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A Narrative Study of Latinas' Experiences with the Leadership Pipeline in Higher Education

Ana Cecilia Marrero-Lopez
University of Nevada, Las Vegas

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A NARRATIVE STUDY OF LATINAS' EXPERIENCES WITH THE LEADERSHIP

PIPELINE IN HIGHER EDUCATION

By

Ana C. Marrero

Bachelor of Arts in English
University of Central Florida
1997

Master of Fine Arts in English
University of Central Florida
2003

A dissertation submitted in partial
fulfillment of the requirements for the

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Greenspun College of Urban Affairs
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Ana C. Marrero

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Cecilia Maldonado, Ph.D., Committee Chair

Sterling Saddler, Ph.D., Committee Member

Harriet Barlow, Ph.D., Committee Member

Anita Revilla, Ph.D., Graduate College Representative

Kathryn Hausbeck Korgan, Ph.D., Interim Dean of the Graduate College

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ABSTRACT

The purpose of this qualitative narrative study was to report the stories of Latina's experiences with the leadership pipeline in higher education, and determine what venues within that pipeline facilitate or impede access to executive level administrative positions. The practical significance of this study would include expanding the quantity of academic research on Latinas' interest and inclusion in obtaining executive leadership positions in higher education, where little has been recorded of their presence or successes (Lopez-Mulnix, Wolverton & Zaki, 2011). In addition, though many studies have been conducted on racial and ethnic minority faculty (Eddy, 2009; Moses, 2009; Green & McCloud, 2004), few have addressed the experiences that impact the inclusion, retention and professional advancement of Latinas into executive level administrative positions in qualitative terms using narrative methodology. This study will allow for further insight into the experiences of Latinas employed in higher education from their unique perspectives as they navigate leadership development opportunities. Narrative Inquiry was employed to obtain data from participants, with theoretical perspectives influenced by Critical Race Theory, Intersectionality Theory, and Self-Efficacy Theory. Participants were selected using purposive sampling, and interviewed through semi-structured and open-ended questions. Interviews were transcribed and analyzed using analysis of narrative.

Key words: qualitative, narrative inquiry, interviews, leadership, Latinas

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

Background

In higher education, few Latinas are found in upper administration or executive leadership positions (Lopez-Mulnix, 2011; Medina & Luna, 2000; González, Jovel & Stoner, 2004; Leon & Nevarez, 2007). Traditionally, a doctorate has been the most recognized entry requirement into the faculty ranks of higher education, but possessing a doctorate does not guarantee that the progression to upper administration will occur (Haro & Lara, 2003; Dean, Bracken, & Allen 2009).

For Latinas, the biggest challenge arises in moving through the faculty ranks into tenured tracks; most Latinas are found at the Associate Professor level or employed in non-tenured tracks as adjunct or part-time faculty (Lopez-Mulnix, Wolverton & Zaki, 2011). According to Haro and Lara (2003), the career path to upper administration follows the trajectory of: tenured faculty, department chair, dean or director of an academic program before consideration for Vice Presidents, Provosts, or Presidents.

Dean et al. (2009) argue that career paths in higher education are unclear; that the basic requirements of possessing a doctorate, achieving tenure, and publishing -- while considered the foundation to many higher executive level positions -- often are not communicated to new faculty entering the field. Eddy (2009) also adds that the lack of available administrative positions adds to the obstacles faced by women in higher education. Wood (2009) infers that colleges and universities need to incorporate strategic goals to ensure that leadership opportunities are open and accessible to minorities and women. Researchers Sotello Viernes Turner and Kappes (2009) acknowledge that

pervasive sexism and racial discrimination make it difficult for women and women of color to benefit from educational opportunities and move up the administrative ranks of higher education.

Chapter 2 will provide historical background from previous literature and academic research conducted on the challenges faced by Latinas in higher education as they move through educational pipelines into employment pipelines.

Statement of the Problem

Quantitative studies conducted have elucidated that lack of educational attainment at the pre-collegiate, collegiate and graduate levels has deeply impacted the number of qualified Latina students able to enter the faculty ranks, thus limiting the pool of eligible Latina applicants universities can hire for key administrative or leadership positions (Capello, 1994; Sotello Viernes Turner & Myers, 2000; Cerna, Perez, & Saenz, 2009). Other research has cited that hostile work environments, unclear tenure expectations and lack of mentors play a major role in minority faculty attrition (Dean et al., 2009). Wolverton, Bower and Hyle (2009) state that diminishing tenure track positions and greater salary earnings found in business and industry encourage minorities to look for employment opportunities outside of education.

While research on Latinas in higher education exists, the studies fail to clarify why Latinas, specifically, are not equitably represented in the executive level employment ranks of higher education (Gonz, Stone, & Jovel, 2003; Solorzano, 2005; Gonzalez, 2007). Additionally, when quantitative studies are conducted, sample sizes for minorities are so small that participants are combined under the category 'minority' instead of identified by their racial or ethnic group; when publishing research on women,

most publications do not denote differences between White women and women of color, "nor does it distinguish between native and foreign-born professors" (Vargas, 2002, p. 29).

The importance of having Latinas in visible administrative leadership positions serves many purposes. Aside from assisting with recruitment and retention (Lopez-Mulnix, 2011), Latinas in prominent leadership positions can advocate for the reevaluation of policies and procedures for inclusion and equity purposes (Rios, 2002). In addition, they can communicate to business owners and political leaders about the needs of minority populations in terms of educational and employment opportunities (Leon & Nevarez, 2007). Lastly, they can help universities demonstrate their commitment to diversity issues at their institution through their visibility and engagement in decision making positions (Hurtado, 1992).

Purpose of the Study

The purpose of this qualitative narrative study was to report the stories of Latinas' experiences with the leadership pipeline in higher education, and determine what venues within that pipeline facilitated or impeded access to executive level administrative positions.

Murakami-Ramalho, Nunez and Cuero (2010) and Bedolla, Monforti, and Pantoja (2006) believe that higher education in particular would benefit from additional research in understanding how the leadership pipeline is defined for Latinas. Further qualitative research of Latinas' engagement in higher education would identify systems that exclude their involvement such as participation and success in securing executive administrative positions or meeting promotion and tenure expectations (Murakami-Ramalho et al.,

2010). Additional studies are critical in understanding how to engage, recruit, support and retain Latinas employed in the higher education system at all levels of the employment ranks and within the institution of academia itself (Murakami-Ramalho et al., 2010).

Significance of the Study

The practical significance of this study includes expanding the quantity of academic research on Latinas' interest and inclusion in obtaining executive leadership positions in higher education, where little has been recorded of their presence or successes (Lopez-Mulnix et al., 2011). In addition, though many studies have been conducted on racial and ethnic minority faculty (Eddy, 2009; Moses, 2009; Onwuachi-Willig, 2002; Green & McCloud, 2004), few have addressed the experiences that impact the inclusion, retention and professional advancement of Latinas into executive level administrative positions in qualitative terms using narrative methodology**.** This study will allow for further insight into the experiences of Latinas employed in higher education from their unique perspectives as they navigate leadership development opportunities.

Theoretical Perspectives

Lunenberg and Irby (2008) state that, "Qualitative research studies might be informed by a theoretical or epistemological framework, but formal hypothesis are not typically used to frame the study" (p.123). Creswell (2007) adds that qualitative designs are fundamentally emergent in that "the initial plan for research cannot be tightly prescribed, and that all phases of the process may change or shift after the researcher enters the field and begins to collect data" (p.39).

Critical Race Theory

  Critical Race Theory (CRT) provides a theoretical perspective for which to study the impact of power and privilege, how inequitable treatment impacts members of underrepresented groups, and how understanding this interplay of power can help advocate for change (Creswell, 2007; Yosso & Solorzano, 2005). CRT also bases itself on the concept that race and racism is a defining characteristic of U.S. society (Flores & Garcia, 2009; Solorzano, 2005) and allows for analysis of experiences and knowledge endured by people of color (Aleman, 2009). CRT derives information from a broad literature base that includes but is not limited to law, sociology, history, ethnic studies, and women's studies (Solorzano & Yosso, 2002, p.25; Yosso & Solorzano, 2005). According to Yosso and Solorzano (2005), "CRT recognizes that the experiential knowledge of people of color is legitimate, appropriate, and critical to understanding, analyzing, and teaching about racial subordination" (p.123). Parker and Lynn (2002) state that CRT validates and justifies the use of storytelling and narratives to record the incidents of race and racism experienced by individuals.

  Three basic concepts are at the forefront of CRT: addressing color-blindness, identifying how racism is perceived as an individual issue and not a systems based issue, and multi-intersectionality (Valdes, McCristal Culp & Harris, 2002). The first concept that CRT attempts to dismantle is the concept of color-blindness. Park (2011) defines color blindness as the purposeful action of downplaying, ignoring or refusing to recognize race; proponents of color blindness believe that the U.S. has moved beyond race issues and employ color blindness to promote fairness and equity (Park, 2011). The second concept that CRT addresses is that race and race issues are not limited to

individual cases or experiences; individual experiences are the outcome or symptoms of systemic challenges. Lastly, CRT acknowledges that individuals possess multiple ways in which they self-identify including race, ethnicity, class and sexual orientation; this awareness and acknowledgement of multiple identities is known as intersectionality (Valdes et al., 2002). CRT maintains that addressing one aspect of identity without taking into account multiple perspectives is fruitless (Linder & Rodriguez, 2012). These concepts will be expanded in Chapter 2.

In education, CRT is used to examine how policies, policy-making and the associated structures can be deconstructed to be more inclusive and diverse (Solorzano, 2005). CRT can be useful in identifying systems of institutionalized racism, policies and procedures that undermine equitable treatment, and give voice to marginalized groups for advocacy and change; Yosso (2005) operationalizes the term for added clarity, "CRT in education is a theoretical and analytical framework that challenges the ways race and racism impact educational structures, practices, and discourses" (Yosso, 2005, p. 74).

Intersectionality

Intersectionality has been defined as the multiple identities that can be attributed within an individual (Hancock, 2007). Shields (2008) defines identity as the "social categories in which an individual claims membership as well as the personal meanings associated with those categories" (p. 301).

The challenge in using intersectionality theories to defend against inequitable treatment or advocate for changes is that proponents have been caught in a binary of using an either/or stance instead of a collaborative stance. Shields (2008) further explains, "The White lesbian may be disadvantaged because of divergence from the

6

heterosexual norm and standard, but relative to other lesbians she enjoys racial privilege. Last and not least, identities instantiate social stratification" (p.302); by positioning one identity before another, further discord is perpetuated.

Intersectionality in higher education is useful in creating more inclusive and diverse policies, procedures and campus environments that are attuned with the demographics of the students, faculty, and staff attending and working at a particular institution (Shields, 2008; Baez, 2000). It is problematic when institutions generate policies and procedures to meet the needs of one targeted group while disregarding the needs of others that may be in the same articulated group (Shields, 2008; Piercy, Giddings, Allen, Dixon, Meszaros & Joest, 2005).

Self-Efficacy Theory

Bandura's (1993, 1994) theories on self-efficacy essentially state that an individual's self-perception of what they can achieve is determined by their past achievements and the skills they employed in order to meet the demands of that task; self-efficacy can also "determine how people feel, think, motivate themselves and behave" (1994, p.71). Self-efficacy is formed by four key components: our experience, modeling behaviors, verbal approvals or reinforcements, and physical ability (Bandura, 1994).

Researchers have criticized Bandura's early versions of self-efficacy theory in terms of environmental influence, arguing that environmental factors that are out of the individual's control can impact their perception of self-efficacy (Lent & Hackett, 1987; Pajares, 1996). This is particularly true for racial and ethnic minority groups and individuals from lower socio-economic backgrounds whose environments are often more

7

marginalized than dominant groups (Aleman, 2009; Bersh, 2009; Eddy, 2009); therefore the impact of environmental influences is more noticeable (Pajares, 1996).

Lent and Hackett (1987) have employed self-efficacy theory in the work place by attributing the same criteria proposed by Bandura and applying it to employees. Career self-efficacy takes the concepts of perceived ability and proven experience in determining job competency and career pursuits (Lent & Hackett, 1987). Pajares (1996) adds that self-efficacy theory has also been applied to educational settings for the study of academic perseverance and achievement.

These theoretical perspectives and frameworks will be further discussed in chapter two.

Research Questions

This qualitative study aimed to understand the experiences of Latinas in higher education who were involved in leadership roles. The study was guided by the research question: How do Latinas perceive career advancement or promotion in higher education?

Sub-questions included:

- How has race, ethnicity, class or gender impacted Latinas' leadership development?

- How do Latinas foresee the future of Latinas in higher education administration?

Limitations

Lunenburg and Irby (2009) define limitations as, "…factors that may have an effect on the interpretation of the findings or on the generalizability of the results"

(p.133). Limitations for this study included the potential scarcity of eligible participants who met the selection criteria. Regarding participants, the integrity and truthfulness of responses received from their interviews may also be construed as a limitation. Regarding narrative inquiry, the impact of memory and recreating experiences from past history is considered by some researchers to be a challenging limitation (Kamp, 2004; Josselson & Lieblich, 2003).

Other limitations involved the researcher, who being a Latina employed in higher education, may cast unconscious bias and subjectivity on the responses received that may affect the interpretation of gathered data. Lastly, as the selection of participants is intentionally small to accommodate qualitative research and narrative methodology, the data obtained may not be generalizable (Creswell, 2007; Lunenburg & Irby, 2009; Webster & Mertova, 2007).

Delimitations

Delimitations are intentional boundaries dictated by the researcher to provide a measure of control for the study at hand (Lunenburg & Irby, 2008). For this proposed study delimitations included:

- Participants were limited to Latinas; no other racial, ethnic, or gender groups were included in this study.
- Employment ranks were limited to full-time tenured faculty at any rank and full-time administrative ranks; excluding part-time instructors, and support staff.
- Participants were employed in higher education leadership roles at the university level.

Assumptions

It was assumed that the participants selected for this study responded to interview questions truthfully, and indicated their perceptions and understanding of requirements for leadership development or attainment, including if they were interested in being developed as leaders in administrative roles. Lawrence-Lightfoot (1994) acknowledges that participants may feel vulnerable and too exposed when sharing personal stories about their experiences in higher education; there may also be fear of recalling painful experiences that are comparative to "opening a wound" (p. 611).

