

Jessamyn Neuhaus

Bonus Bibliography for *Picture a Professor*

January 2023

### **Systemic Inequities in Academia: An Introductory Bibliography**

In my Introduction to *Picture a Professor: Interrupting Biases about Faculty and Increasing Student Learning*, I wrote that systemic inequities abound in academia:

Ableism, sexism, ageism, racism, homophobia and heterosexism, transphobia, classism, and other systemic inequities are baked into all aspects of academia—inequities that are further exacerbated by higher education’s exploitative contingent and non-tenure-track employment practices. A wide range of scholarly books and articles, research studies, memoirs, and social media extensively documents these inequities.<sup>1</sup>

There is truly an overwhelming amount of research demonstrating the pervasiveness of discrimination and intersectional exclusion facing women and all instructors from historically marginalized populations. The following bibliography is therefore by no means a comprehensive account of this vast field but rather a representative sample of compelling scholarly research, published since 2010, which examines systemic inequities in academia.

I’ve organized these works into three sections. Part One, “Disparate Teaching Realities,” offers examples of work documenting how discrimination and biases impact faculty in the college classroom setting, including how subject matter may influence student biases. The title of this section, and the second section, is an adaption of a term used by sociologist Roxanna

---

<sup>1</sup> Jessamyn Neuhaus, “Embodied Identity, Empowering Pedagogy, and Transformative Learning,” in *Picture a Professor: Interrupting Biases about Faculty and Increasing Student Learning*, ed. Jessamyn Neuhaus (West Virginia University Press, 2022), 3-4.

Harlow, who describes the “disparate realities” of college teaching.<sup>2</sup> I should note that this first section does not address student evaluations of teaching (SET), specifically but to read more on that topic, including citations from the abundant research on SET, please see my bonus open-access *Picture a Professor* chapter, “Figuring Out Student Feedback on Teaching: Strategies for Reducing Potential Personal and Professional Harm to Faculty,” available as a PDF at <https://pictureaprofessor.com>

Part Two, “Disparate Academic Realities,” is a list of some of the many articles and books published since 2010 that examine and document how systemic inequities and biases impact the professional lives of white women academics and all scholars from historically marginalized populations. Much of this work approaches the issue through an intersectional lens as well, such as how women faculty of color face multiple, interconnecting biases.

Part Three, “Advice, Inspiration, and Calls for Change,” is a short list of some of the many books and articles providing readers with practical professional advice and some personal scholarly narratives about navigating systemic inequities in academic settings. This section also includes a representative selection of works that call for systemic change at the policy, program, and university level.

Of course there is a fair amount of overlap in these three categories and, again, this is only an introductory bibliography, not a comprehensive one. I hope that it can serve as a starting point when we’re working to raise awareness of systemic inequities in academia, perhaps especially with colleagues and administrators who erroneously assume a “level playing field” when it comes to teaching in higher education. A list of scholarly citations is not a bag of magic

---

<sup>2</sup> Roxanna Harlow, ““Race Doesn’t Matter, But... The Effect of Race on Professors’ Experiences and Emotion Management in the Undergraduate Classroom,” *Social Psychology Quarterly* 66, no. 4 (2003): 362.

beans and it won't immediately transform a clueless member of the tenure review committee into someone who thoroughly understands the intersectional, systemic inequities of higher education that every instructor and scholar who doesn't "look like" a professor must traverse. But I'm a citations nerd and that I believe that there is real power in showing exactly how extensively, minutely, a subject has been researched. I hope my introductory bibliography adds value in this way to *Picture a Professor*.

### **PART ONE: DISAPARTE TEACHING REALITIES**

Adebayo, Comfort Tosin, and Mike Allen. "Experiences of International Teaching Assistants in the US Classroom: A Qualitative Study." *Journal of International Students* 10, no. 1 (2020): 69-83.

Ahluwailia, Muninder, et al. "Mitigating the 'Powder Keg:' The Experiences of Faculty of Color Teaching Multicultural Competence." *Teaching of Psychology* 46, no.3 (2019): 187-196.

Akella, Devi, Sherryl W. Johnson, and Melissa Jordon. "Reflections from the Classroom: An Autoethnographical Case Study." *Journal of Case Research* 4, no. 4 (December 2013): 95-122.

Anderson, Kristin J. "Students' Stereotypes of Professors: An Exploration of the Double Violations of Ethnicity and Gender." *Social Psychology of Education* 13, no. 4 (December 2010): 459-72.

Anonymous, "When a Professor is Sexually Harassed by a Student." *The Chronicle of Higher Education*, May 5, 2017: <https://www.insidehighered.com/advice/2017/05/05/advice-faculty-members-who-are-sexually-harassed-their-students-essay>.

