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First-Generation Symposium

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Feb 13th, 11:00 AM - 12:00 PM

### Battling Imposter Syndrome: You Persevered! Luck has no place here

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Battling Impostor Syndrome:  
You Persevered!  
Luck has no place here.

First Generation Symposium-Rowan University  
February 13, 2019  
Mr. Julius Grayson & Dr. Lesley Mateo

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# Learning Objectives

- Historical Context and Legislation
- Current Events
- In the beginning Impostor Phenomenon
  - Clance and Imes (1978)
  - Definition IP
  - Research
  - Implications
- Testimonials and Strategies
- Your Role

# Historical Context and Legislation

- Who can tell us what the oldest institution of higher education in the USA is and when it was founded?
- Morrill Act of 1862 (agriculture and mechanic arts) and 1890 forbade racial discrimination in admissions and birthed institutions such as Southern University, DSU, NCAT, TSU, to name a few.
- GI Bill (officially the Servicemen's Readjustment Act of 1944)
- Educational Opportunity Fund of 1968

# Current Events and Responding to Change

- There was a rapid change in the racial and ethnic identities of students, especially in states with large Hispanic and Asian populations (Learning Reconsidered, 2004)
- It is emphasized that “more women, students of color, students from diverse cultural origins, and economically disadvantaged students are now able to attend college” (Learning Reconsidered, 2004).
- Learning Reconsidered and Learning Reconsidered 2 have “combined academic learning and student development processes to challenge how professionals focus on students” (Learning Reconsidered 2, 2006).

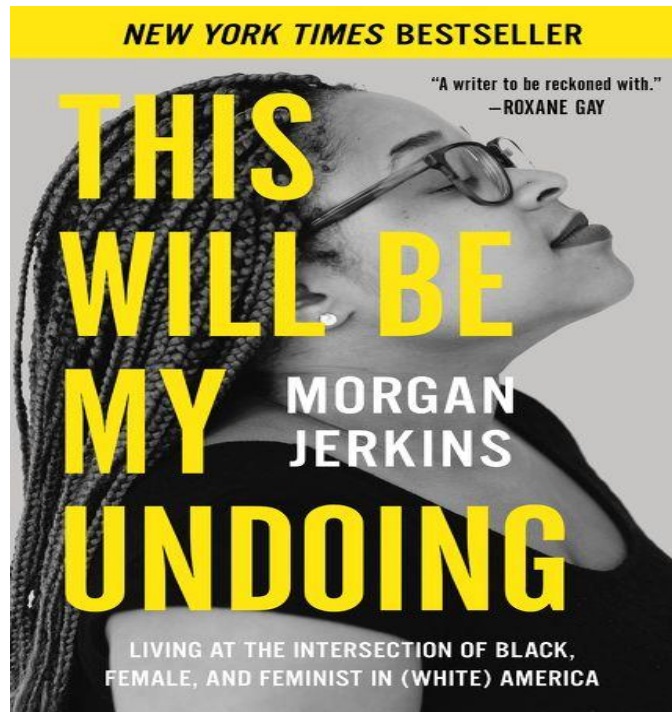
# In the beginning Impostor Phenomenon

- Clance and Imes (1978), worked with over 150 women who exhibited impostor phenomenon. These women were identified as “highly successful” and primarily white middle to upper-class
- One-third of these women were therapy clients... this is important to note as Clance & Imes (1978) shared that evidence of IP presented itself after an individual had participated in group or individual psychotherapy
- Clance (1985) created Clance Impostor Phenomenon CIP Scale to measure fear in evaluation, repeating success and feeling less than (Hoang, 2013)

# IP Definition

- Webster's Dictionary:
  - "Pretender"
  - "Assume a false identity"
  - "Fraud"
  - "Fake"
- A persistent notion of incompetency despite evidence presenting otherwise
- An internal sense of intellectual phoniness (Clance and Imes, 1978)





**“You Are Good Enough!”**

*Morgan Jenkins*

<https://www.pbs.org/video/fighting-the-persistent-fear-of-imposter-syndrome->



# Pair and Share

What percentage of people experience IP at some point in their lives?

Have you ever experienced IP? If so, in what capacity?

In your current role, how are you working with students to combat IP tendencies?