It was also assumed that the interpretation of data accurately reflects the perceptions of participants, as captured in interviews and transcribed into written text. As qualitative research is an iterative process, the researcher and participants worked together for a collaborative final outcome (Creswell, 2007).

It was assumed that components inherent in Critical Race Theory, Self-efficacy Theory, and Intersectionality Theory would emerge in participant interviews. These elements included personal experiences with racism or discrimination in their employment in higher education; observations of patterns of institutional racism in employment, professional development and promotion; the influence of multiple self identities; and examples of self-efficacious behaviors.

Definition of Terms

The following list provides basic operationalized terms; other terms will be defined from participants in their own words as they arise.

Latina/o. Latinas and Latinos are a racially mixed group that includes European Whites, African and Caribbean Blacks, as well as indigenous American Indians. The use

of 'Latino' has evolved to be understood as a self-identifying term with more inclusive usage denoting individuals of many racial and ethnic backgrounds, who speak a variety of languages and dialects, and who have chosen to reside and be affiliated with the U.S. while maintaining ancestral and cultural ties (Golash-Boza, 2006; Guzman & Valdivia, 2004)

Many times the terms 'Hispanic' and 'Latino' are used interchangeably. For the purposes of this study, the term 'Hispanic' will be used when directly citing references or statistical data using this term; otherwise, the term 'Latina' will be used throughout the document.

Administrative Leadership. Throughout this study, administrative leadership will refer to individuals employed at the Dean, Director or Department Chair ranks.

Executive Level Administration. For the purposes of this study, executive level administration will be defined as the positions of Vice Presidents, Provost, Academic Vice President, and President in universities.

Organization of the Study

Chapter 1 relayed the purpose of the study, related research questions that guided the study, and provided rationale for why the study was conducted. This introductory chapter also outlined limitations and delimitations as well as the use of theoretical perspectives that were explored in this study.

Subsequently, chapter 2 will provide a comprehensive literature review that will discuss the use of Critical Race Theory (CRT), Self-Efficacy theory, and Intersectionality theory as tools for which to understand the themes that emerged from the study. Chapter 2 will also detail historical background on Latinos in the United States as it relates to

education; it will include the experiences of Latinas in pursuing advanced education, and relate the challenges Latinas encounter in the higher education work environment throughout their career progression. Lastly, chapter 2 will conclude with recommendations from existing research on the need for more data involving Latinas in higher education.

Chapter 3 will discuss the research methodology and methods used for this study. It will include a summary of the study, clarification of how narrative inquiry was applied, data collection strategies employed, use of analysis of narrative to analyze data, and how data will be presented.

Chapter 4 will present the data gathered from five Latina participant interviews garnered for this qualitative study. It will summarize each participant's leadership story in part 1; part 2 will present the data in three salient sections that include: aspects that hindered leadership attainment, aspects that fostered leadership attainment and practical tips for success.

Chapter 5 will provide an overall summary of the study. It will also provide implications of the study, the researcher's conclusions, and recommendations for future studies. This dissertation will conclude with a list of references, appendices and the researcher's vita.

CHAPTER 2

LITERATURE REVIEW

Introduction

Researchers have reported that the United States of America has had a poor tradition of providing quality service and socio-economic support to racial and ethnic underrepresented populations including limited access to educational opportunities (Aleman, 2009; Bersh, 2009; Calafell & Delgado, 2004). Bersh (2009) argues that White privilege allows divisive and racially motivated behaviors to persist, often perpetuating the perception of dominance and power held by majority groups, who tend to be White males, over less dominant racial and ethnic groups. Those beliefs and behaviors have been consistent in perpetuating systems of inequality (Eddy, 2009), institutional racism, and discriminatory practices that have prevented racial and ethnic minority groups from being fully integrated into main stream society and particularly in obtaining education and in navigating employment opportunities in higher education (Aleman, 2009; Bersh, 2009; Bonner, Pacino, & Hardcastle, 2011; Calafell & Delgado, 2004; Zalaquett, 2006; Solorzano, 2005; Flores, 2011; Golash-Boza, 2006; Guzman & Valdivia, 2004; Montalvo, 2004).

While several congressional acts have been implemented to ameliorate discrimination in the U.S., they still fall short in resolving racism and questionable practices in recruitment, hiring, promotion and retention of employees (Epple, Romano & Sieg, 2008; Gajda, 2009; Kim, Rojewski & Henrickson, 2009). Webster's Dictionary defines the term '*affirmative action*' as a "plan created to offset past discrimination in employing or educating women, blacks, etc." (Agnes, 2003, p. 11). The term was first

used by John F. Kennedy in 1961, and became a policy that used a tangible approach to end racism while exploring venues in which equitable treatment of underrepresented populations could be achieved (Hale, 2004). In the field of higher education, affirmative action policies made an effort to address the gaps in admissions, employment and retention between people of color, and women compared to their White male counterparts (Hale, 2004; Kim et al., 2004; Medina & Luna, 2000).

On a macro level, education is dictated by federal policy; however, each individual state interprets that policy to suit their residents' needs. Public and private education is available at all levels from elementary, pre-collegiate, collegiate and post-secondary levels and the majority of education is state funded (Kim et al., 2004). While population rates increase, obvious disparities in access to education and training experienced by minority groups (African Americans, Asians, Latinos, and women) became more evident (Gajda, 2009).

As the Civil Rights and Women's Rights movements progressed, there were many protests and riots addressing issues of inequality. Much of the legislation passed by Congressional acts attempted to rectify these ills, provided funding for new initiatives and more targeted research, as well as re-defined what education would entail and how access was to be granted (Kim et al., 2004). As a result, more racial and ethnic minorities pursued educational and employment opportunities than ever before (Kim et al., 2004).

Critical Race Theory

The Civil Rights Movement also influenced the creation of Critical Race Theory, which evolved from a branch of law known as Critical Legal Studies and focused on ways to address and challenge how dominant discourse on race and racism impact the

14

lives of non-dominant individuals in U.S. society (Delgado, 1995). CRT was "created as a part of the resistance to retrenchment" (Lawrence III, 2002, p. XV); frustrated at the lack of action and the general dismissal of provisions made following the Civil Rights Movement, a number of lawyers, activists and scholars joined together to discuss race, racism and power and discover ways to move initiatives forward. CRT addresses race as a social construct (Valdes, McCristal-Culp & Harris, 2002); and Gutierrez-Jones (2001) states that "race consciousness inevitably produces racism" (p.48).

While the Civil Rights Movement brought about many changes in the treatment of people, bell hooks claims, "It is important that everyone in the United States understand that White supremacy promotes, encourages, and condones all manner of violence against Black people…institutional racism allows this violence to remain unseen and/or renders it insignificant by suggesting it is justifiable punishment for some offense" (hooks, 1995, p.22). Although addressing the treatment of Black people, these sentiments are inclusive of and applicable to all non-White individuals.

CRT addresses three key concepts that may prove relevant when studying minority groups. These concepts include: color blindness, experiential perspectives from individuals, and multi intersectionality (Valdes et al., 2002).

Color Blindness

Park (2011) defines color blindness as the purposeful action of downplaying, ignoring or refusing to recognize race; proponents of color blindness believe that the U.S. has moved beyond race issues and employ color blindness to promote fairness and equity (Valdes, et al., 2002). Delgado (1995) adds that although the legal system attempts to uphold an objective view of race, inherently it is fraught with disparate, discriminatory

and prejudiced attributes that serve majority populations over minority ones. Lorde (1984) states that race is part of identity and cannot be ignored; she defines racism as "the belief in the inherent superiority of one race over all others and thereby the right to dominance, manifest and implied" (Lorde, 1984, p.124). Lawrence III (2002) agrees that race and racism cannot be separated from an individual's experience, **"**Most of us live and work in a largely White world, and our work is paid for and judged by a White audience; powerful White folks and their non-White allies" (Lawrence III, 2002, p. XVI). Medina and Luna (2000) state that this perspective is particularly relevant in higher education, where white males dominate the leadership structure.

Experiential Perspectives

Experiential perspectives are another key factor of CRT, in which an individual's experience is validated as "legitimate, appropriate, and critical to understanding, analyzing, and teaching about racial subordination" (Solorzano & Delgado Bernal, 2001). Addressing issues of race and racism involve a vast array of emotions including fear, frustration and anger; these are then focused to formulate resolutions or opportunities for change and advocacy (Yosso & Solorzano, 2005). "We must speak the simple and radical truths of White supremacy and patriarchy and class oppression and heterosexism, even when we know we will pay a price for speaking them (Lawrence III, 2002, p. XV). Lorde (1984) affirms that when women share their experiences with racism they are "responding to anger; the anger of exclusion, of unquestioned privilege, of racial distortions, of silence, ill-use, stereotyping, defensiveness, misnaming, betrayal and co-optation" (Lorde, 1984, p.124). CRT scholars assert the usefulness of rage, "Sharing rage connects those of us who are older and more experienced with younger Black and non-

Black folks who are seeking ways to be self-actualized, self determined, who are eager to participate in anti-racist struggle (hooks, 1995, p.19-20). Lawrence-Lightfoot (1994) adds that rage is inevitable and "…is the cumulative result of both explicit racial assaults and more hidden traumas of the oppression, exclusion, and humiliation associated with rage" (p.604) which are found in every day interactions.

Intersectionality

Intersectionality is a key component in understanding the parameters of CRT (Solorzano & Delgado Bernal, 2001). Intersectionality acknowledges that oppression does not limit itself to race and class issues, instead it is at the "intersection of race, class, gender, language, and immigration status that some answers to theoretical, conceptual and methodological questions can be answered" (Solorzano & Delgado Bernal, 2001). Other factors of subordination can include nationality, phenotype, accent, and religion (Flores & Garcia, 2009; Ek, Quijada, Alanis, & Rodriguez, 2010), sexual orientation or "any category of difference," (Hancock, 2007, p. 64). Lorde (1984) imparts the importance of acknowledging intersectionality; she maintains that "We are easier to control when one part of ourselves is split from another, fragmented, off-balance" (Lorde, 1984, p.8).

Branches of CRT

Critical Race Theory later branched off into other areas of critical scholarly work initiated by individuals interested in addressing specific issues and challenges faced by subgroups (Delgado, 1995). Two such subgroups include Latino Criticism (Latcrit) scholars, and Feminine Criticism (Femcrit) scholars. LatCrit broadens the scope of CRT by providing a lens from which to analyze oppression through gender, use of or fluency

of language, immigration status, culture, phenotype and other forms of subordination (Solorzano & Delgado Bernal, 2001) and specifically how this oppression affects Latina/os in the United States. Critical Race Feminism (CRF) is also derived from CRT and places greater emphasis on the experiences of racial and ethnic minority females that differ from White women experiences through other forms of oppression and subordination (Flores & Garcia, 2009). In higher education, the experiences of women of color often are more marginalized in relation to the experiences of White women experiences (Flores & Garcia, 2009; Flores, 2011).

In education, CRT can be used to analyze how "educational structures, processes, and discourses support and promote racial subordination" (Solorzano & Delgado Bernal, 2001, p.315). Employing CRT to understand racism and discrimination in education enables decision makers to access information about negative experiences in education systems from individuals who have lived the experiences to ultimately address, dismantle and prevent discriminatory practices from being repeated (Solorzano & Yosso, 2002).

Intersectionality Theory

Although intersectionality is a component inherent in CRT, Intersectionality Theory has developed a broad use and influence to provide additional pathways for which to analyze information from multiple perspectives (Shields, 2008; Hancock, 2007). Originally coined by Kimberle Crenshaw in 1989, this lens has allowed scholars to investigate other facets of identity that influence policy, law and education (Crenshaw, 1989; Shields, 2008); it is now a framework used in many disciplines including the social sciences, medicine, critical legal studies, gender studies, ethnic studies and philosophy (Hancock, 2007).

Shields (2008) acknowledges that intersectionality theory emerged out of the work that was being conducted by feminist and womanist scholars of color who recognized that the focus of feminist scholarship of the time was about, "middle-class, educated, white women," and that other perspectives needed to be addressed and included (p. 302). Intersectionality perspectives have been popular in academic areas where studies are addressing issues and questions regarding power relations among groups (Shields, 2008; Lawrence, 2002; Baez, 2000)

Hancock (2007) adds that intersectionality addresses multiple facets of identity and, "considers the interaction of such categories as organizing structures of society, recognizing that these key components influence political access, equality, and the potential for any form of justice" (p. 64). Shields (2008) stipulates that intersectionality theory is complimentary to qualitative studies for its attention and awareness of the multidimensional facets of identity, which is necessary to acknowledge in certain studies.

This is especially problematic in higher education where so many policies and procedures are perceived to benefit one group over another (Hancock, 2007). This lack of awareness adds to the discontentment of marginalized groups impacting their experiences, their participation and their opinion of their university's support of diversity and diversity issues (Hancock, 2007; Johnsrud, 2002). Hancock (2007) contends, "Intersectionality proponents have argued that one cannot privilege a single aspect of one's identity to the detriment of another" (p.65).

Self-Efficacy Theory

Alfred Bandura (1994) drafted a theory that outlined how individuals perceived their own abilities to pursue and execute tasks. He identified four key characteristics that

help develop self-efficacy which includes: experience, modeling, verbal reinforcement, and physical capability (Bandura, 1994).

Experience

One of the tenets of self-efficacy theory states that individuals learn confidence in their abilities through the process of execution of tasks. When an individual executes a task, regardless of the outcome, they gain first-hand knowledge of what they can do.

Modeling

Another aspect of self-efficacy theory is modeling. Bandura (1993, 1994) states that when an individual sees other individuals who are similar to themselves in positions of power, authority, influence, or simply in states of achievement they conclude that those avenues are available to them as well. At the same time, when an individual does not see someone who resembles them in positions of power, authority, influence or achievement they make assumptions that they, themselves, cannot achieve those very things (Bersh, 2009; Calafell & Delgado, 2004; Capello, 1994). Johnsrud (2002) states that modeling behaviors are very apparent in higher education where minorities and females rarely see individuals who resemble them in the executive leadership positions of universities; and this impacts not only how minorities and females see themselves, but also how others perceive them and their abilities. Lent and Hackett (1987) elaborate that when individuals do not have access or exposure to role models they are unable to develop adequate competency beliefs to be effective in their decision-making abilities.

Verbal Reinforcement

Bandura (1993) states that verbal reinforcement is another critical component of self-efficacy. Verbal reinforcement validates that the decision-making practices and the execution of those decisions are aligned with success.

