



Call It What It Is: Imposterization in Academic Spaces

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A recent article, Stop telling women they have imposter syndrome (Tulshyan and Burey, 2021), discusses the idea of imposterization without explicitly using the term that others have since adopted (Gutiérrez, 2021; Holmes et al., 2022; Phelan, 2024). In this session, we will be framing our experiences navigating academic spaces by articulating how the intersectionalities of our identities have shaped our academic careers as migrant scholars. We will argue that instead of placing the onus on academics belonging to equity deserving groups for ‘feeling’ as imposters, many of the common practices in academia are the root cause of these feelings. Rather than having imposter syndrome, these academics are being made imposters...have been imposterized. We will discuss how to dismantle the barriers that keep marginalised people from fully participating in academic spaces. We advocate for recognizing such barriers by sharing our experiences – among ourselves as well as with others – and naming them for what they are.

References

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- (3) Holmes IV, O., Smith, A. N., Loyd, D. L., & Gutiérrez, A. S. (2022). Scholars of color explore bias in academe: Calling in allies and sharing affirmations for us by us. *Organizational Behavior and Human Decision Processes*, 173, 104204. <https://doi.org/10.1016/j.obhdp.2022.104204>
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