- Ashavskaya, Ekaterina. "International Teaching Assistants' Experiences in the U.S. Classroom: Implications for Practices." *Journal of the Scholarship of Teaching and Learning* 15, no. 2 (April 2015): 56-66.
- Atkins, Celeste. "Teaching Up: Faculty of Color Teaching about Privilege." In *Gender, Race, and Class in the Lives of Today's Teachers: Educators at Intersections*, edited by Lata Murti and Glenda M. Flores. Switzerland: Springer, 2021.
- Black, Millie. "Exploring Relationships Between a Teacher's Race-Ethnicity and Gender and Student Teaching Expectations." *Education Inquiry* 12, no. 2 (2021): 202-216.
- Buglione, Suzanne M., and Jennifer Safford-Farquharson. "The Difference Between You and Me: Faculty Identities at Play in the Classroom." *Human Architecture: Journal of the Sociology of Self-Knowledge* 8 (Spring 2010): 91-98.
- Butcher, Charity, and Timothy Kersey. "When Winning is Really Losing: Teaching Awards and Women Political Science Faculty." *PS: Political Science and Politics* 48, no. 1 (2015): 138-141.
- Chesler, Mark A. and Alford A. Young, editors. *Faculty Identities and the Challenges of Diversity: Reflections on Teaching in Higher Education*. Boulder: Paradigm Publishers, 2013.
- Choi, Jung-ah, and Jae Hoon Lim. "Knowledge, Authority, and Positionality in Asian Immigrant Female Faculty Teaching Diversity Classes." *Multicultural Learning and Teaching* 16, no. 2 (2020): 103-117.
- Cody, Brettjett. "Fragmented Exchanges: The Impact of Cultural Mistrust on Student Faculty Interaction in a Predominantly White University." *Journal of Pan African Studies* 11, no. 3 (December 2017): 3-16.

Flaherty, Colleen. "When Students Harass Professors." *Inside Higher Ed*, March 5, 2018:

<http://www.insidehighered.com/news/2018/03/05/contrapower-harassment-professors-students-isnt-common-its-real>.

Ford, Kristi. "Race, Gender, and Bodily (Mis)Recognitions: Women of Color Faculty Experiences with White Students in the College Classroom." *Journal of Higher Education* 82, no. 4 (July-August 2011): 444-78.

Harris, Jessica, and Kimberly Griffin. "Multiracial Faculty Members' Experiences with Teaching, Research, and Service." *Journal of Diversity in Higher Education* 13, no. 3 (2020): 228-239.

Haynes, Chayla, et al. "Existing and Resisting: The Pedagogical Realities of Black, Critical Men and Women Faculty." *The Journal of Higher Education* 91, no. 5 (2020): 698-721.

Holling, Michelle. "'You Intimidate Me' as a Microaggressive Controlling Image to Discipline Womyn of Color Faculty." *The Southern Communication Journal* 84, no. 2 (2019): 99-112.

Ko, Ginger. "The Case for Humanities Training: A Woman of Color Teaching Social Justice in a Predominantly White Institution." *Theory in Action* 8, no. 4 (October 2015): 55-65.

Lampman, Claudia. "Women Faculty at Risk: U.S. Professors Report on Their Experiences with Student Incivility, Bullying, Aggression, and Sexual Attention." *NASPA Journal about Women in Higher Education* 5, no. 2 (August 2012): 184-208.

Leal, Priscila, and Graham V. Crookes, "Most of my students kept saying, 'I never met a gay person:' A Queer English Language Teacher's Agency for Social Justice." *System* 79 (December 2018): 38-48;

McKenn-Buchanan, Tim. "To Be or Not to Be Out in the Classroom: Exploring Communication Privacy Management Strategies of Lesbian, Gay, and Queer College Teachers."

*Communication Education* 64, no. 3 (July 2015): 280-300.

Mitchell, Kristina W. "It's a Dangerous Business, Being a Female Professor." *The Chronicle of Higher Education*, June 15, 2017, <https://www.chronicle.com/article/It-s-a-Dangerous-Business/240336>.

Murray, Heather. "The Pathos of the Closet and the Generations: Gay Professors and Their Students During and Post Gay Liberation in the United States." *Journal of Homosexuality* 62, no. 5 (May 2015): 644-663.

Nesdoly, Nina, Christine Tulk, and Janet Mantler. "The Effects of Perceived Professor Competence, Warmth, and Gender on Students' Likelihood to Register for a Course." *Assessment and Evaluation in Higher Education* 45, no. 5 (2020): 666-679.

Orlov, Janice, and Katherine Allen, "Being Who I Am: Effective Teaching, Learning, Student Support, and Societal Change Through LGBTQ Faculty Freedom." *Journal of Homosexuality* 61, no. 7 (July 2014): 1025-1052.

Pittman, Chavella. "Race and Gender Oppression in the Classroom: The Experiences of Women Faculty of Color with White Male Students." *Teaching Sociology* 38, no. 3 (July 2010): 183-196.

