32)
- [Lesson 4: Explicit v. Implicit Bias](#) (2:48)
- [Lesson 5: The IAT](#) (5:13)
- [Lesson 6: Countermeasures](#) (5:22)

Implicit Association Test (IAT)

- Project Implicit - <https://implicit.harvard.edu/implicit/takeatest.html>
- The Bias Beneath: Two Decades of Measuring Implicit Associations by *Scott Sleek, 2018*
<https://www.psychologicalscience.org/observer/the-bias-beneath-two-decades-of-measuring-implicit-associations>

Implicit Bias and Racial Disparities

- Implicit Bias Module Series - <http://kirwaninstitute.osu.edu/implicit-bias-training/>

Leadership Competence and Gender Bias

- Why do so many incompetent men become leaders: TED Talk by *Tomas Chamorro-Premuzic, 2019*
<https://www.youtube.com/watch?v=zeAEFEXvcBg>

DOCUMENTED DIFFERENCES IN RESEARCH, TEACHING, AND SERVICE

| In Research and Presentations | Source |
|--|--|
| <ul style="list-style-type: none"> Research conducted by women and people of color are often considered less “mainstream” and rigorous | Antonio, 2002 ; Knobloch-Westerwick, Glynn, and Huge, 2013 ; Koffi, 2021 |
| <ul style="list-style-type: none"> Women are lead author disproportionately less often | Bendels, Müller, Brueggmann, and Groneberg, 2017 ; Bernard, 2018 ; Shen, Shoda, and Fine, 2018 |
| <ul style="list-style-type: none"> People from groups historically marginalized or underrepresented in academia are invited to give talks less often | Ford, Brick, Amitia, Blaufuss, and Dekens, 2019 ; Doleac, Hengel, & Pancotti, 2021 |
| <ul style="list-style-type: none"> Women spend less time on research than men | Bozeman and Gaughan 2011 ; Link, Swann, and Bozeman 2008 ; O’Meara, Kuvaeva, Nyunt, Waugaman, and Jackson, 2017 ; Winslow 2010 |
| In Teaching | |
| <ul style="list-style-type: none"> Students rate women instructors lower than they rate men, even when they exhibit the same teaching behaviors | Boring, Ottoboni, and Stark 2016 ; MacNell, Driscoll, and Hunt 2015 |
| <ul style="list-style-type: none"> Black and Asian faculty members are evaluated less positively than White faculty, especially by students who are White men | Bavishi, Madera, and Hebl, 2010 ; Ford, 2011 ; Reid, 2010 ; Smith and Hawkins, 2011 |
| <ul style="list-style-type: none"> Student evaluation of teaching with simple numeric ratings of overall teaching quality are biased against women in general, and against Black, Asian, and international instructors of all genders | Weiman, 2015 |
| <ul style="list-style-type: none"> Women spend more time on teaching and service than men | Aguirre, 2000 ; Eagan and Garvey 2015 ; Griffin and Reddick 2011 ; Guarino and Borden 2017 ; Hanasano, Broido, Yacobucci, Root, Peña, & O’Neil, 2019 ; Link, Swann, and Bozeman 2008 ; Misra, Lundquist, and Templer 2012 ; O’Meara 2016 ; O’Meara, Kuvaeva, Nyunt, Waugaman, and Jackson, 2017 ; Winslow 2010 |

| In Service | Source |
|--|---|
| <ul style="list-style-type: none"> • Women and people of color do more service <ul style="list-style-type: none"> • <i>Faculty of color tend to be more involved in service than White faculty.</i> • <i>Women faculty are more likely than men faculty to engage in campus service, especially as they become more senior</i> • <i>Excessive service demands place faculty of color at a disadvantage in advancement processes</i> • <i>Faculty of color experience disproportionate advising and service loads stemming from frequently being the only faculty of color in a department”</i> | <p>Acker & Armenti, 2004; Carrigan, Quinn, & Riskin, 2011; Clark & Corcoran, 1986; Link, Swann, and Bozeman 2008; Misra, Lundquist, Holmes, & Agiomavritis, 2011; Park, 1996; Winslow 2010</p> |
| <ul style="list-style-type: none"> • Faculty of color spend more time on mentoring and diversity related work than faculty who are white | <p>Antonio, 2002; Griffin and Reddick 2011; Jimenez, Lavery, Bombaci, Wilkins, Bennett, & Pejchar, 2019; Joseph and Hirshfield 2011; Turner, González, and Wong (Lau) 2011; Wood, Hilton, and Nevarez 2015</p> |
| <ul style="list-style-type: none"> • Women engage in certain kinds of service that are less prestigious, more time-consuming, or “token” | <p>Baez, 2000; Misra et al., 2011; Mitchell & Hesli, 2013; O’Meara, Kuvaeva, Nyunt, Waugaman, and Jackson, 2017; Porter, 2007; Sekaquaptewa & Thompson, 2002; Twale & Shannon, 1996</p> |
| <ul style="list-style-type: none"> • Women are asked more often to engage in less promotable or career-advancing tasks | <p>Acker & Armenti, 2004; Babcock, Recalde, Vesterlund, & Wiengart, 2017; El-Alayli, Hansen-Brown, and Ceynar 2018; Hanasano, Broido, Yacobucci, Root, Peña, & O’Neil, 2019; Hurtado, Eagan, Pryor, Whang, & Tran, 2012; Misra, Lundquist, and Templer 2012; O’Meara 2016; Mitchell & Hesli, 2013; O’Meara, Kuvaeva, Nyunt, Waugaman, and Jackson, 2017</p> |

This table was adapted from O’Meara, Culpepper, Misra, & Jaeger (2021). [Equity-minded faculty workloads: What we can and should do now](#). Washington, DC: American Council on Education.