

Compiled by Vanessa Martinez Penn (vmartp@upenn.edu)

Faculty Searches and Evaluation

Aguirre, A. (2000). *Women and minority faculty in the academic workplace: recruitment, retention, and academic culture*. Jossey-Bass.

Bauer, C. C., & Baltes, B. B. (2002). Reducing the effects of gender stereotypes on performance evaluations. *Sex Roles*, 47(9-10), 465–476.
doi:<http://dx.doi.org.proxy.library.upenn.edu/10.1023/A:1021652527696>.

Bertrand, M., & Mullainathan, S. (2004). Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination. *The American Economic Review*, 94(4), 991-1013. Retrieved September 18, 2020, from <http://www.jstor.org/stable/3592802>.

Correll, S. J. & Benard, S. (2006, March 21). Gender and Racial Bias in Hiring. <https://provost.upenn.edu/sites/default/files/users/user96/gender-racial-bias-original.pdf>.

Deas, D., Pisano, E., Mainous, A., Johnson, N., Singleton, M., Gordon, L., Taylor, W., Hazen-Martin, D., Burnham, W., & Reves, J. (2012). Improving Diversity Through Strategic Planning. *Academic Medicine: Journal of the Association of American Medical Colleges.*, 87(11), 1548–1555.
<https://doi.org/10.1097/ACM.0b013e31826d63e0>.

Devine, P. G., Forscher, P. S., Cox, W. T. L., Kaatz, A., Sheridan, J., & Carnes, M. (2017). A gender bias habit-breaking intervention led to increased hiring of female faculty in STEMM departments. *Journal of Experimental Social Psychology*, 73, 211-215. <https://doi.org/10.1016/j.jesp.2017.07.002>.

- Applying the gender bias intervention used in Carnes et al. (2015), listed in the “Climate and Faculty Life” section, to the hiring process.

Eaton, A. A., Saunders, J. F., Jacobson, R. K., & West, K. (2019). How Gender and Race Stereotypes Impact the Advancement of Scholars in STEM: Professors’ Biased Evaluations of Physics and Biology Post-Doctoral Candidates. *Sex Roles*, 1-15. <https://doi-org.proxy.library.upenn.edu/10.1007/s11199-019-01052-w>.

Fiske, S. T., Cuddy, A. J. C., Glick, P., & Xu, J. (2002). A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition. *Journal of Personality and Social Psychology*, 82(6), 878–902. <https://doi.org/10.1037/0022-3514.82.6.878>.

Gaucher, D., Friesen, J., & Kay, A. (2011). Evidence that gendered wording in job advertisements exists and sustains gender inequality. *Journal of Personality and Social Psychology*, 101(1), 109–128. <https://doi.org/10.1037/a0022530>.

Kang, S. K., DeCelles, K. A., Tilcsik, A., & Jun, S. (2016). Whitened résumés: Race and self-presentation in the labor market. *Administrative Science Quarterly*, 61(3), 469–502. <https://www.jstor.org/stable/24758675>.

O'Meara, K., Culpepper, D., & Templeton, L. L. (2020). Nudging Toward Diversity: Applying Behavioral Design to Faculty Hiring. *Review of Educational Research*, 90(3), 311–348. <https://doi-org.proxy.library.upenn.edu/10.3102/0034654320914742>.

Rockquemore, K. A., & Laszloffy, T. (2008). *The Black Academic's Guide to Winning Tenure -- Without Losing Your Soul*. Lynne Rienner Publishers. https://www.rienner.com/title/The_Black_Academic_s_Guide_to_Winning_Tenure_Without_Losing_Your_Soul.

Ross, D. A., Boatright, D., Nunez-Smith, M., Jordan, A., Chekroud, A., & Moore, E. Z. (2017). Differences in words used to describe racial and gender groups in medical student performance evaluations. *PloS ONE*, 12(8). <http://dx.doi.org.proxy.library.upenn.edu/10.1371/journal.pone.0181659>.

- Although this is primarily about student evaluation, the same principles could be applied to faculty evaluations.

