

Call for Proposals: Imposter Phenomenon: Women Leaders in the Academy

Alena C. Hampton, PhD and Shauna Reilly, PhD (editors)

This proposed edited volume addresses one of the major hurdles for women leaders in higher education: the imposter phenomenon. Women throughout the academy regularly experience the imposter phenomenon and those who hold leadership positions are particularly susceptible to this experience. Despite its prevalence, many women overcome this internal debate to advance in the academy and encourage other women.

This book provides a resource for women leaders in higher education who have struggled with the imposter phenomenon and offers the opportunity to learn from others who have this experience and how they manage it. The book includes examples from a diverse group of women in higher education across various disciplines, leadership roles, and types of institutions that illustrate how they have experienced and coped with the imposter phenomenon. This volume goes beyond the popular literature to explore what this looks like in the academy from deeply personal experiences, and how the phenomenon effects non-professional aspects of one's life.

To this end, we call for proposals from women willing to discuss their experiences with the imposter phenomenon that outline specific examples of how they have experienced, think about, and manage the feelings of imposter phenomenon as part of their careers and their non-professional life. All proposals should center the discussion on the author's intersecting identities and how this intersectionality impacts their feeling of 'less than' in the academy. Examples include how race, sexuality, first generation and/or immigrant status, religious and/or spiritual affiliation, or motherhood impact their sense of self, their experience, and their perception of place in the academy. Specifically, we seek proposals in the following areas:

1. Role Specific Issues

- a. Proposals would elaborate on how the imposter phenomenon manifests in specific roles or how their experience of the imposter phenomenon has shifted as they have assumed various roles. Examples and suggestions on how to address these issues at various levels in the academy are encouraged.

2. Promotion and Tenure

- a. Proposals would discuss various ways authors have experienced the impostor phenomenon in their pursuit of promotion and tenure. Proposals should include a discussion of one's discipline when exploring challenges in creating a research record/agenda. Examples include conducting research with undergraduates, male dominated fields, and/or the value placed on specific research. Examples and suggestions on how to address these issues are encouraged.

3. Impacts outside the Academy

- a. Proposals would discuss how the imposter syndrome impacts and/or manifests in one's life outside of the academy in relationships with partners, parents, children, siblings, and/or other family units, or in roles in non-work related organizations or communities. Organizations and communities might include churches, temples, or synagogues, social groups or clubs.

4. Staff Contributors to the Academy

- a. Proposals would focus on the experiences of staff members who have faced the imposter phenomenon and its impact on their advancement in the academy. Examples include the tension between student life and academic

sides of the academy, different degree paths, or roles and positions held outside of academia before joining the academy.

5. Shared Governance and Pink Work

- a. Proposals would discuss examples of the imposter phenomenon in navigating the “pink work” (work that is typically thought of as female led) on campuses and experiences in shared governance of the university between faculty and administration.

Other proposals that do not fit one of these specific themes but fit the overall approach and objective of the book are also welcome. *All proposals should include a discussion of resilience and demonstrate how the author manages and copes with the imposter phenomenon.*

If you are interested, please submit a 300-400 word abstract and a short bio (around 50 words) to reillys3@nku.edu by October 1st. Your proposal should describe the essay you would like to contribute, explicitly connecting your chapter to one of the areas above or indicating an additional unlisted area where you think your chapter could fit. Abstracts will be reviewed on a rolling basis, with all decisions completed by October 30. Accepted abstracts will be included in a book proposal to be submitted to Lexington Press.

We anticipate final essays of roughly 3000 words to be submitted by February 1, 2023. Final essays should include specific, tangible examples of addressing imposter phenomenon that others could emulate in their own contexts to improve and expand their careers in higher education.