

Beliefs about Ability and Diversity in Academia

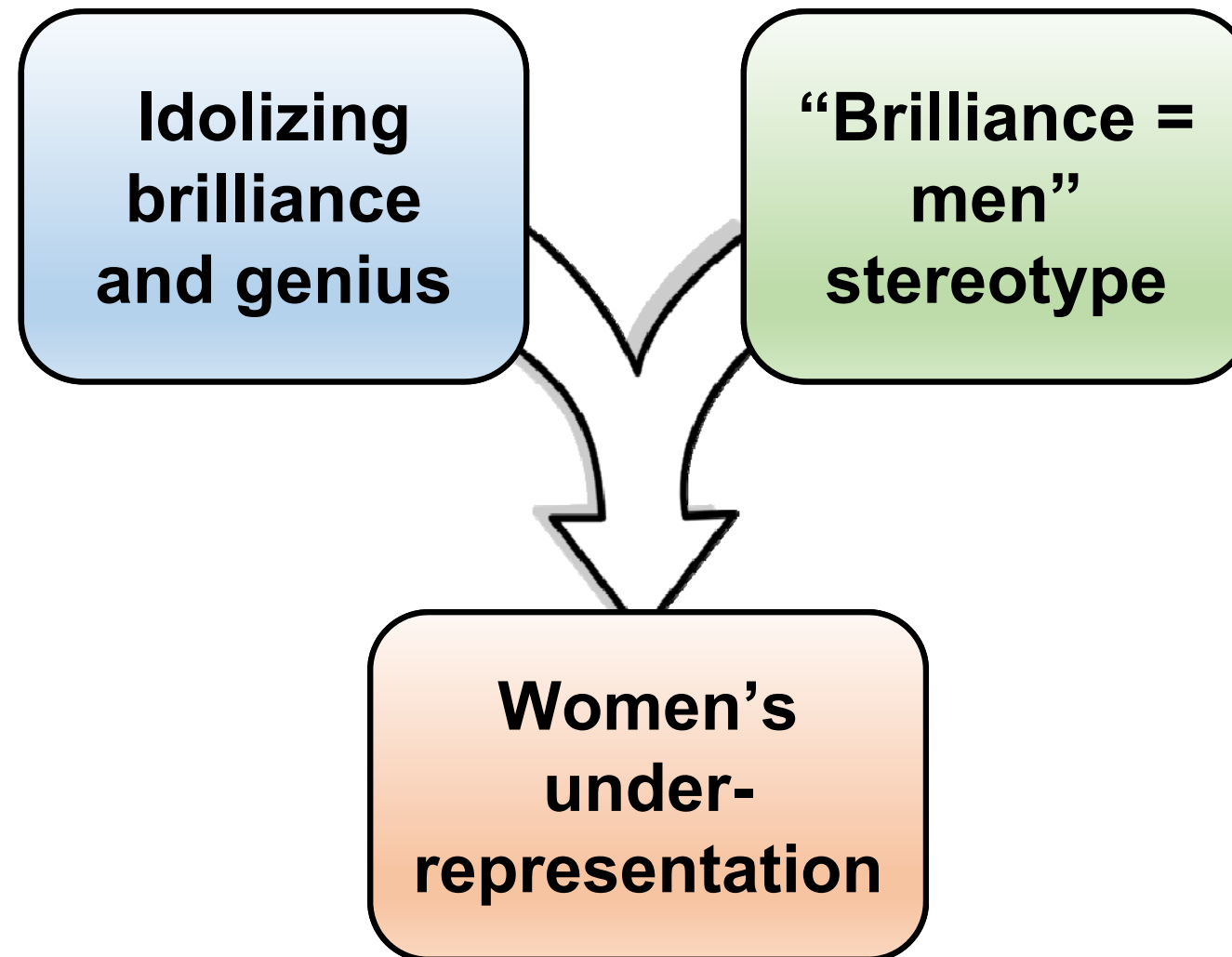
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The Field-specific Ability Beliefs (FAB) Hypothesis