Physical Ability

Lastly, Bandura contends that self-efficacy relies greatly on the physical capabilities of the individual in question. Individuals must have the physical preparedness and mental acuity to perform the tasks in front of them in order to gain confidence that they can do them. Without this physicality, tasks may seem unsurmountable.

Environmental Impact

Bandura (1993) outlined that self-efficacy could also be influenced by environmental factors, though he acknowledged that they posed little challenge to those with highly developed self-efficacy abilities:

> People who are plagued by self-doubts anticipate the futility of efforts to modify their life situation. They produce little change even in environments that provide many potential opportunities. But those who have a firm belief in their efficacy, through ingenuity and perseverance, figure out ways of exercising some control, even in environments containing limited opportunities and constraints. (p.125)

As such, Bandura (1993) articulates that regardless of environmental factors, individuals who have developed high self-efficacy will determine ways to overcome the challenges they perceive as being obstacles to their end goals. Lent and Hackett (1987) highly criticized this viewpoint because it failed to acknowledge the impact of environment on racial and ethnic minorities, gender, and economically disadvantaged individuals who

would not have access to the same environmental attributes as others, thus impacting their ability to build effective self-efficacy skills (Baez, 2000).

Career Self-Efficacy

Lent and Hackett (1987) applied Bandura's self-efficacy model to the pursuit and attainment of career-driven objectives while outlining how these concepts impact men and women in employment settings. Lack of female role models in leadership positions restricts women from developing competency beliefs about their ability to reach leadership positions (Bandura, 1994; Lent & Hackett, 1987). Socialization of women also determines how they choose careers and how successful they are in those chosen fields; women are socialized differently from men and this socialization helps them to build self-efficacy attributes for more traditional roles but undermines their ability to build self-efficacy for, "non-traditional or male dominated" employment opportunities that tend to be in higher ranking positions with more influence (Lent & Hackett, 1987, p. 368).

<center>**Latinos in the United States**</center>

Calafell and Delgado (2004) stated that the media has played an integral part in creating, promoting and perpetuating negative and derogatory stereotypes regarding Latinos. Latinos are portrayed as uncivilized compared to Whites (Collins, 1998), low-skilled (Golash-Boza, 2006), uneducated (2006), of questionable citizenship status (Guzman & Valdivia, 2004) and of poor language skills (2004). These depictions create misleading perceptions that often affect Latinos in virtually every setting including education and employment. The outcomes of these stereotypes often discourage Latinos from integrating into the dominant culture, or pursuing employment opportunities where racism and discriminatory behavior may be perceived as high, leaving Latinos

<center>22</center>

disenfranchised and marginalized (Bersh, 2009; Calafell & Delgado, 2004; Capello, 1994).

Latinas face greater scrutiny and more damaging treatment as a result of Latino cultural norms and the portrayal of them in mainstream media and popular culture (Lugo-Lugo, 2012). Latino cultural norms usually define gender roles where females are subservient to males (Castillo, Perez, Castillo & Ghosheh, 2010), discourage females from initiating or engaging in confrontation (2010), and encourage females to uphold traditional family values of marriage and child-rearing over education and employment (Flores, 2011; Gonzales et al., 2004; Guzman & Valdivia, 2004). These cultural norms are in direct conflict with the norms that are revered in higher education such as the emphasis on authoritative leadership styles, competition and aggressiveness (Dean et al., 2009).

In the media, images of Latinas range from the lowly house maid to the wanton mistress with loose morals, often passive or overly-emotional which undermines the perception of their potential leadership abilities and limits their opportunities for professional development or advancement (Montalvo, 2004). In addition, these misrepresentations and cultural expectations are difficult to change and may become internalized by Latinas (Castillo et al., 2010). In most cases, these stereotypes are the only examples Whites have encountered regarding Latinas (Lugo-Lugo, 2012); which is problematic when Whites are interacting with Latinas through education, as colleagues, or in supervision (Ibarra, 2001).

Educational Pipelines

Pre-collegiate Experiences

Zalaquett (2006) argues that classroom overcrowding, hostile treatment, and low expectations from school officials influence Latino student perceptions of early education. Ill-prepared teachers that do not know how to work with racial and ethnic minorities—especially Latinos (Bonner et al., 2011), hostile school and classroom environments (Gonzalez, 2006), poor parental communication or engagement (Aleman, 2009) and inadequate exposure to development opportunities—either academically or extra-curricular in nature are all characteristics of the current pre-collegiate education system (Zalaquett, 2006; Carrillo, 2010; Cavazos, Johnson, Fielding, Cavazos, Castro, & Vela, 2010; Ginorio & Martinez, 1998). Additionally, Latino students face academic tracking (Cavazos et al., 2010) from dominant cultures within their schools and school systems which determine what courses they are allowed to enroll in, and what pre-collegiate opportunities they are offered such as free testing or tutoring (2010). Poor academic advising has caused many Latino students to miss college application deadlines, apply for financial assistance late, and be academically unprepared for rigorous coursework expected when pursuing higher education because their advisors did not deem them college material (Cavazos et al., 2010). Solorzano (2005) argues that these characteristics appear to be the standard norms of behavior that perpetuate inequitable organizational structures and discriminatory behaviors and practices throughout the educational pipeline.

Educational Experiences at the Post-Secondary Level

As the importance of education's impact on social and economic mobility was better understood, Latinos as a whole gained a better understanding of the relationship between education and professional success (Espino, Munoz, & Marquez Kiyama, 2010). For many years Latinas were the least represented group in higher education out of all racial and ethnic minority populations (Gonz et al., 2003; Gonzalez et al., 2004; Murakami-Ramalho et al., 2010). Latinas now constitute the largest population of students enrolled in educational systems at the collegiate level (Gonzalez et al., 2004).

Saenz & Ponjuan (2009) confirm that more Latinos enroll in community colleges for two year degrees and few continue on to four-year universities. After completing their education at two-year institutions, Latinos tend to focus on financially providing for the family by seeking employment instead of advanced academic opportunities (Saenz & Ponjuan, 2009). When Latinas enroll at four-year universities they face great challenges in completing course requirements and obtaining advanced degrees (Solorzano, 2005). Latina doctorate attainment has been the lowest attainment rate compared to the doctorate degrees received by African American women, Asian women, and White Women; Latinas received 59 doctorates in 2012, 58 doctorates in 2013, and 75 doctorates in 2014 (see Appendix E) (U.S. Census Reports, 2015).

Hostile campuses (Solorzano, 2005), negative interactions with fellow students and professors (2005), pervasive discrimination and racism (Sotello Viernes Turner & Kappes, 2009), lack of or poor quality mentors (Dean et al., 2009), and course work that is not inclusive or diverse (Moses, 2009) are all known causes that negatively influence persistence in higher education (Cavazos et al., 2010; Delgado, 1995; Gonz et al., 2003;

Gonzalez, 2005; Gonzalez, J.C., 2007; Ladson-Billings & Tate, 1995). While few Latinas continue to obtain graduate degrees, the experiences they encounter at the doctoral level are no better than the issues they have faced throughout their undergraduate academic careers.

Latinas' experiences at the collegiate level are even more decisive in discouraging them from pursuing advanced degrees or even entering careers in academia (Lopez-Mulnix et al., 2011). Many are marginalized by administrative faculty, program advisors and professors, and find themselves not included or overlooked for opportunities to obtain graduate scholarships or fellowships, access to assistantships for research or selected for teaching experience (Gonzalez, 2005; Flores Niemann, 2012; Easton, 2012). Others are mistreated by their advisors, instructors and peers often underestimated and disrespected based on skin color, language proficiency or out of ignorance (Gonzalez, 2005; Gonzalez et al., 2004; Hernandez & Morales, 1999; Gonzalez, 2006). When racial and ethnic minorities conduct research about disparities, discrimination or experiences relayed by women of color they are often discouraged and unsupported by their departments and institutions (Sotello et al., 2009; Wilson, 2012). Hurtado (1992) contends that many times minority students are undervalued, despite academic prowess and involvement; while white students are valued and seen as resources. Johnsrud (2002) adds that these perceptions of value also apply to faculty and staff.

These negative experiences often deter Latinas from pursuing and entering employment opportunities in higher education (Lopez-Mulnix et al., 2011) and lead them to move out of higher education into business and industry (Gonzalez, 2007). August and Waltman (2004) disclose that the academic lifestyle is no longer considered, "attractive

and prestigious as it once was," due to the overwhelming expectations and underwhelming returns (p.178).

Employment in Higher Education

The system of higher education is rife with systems of inequality as well as institutionalized racism and discrimination that impacts all racially and ethnically underrepresented populations (Aleman, 2009; Bersh, 2009; Bonner et al., 2011; Delgado, 1995; Flores, 2011; Gonzalez, 2005; Bryan, Wilson, Lewis & Wills, 2012). While affirmative action policies were meant to discourage inequitable treatment in employment, it has since evolved to be perceived as a method in which to employ minorities who are lacking the necessary skill sets for any given job, and it is perceived to account for the employment of all minorities regardless of education obtained or experience gained (Easton, 2012; de la Riva-Holly, 2012; Flores Niemann, 2012; Ibarra, 2001; Castellanos & Jones, 2003). "Men and Whites are privileged and have an easier time navigating obstacles to get through the door and then rise through the ranks of the professoriate" (Lazos, 2012, p. 175). Johnsrud (2002) states that the higher the position in higher education, "the less likely it will be held by a woman or a minority," (p.178). Thayer-Bacon (2011) agrees, "…historically Latinos and Blacks have not had power and resources, only White men. Men and women of color, and their communities, have historically lacked power in American Society" (p. 27).

Unlike Whites and men, Latinas at the faculty level face gender bias, discrimination (Garcia, 2009) and lack of respect from fellow colleagues and even from their own students. They are used as symbols for administrative compliance in meeting diversity related initiatives (Wilson, 2012); and they are consistently on the deficient

receiving end of opportunities and resources (Aleman, 2009; Carrillo, 2010; Solorzano, 2005; Ek et al., 2010; Hernandez & Morales, 1999; Montalvo, 2004). In addition, Latinas face isolation (Flores & Garcia, 2009) and are the lowest paid demographic of all racial and ethnic minority groups within the faculty ranks (Hernandez & Morales, 1999; Murakami-Ramalho et al., 2010).

At the interpersonal level, Latinas often find that they must assimilate and subdue their innate and overt racial, ethnic and cultural identifiers in order to fit into the organizational culture of higher education (Aleman, 2009; Bersh, 2009; Bonner et al., 2011; Flores, 2011; Gonzalez, 2007; Gonzalez, 2005). By acting 'White' they become less threatening and find tools they can employ in order to survive in the academy (Garcia, 2009). They achieve this by straightening their hair, dressing in conservative clothing, repressing expressive gestures and tones, and embracing the standards dictated by the individuals in positions of authority—who often tend to be males of the Anglo population (Aleman, 2009; Garcia, 2009; Solorzano, 2005; Rios, 2002). Fear of retaliation and increased harassment discourage women of color from addressing issues of racism, discrimination and poor behavior directly (Sotello et al., 2009). Ultimately, this process of assimilation and acculturation leads to great dissatisfaction on both the personal and professional level (Gonz et al., 2003; Gonzalez, 2007; Ladson-Billings & Tate, 1995). Tummala-Narra (2011) infers that prolonged experiences with racism, discrimination and marginalization can also lead to decreased self-confidence, internalization of stereotypes and rise in health costs.

Murakami-Ramalho et al. (2009) infer that with the increasing number of Latinos entering the field of education either as academic faculty or as administrators, it is critical

to understand how universities can improve their approaches regarding Latinos. Dean et al. (2009) argue that career paths in higher education are unclear; that the basic requirements of possessing a doctorate, achieving tenure, and publishing -- while considered the foundation to many higher executive level positions -- often are not communicated to new faculty entering the field.

The professoriate is defined by scholarship, service and teaching; three areas that are defined differently, weighted differently and ultimately determine promotion and tenure within the faculty ranks (Lavariega-Monforti, 2012; Haro & Lara, 2003; Vargas, 2002). Most minority faculty are pooled in the Assistant, Associate or Adjunct ranks of the professoriate (Haro & Lara, 2003; Lazos, 2012; Leon & Nevarez, 2007) or employed in part-time instructor roles with little opportunity to gain tenure-track status (Glazer-Raymo, 1999).

Glazer-Raymo (1999) argue that the negative experiences minority faculty face in these non-tenure track roles deeply impacts their choice of future employment in academia. These experiences can include: long hours, extreme politics, inequitable work-loads, no input on the timeframe for teaching courses, near poverty wages, and no benefits (Glazer-Raymo, 1999; August & Waltman, 2004). To alleviate the challenges with decreased university funding, rising enrollment rates, and the need for increased remedial course offerings institutions tend to hire and rely heavily on the adjunct and part-time instructor staff (Glazer-Raymo, 1999; Nidiffer, 2001).

Lopez-Mulnix et al. (2011) acknowledge that little research exists on Latinas in leadership positions in the higher education; the most prevalent research is found on African American women and their experiences in the academy (Owens, 2004). Research

on African American females in higher education has outlined the challenges faced regarding race, ethnicity, and their inclusion in leadership positions, Owens (2004) states that these reported experiences are transferrable examples applicable to other racial and ethnic minorities she states,

> The limited research on the presence of women and people of color in higher education suggests that their presence and the issues relevant to their experience in the world are not valued and indicate that their numbers are small. (p. 77)

Haro and Lara (2003) argue that finding Latinas in leadership positions in higher education is difficult, due to the many obstacles they encounter in the academy. They conclude that lack of influential networks, poor professional development, and inequitable hiring practices impede Latinas specifically from attaining leadership positions in higher education (Haro & Lara, 2003).

Hiring committees, advisory boards, and key executives tend to hire individuals that they perceive are most like themselves (Haro & Lara, 2003; Valian, 2005). Medina and Luna (2000) define these individuals as, "White, middle class, heterosexual and male" (p.48). Glazer-Raymo (1999) concludes that these decision-making groups tend to be homogenous in racial or ethnic make-up, economic interests and are driven by the targeted interests of business and industry. Klenke (2003) adds, "executives make decisions that are consistent with their cognitive base or executive orientation," and that they rarely stray from the norm that has been established in their work environment (p.1024).

Pathways in the Academy

Eddy (2009) and Moses (2009) state that the professoriate is the traditional pathway for administration leadership positions in higher education, with very few individuals achieving senior-level administrative experiences with only a Master's degrees (Battle & Doswell, 2004). Waring (2004) argues that faculty experience is necessary for consideration of a presidency position.

