

Below is a VERY INCOMPLETE list of articles I have saved over the years about various aspects related to diversity, equity, inclusion, racism and everything in between.

Variety of resources

Topic	Title/book etc	References
		https://nap.nationalacademies.org/catalog/26803/advancing-antiracism-diversity-equity-and-inclusion-in-stem-organizations-beyond?utm_source=sfmc&utm_medium=email&utm_campaign=greatgrand&utm_content=newsletter
		https://arxiv.org/abs/2302.13691
	https://twitter.com/YvonneYGao/status/1630061622994825225	https://physicstoday.scitation.org/doi/10.1063/PT.3.4921
		https://www.pnas.org/doi/10.1073/pnas.2113067119
		https://journals.sagepub.com/doi/10.1177/0003122417739294
		https://www.sciencedirect.com/science/article/pii/S0193397319300930#bb0025
		https://www.sciencedirect.com/science/article/abs/pii/S0048733310002398
		https://twitter.com/ruchikapraakash/status/1563212204710567936
		https://www.amazon.com/Inclusive-Academy-Achieving-Diversity-Excellence/dp/026203784X/ref=sr_1_1?keywords=an+inclusive+academy&qid=1661522020&srefix=an+inclusive%2Caps%2C129&sr=8-1
		https://www.nature.com/articles/d41586-022-01837-2
		https://onlinelibrary.wiley.com/doi/10.1111/imcb.12568

		https://engineersaustralia.org.au/sites/default/files/resources/increasing-womens-participation-in-engineering-education.pdf
		https://www.science.org/doi/10.1126/science.abm2329#.YsKdrtcF04I.twitter
		https://cosmosmagazine.com/people/society/gender-gap-science/
		https://elifesciences.org/collections/3a6a7db3/equity-diversity-and-inclusion
		https://pubs.acs.org/doi/10.1021/jacsau.2c00175
		https://www.frontiersin.org/articles/10.3389/feduc.2022.780331/full
		https://physics.aps.org/articles/v15/44?utm_campaign=weekly&utm_medium=email&utm_source=mailalert
		https://journals.aps.org/prper/abstract/10.1103/PhysRevPhysEducRes.18.010124
		https://arxiv.org/pdf/2203.15621.pdf
		https://franklinwomen.com.au/wp-content/uploads/2022/02/POSITION-PAPER_NHMRC_EQUITY-IN-AUSTRALIAN-STEMM-3.pdf
		https://physicstoday.scitation.org/doi/10.1063/PT.3.4921
		https://www.tandfonline.com/doi/abs/10.1080/02602938.2021.2012643?journalCode=caeh20
		https://journals.sagepub.com/doi/10.1177/00049441211059239
		https://www.science.org/doi/10.1126/science.aba7377
		https://arxiv.org/pdf/2110.04329.pdf
		https://assets.pubpub.org/8n7rgw19/31579293747965.pdf

		<p>https://www.aamri.org.au/wp-content/uploads/2021/12/13697-AAMRI-GEDI-Strategy-and-Action-Plan_FINAL-DEC.pdf</p> <p>https://www.aamri.org.au/news-events/aamri-news/aamri-takes-a-stand-with-new-sector-wide-gender-equity-diversity-and-inclusion-strategy/</p>
	Which role models are effective for which students? A systematic review and four recommendations for maximizing the effectiveness of role models in STEM	<p>https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-021-00315-x</p>
		<p>Re. solutions and best practices: Guenter-Schlesinger, Sue and Ojikutu, Kunle. (2009) Best Practices: Recruiting & Retaining Faculty & Staff of Color. Western Washington University. https://provost.wvu.edu/files/2020-10/Best%20Practices_Recruiting%20and%20Retaining%20Staff%20of%20Color.pdf</p> <p>AFDW Summary. Report by Western Washington University in a commitment to recruiting and retaining a diverse workforce to its mission of “Engaged Excellence.” The report comes from a review of faculty and staff of color initiatives at other universities (including engagement with UCSC). A summary of the results and conclusions of “Best Practices”: 1. Funding. Competitive beginning salary and Start-up incentives (labs, equipment, TAs, etc); “Bridge Funding” to hire a diverse candidate in anticipation of a retirement. Use centralized funding to “bridge” funding until retirement (practiced at Northwestern and Cal State LA); Funding for Faculty of Color Research Projects; Diversity Achievement Awards; Women of Color Empowerment Dinners/Awards; Internal Grant programs aimed at funding junior scholars; Fundraising campaigns to support faculty/staff of color. 2. Cluster Hiring. Hiring more than one</p>

		<p>person of color at a time, minimizing isolation and overload (utilized successfully at many universities). 3. Mentoring Programs. Critical component for the professional development of junior faculty; Proven to improve retention rates of underrepresented minority faculty; Reinforce a respectful, positive work environment; Duke University has extended/regularized mentorship programs to undergrads, grads, post-doctoral fellows - improving “culture”; Virginia Tech implemented strong mentorship program to support women and minority faculty to combat the “chilly” and “alienating” environment; Welcoming events for faculty of color are utilized and successful at many universities. 4. Campus-wide diversity/cultural competency training for new/existing faculty and staff; Comprehensive Diversity Plan (supported by President, Provosts); Including outcome assessments; Visiting Scholar Programs; Faculty Exchange Programs. 5. Campus Climate Assessment. Department by Department assessment of “inclusiveness” of their environment; Many climate assessment instruments available; Focus groups (focused on faculty/staff of color). 6. Retention Studies (Data Collection). Exit Interviews with Faculty/Staff of Color; Why faculty of color leave. 7. Leadership Opportunities for Faculty of Color. 8. Multicultural Resources for Candidates and New Faculty/Staff of Color. 9. Enhancements to Search Process. Diversity workshops for Departments. 10. Targeting underrepresented groups of individuals. 11. Job Announcement Shaped to Attract and Center Diversity.</p> <p>https://academicpersonnel.ucmerced.edu/Evidenced-Based_DEI_Best_Practices</p>
		<p>Re. institutional devaluation of non-mainstream knowledge: Settles, I. H., Jones, M. K., Buchanan, N. T., & Dotson, K. (2020). Epistemic exclusion: Scholar(ly) devaluation that marginalizes faculty</p>

		<p>of color. Journal of Diversity in Higher Education. Advance online publication.</p> <p>https://psycnet.apa.org/record/2020-13977-001</p> <p>Abstract. Faculty of color experience a number of challenges within academia, including tokenism, marginalization, racial microaggressions, and a disconnect between their racial/ethnic culture and the culture within academia. The present study examined epistemic exclusion as another challenge in which formal institutional systems of evaluation combine with individual biases toward faculty of color to devalue their scholarship and deem them illegitimate as scholars. Using data from interviews with 118 faculty of color from a single predominantly White, research-intensive institution, we found that epistemic exclusion occurs through formal hierarchies that determine how scholarship is valued and the metrics used to assess quality, and through informal processes that further convey to faculty of color that they and their scholarship are devalued. In addition, there was variability in reporting these experiences by race, gender, nationality, and discipline. We found that faculty of color coped with epistemic exclusion by being assertive and by seeking validation and support outside the institution. Finally, participants described a number of negative work-related and psychological consequences of their epistemic exclusion. We discuss epistemic exclusion as a form of academic gatekeeping that impedes the recruitment, advancement, and retention of faculty of color and offer strategies to address this barrier.</p>
		<p>Re. racial equity requires faculty to work to become equity minded.</p> <p>Liera, R. (2020). Moving Beyond a Culture of Niceness in Faculty Hiring to Advance Racial Equity. American Educational Research Journal, 57(5), 1954–1994.</p>