Russ, T. L., Simonds, C. J., & Hunt, S. K. (2002). Coming Out in the Classroom . . . An Occupational Hazard?: The Influence of Sexual Orientation on Teacher Credibility and Perceived Student Learning. *Communication Education*, 51(3), 14. <https://doi.org/10.1080/03634520216516>

Sensoy, Ö., & DiAngelo, R. (2017). “We are all for diversity, but...”: How faculty hiring committees reproduce Whiteness and practical suggestions for how they can change. *Harvard Educational Review*, 87(4), 557–580. <https://doi.org/10.17763/1943-5045-87.4.557>.

- Settles, I. H., Buchanan, N. T., & Dotson, K. (2019). Scrutinized but not recognized: (In)visibility and hypervisibility experiences of faculty of color. *Journal of Vocational Behavior*, 113, 62-74. <https://doi.org/10.1016/j.jvb.2018.06.003>.
- Steele, C. (2010). *Whistling Vivaldi: And Other Clues to How Stereotypes Affect Us*. New York: W.W. Norton & Company.
- Tilcsik, A. (2011). Pride and Prejudice: Employment Discrimination against Openly Gay Men in the United States. *American Journal of Sociology*, 117(2), 586–626. <https://doi.org/10.1086/661653>.
- Uhlmann, E., & Cohen, G. (2005). Constructed Criteria: Redefining Merit to Justify Discrimination. *Psychological Science*, 16(6), 474-480. Retrieved from <http://www.jstor.org/stable/40064251>.
- White-Lewis, D. K. (2020). The Facade of Fit in Faculty Search Processes, *The Journal of Higher Education*, 91:6, 833-857, DOI: [10.1080/00221546.2020.1775058](https://doi.org/10.1080/00221546.2020.1775058).
- Williams, J. C. (2004). Hitting the Maternal Wall: Before They Reach a "Glass Ceiling" in Their Careers, Women Faculty May Hit a "Maternal Wall". *90 Academe Bulletin of the American Association of University Professors*. http://repository.uchastings.edu/faculty_scholarship/1202.
- Zambrana, R. E., Allen, A., Higginbotham, E., Mitchell, J., Pérez, D. J., & Villarruel, A. (2020). Equity and Inclusion: Effective Practices and Responsive Strategies. <https://provost.upenn.edu/sites/default/files/users/user130/Equity%20and%20Inclusion%20Guidebook.pdf>.

Climate and Faculty Life

Aguirre, A. (2000). *Women and minority faculty in the academic workplace: recruitment, retention, and academic culture*. Jossey-Bass.

Ahmed, S. (2012). *On Being Included: Racism and Diversity in Institutional Life*. Duke University Press. <https://www.dukeupress.edu/on-being-included>.

Allen, A., & Maillard, K. (2001). Student and Faculty Perspectives on Black Americans' Success in the White Academy. *Negro Educational Review*.
<https://web-a-ebSCOhost-com.proxy.library.upenn.edu/ehost/detail/detail?vid=0&sid=83e32c39-60c6-4653-affd-d6c597f12496%40sessionmgr4007&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=507782279&db=eue>.

Atherton, T. J., Barthelemy, R. S., Deconinck, W., Falk, M. L., Garmon, S., Long, E., Plisch, M., Simmons, E. H., & Reeves, K. (2016). *LGBT Climate in Physics: Building an Inclusive Community*. *American Physical Society*.
<https://www.aps.org/programs/lgbt/upload/LGBTClimateinPhysicsReport.pdf>.

Caplan, P. (1993). *Lifting a Ton of Feathers: A Woman's Guide for Surviving in the Academic World*. *University of Toronto Press*.

Carnes, M., Devine, P., Manwell, L., Byars-Winston, A., Baier Manwell, L., Fine, E., Ford, C., Forscher, P., Isaac, C., Kaatz, A., Magua, W., Palta, M., & Sheridan, J. (2015). The Effect of an Intervention to Break the Gender Bias Habit for Faculty at One Institution. *Academic Medicine: Journal of the Association of American Medical Colleges.*, 90(2), 221–230.
<https://doi.org/10.1097/ACM.0000000000000552>

Carnes, M., Devine, P. G., Isaac, C., Manwell, L. B., Ford, C. E., Byars-Winston, A., Fine, E., & Sheridan, J. (2012). Promoting institutional change through bias literacy. *Journal of Diversity in Higher Education*, 5(2), 63–77.
<https://doi.org/10.1037/a0028128>