Pittman, Chavella, and Thomas Tobin. "Academe Has a Lot to Learn About How Inclusive Teaching Affects Instructors." *Chronicle of Higher Education*, February 7, 2022: <https://www.chronicle.com/article/academe-has-a-lot-to-learn-about-how-inclusive-teaching-affects-instructors>

- Porter, Christa, et al. "To Be Black Women and Contingent Faculty: Four Scholarly Personal Narratives." *The Journal of Higher Education* 91, no. 5 (2020): 674-697.
- Smith-Tran, Alicia. "Exploring the Benefits and Drawbacks of Age Disclosure among Women Faculty of Color." *Teaching Sociology* 48, no. 1 (2020): 3-12.
- Subtirelu, Nicholas Close. "Students' Orientations to Communication Across Linguistic Difference with International Teaching Assistants at an Internationalizing University in the United States." *Multilingua: Journal of Cross-Cultural and Interlanguage Communication* 36, no. 3 (May 2017): 247-280.
- Sulé, Venice Thandi. "Restructuring the Master's Tools: Black Female and Latina Faculty Navigating and Contributing in Classrooms Through Oppositional Positions." *Equity and Excellence in Education* 44, no. 2 (2011): 169-187.
- Taylor, Elizabeth, Robin Hardin, and Cheryl Rode. "Contrapower Harassment in the Sport Management Classroom." *NASPA Journal about Women in Higher Education* 11, no. 1 (2018): 17-32.
- Quilantan, Bianca. "I Was in Danger: What Happens When Students Harass Professors." *The Chronicle of Higher Education*, March 30, 2018, <https://www.chronicle.com/article/I-Was-in-Danger-What/243001>.
- Walters, Nicole McZeal. "Trump's America is Making Microaggressions an Even Greater Reality for Women Faculty of Color: An African American Faculty Member's Lived Experiences." *Women, Gender, and Families of Color* 6, no. 1 (2018): 63-68.
- Weiser, S. Gavin, Travis Wagner and Myles Lawter, "Double Jeopardy: (Trans)versing Higher Ed as Queer Trans Advocates." *Journal of Curriculum and Pedagogy* 15, no. 3 (December 2018): 323-339.

## PART TWO: DISPARATE ACADEMIC REALITIES

- Allen, Antija. *We're Not Okay: Black Faculty Experiences and Higher Education Strategies* New Edition. New York: Cambridge University Press, 2022.
- Beemyn, Genny, editor. *Trans People in Higher Education*. Albany: SUNY Press, 2019.
- Barber, Paul, et al. "Systemic Racism in Higher Education." *Science* 369, no. 6510 (September 19, 2020): DOI: 10.1126/science.abd7140
- Beunavista, Tracy Lachia, Dimpal Jain, and María C. Ledesma, editors. *First Generation Faculty of Color: Reflections on Research, Teaching, and Service*. New Brunswick, NJ: Rutgers University Press, 2022.
- Bourabain, Dounia. "Everyday Sexism and Racism in the Ivory Tower: The Experiences of Early Career Researchers on the Intersection of Gender and Ethnicity in the Academic Workplace." *Gender, Work and Organization* 28, no. 1 (2021): 248-267.
- Britton, Dana. "Beyond the Chilly Climate: The Salience of Gender in Women's Academic Careers." *Gender and Society* 31, no. 1 (2017): 5-37.
- Calafell, Bernadette Marie. "'Did It Happen Because of Your Race or Sex?' University Sexual Harassment Policies and the Move Against Intersectionality." *Frontiers: Journal of Women's Studies* 35, no. 3 (September 2014): 75-96.
- Chang, Aurora, et. al. "Becoming Academicians: An Ethnographic Analysis of the Figured World of Racially Underrepresented Female Faculty." *The Negro Educational Review* 64 (2013): 97-118.
- Cho, Katherine, et al. "Testimonios de las Atravesadas: A Borderland Existence of Women of Color Faculty." *Gender, Work, and Organization* (2022): <https://doi.org/10.1111/gwao.12894>



Christian, Mark. *Integrated but Unequal: Black Faculty in Predominantly White Space*. Trenton, NJ: Africa World Press, 2012.

Cooke, Nicole, and Joe Sanchez. "Getting it on the Record: Faculty of Color in Library and Information Science." *Journal of Education for Library and Information Science* 60, no. 3 (2019): 169-181.

Croom, Natasha. "Promotion Beyond Tenure: Unpacking Racism and Sexism: The Experience of Black Womyn Professors." *The Review of Higher Education* 40, no. 4 (Summer 2017): 557-83.

Dade, Karen, et. al. "Assessing the Impact of Racism on Black Faculty in White Academe: A Collective Case Study of African American Female Faculty." *Western Journal of Black Studies* 39, no. 2 (Summer 2015): 134-146.

