Annotated Bibliography


Boysen writes about unintentional bias within counseling. Boysen also explains the connection between microaggression, adverse racism, and unintentional/intentional discrimination.


Ferrantino researches diversity professionals and how well they promote diversity and equity. Additionally, he researches implicit bias and microaggressions in institutions of higher education.


Women are drastically underrepresented in STEM. Implicit bias toward women in stem have negatively affected the hiring, promotion, and retention of women in STEM. The problem is not only in the United States, but all around the world. Findings show that diversity training can positively affect the implicit associations about women in STEM.


The authors conclude that increasing the diversity in STEM and medicine will require a more complex strategy in order to retain high schoolers and college students in these fields. Increasing the diversity will increase cultural sensitivity, creativity, and innovative thinking. The authors believe that in order to make changes, the challenges faced by underrepresented minority students must first be recognized and understood.

Jolls and Sunstein write about the different types of implicit biases there are. Using the Implicit Association Test (IAT), they are able to measure different levels of implicit bias. Jolls and Sunstein discuss antidiscrimination laws and its conflict between implicit bias. A person may not realize when they are being bias; therefore, making the laws somewhat ineffective.


The underrepresentation of women, people with disabilities, minorities, and first generation college students is a major national issue. The number of underrepresented students at receiving a higher education is extremely low, especially in STEM. Dasgupta explains that underrepresented students perform well, they are more likely to assume that their performance outcome was because of luck, effort, or charm and not their actual ability or skill.


The percentage of underrepresented minority students at most predominantly white institutions (PWI) does not reflect the national demographics. Similarly, the percentage of underrepresented minority faculty at most universities does not reflect the national geographic. Minority faculty experience low representation and high turn over. A diverse faculty and student body benefits the university by bringing various types of ideas and methods.
In the passage, Xie explains the difference between how African Americans are viewed and treated as opposed to their counterparts. African Americans are more likely to receive harsher disciplinary actions in ways such as out-of-school suspensions and expulsions than white students. African Americans are also more likely to be placed into special education programs than white students. Xie’s study shows how implicit bias contributes to the overrepresentation of African Americans in terms of discipline within public education systems.