Waring (2004) infers that women tend to pursue advanced degrees in education while men tend to obtain advanced degrees in diverse academic disciplines or hard sciences; as such, women are deemed less capable of the responsibilities associated with upper management due to the perception of less rigorous academic preparation (Waring, 2004).

In pursuing administrative positions, minority women tend to choose positions in the support side of the college or university system that enables them to provide help, guidance and mentoring to underrepresented students with whom they feel more affinity (Haro & Lara, 2003; Waring, 2004). These types of positions, while personally fulfilling, do not serve racial and ethnic minority professionals well in their career development, as these positions often lack the skill-building components of supervision, budget oversight, strategic planning, and power (Waring, 2004). Klenke (2003) defines power as, "the capacity of leaders to exert their will or the ability to get others to do what they want them to do" (p.1026). Haro and Lara (2003) add that administrators with academic backgrounds tend to look down upon professionals in support services and student affairs, as they deem those positions to be less rigorous, have less responsibility or power, and considered not critical to an institution's reputation.

31

Institutional types also determine pathways in academy. Community colleges tend to hire and promote racial and ethnic minorities more frequently, provide a more comfortable environment than four-year institutions, and engage minority faculty and staff in student development functions (Vargas, 2002). Waring (2004) warns that while community colleges may serve minorities better in terms of personal choice and fit, they can also prevent them from being able to pursue positions at universities due to the less desirable perceptions associated with community colleges. Glazer-Raymo (1999) alludes that community colleges focus more on teaching whereas universities focus more on research; this difference in focus undermines the ability of minority faculty to adequately prepare for academic and leadership employment opportunities in university settings when they pursue the same opportunities at community colleges.

Montas-Hunter (2012) stresses the importance of further research in this area; and elaborates that Latinas tend to rise in certain management positions at community colleges but rarely in four-year institutions, where there is less access and mobility for females in general, and more restricted professional development opportunities for Latinas.

Work Environment

Minority faculty in higher education face isolation (Wilson, 2012; Rios, 2002), lack of support networks or mentoring opportunities (Flores Niemann, 2012; Onwuachi-Willig, 2012), tokenism (Medina & Luna, 2000; Wilson, 2012; Vargas, 2012), lack of collegiality (Wilson, 2012; Onwuachi-Willig, 2012; Thayer-Bacon, 2011), and overt and covert racism (Flores Niemann, 2012; Sotello Viernes Turner and Myers, 2009). While experiencing these actions and behaviors, minority faculty are expected to work harder

than their peers (Wilson, 2012), serve on all diversity related committees (Glazer-Raymo, 1999; Medina & Luna, 2000; Baez, 2000; Green & McCloud, 2004), and advise minority students due to their racial or ethnic background, gender or language fluency (Medina & Luna, 2000; Green & McCloud, 2004; Flores Niemann, 2012).

Green & McCloud (2004) infer that minority faculty are hired as academic faculty, then are expected to fill any diversity-related role the institution requires including academic roles and community involvement regardless of the minority faculty member's preferences, experience, or skill sets. Tierney and Bensimon (1996) define these unreasonable expectations and demands on minority faculty as the "cultural tax" they are obligated to serve in their respective roles in higher education (p.367). Faculty of color tend to assume these responsibilities due to a sense of indebtedness to members of their own racial or ethnic groups (Tierney & Bensimon, 1996); others acknowledge that service allows faculty of color combat feelings of isolation by working with students and faculty who are experiencing the same kinds of challenges due to race and ethnicity on their respective campuses (Baez, 2000).

Lack of collegiality greatly impacts minority faculty who often find that they are the only ones of their race, ethnicity or gender employed in their academic areas (Medina & Luna, 2000). Many find that they must work with peers who are excessively overly critical of their skills and abilities (Wilson, 2012); who portray prejudiced behaviors under the guise of color blindness (Flores Niemann, 2012); who consistently undermine them (Thayer-Bacon, 2011); and who believe that all minority female faculty are "affirmative action candidates" (Glazer-Raymo, 1999, p.56). Lack of collegiality in higher education directly impacts promotion and tenure evaluations and adversely

impacts minority faculty (Valian, 2005). Lorde (1984) asserts that "if women in the academy truly want a dialogue about racism, it will require recognizing the needs and living contexts of other women" (p.126).

In the classroom, minority faculty are constantly challenged by students on matters regarding course materials, class policies, assignments, grades, and teaching methods (Onwuachi-Willig, 2012; Easton, 2012; Gutierrez-Jones, 2001). This is due to the unconscious biases, stereotypes and assumptions that students possess which define for them how professors are supposed to look like and how they should behave (Lazos, 2012). Minority faculty who don't fall into those preconceived parameters suffer from unfair course evaluations that negatively impact their promotion and tenure consideration (Lazos, 2012; Lugo-Lugo, 2012; Stanley, 2006).

Impact on Retention

Often, unresolved issues stemming around race or ethnicity, gender and class impact how minority faculty view their institution's culture and determine how minority faculty will engage with their work environment (Owens, 2004; Green & McCloud, 2004). When undesirable work environments become institutionalized practices of subordination, exclusion, denial, and overt disparate treatment minority faculty will often seek other employment opportunities for personal and professional satisfaction (Owens, 2004). Even when enduring poor treatment, employees tend to stay in their place of employment based on a variety of factors including economic reasons, time invested in their current position or institution, organizational commitment, and age (Oshagbemi, 2000); this willingness to stay misleads administrators into thinking that there is nothing wrong within their areas of influence in the work environment (Bryan, Wilson, Lewis &

34

Wills, 2012; Schwartz, Donovan, Guido-DiBrito, 2009). Hurtado (1992) states that many minority groups are also hesitant to organize together to force administrators to address their issues and concerns for fear of retaliation, impact on promotion and tenure, and being ignored; all of these experiences make faculty of color feel that they are working in negative campus climates (Hurtado, 1992).

Many issues around race and diversity in higher education remain unresolved because academics are viewed as discipline-based environments where soft skills such as diversity are not deemed relevant to concerns with knowledge attainment, accreditation, or student success (Bryan et al., 2012). While overt racism may be easier to identify and attempt to resolve, micro-aggressions have long-term negative impacts on open communication, trust, and believing in verbal promises of change (Bryan et al., 2012; Lechuga, Norman Clerc, & Howell, 2009). Parks (2011) describes racial micro-aggressions as "subtle, slight comments that remind people of color of their marginalization. They can have a cumulative and fatiguing effect" (p. 230).

Higher education also relies heavily on the concept of color-blindness. The use of 'color blindness' socializes students, faculty and staff to circumvent conversations about race, discrimination and other inequities that are prevalent in higher education structures due to preconceived assumptions that "we are living in a post racial society in which race is an irrelevant construct and racism is a thing of the past" (Park, 2011, p. 227). Many color-blind advocates choose to engage in dialogues about economic or social class as a lens from which to approach discussions around inequitable treatment; they often refrain from using terms like 'race' and use terms like 'multicultural' or 'diversity' in order to be more comfortable with the subject or with the topic of conversation (Bryan et al., 2012, p.

132). Researchers who study race and race relations infer that dominant groups are resistant to addressing race issues for fear of losing their power, their resources, and other allowances their dominant status has granted them (Hurtado, 1992).

This silence serves to dismiss or ignore existing inequities perceived by underrepresented individuals and demands increasing the level of tolerance for dominant groups (Bryan et al., 2012; Schwartz, Donovan, Guido-DiBrito, 2009). This lack of awareness prevents dominant groups from recognizing institutionalized patterns of inequity that are prevalent in higher education. In addition, color-blind strategies do not allow users to see how they contribute to the problem by either maintaining or perpetuating systems of inequality (Bryan et al., 2012; Lechuga et al., 2009).

For the marginalized individual, not being able to talk openly about their experiences creates feelings of inadequacy, exclusion, isolation (Schwartz et al., 2009) and anger. "Anger is an appropriate reaction to racist attitudes, as is fury when the actions arising from those attitudes do not change" (Lorde, 1984, p.129). Glazer-Raymo (1999) contends that the negative impact these experiences create financially, professionally, and physically are sometimes unsurmountable. Hurtado (1992), Baez (2000) and Johnsrud (2002) claim that universities foster racial tensions and negative campus climates when they fail to address the concerns brought up by minority students, faculty and staff. Hurtado (1992) contends:

> Minorities are more aware of racial tension both for historical reasons and because they, unlike whites who are a numerical majority, must depend on constant interracial contact in social, learning, and work spheres on predominantly white campuses. (p.562)

Baez (2000) adds that many faculty of color seek support from other faculty of color to confirm and validate the experiences they are undergoing in higher education.

Leadership

Studies written on leadership styles of women acknowledge how they are better at relationship building, communication, networking, mentoring and collaborative efforts (Dean et al., 2009; Murakami-Ramalho et al., 2010; Wilson, 2004). These leadership styles differ greatly from males who demonstrate more authoritative stances, take charge attitudes and aggressive leadership qualities often expected and perpetuated in higher education (Dean et al., 2009; Valian, 2005). Flores and Garcia (2009) contend that these leadership traits, so valued in higher education, directly contradict Latino cultural norms outlined for Latinas. This contradictory behavior leaves them at a greater disadvantage than other racial and ethnic minority females when pursuing leadership opportunities and portrays Latinas as "betrayers" of their own racial and ethnic culture within their family units and local communities (Flores & Garcia, 2009, p. 156). Lazos (2012) contends that women who assume strong, assertive leadership traits are often harshly criticized by both students and peers whose evaluations are considered during promotion and tenure. Waring (2004) stresses that effective mentors are often not readily available for minority female faculty to guide them into leadership roles.

Montas-Hunter's (2012) phenomenological study of eight Hispanic women in leadership positions in higher education focused on self-efficacy as a key factor in assuming leadership roles. Her research outlined factors that improved the probability of success in higher education including: systems of family support, access to role models or mentors, professional experience, and a strong sense of values (Montas-Hunter, 2012).

Leadership Pipelines

Cotter, Hermsen, Vanneman & Ovadia (2001) report that there are a variety of personal and external reasons why females are 'leaking' from the leadership pipeline; and they argue that the glass ceiling phenomenon is experienced throughout all levels of employment and only increases in frequency the higher up individuals move. Personal reasons include the decisions that revolve around family life: getting married, having children, raising children or caring for elderly family members (Naff, 1994; Lynch & Post, 1996, Olarte, 2000). Other personal choices include the level of educational attainment, acquired professional skill sets necessary for leadership positions such as communication and technical skills, decisions to travel or relocate for work purposes, and the decisions around the length and duration of work hours and work days (Naff, 1994). Klenke (1996) states that, "instead of lacking the requisite skills for leadership, women are more likely to lack opportunities for exercising leadership and role models they admire and wish to emulate" (p.9).

External factors, held in places of employment, might include: the structure of the organization; the organization's culture; opportunities for professional development or lateral movement; levels of transparency in recruitment, hiring, and promotion practices; and opportunities for mentorship (Chaffins, Forbes, Fuqua & Cangemi, 1995).

Inman (1998) infers that women's dissatisfaction with the existing inequitable dynamics of the work place have dissuaded many women from pursuing upper levels of management, where they feel that their experience and contributions will continue to be undervalued. Others cite pervasive sexual discrimination and hostile work environments as factors for leaving employment (Sotello Viernes Turner & Kappes, 2009).

Stanley (2006) declares that in higher education, additional scrutiny and media coverage of the achievements reached by minority females in key leadership positions causes them great discomfort and further perpetuates feelings of isolation which encourages them to leave these highly visible positions (Stanley, 2006). Glazer-Raymo (1999) adds, "women in high profile positions gain media attention that tends to overstate their representation" (p.127). Klenke (2003) states that women in executive leadership are hesitant to risk their reputations and careers by promoting other women into leadership roles within their purview; neither are they willing to help develop or mentor other women.

Leadership Style Conflicts

Part of the challenge in the professional advancement of women stems from misperceptions of appropriate leadership styles. Housh (2011) alleged that male leadership styles were considered the only leadership styles suitable for management positions due to their authoritative stances, direct decision-making styles and competitive nature. As such, women were not considered as capable of doing the same type of work as men for they were presumed to be missing the required education, experience and leadership skills as men (Chaffins et al., 1995; Naff, 1994).

In regards to using power, Nidiffer (2001) argues that men are celebrated for using an "all or nothing stance" while women are penalized for using more democratic approaches even when using those collaborative approaches prove to be more successful (p. 110). Women who chose to adopt a more masculine leadership style are then more harshly criticized and negatively labeled as too aggressive, difficult to work with, and non-collaborative (Nidiffer, 2001; Lazos, 2012). Klenke (1996) includes, "women cannot

be effective leaders unless they are exceptional by men's standards" (p.2). When men are the dominant power structure in higher education, it can be difficult to navigate leadership attainment (Nidiffer, 2001).

Often women found themselves in positions where they were doing the same work as their male counterparts, but receiving far less recognition or financial compensation. Chaffins et al., (1995) reported that women made personal choices that negatively impacted their ability to move into management positions due to social and cultural obligations that involved family roles, cultural responsibilities and child rearing duties which have historically been associated with traditional gender roles and minority populations. Nidiffer (2001) argues that many of the traditional skills and leadership styles, so prevalent in higher education, may no longer be viable tools for future administrative leaders to be successful, "military inspired, top down, or heroic leadership is counter-productive." (p.111)

Congress created the Glass Ceiling Commission as part of the Civil Rights Act of 1991, tasked to investigate and provide recommendations to eliminate barriers to advancement for minorities and women (Moseley Braun, 2001). In 1995, the Glass Ceiling report was published; it outlined that women and minorities were not being afforded the same opportunities as men to pursue and obtain upper level management positions with the commensurate salary (Daley, 1996). The final recommendations of the report advised women and minorities to be aware of the Glass Ceiling, work hard, obtain allies and mentors to assist them in professional development, and to be proactive in seeking opportunities for further skill development by taking on additional projects (Inman, 1998).

Work Load

Anderson and Sanders (2004) conclude that minority female faculty are expected to work harder and do more than their White colleagues. These expectations stem from racial inadequacies imparted from White colleagues onto minority female faculty members, where minority female faculty must strive to continuously prove their value to validate their inclusion into the faculty ranks (Anderson & Sanders, 2004; Wilson, 2012). Anderson and Sanders (2004), August and Waltman (2004), Wilson (2012), and Onwuachi-Willig (2012) state that minority female faculty are denied access to power structures and often are excluded from critical decision-making bodies that determine promotion, pay, or policy making.

