

Make Excellence Belong

100 Statements on Inclusion, Diversity, Equity, Accountability, & Belonging
IDEA & Belonging Playing Cards

E.J. Bahng, Jamal Johnson, Yekaterina Taykalo, & John Hauptman



Jordan Weber

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by

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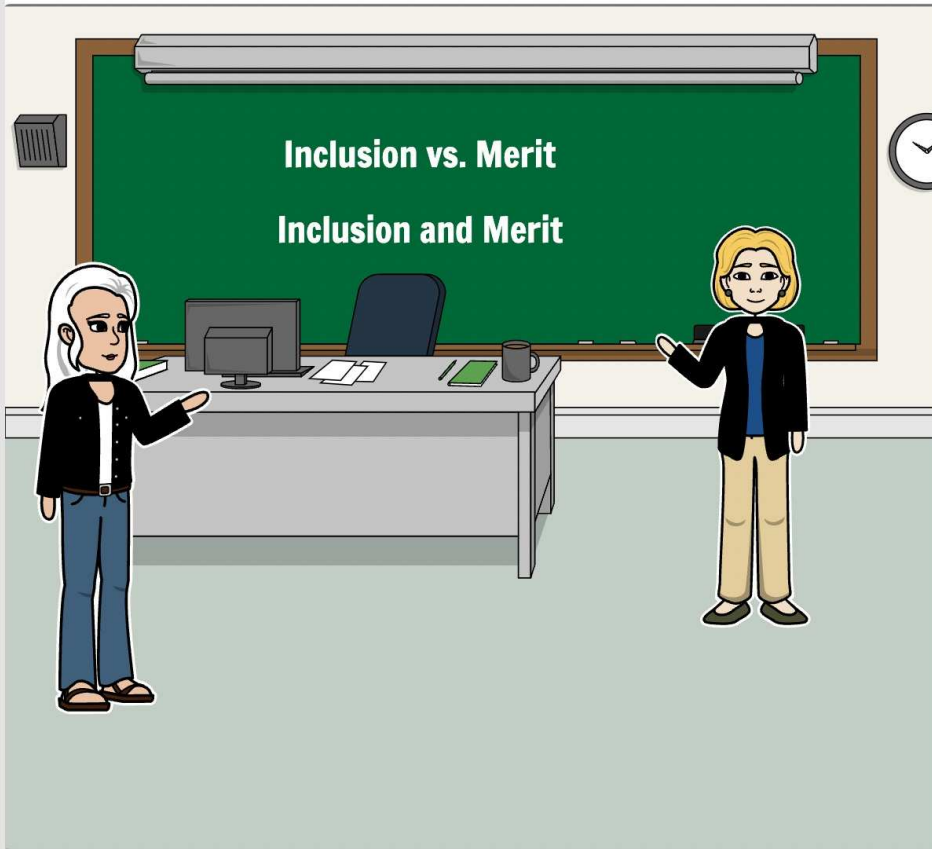
Cover "Welcome Image: Appreciation Moments" by Jordan Weber

Dedication

To the Iowa State University (ISU) undergraduate and graduate students, faculty and staff members, and former ISU President Dr. Gregory L. Geoffroy who developed and advocated the ISU Six Principles of Community. They are the following: Respect, Purpose, Cooperation, Richness of Diversity, Freedom from Discrimination, & Honest and Respectful Expression of Ideas.

These principles have taken root as their legacy.

IDEA-Belonging # 1



There is an important and unrecognized role for flawed, error-prone cognitive processes in the many evaluations, or judgments of merit that are at the center of our academic institutions.

IDEA-Belonging # 2



And these processes are indeed flawed in systematic ways.

IDEA-Belonging # 3



Our institutions are not strict meritocracies.

IDEA-Belonging # 4



It is imperative to articulate these individual psychological processes and their impact.

IDEA-Belonging # 5



Hiring Manager



Overqualified



Underqualified



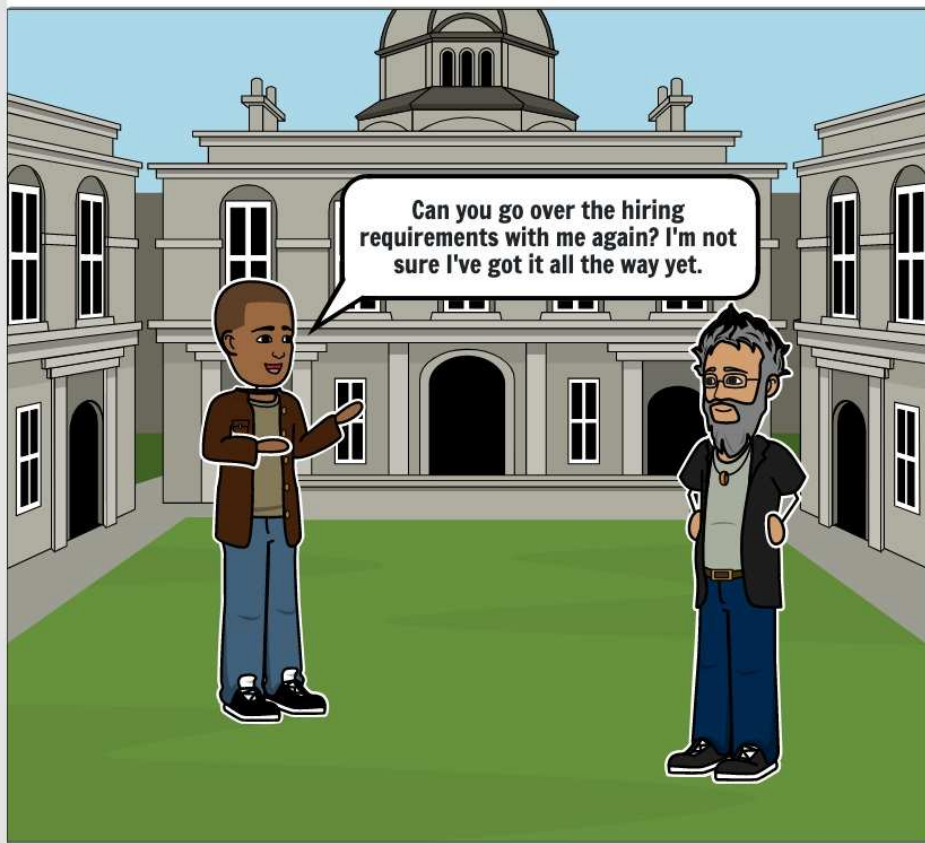
Overqualified



Underqualified

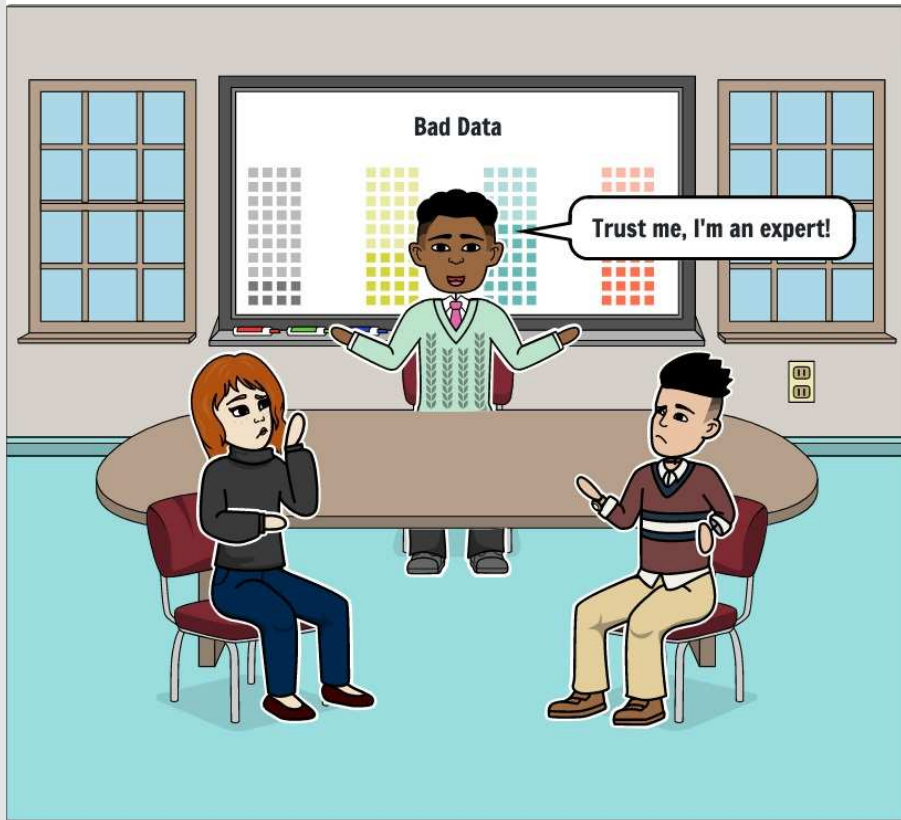
Flawed individual judgments are at the core of college and university processes of hiring and promotion of faculty. Flawed individual judgements (FIJs)→ Reward systems at IHEs. FIJs & institutional processes both operate and they reinforce each other.

IDEA-Belonging # 6



New faculty feel less certain than senior faculty about which job candidates meet “our standards.”

IDEA-Belonging # 7



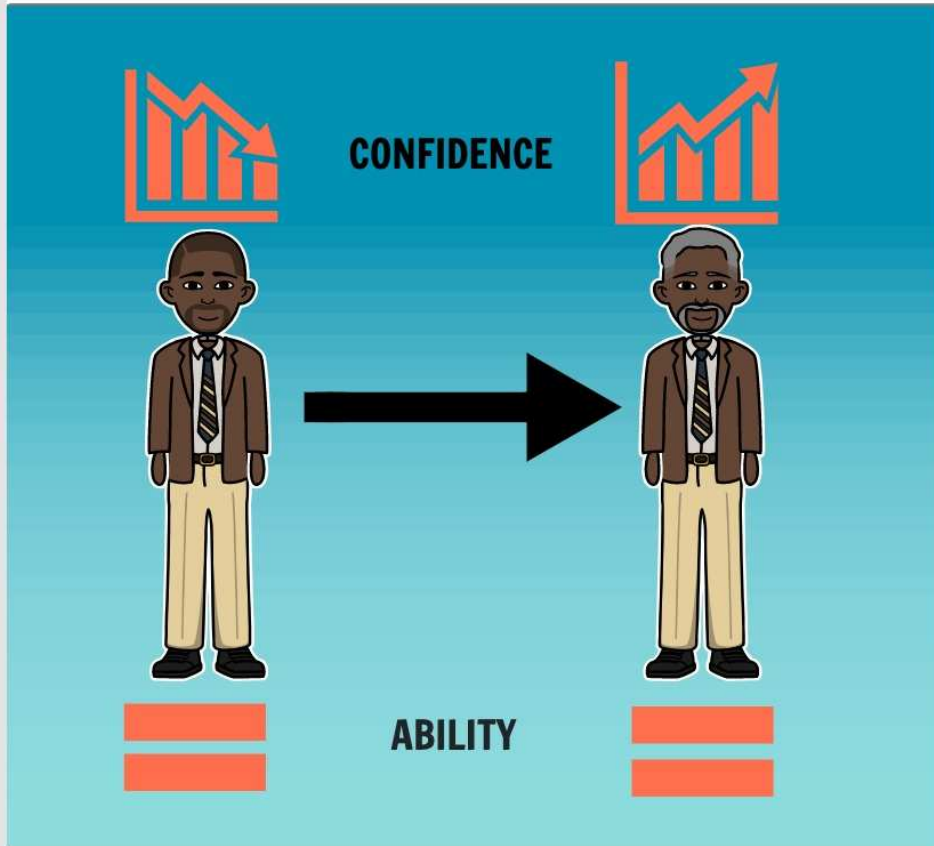
Experts are very confident of their opinions but that expert intuition is not always reliable.

IDEA-Belonging # 8



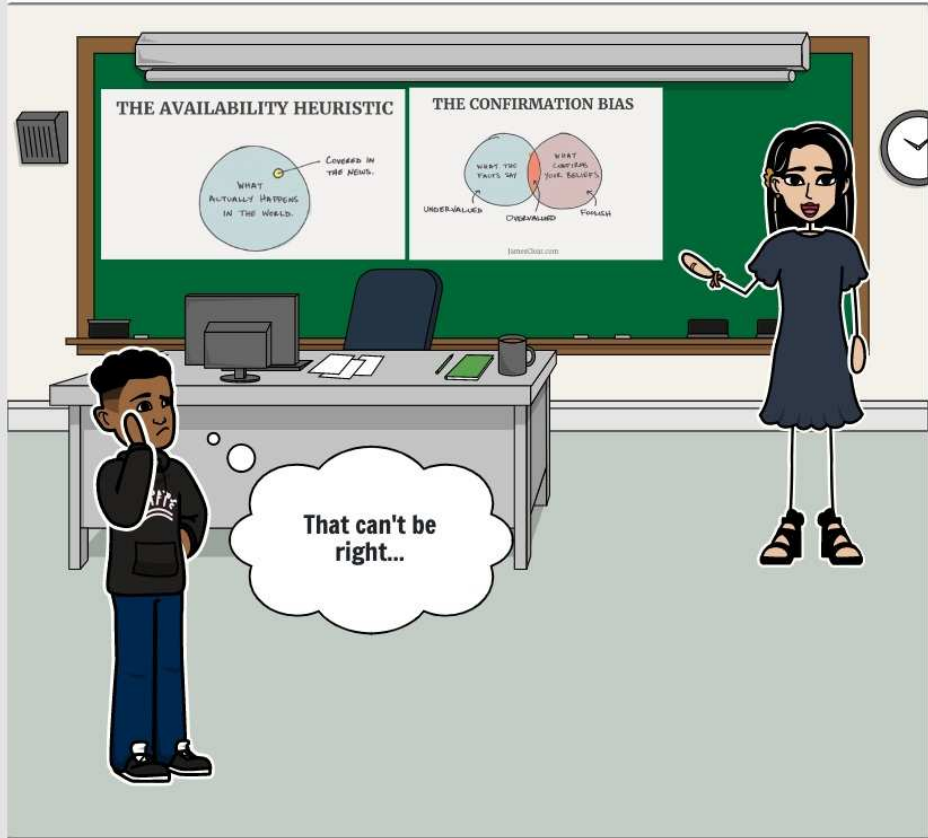
We are to evaluate a job candidate's long-term success and actual long-term outcomes.

IDEA-Belonging # 9



Our confidence is unrelated to our accuracy (e.g., a faculty member's subjective confidence grows over the course of a career).

IDEA-Belonging # 10



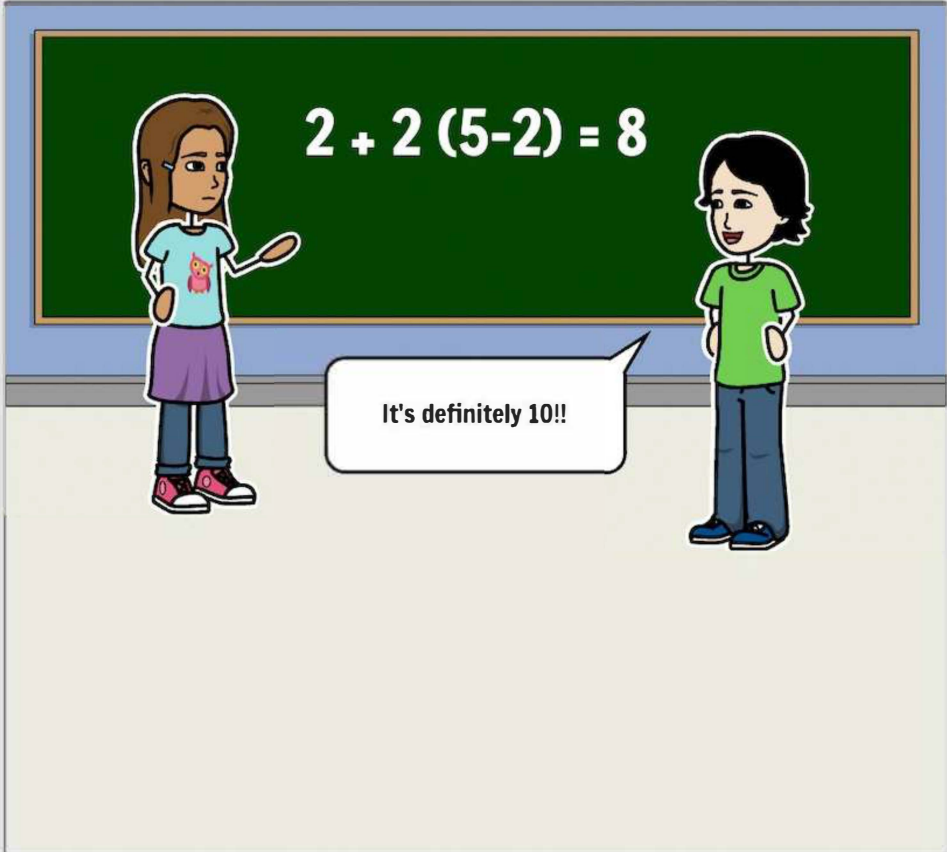
All human beings, including academic faculty and administrators, are prone to some common kinds of errors in making judgments.

IDEA-Belonging # 11



Our extensive academic training and experience build our confidence and make it very unlikely that we will worry about those potential errors or take steps to overcome the well-known but faulty conclusions we are prone to drawing.

IDEA-Belonging # 12



We are often confident when we are wrong, and an objective observer is more likely to detect our errors than we are.

IDEA-Belonging # 13



We are making judgments under conditions of uncertainty.

IDEA-Belonging # 14



We are to make lots of different kinds of rapid decisions based on the evidence at hand.