# Research

- IP has been associated with negative behavioral and psychological outcomes such as low self-esteem, refusing to accept anything short of perfect, and anxiety (Lige, 2017)
- If self-doubt was easy to overcome, IP would not be linked to poor psychological functioning, psychological distress, and low self-esteem (Peteet, 2015)
- IP influenced by family background (Hoang, 2013)
- IP positively affects academic success (Parkman, 2016)
- IP impairs career planning because Individuals are unable to recognize potential, or move up the career ladder to achieve leadership position (Neureiter and Traut-Mattasuch, 2016)

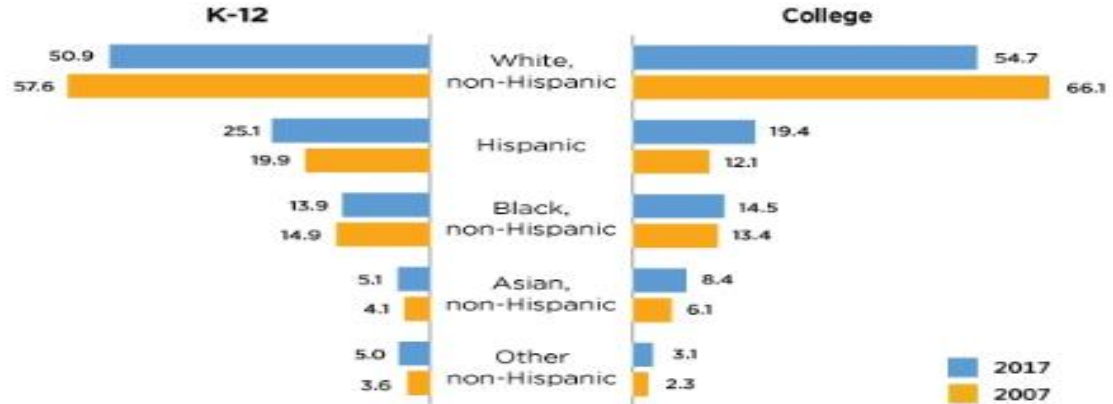
# Classroom Diversity on the Rise

DECEMBER 11, 2018



## Snapshot College Enrollment

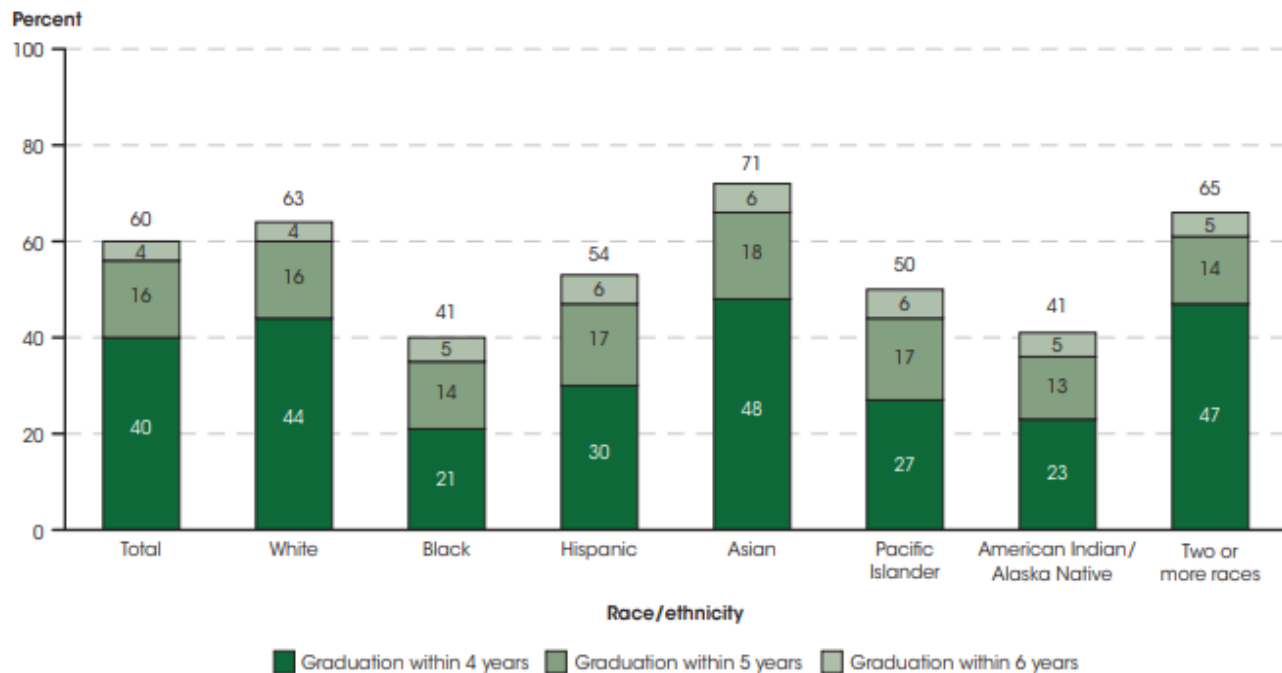
School Enrollment Percentages by Race and Hispanic Origin