Vargas (2002) believes that these exclusionary practices harm Latinas. Attempting to meet the ambiguous requirements for promotion and tenure, working harder and producing more than their peers and still not being recognized for their efforts takes an emotional and physical toll (Dean et al., 2009; Tummala-Narra, 2011). Easton (2012) stresses that the tenure process is a constant battle, "…you are fighting for your life within a context of inequality" (p.162). De la Riva-Holly (2012) states, "chipping away at your soul [for tenure]…is not something I would recommend to anyone" (p.295).

Price (2004) states that administration is very different from faculty life, and full of equally demanding practices that include isolation, lack of support and strategic decision-making to which faculty are unaccustomed. Anderson and Sanders (2004) add that administrative positions are indicative of "long hours, time consuming, stressful, takes a negative toll on one's social life, and involves in-house politics" (p.53); which directly clashes with faculty expectations of academic freedom, non-traditional work

hours and limited structure (Gajda, 2009). Jones and Komives (2001) add that women in administrative leadership in higher education are held to different expectations for determining success and are often tasked with "additional hidden work-loads" (p. 241).

Glazer-Raymo (1999) shared insight on the experiences of executive leadership from an African American female president who stated:

> There are better ways to spend one's life. I mean I don't want to do another one. People are suspicious about administrators, and minorities tend to get hired when things are worse and white men are bailing out. Women are coming into more volatile situations, exposed to problems that test their mettle. Prejudices surface in those times and we become the focal point or lightning rod because of the tumultuous times in which we lead these institutions. (p. 162)

Although this statement was obtained from an African American female, the same perspective can be applied to other racial and ethnic females including Latinas.

Expectations

Women face challenges balancing careers, family obligations, child bearing and child rearing (Murakami-Ramalho et al., 2010; Olarte, 2000). Finley-Hervey and Perry Wooten (2004) contend that minority female faculty face greater family obligations than White female faculty due to cultural values that demand prioritization of family needs. Latinas are expected to provide child care to their own children or younger siblings, elder care to aging parents, family care to extended family members living with them or abroad (Espino et al., 2010; Hernandez & Morales, 1999; Vargas, 2002).

Many Latina faculty are the first in their family to have obtained doctoral degrees and pursue employment in higher education. As a result, they do not have any previous

knowledge or experience on what to expect of higher education or the professoriate (Flores Niemann, 2012; Medina & Luna, 2000). Latinas have had to teach themselves how to survive in the academy, "as there is little scholarly work on race and ethnicity, and even less on Latinas" (Thayer-Bacon, 2011, p. 27).

Latinas are expected to be able to thrive in the academic arena despite the poor preparation and socialization they receive from colleagues and supervisors (Haro & Lara, 2003). Durkin (1996), Adams (1999), and Schein (1984) stress that socialization is a critical process for which behaviors, beliefs, attitudes, and organizational culture is relayed to new individuals entering new environments and that this socialization is critical to be functional and effective. Latinas endure marginalization due to limited or lack of economic and social capital that heavily influences their ability to navigate the demands of the professoriate and positions in upper administration (Anhalt, 2006). Conrad (2008) defines social capital as, "a resource comprised of the benefits of social connections and relationships" (p.55). The inability to afford educational materials and supplies, funding for travel in order to gain professional development, or attire that is considered appropriate within particular environments can heavily impact Latinas' engagement and success in academia (Anhalt, 2006).

Gaps in Literature

Women face many obstacles in higher education including discrimination from men and other women in leadership positions (Garcia, 2009; Thayer-Bacon, 2011), salary inequity and promotion obstacles stemming from glass ceiling phenomenon (Dean et al., 2009; Murakami-Ramalho et al., 2010; U.S. Government Report, 1995). These various divergent studies focus on women in general, but often do not address Latinas

specifically; many of whom often possess disparate needs and obstacles in comparison to other racial and ethnic minority groups (Flores & Garcia, 2009).

U.S. Census reports describe Hispanic females as more profoundly impacted by three predominant characteristics that affect their educational and professional development pursuits: they are female, they are Hispanic in racial or ethnic origin, and they are usually of the lowest economic class in the United States (2012). Medina and Luna (2000) state that Latinas face "double oppression" based on their race and gender; both of which negatively impact their employment in higher education (p. 53).

Sotello et al. (2009) recognize that the role of higher education is to educate, hire and develop people; and they argue that this role is paramount to the success of women of color (2009). Murakami-Ramalho et al. (2010) elaborate that the key to increasing the number of Latinas in education, the professoriate, and academia is to increase the number of Latinas employed in higher education so that they are visible, tangible role models for younger Latinas to emulate (Bonner et al., 2011). August and Waltman (2004) state that it is not enough to recruit and hire more women and minorities into higher education, but that they also need to foster positive work environments so that they can succeed and flourish. Olmedo (1990) argues that support for diversity must be exemplified by top-level administrators and reinforced through programming and initiatives that foster diversity and inclusion; without that, all efforts are fruitless.

Eddy (2009) and Nidiffer (2001) add that the lack of available administrative positions is another obstacle faced by women in higher education. Wood (2009) states that colleges and universities should provide equitable access to development and professional opportunities to women, women of color and racial or ethnic minorities.

Sotello et al. (2009) acknowledge that pervasive sexism and racial discrimination make it difficult for women of color to benefit from educational opportunities and move up the professional ranks of higher education.

Glazer-Raymo (1999) contends that extensive criticism of the tenure process will eventually lead to the elimination or restructuring of the process and criteria for awarding tenure. Cameron and Quinn (1999) acknowledge that change efforts are often not effective due to the institution's "failure to change the organization's culture" (p.1); thereby perpetuating unfair practices and discriminatory behaviors. Johnsrud (2002) contends that faculty love the work that they do but dislike the institutions they work at, and are critical of the administrative practices that they work under.

Summary of Chapter

Chapter 2 discussed the influence of the Civil Rights Movement, Critical Race Theory, Self-Efficacy Theory, and Intersectionality Theory while providing historical background on Latinas in higher education. It relayed the challenges Latinas faced in attaining educational degrees; obstacles encountered throughout their employment in higher education; and an overview of the work climate of higher education that impacts their entry and movement within the institution.

Chapter 3 will relay the methodology and methods that were applied in this study. It will outline narrative inquiry methodology and provide detailed information regarding the research processes undertaken to conduct this study. Items for discussion include: selection of participants, participant profiles, informed consent, data collection and data analysis.

CHAPTER 3

METHODOLOGY

Introduction

The purpose of this qualitative narrative study was to report the stories of Latinas' experiences with the leadership pipeline in higher education, and determine what venues within that pipeline facilitated or impeded access to executive level administrative positions. These gathered stories were compiled and restructured to provide insight on existing policies, practices and procedures that Latinas encounter in higher education that influence their professional and career development. The proposed study was guided by the research question: How do Latinas perceive career advancement or promotion in higher education?

Qualitative Research Design

Qualitative research designs use inductive and interpretive approaches that allow researchers to access data from within the participant's perspectives and experiences as relayed by the subjects themselves (Lunenburg & Irby, 2008; Creswell 2007; Birks & Mills, 2011). This approach acknowledges that critical information lies within the data collected; and that through interpretation, interactions and discussions with subjects the researcher is able to identify themes and patterns for more in-depth consultation and better understanding of human conditions (Creswell, 2007).

As the topic for this study contends with detailing the experiences Latinas encounter with the leadership pipeline, a qualitative approach was used. Wilson (2012) claims that qualitative studies are necessary when researching minority issues in higher education because the numbers of minorities in the faculty and administrative ranks are so low and each minority group experiences higher education differently. Reyes and Rios

(2005) conclude that narratives are useful for researching Latinas in higher education because it:

> …gives voice to a silenced discourse that is often concealed for fear of appearing weak, confrontational, self-pitying, or unscholarly or fear of numerous other labels that restrain Latina academics and others from discussing issues that need to be examined. (p.378)

Wilson (2012) alludes that quantitative studies conducted on these populations lump together minorities in order to satisfy statistical formulas, which impacts the accuracy and conclusions drawn from these studies.

In qualitative studies, the researcher is the primary tool through which data is interpreted, analyzed and presented (Creswell, 2007). As such, researchers must understand that they will be actively involved in the research process and not a neutral party (Marshall & Rossman, 2011). For this study, the researcher had brief but in-depth, personal interactions with participants during each interview and individual member check process. The researcher used her race, ethnicity, language fluency, and professional experience in higher education to build rapport with participants and establish trust. The researcher addressed participants' concerns by discussing confidentiality and anonymity and how the data collected would be stored for their protection and peace of mind.

As narrative studies are built on an intricate relationship between researcher and participant, first person perspectives and third person perspectives are appropriate points of view to use when relaying data and reporting outcomes; both were used in chapters four and five to provide clarity and so as not to confuse the reader. The usage of first person perspectives is encouraged by several qualitative researchers (Marshall &

Rossman, 2011; Creswell, 2007; Connelly & Clandinin, 1999) and endorsed by the American Psychological Association Publication Manual (2010).

Narratives

Connelly & Clandinin (1999) contend that, "Narrative is a way of characterizing the phenomenon of human experience and its study that is appropriate to many social science fields" (p.132). Daiute and Fine (2003) elaborate that narratives are usually strategically structured with a definitive starting point and ending point; Chase (2003) states that stories typically have a beginning, middle and end that ultimately answer a particular question. Strauss and Corbin (1994) recall how narratives record participant stories; how patterns are inductively created; and how frameworks or models are freely and openly drafted in this process but not necessarily a prescribed outcome of the study.

Narrative Inquiry allows researchers to access information directly from participants. Marshall and Rossman (2011) define the term as a tool that, "seeks to understand sociological questions about groups, communities, and contexts through individuals' lived experiences" (p.153). Narrative inquiry is especially useful when discussing sensitive subjects that deal with injustices, violence, and trauma; researchers prefer this method when investigating studies using feminist theory, social change or advocacy theories like Critical Race Theories (Marshall & Rossman, 2011; Rogers, 2003). Connelly & Clandinin (1990) concede, "Narrative inquiry is, however, a process of collaboration involving mutual storytelling and restorying as the research proceeds" (p.4). Johnson-Bailey (2004) adds that narrative methods are most successful in CRT work for its focus on collaboration with participants, "especially those [researchers] doing work with women of color, because the implicit collaborative and interactive

nature of the design is recognized for attending to the power disparities involved in research" (p.124). Lawrence-Lightfoot (1994) concurs, "The message and meaning of the stories come from the interaction, our duet, the convergence of our experience. I can be both audience and mirror, witness and provocateur, inquirer and scribe. Sometimes I am the storyteller…I have to be willing to share my own experience" (p.620).

Narrative Inquiry takes into consideration many forms of input other than the spoken word. Researchers can access written materials like journal entries, emails, vitas or resumes, and newspaper clippings (Clandinin, 2007; Marshall & Rossman, 2011). Visual materials can also be used to inform the researcher about the participant's life, including photographs, home movies, or artwork (Marshall & Rossman, 2011; Connelly & Clandinin, 1990). In this study, the researcher reviewed participant resumes, published articles, and made visual observations of the participants' artwork, awards, and thank you cards evident in office décor in the participants' work environments when available.

A key feature of narrative inquiry is its lack of adherence to one specific method or theory for conducting narrative research (Czarniawska, 2000; Kamp, 2004; Josselson & Lieblich, 2003; Webster & Mertova, 2007). Czarniawska (2000) states that there are numerous ways to conduct narrative studies with numerous analytical approaches and "no one best method" (p.30). Kamp (2004) stresses that this freedom encourages creativity and the exploration of ideas that emerge from participant interviews. Josselson & Lieblich (2003) agree that there is no formal methodology, "…narrative research is a voyage of discovery—a discovery of meanings that both constitute the individual participant and are co-constructed in the research process—researchers cannot know at the outset what they will find" (p.260). Connelly & Clandinin (1990) state, "each inquirer

must search for, and defend, the criteria that best apply to his or her work" (p.7). Patai (1988) clarifies, "…no perfect way exists to gather and present life histories, and the ease with which criticisms can be made on methodological grounds should be self-evident" (p.147).

Another feature of narrative inquiry is the use of hermeneutics (Webster & Mertova, 2007). Hermeneutic circles stress that new learning occurs as background knowledge expands; these circles occur when the researcher gathers data from participants, expands their understanding by conducting further research through literature reviews, and revisiting with data sources (Josselson & Lieblich, 2003). "Thus a researcher may begin at a certain point only to learn, as a result of the research, that the question she or he so carefully framed loses meaning in the context of experience of the participants" (Josselson & Lieblich, 2003, p.261) forcing the researcher to reexamine and reevaluate their stance or interpretation. In this study, hermeneutic circles were used throughout the data gathering phase, as participants discussed experiences and occurrences that broadened the scope of the researcher's initial theoretical perspective; this forced the researcher to include intersectionality and self-efficacy theories as perspectives to compliment and support critical race theory.

Josselson & Lieblich (2003) also believe that narrative inquiry should start with an openness not influenced by theories or frameworks; they allude that "the best conceptual framework emerges from the data gathered" (p. 263). Glaser (1978) states that researchers should have prior understanding and a broad knowledge base of the phenomenon to be studied in order to be aware and open to new possibilities. Strauss & Corbin (1990) add that the research question should be identifying the phenomenon and

summarizing what is known about the subject. Corbin & Strauss (1990) stress that it is at this point that researchers then select the "groups of individuals, an organization, or community most representative of that phenomenon" (p.420) to study. For this study, the researcher acquired an interest in the topic of Latinas in higher education from her own personal background and experience working in leadership positions in higher education. She approached the study with a broad understanding of CRT and its applicability to this study; she refrained from prescribing this perspective to the study by allowing ideas and concepts to emerge from the data as recorded in participant interviews and transcribed. As a result of the data obtained, perspectives from self-efficacy theory and intersectionality theory are also included in this study in addition to CRT.

Research Questions

The purpose of this qualitative narrative study was to report the stories of Latinas' experiences with the leadership pipeline in higher education, and determine what venues within that pipeline facilitated or impeded access to executive level administrative positions. The following questions guided the researcher in this study: How do Latinas perceive career advancement or promotion in higher education?