		<p>https://journals.sagepub.com/doi/abs/10.3102/00028312198888624</p> <p>AFDW Summary. Racial equity work requires faculty to develop the capacity to be equit minded (Bensimon, 2007; Bensimon & Malcom, 2012; Dowd & Bensimon, 2015). This includes faculty learning about their university's history with racism, developing the language to name racism, and creating artifacts to change the culture. As the findings show, establishing ground rules to have honest conversations about racism, to hold one another accountable to interrogate racism and to keep the conversations confidential created a space where faculty trusted one another and focused on taking action toward change. These artifacts mediated White faculty learning that racially equity work involves emotional commitment, while validating the experiences of racially minoritized faculty. In addition to emotional investment, racial equity work is an organizational effort that requires senior administrators to invest time, resources, and labor to show their support for a faculty-led inquiry activity.</p>
		<p>Re. where a scholar trained is not as important as where they end up working: Way, S. F., Morgan, A. C., Larremore, D. B., & Clauset, A. (2019). Productivity, prominence, and the effects of academic environment. Proceedings of the National Academy of Sciences. 116(22), 10729-10733. https://www.pnas.org/content/116/22/10729</p> <p>Abstract. Faculty at prestigious institutions produce more scientific papers, receive more citations and scholarly awards, and are typically trained at more-prestigious institutions than faculty with less prestigious appointments. This imbalance is often attributed to a meritocratic system that sorts individuals into more-prestigious positions according to their reputation, past achievements, and potential for</p>

		<p>future scholarly impact. Here, we investigate the determinants of scholarly productivity and measure their dependence on past training and current work environments. To distinguish the effects of these environments, we apply a matched-pairs experimental design to career and productivity trajectories of 2,453 early-career faculty at all 205 PhD-granting computer science departments in the United States and Canada, who together account for over 200,000 publications and 7.4 million citations. Our results show that the prestige of faculty's current work environment, not their training environment, drives their future scientific productivity, while current and past locations drive prominence. Furthermore, the characteristics of a work environment are more predictive of faculty productivity and impact than mechanisms representing preferential selection or retention of more-productive scholars by more-prestigious departments. These results identify an environmental mechanism for cumulative advantage, in which an individual's past successes are "locked in" via placement into a more prestigious environment, which directly facilitates future success. The scientific productivity of early-career faculty is thus driven by where they work, rather than where they trained for their doctorate, indicating a limited role for doctoral prestige in predicting scientific contributions.</p>
		<p>Re. scholars are not equitably rewarded for their achievements: Bendels, M. H., Müller, R., Brueggmann, D., & Groneberg, D. A. (2018). Gender disparities in high-quality research revealed by Nature Index journals. PloS one. 13(1) https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0189136 From Abstract. Women are underrepresented at prestigious authorships compared to men</p>

		<p>(Prestige Index = -0.42). The underrepresentation accentuates in highly competitive articles attracting the highest citation rates, namely, articles with many authors and articles that were published in highest-impact journals. More specifically, a large negative correlation between the 5-Year-Impact-Factor of a journal and the female representation at prestigious authorships was revealed ($r(52) = -.63$, $P < .001$). Women publish fewer articles compared to men (39.0% female authors are responsible for 29.8% of all authorships) and are underrepresented at productivity levels of more than 2 articles per author. Articles with female key authors are less frequently cited than articles with male key authors. The gender-specific differences in citation rates increase the more authors contribute to an article. Distinct differences at the journal, journal category, continent and country level were revealed. The prognosis for the next decades forecast a very slow harmonization of authorships odds between the two genders.</p>
		<p>Re. diverse scholars are more innovative, but their work is taken up by others less than it should be: Hofstra, B., Kulkarni, V. V., Galvez, S. M. N., He, B., Jurafsky, D., & McFarland, D. A. (2020). The diversity–innovation paradox in science. <i>Proceedings of the National Academy of Sciences</i>, 117(17), 9284-9291. https://pubmed.ncbi.nlm.nih.gov/32291335/ Abstract. Prior work finds a diversity paradox: Diversity breeds innovation, yet underrepresented groups that diversify organizations have less successful careers within them. Does the diversity paradox hold for scientists as well? We study this by utilizing a near-complete population of ~1.2 million US doctoral recipients from 1977 to 2015 and following their careers into publishing and faculty positions. We use text analysis and machine learning to answer a series of questions: How do</p>

		<p>we detect scientific innovations? Are underrepresented groups more likely to generate scientific innovations? And are the innovations of underrepresented groups adopted and rewarded? Our analyses show that underrepresented groups produce higher rates of scientific novelty. However, their novel contributions are devalued and discounted: For example, novel contributions by gender and racial minorities are taken up by other scholars at lower rates than novel contributions by gender and racial majorities, and equally impactful contributions of gender and racial minorities are less likely to result in successful scientific careers than for majority groups. These results suggest there may be unwarranted reproduction of stratification in academic careers that discounts diversity's role in innovation and partly explains the underrepresentation of some groups in academia.</p>
		<p>Re. balanced applicant pools lead to more equitable outcomes: Heilman, Madeline E. (1980). The impact of situational factors on personnel decisions concerning women: Varying the sex composition of the applicant pool. <i>Organizational Behavior and Human Performance</i>. 26(3). 386-395. https://nyuscholars.nyu.edu/en/publications/the-impact-of-situational-factors-on-personnel-decisions-concerning Abstract. One hundred male and female MBA students evaluated a woman applicant for a managerial position when the proportion of women in the applicant pool was varied. Results indicated that personnel decisions of both males and females were significantly more unfavorable when women represented 25% or less of the total pool. Additional findings suggest that this effect was mediated by the degree to which sex stereotypes predominated in forming impressions of applicants. The results were interpreted as</p>

		<p>supportive of the thesis that situational factors can function to reduce the adverse effects of sex stereotypes in employment settings.</p>
		<p>Re. attending workshops improves uptake of recommendations: Denise Sekaquaptewa, Koji Takahashi, Janet Malley, Keith Herzog, Sara Bliss. (2019) An evidence-based faculty recruitment workshop influences departmental hiring practice perceptions among university faculty. Equality, Diversity and Inclusion: An International Journal. 38(7). 3-24. https://www.researchgate.net/publication/330855656_An_evidence-based_faculty_recruitment_workshop_influences_departmental_hiring_practice_perceptions_among_university_faculty From Article. Findings: Faculty had more favorable attitudes toward equitable search strategies if they had attended a workshop or if they were in a department where more of their colleagues had. Workshop attendance also increased intentions to act on two of three recommendations measured, and led to greater belief in evidence-based descriptions of gender biases... Practical implications: The present studies demonstrate that an evidence-based recruitment workshop can lead faculty to adopt more favorable attitudes toward strategies that promote gender diversity in hiring. Originality/value: These studies provide evidence of the role of belief in social science research evidence in explaining the effectiveness of a program designed to increase faculty diversity.</p>
		<p>Re. think carefully about how desired research area is listed in the ad: Stacy, Angelica, Goulden, Marc, Frasch, Karie and Broughton, Janet. (2018). Searching for a Diverse Faculty: Data-Driven Recommendations. Report from UC Berkeley.</p>

