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.¹

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

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Harlow, who describes the “disparate realities” of college teaching. 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

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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**


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.


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;


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.


PART TWO: DISPARATE ACADEMIC REALITIES


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.


https://doi.org/10.1111/gwao.12894


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.


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.


https://doi.org/10.1080/09687599.2020.1794798


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.


IEEE Frontiers in Educational Conference, 2016: DOI:
https://doi.org/10.1109/FIE.2016.7757518.


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


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.


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.”

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

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

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

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

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

Lawrence, Matson, and Stephanie McKendry. Supporting Transgender and Non-Binary
Students and Staff in Further and Higher Education: Practical Advice for Colleges and

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


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.