**United States Census Bureau**  
U.S. Department of Commerce  
Economics and Statistics Administration  
U.S. CENSUS BUREAU  
census.gov

Source: Current Population Survey, School Enrollment Supplement, October 2007 and 2017  
[www.census.gov/programs-surveys/cps.html](http://www.census.gov/programs-surveys/cps.html)

**Figure 21.1. Graduation rates from first institution attended for first-time, full-time bachelor's degree-seeking students at 4-year postsecondary institutions, by race/ethnicity and time to completion: Starting cohort year 2008**



# Snapshot Graduation Rates

NOTE: Data are for 4-year degree-granting postsecondary institutions participating in Title IV federal financial aid programs. Graduation rates refer to students receiving bachelor's degrees from their initial institutions of attendance only. The total includes data for persons whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2015, Graduation Rates component. See *Digest of Education Statistics 2015*, table 326.10.

# Research-Students

- URM have highest levels of IP -
  - Cokely, McClain, Enciso, Martinez, 2013 study among diverse ethnic minority students
    - found Asian Americans had the highest rates of IP
    - IP strong predictors of mental health even more than Minority Status Stress; students who exhibited high levels of IP tendencies also demonstrated increased psychological distress and well being
  - Lige, Peteet and Brown, 2017 study among African American Students
    - Private Regard impacts high levels of self esteem, academic competence & sense of self which lowers instances of IP
    - “Theory of Othering” associated with IP
- First Generation College students -experienced IP at higher levels because of increased anxiety, fear of failure, lack of family support, self doubt and limited “environmental mastery” affect IP (Parkman, 2016; Peteet, Montgomery, & Weekes, 2015)

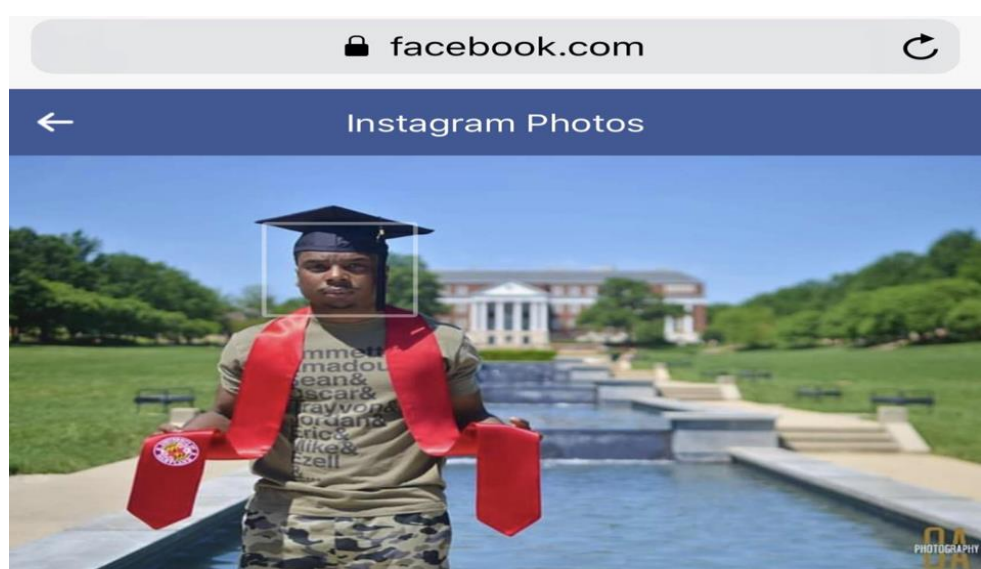
# Research-Professionals

- High levels of IP in faculty affects teaching, scholarship and service (Hutchins, 2015)
- IP impacts job satisfaction, engagement and organizational commitment (Vergauwe, Wille, Feyes, DeFruyt and Anseel, 2014)
- Fear of success can be a strong predictor (Hutchins, 2016); Workplace social support matters
- Professionals suffering from IP can avoid promotion (Neureiter and Traut-Mattausch, 2016)