IDEA-Belonging # 15

Community College



'What is wrong with him?'

Private Institution



'What does he do well?'

Experience-based decision-making strategies (e.g., heuristics, representativeness, availability, and anchoring and adjustment) can be both useful and dangerous. They can lead to seriously biased outcomes that contribute to a highly stratified status quo that is experienced as natural and as reflecting some kind of underlying true merit.

IDEA-Belonging # 16



We tend to use poor evidence simply because we have it. We rely on evidence that is not particularly good when hiring faculty—evidence that reflects institutional structures that are highly stratified, segregated, and the result of differential access.

IDEA-Belonging # 17



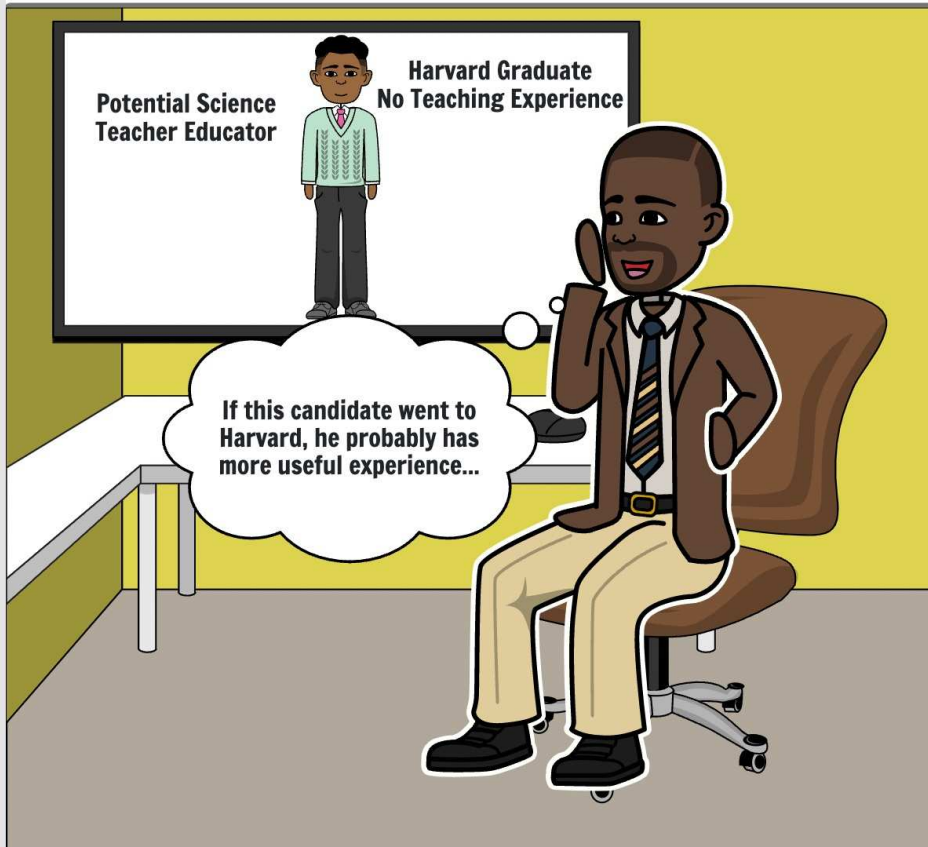
We rely heavily on “representativeness” or the degree to which a person appears to us to be similar to existing members of the relevant category (e.g., friends, successful faculty).

IDEA-Belonging # 18



Similarity (e.g., shared characteristics) is not a particularly good predictor of merit, even though people heavily rely on it.

IDEA-Belonging # 19



A particular institutional criterion (based on a single current indicator): Getting degrees or having worked at top-50 institutions may be reasonable evidence that they are likely to be successful in my department, but it is not good evidence that they will be more successful than people who have different training. This criterion may be a function of differential access and stratification process among other irrelevant factors.

IDEA-Belonging # 20

Prestige

- Has been published in good journals
- Credited on Important research
- Held in high regard



Actual Content

- What does the publication say?
- How is the research helpful?
- Why was she given her praise?



We have a tendency to rely on redundant pieces of evidence (several good publications, prestigious journal acceptance, person's advisor) rather than pieces of evidence from independent domains (e.g., good publication, impressive service, reports of good teaching), which produce higher quality predictions.

IDEA-Belonging # 21

Respected Journal	Pros: <ul style="list-style-type: none">• Know what to expect• Properly Peer Reviewed• Well Funded
	Cons: <ul style="list-style-type: none">• Predominantly Monocultural• Possible Echo Chamber• Difficult to get published in• Takes few risks
New, 'Experimental' Journal	Pros: <ul style="list-style-type: none">• New, interesting perspectives• Outside Perspectives• Experimental Ideas
	Cons: <ul style="list-style-type: none">• Less funding• Not well known• Some experts may not accept the findings

If we only assess the journal in terms of its “merit” (i.e., its quality), we may fail to notice that it has different standards for different areas of research. (e.g., newly emerging fields in which women and racial-ethnic minority scholars may be interested).

IDEA-Belonging # 22



Seeing some similarity between someone's current performance on a particular indicator and the outcome desired in the future is actually not a solid basis for prediction of future outcomes, but sometimes it feels like it is to us.

IDEA-Belonging # 23



We tend to know people “like us” even within our fields, a phenomenon sometimes called “homophily.” Availability of exemplars might differentially operate on our selection of faculty colleagues (even the differential distribution of scholars with particular backgrounds in various disciplines, as well as the highly differentiated nature of our social networks).

IDEA-Belonging # 24

FALL SEMESTER 2021 ENROLLMENT

College of Human Sciences	Total	Male	Female	Multicultural*							Resident	Non-resident	International
				1	2	3	4	5	6	7			
Apparel, Events, and Hospitality Management	108	32	76	1	8	7		5	1		14	62	32
Education	217	57	160	1	15	4	1	14	8		158	39	20
Family and Consumer Sciences	57	19	38		6	2		2	2		22	34	1
Food Science and Human Nutrition (H SGT)	44	7	37		2	5		2	1		23	18	3
Human Development and Family Studies	55	5	50		6	2		1	1		26	14	15
Kinesiology	45	19	26					6			25	11	9
Total	526	139	387	2	37	20	1	30	13		268	178	80

*Includes U.S. Citizens, Immigrants, Refugees, and Asylees only.

1 = American Indian or Alaskan Native

2 = Black

4 = Asian

5 = Native Hawaiian or Pacific Islander

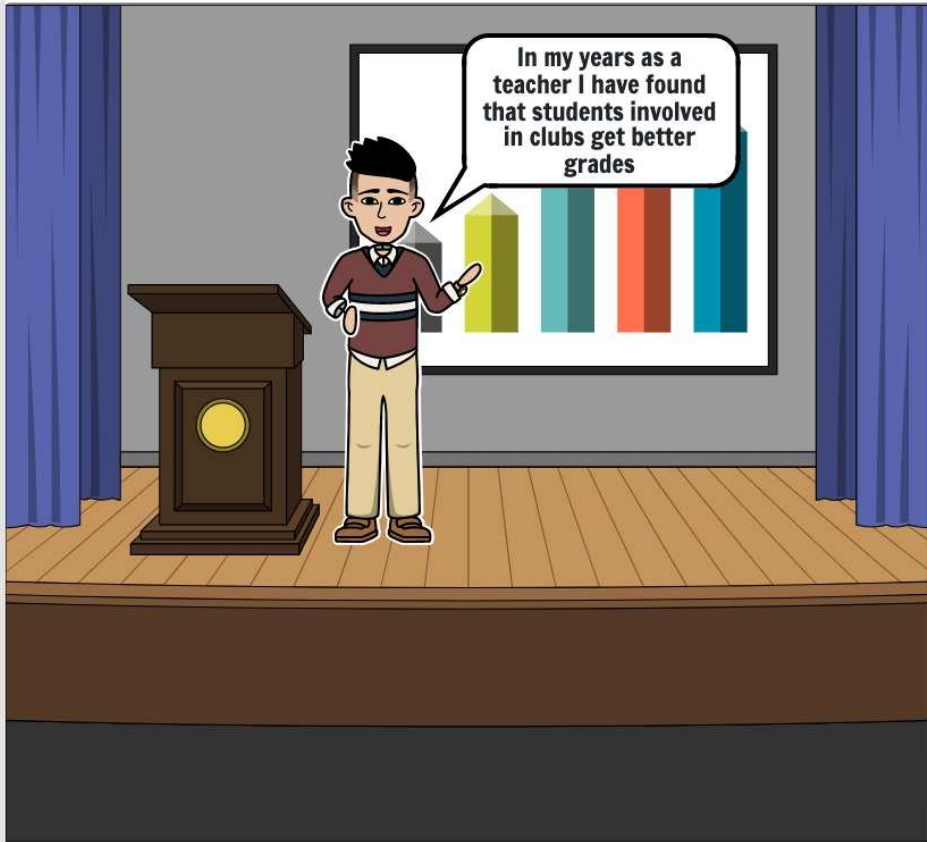
6 = Hispanic/Latino of any race

7 = Two or more races



People estimate familiar groups to have larger influence and competence than unfamiliar groups, regardless of the specific evidence they are given (e.g., familiarity, an example of availability).

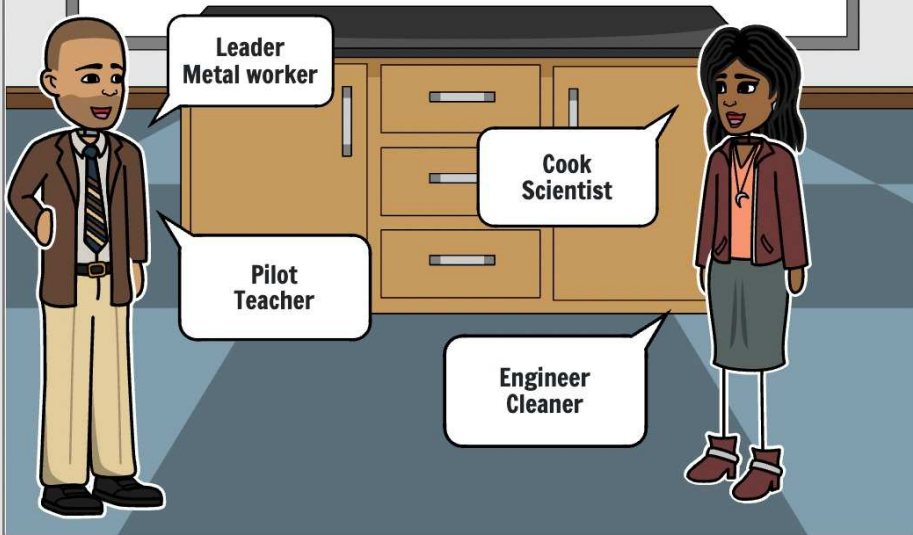
IDEA-Belonging # 25



We generalize from our own experience (familiarity) to the actual world.

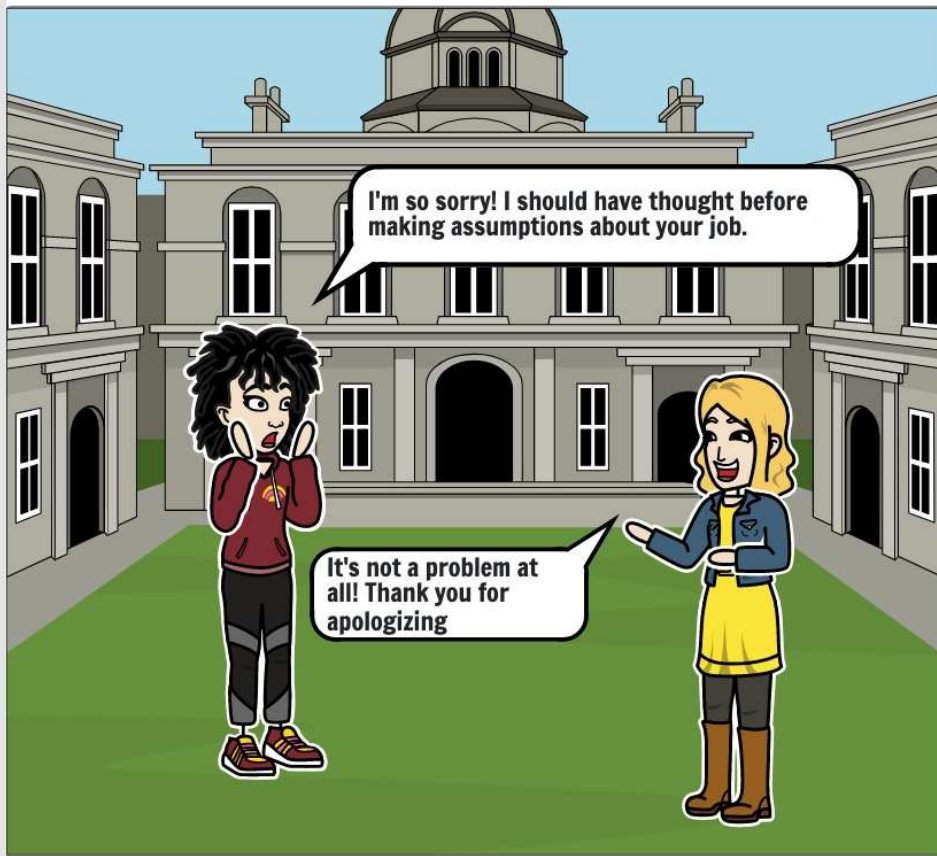
IDEA-Belonging # 26

- **Implicit Association Test (IAT)**
- **Blind spot**
- **Mindbugs slant how we see, remember, reason, and judge.**
- **Visual mindbugs**
- **Memory mindbugs**
- **Availability Anchoring (Two famous mindbugs)**
- **Social Mindbugs**



We are particularly vulnerable to errors of judgment based on illusory correlation, Implicit Association Bias (measured by IAT), fast judgments or non-deliberative judgments.

IDEA-Belonging # 27



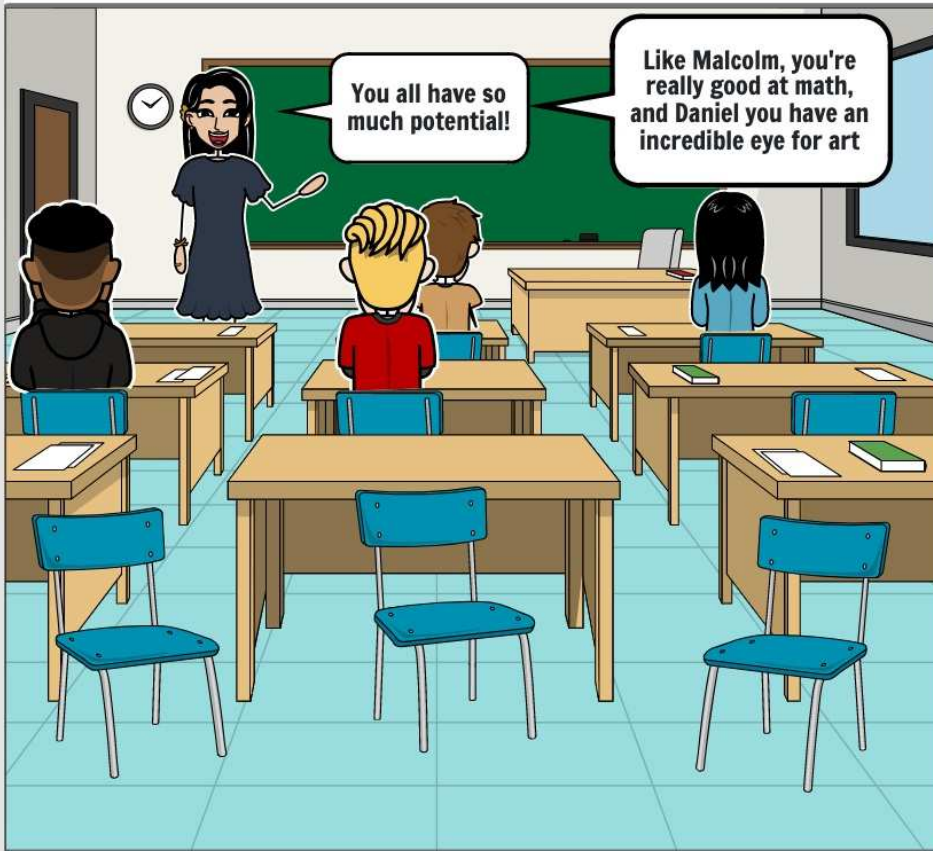
Errors of judgment are common.

IDEA-Belonging # 28



Our judgments of individuals are saturated with our expectations about groups, our own past experience, and the status quo.

