


A Whole New World: Navigating a Significant Career Shift and Battling Imposter Syndrome During a Pandemic

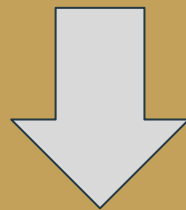


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Basics about the presentation

Two main components:

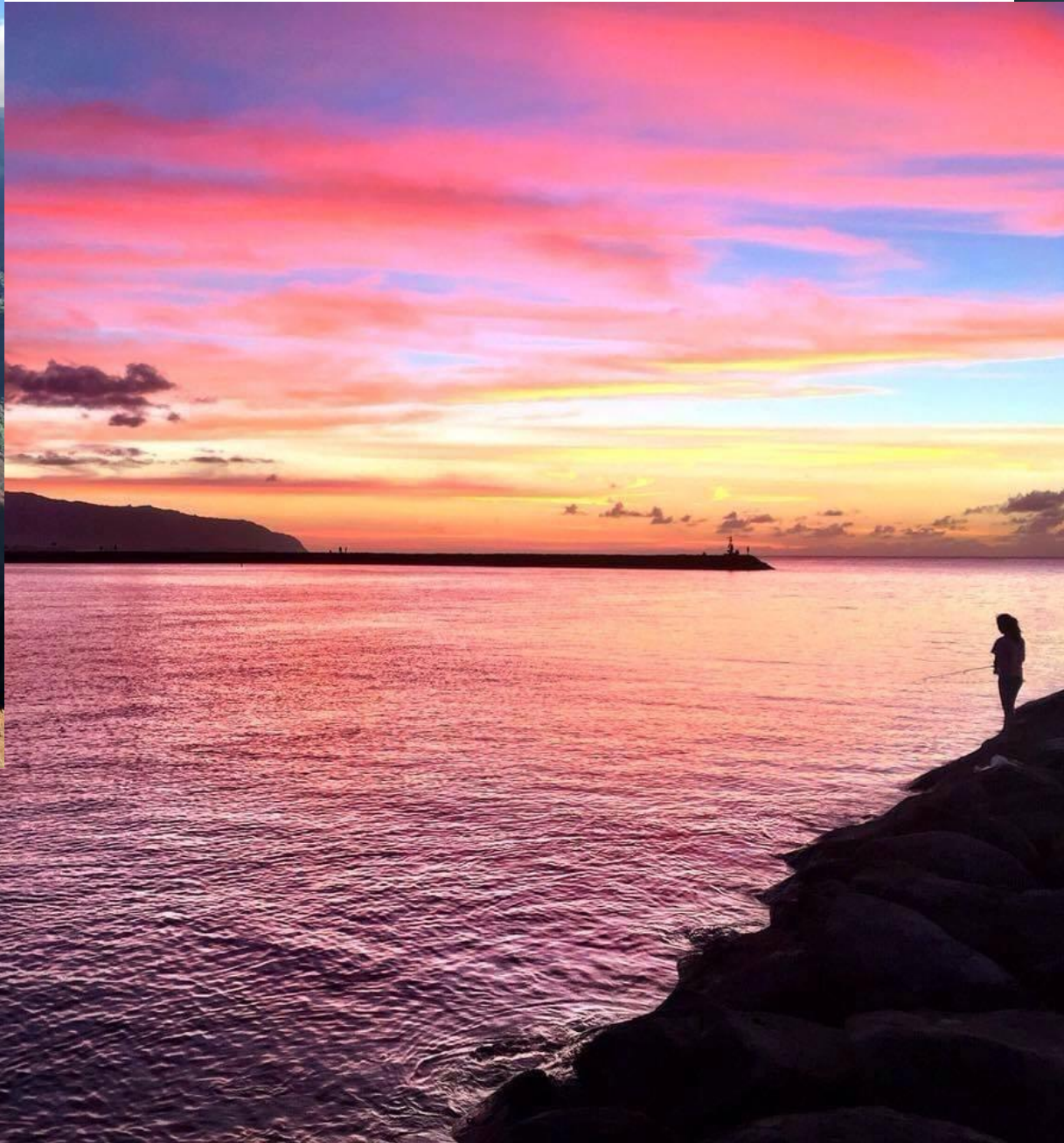
1. Advising career shift - during a pandemic