		<p>http://www.ofew.berkeley.edu/sites/default/files/searching_for_a_diverse_faculty-_data-driven_recommendations.pdf</p> <p>From the Executive Summary. The general practice that yielded the strongest positive association with diversity at various search stages was the practice of describing the search area in a way that was likely to tap especially rich applicant pools of women and URMs. The results were especially striking when the search description explicitly mentioned research interests that included women or minorities.</p> <p>Re. think carefully about how desired research area is listed in the ad:</p> <p>Stacy, Angelica, Goulden, Marc, Frasch, Karie and Broughton, Janet. (2018). Searching for a Diverse Faculty: Data-Driven Recommendations. Report from UC Berkeley.</p> <p>http://www.ofew.berkeley.edu/sites/default/files/searching_for_a_diverse_faculty-_data-driven_recommendations.pdf</p> <p>From the Executive Summary. The general practice that yielded the strongest positive association with diversity at various search stages was the practice of describing the search area in a way that was likely to tap especially rich applicant pools of women and URMs. The results were especially striking when the search description explicitly mentioned research interests that included women or minorities.</p>
		<p>Re. pursuing equity work in California after Prop 209:</p> <p>Kidder, William C. and Gándara, Patricia. (2015). Two Decades After the Affirmative Action Ban: Evaluating the University of California's Race-Neutral Efforts. Educational Testing Services.</p> <p>https://www.ets.org/Media/Research/pdf/kidder_paper.pdf</p> <p>AFDW Summary. While some data is mixed, on the whole, the passage of Proposition 209 led to</p>

		<p>fewer admissions of BIPOC students, especially in the years immediately following its passage in 1996. The most dramatic inequalities were seen on the wealthiest UC campuses, especially UCLA and UC Berkeley. However, some race-neutral alternative strategies to increase enrollment of underrepresented minority students such as targeted outreach, high school partnerships, and academic preparation programs can yield a more diverse student body.</p> <p>Re. pursuing equity work in California after Prop 209: Kidder, William C. and Gándara, Patricia. (2015). Two Decades After the Affirmative Action Ban: Evaluating the University of California's Race-Neutral Efforts. Educational Testing Services. https://www.ets.org/Media/Research/pdf/kidder_paper.pdf</p> <p>AFDW Summary. While some data is mixed, on the whole, the passage of Proposition 209 led to fewer admissions of BIPOC students, especially in the years immediately following its passage in 1996. The most dramatic inequalities were seen on the wealthiest UC campuses, especially UCLA and UC Berkeley. However, some race-neutral alternative strategies to increase enrollment of underrepresented minority students such as targeted outreach, high school partnerships, and academic preparation programs can yield a more diverse student body.</p>
		<p>Re. proven strategies for improving racial and gender diversity in faculty hiring: Bhalla, Needhi. (2019). Strategies to improve equity in faculty hiring. Molecular Biology of the Cell. 30(22). https://www.molbiolcell.org/doi/10.1091/mbc.E19-08-0476</p>

		<p>Abstract. Through targeted recruitment and interventions to support their success during training, the fraction of trainees (graduate students and postdoctoral fellows) in academic science from historically underrepresented groups has steadily increased. However, this trend has not translated to a concomitant increase in the number of faculty from these underrepresented groups. Here, I focus on proven strategies that departments and research institutions can develop to increase equity in faculty hiring and promotion to address the lack of racial and gender diversity among their faculty.</p>
		<p>Re. research-based guidance for fostering greater educational equity: McNair, Tia Brown, Bensimon, Estela M., and Malcom-Piqueux, Lindsay. (2020). From Equity Talk to Equity Walk. Hoboken, NJ, USA: John Wiley & Sons, Inc. https://www.wiley.com/enfr/From+Equity+Talk+to+Equity+Walk:+Expanding+Practitioner+Knowledge+for+Racial+Justice+in+Higher+Education-p-9781119237914 From book summary. From Equity Talk to Equity Walk offers practical guidance on the design and application of campus change strategies for achieving equitable outcomes. Drawing from campus-based research projects sponsored by the Association of American Colleges and Universities and the Center for Urban Education at the University of Southern California, this volume provides real-world steps that reinforce primary elements for examining equity in student achievement, while challenging educators to specifically focus on racial equity as a critical lens for institutional and systemic change.</p>
	Beware survivorship bias in advice on science careers	https://www.nature.com/articles/d41586-021-02634-z?fbclid=IwAR1AjMXGb1D-ZhDvXD0AG29QA9ZxFmPpTUzkwCVOfnZ9NbmOIZ4axolNUWg
	Using sound to explore events of the Universe	https://www.nature.com/articles/d41586-021-02347-3

	Inequities in Employment by Race, Ethnicity, and Sector During COVID-19	https://link.springer.com/article/10.1007/s40615-021-00963-3
	Controversial Berlin law gives postdocs pathway to permanent jobs	https://www.science.org/content/article/controversial-berlin-law-gives-postdocs-pathway-permanent-jobs
	Scientists question Max Planck Society's treatment of women leaders	https://www.nature.com/articles/d41586-021-03492-5
	Women and the environment: power on the ground and in academia	https://www.nature.com/articles/d41586-021-03524-0
	Why Does the Phrase 'Woman Scientist' Even Exist?	https://www.scientificamerican.com/article/why-does-the-phrase-woman-scientist-even-exist/
	Gender gap at education level is shrinking, but women are still under-represented in research and innovation	https://ec.europa.eu/commission/presscorner/detail/en/IP_21_6217
		https://womensagenda.com.au/latest/is-australias-largest-medical-research-funding-body-doing-enough-to-retain-women-in-stemm/
		https://www.sciencedirect.com/science/article/pii/S0022103121001372?dgcid=author
		https://www.insidehighered.com/advice/2021/08/13/actions-and-behaviors-thwart-advancement-women-and-people-color-academe-opinion?s=09
		https://www.colorado.edu/odece/sites/default/files/attached-files/rba03-sb4converted_10.pdf

	Summaries of Articles of Research on Biases in Teaching	https://docs.google.com/document/d/1iJ1-QhnQz8LUhN1ebTvAVtBEM_L4CwgSlw8H4BI4EE/edit
	Australian black lives matter action and resources document	https://docs.google.com/document/d/1Cb1EnggTx4-bEA7OcDsSmw6YdKC-pWkqSwlzgvRYkG4/edit?usp=sharing
	Gender equality and paid parental leave in Australia: A decade of giant leaps or baby steps?	https://journals.sagepub.com/doi/abs/10.1177/00221856211008219?journalCode=jira
	OPINION: Female researcher's piece on gender equality at AU was deleted: I didn't want to paint a rosy picture. On the contrary [DENMARK]	https://omnibus.au.dk/en/archive/show/artikel/opinion-female-researchers-piece-on-gender-equality-at-au-was-deleted-i-didnt-want-to-paint-a-ro
	Promoting gender equality in the European astronomical community	https://www.nature.com/articles/s41550-019-0936-3
	Unconscious Bias Compilation of Studies	https://academic.ubc.ca/sites/vpa.ubc.ca/files/documents/Unconscious_Bias_Studies-and-Resources.pdf?fbclid=IwAR2bjhTvmAD-nKsCK_TNKKisq24NDgJeLPsui3Ar4cGUNaO4QjgSCdmaiG8
	Public Doc Academic Gender Bias and Discrimination	https://docs.google.com/document/d/1QRcQU4RSizlu-HxDY2uZxYp4EmYslmvm9BMtcd-RUis/edit?usp=sharing
	AN ANNOTATED BIBLIOGRAPHY OF WORK RELATED TO GENDER IN SCIENCE	https://www.math.ubc.ca/~gerg/papers/downloads/ABWRGS.pdf?fbclid=IwAR1uGFALTtY7bFLA3tUCYHSSy2lOwhQYx6bBsh405jFQpT0qUwMivCPrI0Q
	Double jeopardy in astronomy and planetary science: Women of color face greater risks of gendered and racial harassment	https://agupubs.onlinelibrary.wiley.com/doi/full/10.1002/2017JE005256
	Gender and sexual minorities in astronomy and planetary science face	https://baas.aas.org/pub/2019i0206/release/1