IDEA-Belonging # 29



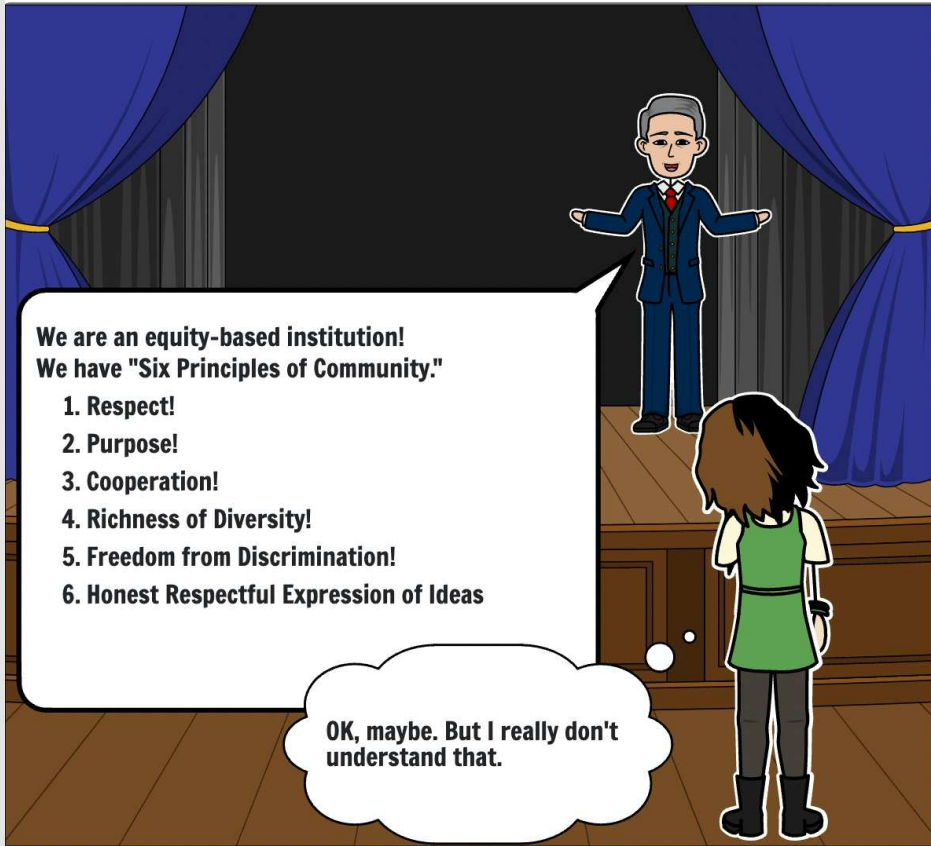
Anyone with merit could succeed.

IDEA-Belonging # 30



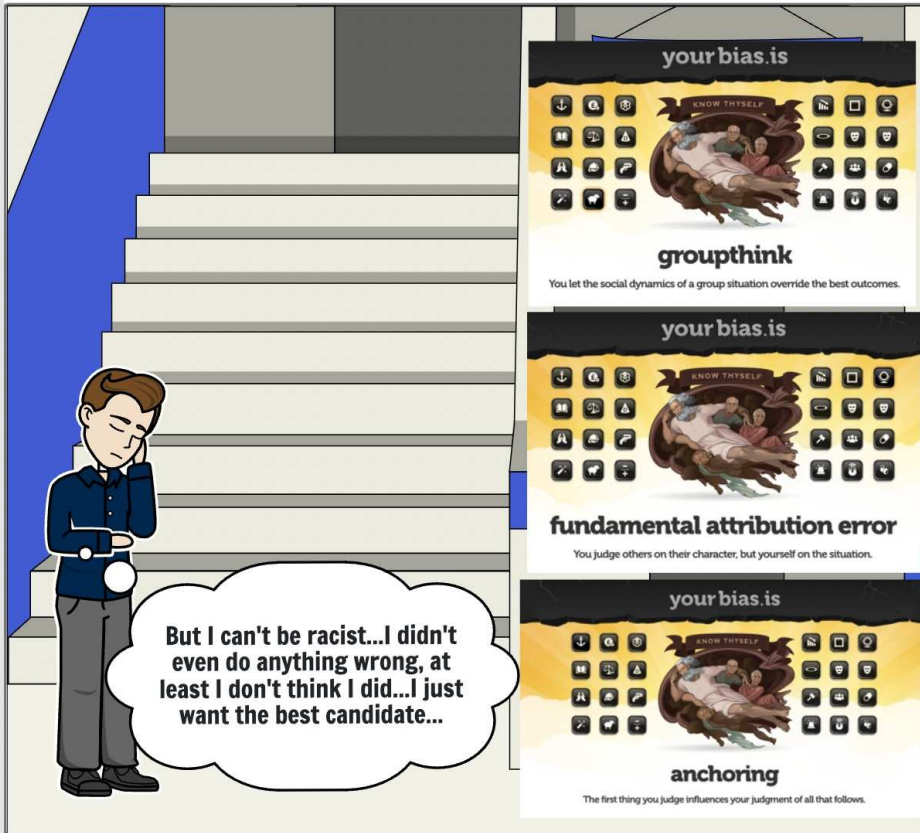
Homophily, preferences for similarity, is ubiquitous, the consequences of some forms of homophily are pernicious (e.g., segregation).

IDEA-Belonging # 31



People's egalitarian goals, and their beliefs that they are egalitarian, can lead them to make non-egalitarian choices without realizing they are doing so.

IDEA-Belonging # 32



your bias.is

groupthink
You let the social dynamics of a group situation override the best outcomes.

your bias.is

fundamental attribution error
You judge others on their character, but yourself on the situation.

your bias.is

anchoring
The first thing you judge influences your judgment of all that follows.

But I can't be racist...I didn't even do anything wrong, at least I don't think I did...I just want the best candidate...

It is difficult for people to be aware of all the ways in which their behavior reflects their unconscious beliefs and attitudes.

IDEA-Belonging # 33



Our intentions, and genuine egalitarian principles, are not enough to guide our behavior. The combination of small preferences for people like us (homophily) and trust in our good intentions yields behavior that isolates or marginalizes people who are not like us and impedes our capacity to create institutions that are diverse and inclusive.

IDEA-Belonging # 34



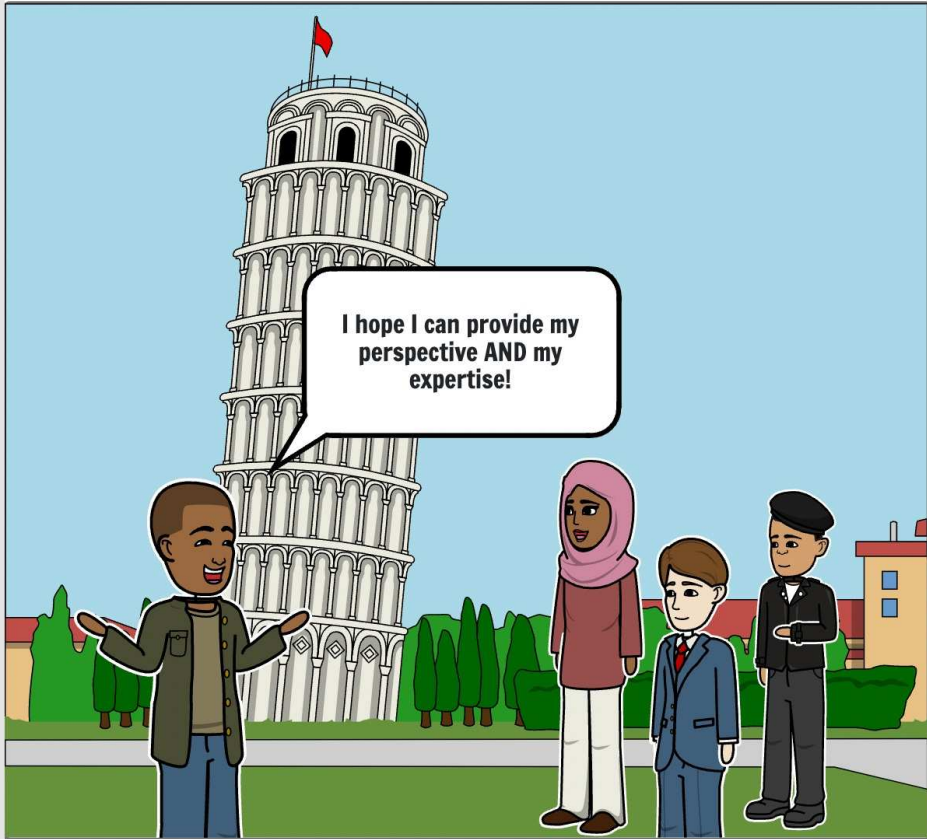
Excellence is uniformly distributed across different groups.

IDEA-Belonging # 35



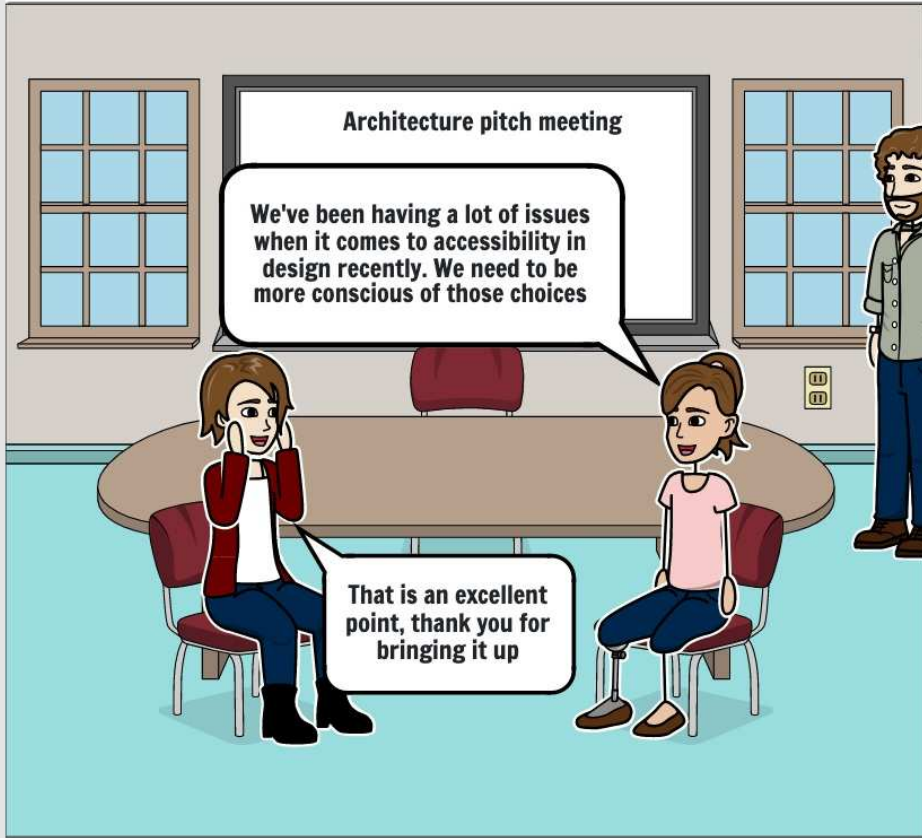
Leaders are responsible for diversity.

IDEA-Belonging # 36



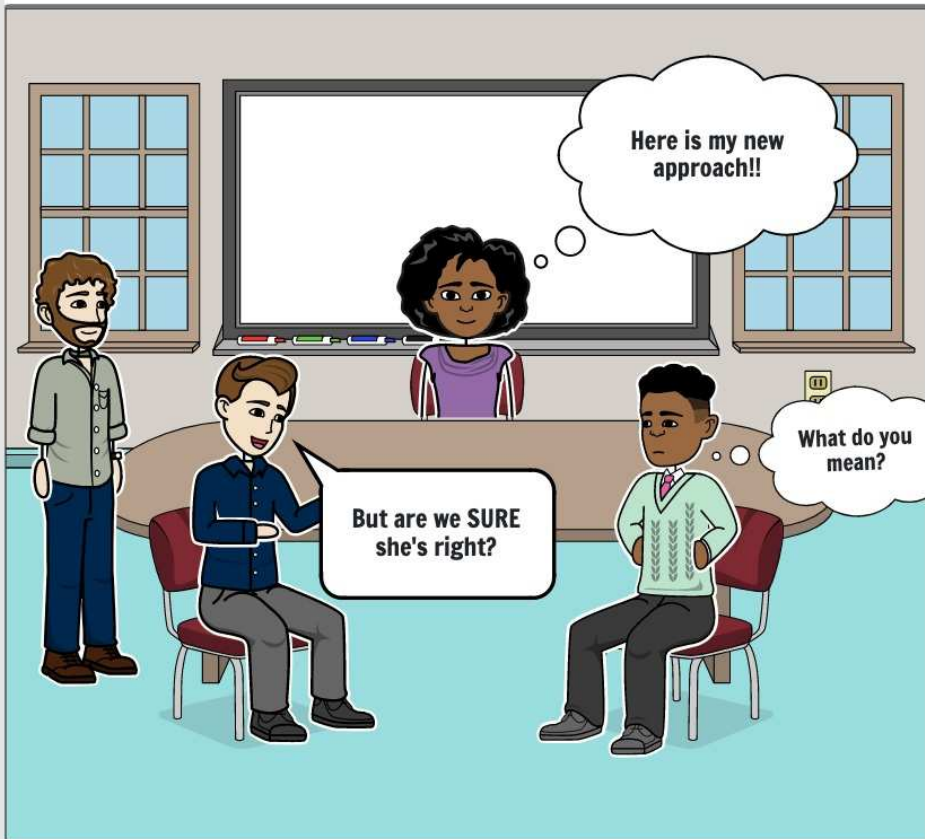
Diversity increases positive outcomes, but only if everyone in the group can contribute his or her best.

IDEA-Belonging # 37



A diverse group increases the likelihood of a range of solutions and the acceptance of innovations is more likely among a diverse group of people.

IDEA-Belonging # 38



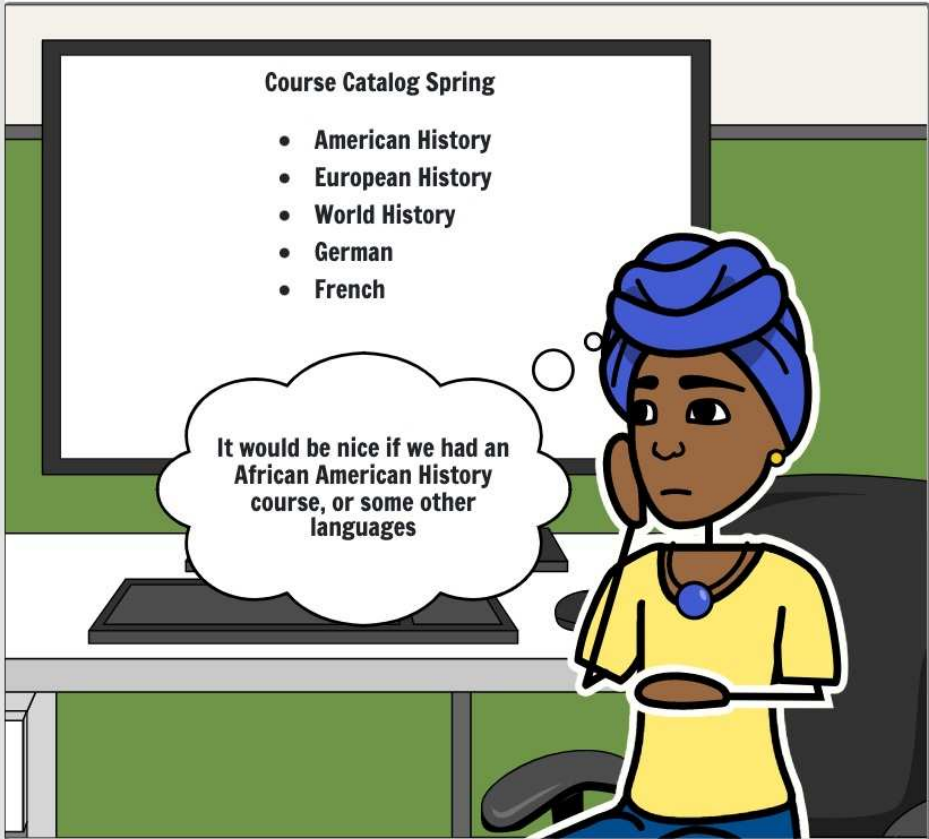
Fields are less ready to accept innovations that come from women and people of color, it will be harder to demonstrate the worth of new approaches.

IDEA-Belonging # 39



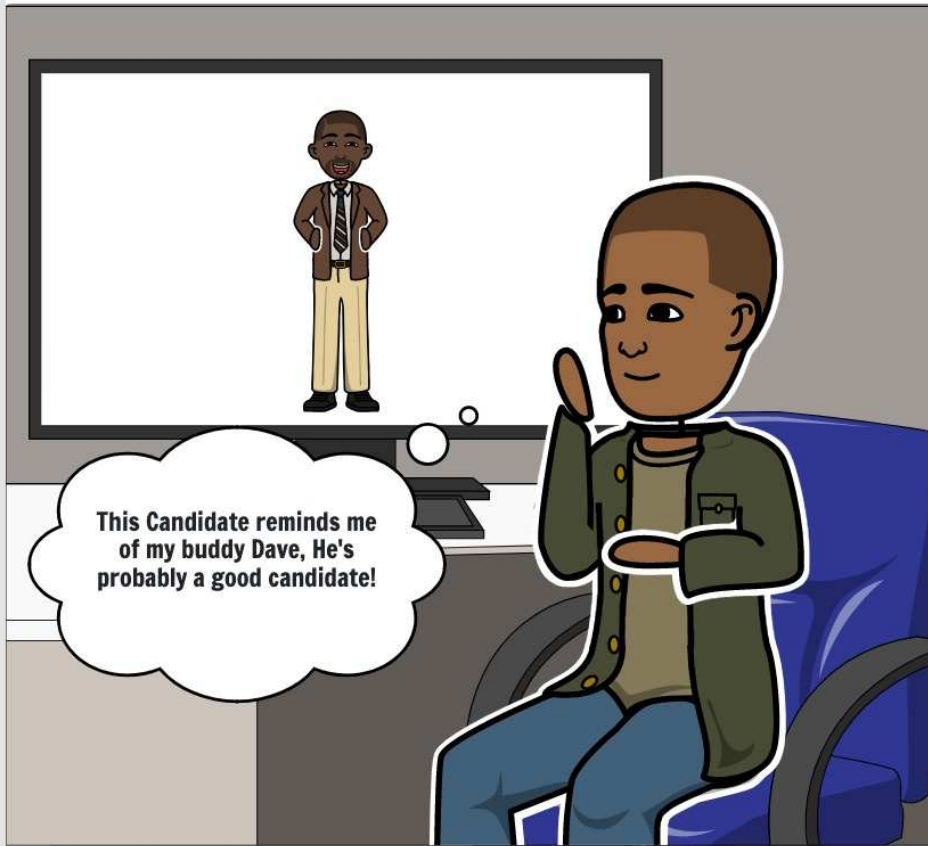
Inclusion of a broader range of people is likely to appropriately broaden the areas of inquiry.

