

Annotated Bibliography (Selected)

On Implicit/Unconscious Bias:

Implicit Association Test: opportunity to assess your conscious and unconscious preference

<https://implicit.harvard.edu/implicit/>

The implicit-association test (IAT) is a measure within social psychology designed to detect the strength of a person's automatic association between mental representations of objects (concepts) in memory. The IAT is now widely used in social psychology research.

Bertrand, Marianne and Sendhil Mullainathan (2003). "Are Emily and Greg more Employable than Lakisha and Jamal? A Field Experiment on Labor Market Research." *Economic Review* 94, no. 4: 991-1013.

White sounding names received 50% more calls for interviews than African-American sounding names.

Isaac, Carol, Barbara Lee, and Molly Carnes (2009). "Interventions that Affect Gender Bias in Hiring: A Systematic Review." *Academic Medicine* 84, 10: 1440-1446.

http://journals.lww.com/academicmedicine/Fulltext/2009/10000/Interventions_That_Affect_Gender_Bias_in_Hiring_A.36.aspx

Conducted systemic review of experimental evidence for interventions mitigating bias in employment and identified 27 studies. These studies identified gender bias as the difference in ratings or perceptions of men and women with identical qualifications. Studies reaffirmed negative bias against women being evaluated for positions traditionally or predominantly held by men. Interventions that provided raters with clear evidence of job-relevant competencies were effective. High-level evidence exists for strategies to mitigate gender bias in hiring.

Moss-Racusin, Corinne A., John F. Dovidio, Victoria L. Brescoll, Mark J. Graham, and Jo Handelsman (2012).

"Science Faculty's Subtle Gender Biases Favor Male Students." *Proceedings of the National Academy of Sciences* 109, no. 41: 16474-16479.

<http://www.pnas.org/content/109/41/16474.full.pdf+html>

Abundant research has demonstrated gender bias in many demographic groups, but has yet to experimentally investigate whether science faculty exhibit a bias against female students that could contribute to the gender disparity in academic science. In a randomized double-blind study (n=127), science faculty from research-intensive universities rated the application materials of a student—who was randomly assigned either a male or female name—for a laboratory manager position. Both male and female participants rated the male applicant as significantly more competent and hireable than the (identical) female applicant, including offering a higher starting salary and more career mentoring to the male applicant. Mediation analyses indicated that the female student was less likely to be hired because she was viewed as less competent. The fact that faculty members' bias was independent of their gender, scientific discipline, age, and tenure status suggests that it is likely unintentional, generated from widespread cultural stereotypes rather than a conscious intention to harm women.

Tix, Frances and Carolyn Pensa (2003). "Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty." *Discourse & Society* 14:191-220.

A study of over 300 recommendation letters for medical faculty at a large American medical school in the 1990s found that letters for female applicants differed systematically from those for males. Letters written for women were shorter, provided "minimal assurance" rather than solid recommendation, raised more doubts, and portrayed women as students and teachers while portraying men as researchers and professionals. All letters studied were written for successful candidates only.

Wenneras, Christina and Agnes Wold (1997). "Nepotism and sexism in Peer-Review." *Nature* 387:341-43.

A study of postdoctoral fellowships awarded by the Medical Research Council in Sweden found that women candidates needed substantially more publications (the equivalent of 3 more papers in *Nature* or *Science*, or 20 more papers in specialty journals such as *Infection and Immunity* or *Neuroscience*) to achieve the same rating as men, unless they personally knew someone on the panel. The authors concluded that the systematic underrating of female applicants could help explain the lower success rates of female scientists in achieving high academic rank.

On the Causes and Consequences of Negative Work Climates:

Antonio, Anthony Lising (2002). "Faculty of Color Reconsidered: Reassessing Contributions to Scholarship." *The Journal of Higher Education* 73, no. 5: 582-602.

Boyer's four views of scholarship are examined in light of a more expansive view of scholarship in the professoriate. Faculty of color in this study were found to exhibit behaviors and hold values that often counter current norms of scholarship. In teaching, faculty of color appear to be among the stronger advocates in the academy for expanding their roles as teachers and supporting more holistic educational goals. Faculty of color also hold their academic colleagues to high standards of traditional research as well. The results of this study illustrate that in most cases, faculty of color bring to the academy a greater involvement in, and support of, activities reflective of the scholarship of teaching, integration, and application.

Callister, Rhonda Roberts (2006). "The Impact of Gender and Department Climate on Job Satisfaction and Intentions to Quit for Faculty in Science and Engineering Fields." *Journal of Technology Transfer* 31, no. 3: 367-375.

Improving departmental climate may improve the retention of both male and female faculty but may have an even greater impact on improving job satisfaction and reducing intention to quit for female faculty.

Chapman, Sally, Felicia F. Dixon, Natalie Foster, Valerie J. Kuck, Deborah A. McCarthy, Nancy M. Tooney, Janine P. Buckner, Susan A. Nolan, and Cecilia H. Marzabadi (2011). "Female Faculty Members in University Chemistry Departments: Observations and Conclusions Based on Site Visits." *Journal of Chemical Education* 88, no. 6: 716-720. <http://pubs.acs.org/doi/abs/10.1021/ed100098q>

A preliminary review of the perceptions of their department for female-tenured and tenure-track academic chemists. Different responses are seen at departments with more female faculty members as compared with departments with fewer female faculty members. Although many women are thriving, some feel isolated and marginalized. Gender barriers to success persist on both individual and institutional levels. Data support the assertion that a "critical mass" of female faculty members is important to make progress.

Settles, Isis H., Lilia M. Cortina, Janet Malley, and Abigail J. Stewart (2006). "The Climate for Women in Academic Science: The Good, the Bad, and the Changeable." *Psychology of Women Quarterly* 30, no. 1: 47-58.

Women scientists experiencing more sexual harassment and gender discrimination reported poorer job outcomes. Perceptions of a generally positive, nonsexist climate, as well as effective leadership, were related to positive job outcomes after controlling for harassment and discrimination.

On Microaggressions:

Solorzano, Daniel, Miguel Ceja, and Tara Yosso (2000). "Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experiences of African American College Students." *The Journal of Negro Education* 69, No.1-2:60-73. Special issue: *Knocking at Freedom's Door: Race, Equity, and Affirmative Action in U.S. Higher Education*.
<https://www.rochester.edu/diversity/assets/pdf/annualconference/solorzanoetal2001.pdf>

Using critical race theory as a framework, the study provides an examination of racial microaggressions and how they influence the collegiate racial climate. The study, which uses focus group interview data from African American students at three universities, shows how African American students experience and respond to racial micro-aggressions. It also demonstrates how racial microaggressions have a negative impact on the campus racial climate.

Sue, Derald Wing, Christina M. Capodilupo, Gina C. Torino, Jennifer M. Bucceri, Aisha M.B. Holder, Kevin L. Nadal, and Marta Esquilin (2007). "Racial Microaggressions in Everyday Life: Implications for Clinical Practice." *American Psychologist* 62(4): 271-86.
<http://www.consumerstar.org/resources/pdf/RacialMicroaggressions.pdf>

A taxonomy of racial microaggressions in everyday life was created through a review of the social psychological literature on aversive racism, from formulations regarding the manifestation and impact of everyday racism, and from reading numerous personal narratives of counselors (both White and those of color) on their racial/cultural awakening. Microaggressions seem to appear in three forms: microassault, microinsult, and microinvalidation. Almost all interracial encounters are prone to microaggressions.