Deo, Meera. *Unequal Profession: Race and Gender in Legal Academia*. Stanford: Stanford University Press, 2019.

Docka-Filipek, Danielle, and Lindsey B. Stone. "Twice a 'Housewife:' On Academic Precarity, 'Hysterical' Women, Faculty Mental Health, and Service as Gendered Care Work for the 'University Family' in Pandemic Times." *Gender, Work, and Organization* 28, no. 6 (2021): 2158-2179.

Doharty, Nadena, et al. "The University Went to 'Decolonise' and All They Brought Back was Lousy Diversity Double-Speak! Critical Race Counter-stories from Faculty of Colour in 'Decolonial' Times." *Educational Philosophy and Theory* 53, no 3 (2021): 233-244.

Dozier, Raine. "A View from the Academe: Lesbian and Gay Faculty and Minority Stress." *Psychology of Sexual Orientation and Gender Diversity* 2, no. 2 (June 2015): 188-198.

- Dozier, Raine. "What Influences the Experience of Lesbian and Gay Faculty?" *Organizational Cultures: An International Journal* 15, no. 3 (October 2015): 15-25.
- Eagan, M. Kevin, and Jason Garvey. "Stressing Out: Connecting Race, Gender, and Stress with Faculty Productivity." *Journal of Higher Education* 86, no. 6 (November-December 2015): 923-954.
- El-Alayli, Amani, et al. "Dancing Backwards in High Heels: Female Professors Experience More Work Demands and Special Favor Requests, Particularly from Academically Entitled Students." *Sex Roles* 79, no. 3/4 (2018): 136-150.
- Elliot, Marta, and Sarah J. Blithe. "Gender Inequality, Stress Exposure, and Well-Being among Academic Faculty." *International Journal of Higher Education* 10, no. 2 (2021): 240-252.
- Flores, Yolanda, et al., editors. *Presumed Incompetent: Race, Class, Power and Resistance of Women in Academia*. Logan: State University of Utah Press, 2020.
- Fox Tree, Jean, and Jyotsna Vaid. "Why So Few, Still? Challenges to Attracting, Advancing, and Keeping Women of Color in Academia." *Frontiers in Sociology* 6 (2021): DOI <https://doi.org/10.3389/fsoc.2021.792198>
- García-Louis, Claudia. "Transforming the Culture of Academia One Classroom at a Time: Testimonio of a Latina Junior Faculty Member Engaging in Latina Critical Pedagogical Activism." *Association of Mexican American Educators Journal* 13, no. 1 (2019): 102-123.
- Garvey, Jason, and Susan Rankin. "The Influence of Campus Climate and Urbanization on Queer-Spectrum and Trans-Spectrum Faculty Intent to Leave." *Journal of Diversity in Higher Education* 11, no. 1 (March 2018): 67-81.

- Gheorghiu, Elena, and Cristina Stephens. "Working with 'The Others:' Immigrant Academics' Acculturation Strategies as Determinants of Perceptions of Conflict at Work." *The Social Science Journal* 53, no. 4 (December 2016): 521-533.
- Goldberg, Abbie, and Katherine Kovalanka. "Transgender Graduate Students' Experiences in Higher Education: A Mixed-Methods Exploratory Study." *Journal of Diversity in Higher Education* 12, no. 1 (2019): 38-51.
- Guarino, Cassandra M. and Victor Borden. "Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?" *Research in Higher Education* 58, no. 6 (2017): 672-694.
- Hairston, Kimetta, and Tawannah Allen, editors. *The Ivory Tower: Perspectives of Color in Higher Education*. Lanham, MA: Rowman and Littlefield, 2022.
- Hanasona, Lisa, et al. "Secret Service: Revealing Gender Biases in the Visibility and Value of Faculty Service." *Journal of Diversity in Higher Education* 12, no. 1 (2019): 85-98.
- Hart, Jeni. "Dissecting a Gendered Organization: Implications for Career Trajectories for Mid-Career Faculty Women in STEM." *Journal of Higher Education* 87, no. 5 (September/October 2016): 605-634.
- Hartlep, Nicholas, and Daisy Ball, editors. *Racial Battle Fatigue in Faculty: Perspectives and Lessons from Higher Education*. New York: Routledge, 2019.
- Herbert, Sharnine. "What Have You Done for Me Lately? Black Female Faculty and 'Talking Back' to the Tenure Process at PWIs." *Women and Language* 35, no. 2 (Fall 2012): 99-102.

