

BEST REVENGE IS YOUR PAPER

A Black Feminist Approach to
Addressing Imposter Syndrome in the Academy

(through a #Beyhive Perspective)

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aka

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Research interests: Critical Dialogue, Black Women Experiences in Higher Education, Black Feminist Theory, Critical Race Feminism, Critical Media Literacy

GOALS

- Overview Impostor Syndrome (IS) and its effect on Black Women in the academy.
- Identify signs of IS for Faculty
- Addressing IS through popular culture lens (#Beyhive)
- Strategies and action steps to addressing IS in the academy as Educational Developers



DEFINING IMPOSTER SYNDROME

- Term describing internal experiences or belief of being a “phony” or “fraud” in high achieving individuals; persistent feelings of inadequacy, even when there is proof of the opposite. (Clance & Imes, 1978; Dancy & Brown, 2011)
- Phenomenon occurs more in high-achieving women than men;
- Despite outstanding academic and professional accomplishments, women who experience the imposter phenomenon persists in believing that they are really not bright and have fooled anyone who thinks otherwise.
- Black women and women of color may experience this frequently especially if they work in homogenous workplace.

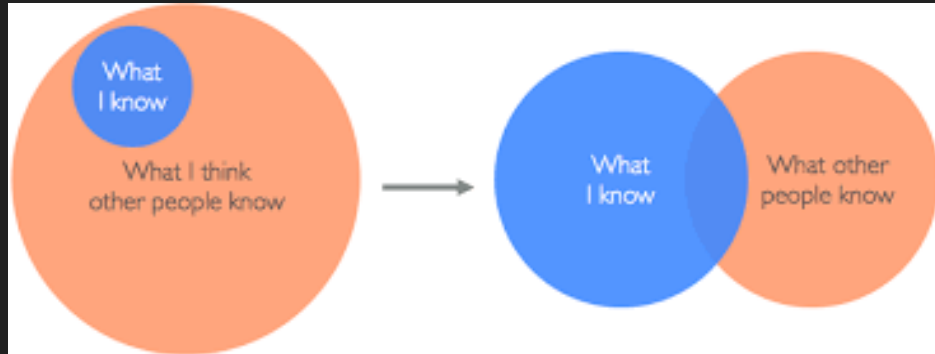


WHY DO YOU THINK THIS HAPPENS?

SIGNS OF IMPOSTER SYNDROME

for Black Women Faculty or Graduate Students

- Having Self Doubt
- Questioning one's competence
- Sense of not belonging
- Underperforming/
Overperforming
- Affect on physical and mental health





Black Feminist Theory
can be a framework to
combat Imposter
Syndrome/Phenomenon

BLACK FEMINIST THEORY

(Collins, 2000)

- Black women's race, gender, political and economic status provides a unique set of experiences that offers a different lens than that of other groups
- These experiences elevate a distinctive consciousness concerning BW reality (outsider-within)
- Creating narratives by Black women for Black women (empowerment)



IDEAS TO ADDRESS IMPOSTER SYNDROME



STRATEGIES TO SUPPORT BW FACULTY



- Develop initiatives/Create Space
 - a. Networking and Mentoring
 - b. Self-Care
- Share Black Women Faculty achievements and accomplishments: Recognize in publications or website, nominate for awards or roles*
- Collaborate- offer low-risk opportunities to showcase Black Woman Faculty; opportunities for campus service, BFSA associations on campus.
- Advocate- use your positional or office agency to make way, champion in their absence

STRATEGIES FOR BLACK WOMEN

- Develop a network of colleagues and friends; Speak about your fears with a mentor, partner, or therapist or in a journal
- Share your achievements and accomplishments; Accept compliments and accolades
- Seek out low-risk opportunities to build confidence
- Give yourself the right to make mistakes
- Don't give power to assumptions by others
- Reframe failures as opportunities for growth
- Don't lose touch with your authentic self



NEW ARTICLE ALERT...

The Chronicle of Higher Education:

Becoming Full Professor While Black

https://www.chronicle.com/article/Becoming-Full-Professor-While/246743?utm_source=at&utm_medium=en&cid=at

Quartz (from May 2018)

Imposter syndrome isn't the problem—toxic workplaces are

<https://qz.com/work/1286549/imposter-syndrome-lets-toxic-work-culture-off-the-hook/?fbclid=IwAR1zn70WkbItRm5cQhgjf-S2Cl9mNbFNOFzpjYWshkb32pXKCLw6GQBBy0k>

QUESTIONS



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