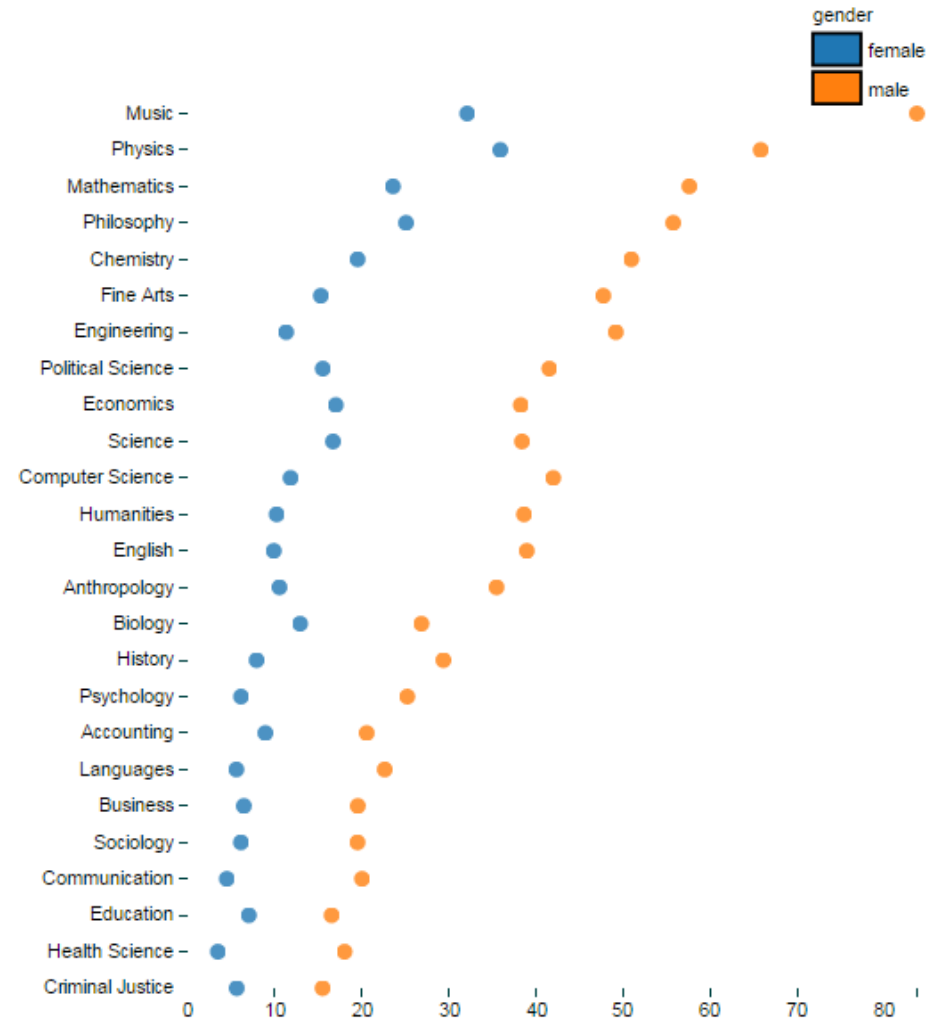
Gendered Language in Teacher Reviews

This interactive chart lets you explore the words used to describe male and female teachers in about 14 million reviews from RateMyProfessor.com.

You can enter any other word (or two-word phrase) into the box below to see how it is split across gender and discipline: the x-axis gives how many times your term is used per million words of text.

Not all words have gender splits, but a surprising number do. Even things like pronouns are used quite differently by gender.


Search term(s) (case-sensitive):
use commas to aggregate multiple terms



<http://benschmidt.org/profGender/>

Social Psychological & Personality Science

Light Bulbs or Seeds? How Metaphors for Ideas Influence Judgments About Genius

Kristen C. Elmore¹

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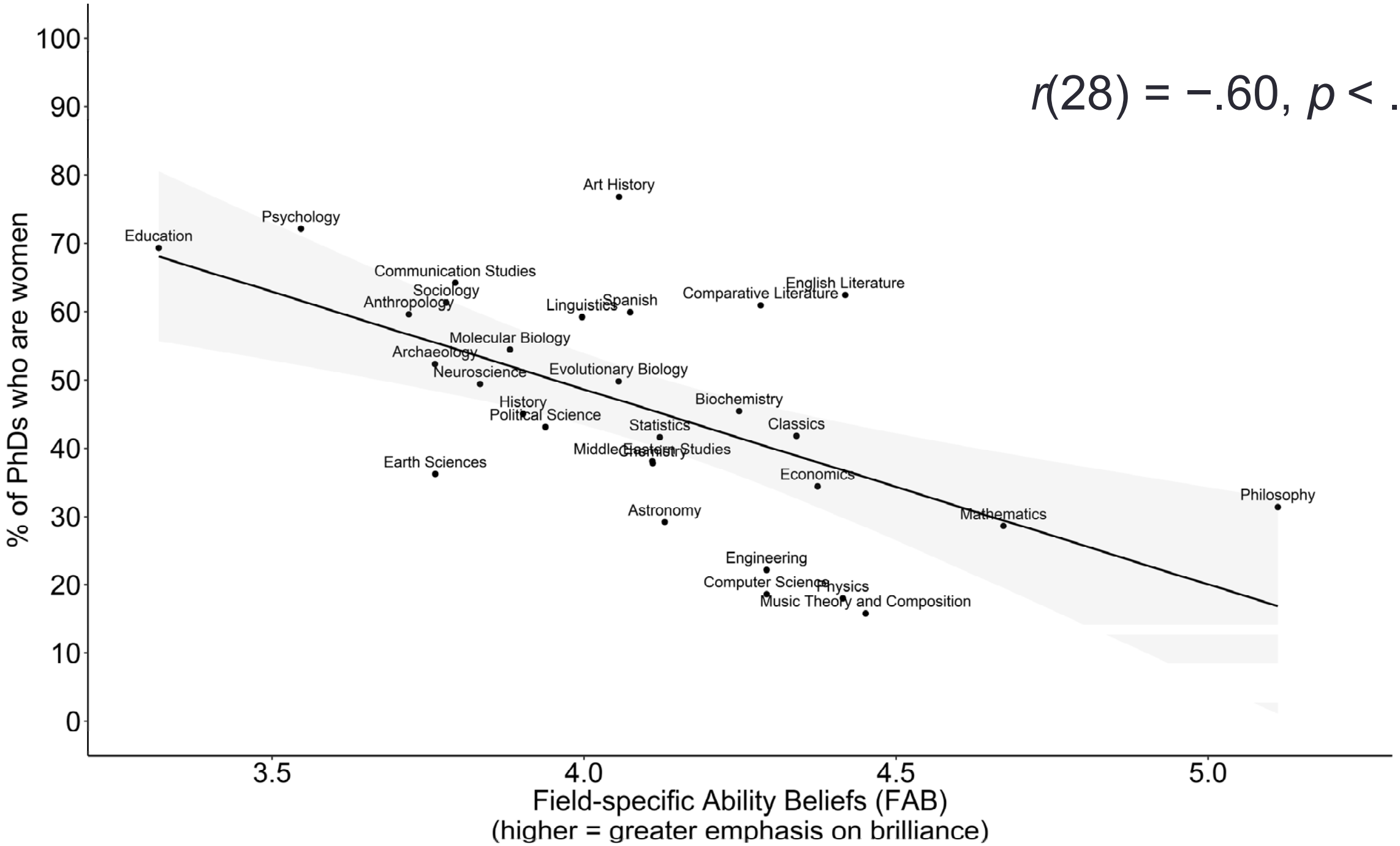
Kristen Elmore, Cornell University, Bronfenbrenner Center for Translational Research, Beebe Hall, 110 Plantations Rd., Ithaca, NY 14853, USA. Email: kce28@cornell.edu