	increased risks of harassment and assault	
	Inequalities faced by women in access to permanent positions in astronomy in France	https://arxiv.org/pdf/2002.10287.pdf
	What Works for Women at Work: Four Patterns Working Women Need to Know	https://www.goodreads.com/book/show/17920210-what-works-for-women-at-work
		https://advances.sciencemag.org/content/7/9/eabd1996
	The Science of Effective Mentorship in STEMM	https://www.nap.edu/download/25568
	Indigenous voice codesign process interim report 2020	https://voice.niaa.gov.au/sites/default/files/2021-01/indigenous-voice-codesign-process-interim-report-2020.pdf?utm_source=DCA+Updates&utm_campaign=9a7554b606-EMAIL_CAMPAIGN_2021_01_21_05_23&utm_medium=email&utm_term=0_bcbe24e7e8-9a7554b606-80663867
	Crises in international education, and government responses: a comparative analysis of racial discrimination and violence towards international students - Gaby Ramia	https://link.springer.com/epdf/10.1007/s10734-021-00684-w?sharing_token=8pe21tS-DFRG4qRYBcgYI_e4RwlQNchNByi7wbcMAY6u31Taqp6G_WiHT0IOK4cFhKrmIVBmY1yW4EY_leDYVjYXaMuhKW2Xjql1FF3lJmHmQY_LQ5NZIOeXOpXsjpMVCEZHGGFe2SIFBFNMCqDdnPWI3Ey82x2j5wUnLYaTd4%3D
	Systemic inequalities for LGBTQ professionals in STEM	https://advances.sciencemag.org/content/7/3/eabe0933.full
	Research Culture: A survey of early-career researchers in Australia	https://elifesciences.org/articles/60613?utm_source=twitter&utm_medium=social
	Gender Shades: Intersectional Accuracy Disparities in Commercial Gender Classification*	http://proceedings.mlr.press/v81/buolamwini18a/buolamwini18a.pdf https://www.nytimes.com/2020/12/03/technology/google-researcher-timnit-gebru.html

		https://www.nytimes.com/2018/02/09/technology/facial-recognition-race-artificial-intelligence.html
	Gari Yala (Speak the Truth): Centring the experiences of Aboriginal and/or Torres Strait Islander Australians at work	https://www.dca.org.au/research/project/gari-yala-speak-truth-centreing-experiences-aboriginal-and-or-torres-strait-islander https://www.dca.org.au/sites/default/files/dca_synopsisreport_web_0.pdf
	MEASURING TRENDS TO TURN THE TIDE ON THE OVER-REPRESENTATION OF ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN IN OUT-OF-HOME CARE IN AUSTRALIA	https://www.familymatters.org.au/wp-content/uploads/2020/11/FamilyMattersReport2020_LR.pdf
gender	The absence of evidence of the effectiveness of Australian gender equity in STEM initiatives	https://onlinelibrary.wiley.com/doi/10.1002/ajs4.142
	The association between early career informal mentorship in academic collaborations and junior author performance	https://www.nature.com/articles/s41467-020-19723-8?fbclid=IwAR0j48oVa3UhqfcGkoI_5oAPYV3JZh4aMiCWp5C30Hd025efnxd_XJeFEkl
	QUANTITATIVE EVALUATION OF GENDER BIAS IN ASTRONOMICAL PUBLICATIONS FROM CITATION COUNTS	https://arxiv.org/pdf/1610.08984.pdf
	The good good talk	https://natashabatalha.github.io/GoodTalkTalk.pdf
	No progress on diversity in 40 years	https://www.nature.com/articles/s41561-018-0116-6
Racial justice	Excellent video series	https://www.youtube.com/channel/UCAWr-U9xMOpOP9wNbDOBYBw/videos Race in Society is a new, fortnightly YouTube series that will focus on timely issues and themes of racial justice. Race in Society begins with the

		<p>premise that race is a key organising principle in society and a technique of governance which reproduces inequality. We also accept, and will unpack, how racial discrimination is a core feature of institutions and social relations. We will explore the institutionalisation of race and racism in health, policy, media, the law, the economy, and beyond.</p> <p>The series will feature Aboriginal and Torres Strait Islander critical race scholars, service providers and practitioners, along with other non-Indigenous people of colour who research and work in organisations addressing racial justice.</p>
Society	Does truth matter to voters? The effects of correcting political misinformation in an Australian sample	https://royalsocietypublishing.org/doi/10.1098/rso.s.180593#RSOS180593C12
Gender	The Nonbinary Fraction: Looking Towards the Future of Gender Equity in Astronomy	https://arxiv.org/abs/1907.04893
Gender	Nonbinary Systems: Looking Towards the Future of Gender Equity in Planetary Science	https://arxiv.org/abs/2009.08247
LGBTQ	LGBTQ+ inclusivity best practices guide	https://arxiv.org/abs/1804.08406
	Gender diversity in Denmark	https://innovationsfonden.dk/sites/default/files/2018-10/gender-diversity-in-denmark.pdf
Indigenous	Collaboration with Integrity: Indigenous Knowledge in 21st Century Astronomy:	https://arxiv.org/abs/1908.02822
Women in Science	Findings and Recommendations from the AAS Committee on the Status of Women in Astronomy:	https://arxiv.org/abs/1908.00597 , https://arxiv.org/abs/1908.00589

Inclusion and Funding	Tying Research Funding to Progress on Inclusion:	https://arxiv.org/abs/1907.13202
diversity/inclusion in education	-Promoting Diversity and Inclusion in Astronomy Graduate Education:	https://arxiv.org/abs/1907.06769
Disabilities	Accessible Astronomy: Policies, Practices, and Strategies to Increase Participation of Astronomers with Disabilities:	https://arxiv.org/abs/1907.04943
LGBT	How LGBT+ scientists would like to be included and welcomed in STEM workplaces	https://www.nature.com/articles/d41586-020-02949-3
		https://saberbio.wildapricot.org/Diversity_Inclusion
	Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color	https://is.muni.cz/el/fss/jaro2016/SPR470/um/62039368/Crenshaw_1991.pdf
Race	Race really matters:	<p>Video: https://www.dropbox.com/s/m3y1a1vb6txyh6d/Asai_Recording.mp4?dl=0</p> <p>Slides: https://saberbio.wildapricot.org/resources/Documents/Series%20on%20Racial%20Justice/asai%20SABER%20082720%20.pdf</p> <p>References; Cornel West, 1993. Race Matters. Beacon Press. Ibram X. Kendi, 2019. How To Be An Antiracist. One World Press. Jill Lepore, 2018. These Truths: A history of the United States. W.W. Norton. N.A. Garrison, 2013. Sci. Technol. Human Values 38: 201-223. Stephen Jay Gould, 1981. The Mismeasure of Man. W.W. Norton. Daniel J. Kevles, 1985. In the Name of Eugenics. University of California press. Scott Page, 2007. The Difference. Princeton University Press.</p>

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	<p>Lessons from a hot spring: Authentic transformation in the higher education classroom.</p>	<p>Video: https://www.dropbox.com/s/pnudymxyoep9o6u/Dewsbury%20seminar%20recording.mp4?dl=0 Slides: https://saberbio.wildapricot.org/resources/Documents/Series%20on%20Racial%20Justice/Dewsbury_Lessons%20from%20a%20hot%20spring.pdf References;</p>