Chesler, M. A., Young Jr, A. A. (2015). *Faculty identities and the challenge of diversity reflections on teaching in higher education*. Paradigm Publishers.
<https://doi.org/10.4324/9781315634685>

- Creary, S. (2020, June 15). How to Begin Talking About Race in the Workplace. *Knowledge@Wharton*.
<https://knowledge.wharton.upenn.edu/article/begin-talking-race-workplace/>.
- Ehrenberg, R. G., Jakubson, G. H., Martin, M. L., Main, J. B., & Eisenberg, G. (2012). Diversifying the faculty across gender lines: Do trustees and administrators matter? *Economics of Education Review*.
<https://doi.org/10.1016/j.econedurev.2011.10.003>.
- Fries-Britt, S. L., Rowan-Kenyon, H. T., Perna, L. W., Milem, J. F., & Howard, D. G. (2011). Underrepresentation in the Academy and the Institutional Climate for Faculty Diversity. *The Journal of the Professoriate*.
https://caarpweb.org/wp-content/uploads/2016/11/5-1_FriesBritt_p.1.pdf.
- Gewin, V. (2020, June 24). The time tax put on scientists of colour. *nature*.
<https://www.nature.com/articles/d41586-020-01920-6>.
- Gutiérrez y Muhs, G., Niemann, Y. F., González, C. G., & Harris, A. P. (Eds.). (2012). Presumed incompetent: The intersections of race and class for women in academia. Boulder, CO: University Press of Colorado.
- Harper, S. (2012). Race without Racism: How Higher Education Researchers Minimize Racist Institutional Norms. *Review of Higher Education*, 36(1), 9–29.
<https://doi.org/10.1353/rhe.2012.0047>
- Haynes, C., Taylor, L., Mobley Jr, S. D., & Haywood, J. (2020). Existing and Resisting: The Pedagogical Realities of Black, Critical Men and Women Faculty. *The Journal of Higher Education*, 91:5, 698-721, DOI:
[10.1080/00221546.2020.1731263](https://doi.org/10.1080/00221546.2020.1731263)
- Jimenez, M. F., Lavery, T. M., Bombaci, S. P., Wilkins, K., Bennett, D. E., & Pejchar, L. (2019, June 3). Underrepresented faculty play a disproportionate role in advancing diversity and inclusion. *nature ecology & evolution*.
<https://www.nature.com/articles/s41559-019-0911-5>.
- Johnsrud, L., & Heck, R. (1994). Administrative Promotion within a University: The Cumulative Impact of Gender. *The Journal of Higher Education*, 65(1), 23-44.
<https://doi.org/10.2307/2943875>

- Labor inequities for faculty and GE caregivers during COVID-19: A call to action. (2020, June 8). *University of Oregon, Center for the Study of Women in Society*.
<https://csws.uoregon.edu/labor-inequities-covid-19/>.
- Mason, M. A., & Goulden, M. (2002). Do Babies Matter? The Effect of Family Formation on the Lifelong Careers of Academic Men and Women. *Academe*.
<https://www.jstor.org/stable/40252436>.
- Matthew, P. A. (2016, November 23). What is Faculty Diversity Worth to a University? *The Atlantic*.
<https://www.theatlantic.com/education/archive/2016/11/what-is-faculty-diversity-worth-to-a-university/508334/>.
- Palmer, R. T. (2010). The impact of social capital on promoting the success of African American faculty. *bepress*. https://works.bepress.com/robert_palmer/12/.
- Perna, L. W. (2001). The Relationship Between Family Responsibilities and Employment Status Among College and University Faculty. *The Journal of Higher Education*. <https://www.jstor.org/stable/2672882>.
- Pittman, C. T. (2010). Race and Gender Oppression in the Classroom: The Experiences of Women Faculty of Color with White Male Students. *Teaching Sociology*, 38(3), 183–196. <https://www.jstor.org/stable/27896528>
- Porter, C. J., Moore, C. M., Boss, G. J., Davis, T. J., & Louis, D. A. (2020). To Be Black Women and Contingent Faculty: Four Scholarly Personal Narratives. *The Journal of Higher Education*, 91:5, 674-697, DOI: [10.1080/00221546.2019.1700478](https://doi.org/10.1080/00221546.2019.1700478)
- Rhoades, G. (2020). Taking College Teachers' Working Conditions Seriously: Adjunct Faculty and Negotiating a Labor-based Conception of Quality. *The Journal of Higher Education*, 91:3, 327-352, DOI: [10.1080/00221546.2019.1664196](https://doi.org/10.1080/00221546.2019.1664196)
- Russ, T. L., Simonds, C. J., & Hunt, S. K. (2002). Coming Out in the Classroom . . . An Occupational Hazard?: The Influence of Sexual Orientation on Teacher Credibility and Perceived Student Learning. *Communication Education*, 51(3), 14. <https://doi.org/10.1080/03634520216516>