MEN

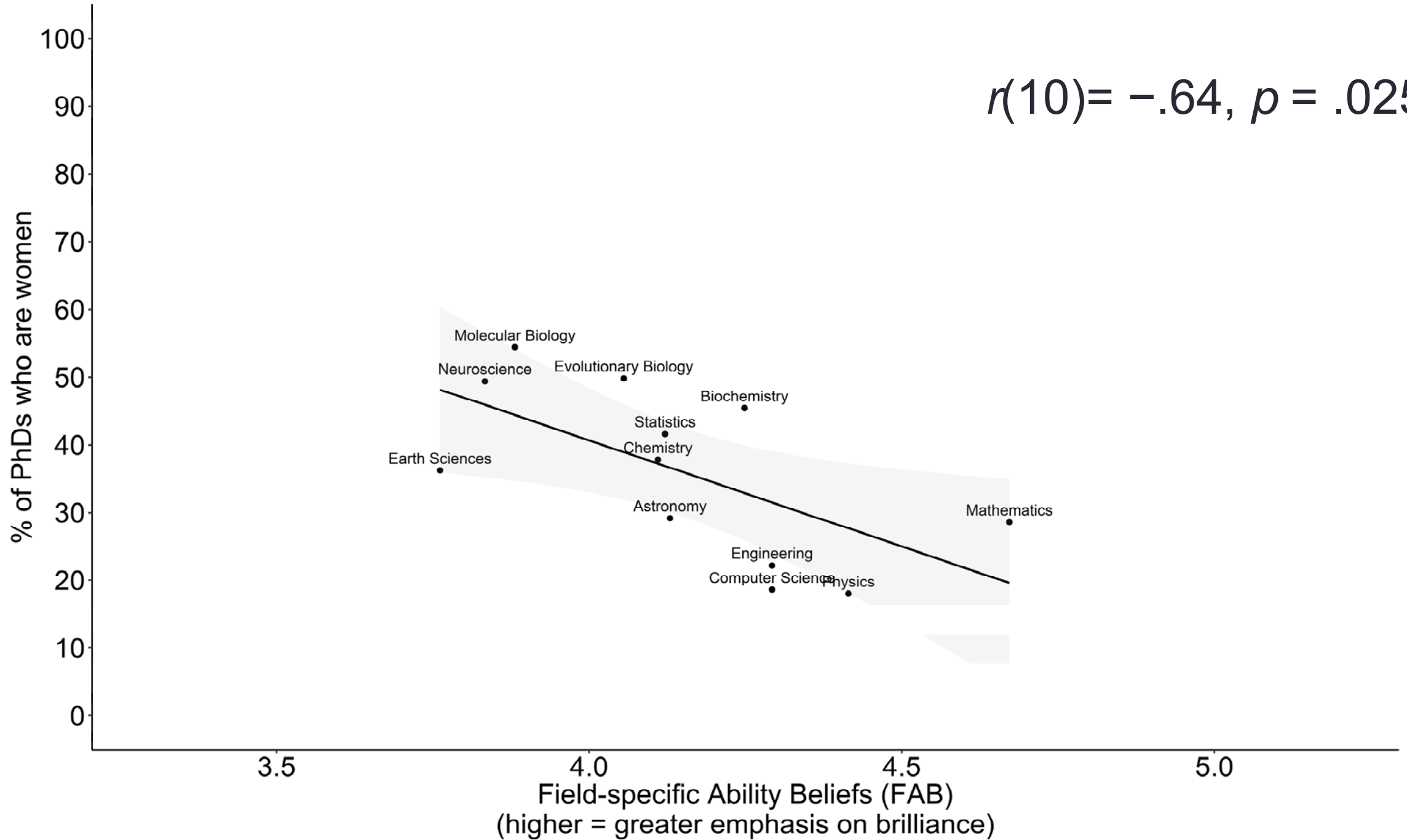


WOMEN

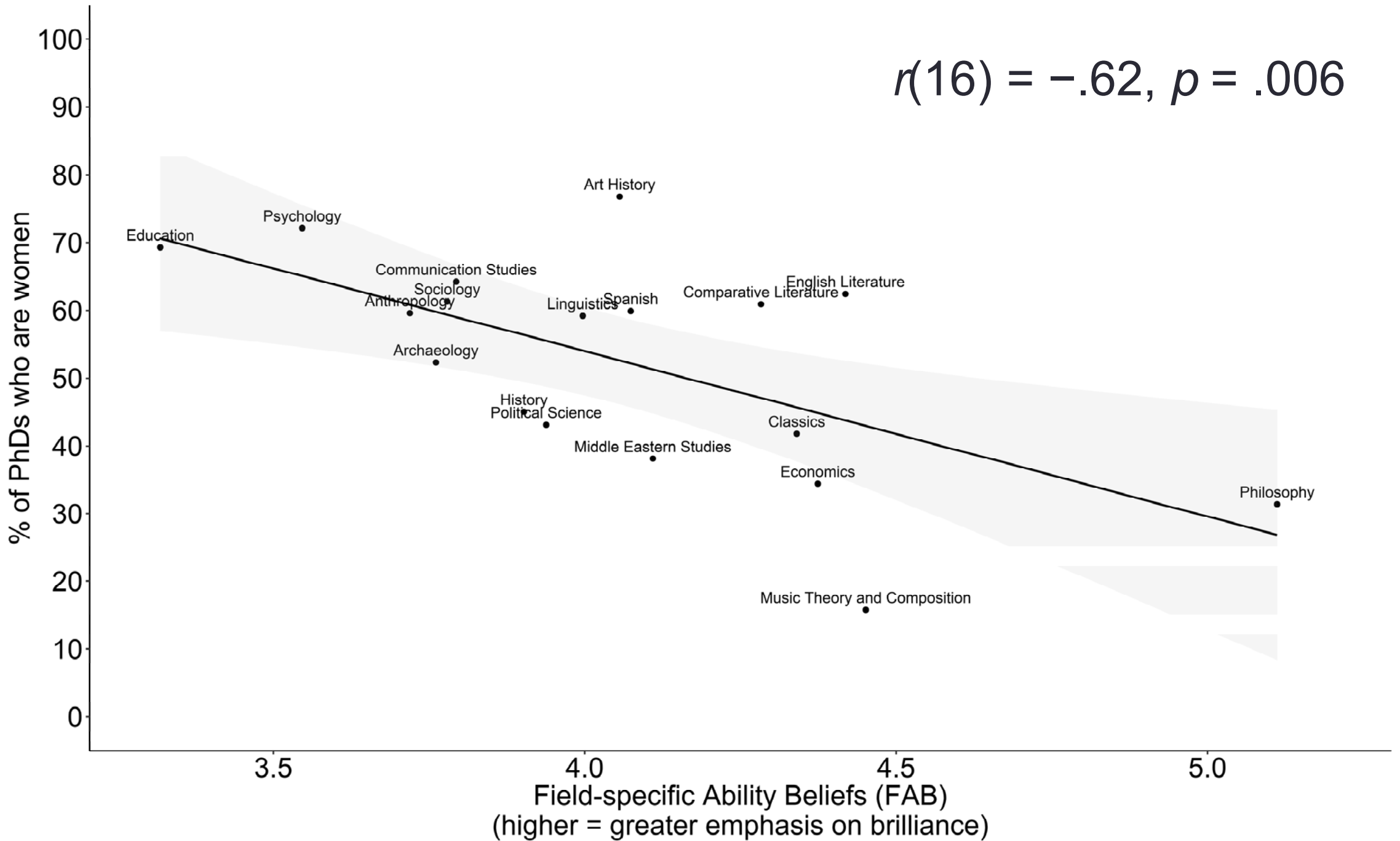
All Disciplines