IDEA-Belonging # 40



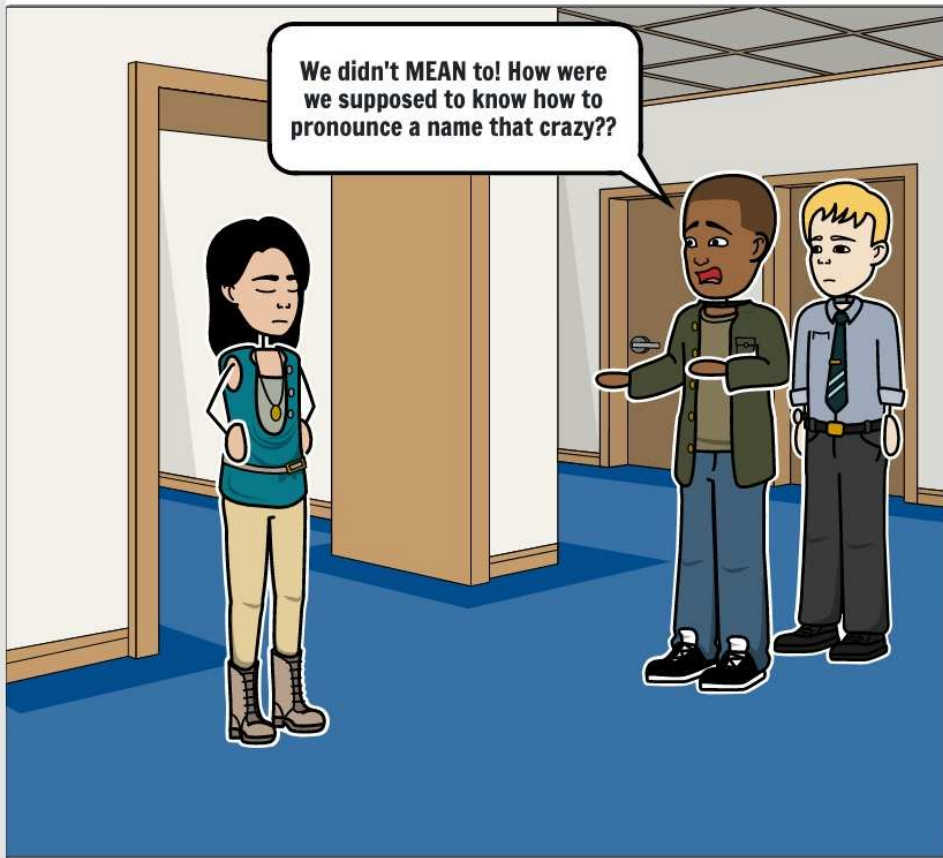
An intellectual advantage of a diverse faculty for students is that a diverse range of academic interests will be available.

IDEA-Belonging # 41



Someone's social group does play a role, overall, whether people think it does or not (e.g., hiring, advancement, retention promotion).

IDEA-Belonging # 42



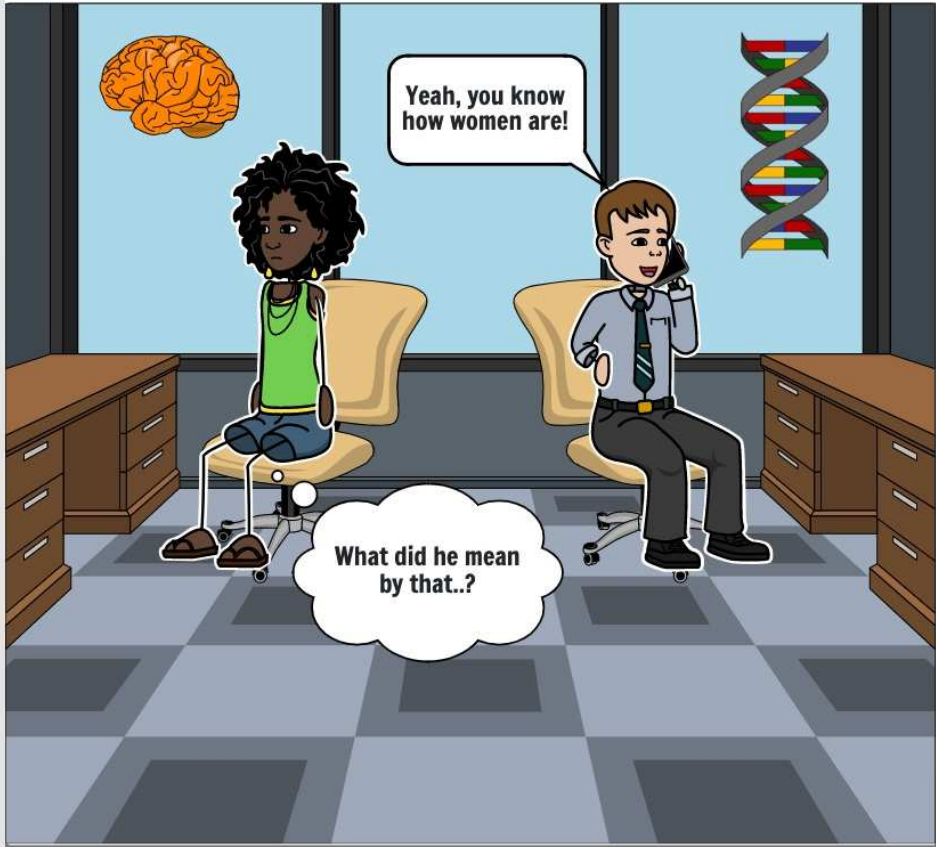
Good intentions are not enough. All of us at least occasionally make decisions influenced by the gender, race, ethnicity, or other characteristics of the person we are assessing.

IDEA-Belonging # 43



There are many cases where one gives or withholds opportunities, politeness, and kindness on the basis of minimal cues (e.g., cursory information about them).

IDEA-Belonging # 44



We do not encounter unambiguous behaviors. We are usually faced with ambiguous behaviors that can be interpreted in multiple ways.

IDEA-Belonging # 45



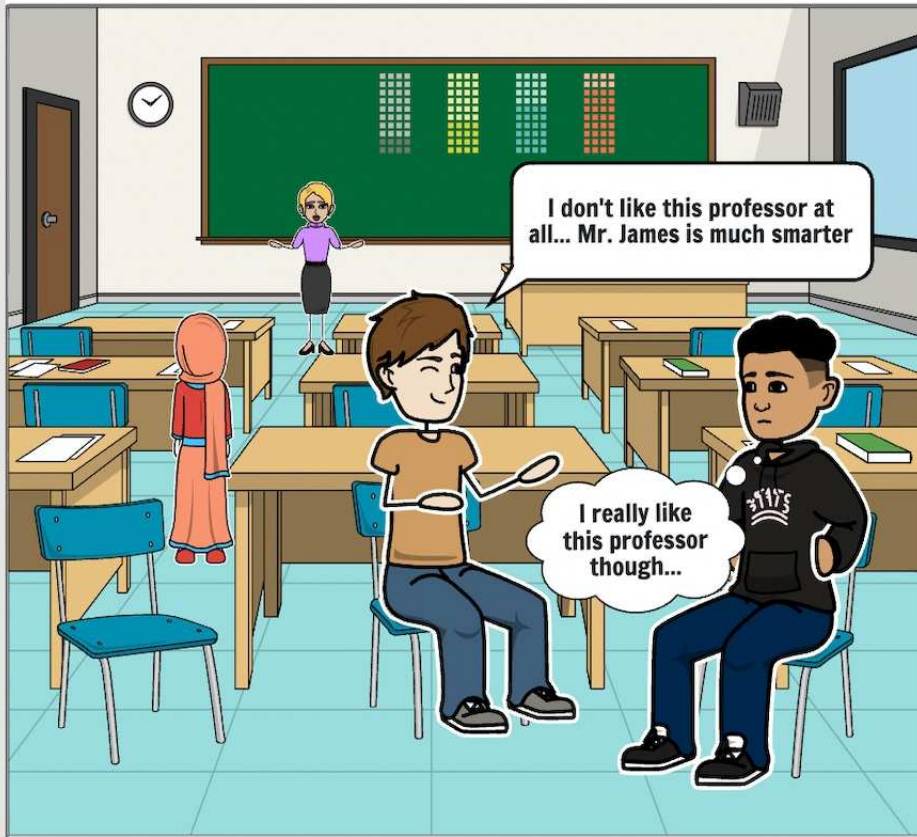
When people have a great deal of individuating information, not just cursory information, they are still affected by their beliefs about gender differences.

IDEA-Belonging # 46



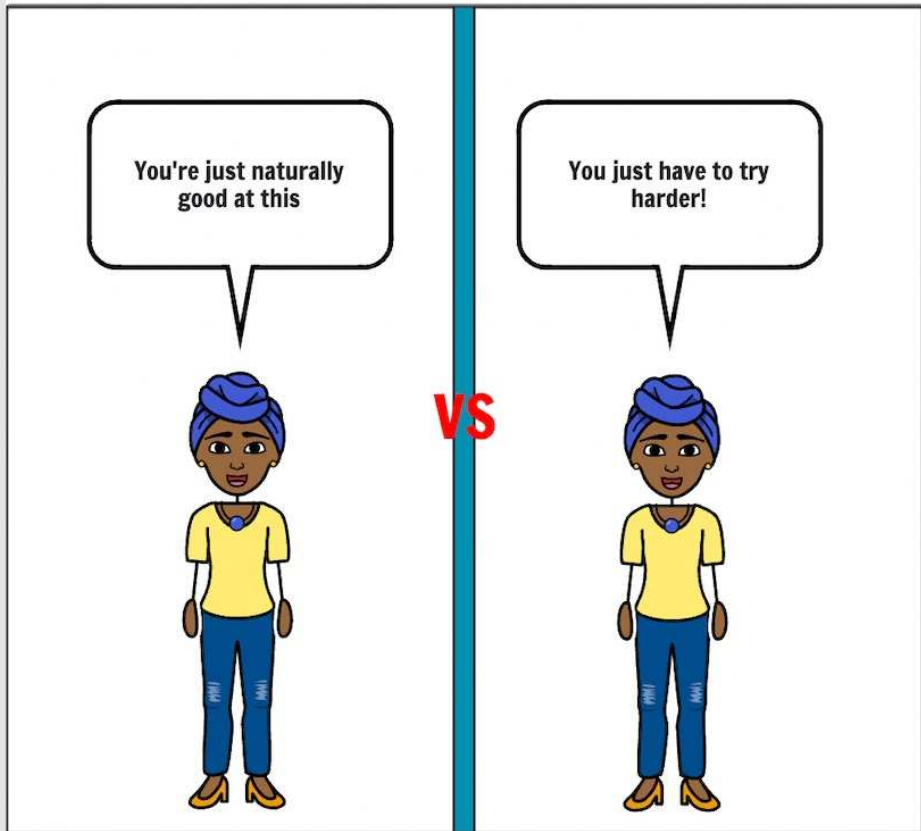
Regardless of the domain, parents and teachers see boys' and girls' academic excellence differently, despite the large amount of individuating information they have (e.g., boys are talented and girls work hard in math and science).

IDEA-Belonging # 47



College students are more likely to view their male (vs. their female) professors as brilliant.

IDEA-Belonging # 48



Parents seem to see talent and effort as inversely related to each other, even though they are compatible.

IDEA-Belonging # 49



People attend to individuating information, but they attend differently, depending on the sex of the child or person who is displaying the behavior and depending on the nature of the information.

IDEA-Belonging # 50

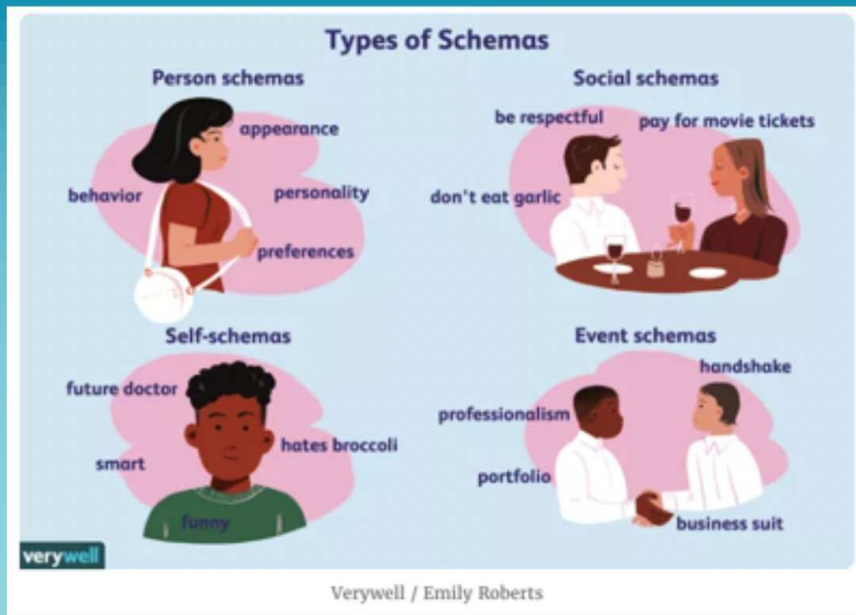


It is difficult to counter gender bias in part because our views about gender differences are exceptionally detailed.

IDEA-Belonging # 51

Schema

(Mental structures that an individual uses to organize knowledge guide cognitive processes behaviour)



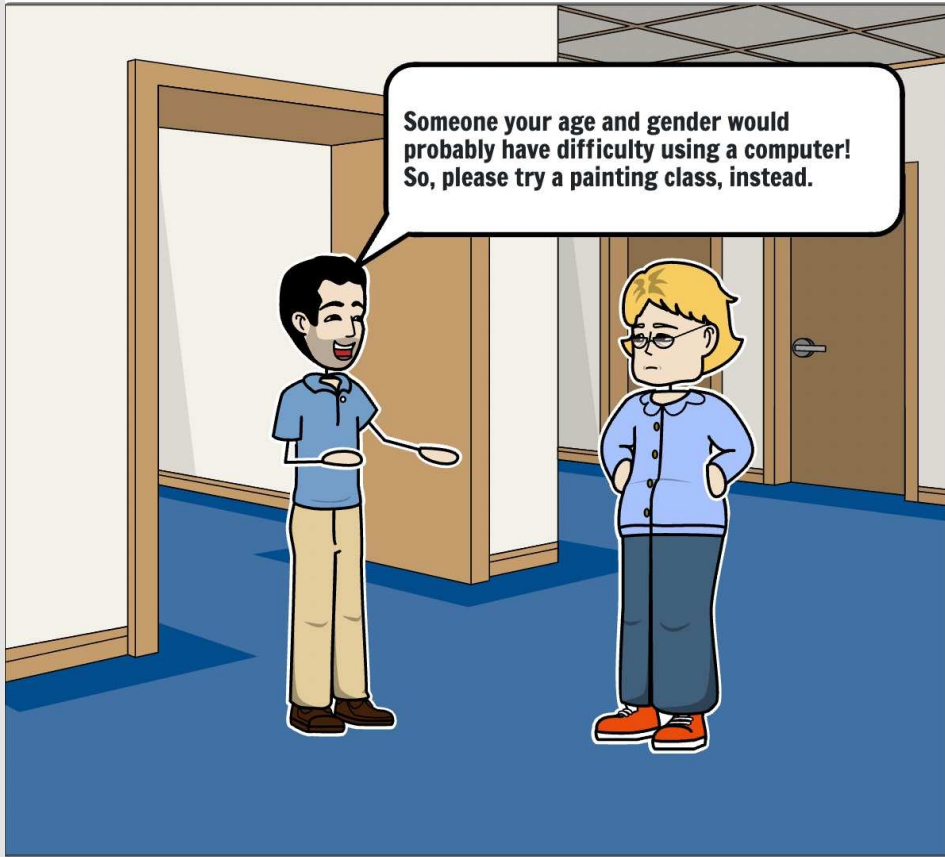
Schemas are hypotheses that we use to interpret people and social events. All stereotypes are schemas, but not all schemas are stereotypes.

IDEA-Belonging # 52



It is possible to create an arbitrary link between visual cues and beliefs about personality, behavior, and intelligence.

IDEA-Belonging # 53



Although schema formation is ubiquitous and helpful overall, schemas are a form of “fast” thinking that can lead to error and, when applied to people, can lead to inappropriate perception and treatment of others.