Settles, I. H., Buchanan, N. T., & Dotson, K. (2019). Scrutinized but not recognized: (In)visibility and hypervisibility experiences of faculty of color. *Journal of Vocational Behavior*, 113, 62-74. <https://doi.org/10.1016/j.jvb.2018.06.003>.

Steele, C. (2010). *Whistling Vivaldi: And Other Clues to How Stereotypes Affect Us*. New York: W.W. Norton & Company.

Williams, J. C. (2004). Hitting the Maternal Wall: Before They Reach a "Glass Ceiling" in Their Careers, Women Faculty May Hit a "Maternal Wall". *90 Academe Bulletin of the American Association of University Professors*.
http://repository.uchastings.edu/faculty_scholarship/1202.

Wilson, R. (2003, December 5). How Babies Alter Careers for Academics. *The Chronicle of Higher Education*, 50(15).
https://link-gale-com.proxy.library.upenn.edu/apps/doc/A147117299/BIC?u=open_n_main&sid=BIC&xid=1f6122fe.

Zambrana, R. E., Allen, A., Higginbotham, E., Mitchell, J., Pérez, D. J., & Villarruel, A. (2020). Equity and Inclusion: Effective Practices and Responsive Strategies.
<https://provost.upenn.edu/sites/default/files/users/user130/Equity%20and%20Inclusion%20Guidebook.pdf>.

Educational Research and Teaching

- Ben-Porath, S. R. (2017). Free Speech on Campus. *University of Pennsylvania Press*.
<https://www.upenn.edu/pennpress/book/15762.html>.
- Boysen, G. A. (2012). Teacher and Student Perceptions of Microaggressions in College Classrooms. *College Teaching*. <https://doi.org/10.1080/87567555.2012.654831>.
- Charles, C. Z., Fischer, M. J., Mooney, M. A., & Massey, D. S. (2016). Taming the River: Navigating the Academic, Financial, and Social Currents in Selective Colleges and Universities. *Princeton University Press*.
<https://press.princeton.edu/books/paperback/9780691171142/taming-the-river>.
- Chubbuck, S. M. (2010). Individual and structural orientations in socially just teaching: conceptualization, implementation, and collaborative effort. *Journal of Teacher Education*, 61(3), 197+.
<http://dx.doi.org.proxy.library.upenn.edu/10.1177/0022487109359777>
- Creary, S. (2020, June 15). How to Begin Talking About Race in the Workplace. *Knowledge@Wharton*.
<https://knowledge.wharton.upenn.edu/article/begin-talking-race-workplace/>.
- Gay, G. (2002). Preparing for culturally responsive teaching. (2001 AACTE Outstanding Writing Award Recipient). *Journal of Teacher Education*, 53(2), 106+.
https://link-gale-com.proxy.library.upenn.edu/apps/doc/A83732906/AONE?u=upenn_main&sid=AONE&xid=99936822.
- Gurin, P., Nagda, B. R., & Zúñiga, X. (2013). Dialogue Across Difference: Practice, Theory, and Research on Intergroup Dialogue. *Russell Sage Foundation*.
<https://www.russellsage.org/publications/dialogue-across-difference>.
- Harackiewicz, J. M., Canning, E. A., Tibbetts, Y., Priniski, S. J., & Hyde, J. S. (2016). Closing achievement gaps with a utility-value intervention: Disentangling race and social class. *Journal of Personality and Social Psychology*, 111(5), 745-765.
doi:<http://dx.doi.org/10.1037/pspp0000075>
- hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. Routledge.

