DIAPERS TO DEGREES: HIGHER EDUCATION’S CONTRIBUTION TO THE IMPOSTER SYNDROME

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JUST A BIT ABOUT US!
THE IMPOSTER SYNDROME
CLANCE AND IMES, 1978

• WHAT IS IT?
• ORIGINALLY PROPOSED AS A PARTICULARLY FEMALE PHENOMENON RELATED TO THE PERSONAL EXPERIENCE OF GRADUATE STUDENTS. A PHENOMENON CHARACTERIZED BY AN INABILITY TO INTERNALIZE ACADEMIC SUCCESS. INTERNAL AND EXTERNAL CONSTRUCTS THAT ARE REAL AND PERCEIVED BY STUDENT-PARENTS THAT HINDER ACADEMIC SUCCESS.
PRESENTER’S IMPOSTER EXPERIENCES

CAROLINE
NON-TRADITIONAL IN EVERY SENSE

SHELLEY
TRADITIONAL TO STAFF TO NON-TRADITIONAL

YVETTE
NON-TRADITIONAL MOTHER AND GRANDMA EXTRAORDINAIRE
INSTITUTIONAL BARRIERS THAT CONTRIBUTE TO THE IMPOSTER SYNDROME
15 MINUTES

VISIBLE

INVISIBLE
SOLUTIONS AND ADVOCACY TO ENSURE A CLEAR PATH FROM DIAPERS TO DEGREES

20 MINUTES

• WHAT CAN YOUR INSTITUTION IMPLEMENT OR IMPROVE TO CONFRONT ‘OTHERNESS’ AND MINIMIZE THE IMPOSTER SYNDROME FOR STUDENT-PARENTS?
  NOTE TO YOUR PRESIDENT, PROVOST, FACULTY, ALUMNI DONOR - TWO PARAGRAPHS

• NOTE TO YOUR DEPARTMENT OF HUMAN SERVICES, STATE REPRESENTATIVE, VOTERS, CORPORATION THAT ADDRESSES THESE SUGGESTIONS. - TWO PARAGRAPHS
REFERENCES


• REVANS, R. W. 1982. THE ORIGINS AND GROWTH OF ACTION LEARNING, BROMLEY, UK: CHARTWELL-BRATT.