Sub-questions included:

- How has race, ethnicity, class or gender impacted Latinas' leadership development?

- How do Latinas foresee the future of Latinas in higher education administration?

Data collection for this study was accomplished through informal in-depth interviews, as such interview questions were semi-structured which allowed participants

to actively determine what they wished to disclose regarding their individual experiences. Bernard and Ryan (2010) contend that using semi-structured questions is most beneficial in the interview process because it allows the researcher to ask participants similar questions, not necessarily identical questions.

Selection of Participants

In qualitative research designs, sample sizes are smaller than in quantitative studies, and are usually acquired through purposive sampling as researchers aim to gain information from specific targeted populations (Bernard & Ryan, 2010; Lunenburg & Irby, 2008). Creswell (2007) states that the use of purposive sampling is beneficial when the researcher is attempting to investigate specific traits of a particular population or strategic experiences; as this study aimed to understand the leadership experiences of Latinas in higher education, it was an appropriate sampling technique. In order to meet the targeted criteria, the researcher contacted Latinas in her professional network who would be eligible to participate in the study and who were employed in leadership positions at four year universities on the East and West coasts. Potential participants were provided with an invitation letter outlining the purpose of the study and the scope of participation (see Appendix A). Five women immediately agreed to participate in the study and the researcher proceeded to schedule interviews.

As the generalizability of results is not the focus in qualitative narrative studies, there are no minimum or maximum requirements in narrative studies in regards to participants (Josselson & Lieblich, 2003; Kamp, 2004). Participants in qualitative studies are smaller because the researcher strives for in-depth data collection and typically spends more time with participants to build trust, establish a relationship, and garner

information (Lunenburg & Irby, 2008; Josselson, Lieblich & McAdams, 2003; Gay, Mills, & Airasian, 2009). After interviewing the fifth participant, experiences relayed to the researcher were repetitive, and no new information was revealed which the researcher deemed to be data saturation. Data saturation is the litmus test in determining when a study can be concluded; data saturation occurs when no new information is discovered in the data gathering process (Marshall & Rossman, 2011; Creswell, 2007). As a result of achieving data saturation with the fifth participant, the researcher determined that five participants would be sufficient for this study.

Data Collection

Prior to data collection, the study was submitted for review to the International Review Board of the University of Nevada, Las Vegas, to ensure that appropriate research protocols were followed per the guidelines prescribed by the Office of Research Integrity. A complete application was submitted that consisted of a letter of invitation for potential participants (see Appendix A), Informed Consent (see Appendix B) and a sample of potential research questions that might be used during the interviews with participants (see Appendix C). Once IRB approval was received, the researcher proceeded to contact potential participants and collect data.

In preparation for meeting with each participant, the researcher collected participant information from public web pages and search engines that yielded resumes, publications, blogs, and newspaper articles to familiarize herself with the Latinas in the study. These materials were not used in data analysis, they simply provided the researcher with background on the participant, confirmed their eligibility criteria, and

provided the researcher with other aspects to consider for potential discussion during the interview process.

Interview Overview

Informal, in-depth interviews were conducted as a data collection method for its congruency with narrative methodology and the ability to obtain insight directly from participants through their own words about their own experiences as recommended by Creswell (2007). In-depth interviews "capture the deep meaning of experience in the participants' own words" (Marshall & Rossman, 2011, p. 93). Interviews allowed the researcher to record the participants' views about the discussion taking place, providing an opportunity for the participant to express individual thoughts, feelings and perceptions without interruption as recommended by Creswell (2007). This candidness was achieved by using semi-structured and open-ended questions which allows the participant to control the pace of the interview, the information revealed, and the choice to expand or end a topic of discussion (Bernard & Ryan, 2010; Creswell, 2007; Marshall and Rossman, 2007).

Bernard and Ryan (2010) contend that using semi-structured and open-ended questions are most beneficial in the interview process because they allow the researcher to ask participants similar questions, not necessarily identical questions. The researcher encouraged participants to take as much time as they each needed to share their experiences. Interviews allowed the researcher to identify experiences connected to other emerging theories as they related to Critical Race Theory (Delgado, 1995; Ladson-Billings & Tate, 1995; Solorzano, 2005), Intersectionality (Shields, 2008; Hancock, 2007), and Self-Efficacy (Bandura, 1994; Baez, 2000).

Interviews were conducted from June 2014 through August 2014. The five

participants were contacted via email and telephone to schedule interview dates.

Approximately two days prior to the scheduled interview date, each participant was sent a

reminder email to confirm the appointment. At that time, each participant was emailed an

Informed Consent Form (see Appendix B) for their review prior to the interview; all

participants were told that hard copies would be provided at the time of the interview and

original signatures would be collected. The one telephone interview conducted was

provided with the same information via email communication; the Informed Consent

form was returned to the researcher in a scanned format.

The researcher fostered a relaxed experience by allowing the participant to choose

the date, time, and location for the interviews that was most comfortable for the

participant. In addition, and during the dialogue with each participant, the researcher used

humor and shared her own personal stories to create affinity with the participants when

the participants were relaying their leadership experiences. Each participant was asked

similar questions, but not the same exact questions based on each of their individual

responses, experiences, and comfort levels.

Interviews were recorded using an audio tape recorder. Interviews continued until

the participants expressed they had nothing else to contribute. The researcher ended the

interviews when she determined that the study had reached the point of saturation by

receiving similar responses from more than one participant (Marshall & Rossman, 2011).

Each interview lasted approximately 110-130 minutes. The average length of each

interview was approximately 110 minutes. All interviews were held in one session with

the understanding that the participants may be contacted again for additional information or clarification.

Participant Interviews

The researcher opened each interview session by reviewing the purpose of the study, and thanking each participant for their willingness to assist with the research interviews. The researcher answered any questions that participants had regarding the study. Each participant was informed that although the initial letter of invitation had stated that three hours would be required for interviews, the interview would continue until one or both parties determined that enough information had been obtained and questions answered. Informed Consent was reviewed, and participants were reminded that interviews would be recorded on audio cassettes for future transcription.

Participants responded to semi-structured, open-ended questions regarding their personal experiences with leadership in higher education. Follow up questions were asked based on the information that participants shared, they were not probing questions or pre-established lines of inquiry, but used to clarify statements the participant may have shared. The interviews were conducted in an informal, conversational manner, allowing for participants to share stories, anecdotes and examples they felt comfortable expressing relating to their leadership experiences in higher education.

Each interview conversation began with the researcher asking the participant to share her leadership story, specifically how she got to her current leadership position. Additional questions were asked from the responses shared during each interview, and stemmed from each participant's individual and unique experience. Participants provided insight into the leadership pipeline of higher education, each sharing their varied

experiences that led them through different paths of leadership while experiencing similar occurrences related to gender, age, and ethnicity. Participants spoke candidly, openly and uncensored sharing details of their career trajectory, challenges they overcame, and sacrifices made to obtain their current leadership roles. All interviews concluded with the researcher asking the participant for any tips they could provide for future Latinas interested in pursuing careers in higher education.

Transcription

At the conclusion of the interview process, once all participants had been interviewed, the researcher transcribed the interviews verbatim, word for word, from the audio cassettes instead of outsourcing the data to a third-party transcription service. Halcomb and Davidson (2006) allude:

> ...it can be beneficial for researchers to transcribe their own interview data, given that they have first-hand knowledge from their involvement in the interview process, expertise in the interview subject, and the advantage of having participated in both verbal and non-verbal exchanges with the participants. (p.40)

The process of transcription allowed the researcher to identify when and where verbatim language was most useful in data analysis, and when to omit the word and language choices for clarity. Patai (1988) expounds on the importance of verbatim transcription, "…we need, above all to be sensitive to the words themselves" (p.165); in addition to paying attention to the words, researchers must also acknowledge the use of pauses, slang, language manipulation and how the participants use language to express themselves. The researcher transcribed the interviews using Microsoft Word, and reviewed each transcript repeatedly for accuracy.

Each transcription took approximately 8-10 hours to transcribe and to edit proper nouns, titles and other identifying markers for anonymity. After the researcher completed the transcriptions and satisfied with the accuracy of the content, each transcript was emailed to the corresponding participant for their review and approval of the material obtained (see Appendix E). Bucholtz (1999) confirms, "transcription is an act of interpretation and representation, it is also an act of power" (p. 1463). Allowing participants to review the data aids in establishing trust between the researcher and the participant, and confirms the interpretation of the dialogue between participants and researchers (De Marrais, 2004).

Member Checks

Member checks were conducted with participants to ensure that what the researcher had documented was what the participant intended to relay during interviews. Member checks allowed the participants and opportunity to review recorded data and provide feedback to verify, change or expand on a particular topic they had shared. Using member checks strengthens the study as it improves accuracy, establishes validity and garners trustworthiness (Marshall & Rossman, 2011); Halcomb and Davidson (2006) add that, "the existence of verbatim transcripts can be beneficial in facilitating the development of an audit trail of data analysis" (p.40). The researcher used member checks to establish accuracy of data transcribed; she also confirmed the participant's support of the data recorded via written confirmation obtained through emails to establish the audit trail for this study.

The majority of changes requested by participants were small grammatical errors with punctuation, clarification of details, or changes to protect the anonymity of

participants where verbiage and titles used could lead to the identification of participants due to its usage at the institutions where they were employed. Participants in this study stated that they were pleased overall with the transcription provided. Halcomb and Davidson (2006) clarify, "the process of transcription should be more about interpretation and generation of meanings from the data rather than being a simple clerical task" (p.40).

Field Notes

The researcher used an 8 x11 size notebook with perforated pages to annotate field notes and reflections throughout the study; they will be stored with all other research materials upon conclusion of the study. Field notes were employed to capture any extraneous information that was not directly obtained from interview responses; they allowed the researcher to record notes on physical observations of the interview space, questions about the research process, annotate potential questions or issues that arose during dialogue with participants that the researcher referred back to in setting the scene for the stories in chapter 4, and in discussions in chapter 5. Some of these field notes included comments on the participants' demeanor, tone of voice, body language demonstrated, and office décor. The researcher also used thick, detailed description of what transpired throughout the interview process to ensure design quality as advised by Creswell (2007).

Personal reflections were also captured in field notes and were used in discussions and recommendations presented in chapter 5; the researcher also made comments on what information to use and what information was not relevant to the study as well as researcher biases that arose during interviews. Marshall and Rossman (2011) state that reflexivity "tracks researcher assumptions, prior observations and associations that

influence the researcher" (p. 97). Bernard & Ryan (2010) state that field notes are useful for the researcher to use for recording information they deem useful in their study and ignoring other data points that the researcher may not perceive to be relevant to the study at hand.

<div align="center">**Data Analysis**</div>

Analysis Overview

Data analysis was performed in a manner consistent with qualitative methodology as it relates to narrative methodology (Creswell, 2007; Polkinghorne, 1995). Kamp (2004) infers that the basic unit of analysis in narrative inquiry is the participant's story. As there is no formal process established for analyzing narrative data, the researcher chose to perform data analysis in a two-part process that she determined to be the best way to present the information obtained for this study.

The first analysis involved reviewing the entire interview transcript and pulling data that would craft the participant's leadership attainment story. The process included the following steps:

- The researcher meticulously read each participant's transcribed interview several times to become familiar with the each individual and their unique experiences.

- The researcher then used the practice of restorying the individual interview transcript into a broad, linear summary detailing how the participant obtained her current leadership role. Specific details were reserved for the second analysis process discussed in the subsequent pages of this chapter.

- Upon completion of the restorying, the researcher ensured that each leadership summary read like a story and had a beginning, a middle, and an end as prescribed for narrative inquiry. These redacted stories are presented in the first part of chapter 4.

Restorying is a tool that narrative researchers use to make sense of the information that is collected during interviews; it can include restructuring, copying and pasting, and omitting non-pertinent information (Conelly & Clandinin, 1990; Gay, Mills, Airasian, 2009). The participants in this study shared their leadership stories, they did not necessarily pay close attention to the order of events nor were they too concerned with sequential structure; the researcher was then tasked with re-organizing the story so that it followed some semblance of order or adhered to a sequential structure that would make sense to the reader.

The second analysis was performed in accordance with qualitative data analysis processes. They included the following steps:

- The researcher meticulously read each participant's transcribed interview several times to become familiar with the each individual and their unique experiences.

- Each transcript was then read with a priori understanding of critical race theory, intersectionality theory, and self-efficacy theory. Transcripts were then read in chunks of texts and words were written in the margins of the transcripts that described what that particular phrase, section, or paragraph illustrated as it pertained to the theories listed above. The words assigned to sections in the first participant transcript were then used as the template for

reviewing the remaining transcripts if similar words were appropriate to

capture what was taking place in that particular chunk of text; new words

were added as new words emerged from the other transcripts examined.

- Words were collected from all the reviewed transcripts and organized into a

word list. Duplicates or synonyms were eliminated, where it was logical

several similar words were condensed into one broader like term.

- The research questions were used as a filter to organize the word list into three

categories: aspects that hinder leadership attainment, aspects that foster

leadership attainment, and practical tips for success. The word list was then

color-coded to fit words into corresponding categories; words that did not fit

into the three listed categories were eliminated.

- The three categories and their associated word lists were presented in the

second part of Chapter 4 and supplemented by direct quotes cited from

participant responses.

This chapter continues with more detailed information regarding the steps taken above in

the second analysis of the study. All data are then presented in chapter 4.

Open Coding

In this second analysis, all interview transcripts were read once for clarity and

understanding. Then, based on a priori understanding of critical race theory, self-efficacy

theory and intersectionality theory the transcripts were analyzed in chunks of text and

through open-coding. The transcript chunks were read again and the researcher wrote

words in the margins of the documents that described what that particular phrase, section,

or paragraph illustrated as it pertained to the theories listed above. After each code word

was selected, the researcher re-read the section identified to ensure that the code word reflected what was taking place in the transcript. Constant comparative methods were used to ensure the data and transcriptions were consistent (Strauss & Corbin, 1994). This method, "involves searching for similarities and differences by making systemic comparisons across units of data" (Bernard & Ryan, 2010, p. 58). This method was beneficial to the researcher in ensuring that codes identified in one transcript could carry over and still be applied to the transcripts of other interviews. The constant comparison of code words, and the similarities found in all five interview transcriptions helped to account for the code word selection and its applicability to describing participant experiences.