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Microaggressions/Language	Language matters: Considering racial microaggressions in science.	<p>Video: https://www.dropbox.com/s/bny5kd6nshlxvb9/Language%20matters.mp4?dl=0</p> <p>Slides: https://saberbio.wildapricot.org/resources/Documents/Series%20on%20Racial%20Justice/Microaggressions%20SABER%20Talk%20Updated%20(1).pdf</p> <p>References; Seidel SB, AL Reggi, JN Shinske, LW Burrus, KD Tanner (2015). Beyond the Biology: A Systematic Investigation of Noncontent Instructor Talk in an Introductory Biology Course. CBE Life Sciences Education 14,4 Harrison CD, TN Nguyen, SB Seidel, AM Escobedo, C Hartman, K Lam, KS Liang, M Martens, and others, KD Tanner (2019). Investigating Instructor Talk in Novel Contexts: Widespread Use, Unexpected Categories, and an Emergent Sampling Strategy. CBE Life Sciences Education. https://saberbio.wildapricot.org/resources/Documents/Series%20on%20Racial%20Justice/SABER%20Microaggression%20Talk%20Q%20and%20A.pdf</p>
Race	But is it really “just” science? Engaging critical race theory to unpack racial oppression with implications for Black student science engagement.	<p>Video: https://www.dropbox.com/s/hoamm1m2xol6vj6/Terrill%20Morton%20Recording.mp4?dl=0</p> <p>Slides</p> <p>References:</p>
Violence	CREATIVE INTERVENTIONS Toolkit A Practical Guide to Stop Interpersonal Violence	https://www.creative-interventions.org/wp-content/uploads/2020/08/CI-Toolkit-Final-ENTIRE-Aug-2020.pdf
		https://www.studyandstruggle.com/about
		https://www.climateemergence.co.uk/blog/on-diversity
Privilege	It’s Not “Talent,” it’s “Privilege”	https://www.aps.org/publications/apsnews/202010/backpage.cfm

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	Einstein v. Robert	https://science.sciencemag.org/content/351/6280/1371
Sexual Harrassment	National Acadamies report "Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine"	https://www.nap.edu/catalog/24994/sexual-harassment-of-women-climate-culture-and-consequences-in-academic
Sexual harrassment	Sexual Harassment in the Workplace (Australia)	https://scienceandtechnologyaustralia.org.au/wp-content/uploads/2019/02/STA-Submission-Sexual-harassment-in-the-workplace-.pdf https://humanrights.gov.au/our-work/sex-discrimination/projects/national-inquiry-sexual-harassment-australian-workplaces
Gender equity	GAP BETWEEN POLICY AND PRACTICE A KEY OBSTACLE TO GENDER EQUITY IN STEM	http://www.professionalsaustralia.org.au/professional-women/wp-content/uploads/sites/48/2018/08/2018-Women-in-STEM-Survey-Report_web.pdf
Two body problem	Dual-Career Academic Couples What Universities Need to Know	http://www.cs.stir.ac.uk/sciencegrll/impostor/
Two body problem	When Two Bodies Are (Not) a Problem: Gender and	https://journals.sagepub.com/doi/abs/10.1177/0003122417739294

	Relationship Status Discrimination in Academic Hiring	
Unconscious bias		https://aas.org/comms/cswa/resources/unconsciousbias
Unconscious bias	Gender and Letters of Recommendation for Academia: Agentive and Communal Differences	http://www.academic.umn.edu/wfc/rec%20letter%20study%202009.pdf
Unconscious bias	A Linguistic Comparison of Letters of Recommendation for Male and Female Chemistry and Biochemistry Job Applicants	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2572075/#APP1
Unconscious bias	Nepotism and sexism in peer-review	https://www.nature.com/articles/387341a0
Unconscious bias	How Gender and Race Stereotypes Impact the Advancement of Scholars in STEM: Professors' Biased Evaluations of Physics and Biology Post-Doctoral Candidates	https://link.springer.com/article/10.1007/s11199-019-01052-w
Unconscious bias	Nevertheless She Persisted? Gender Peer Effects in Doctoral STEM Programs	https://www.nber.org/papers/w25028
	Does Gender Bias Still Affect Women in Science?	https://mmbr.asm.org/content/83/3/e00018-19
	Committees with implicit biases promote fewer women when they do not believe gender bias exist	https://www.nature.com/articles/s41562-019-0686-3
	Mitigating gender bias in student evaluations of teaching	https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0216241

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	Using Non-Cognitive Assessments in Graduate Admissions to Select Better Students and Increase Diversity	https://aas.org/sites/default/files/2019-09/Status2015_Jan_s.pdf
	Judicial Ideology in the Absence of Rights: Evidence from Australia	
	Non -Black Latin@/x Resources on anti-blackness	https://docs.google.com/document/u/2/d/1a36vDwHEWr9qYnEUAVvbz6gAAI7UoI_MxLiDnPYOKpo/mobilebasic
	What white people can do for racial justice	https://medium.com/equality-includes-you/what-white-people-can-do-for-racial-justice-f2d18b0e0234
	Nice White men or social justice allies?: Using critical race theory to examine how White male faculty and administrators engage in ally work	https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1010&context=cehsedadfacpub
	Bait and Switch: Representation, Climate, and Tensions of Diversity Work in Graduate Education	https://muse.jhu.edu/article/724918/pdf
	“Am I going crazy?!”: A Critical Race Analysis of Doctoral Education	https://www.tandfonline.com/doi/abs/10.1080/10665684.2011.539472
	Responding to Racism and Racial Trauma in Doctoral Study: An Inventory for Coping and Mediating Relationships	https://scholar.harvard.edu/files/truong/files/Truong%20%26%20Museus%20%282012%29%20Responding%20to%20racism%20and%20racial%20trauma.pdf
	The Diversity–Innovation Paradox in Science	https://www.pnas.org/content/117/17/9284

	Graduate students' agency and resistance after oppressive experiences	https://www.emerald.com/insight/content/doi/10.1108/SGPE-06-2019-0057/full/html
	My Sister's Keeper: A Qualitative Examination of Mentoring Experiences Among African American Women in Graduate and Professional Schools	https://www.tandfonline.com/doi/abs/10.1080/00221546.2009.11779030?casa_token=gLDwW0kBg hQAAAAA%3A8TQbAH7KLlr95hjngPYODJUgM MvU8g-Nsg5FVYHtLIUY4MemDkKPM DXrbigodz sAHJ1X-FiFtXOZyQ&journalCode=uhej20
Racism	So many great resources	https://www.particlesforjustice.org/resources
	Without inclusion, diversity initiatives may not be enough	https://science.sciencemag.org/content/357/6356/1101?utm_campaign=SciMag&utm_source=JHubbard&utm_medium=Twitter
	STEM Inclusion Study:	https://www.aps.org/publications/apsnews/201806/upload/STEM-Inclusion-Study-Climate-Report.pdf?fbclid=IwAR1uTuXuAZIAzKjKM UHsQvjY3-Lbr89yYj_8FxNr8JSKcs6-Wqjilq7sl0E
	Multicultural settler colonialism and indigenous struggle in Hawai'i : the politics of astronomy on Mauna a Wākea:	https://scholarspace.manoa.hawaii.edu/handle/10125/101135
	Academic Research in the 21st Century: Maintaining Scientific Integrity in a Climate of Perverse Incentives and Hypercompetition:	https://www.liebertpub.com/doi/10.1089/ees.2016.0223
	Curiosity and the end of discrimination	https://medium.com/@chanda/curiosity-and-the-end-of-discrimination-d33ed9a22e3f http://www.readcube.com/articles/10.1038/s41550-017-0145?shared_access_token=v_liQCtxGMyhamG5GUSTk9RgN0jAjWel9jnR3ZoTv0MIW8uYSIDf2ZDXwG1DAcj9PXn_RB9JpE4GUjKlbRUBJVLWxQn3sD6-CWyZq9G0Q_HmYU9VLzxUWnaaiFH8HEEi2LdY2HpKmlleK0kJSR8qg%3D%3D