- Hirshfield, Laura, and Joseph Tiffany. "'We need a woman, we need a black woman:': Gender, Race, and Identity Taxation in the Academy." *Gender and Education* 24, no. 2 (2012): 213-227.
- Lawless, Brandi, and Yea-Wen Chen. "Immigrant Women, Academic Work, and Agency: Negotiating Identities and Subjectivities with/in the Ivory Tower." *International Journal of Diversity in Organisations, Communities and Nations: Annual Review* 14 (2014): 39-50.
- Louis, Dave, et. al. "Listening to Our Voices," *Journal of Black Studies* 47, no. 5 (July 2016): 454-474.
- Lourens, Heidi. "Supercrapping the Academy: The Difference Narrative of a Disabled Academic," *Disability and Society* (2020):  
<https://doi.org/10.1080/09687599.2020.1794798>
- Lusher, Katelyn. "Academic Spaces and Grad Student Harassment." *Composition Studies* 46, no. 2 (Fall 2018): 198-200.
- Marnel, Niles and Nickesia Gordon. *Still Searching for Our Mother's Gardens: Experiences of New, Tenure-Track Women of Color at "Majority" Institutions*. Lanham, MD: University Press of America, 2011.
- Matthew, Patricia, editor. *Written/Unwritten: Diversity and the Hidden Truths of Tenure*. Chapel Hill: University of North Carolina Press, 2016
- McKee, Kimberly, and Denise Delgado, editors. *Degrees of Difference: Reflections of Women of Color on Graduate School*. Urbana: University of Chicago Press, 2020.
- McKenzi, Bucky Joshua. "Workplace Experiences of Transgender Faculty at Institutions in Higher Education." Ph.D. diss. Northcentral University, 2020.

Miller, Ryan A. "'Sometimes You Feel Invisible:’ Performing Queer/Disabled in the University Classroom." *The Educational Forum* 79, no. 4 (2015): 377-393.

Miller, sj, and Nelson Rodriguez, editors. *Educators Queering Academia: Critical Memoirs*. New York: Peter Lang, 2016.

Moges-Riedel, Rezenet. "Few and Far Between: Deaf Faculty of Color at Post-Secondary Institutions." Ph.D. diss., California State University Northridge, 2020.

Moore, Sharon, et. al., editors. *Dilemmas of Black Faculty at Predominantly White Institutions in the United States: Issues in the Post-Multicultural Era*. Lewiston, NY: Edwin Mellen Press, 2010.

Motha, S., and N.N. Varghese, "Rewriting Dominant Narratives of the Academy: Women Faculty of Color and Identity Management." *Race, Ethnicity, and Education* 21, no. 4 (July 2018): 503-517.

Mousa, Mohamed. "Academia is Racist: Barriers Women Faculty Face in Academic Public Contexts." *Higher Education Quarterly* 76, no 4 (2022): 741-758.

Muhs, Gabriella Gutiérrez y, et al., editors. *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. Boulder: University of Colorado Press, 2012.

Muradoglu, Melis Horne, et al. "Women—Particularly Underrepresented Minority Women—and Early-Career Academics Feel Like Imposters in Fields that Value Brilliance." *Journal of Educational Psychology* 111, no. 5 (2022): 1086-11100.

Nzinga, Sekile. *Lean Semesters: How Higher Education Reproduces Inequity*. Baltimore: Johns Hopkins University Press, 2020.

- O'Meara, Kerry Ann, et al. "Asked More Often: Gender Differences in Faculty Workload in Research Universities and the Work Interactions that Shape Them." *American Educational Research Journal* 54, no. 6 (2017): 1154-1186.
- Orelus, Pierre Wilbert. "The Cost of Being Professors and Administrators of Color in Predominantly White Institutions: Unpacking Microaggression, Isolation, Exclusion, and Unfairness through a Critical Race Lens." *Studies of Migration, Integration, Equity and Cultural Survival* 14, no. 2 (2020): <https://doi.org/10.1080/15595692.2020.1719063>
- Pedersen, Daphne. "Workplace Climate and STEM Faculty Women's Job Burnout." *Journal of Feminist Family Therapy* 29, no. 1-2 (January 2017): 45-65
- Reece, Robert L. "Halfway Home: The Black Academic and the Struggle for Belonging," *Inside Higher Ed*, January 26, 2018, <https://www.insidehighered.com/advice/2018/01/26/tension-black-scholars-between-who-they-used-be-and-who-theyve-become-opinion>
- Rideau, Ryan. "'We're Just Not Acknowledged:' An Examination of the Identity Taxation of Full-Time No-Tenure-Track Women of Color Faculty Members." *Journal of Diversity in Higher Education* 14, no. 2 (2021): 161-173.
- Robinson, C. Sean. "Hiding in Plain Sight: Early Career Experiences of a Non-Binary, Queer Faculty Member." *Women and Language* 41, no. 1 (2018): 110-127.
- Rosenthal, Marina, Alec Smidt, and Jennifer Freyd. "Still Second Class: Sexual Harassment of Graduate Students." *Psychology of Women* 40, no. 3 (September 2016): 364-377.
- Sambamurthy, Nikitha, et al. "Asian-American Women Engineering Faculty: A Literature Review Using an Intersectional Framework of Race, Class, and Gender." Proceedings,

IEEE Frontiers in Educational Conference, 2016: DOI:

<https://doi.org/10.1109/FIE.2016.7757518>.

