



But an even bigger issue is that science "has a history of INVALIDATING Indigenous knowledge, and can perpetuate inequities in terms of who can access science... and what constitutes science knowledge."



OH, science gate-keeping, how FUN-

The author proposes combatting this w/ "culturally responsive science teaching" (Chuck Barron et al., (2021) Culturally Responsive Science Teaching Practices of undergraduate biology teaching assistants)

Using the Clance Imposter Phenomenon Scale (CIPS), the study id'd Seven Native PhD students who all scored either "high" or "intense" on the CIPS scale.

From the one-on-one interviews, students said things like: "I don't belong here [in the PhD program]. I just barely got through, I shouldn't be HERE."

- Abigail
"This institution, the science, the policies, the infrastructure, none of it was built for people like me."

- Anna
"I CONSTANTLY THINK I HAVE ACADEMIC STOCKHOLM SYNDROME"



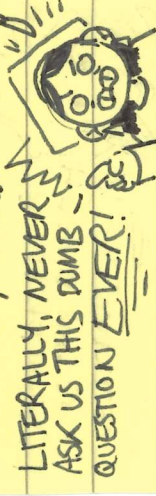
Does everyone feel this terrible during school...?

One reason this paper proposes for this is the disconnect between "community"-based beliefs emphasizing helping & caring for others... giving back to the community" and "the individualistic goals held by their white, mostly male peers that value individualistic beliefs"

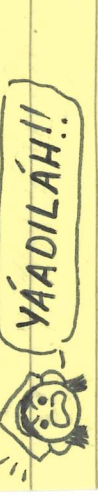
0.3% of graduate degrees.
One reason this paper proposes for this is the disconnect between "community"-based beliefs emphasizing helping & caring for others... giving back to the community" and "the individualistic goals held by their white, mostly male peers that value individualistic beliefs"

0.5% of science degrees (undergrad) AND ONLY
Native Americans have the lowest college enrollment & retention rates out of any pop. in the US. we are -

Michelle was also frustrated with her program, having been "asked if she was related to a Cherokee princess."

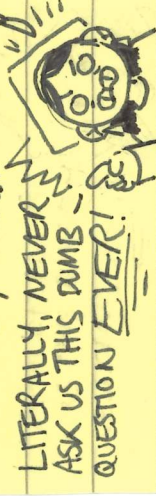


Michelle had folks ask "her if she could make them a pair of moccasins" or go to a sweat lodge w/ her. WHILE also disparaging her use of Cherokee traditional medicine.

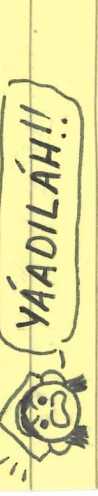


Anna went on to describe how she "developed personal relationships" w/ Indigenous folks around her field site but her advisor didn't approve of this & she had difficulty explaining why this was necessary to do.

Michelle was also frustrated with her program, having been "asked if she was related to a Cherokee princess."



Michelle had folks ask "her if she could make them a pair of moccasins" or go to a sweat lodge w/ her. WHILE also disparaging her use of Cherokee traditional medicine.



A crucial thing for Native students in STEM (or any field!) is to find support.

Support for your wins, support for your failures, and support in pushing back against institutionalized colonialism.

Students in the study found support in groups like the American Indian Science and Engineering Society (AISES)

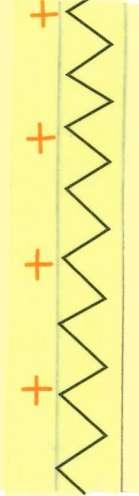
(www.aises.org) and the Alaskan Native Science and Engineering Program (ANSEP) (www.ansep.net)



Let's stick together y'all!

A CULTURAL IMPOSTER?: NATIVE AMERICAN EXPERIENCES OF IMPOSTER PHENOMENON IN STEM (2021)

BY DEVASMITA CHAKRAVEARTY
ZINE'D BY JULIE FIVEASH
DOI: 10.1187/cbe.21-08-0204



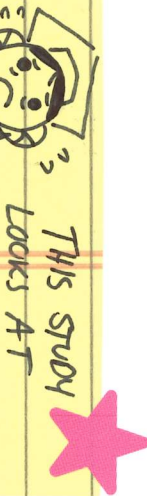
DOES EVERYONE FEEL THIS TERRIBLE DURING SCHOOL...?

"STRESS", MALADAPTIVE PERFECTIONISM, and MORE...

THE ARTICLE POINTS OUT THAT IMPOSTER SYNDROME "CORRELATES TO- ANXIETY, LACK OF PSYCHOLOGICAL WELL-BEING, SYNDROME IN NATIVE STEM STUDENTS. ACADEMIA IS NOT ONLY HARD ON THE BRAIN, BUT ALSO THE HEART! THE AUTHOR HIGHLIGHTS THESE ASPECTS OF IMPOSTER SYNDROME:



- "CULTURAL DIFFERENCES & LACK OF UNDERSTANDING OF INDIGENOUS CULTURE"
- "LACK OF CRITICAL MASS AND FEAR OF STANDING OUT"
- "ACADEMIC ENVIRONMENT"
- "FAMILY BACKGROUND & UPBRINGING"
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