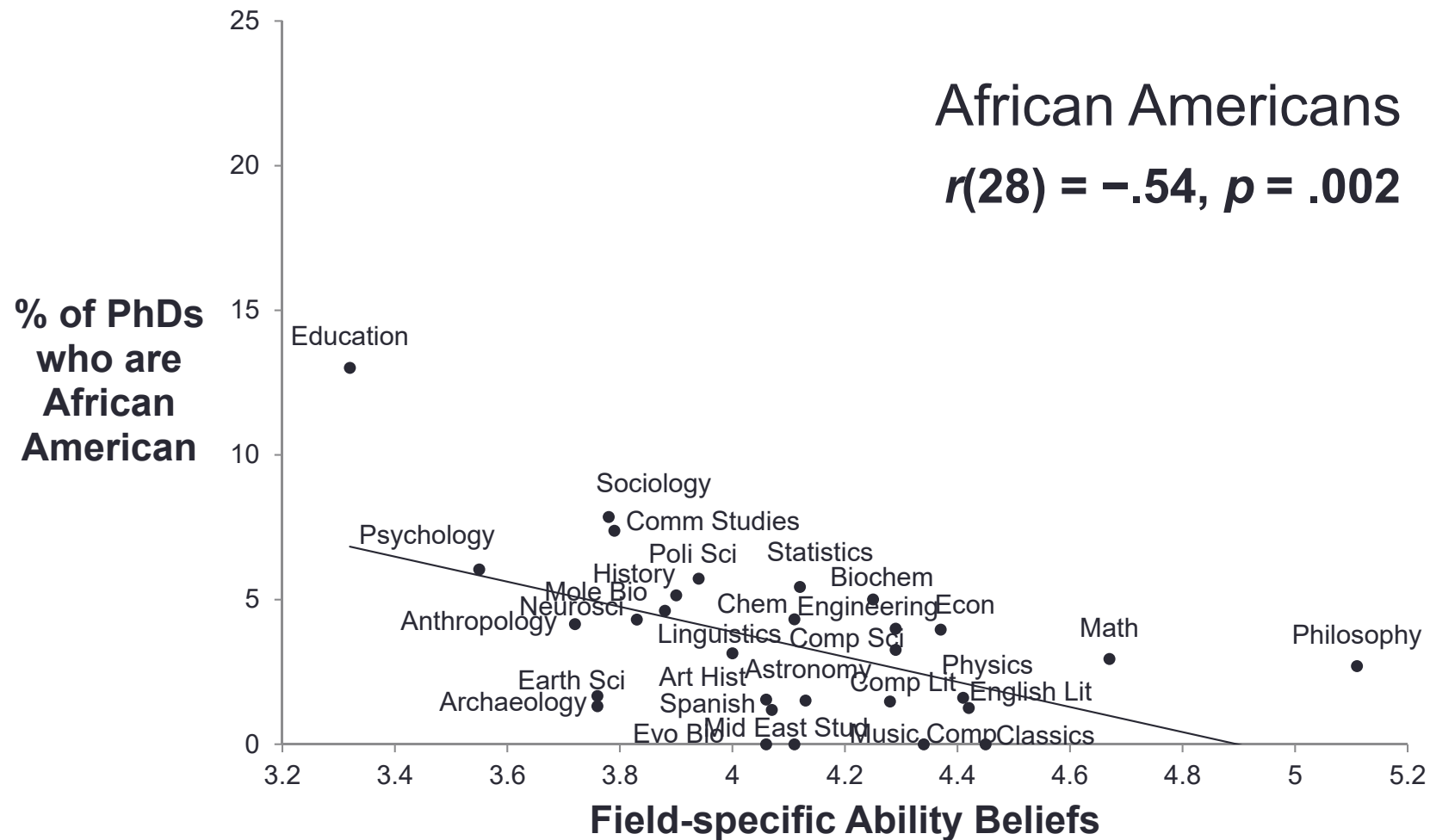
STEM



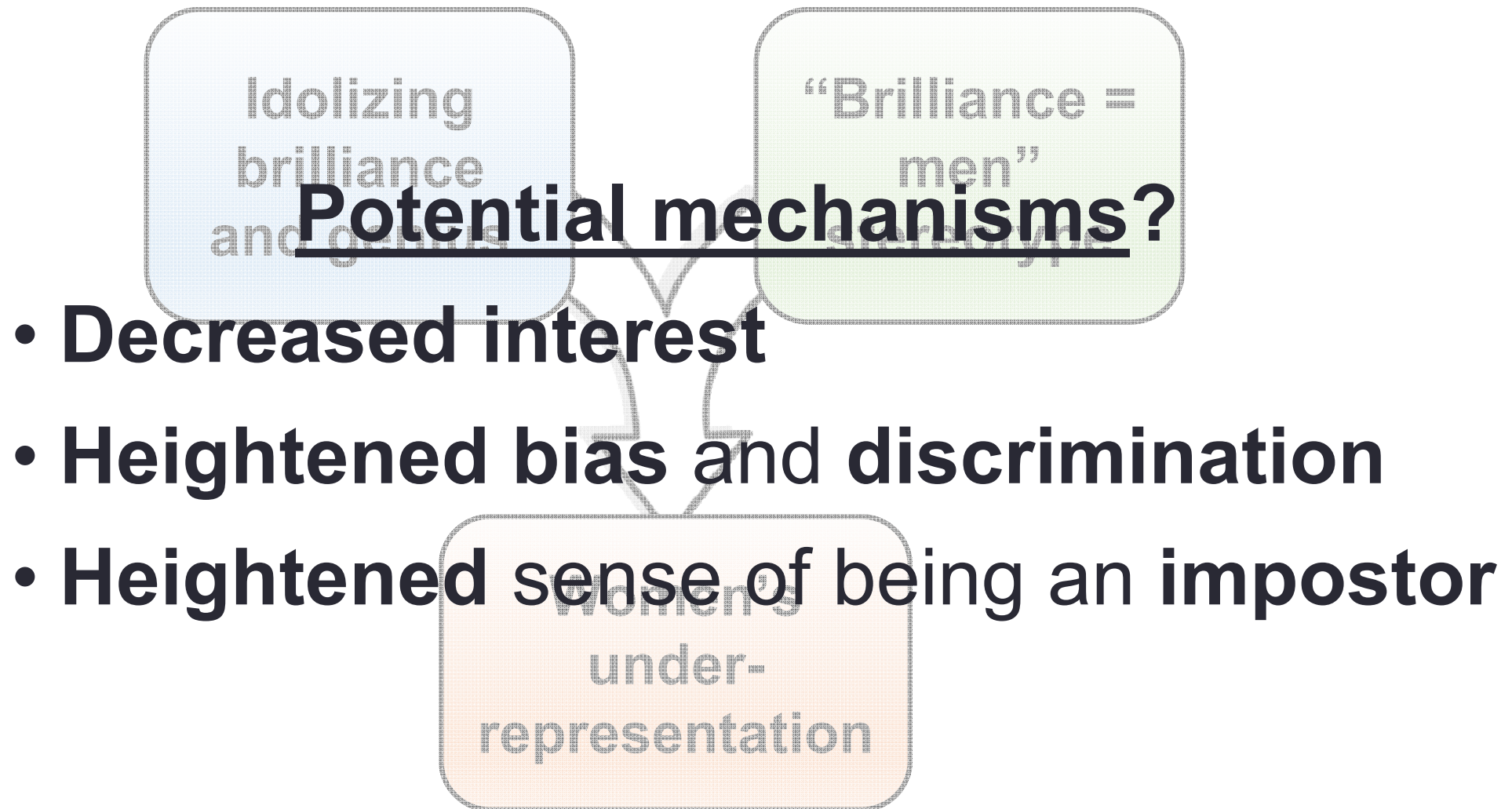