	The power of being counted	http://www.readcube.com/articles/10.1038/s41550-017-0154?shared_access_token=8CdSzkKvRp02dvVSwcEhudRgN0jAjWel9jnR3ZoTv0OTqUzgRgOT9blocsy6TH9N9JJK3e3CeVa7IbhzuTloCP0c15cbZeLwfw_Nz7uhJ4U7OSHUGaLkhVJ6dCm2xOyCkoSfp7JBsQD_AkkqoL03vA%3D%3D
	Nature Astronomy Focus: Gender equity in astronomy	https://www.nature.com/collections/wmzzzfjpyz
	Women who win prizes get less money and prestige	https://www.nature.com/articles/d41586-019-00091-3
	Diversity and Inclusion in graduate astronomy education:	https://aas.org/education/aas-task-force-diversity-and-inclusion-graduate-astronomy-education?fbclid=IwAR0fod_1_WDKOmOvLBH7xyso1HlhKuDJWXD-WZYYCwy6aq7SvvTYx9o4wmg
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	Decolonising science reading list	https://medium.com/@chanda/decolonising-science-reading-list-339fb773d51f#.om5w2ivfq
	AN ANNOTATED BIBLIOGRAPHY OF WORK RELATED TO GENDER IN SCIENCE	https://arxiv.org/pdf/1412.4104.pdf
	Role and Anti role models:	https://titan.uio.no/node/2434
	Gender stereotypes about intellectual ability emerge early and influence children's interests	https://science.sciencemag.org/content/355/6323/389
	Changing demographics of scientific careers: The rise of the temporary workforc	https://www.pnas.org/content/115/50/12616?fbclid=IwAR08NnOalm4v3a_e3-2oIH0Dj42Dppwdm6Xg_jXBj6fmCE9U7kcAQLjaLUc

	Final Report of the 2018 AAS Task Force on Diversity and Inclusion in Astronomy Graduate Education	https://aas.org/files/aas_diversity_and_inclusion_task_force_final_report.pdf?fbclid=IwAR1dqOIKtp8uHAmvvgcgYhXXc_Owl2H2bbMO5m7EVNnNuBA88IM70Mjdp0
	Typical physics Ph.D. admissions criteria limit access to underrepresented groups but fail to predict doctoral completion	https://advances.sciencemag.org/content/5/1/eaat7550.full
	How the entire scientific community can confront gender bias in the workplace	https://www.nature.com/articles/s41559-018-0747-4
Racism	Anti-racism resources for white people - incredibly detailed	http://bit.ly/ANTIRACISMRESOURCES
Racism	Anti-Racism Resources	https://docs.google.com/document/d/1tL9_huJWJ_iekHzK5PShI00u-C25w0jrExhpJpuNHII/edit ,
Racism	A Detailed List of Anti-Racism Resources	https://medium.com/wake-up-call/a-detailed-list-of-anti-racism-resources-a34b259a3eea
	BLACK CREATORS/SCIENTISTS/ EDUCATORS/SCICOMMERS YOU CAN SUPPORT	https://docs.google.com/document/d/1_PyvKj2Fjh89oDj6F1qYYWXcLqmL5xa6zfk1G4_Tpk0/edit
Racism - Australia	ANTI-RACISM RESOURCES FROM AUSTRALIA AND BEYOND	https://www.vwt.org.au/anti-racism-resources-from-australia-and-beyond/
Racism - Australia	THE EXTENT OF RACISM IN AUSTRALIAN SCHOOLS	https://racismnoway.com.au/about-racism/understanding-racism/the-extent-of-racism-in-australian-schools/
Indigenous	THE IMPORTANCE OF CULTURE, LANGUAGE AND IDENTITY	https://racismnoway.com.au/about-racism/understanding-racism/the-importance-of-culture-language-and-identity/

Indigenous	Indigenous cultural competency in the Australian teaching workforce	https://www.aitsl.edu.au/docs/default-source/comms/cultural-competency/aitsl-indigenous-cultural-competency-discussion-paper-2020.pdf?sfvrsn=6bf9d03c_2
Indigenous	'Don't make me play house-n***er': Indigenous academic women treated as 'black performer' within higher education (Thunig and Jones, 2020)	https://link.springer.com/epdf/10.1007/s13384-020-00405-9?sharing_token=yC4963PQ0oqq9bz9yAbmQ_e4RwIQNchNByi7wbcMAY7kJmO43RAJU9ivB5BSWUGef2Z2SCDKUEVqkVPVBKdHL-85yV9uLnSTtm77NmuGVF-nSeC2DWyDoRwZFoMxgVetjbogEAU29ye_3MIX3Onu-NFSyLSyLwDkysfLebyfsHl%3D
Indigenous	Unmasking the racial contract : Indigenous voices on racism in the Australian Public Service	https://trove.nla.gov.au/work/237437252
Indigenous	The White Possessive: Property, Power, and Indigenous Sovereignty	https://www.jstor.org/stable/10.5749/j.ctt155jmpf
Indigenous	Talkin' Up to the White Woman Indigenous Women and Feminism	https://www.booktopia.com.au/talkin-up-to-the-white-woman-aileen-moreton-robinson/book/9780702263101.html
Indigenous	INDIGENOUS ENGAGEMENT WITH SCIENCE: TOWARDS DEEPER UNDERSTANDINGS	https://www.industry.gov.au/sites/default/files/2018-10/inspiring_australia-indigenous_engagement_with_science-towards_deeper_understandings_2013.pdf .
Privilege	White Fragility by Robin Diangelo	https://www.penguin.com.au/books/white-fragility-9780141990569
	The Time Is Now: Systemic Changes to Increase African Americans with Bachelor's Degrees in Physics and Astronomy	https://www.aip.org/diversity-initiatives/team-up-task-force
	Silence Is Never Neutral; Neither Is Science	https://blogs.scientificamerican.com/voices/silence-is-never-neutral-neither-is-science/

Racism	An Essential Reading Guide For Fighting Racism	https://www.buzzfeednews.com/amphml/ariannar-ebolini/george-floyd-amy-cooper-antiracist-books-reading-resources
Racism-EU	Shadow Reports on racism in Europe	https://www.enar-eu.org/Shadow-Reports-on-racism-in-Europe-203
Racism - Denmark	'Hygge racism': "noget som man nok bruger mere end man tænker over" A qualitative study of well-intentioned racism	http://lup.lub.lu.se/luur/download?func=downloadFile&recordId=8949314&fileId=8949318
Indigenous	A Report on Engagements with Aboriginal and Torres Strait Islander People to Inform a New National Agreement on Closing the Gap	https://coalitionofpeaks.org.au/wp-content/uploads/2020/06/Engagement-report_FINAL.pdf
Indigenous	WHAT WAS HEARD FROM THE ENGAGEMENTS AND HOW IT HAS BEEN INCORPORATED INTO THE NATIONAL AGREEMENT ON CLOSING THE GAP	https://www.closingthegap.gov.au/sites/default/files/files/information-sheet-reflection-engagement-outcomes.pdf
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Allyship	Performative Allyship Is Deadly (Here's What to Do Instead)	https://forge.medium.com/performative-allyship-is-deadly-c900645d9f1f
	Not My Problem: on The Colonial Fantasy	https://sydneyreviewofbooks.com/review/maddison-colonial-fantasy/
Indigenous	Asmar, Christine. Final Report on the Murrup Barak of Indigenous Curriculum, Teaching and Learning at the University of	https://murrupbarak.unimelb.edu.au/__data/assets/pdf_file/0004/2092486/2012-UoM-INDIGENOUS-EDUCATION-STATEMENT-Final.pdf

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Indigenous	Fredericks, Bronwyn. “The Need to Extend Beyond the Knowledge Gained in Cross-Cultural Awareness Training”. The Australian Journal of Indigenous	https://eprints.qut.edu.au/14558/