Open coding was derived inductively, or from the data itself, and used to establish potential word lists based on the information gathered directly from participants. The researcher paid close attention to repetitive words in the participants' transcripts as Bernard and Ryan (2010) suggest that the more repetition occurs the greater likelihood that a theme is being developed; they do not mention how often repetition occurs but to make note of its occurrence. The open coding review produced 46 code words for analysis, which were obtained from the summative review of all five transcripts. Each code reflected an affinity to critical race theory, self-efficacy theory and intersectionality theory as outlined in this study's literature review.

Reduction and elimination. The 46 codes were then further analyzed to determine where they could be condensed for clarity. For example, three codes were identified as family support, spousal support, and collegial support. The three were

condensed into 'a support network.' This process continued until the 46 codes were reduced to 29 codes.

Using the research questions as a filter, the remaining 29 codes were further analyzed to determine which could be assigned into three main categories: aspects that hinder leadership attainment, aspects that facilitated leadership attainment, and practical tips for success. The codes were then color coded to determine where they would best fit into the three categories identified. Five codes were assigned to the 'hinder leadership attainment' category; six were assigned to the 'foster leadership attainment' category; these assignments of codes to categories were administered by using the literature review to determine which category would best exemplify the code associated within it. The remaining 18 codes reflected individual recommendations stated by the participants of the study and were cited directly from their transcripts.

Synthesis of common themes. The researcher then returned to the interview transcripts, cut and sorted quotes from the participants' responses that corresponded with the associated theme identified to support, explain, or clarify how the participants experienced a particular theme. Bernard and Ryan (2010) state that cutting and sorting data is a useful way to analyze qualitative data, specifically transcripts, because it helps to identify themes within the text.

Analysis of narrative was used to make sense of what had been collected and organized. Polkinghorne (1995) defines analysis of narrative as a process in which researchers, "…collect stories as data and analyze them in paradigmatic processes. The paradigmatic analysis results in descriptions of themes that hold across stories or in taxonomies of types of stories, characters, or settings" (p. 12). In this study, analysis of

narrative was used to draft each of the participants' leadership stories as well as in affirming the use of particular codes across the five participant transcripts.

Design Quality

Webster and Mertova (2007) claim that trustworthiness is not an aim of narrative research instead, "researchers strive to provide supportable data that can be deduced from what has been discovered…narrative research does not claim to represent the exact 'truth', but rather aims for 'verisimilitude'- that the results have the appearance of truth or reality" (Webster & Mertova, 2007, p. 4). Kamp (2004) adds that verisimilitude is "the appearance that something is or could be true or real… a more appropriate criterion for narrative knowing than verification or proof of truth" (p.108). Lawrence-Lightfoot (1994) contends "Our search is not for a rendering of objective truth or replicable evidence, but for construction and re-interpretation of experience" (p.612). Connelly and Clandinin (1999) agree, stating that, "reliability and validity have assumed less importance" in narrative work (p. 139). Dhunpath (2010) states that in narrative analysis, "the focus is not on the factual accuracy of the story constructed, but on the meaning it has for the respondent" (Dhunpath, 2010, p. 545). The recurring similar experiences shared by the five participants in this study and recorded in their transcripts infer that the events took place, and that they are accurate or genuine occurrences as relayed by these Latinas.

Credibility. Credibility is defined as the researcher's capability of understanding all the intricacies of the research study and be able to account for any discrepancies that may arise (Guba, 1981). For the purposes of this study, the researcher used thick detailed description to catalogue each step of the research process. The researcher also conducted member checks with participants to confirm the transcription of data obtained (Creswell,

2007). Not only do member checks aid in the establishment of trustworthiness of the data collected, but member checks also provide the participants an opportunity to review the material that the researcher gathered and to ensure that what was captured was actually intended. Member checks were conducted with each participant via email. Each participant was provided with a digital copy of their interview, and given four weeks to review the transcriptions and make any changes they wished to include. The majority of changes requested were small grammatical errors with punctuation, clarification of details, or changes to protect the anonymity of participants where verbiage and titles used could lead to the identification of participants or the institutions in which they had been employed.

Transferability. Transferability, per Guba (1981), states that the researcher believes that everything is content bound. One way to establish transferability is through the use of triangulation, which allows the researcher to obtain data in a variety of ways that supports or corroborates collected information (Creswell, 2007). However in narrative research triangulation is problematic to obtain, as an individual's story is considered their own personal truth, "triangulation in a storytelling sense is almost impossible to achieve" (Webster & Mertova, 2007, p. 91). For this study, interview transcriptions were used to clarify and support the conclusions that were drawn from the data.

Dependability. Dependability is described as the stability of the data (Guba, 1981). This process included the review of transcribed information to ensure that errors had not been made in relaying participant information (Creswell, 2007). Johnson-Bailey (2004) states that trustworthiness is established through the technique of including

sections of text from transcribed participant interviews, "displaying data in its original state, which is acknowledged as a trustworthy way of giving 'voice' to the participants" (p.124) is useful in narrative inquiry. This process will be further explained in chapter 4, where participant responses will be directly cited in support of themes presented.

Confirmability. Confirmability describes the unbiased nature of the data collected (Guba, 1981). Peer debriefing (Gay et al., 2009), similar to intercoder agreement (Creswell, 2007), suggests that the data be shared with an outside context expert to ensure that codes created and conclusions drawn are supported by the data obtained and literature reviewed are consistent. The coding and creation of themes were forwarded to a subject matter expert for their professional insight and consensus on how they were applied to this study (De Marrais, 2004).

Summary of Chapter

Chapter 3 provided a general overview of narrative methodology from the perspectives of several qualitative researchers who each bring a differing perspective on the use and application of narrative inquiry in research including Clandinin & Connelly, Josselson & Lieblich, Kamp, and Corbin & Strauss. Methods were presented that included details on data collection, interview processes, how data was analyzed and how design quality was achieved.

Chapter 4 will focus on presenting the data that was collected for this study. The data are presented in a two part format. Part 1 includes the restorying of the participant interviews. Part 2 discusses the analysis of themes that emerged from the interviews in three sections: aspects that impede leadership attainment, aspects that aid in leadership attainment, and practical tips for success.

CHAPTER 4

FINDINGS

Introduction

The purpose of this qualitative narrative study was to report the stories of Latinas'
experiences with the leadership pipeline in higher education, and determine what venues
within that pipeline facilitated or impeded access to executive level administrative
positions. Through qualitative methodology using a narrative approach, participants were
interviewed about their leadership experiences in higher education and asked to provide
recommendations for future Latinas interested in pursuing leadership positions in
university settings.

Part 1: Restorying

Section 1 presents the participants' leadership experiences. Each participant's
story is carefully restructured to provide a linear trajectory of experiences that reflected
the life experiences each participant had with leadership in university settings. In
addition, the stories were summarized for clarity and cohesiveness. Brinkman and Kvale
(2015) advise researchers to translate quotes into a written style to promote clarity unless
the focus of the study involves evaluating the linguistic content of the interview.

Introduction of Participants

The Latinas in this study are from varied ethnic backgrounds experiencing
leadership at different stages of the leadership pipeline in their chosen career paths at four
year universities in the Southwest. From the selected participants, two were full tenured
professors and three were not nor had ever been tenured. Out of this sampling, the
following positions were represented: an Associate Vice Provost, a Dean, two Directors,

and a Special Projects Assistant. All participants were assigned pseudonyms for this study (see Appendix D). While all participants in this study represent the leadership pipeline in higher education, only one was an actual member of the executive leadership ranks.

All five participants in this study met eligibility criteria, were available during the scheduled timeframe, and were willing to share their stories for the purposes of this study. Of the five Latinas interviewed, two were seasoned professionals with years of experience in the leadership ranks of the university system able to address key areas that would be useful in navigating leadership challenges for Latinas. One participant was seasoned in the entire pipeline of higher education, denoting leadership experiences in community colleges, leadership experiences in university environments as well as leadership experiences at the state education system level. Two participants were young professionals with limited university leadership experiences.

Each participant shared their leadership experiences with the researcher. The researcher then restoried the data to create the narratives displayed in section 1 of this chapter. Restorying is a tool that narrative researchers use to make sense of the information that is collected during interviews; it can include restructuring, copying and pasting, and omitting non-pertinent information (Conelly & Clandinin, 1990; Gay, Mills, Airasian, 2009).

Norma

Norma was interviewed via the telephone, as I could not travel to meet her. She was very effusive, and friendly; our conversation felt like we had known each other for a very long time. The telephone interview took place the week prior to fourth of July

weekend, and as such Norma shared that her campus was pretty empty and she was the only one on her floor during this time frame. After we reviewed the Informed Consent forms and I gave her an overview of the study we proceeded with the interview. I asked Norma to share with me her leadership story.

Norma stated that her doctoral advisor was an instrumental figure in preparing her for the professoriate. Under his tutelage she was involved on campus, had a mentor, published articles and was well on her way to attaining a tenure-track position upon graduation. She applied for a position at an institution out of state and was prepared to pursue her professional career in higher education.

Norma accepted a tenure track position as an Assistant Professor in the College of Education at Northern State University. Upon arriving at NSU, the department's section leader that oversaw her program resigned and her one other colleague retired; Norma's Dean then appointed her as the department's section leader. In this new role, Norma had to address many administrative issues that had not been attended to or updated in some time. In addition, she had to institute these changes to a male-dominated staff that was reluctant to adapt to change. As a result, she faced a lot of push back and criticism for attempting to make advancements and changes. She was also criticized for continuing to pursue her own professional development in regards to her research, as her prolific work caused conflict with her colleagues who were not writing or publishing as much.

In addition to the challenges and conflicts within her department, Norma observed that the entire leadership structure of the college was in disarray with individuals being placed in temporary leadership roles to address gaps, and with little skills or abilities to lead effectively. This lack of structure and lack of collegiality did not foster a sense of

70

connectedness for Norma, and ultimately it led to her seeking employment opportunities at other institutions.

As luck would have it, a position became available at her alma matter. The position was a dual role position with both administrative functions and teaching requirements. Norma applied and was offered the position, which she accepted. In her new role, Norma acquired a working staff of five people, and a department with six different degree programs that she was responsible for overseeing. Unfortunately, the position was not a tenure-track position.

After three years in that particular position, the college decided to restructure and reorganize the way that departments were operating, eliminating dual role positions. Incumbents in those dual role positions were provided with the option to apply for the available staff position or apply for teaching positions. Norma chose the teaching position; she applied to and was selected for a clinical faculty member position whose primary responsibility was to teach.

At this same time, Norma was selected to be the Chair of the Faculty Advisory Group of her college, which had the highest level of faculty responsibility at her school. It was through her work on this council that Norma learned many of her leadership skills in faculty governance, gaining exposure and visibility. Her hard work and dedication gained her a great reputation and access to key individuals in leadership roles and decision-making capacities. She was sought after for insight and recommendations on various faculty and administrative issues including taking the lead on the college's five year strategic plan.

Her former doctoral advisor, seeing the achievements she was attaining, contacted her and asked her if she would be interested in becoming a fellow in a national leadership program. After repeated attempts by her advisor, Norma conceded. She applied and was accepted to the national leadership program; receiving encouragement and recommendations from her Dean. The program exposed her to other talented individuals in higher education; the program also paired participants with mentors in universities across the United States. Norma was paired with the President of a major research university in a neighboring state.

As a result of Norma's involvement in the national leadership program, she was able to increase her professional network and obtain a lot of advice and mentoring on how to pursue her professional goals in a university setting. Through conversations with other participants and interaction with her assigned mentor, Norma discovered ways in which she could maximize her teaching, research and service duties at her current institution to potentially negotiate a tenure-track position and continued leadership development.

Throughout her interview, Norma reiterated the importance of a strong support network that was comprised of professional colleagues, good friends, and a strong tie to family. She provided many examples in which her colleagues gave her valuable advice that aided her decision-making strategies. Norma credited her friends with allowing her to decompress from work issues, and understand the importance of a work-life balance. She also alluded to the influence of her family in assisting with child-rearing responsibilities and strengthening her ability to focus on work issues knowing that her family would support her every step of the way.

According to Norma, decision-making strategies were heavily influenced by her family ties. She shared that she had relocated to be closer to her parents, whom she had a lot of personal responsibility for; even when this move impacted her trajectory and added additional stress to her commute. When asked if she was still interested in pursuing leadership roles in higher education, she shared that she was willing to defer her leadership attainment for the career trajectory of her partner who was finishing up his doctorate and about to enter the professional ranks of higher education.

Norma also shared challenging experiences with colleagues in the work environment that negatively impacted her leadership development. She stated that she had experienced discriminatory behavior, uncomfortable work environments, unsupportive and critical colleagues, and untrustworthy colleagues and supervisors. Her experience also included feeling isolated; being used as a token; and having to mitigate her cultural influences to fit into the dominant culture at work.

At the conclusion of our interview Norma shared that she was preparing for a meeting with her Dean to discuss her future employment at her current institution and attempt to negotiate a tenure-track appointment. After successfully completing her national leadership program and under the advisement of her mentors, Norma is seeking a tenure-track position that is commensurate to her leadership preparation and professional attainment. She is currently assuming the role of Special Programs Assistant to the Dean in a non-tenure track position at her alma mater.

Sara

I met Sara in her office at her respective university. Her office was a little cramped with a table, traditional desk, and a treadmill desk; the treadmill desk a

testament to her commitment to fitness. Sara was welcoming, yet reserved and very soft spoken. I addressed the scope of my study, thanked her for her participation, and reviewed the Informed Consent forms. Once the formalities were out of the way, I asked Sara to share with me her leadership story.

Sara stated that her leadership development began as a small child, and was heavily influenced by her parents. The concept of working hard for the things you wanted was instilled in her at a very early age, as she witnessed her parents gaining achievements through hard work. They encouraged her to apply the same steadfast commitment to her own life and she developed a habit of trying to excel at everything she attempted to do.

When Sara enrolled in middle school, her parents made sure to get her involved in sports. That is where Sara gained the majority of leadership experience early on; she learned the importance of teamwork, of building trust, how to develop action plans to achieve successes, and how to become a person on which others could rely. These skills were harnessed and fine-tuned through middle school and high school, molding Sara to become the team captain of many of her athletic teams. This commitment to personal excellence put her in a position to be considered for collegiate leagues.