Social Sciences & Humanities



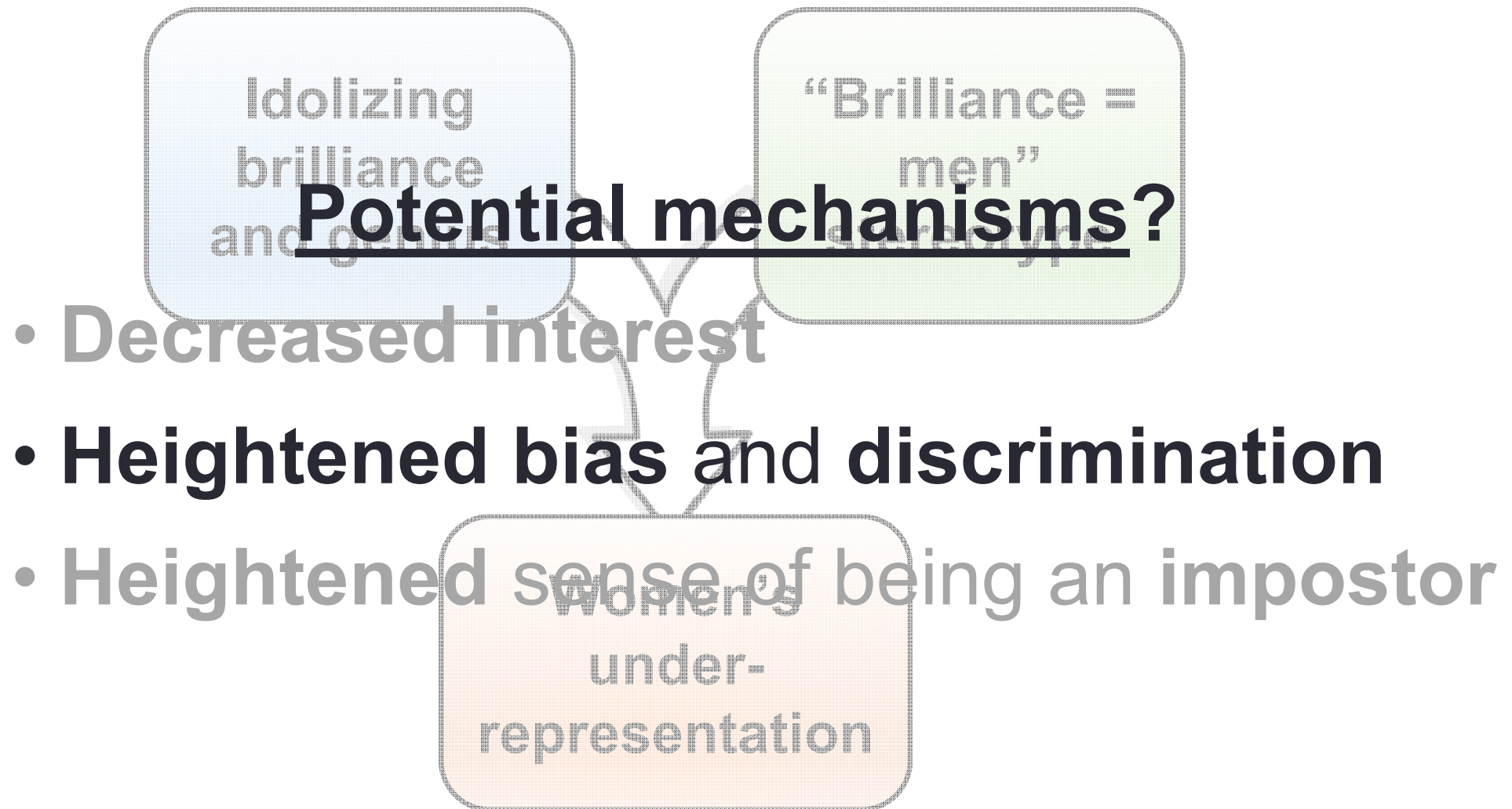
FABs also predict African American representation