1. Imposter Syndrome

Learning Objectives

- Participants will understand key differences and similarities in the strategies and perspectives used in advising and supporting student-athletes and graduate students
- Participants will learn about Imposter Syndrome, what it means, and how it can present itself in our professional and personal lives
- Participants will learn about the presenter's personal strategies used to combat Imposter Syndrome, and be asked to reflect upon strategies they may be able to apply to their own lives to combat Imposter Syndrome



Academic Advising at the University of Hawai'i at Manoa



Primary Academic Advisor for
approximately 90
student-athletes

- Course registration advising, major exploration, career planning, learning strategies, travel with teams, coordinate study halls and learning support services, collaborate with coaches and other Advisors, NCAA eligibility verification

Tenure-Track Specialist Faculty position

- Committee work, program development, service, presentations, publications, etc.



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Proactive Advising Approach

- Close connections with students and frequent contact
- Deliberate, structured interventions
 - Progress reports, study halls, learning services
 - Direct students to resources, supports
 - Monitor athletic academic eligibility
- Intensive, frequent advising
- Worked with students from prior to enrollment through graduation

Advisor/Faculty Relationship

Very little contact with instructional faculty allowed

- No contact on behalf of students, little opportunity to advocate for students
- Contact with instructional faculty was almost taboo - even though I was classified as faculty!



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Key Differences Between My Two Advising Positions

- Change in advising approach/style - still figuring out what this looks like!
- Much more faculty contact and influence - direct line to Grad Group leadership

- Working with incredibly ambitious, motivated scientists - both graduate students and faculty
- Learning how to navigate graduate policies & procedures

Key Differences Between My Two Advising Positions

What is Imposter Syndrome?

- First coined in 1978 by two psychologists, Suzanne Imes and Pauline Rose Clance, to describe the experiences of high achieving women who described feelings of “intellectual phoniness”
- Psychological pattern in which the individual doubts their accomplishments and fears being exposed as a fraud.
- Characterized by pervasive self-doubt and linked to anxiety, burnout, and other negative outcomes



What the heck does pharmacokinetics of yohimbine mean? TGF-beta receptor? Cholinergic synapses? Microcystins? Methyl bromide vacuum fumigation? NPC1-mediated lysosomal cholesterol efflux tunes Ca^{2+} signaling and plasticity?

I'm not a scientist...

The Feelings of Self-Doubt Creep In...

I felt like I knew what I was doing in my last Advising position, but not here.

How do I support students when I have no clue what they are studying?

Am I really equipped to support these students? I should have done more to prepare.

What do I know about these fields? I have degrees in Sociology and Educational Psychology...

How long will it take for students and faculty to find out that I'm a FRAUD?

Moving From Imposter to “I Belong Here”

- Focus on the strengths you have
 - Acknowledge your power (Thanks Lauren and Sarah!)
- Don't downplay your own accomplishments, educational experiences, successes, positive traits, etc.
- Frequent and honest self-reflection

Moving From Imposter to “I Belong Here”



- Seek support from others when you feel self-doubt
- Talk about it! Break the silence to destigmatize it
- Seek professional support if your feelings of self-doubt linger or worsen - take care of your mental health

Moving From Imposter to “I Belong Here”

- Push yourself to keep learning and developing
- You have the traits you need to be successful
- Students and faculty feel imposter syndrome as well - shared experiences where perhaps you thought there were few

Concluding Thoughts

- Career transitions are HARD - especially during a pandemic
 - Even with 5+ years of Advising experience, plus many more years working directly with students in other capacities, I don't think I was as prepared for the change as I thought I was
 - Which fed into Imposter Syndrome!
- Now that I am feeling less "impostery" ...
 - In AWE of my students and faculty!
 - Grateful for close faculty connections - this is new for me!
 - Opportunities to collaborate and advocate for students

Thank you!

Q&A

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