Sanchez, Patricia, and Lucila D. Ek. "Before the Tenure Track: Graduate School 'Testimonios' and Their Importance in Our 'Profesora'-ship Today." *Educational Foundations* 27, no. 1-2 (Winter-Spring 2013): 15-30.

Santa-Ramirez, Stephen. "Sink or Swim: The Mentoring Experiences of Latinx PhD Students with Faculty of Color." *Journal of Diversity in Higher Education* 15, no. 1 (2022): 124-134.

Savigny, Heather. "Women, Know Your Limits: Cultural Sexism in Academia." *Gender and Education* 26, no. 7 (December 2014): 794-809.

Schuster, Caroline, and Sarah Martiny. "Not Feeling Good in STEM: Effects of Stereotype Activation and Anticipated Effect on Women's Career Aspirations." *Sex Roles* 76, no. 1-2 (January 2017): 40-55.

Settles, Issi H., NiCole Buchanan, and Kristie Dotson. "Scrutinized But Not Recognized: (In)visibility and Hypervisibility Experiences of Faculty of Color." *Journal of Vocational Behavior* 113 (2019): 62-74.

Settles, Isis H., et al. "Epistemic Exclusion: Scholar(ly) Devaluation that Marginalizes Faculty of Color." *Journal of Diversity in Higher Education* 14, no. 4 (2021): 496-507.

Shelton, Stephanie Ann, et al., editors. *Feminism and Intersectionality in Academia: Women's Narratives and Experiences in Higher Education*. New York: Palgrave Macmillan, 2018.

Simien, Evelyn M., and Sophia Jordán Wallace. "Disproportionate Service: Considering the Impacts of George Floyd's Death and Coronavirus Pandemic for Women Academics and Faculty of Color." *PS: Political Science and Politics* 55, no. 4 (2022): 799-803.

- Simmons, Symone. "A Thousand Words are Worth a Picture: A Snapshot of Trans Postsecondary Educators in Higher Education." *International Journal of Qualitative Studies in Education* 30, no. 3 (March 2017): 266-284.
- Smith, Laura, Susan Moa, and Anita Deshpande. "'Talking Across Worlds:' Classist Microaggressions and Higher Education." *Journal of Poverty* 20, no. 2 (April-June 2016): 127-151.
- Thompson, Sherwood, and Pamela Parry, editors. *Coping with Gender Inequities: Critical Conversations of Women Faculty*. Lanham, MD: Rowman and Littlefield, 2017.
- Trejo, JoAnn. "The Burden of Service for Faculty of Color to Achieve Diversity and Inclusion: The Minority Tax." *Molecular Biology of the Cell* 31, no. 25 (2020): 2752-2754.
- Turner, Kelly Bridget, and Kristin McCann. "Women Faculty of Color: Stories Behind the Statistics." *Urban Review: Issues and Ideas in Public Education* 46, no. 4 (November 2014): 681-702.
- Turner, Claudine, and Liz Grauerholz. "Introducing the Invisible Man: Black Male Professionals in Higher Education." *Humboldt Journal of Social Relations* 39 (2017): 212-227.
- Yancy, George. "The Ugly Truth of Being a Black Professor in America." *The Chronicle of Higher Education*, April 29, 2018, <https://www.chronicle.com/article/The-Ugly-Truth-of-Being-a/243234>
- Young, Jemimah, and Dorothy E. Hines. "Killing My Spirit, Renewing My Soul: Black Female Professors' Critical Reflections on Spirit Killings While Teaching." *Women, Gender, and Families of Color* 6, no. 1 (2018): 18-25.



Zambrana, Ruth Enid. *Toxic Ivory Towers: The Consequences of Work Stress on Underrepresented Minority Faculty*. New Brunswick, NJ: Rutgers University Press, 2018.

Zambrana, Ruth Enid, et al. "Workplace Stress and Discrimination Effects on the Physical and Depressive Symptoms of Underrepresented Minority Faculty." *Stress and Health* 37, no. 1 (2021): 175-185.

### **PART THREE: ADVICE, INSPIRATION AND CALLS FOR CHANGE**

Allen, Evette L., and Nicole M. Joseph. "The Sistah Network: Enhancing the Educational and Social Experiences of Black Women in the Academy." *NASPA Journal About Women in Higher Education* 11, no. 2 (2018): 151-170.