The Field-specific Ability Beliefs (FAB) Hypothesis



The Field-specific Ability Beliefs (FAB) Hypothesis



Who would you refer for this job?



Lin Bian

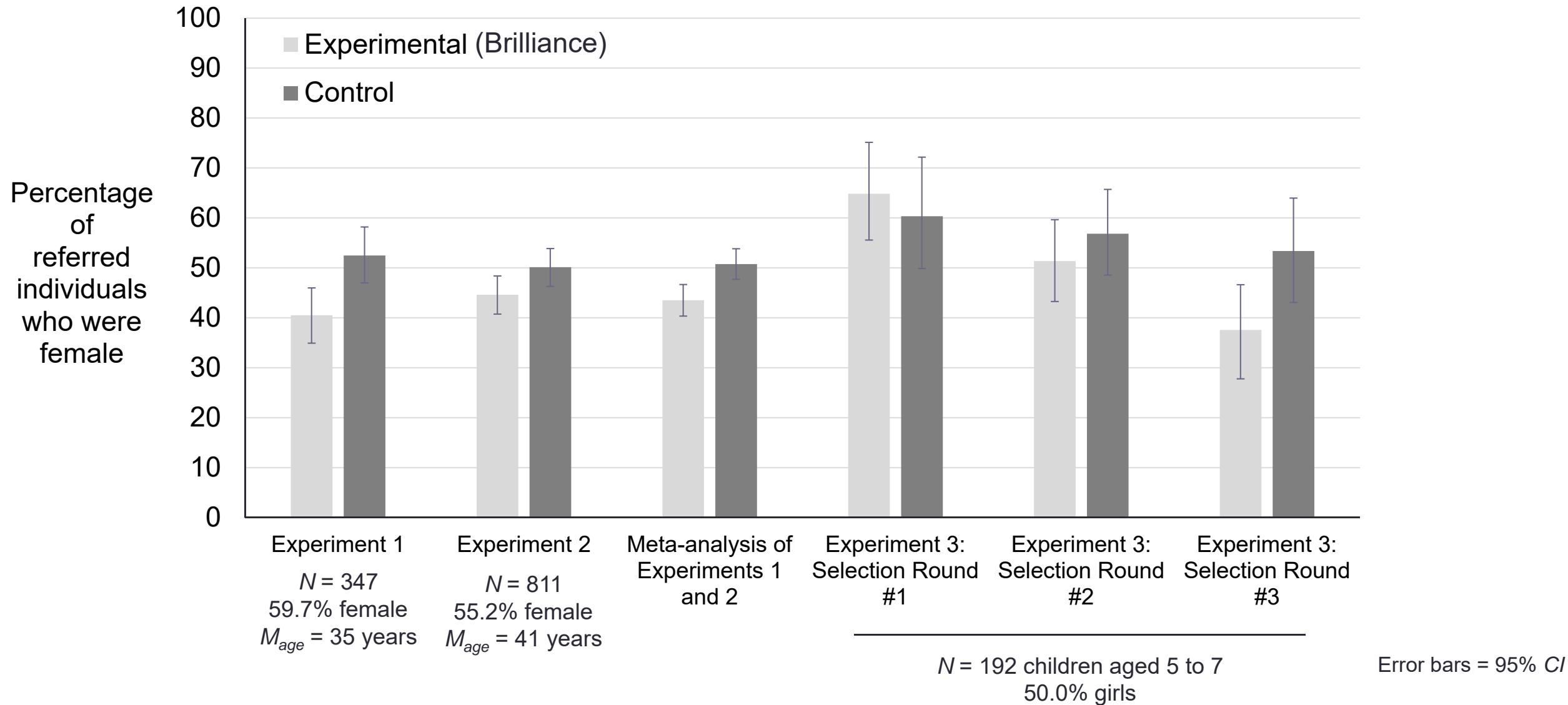
- Experimental condition:

Looking for: “high IQ,” “superior reasoning skills,” “natural intelligence,” “inborn smarts”