# Testimonials

# #TrustTheProcess

## “I made it!”



**Julius Jamal Grayson**

I always think of the times that I struggled the most... like in my grad program. I had a traumatic experience and struggled professionally. All of those things had to happen though. The challenges I faced, the people I met, and the resources I had during those two years helped make me who I am today. It was the dopest experience ever looking back on it... But while I was in it, I was struggling, HARD. I didn't think I belonged there, I didn't think I would make it and I was always second guessing myself. It took time, patience and asking for help. Life after graduation hasn't been all butterflies and rainbows but I feel more prepared than ever to face whatever life throws at me.

[#TrustTheProcess](#)

Instagram Photos · 20 April 2016 · Instagram ·



I decided to pursue a doctoral degree in educational leadership. This journey has been overwhelming and agonizing. Often, I wondered whether I really belonged in the program. Often, I felt like “a stranger in a strange land,” the title of Robert Heinlein’s 1987 novel. I understood early on that I did not fit the typical student mold of educational doctoral candidates: school principal, superintendent, teacher, or director.

My journal entries also revealed my own difficulties with initiating my change project {dissertation}. I feared the unknown, questioned my leadership abilities, and resisted exposing my vulnerability... I really have to improve my confidence. How can I expect to lead others when I lack confidence in my own abilities as a leader, my own self-efficacy, and my overall intellectual competence?

**“I am Competent!”**



*Lesley J. Mateo  
Assistant Director/Counselor- ASCEND  
May 2010*

Earlier in my career I struggled, I was surrounded by many very talented and gifted professionals and I didn't think I had that "it" factor to advance professionally and succeed. My poor professional self-esteem impacted my self-esteem and it was a vicious cycle. It wasn't until I blocked out the white noise and focused on my professional and personal development did I understand that all of the professional tools that I needed to succeed I already had in my possession. I had to dig deep, be brutally honest with myself and my performance and connect with mentors who helped mold me. The second I stopped concentrating so much on what others were doing professionally and what I needed to do I never suffered from imposter syndrome again. Don't get me wrong it creeps up every now and again and as I advance professionally the spaces become less and less diverse but sometimes I just have to whisper to myself before I step into a room "I belong here, I have the experience and expertise and they probably don't know what they're talking about either..."



## “I Belong Here!”

Kevin Pitt, Director of the Office of Student Conduct at Rutgers, The State University of New Jersey

# Growth Mindset and Grit

Angela Duckworth (2016) argues that having grit and a growth mindset are essential for us to participate in optimistic self-talk

This is important as a growth mindset and optimistic self-talk leads to positive ways of explaining adversity... this leads to perseverance through new challenges that make us stronger (Duckworth, 2016)

Story of Scott Barry Kaufman

- As a child Scott was placed in special education classes (he had issues processing information)
- Repeated third grade and was sent to a school for kids with learning disabilities after an IQ test
- It took one observant special education teacher to challenge Scott. Until then Scott assumed he lacked the talent because of how he saw himself based on the opinion of others
- Even though Scott was initially rejected from Carnegie Mellon for low SAT scores he used grit and a growth mindset to earn his bachelor's from Carnegie Mellon and his Ph.D from Yale

# Strategies

- ❑ Impostor Programming (i.e. orientation) to address common myths, IP tendencies and support networks for students and employees; (Parkman, 2016)
- ❑ Peer group and mentorships (Parkman, 2016)
- ❑ Activism as a form of empowerment (Parkman, 2016)
- ❑ Campus workshops about success, strengths, failures, perfectionism and reasonable expectations (Cokely, et al, 2013)
- ❑ HRD practitioners should initiate performance coaching and feedback; increase developmental conversations (Hutchins, et.al, 2018).

# “Rethinking College and First Generation Students”





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