Beeman, Angie. "'If Only We Are Brave Enough to Be It': Demanding More from Diversity, Equity, and Inclusion Efforts to Support Women Faculty of Color." *Critical Sociology* 47, no. 7-8 (2021): 1099-1109.

Berry, Theodora Regina. *States of Grace: Counterstories of a Black Woman in the Academy*. New York: Peter Lang, 2018.

Black, Alison, and Susanne Garvis, editors. *Women Activating Agency in Academia: Metaphors, Manifestos, and Memoir*. New York: Routledge, 2018.

Bonner, Fred A. et. al., editors. *Black Faculty in the Academy: Narratives for Negotiating Identity and Achieving Career Success*. New York: Routledge, 2015.

Brandolyn, Jones, Eunjin Hwang, and Rebecca Bustamante. "African American Female Professors' Strategies for Successful Attainment of Tenure and Promotion at Predominantly White Institutions: It Can Happen." *Education, Citizenship, and Social Justice* 10, no. 2 (2015): 133-151.

Brook, Heather, and Dee Michell. "Learners, Learning, Learned: Class, Higher Education, and Autobiographical Essays from Working-Class Academics." *Journal of Higher Education Policy and Management* 34, no. 5 (December 2012): 587-599.

Brown, Karen Harris, Patricia Alvarez McHatton, and Michelle Frazier Trotman, editors. *Faculty of Color Navigating Higher Education*. Lanham, MD: Rowman and Littlefield, 2016.

Butterfield, Anthony, Alon McCormick, and Stephanie Farrell. "Building LGBTQ-Inclusive Engineering Classrooms and Departments." *Chemical Engineering Education* 52, no. 2 (Spring 2018): 107-113.

Cooke, Nicole A., and Mónica Colón-Aguirre. "'Killing It from the Inside:' Acknowledging and Valuing Black, Indigenous, and People of Color as LIS Faculty." *The Library Quarterly* 91, no. 3 (2021): 243-249.

DeVita, James, and Allison Anders. "LGTQ Faculty and Professionals in Higher Education: Defining Allies, Identifying Support." *College Student Affairs Journal* 36, no. 2 (Fall 2018): 63-80.

Fryberg, Stephanie, and Ernesto Javier Martinez, editors. *The Truly Diverse Faculty: New Dialogues in American Higher Education*. New York: Palgrave Macmillan, 2014.

Gasman, Marybeth. *Doing the Right Thing: How Colleges and Universities Can Undo Systemic Racism in Faculty Hiring*. Princeton: Princeton University Press, 2022.

Griffin, Rachel Alicia. "Black Female Faculty, Resilient Grit, and Determined Grace or 'Just because everything is different doesn't mean anything has changed.'" *Journal of Negro Education* 85, no. 3 (Summer 2016): 365-79.

Guillaume, Rene, Jesús Cisneros, and Edna Martinez. “Manuscript Rejection and Shame

Resilience in Early Career Faculty of Color: Vignettes on Coping and Overcoming.”

*Taboo* 19, no. 2 (2020): 37-52.

Harris, Michelle, et al. *Stories from the Front of the Room: Higher Education Faculty of Color*

*Overcome Challenges and Thrive in the Academy*. Lanham, MA: Rowman and

Littlefield, 2017.

Hassouneh, Dena. *Faculty of Color in the Health Professions: Stories of Survival and Success*.

Hanover, NH: Dartmouth College Press, 2018.

Hassouneh, Dena, and Laura Mood. “Promoting Inclusion of Disabled Nursing Faculty.” *Nurse*

*Educator* 47, no. 1 (2022): 42-46.

Heller, Rachelle, Catherine Mayriplis, and Paul Sali Sabila. *Forward to Professorship in STEM:*

*Inclusive Faculty Development Strategies that Work*. San Diego: Academic Press, 2016.

Irby, Beverly, et al., editors. *Women of Color in STEM: Navigating the Double Bind in Higher*

*Education*. Charlotte, NC: Information Age Publishing, 2021.

Kelly, Bridget Turner, and Sharon Fries-Britt. *Building Mentorship Networks to Support Black*

*Women: A Guide to Succeeding in the Academy*. New York: Routledge, 2022.

Lawrence, Matson, and Stephanie McKendry. *Supporting Transgender and Non-Binary*

*Students and Staff in Further and Higher Education: Practical Advice for Colleges and*

*Universities*. Philadelphia: Jessica Kingsley Publishers, 2019.

Lui, Sin-Ning, et al. “Patching the ‘Leaky Pipeline:’ Interventions for Women of Color Faculty

in STEM Academia.” *Archives of Scientific Psychology* 7, no. 1 (2019): 32-39.