IDEA-Belonging # 54



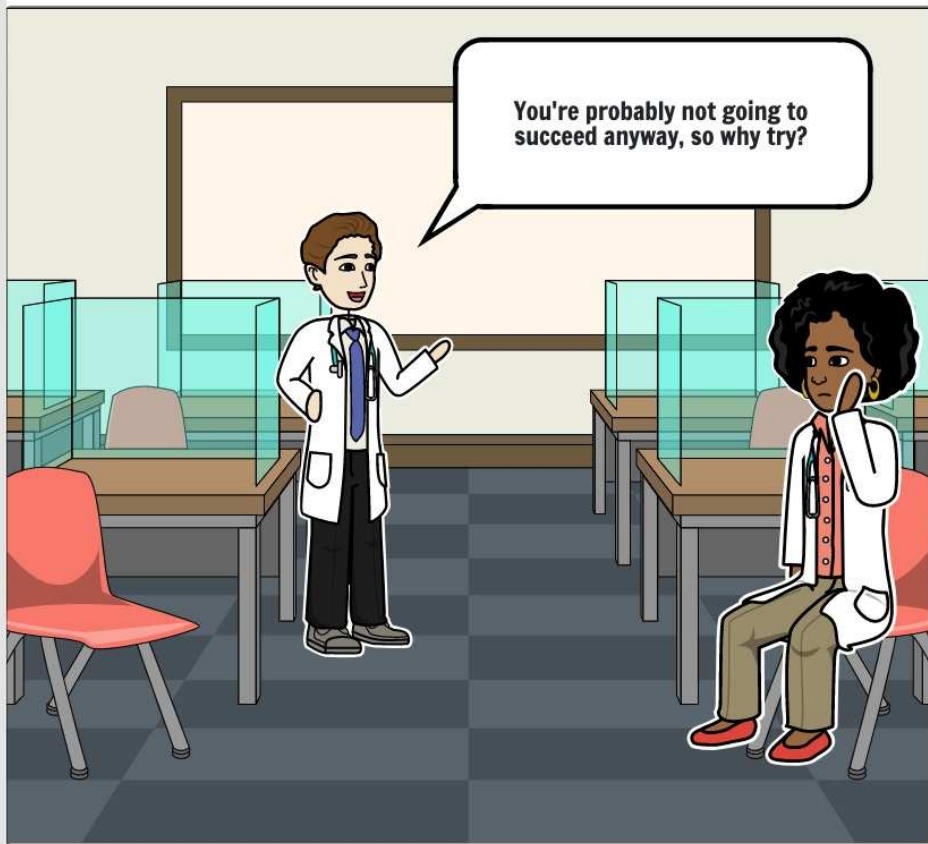
There is some evidence that both Hispanics and Asian Americans internalize—to some extent—the views of themselves that Whites have of them.

IDEA-Belonging # 55



When people's knowledge of a negative stereotype about them is activated, and the stereotype is in an area that is important to them, their performance suffers (stereotype threat).

IDEA-Belonging # 56



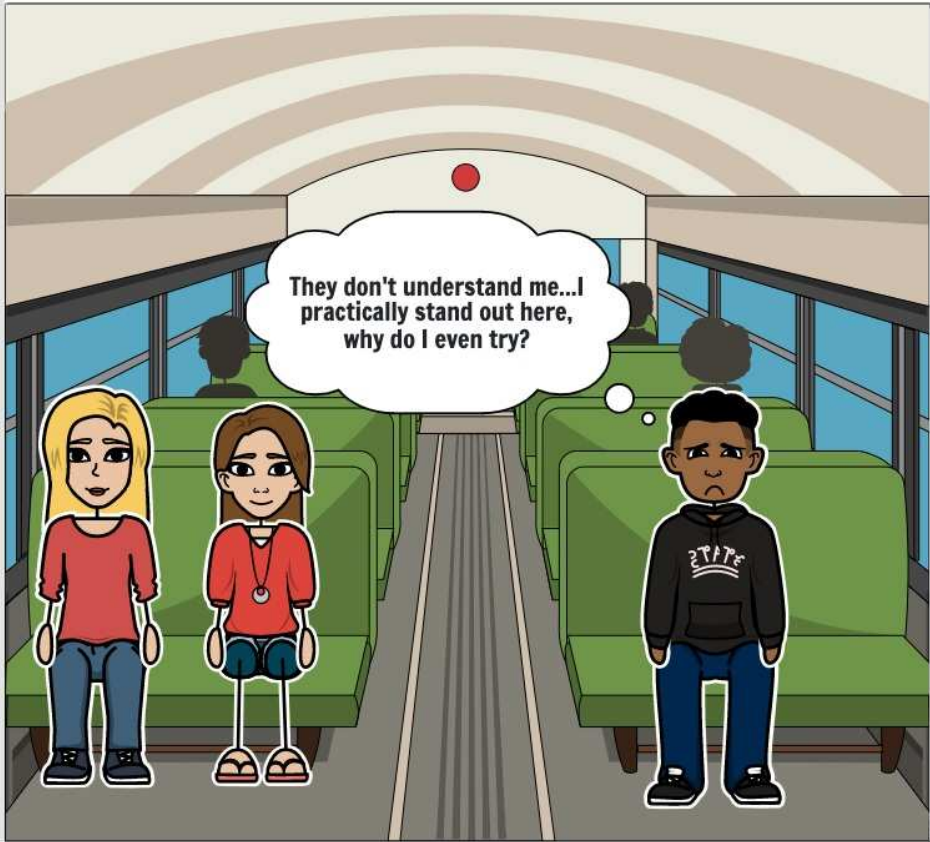
Women for whom math is important perform less well on a math test when they are told that women typically perform worse on it than when they are told that there is no gender difference.

IDEA-Belonging # 57



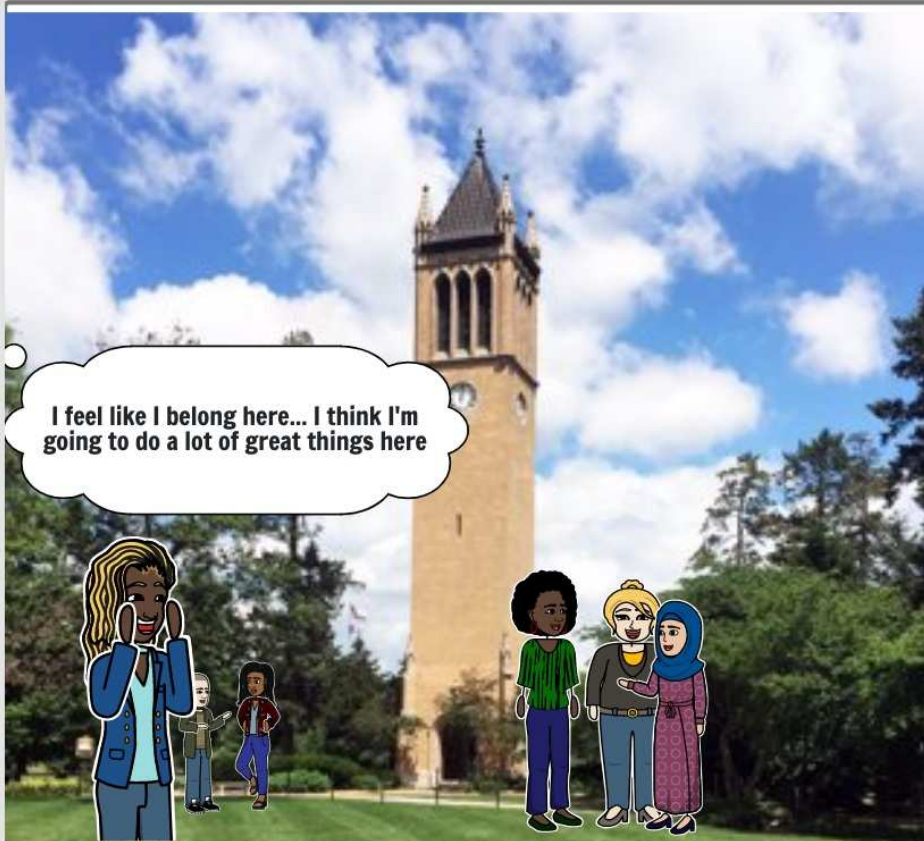
Expectations do not need to be directly communicated to people to impair their performance.

IDEA-Belonging # 58



Stereotype threat effectively announces that the person does not belong. A corrosive sense of not fitting in, of being unwelcome, is usually accompanied by depressed performance and confirmation of negative stereotypes.

IDEA-Belonging # 59



People who are in environments where they feel –and observers feel–that they fit have an easier time.

IDEA-Belonging # 60



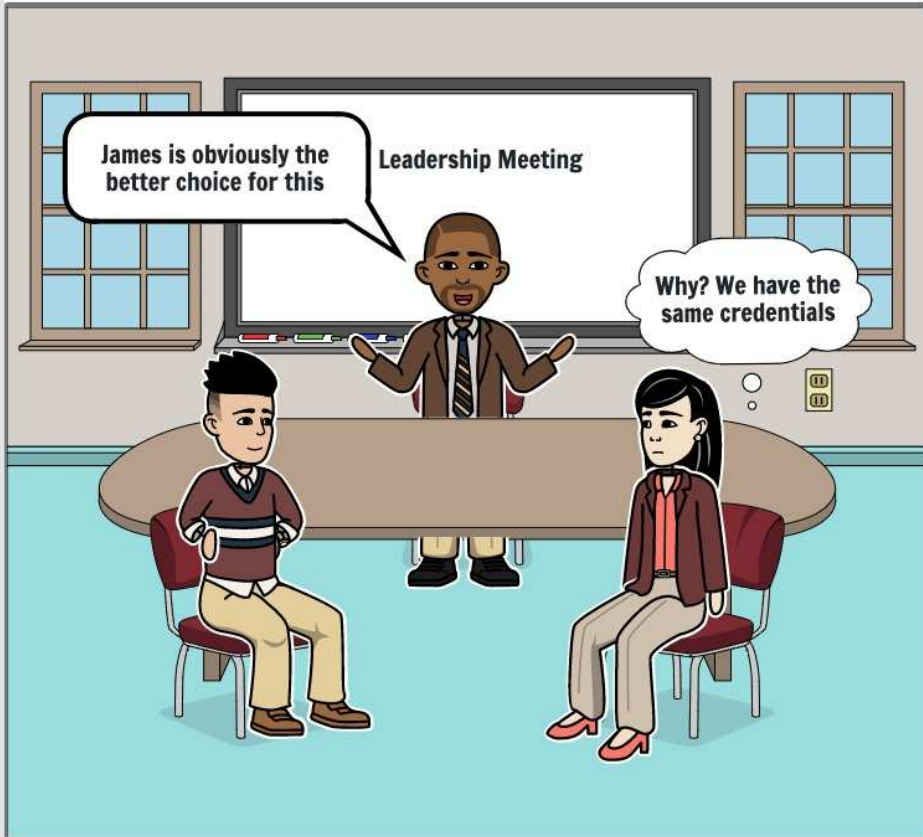
When African Americans (AAs) and Whites are having a conversation together, different threats are activated. AAs are concerned about appearing competent, believing as they do that Whites are likely to think they are not competent, while Whites are concerned about appearing likable and non-racist, believing as they do that AAs are likely to think they are racist.

IDEA-Belonging # 61



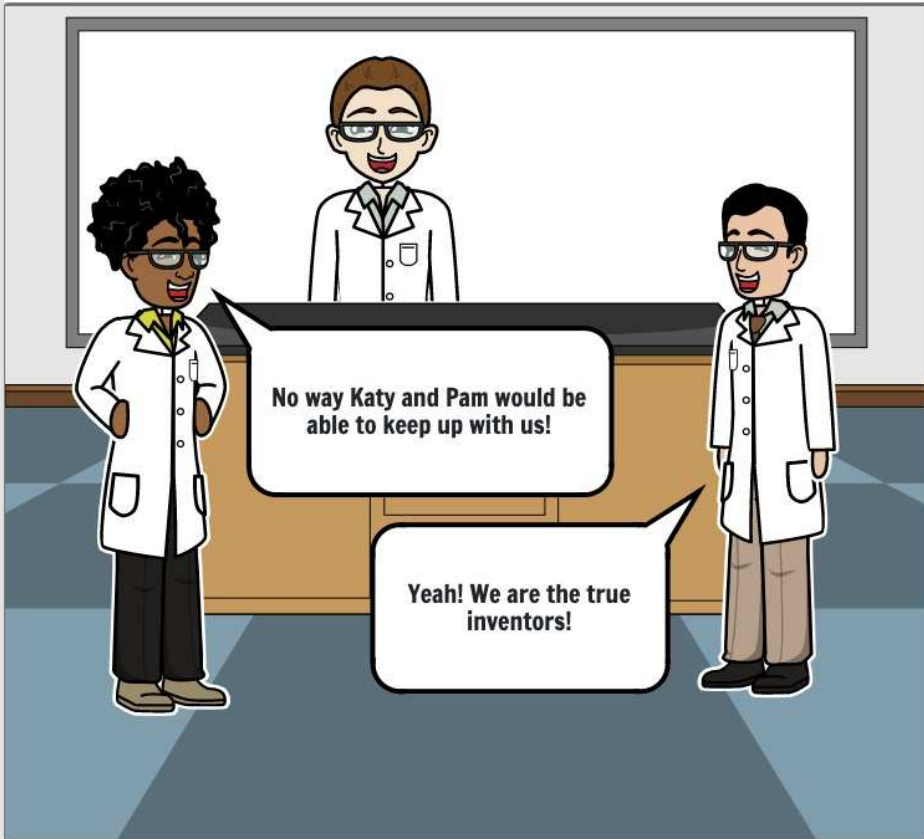
Both gender and race-ethnicity produce complex expectations in ourselves and in observers about what we are good at and what we can achieve. Those expectations in turn can enhance or diminish our performance.

IDEA-Belonging # 62



Gender schemas, hypotheses about what it means to be male or female, skew our perceptions and evaluations of men and women, causing us to overrate men and underrate women.

IDEA-Belonging # 63



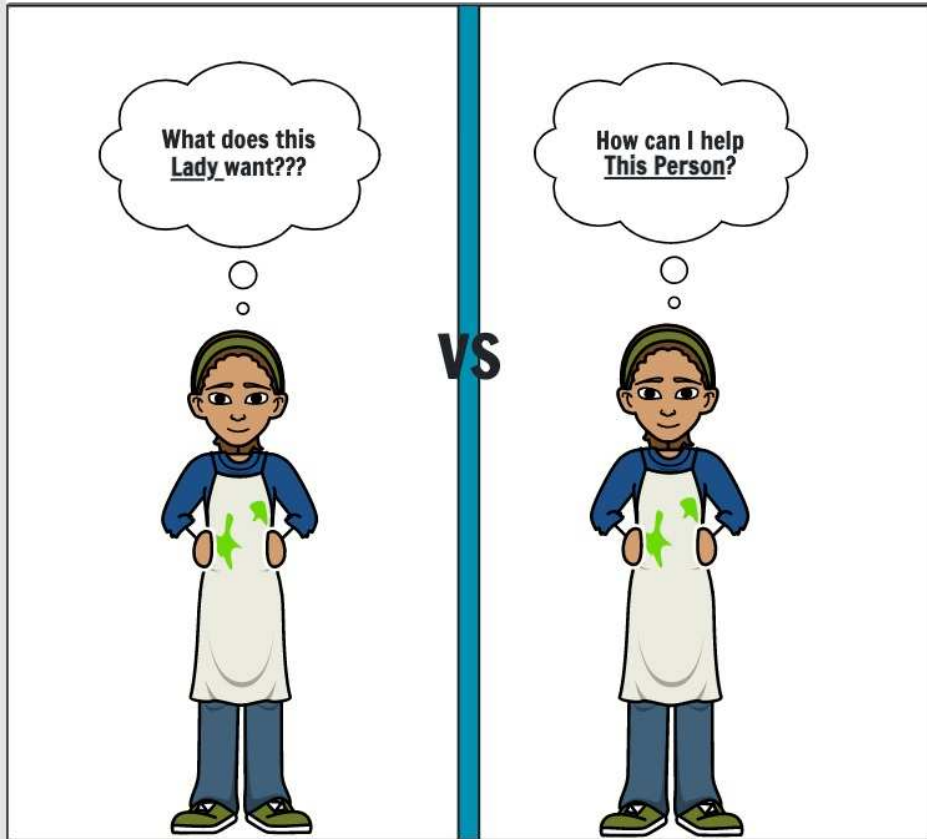
Gender schemas affect our judgments of people's competence, ability, and personal characteristics.

IDEA-Belonging # 64



Many of our judgments are small everyday events, such as not listening when a woman talks to us or not congratulating a woman on an achievement. These small but frequent occurrences accumulate to advantage men and disadvantage women.

IDEA-Belonging # 65

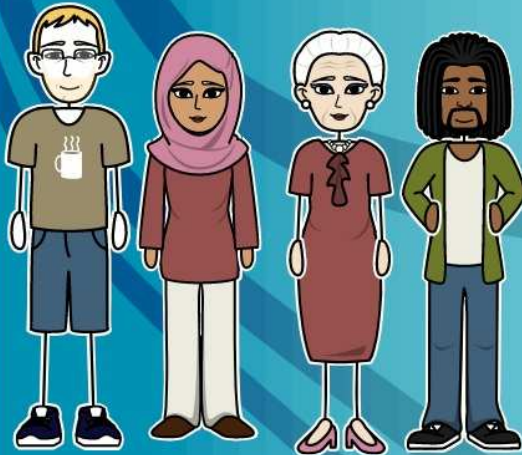


We do not see other people simply as people; we see them as males and females. Once gender schemas are invoked, they work to disadvantage women by directing and skewing our perception, even in the case of objective characteristics like height.

IDEA-Belonging # 66

Presented Resume

AVERAGE



Reality

- Many useful skills
- Immeasurables not seen by data
- Useful experience
- Unique Perspectives

Absent other information, the average is a good measure to go by. At the same time, that strategy has a cost for individuals who are misjudged. When one underestimates people's abilities or skills, one tends to give those people less credit than they deserve, to ask less of them, and to rob them of their potential growth.

IDEA-Belonging # 67



It is tempting to think excellence is straightforward but it is not.

IDEA-Belonging # 68



Likability matters (vs. competence). People rated those who were high in likability as better candidates for being placed on a fast track and as better candidates for a highly prestigious upper level position.

IDEA-Belonging # 69



Assertive women were seen as not having social skills, they were also seen as less hireable than assertive men.