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Indigenous	<p>Fredericks, Bronwyn and Nereda White. “Using bridges made by others as scaffolding and establishing footings for those that follow: Indigenous women in the Academy”. Australian Journal of Education 62.3 (2018): 243–255.</p>	<p>https://journals.sagepub.com/doi/abs/10.1177/0004944118810017</p>
	<p>Prof. Alana Lentin's writings are great</p>	<p>https://www.alanalentin.net/</p>
	<p>(Not) Doing race: ‘Casual racism’, ‘bystander antiracism’ and ‘ordinariness’ in Australian racism studies</p>	<p>https://researchdirect.westernsydney.edu.au/islandora/object/uws%3A41158</p>
	<p>MALCOLM X AND THE ABORIGINAL BLACK POWER MOVEMENT IN AUSTRALIA, 1967–1972</p>	<p>https://www.journals.uchicago.edu/doi/abs/10.5323/jafriamerhist.100.2.0226?journalCode=jaah</p>
	<p>Similarly Dr. Zuleyka Zevallos is great.</p>	<p>https://othersociologist.com/</p>
	<p>“I’m Not Your Typical Blond-Haired, Blue-Eyed Skippy”*: Second Generation Australians and Multiculturalism</p>	<p>https://zuleykazevallos.com/2012/10/06/not-your-typical-australian/</p>

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Other links

Russian female Astronaut interview

www.bbc.com/news/world-europe-29372277?ocid=socialflow_twitter

Blog – When words fail – a call to action

contemplativemammoth.wordpress.com/2014/09/23/when-words-fail-women-science-and-women-in-science

*ScienceGrrl STEM report

sciencegrrl.co.uk/assets/SCIENCE-GRRL-Stem-Report_FINAL_WEBLINKS-1.pdf

AAUW Comprehensive report

<http://www.aauw.org/files/2013/02/Why-So-Few-Women-in-Science-Technology-Engineering-and-Mathematics.pdf>

Is Science A Meritocracy? Issues Of Diversity & Equity

guavanator.uhh.hawaii.edu/~kcooksey/teaching/ASTR495AB_Fall2014_19sep14.pdf

WIA Workshop

As promised, here are some links to things that were discussed at the WiA workshop, and during our group meeting recap.

- Videos from some of the presentations and interactive sessions during the workshop are located at <http://www.mso.anu.edu.au/wia-workshop-2014/program.html>

- The Harvard Implicit Association tests are located at <https://implicit.harvard.edu/implicit/>

- The 'tricky situations' questions come from <http://www.astrobetter.com/ethics-and-diversity-poll/>

- Unfortunately, the 'top 5 things' for the Australian astronomy community to address haven't been put online yet.

- Details about the Pleiades awards are at

<http://asawomeninastronomy.org/the-pleiades-awards/>

- And the storify with tweets from the conference (where we got images of the plots for the recap) is at <https://storify.com/astroduff/we-are-all-made-of-stars>

Highlighting STEM diversity

www.scilogs.com/communication_breakdown/highlight-stem-diversity

Big Bang Theory Episode –

http://bigbangtheory.wikia.com/wiki/The_Egg_Salad_Equivalency

Sexual Assault in the Sciences

smallpondscience.com/2014/09/18/thinking-about-what-we-can-do-sexual-assault-in-the-sciences

Graduate Studies Diversity workshop

mickteaching.wordpress.com/2012/09/19/women-in-science

Blog - Get a Wife

occamstypewriter.org/athenedonald/2012/08/24/get-a-wife

*The leaky pipeline

www.newrepublic.com/article/119363/why-there-arent-more-top-female-scientists-leaky-pipeline

Coca Cola chief Alison Watkins

www.brw.com.au/p/leadership/possible_cola_amatil_chief_alison_7SoOXbmURjyg8z4mP2FJuK

More sexual abuse

https://theconversation.com/we-need-to-talk-about-the-sexual-abuse-of-scientists-31059?utm_medium=email&utm_campaign=Latest+from+The+Conversation+for+8+September+2014+-+1901&utm_content=Latest+from+The+Conversation+for+8+September+2014+-+1901+CID_9d25b4dbae03d1d5e122bad1cdfaad64&utm_source=campaign_monitor&utm_term=writes%20that

*Girls and STEM

blogs.nature.com/soapboxscience/2014/09/04/nature-vs-nurture-girls-and-stem

Girls to Code

www.projecteve.com/girls-code

Veski – Inspiring women - internships

www.veski.org.au/inspiring-women

He for She program –

www.heforshe.org/

launched by Emma Watson to the UN (Harry Potter fame)

m.youtube.com/watch?utm_content=bufferaec8b&v=Q0Dg226G2Z8&utm_campaign=buffer&utm_source=twitter.com&utm_medium=social&feature=youtu.be

Responses to Emma's speech

<http://theconversation.com/emma-watsons-un-speech-what-our-reaction-says-about-feminism-32024>

<http://www.blackgirldangerous.org/2014/09/im-really-emma-watsons-feminism-speech-u-n/>

<http://www.theage.com.au/comment/emma-watson-speech-hardly-a-gamechanger-20140925-10lhz9.html>

<http://the-middle-eastern-feminist.tumblr.com/post/98229099014/the-failures-of-emma-watsons-un-speech>

Suzanne Cory Boyer speech

http://mpegmedia.abc.net.au/rn/podcast/2014/09/bls_20140927.mp3

All lectures

www.abc.net.au/radionational/programs/boyerlectures

*Prejudices

http://www.nytimes.com/2014/05/11/opinion/sunday/professors-are-prejudiced-too.html?_r=2

*Women come last

<http://fivethirtyeight.com/features/in-science-it-matters-that-women-come-last/>

Physics Girl Youtube Video

<https://www.youtube.com/user/physicswoman>

Gender pay Gap

<http://www.news.com.au/national/female-graduates-paid-far-less-than-men-in-the-same-jobs/story-fndo4eg9-1226547144595>

Performance Review gender bias

<http://fortune.com/2014/08/26/performance-review-gender-bias/>

Dealing with Sexual Harrassment

http://womeninastronomy.blogspot.com.au/2014/09/fed-up-with-sexual-harassment-ii_9.html

A report on Inclusion and dealing with Harrassment

http://www.aas.org/cswa/status/STATUS_June_July2011.pdf

Field work and sexual harassment

<http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0102172>

*Influence of teachers on girls in Maths

https://hpl.uchicago.edu/sites/hpl.uchicago.edu/files/uploads/PNAS_2010.pdf

<https://hpl.uchicago.edu/page/publications>

*Comments given to Women/Girls persuing Science

http://www.huffingtonpost.com/2014/09/25/women-in-stem-stories-whisper_n_5844678.html?utm_hp_ref=mostpopular

And so many more;

[Why Are There Still So Few Women in Science? - NYTimes.com](#)

[Why So Few? Women in Science, Technology, Engineering and ...](#)

["Why are there so few women in science?" \(Nature Debates ...](#)

[7 Things Keeping Women Out Of Science - Business Insider](#)

[Women in STEM | The White House](#)

[Women in STEM fields - Wikipedia, the free encyclopedia](#)

[Attracting More Women to STEM Fields Is a Matter of National Security](#)

*AN ANNOTATED BIBLIOGRAPHY OF WORK RELATED TO GENDER IN SCIENCE

<https://www.math.ubc.ca/~gerg/papers/downloads/ABWRGS.pdf>

International Innovation – Exacting Change

http://www.internationalinnovation.com/build/wp-content/uploads/2014/09/Women_In_Science_Intl_Innovation_154_Research_Media.pdf

Women in Science Groups for change

<http://nblo.gs/Zi16q>

Women in Astronomy STEM resources

<http://womeninastronomy.blogspot.com.au/2014/10/resource-guide-for-websites-for-women.html>

'Issues affecting women in STEM' article

(https://www.cfa.harvard.edu/~srugheimer/Women_in_STEM_Resources.html)

In response to a paper to be published in a Psychology journal with good links.