- Madyun, Na'im, et. al. "On the Importance of African American Faculty in Higher Education: Implications and Recommendations." *Educational Foundation* 27, no. 3/4 (Summer-Fall 2013): 65-84.
- Marlon, James, et al. "The Equity Paradox Typology: An Application of Critical Race Methodology to Redress Racial Harm Against Faculty of Color." *Qualitative Inquiry* 27, no. 10 (2021): 1221-1232.
- Martiz, J.E., and P. Prinsloo. "Narrating the (Dis)comfort and Multiplicities of Becoming Faculty." *Gender and Education* 33 no. 6 (2021): 692-706.
- Martinez, Melissa, Aurora Chang, and Anjalé Welton. "Assistant Professors of Color Confront the Inequitable Terrain of Academia: A Community Cultural Wealth Perspective." *Race, Ethnicity, and Education* 20, no. 5 (September 2017): 696-710.
- Mattheis, Allison, et al. "A Model of Queer STEM Identity in the Workplace." *Journal of Homosexuality* 67, no. 67 (2020): 1839-1863.
- Means, Darris, et. al. "Resilient Scholars: Reflections from Black Gay Men on the Doctoral Journey." *Journal of Student Affairs Research and Practice* 54, no. 1 (2017): 109-120.
- Mosley, Pauline, and S. Keith Hargrove, editors. *Navigating Academia: A Guide for Women and Minority STEM Faculty*. Waltham, MA: Elsevier, 2014.
- Overstreet, Mikkaka, et al. "Facing the Storm: Our First Annual Faculty of Color Writing Retreat as a Microcosm for Being a Black Woman in the Academy." *Journal of Contemporary Ethnography* 50, no. 6 (2021): 862-885.
- Pagan, Maria Susana. "Finding an Academic Home, But Still Searching for Our Place: A Call for Mentoring from the Voices of Latina Junior Faculty." *Policy Futures in Education* 20, no. 7 (2022): 812-827.

- Park, Pauline. "Transgendering the Academy: Ensuring Transgender Inclusion in Higher Education," in *Trans Studies: The Challenge to Hetero/Homo Normativities*. Edited by Yolanda Martínez-San Miguel and Sarah Tobias. New Brunswick, NJ: Rutgers University Press, 2016.
- Perez, Patricia. *The Tenure-Track Process for Chicana and Latina Faculty: Experiences of Resisting and Persisting in the Academy*. New York: Routledge, 2019.
- Peiser, Megan. "We Have Always Been Here: Indigenous Scholars in/and Eighteenth-Century Studies." *Eighteenth-Century Fiction* 33, no. 2 (2021): 181-188.
- Rodríguez, Clelia. *Decolonizing Academia: Poverty, Oppression, and Pain*. Black Point, Nova Scotia: Fern Wood, 2018.
- Saldana, Lilliana Patricia, and Felicisa Castro-Villarreal, and Erica Sosa. "'Testimonios' of Latina Junior Faculty: Bridging Academia, Family, and Community Lives in the Academy." *Educational Foundations* 27, no. 102 (Winter-Spring 2013): 31-84.
- Shotton, Heather. "Indigenous Women and Indigenous Scholar Community Building." *Wicazo Sa Review* 33 no. 2 (2018): 76-92.
- Shotten, Heather, et al. "Living Our Research Through Indigenous Scholar Sisterhood Practices." *Qualitative Inquiry* 24, no. 9 (2018): 636-645.
- Slaughter, John Brooks, Yu Tao, and Willie Pearson, Jr., editors. *Changing the Face of Engineering: The African American Experience*. Baltimore: Johns Hopkins University Press, 2015.
- St. John, Kristen, Eric Riggs, and Dave Mogk. "Sexual Harassment in the Sciences: A Call to Geoscience Faculty and Researchers to Respond." *Journal of Geoscience Education* 64, no. 4 (November 2016): 255-257.

Thomas, Ursula, editor. *Navigating Micro-Aggressions Toward Women in Higher Education*.

Hershey, PA: IGI Globa, 2018.

Valverde, Kieu Linh Caroline, editors. *Fight the Tower: Asian American Women Scholars'*

*Resistance and Renewal in the Academy*. New Brunswick, NJ: Rutgers University Press, 2020.

Vega, Blanca Elizabeth. "Scholar Mami Strategies: Advancing in the Teaching-Oriented

Institution at Mid-Career." *New Directions for Higher Education* (2021): 21-28.

Wang, Linda, and Andrea Widener. "Confronting Sexual Harassment in Chemistry." *Chemical*

*and Engineering News* 95, no. 37 (September 2017): 28-37.

Welde de, Kristine, and Andi Stepnick, editors. *Disrupting the Culture of Silence: Confronting*

*Gender Inequality and Making Change in Higher Education*. Sterling, VA: Stylus, 2014.

Whitake, Many, and Eric Anthony Grollman, editors. *Counternarratives from Women of Color*

*Academics: Bravery, Vulnerability, and Resistance*. New York: Routledge, 2020.