Inclusive Teaching. *University of Pennsylvania, Center for teaching & learning.*
<https://wwwctl.upenn.edu/inclusive-teaching>.

Intergroup Relations Insight Handouts. *University of Michigan, The Program on Intergroup Relations.* <https://igr.umich.edu/IGR-Insight-Handouts>.

Irving, D. (2020). 21-Day Racial Equity Habit Building Challenge.
<https://debbyirving.com/21-day-challenge/>.

Jack, A. A. (2019). *The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students.* *Harvard University Press.*
<https://www.hup.harvard.edu/catalog.php?isbn=9780674976894>.

Kaplowitz, D. R., Griffin, S. R., & Seyka, S. (2019). *Race Dialogues: A Facilitator's Guide to Tackling the Elephant in the Classroom.* *Columbia University, Teachers College Press.* <https://www.tcpress.com/race-dialogues-9780807761304>.

Kendi, I. X. (2019). *How to Be an Antiracist.* *Penguin Random House.*
<https://www.penguinrandomhouse.com/books/564299/how-to-be-an-antiracist-by-ibram-x-kendi/>.

Love, B. (2019). *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom.* *Beacon Press.*
<https://www.penguinrandomhouse.com/books/622408/we-want-to-do-more-than-survive-by-bettina-love/>.

Maxwell, K. E., Nagda, B. R., & Thompson, M. C. (Eds.). (2011). *Facilitating Intergroup Dialogues: Bridging Differences, Catalyzing Change.* *ACPA College Student Educators International.*
<https://styluspub.presswarehouse.com/browse/book/9781579222918/Facilitating-Intergroup-Dialogues>.

Nosek, B. A., Smyth, F. L., Sriram, N., Lindner, N. M., Devos, T., Ayala, A., Bar-Anan, Y., Bergh, R., Cai, H., Gonsalkorale, K., Kesebir, S., Maliszewski, N., Neto, F., Olli, E., Park, J., Schnabel, K., Shiomura, K., Tulbure, B., Wiers, R. W., Somogyi, M., Akrami, N., Ekehammar, B., Vianello, M., Banaji, M. R., & Greenwald, A. G. (2009). National differences in gender–science stereotypes predict national sex differences in science and math achievement. *Proceedings of the National Academy of Sciences*, 106(26),
http://www.people.fas.harvard.edu/~banaji/research/publications/articles/2009_Nosek_PNAS.pdf.

Race, Racism, & Antiracism Collections at the Penn Libraries.

<https://guides.library.upenn.edu/c.php?g=1051362&p=7632302>.

Renn, K. A. (2000). Including All Voices in the Classroom: Teaching Lesbian, Gay, and Bisexual Students. *College Teaching*, 48:4, 129-135,

www.jstor.org/stable/27559011.

Ross, D. A., Boatright, D., Nunez-Smith, M., Jordan, A., Chekroud, A., & Moore, E. Z. (2017). Differences in words used to describe racial and gender groups in medical student performance evaluations. *PloS ONE*, 12(8).

<http://dx.doi.org.proxy.library.upenn.edu/10.1371/journal.pone.0181659>.

Snorton, R. C. (2017). *Black on Both Sides: A Racial History of Trans Identity*.

University of Minnesota Press.

<https://www.upress.umn.edu/book-division/books/black-on-both-sides>.

Soria, K., & Bultmann, M. (2014). Supporting Working-Class Students in Higher Education. *NACADA Journal*, 34(2), 51-62.

<https://doi-org.proxy.library.upenn.edu/10.12930/NACADA-13-017>

Steele, C. (2010). *Whistling Vivaldi: And Other Clues to How Stereotypes Affect Us*.

New York: W.W. Norton & Company.

Stephens, N. M., Hamedani, M. G., & Destin, M. (2014). Closing the social-class achievement gap: A difference-education intervention improves first-generation students' academic performance and all students' college transition.

Psychological Science, 25(4), 943-953.

doi:<http://dx.doi.org/10.1177/0956797613518349>

Tatum, B. D. (2017). *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race*. Basic Books.

<https://www.basicbooks.com/titles/beverly-daniel-tatum/why-are-all-the-black-kids-sitting-together-in-the-cafeteria/9781541616585/>.