<http://www.theguardian.com/science/occams-corner/2014/nov/04/is-the-sexist-scientific-workplace-really-dead>

Full paper here:

<http://www.psychologicalscience.org/pdf/Women-Academic-Science.pdf>

Why It's Crucial to Get More Women Into Science

news.nationalgeographic.com/news/2014/11/141107-gender-studies-women-scientific-research-feminist?now=2014-11-07-00:01

Five Stereotypes Negatively Affecting Women in Science

discov-her.com/en/article/five-stereotypes-negatively-affecting-women-in-science

7 awesome ways to get girls excited about STEM education

coolmomtech.com/2014/11/ways-to-get-girls-excited-about-stem-education

*Study finds more girls opting out of maths and science

<http://theconversation.com/study-finds-more-girls-opting-out-of-maths-and-science-12221>

Bryan Gaensler's story on Gender Equality

womeninscienceaust.org/2014/10/11/getting-educated-in-gender-equity-one-scientist-shares-his-experience

Microsoft CEO Tells Women To Trust The System And Not Ask For Raises

m.huffpost.com/us/entry/5962476

Part-time powerful workers

http://www.womensagenda.com.au/talking-about/top-stories/the-31-most-powerful-part-timers/201409304686?utm_source=Women%27s+Agenda+List&utm_campaign=2ea64c4524-Women_s_Agenda_daily_01_10_2014&utm_medium=email&utm_term=0_f3750bae8d-2ea64c4524-30670429#.VHVAvEsWGaj

EU Report on female researchers

http://ec.europa.eu/euraxess/pdf/research_policies/Researchers%20Report%202014_FINAL%20REPORT.pdf

A couple of sensational articles from Australian Women in Science group

<http://womeninscienceaust.org/2014/08/15/women-in-science-closing-the-gender-gap/>

<https://womeninscienceaust.org/2014/11/13/there-are-many-ways-to-be-a-scientist-academia-needs-to-start-recognising-more-of-them/>

and on the Athena SWAN awards

womeninscienceaust.org/2014/11/20/the-silver-lining-of-gender-equity-best-practices-and-policies-in-action

Response to 'Shirtgate'

<http://www.dailylife.com.au/news-and-views/dl-opinion/how-to-apologise-for-sexism-a-scientific-study-20141126-11ufen.html>

Loss of money for Oz due to Gender Gap – The Age

<http://www.theage.com.au/national/cost-of-gender-gap-put-at-195b-20130308-2fr6n.html>

<http://www.dailylife.com.au/news-and-views/dl-opinion/where-are-those-proud-male-champions-of-change-when-you-need-them-20141125-11t3zs.html>

Athena SWAN

womeninscienceaust.org/2014/11/20/the-silver-lining-of-gender-equity-best-practices-and-policies-in-action

UK study on gender equity in academia

www.theguardian.com/higher-education-network/2014/nov/18/-sp-white-males-monopolise-high-est-paid-jobs-uk-universities?CMP=share_btn_tw

Full study

www.ecu.ac.uk/publications/equality-higher-education-statistical-report-2014

More to Science than academia

<http://womeninscienceaust.org/2014/11/13/there-are-many-ways-to-be-a-scientist-academia-needs-to-start-recognising-more-of-them/>

Article in Age about girls at Melb Uni Physics

<http://www.theage.com.au/national/education/physics-departments-find-women-steered-away-from-higher-maths-20141130-11st5j.html>

Australia and Science compared to other countries

http://www.theguardian.com/science/2014/dec/01/australias-science-and-maths-are-slipping-says-chief-scientist?CMP=share_btn_tw

Female Physicists who should get a Nobel

http://www.slate.com/articles/health_and_science/science/2014/10/women_and_the_nobel_prize_these_female_physicists_deserve_a_physics_nobel.html

Treasury's change in culture – nice quotes

<http://www.smh.com.au/business/comment-and-analysis/treasurys-bias-against-women-exposed-by-deficient-logic-20141202-11yk5j.html>

Erica's articles on UoM Women in Physics

<http://www.theage.com.au/national/education/physics-departments-find-women-steered-away-from-higher-maths-20141125-11st5j.html>

<http://www.theage.com.au/national/education/physics-is-too-hard-for-women-according-to-female-physics-students-20141214-122p2n.html>

Huffington Post:

http://www.huffingtonpost.co.uk/2015/01/08/is-physics-too-hard-for-women_n_6436198.html

Prof Sharon Bell (UoM)

<https://au.news.yahoo.com/a/25716690/number-of-women-working-in-junior-science-positions-going-backwards-researchers-say/?source=wan>

Male and Female opinions about females not doing Physics

<http://www.buzzfeed.com/annanorth/what-male-and-female-scientists-say-about-women-in#guWm1dWDwo>

Stereotypes steer women from 'genius' fields

<http://www.aaas.org/news/opinions-about-raw-talent-may-steer-women-toward-certain-academic-fields>

WISE ten Step plan

<http://www.wisecampaign.org.uk/business/ten-steps/ten-point-plan>

Gender bias in Math teachers

http://theconversation.com/teachers-gender-bias-in-maths-affects-girls-later-37844?utm_medium=email&utm_campaign=Latest+from+The+Conversation+for+25+February+2015+-+2474&utm_content=Latest+from+The+Conversation+for+25+February+2015+-+2474+CID_1c98658f92ddb5e156a81c007862aee6&utm_source=campaign_monitor&utm_term=Teachers%20gender%20bias%20in%20maths%20affects%20girls%20later
<http://www.nber.org/papers/w20909.pdf>

Project Juno

<http://www.iop.org/policy/diversity/initiatives/juno/index.html>

Science 50:50

<http://www.science.unsw.edu.au/50-50>

Cordelia Fine – ‘Delusions of Gender’

Let’s ban the phrase “I suck at Maths”

<http://womeninscienceaust.org/2015/04/25/girls-and-stem-lets-ban-the-phrase-i-suck-at-maths/>

Female Chess champion

<http://time.com/3828676/chess-judit-polgar-nigel-short-sexism/?xid=tcoshare>

Girls in Islamic school

<http://m.theage.com.au/victoria/girls-at-islamic-school-banned-from-running-teachers-claim-20150422-1mr0io.html>

Mum in Academia

http://www.theguardian.com/higher-education-network/2015/apr/09/im-a-mother-but-i-can-still-do-serious-research?CMP=share_btn_tw

Female quotas

<http://theconversation.com/quotas-on-the-nose-thats-the-view-from-male-australian-ceos-35910>

Girls in IT

<http://theconversation.com/girls-gain-confidence-with-it-when-boys-arent-around-40160>

Responses to gender bias research

<http://phys.org/news/2015-01-men-women-gender-bias-stem.html>

¹PISA(Programme for International Student Assessment)

OECD (2017), Mathematics performance (PISA) (indicator). doi: 10.1787/04711c74-en
(Accessed on 05 March 2017) <https://data.oecd.org/pisa/mathematics-performance-pisa.htm>

²Dr Cordelia Fine Delusions of Gender , W. W. Norton & Company (2010)

³Jo Boaler Mathematical Mindset, John Wiley and Sons Ltd (2015)

⁴Dr Carol Dweck Mindset, Little, Brown Book Group (2006)

⁶Sheryl Sorby, "Educational Research in Developing 3-D Spatial Skills for Engineering Students," International Journal of Science Education, Vol. 31, No. 3, pp. 459 - 480, 2009