Wright-Mair, Raquel, Delma Ramos, and Brittany Passano. 2023. "Latinx College Students' Strategies for Resisting Imposter Syndrome at Predominantly White Institutions." *Journal of Latinos and Education* **23:725-743**

PRIMARY ARGUMENT: The author argues that Latinx students employ various strategies to counter imposter syndrome experiences within the context of predominantly White institutions.

IMPORTANT DEFINED CONCEPTS:

• <u>LatCrit</u>: A critical race theory which examines the ways in which Latinx populations experience interlocking systems of oppression.

• <u>Imposter syndrome</u>: A psychological phenomenon where individuals, despite their accomplishments, feel like frauds and doubt their abilities.

• <u>Code-switching</u>: The practice of alternating between different languages, dialects, or cultural behaviors depending on the social context. Latinx students at PWIs use code-switching as a strategy to navigate predominantly white environments, though it can come at the expense of their authentic self-expression.

PRIMARY FINDINGS:

1. As Latinx students move through feelings of imposter syndrome, many overcompensate and develop unhealthy patterns of doing more in an attempt to prove themselves "worthy".

2. Latinx students navigate PWIs by alternating between different languages or cultural expressions (i.e., code-switching). This is a response to the differences they perceive between themselves and the campus community.

3. In Spanish, "Consejos de las personas más cercanas" translates to "advice from the people closest to me…". To work through feelings of imposter syndrome, Latinx students seek guidance and holistic support from the people they are closest to see them as worthy of achieving all things.

4. The research emphasizes that imposter syndrome should be understood not as an individual issue but as a result of oppressive systems. It calls for institutions to dismantle the foundations that maintain and perpetuate a culture of imposter syndrome.

KEY QUOTE: "Imposter syndrome is often viewed as an experience that racially minoritized populations in higher education must encounter. But these traditional understandings frame imposter syndrome as a personal flaw rather than a product of structural oppression" (725).

QUESTION: What strategies can educational institutions develop in order to target the underlying institutional cultures sustaining Latinx student imposter syndrome? How do coping strategies for imposter syndrome vary for Latinx students across different types of predominantly White institutions, for example, community, public or private universities?