IDEA-Belonging # 70



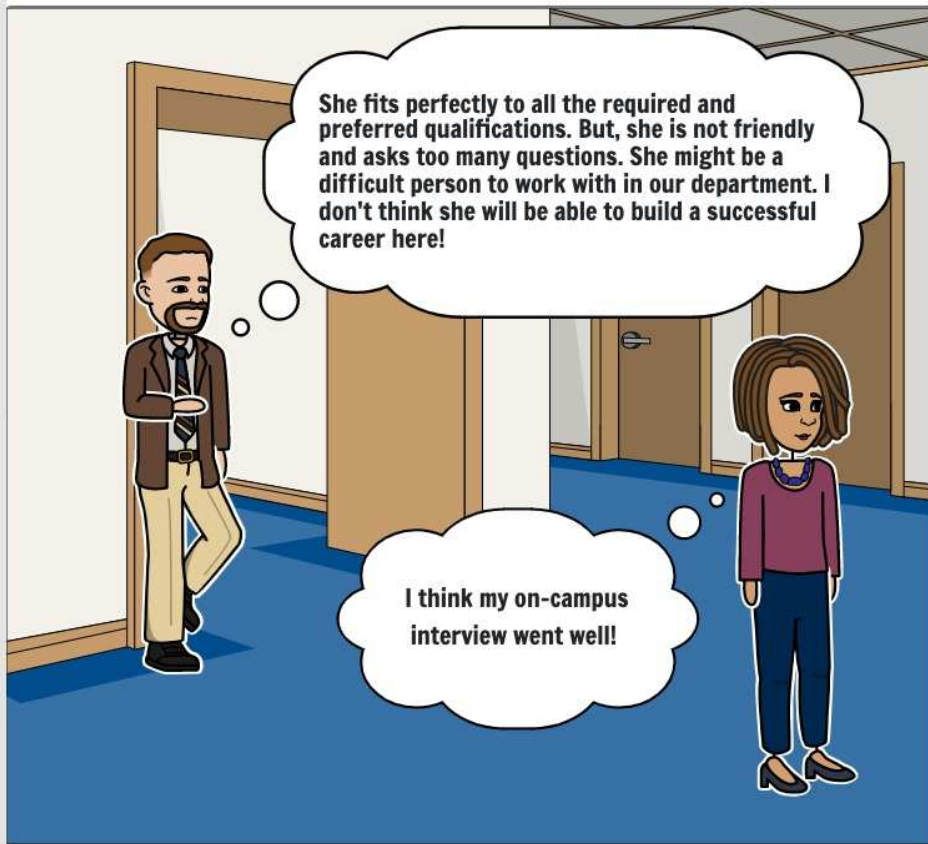
Women are in a difficult position. If they are not perceived as competent, they will not get the job. But if they make their competence clear by behaving assertively, they will be seen as lacking social skills and will be downgraded for that reason.

IDEA-Belonging # 71



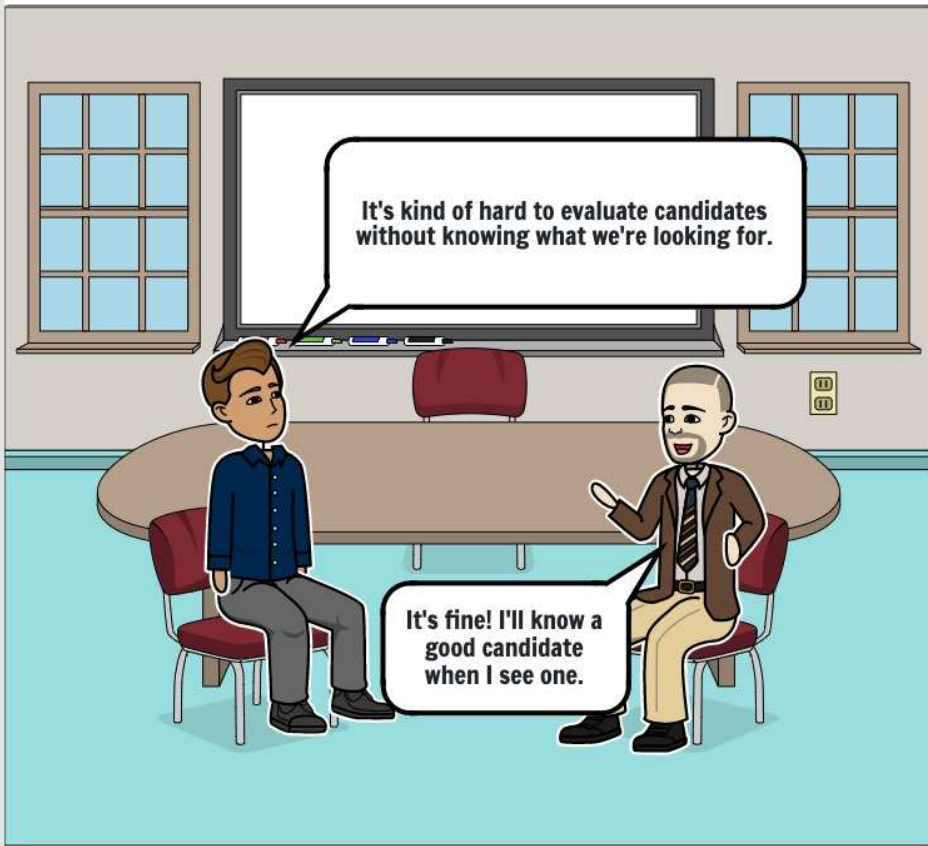
There is a trade-off for women between competence and femininity.

IDEA-Belonging # 72



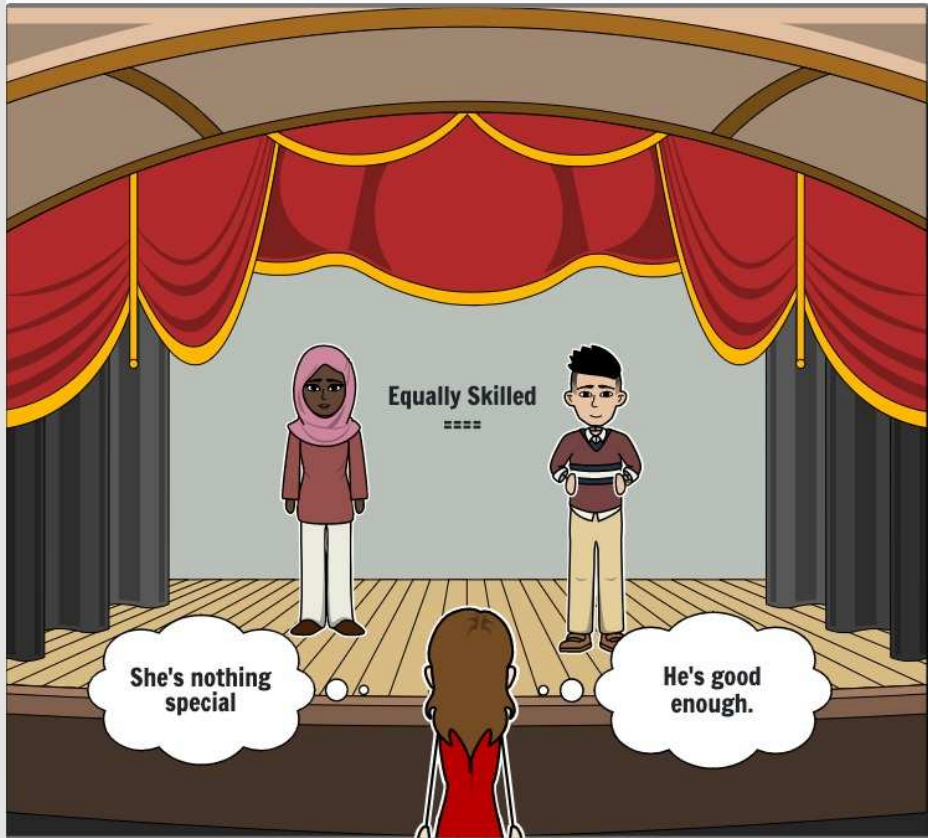
People shift their standards in order to justify a choice that seems a priori reasonable to them (e.g., gender schemas determined what seemed reasonable).

IDEA-Belonging # 73



People can easily shift their standards if they have not antecedently decided what the criteria are (e.g., accreditation, education, experience).

IDEA-Belonging # 74



Observers/evaluators are able to recognize outstanding talents in women. It is when people are less than outstanding (which most people are) that schemas have more room to operate.

IDEA-Belonging # 75

Equality

Everyone starts on equal footing!



VS

Equity

There are systemic and societal challenges that must be accounted for!



Beliefs that women and men are on an equal footing make it more likely that an evaluator will judge a woman poorly. Their very belief in the existence of equality (e.g., like equality of opportunity) is associated with more negative evaluations of women.

IDEA-Belonging # 76



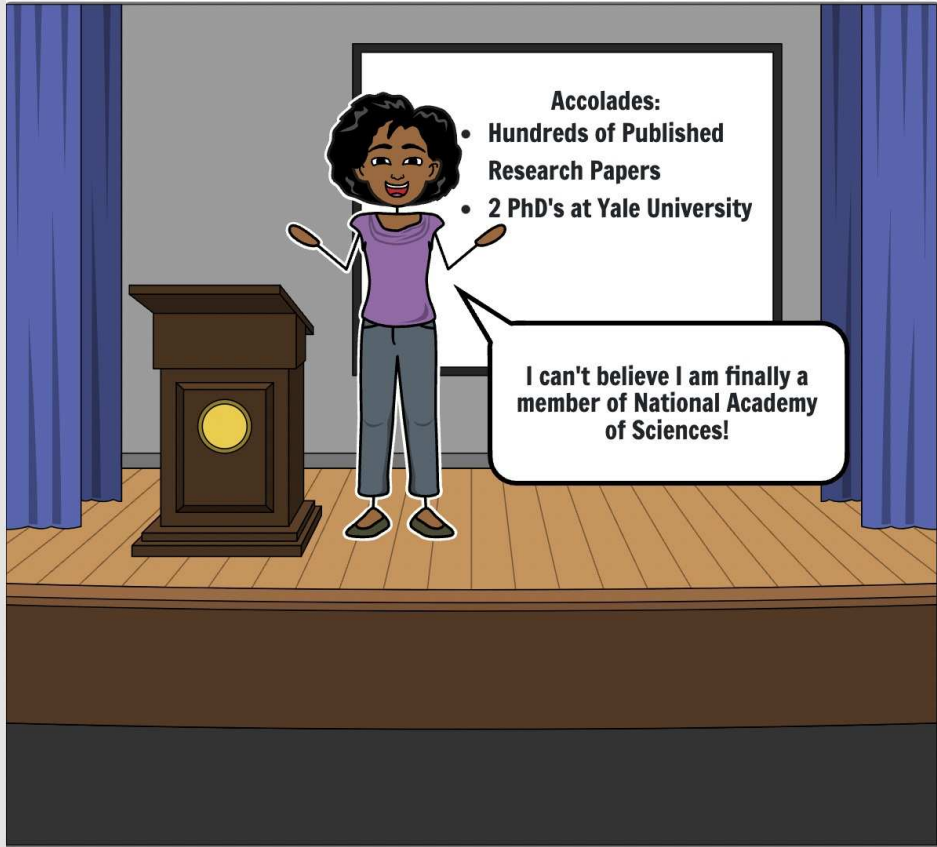
In subtyping, seeing someone who is very different from one's expectations may result in an accurate perception of that person without a change in one's overall view (e.g., outstanding individuals, average individuals).

IDEA-Belonging # 77



In the domain of social perception, where perceptions are affected by a person's group membership, and where beliefs can substitute for firsthand experience, the rule (e.g., female candidates were seen as less competent than male candidates) may itself be incorrect.

IDEA-Belonging # 78



When women are stars, they will be recognized. A woman must be a star to have received a favorable rating.

IDEA-Belonging # 79



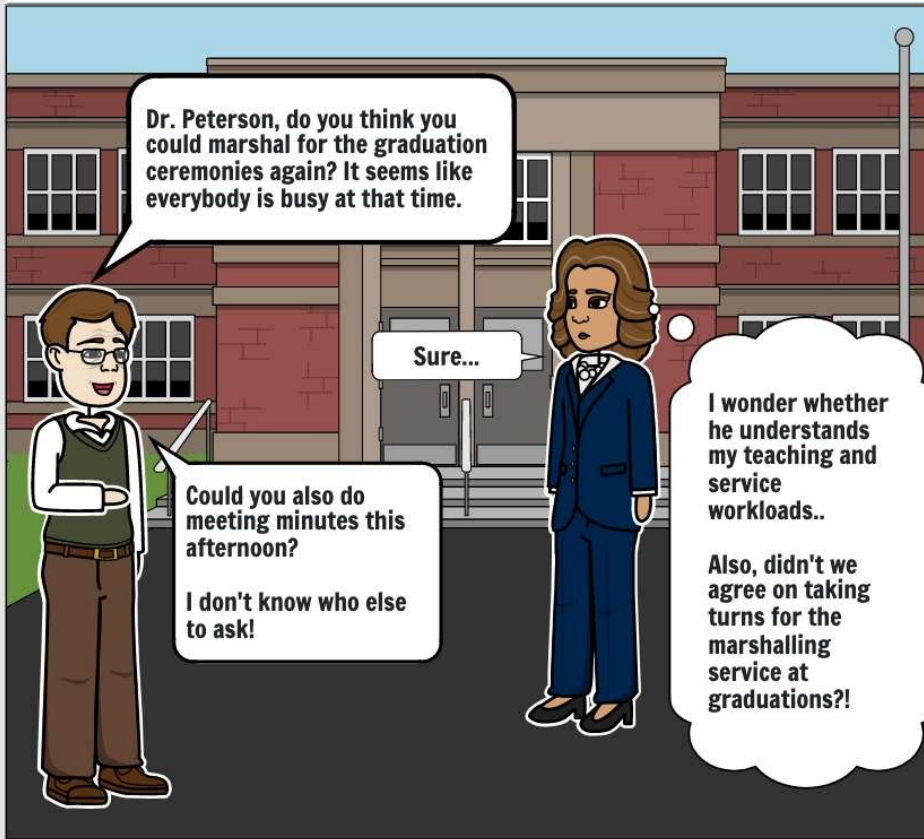
The review of gender schemas in action demonstrated that both men and women are likely to overrate men and underrate women in settings where professional competence is at issue.

IDEA-Belonging # 80



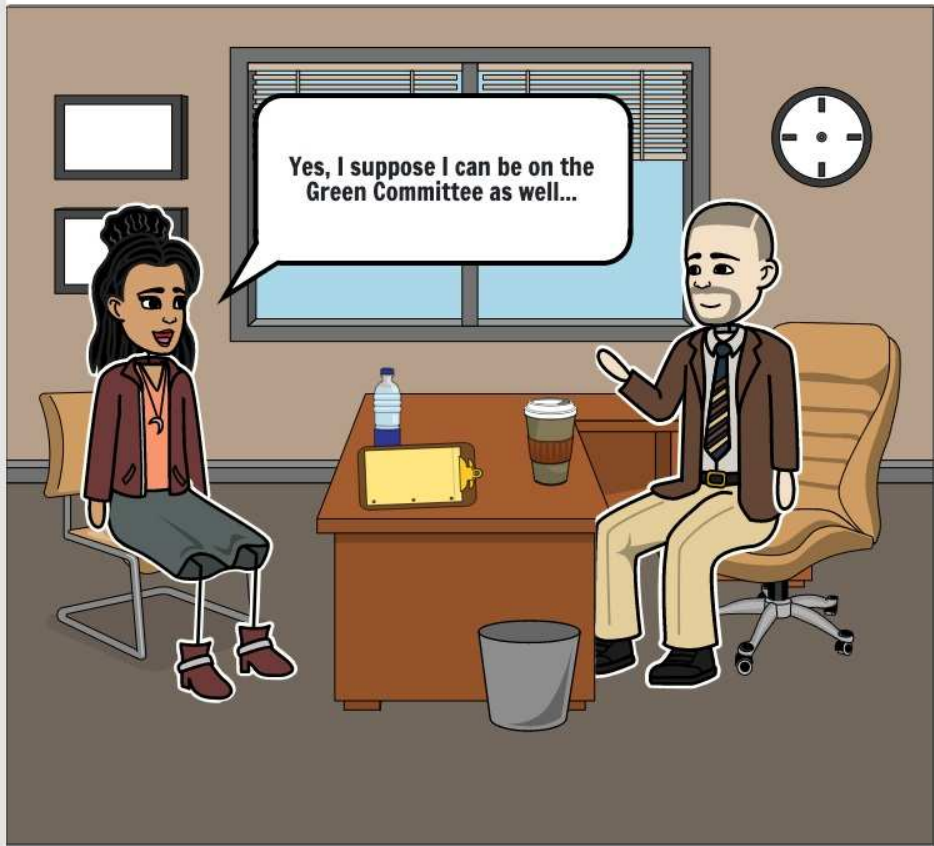
Part of what makes schemas so powerful is their very subtlety.

IDEA-Belonging # 81



Women appear to teach more and perform more service, regardless of rank.

IDEA-Belonging # 82



Women say “no” to committee assignments less often than men do (e.g, faculty in political science).

IDEA-Belonging # 83



In addition to serving on more internal committees, the women also had more undergraduate students than the men and fewer postdocs.

IDEA-Belonging # 84



"I don't care who they are; I just want the best person"-- is a good example of moral "licensing." Once people have assured themselves that they judge fairly, they are less concerned about their behavior in any particular case.

IDEA-Belonging # 85



The propensity to make errors in evaluation can best be handled by having explicit valid criteria and procedures (e.g., at the committee level, at the chair level, and at the HR level).

IDEA-Belonging # 86



When people say that they “don’t see race,” they are not taking into account data about how evaluations work. We generally take people’s social identities into account (e.g., males or females, African Americans or Whites or Hispanics).

IDEA-Belonging # 87

My dream is to work at my parent's laundromat business and live nearby them.