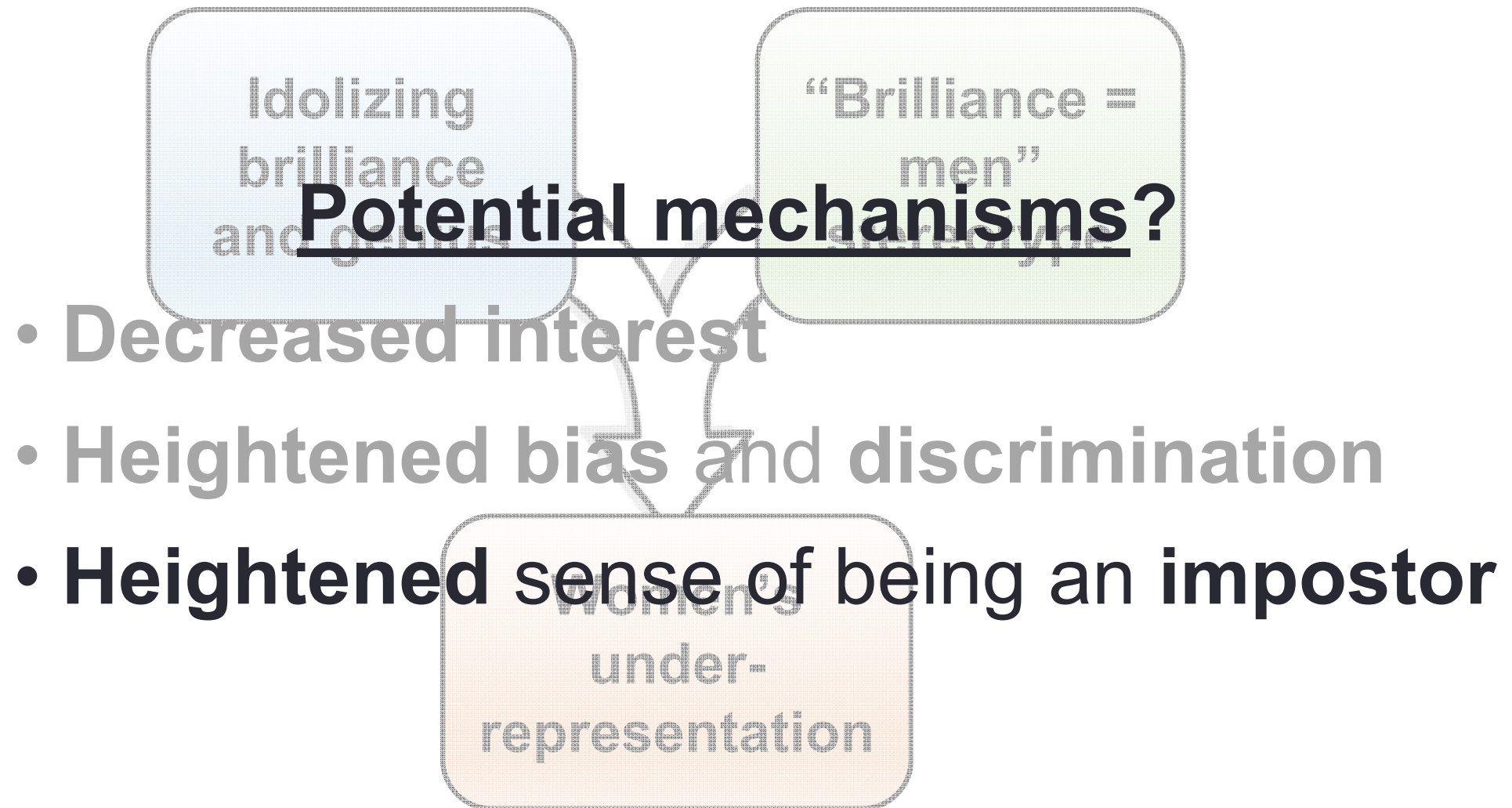
- Control condition:

Looking for: “highly motivated,” “outstanding work ethic,” “superior commitment,” “continual passion”

Who would you refer for this job?



The Field-specific Ability Beliefs (FAB) Hypothesis



Potential Mechanisms

- Heightened sense of being an **impostor**
(e.g., Clance, 1985)

“I’m afraid people important to me may find out that I’m not as capable as they think I am”

“When I’ve succeeded at something and received recognition for my accomplishments, I have doubts that I can keep repeating that success”

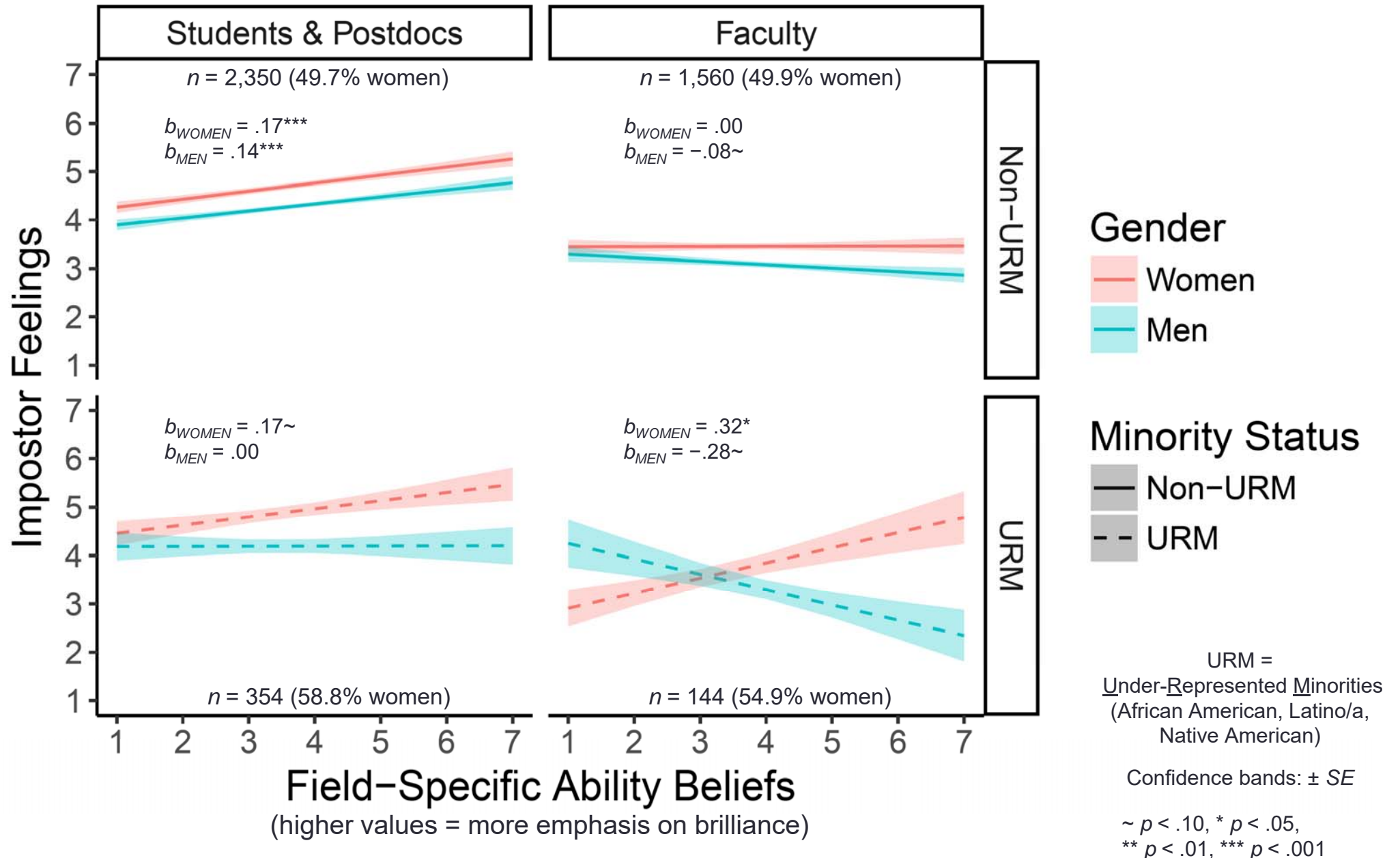
Melis
Muradoglu



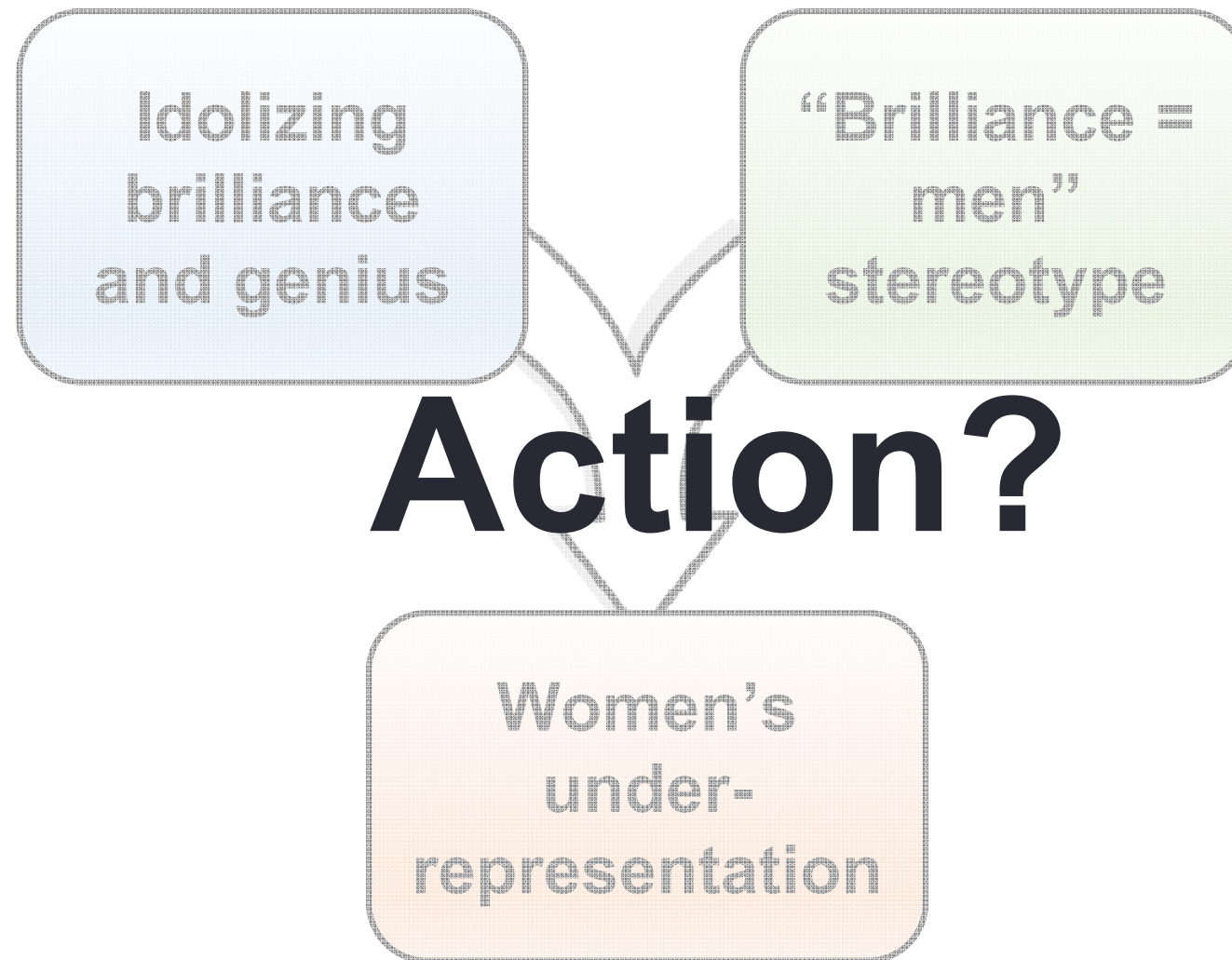
Sense of Being an Impostor

Participants:
4408 graduate students, postdocs, and faculty at 9 R1 universities in the US

Measures:
1) FAB scale
2) Impostor scale



The Field-specific Ability Beliefs (FAB) Hypothesis



What can we do?

- Change the messages that are sent to students about what is required for success to
 - deemphasize “brilliance,” “genius,” and “giftedness”
 - reinforce the importance of dedication and hard work, and the vast scope there is for improvement

Collaborators:



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Thank you!

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