I'm going to own my own fortune 500 company in 10 years and travel around the world.



Schemas about different ethnic groups are related to schemas about job prestige (e.g., Hispanics are assumed to hold lower status jobs and to have greater family orientation and religiosity; Whites as having higher status).

IDEA-Belonging # 88



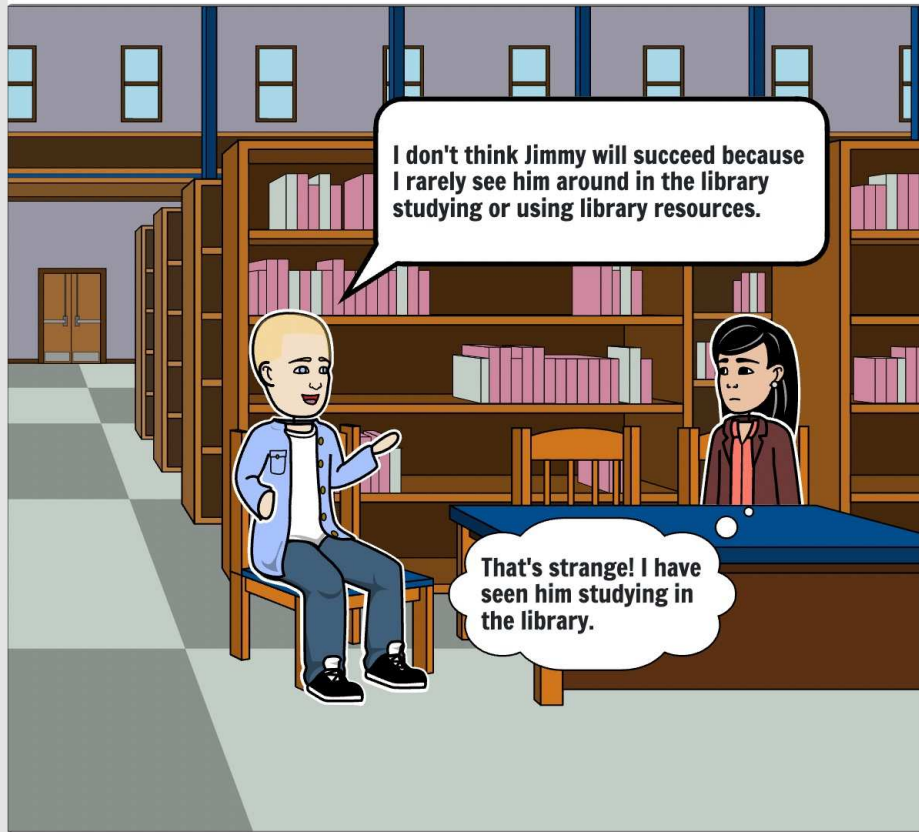
Three ethnic groups, African Americans, Asians, and Hispanics, see a characteristic of Whites as having more opportunities, being intelligent, being confident, and being outgoing.

IDEA-Belonging # 89



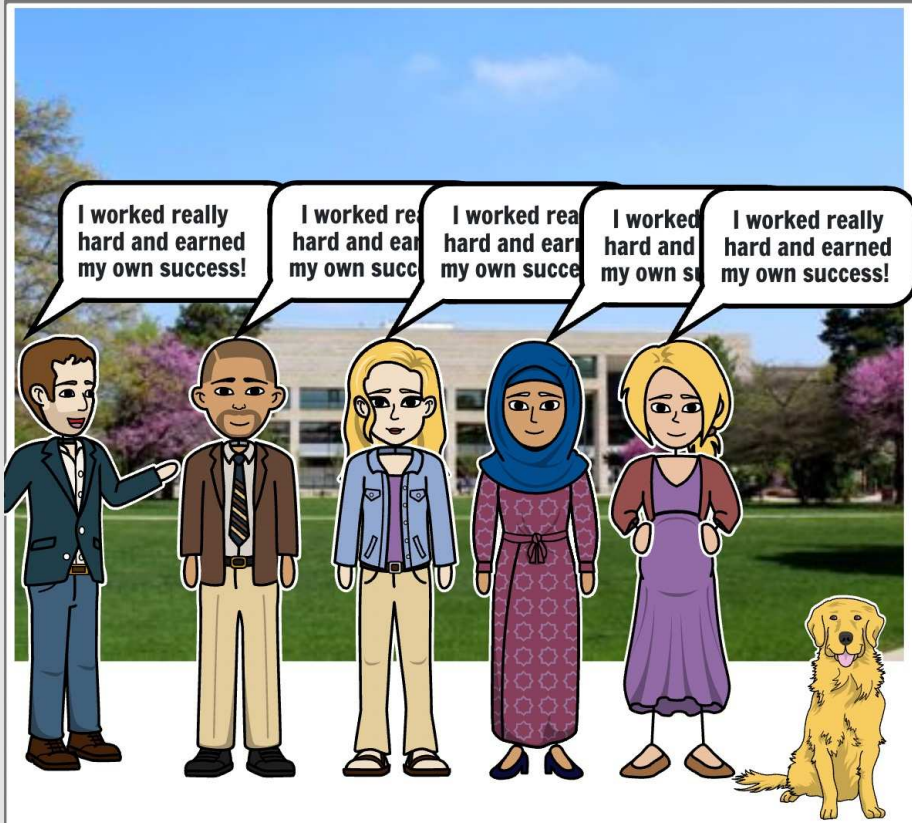
Whites are seen as more competent and this gives them an advantage in the same way that the perception of men as more competent than women gives them an advantage.

IDEA-Belonging # 90



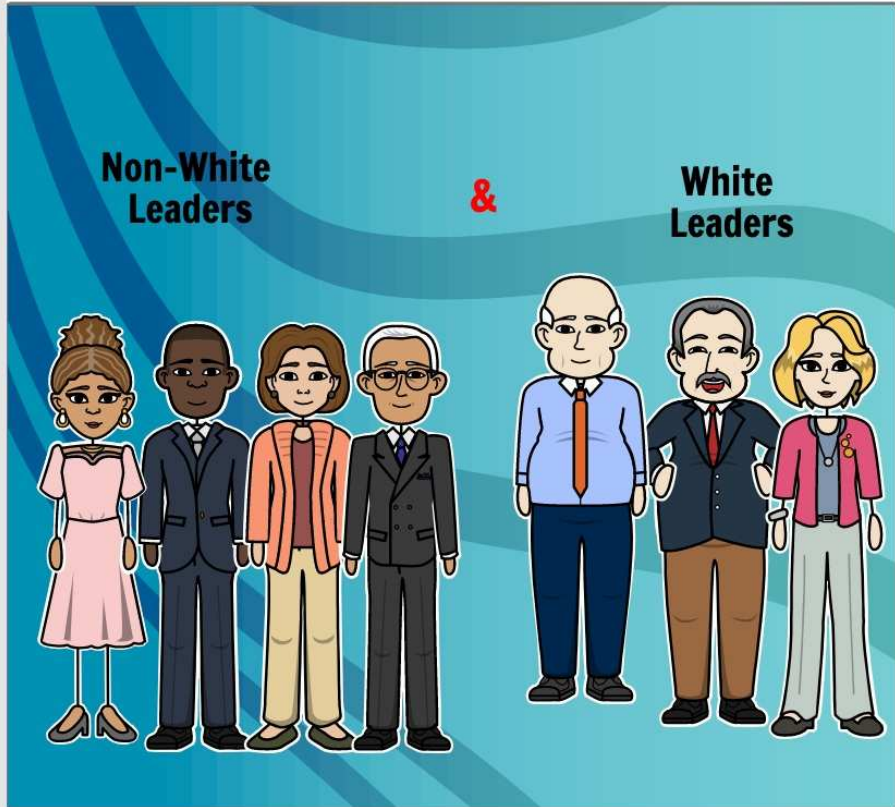
Differential assumptions about ability have implications for evaluations of success and failure.

IDEA-Belonging # 91



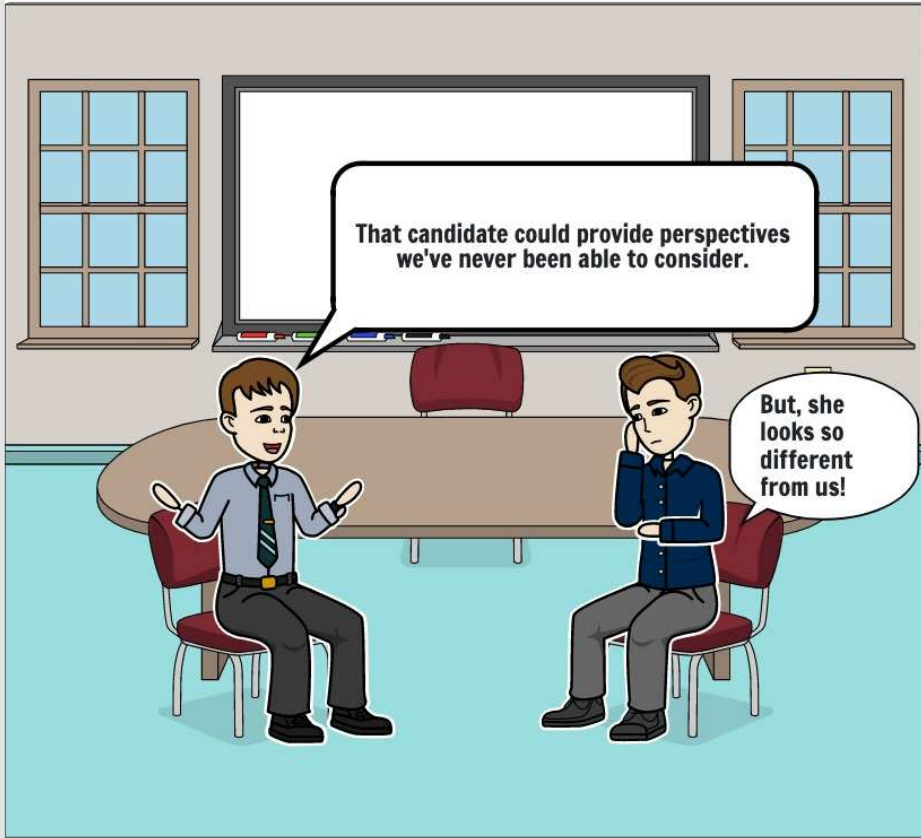
Whites were rated as more effective than African Americans (AAs) when internal reasons were given for their success. Whites are seen as having earned their success, even when identical language is used to indicate that AAs are responsible for their success.

IDEA-Belonging # 92



It appears that non-Whites are as likely as Whites to see successful leadership (e.g., competence, confidence, intelligence, and competitiveness) as White. There were no differences as a function of the participant's race. Uniform Effects.

IDEA-Belonging # 93



By emphasizing that diversity is “good for the organization” over diversity is “fair,” one broadens one’s conception of diversity.

IDEA-Belonging # 94



When there are clear and valid standards for performance, and when it is possible to evaluate people without knowledge of their social identity, then people can judge impartially.

IDEA-Belonging # 95



It is healthy to start with the possibility that one is choosing the White over the African American for reasons that are incidental to their actual performances. That will make it more likely that we perceive evidence in favor of the hypothesis.

IDEA-Belonging # 96



Underrepresented minorities prefer to have differences acknowledged rather than ignored and prefer a multicultural approach in which different orientations are valued, rather than a color-blind approach or an assimilationist approach in which minorities are assimilated into the majority culture.

IDEA-Belonging # 97



A meta-analysis comparing the negative effects of subtle and overt discrimination found that both were correlated with negative effects in a variety of areas (e.g., decreased success in one's job as measured by promotions and productivity, substance abuse). Correlations were as high for the subtle measures of discrimination as for the more overt measures.

IDEA-Belonging # 98

Gender, race, & ethnicity schemas result in...

A systematic small
undervaluation of women &
non-Whites in professional
settings.

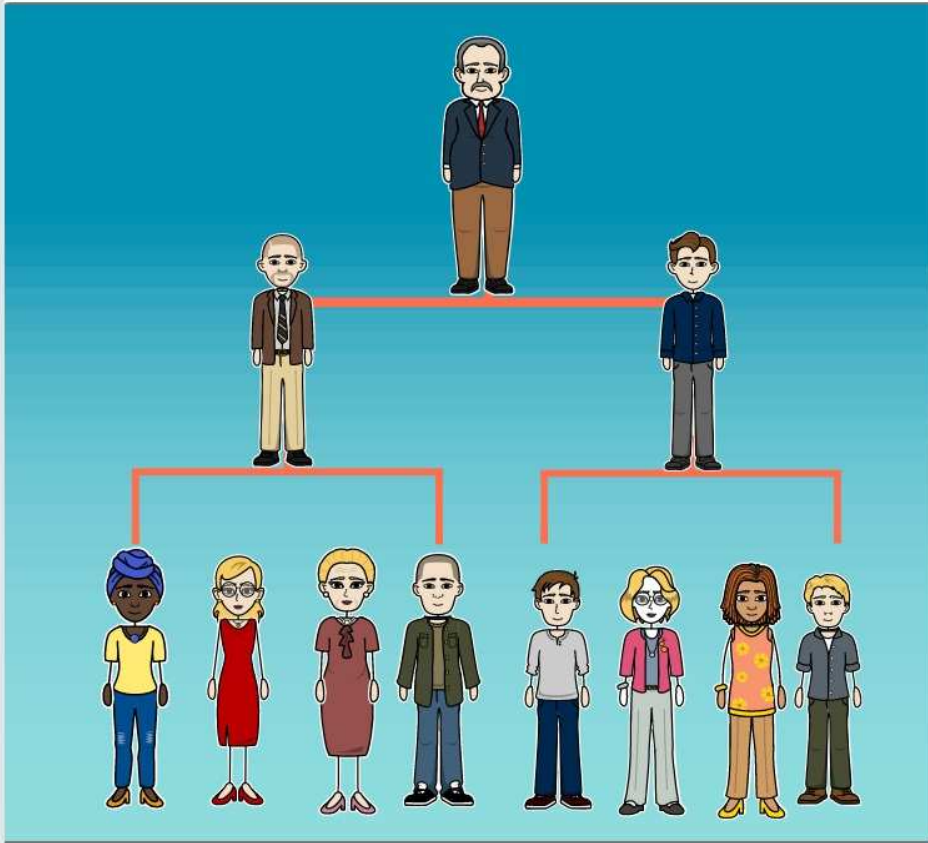


A systematic small
overvaluation of White men
in professional settings.



We concluded that gender, race, and ethnicity schemas result in a systematic small undervaluation of women and non-Whites and a systematic small overvaluation of White men in professional settings.

IDEA-Belonging # 99



The underrepresentation of women and people of color in positions of power and prestige is a complex phenomenon that no single factor can explain.

IDEA-Belonging # 100



We have repeatedly stated that most academics sincerely espouse egalitarian principles. We have also repeatedly stated that a belief in the merit principle makes it difficult for people to see the small ways in which they violate it. Suggestion: Policies and procedures that will help people operate more consistently with their principles.

Reference book and specific page numbers for each card

Stewart, A. J., & Valian, V. (2018). *An Inclusive academy: Achieving diversity and excellence*. The MIT Press.

1. There is an important and unrecognized role for flawed, error-prone cognitive processes in the many evaluations or judgments of merit that are at the center of our academic institutions (p. 20).
2. And these processes are indeed flawed in systematic ways (p.20).
3. Our institutions are not strict meritocracies (p. 20).
4. It is imperative to articulate these individual psychological processes and their impact (21).
5. Flawed individual judgments are at the core of college and university processes of hiring and promotion of faculty (p. 21).
 - a. Flawed individual judgements (FIJs)→ Reward systems at IHEs
 - b. FIJs & institutional processes both operate and they reinforce each other.
6. New faculty feel less certain than senior faculty about which job candidates meet “our standards” (p. 21).
7. Experts are very confident of their opinions but that expert intuition is not always reliable (p. 21).
8. We are to evaluate a job candidate’s long-term success and actual long-term outcomes (p. 22).
9. Our confidence is unrelated to our accuracy (e.g., a faculty member’s subjective confidence grows over the course of a career) (pp. 21-22).
10. All human beings, including academic faculty and administrators, are prone to some common kinds of errors in making judgments (p. 22).
11. Our extensive academic training and experience build our confidence and make it very unlikely that we will worry about those potential errors or take steps to overcome the well-known but faulty conclusions we are prone to drawing. (p. 22)
12. We are often confident when we are wrong, and an objective observer is more likely to detect our errors than we are (p. 22).
13. We are making judgments under conditions of uncertainty (p. 22).
14. We are to make lots of different kinds of rapid decisions based on the evidence at hand (p. 23).
15. Experience-based decision-making strategies (e.g., heuristics, representativeness, availability, and anchoring and adjustment) can be both useful and dangerous. They can lead to seriously biased outcomes that contribute to a highly stratified status quo that is experienced as natural and as reflecting some kind of underlying true merit. (p. 23)
16. We tend to use poor evidence simply because we have it. We rely on evidence that is not particularly good when hiring faculty—evidence that reflects institutional structures that are highly stratified, segregated, and the result of differential access (p. 24).
17. We rely heavily on “representativeness” or the degree to which a person appears to us to be similar to existing members of the relevant category (e.g., friends, successful faculty)
18. Similarity (e.g., shared characteristics) is not a particularly good predictor of merit, even though people heavily rely on it (p. 24).
19. A particular institutional criterion (based on a single current indicator): Getting degrees or having

- worked at top-50 institutions may be reasonable evidence that they are likely to be successful in my department, but it is not good evidence that they will be more successful than people who have different training. This criterion may be a function of differential access and stratification process among other irrelevant factors (p. 25)
20. We have a tendency to rely on redundant pieces of evidence (several good publications, prestigious journal acceptance, person's advisor) rather than pieces of evidence from independent domains (e.g., good publication, impressive service, reports of good teaching), which produce higher quality predictions (p. 26).
21. If we only assess the journal in terms of its "merit" (i.e., its quality), we may fail to notice that it has different standards for different areas of research. (e.g., newly emerging fields in which women and racial-ethnic minority scholars may be interested) (p. 26).
22. Seeing some similarity between someone's current performance on a particular indicator and the outcome desired in the future is actually not a solid basis for prediction of future outcomes, but sometimes it feels like it is to us (p. 26).
23. We tend to know people "like us" even within our fields, a phenomenon sometimes called "homophily." Availability of exemplars might differentially operate on our selection of faculty colleagues (even the differential distribution of scholars with particular backgrounds in various disciplines, as well as the highly differentiated nature of our social networks) (p. 27).
24. People estimate familiar groups to have larger influence and competence than unfamiliar groups, regardless of the specific evidence they are given (e.g., familiarity, an example of availability) (p. 27).
25. We generalize from our own experience (familiarity) to the actual world (p. 27).
26. We are particularly vulnerable to errors of judgment based on illusory correlation, Implicit Association Bias (measured by IAT), fast judgments or non-deliberative judgments (p. 27).
27. Errors of judgment are common (p. 28).
28. Our judgments of individuals are saturated with our expectations about groups, our own past experience, and the status quo (p. 29).
29. Anyone with merit could succeed (p. 30).
30. Homophily, preferences for similarity, is ubiquitous, the consequences of some forms of homophily are pernicious (e.g., segregation) (p. 30).
31. People's egalitarian goals, and their beliefs that they are egalitarian, can lead them to make nonegalitarian choices without realizing they are doing so. (p.32)
32. It is difficult for people to be aware of all the ways in which their behavior reflects their unconscious beliefs and attitude (p. 33)
33. Our intentions, and genuine egalitarian principles, are not enough to guide our behavior. The combination of small preferences for people like us (homophily) and trust in our good intentions yields behavior that isolates or marginalizes people who are not like us and impedes our capacity to create institutions that are diverse and inclusive (33).
34. Excellence is uniformly distributed across different groups (41).
35. Leaders are responsible for diversity (a broad conception of leaders) (p. 41).
36. Diversity increases positive outcomes, but only if everyone in the group can contribute his or her best (p. 42).
37. A diverse group increases the likelihood of a range of solutions and the acceptance of innovations is more

likely among a diverse group of people (p. 44).

38. Fields are less ready to accept innovations that come from women and people of color, it will be harder to demonstrate the worth of new approaches (p. 47).

39. Inclusion of a broader range of people is likely to appropriately broaden the areas of inquiry (p. 49).

40. An intellectual advantage of a diverse faculty for students is that a diverse range of academic interests will be available. (p.52)

41. Someone's social group does play a role, overall, whether people think it does or not (Hiring & Advancement, retention and promotion) (p. 71).

42. Good intentions are not enough. All of us at least occasionally make decisions influenced by the gender, race, ethnicity, or other characteristics of the person we are assessing (p. 72).

43. There are many cases where one gives or withholds opportunities, politeness, and kindness on the basis of minimal cues (e.g., cursory information about them) (p. 75)

44. We do not encounter unambiguous behaviors. We are usually faced with ambiguous behaviors that can be interpreted in multiple ways (p. 76).

45. When people have a great deal of individuating information, not just cursory information, they are still affected by their beliefs about gender differences (p. 76).

46. Regardless of the domain, parents and teachers see boys' and girls' academic excellence differently, despite the large amount of individuating information they have (e.g., boys are talented and girls work hard in math and science) (p. 78).

47. College students are more likely to view their male (vs. their female) professors as brilliant (p. 78).

48. Parents seem to see talent and effort as inversely related to each other, even though they are compatible (p. 79).

49. People attend to individuating information, but they attend differently, depending on the sex of the child or person who is displaying the behavior and depending on the nature of the information (p. 79)

50. It is difficult to counter gender bias in part because our views about gender differences are exceptionally detailed (p. 79)

51. Schemas are hypotheses that we use to interpret people and social events. All stereotypes are schemas, but not all schemas are stereotypes (p. 80).

52. It is possible to create an arbitrary link between visual cues and beliefs about personality, behavior, and intelligence (p. 81).

53. Although schema formation is ubiquitous and helpful overall, schemas are a form of "fast" thinking that can lead to error and, when applied to people, can lead to inappropriate perception and treatment of others (p. 82).

54. There is some evidence that both Hispanics and Asian Americans internalize—to some extent—the views of themselves that Whites have of them (p. 83).

55. When people's knowledge of a negative stereotype about them is activated, and the stereotype is in an area that is important to them, their performance suffers (stereotype threat) (p. 84).

56. Women for whom math is important perform less well on a math test when they are told that women typically perform worse on it than when they are told that there is no gender difference. (p. 84).

57. Expectations do not need to be directly communicated to people to impair their performance (p. 84).

58. Stereotype threat effectively announces that the person does not belong. A corrosive sense of not

fitting in, of being unwelcome, is usually accompanied by depressed performance and confirmation of negative stereotypes (p. 85).

59. People who are in environments where they feel –and observers feel–that they fit have an easier time (p. 85).

60. When African Americans (AAs) and Whites are having a conversation together, different threats are activated. AAs are concerned about appearing competent, believing as they do that Whites are likely to think they are not competent, while Whites are concerned about appearing likable and non-racist, believing as they do that AAs are likely to think they are racist (p. 85).

61. Both gender and race-ethnicity produce complex expectations in ourselves and in observers about what we are good at and what we can achieve. Those expectations in turn can enhance or diminish our performance (p. 85).

62. Gender schemas, hypotheses about what it means to be male or female, skew our perceptions and evaluations of men and women, causing us to overrate men and underrate women (p. 86).

63. Gender schemas affect our judgments of people's competence, ability, and personal characteristics (p. 87).

64. Many of our judgments are small everyday events, such as not listening when a woman talks to us or not congratulating a woman on an achievement. These small but frequent occurrences accumulate to advantage men and disadvantage women (p. 87).

65. We do not see other people simply as people; we see them as males and females. Once gender schemas are invoked, they work to disadvantage women by directing and skewing our perception, even in the case of objective characteristics like height. (p.88)

66. Absent other information, the average is a good measure to go by. At the same time, that strategy has a cost for individuals who are misjudged. When one underestimates people's abilities or skills, one tends to give those people less credit than they deserve, to ask less of them, and to rob them of their potential growth (p. 88).

67. It is tempting to think excellence is straightforward but it is not (p. 89).

68. Likability matters (vs. competence). People rated those who were high in likability as better candidates for being placed on a fast track and as better candidates for a highly prestigious upper level position. (p. 90)

69. Assertive women were seen as not having social skills, they were also seen as less hireable than assertive men (p. 90).

70. Women are in a difficult position. If they are not perceived as competent, they will not get the job. But if they make their competence clear by behaving assertively, they will be seen as lacking social skills and will be downgraded for that reason (p. 90)

71. There is a trade-off for women between competence and femininity (p. 91).

72. People shift their standards in order to justify a choice that seems a priori reasonable to them (e.g., gender schemas determined what seemed reasonable) (p. 91).

73. People can easily shift their standards if they have not antecedently decided what the criteria are (e.g., accreditation, education, experience) (p. 91).

74. Observers/evaluators are able to recognize outstanding talents in women. It is when people are less

than outstanding (which most people are) that schemas have more room to operate (p. 92).

75. Beliefs that women and men are on an equal footing make it more likely that an evaluator will judge a woman poorly. Their very belief in the existence of equality (e.g., like equality of opportunity) is associated with more negative evaluations of women (p. 92).

76. In subtyping, seeing someone who is very different from one's expectations may result in an accurate perception of that person without a change in one's overall view (e.g., outstanding individuals, average individuals) (p. 93).

77. In the domain of social perception, where perceptions are affected by a person's group membership, and where beliefs can substitute for firsthand experience, the rule (e.g., female candidates were seen as less competent than male candidates) may itself be incorrect (p. 94).

78. When women are stars, they will be recognized. A woman must be a star to have received a favorable rating (p. 95).

79. The review of gender schemas in action demonstrated that both men and women are likely to overrate men and underrate women in settings where professional competence is at issue (p. 95).

80. Part of what makes schemas so powerful is their very subtlety (p. 95).

81. Women appear to teach more and perform more service, regardless of rank (p. 96).

82. Women say "no" to committee assignments less often than men do (e.g, faculty in political science) (p. 96).

83. In addition to serving on more internal committees, the women also had more undergraduate students than the men and fewer postdocs (p. 96).

84. "I don't care who they are; I just want the best person"--is a good example of moral "licensing." Once people have assured themselves that they judge fairly, they are less concerned about their behavior in any particular case (p. 97).

85. The propensity to make errors in evaluation can best be handled by having explicit valid criteria and procedures (e.g., at the committee level, at the chair level, and at the HR level) (p. 97).

86. When people say that they "don't see race," they are not taking into account data about how evaluations work. We generally take people's social identities into account (e.g., males or females, African Americans or Whites or Hispanics) (p. 98).

87. Schemas about different ethnic groups are related to schemas about job prestige (e.g., Hispanics are assumed to hold lower status jobs and to have greater family orientation and religiosity; Whites as having higher status) (p. 98).

88. Three ethnic groups, African Americans, Asians, and Hispanics, see a characteristic of Whites as having more opportunities, being intelligent, being confident, and being outgoing (p. 99).

89. Whites are seen as more competent and this gives them an advantage in the same way that the perception of men as more competent than women gives them an advantage (p. 99).

90. Differential assumptions about ability have implications for evaluations of success and failure (p. 99).

91. Whites were rated as more effective than African Americans when internal reasons were given for their success→ Whites are seen as having earned their success, even when identical language is used to indicate that AAs are responsible for their success (p. 100).

92. It appears that non-Whites are as likely as Whites to see successful leadership (e.g., competence,

confidence, intelligence, and competitiveness) as White. There were no differences as a function of the participant's race. Uniform Effects (p. 100).

93. By emphasizing that diversity is "good for the organization" over diversity is "fair," one broadens one's conception of diversity (p. 62).

94. When there are clear and valid standards for performance, and when it is possible to evaluate people without knowledge of their social identity, then people can judge impartially (p. 101).

95. It is healthy to start with the possibility that one is choosing the White over the African American for reasons that are incidental to their actual performances. That will make it more likely that we perceive evidence in favor of the hypothesis (p. 101-102).

96. Underrepresented minorities prefer to have differences acknowledged rather than ignored and prefer a multicultural approach in which different orientations are valued, rather than a color-blind approach or an assimilationist approach in which minorities are assimilated into the majority culture (p. 102).

97. A meta-analysis comparing the negative effects of subtle and overt discrimination found that both were correlated with negative effects in a variety of areas (e.g., decreased success in one's job as measured by promotions and productivity, substance abuse). Correlations were as high for the subtle measures of discrimination as for the more overt measures (pp. 103-104).

98. We concluded that gender, race, and ethnicity schemas result in a systematic small undervaluation of women and non-Whites and a systematic small overvaluation of White men in professional settings (p. 121).

99. The underrepresentation of women and people of color in positions of power and prestige is a complex phenomenon that no single factor can explain (p. 121).

100. We have repeatedly stated that most academics sincerely espouse egalitarian principles. We have also repeatedly stated that a belief in the merit principle makes it difficult for people to see the small ways in which they violate it. Workable solutions: Policies and procedures that will help people operate more consistently with their principles (p. 153).

Image References

- Card #4: OCEAN graphic. <http://www.dimpna.com/2021/03/31/genetic-and-acquired-personality-traits/>
- Card #10: Availability heuristic & confirmation bias graphics. <https://jamesclear.com/common-mental-errors>
- Card #24: ISU Fall semester 2021 enrollment data. <https://www.registrar.iastate.edu/sites/default/files/uploads/stats/headcount/LRSPC%20-%20F21.pdf>
- Card #32: your bias.is images. <https://yourbias.is/>
- Card #49: James Webb Space Telescope graphic. https://www.esa.int/Science_Exploration/Space_Science/New_launch_date_for_James_Webb_Space_Telescope
- Card #50: Balance graphic. <https://ifmrlead.org/gender-differences-in-health-outcomes/>
- Card #51: Types of Schemas graphic. <https://www.verywellmind.com/what-is-a-schema-2795873>
- Card #57: Writing process graphic. <https://www.scribbr.com/academic-writing/writing-process/>

Suggestions for interactive IDEA-Belonging activities

1. Know-Want-How-Commit activity:

Know: What do we already know about IDEA & Belonging in the context of a promotion and tenure review, or a search committee review, or any important work occurring in an institution of higher education?

Want: What more do we want to know about IDEA & Belonging in the context of a promotion and tenure review, or a search committee review, or any important work occurring in an institution of higher education?

How: How do we achieve a better understanding of IDEA & Belonging in the context of a promotion and tenure review, or a search committee review, or any important work occurring in an institution of higher education?

2. Think-Pair-Share activity:

Individually, browse through the playing cards and select three cards with statements that you find familiar, and three cards with statements you find to be muddy.

Pair up with your shoulder partner, and share your cards and elaborate on them.

Share major discussion points from your group of two with the whole group.

3. Role-Play skit activity:

As a group, choose a specific IDEA-Belonging card and develop a scenario for a short skit in which every member can play a role.

4. Commit (Exit ticket):

After studying the IDEA & Belonging 100 Cards, what one commitment can each of us make?

An Acknowledgment and a Disclaimer

We are greatly indebted to Drs. Abigail J. Stewart and Virginia Valian. Their 17-year-long work on achieving diversity and excellence distilled in *An Inclusive Academy* has been our north star and our inspiration!

This set of 100 Playing Cards is a work-in-progress which has been developed through multiple ideations and iterations by the four authors since Fall 2021 and the current version was updated in June 2022. All the statements used in this visual training material are from the book *An Inclusive Academy: Achieving Diversity and Excellence* by Stewart & Valian (2018). Specific page numbers are cited for all 100 statements near the end of this book, not on the cards due to space. Some statements were edited for clarity. A few visual objects used in the cards were from several sources, and the citations are noted on the image reference page. This material is intended for educational purposes only.

The visual cues used in this training material are mainly for aiding dialogue and debates to unpack both familiar and untold stories, and to achieve sustainable IDEA-Belonging tactics, principles, theories, and methodologies. The illustrations were made with the *Storyboard That (SBT)* platform. Therefore, the ranges of expressions, characters and objects were limited to the options given by SBT. For the visual cues in this material, one may feel free to alter the gender and other specifics, including situations. It is suggested that one refrains from generalizing or connecting these cues to your own personal experiences to remain more open to other's experiences.

Finally, the visual cues accompanying the statements are not perfect, but rather they are a beta release, full of gray areas which we hope allows varying takes on each statement. The 100 statements with specific page numbers but without images are listed above. Any suggestions or comments, please contact ejbahng@iastate.edu.

All characters, comments, backgrounds, and events in the 100 card illustrations are entirely fictional. Any resemblance to actual persons, living or dead, is purely coincidental. This is a work of creativity, first, to sketch the cyclical and cumulative impacts of IDEA & Belonging, second, to address the nuances associated with inclusion practices at an institution of higher education, and finally, three, to stress the importance of small, reflective changes to create a more inclusive work environment and to make excellence belong.

This visual educational material is based upon "*Humanizing Science through STEM and the Arts (STEAM) Challenges: Make Excellence Belong*" supported by the College of Human Sciences. Any topics, opinions, stories, fictional characters, or values expressed in this material are those of the authors and do not necessarily reflect the views of the supporting unit.

Cover story "Welcome Image: Appreciation Moments" by Jordan Weber

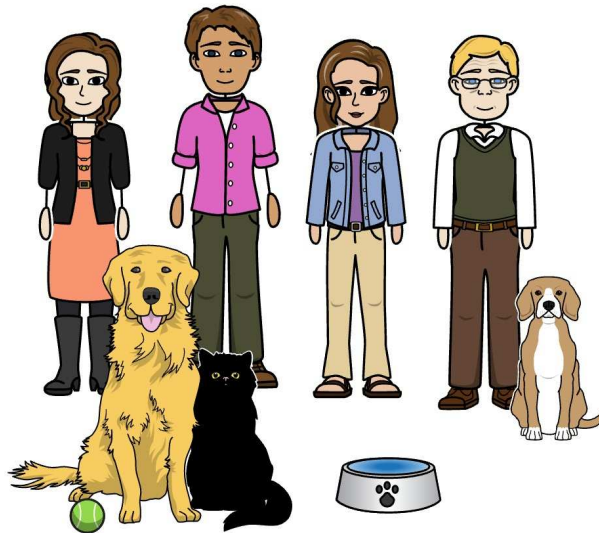
This photo was taken at the Cliffs of Moher in Ireland. Traveling is one of my favorite activities, and this trip was with some of my closest friends from the marching band. We would frequently take 30-second breaks when we simply appreciated the environment we were in, and we dubbed these "Appreciation Moments."

Jordan Weber is a Master of Education student in the Higher Education Student Affairs program at Iowa State University. He holds a Bachelor of Arts in Family Services from the University of Northern Iowa. Jordan has a passion for university admissions and recruitment, helping students explore the possibilities that await them in higher education.

"Make Excellence Belong" Project Team

E.J. is an associate professor in science education and a CHS Equity Advisor at Iowa State University (ISU); **Jamal** is from Des Moines, Iowa, majored in chemistry at ISU and soon-to-be a secondary science teacher; **Kitty** was the president of the ISU student organization for Minority Association for Pre-health students and soon-to-be a master's student majoring in engineering; and **John** is an experimental physicist and professor at ISU. Our companions are **Geo, Kitkat, & Khan.**

We thank you!



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