Sara did well in college, graduating with a doctorate in Physical Education Pedagogy. She shared that her graduate advisor wasn't really helpful in mentoring her or preparing her for the professoriate. As a result, she had challenges getting her work published, and did not have a mentor who was able to demystify the professoriate. This however, did not stop Sara from securing an Assistant Professor position at age 27, and shortly thereafter being appointed Director of Pedagogy.

Sara attributes her early success in higher education to the skill sets she learned through sports. According to Sara, athletics trains you to develop and perfect your own skills and abilities in order to compete in team environments or in individual challenges. Sara credits her strong self-drive and work ethic to the strong personal ethics she developed in her involvement with sports.

Professionally, Sara continued to achieve successes throughout higher education. She was highly sought after, and recruited by major institutions in the United States. After careful consideration she left her job for an opportunity to work at a growing research university, Eastern State University. Two years after moving to ESU Sara applied for and received tenure, promoting her to the rank of Associate Professor.

At that point in time, she was then hired as the Department Chair of her program. She shared that she wasn't really comfortable in that role, as she felt that she had not prepared for an administrative position. As Department Chair, Sara learned a lot of skills on the job with little to no preparation or mentoring; many skills proving to be painful lessons that were in direct conflict with her personal work ethics.

Sara shared her emotional experience witnessing the dismantling of the graduate program she created within her department that was cut due to budgetary issues. She stated that she had opened the program, closed the program and watched it be dismantled. This process was extremely disappointing for Sara, as she felt that the program provided much needed diversity to the college. She personally felt that the program would help build leadership in sport in a more balanced way by supporting and graduating underrepresented students with doctorate degrees. Sara confessed that the dissolution of that program was emotionally draining and an experience that she would never forget.

Reminiscing about that particular situation, Sara commented that the circumstance made her a much better leader and more sensitive to people. The experience reiterated for her how hard people worked and how sometimes the work that is done is not recognized or valued by colleagues or central administration.

Sara did not let that negative experience stop her from accepting other administrative leadership opportunities, and embarking on an administrative path in higher education that she has embraced for the past nine years. From Department Chair, to her current position as Associate Vice Provost of her university Sara has been determined to make an impact wherever she is and not let anyone or anything deter her from her personal goals.

Some of the challenges Sara faced throughout her leadership trajectory included inequitable treatment due to gender. She shared that her discipline, Kinesiology, is primarily male dominated which proved challenging when addressing supervisory and programmatic issues that arose. At times, she felt that she had to go above and beyond the anticipated expectations of her position in order to dissolve the negative assumptions made regarding her abilities. Sara shared that this was also indicative of life in higher education, where males dominate most executive leadership roles.

Another challenge that Sara faced was discrimination based on her age. Achieving so much at such an early age proved to be a challenge when working with colleagues who were significantly older and more established in their ways of operation. As a younger person with new ideas and the drive to accomplish new goals Sara faced many tense moments with older colleagues at several stages of her leadership development.

Regarding race and ethnicity issues, Sara alluded that she didn't experience any challenges with race and ethnicity during her career; she attributes that to her phenotype, as she admits that she does not physically resemble what a stereotypical Latina looks like. She conceded that if more individuals were aware of her racial and ethnic background there may have been more support among her co-workers.

Sara acknowledges that one of the key components of her success in higher education has been her personal commitment and passion for her work. She stressed that having passion is critical to success in higher education because the work requires a lot of reading, a lot of writing and is often a lonely, solitary process. Without passion and self-drive achieving success in higher education can be problematic.

Although she acknowledges that she never had an established leadership attainment plan, Sara envisions a long-lasting career in higher education administration. She still takes calculated risks, and embraces any development opportunities that come her way. Most recently, as a personal benchmark, she submitted a 3.2 million dollar grant proposal because she wanted to be a Principal Investigator on a RO1 funded grant project sponsored by the National Institute of Health. When her colleagues asked her why she had done that now that she was an administrator, Sara responded that it was a personal goal she had set for herself early in her career.

At the time of this interview, Sara was the Associate Vice Provost of her university. She shared that she would greatly enjoy pursuing a Vice President for Research position at a major research university because research is one of her passions. Sara also added that after working closely with the executive leadership at ESU, she thinks she might be open to one day serving as a university president.

Lisa

I met Lisa in her office at her university. Her office environment was very welcoming and comfortable. Instead of a traditional office chair, Lisa had a cushiony armchair for her guests to sit. She spoke with me from behind her desk; her demeanor was very calm and soothing. I summarized the purpose and scope of my study; we reviewed the Informed Consent forms and I obtained her signature. I asked Lisa to tell me her leadership story. She was soft spoken, thoughtful in her responses and candid in her delivery.

Lisa was a native of the city where her university was located, Southern State University. She had graduated with an undergraduate degree from SSU, and was very active in women's issues and anti-violence campaigns in her local community, particularly in the non-profit sector. Part of her non-profit community work involved collaborative programming with counterparts at SSU, so she had a lot of exposure to and opportunity to become involved with on-campus efforts. An employment opportunity for a coordinator's position became available at SSU, doing similar work to what Lisa was doing in her non-profit capacity. She was asked to serve on the search committee for that position; ultimately the position was reposted and Lisa applied. She was offered and accepted the Coordinator's position at SSU.

The university went through several reorganizations and downsizing due to the economic downturn of 2007. Through this change, Lisa's director was overseeing three separate areas and relied heavily on Lisa to ensure that her department ran smoothly. Her Director was offered and accepted a position at another institution which led to Lisa

being offered the Director's role over her department. She accepted the position and has been serving in that capacity since.

Lisa shared that in her time at SSU she experienced challenging situations in adjusting to administration in higher education. She recounted feeling inadequate in her leadership role because she felt she had no guidance or mentoring to prepare her, especially transitioning from the non-profit sector. She admitted that even though she was appointed the Director of the department two years ago, she had not been able to fully embrace that role as she had been trying to continue the work she was doing in her coordinator's capacity that centered on outreach and awareness. This was due in part to the lack of resources available to hire her replacement; she was excited to add that her department had recently received grant funding that would allow her to hire a replacement coordinator. This change in funding will also allow Lisa to develop her leadership skills as the Director and assume all the duties that role entails without being overwhelmed with the added responsibilities of a coordinator.

Lisa shared that her department is located within the area of Student Affairs, which is not an academic component of SSU. When asked if she would be interested in pursuing a terminal degree, Lisa was hesitant. She added that even though she had completed a graduate certificate and had years of experience in her field she still felt discriminated against by other members of campus who had advanced degrees. Lisa stated that she had considered pursuing her Master's degree but did not find a program that interested her at SSU; she also added that as a new mother to twins, it was difficult to find time to balance work and family much less to pursue another degree.

When I asked Lisa if she saw herself remaining in higher education within the next ten years, she expressed she was unsure of where she would be in ten years but was certain that she would not be in higher education. Lisa stated that her new family responsibilities demanded more of her time and impacted the dedication she could provide to a job in higher education that was indicative of working after hours and on weekends to meet student needs. Lisa also added that motherhood had impacted the way she felt about non-violence work and the needs of battered women after having worked in the field for over ten years. She was looking forward to transitioning into other areas of women's advocacy work that were more positive, specifically work around birthing and birthing options for women of color. Lisa also stated that she wanted to be able to exert more control over her schedule, over her income, and over her quality of life.

Even though Lisa expressed that she was happy to have the opportunity to be the Director of her department, she also shared experiences that were hurtful and challenging. These experiences included feeling like she was responsible for providing the minority perspective at many of her organization's staff meetings and committee work campus-wide; she said that having to always be the one to ask the diversity questions was exhausting and that many times her colleagues were impatient hearing her contributions.

Another challenge Lisa faced was interacting with her colleagues when they would say inappropriate things about people of color, assuming she was Caucasian due to her physical appearance; this was, and continues to be, extremely uncomfortable for Lisa to address. It is a situation that is compounded for Lisa as she also self-identifies as a queer woman. The intersection of her many identities impacts the way she can advocate on campus, determining what committees to serve on and how to interface with

colleagues. She admits that this compromise impacts her leadership development and personal satisfaction with her role on campus as she feels that she has to sacrifice some of the causes she is more passionate about for the sake of her role as Director of her department.

At the time of the interview, Lisa was preparing to hire a replacement coordinator for her department and looking forward to fully embracing her role as Director. Part of her new initiatives for the department include expanding services to address parental needs and provide resources to serve the students, faculty and staff who have children. She is also preparing for forthcoming legislative changes that will impact the level and scope of services provided by her department to students at her university. These legislative mandates will impact reporting requirements and funding outcomes for her department and other similar departments in the student support areas of her university.

Iris

I met Iris in her office at her respective university. Her office was warm and welcoming, much like Iris. The office was spacious, well-lit, and decorated with many thank you cards from students, certificates of appreciation, certificates of recognition, and several other accolades. We sat at her work table where I shared the purpose and scope of my study; we reviewed the IRB forms and I obtained her signature. I thanked her for agreeing to participate in my study, and asked Iris to share with me the story of how she got to her current position, Dean of her college.

Iris started by sharing that she was born in Spain and was of Spanish heritage. She stated that at the age of seven her family immigrated to Montreal, Canada and that is where she was raised. No one in her family spoke English, and the move was a great

change of pace for her family as Montreal was an extremely multicultural city. Iris lived there for 38 years before moving to the United States.

It wasn't until she moved to the U.S. that Iris discovered she was different. Having grown up in a multicultural city that was comprised of diverse racial and ethnic backgrounds, she had not developed any consciousness of being a minority. Suddenly, she was being singled out as a Hispanic, and a woman of color. She stated that she did not have any particular feelings toward being identified as a Hispanic or a Latina, but understood that in the U.S. these connotations were associated with the perception of being valued less than the dominant culture. She acknowledged that the designation was one with a long history of pain and disenfranchisement that was attributed to Hispanics and Latinas. Although Iris recognizes an affinity with the terms, she did not feel that she experienced anything negative or painful as a result of being identified as a member of these groups due to her upbringing.

Iris stated that she did well in school, obtaining a bachelor's and a master's degree in English. Her mastery of the English language led her to initiate a career in the advertising industry. She started as a copywriter and eventually decided to open her own advertising agency. Iris did very well in this industry, but found that it was not fulfilling her altruistic calling.

Iris then decided to pursue a doctorate in Clinical Psychology. In order to be considered for a doctoral program, she had to go back to school and obtain a B.A. in Psychology. She received her B.A.; applied and was accepted to a Ph.D. program. Iris completed a pre-doctoral internship in the U.S., received her Ph.D. in Clinical Psychology and returned to Canada to complete a post-doc in her area of expertise.

At that time, Iris decided to apply to university positions and accepted the tenure-track faculty position that was offered to her from Western State University. Knowing that she had started her academic career at a later age than most doctoral students, Iris was focused on being productive in her research and publication record. She obtained tenure, and her full professorship in the minimum amount of time.

In discussing her leadership development, Iris admits that most of her leadership skills were gained through working in her advertising company. Skills, she said, that were transferrable to academic life. During her time at WSU, Iris was offered several administrative leadership roles in her department and university. She turned all of them down because she felt they would detract from her research and teaching. However, she was very active in the most prestigious professional organization within her discipline where she held several leadership roles including the highest leadership role of President.

Iris finally accepted an administrative role at WSU when the university president approached her and asked her to serve as his Faculty Liaison in a one year appointment. Iris carefully considered the offer and conceded that it would be a great opportunity to get a better understanding of how the entire campus works and obtain an institutional perspective on university politics first hand. Iris agreed to be the Faculty Liaison, and said that it was an enjoyable experience for her where she felt valued and very well treated.

Towards the end of her one-year appointment, the university president approached her inquiring if she'd like to extend her appointment for another year. Iris declined. He then offered her several other positions in administration, which she also turned down stating that she wanted to get back to her research. After many other offers,

the university president came to her with one final proposal: to assume a Deanship in one of the colleges at WSU. This particular position would allow Iris to work closely with students and be a central part of the university mission in a more direct way than any other college. She had one day to consider the offer and after careful deliberation she accepted the Deanship.

Iris elaborates that her reluctance in accepting administrative roles is that she is not fond of bureaucracy, and that is a characteristic that is inherent in administration. She adds that she prefers to be part of the mission of a university instead of part of the support efforts of a university. She admits that she does not aspire to any other administrative leadership roles although she has been offered many in her professional career, with even higher rank than her current position.

Iris also expressed that she has a set of values regarding how she wants to live her life. Part of those values place a high importance on her family and having time to enjoy life; she believes in pursuing your passions and doing things that bring you joy. She admits that many administrative roles in academia directly conflict with those values; they demand a lot of family sacrifices, and demand time on evenings and weekends. Having control over her schedule, determining what programs and activities to participate in, and how much she needs to participate are very important to Iris.

Iris acknowledges that her experiences in higher education are not the same as what many Latinas have experienced in higher education. She shares that she has heard many stories from her Latina colleagues who have faced racism and discrimination in the professoriate. Iris explained that she had witnessed more issues regarding gender in

higher education than race and ethnicity, including conflicts with family obligations and child-rearing, to inequitable representation in leadership positions in higher education.

Iris states that her confidence and self-drive were key characteristics of her success in higher education. She adds that having pursued her career at a later age, after achieving so much in her professional life, really allowed her to focus on her own goals and not become embroiled in the politics within departments and colleges. This focus is what drove her to complete her rank and promotions in the shortest time possible. Iris concedes that she did not have any formal mentoring, and figured out how to meet her goals on her own.

For Iris, this particular Deanship meets her altruistic calling as well as personal and professional objectives; she has no aspirations of pursuing any other administrative positions or assuming higher leadership roles. She states that even though she is not conducting as much research as she aspired, her leadership initiatives within her college have allowed her to develop new curriculum, interact closely with undergraduate students, continue to mentor graduate students, and meet her personal values. According to Iris, that is what brings her joy.

Lorena

I met Lorena in her office at her respective university. Her office had large windows that illuminated her work area with lots of natural sunlight, so much so that you didn't need to turn on the lights. Her office was spacious, with a wall of books that reflected a diverse range of authors and topics. Lorena was welcoming, but reserved. She spoke in soothing tones that were indicative of deep reflection and intentional communication. I shared with her the purpose and scope of my study, thanked her for

participating, and obtained her signature on the Informed Consent paperwork. I then asked Lorena to share with me her story of leadership.

Lorena shared that her leadership training began at a very early age. As the youngest of six children, raised by a single mother, Lorena saw leadership manifested through the every-day acts of her mother. Her mother had emigrated from Mexico to the United States, leaving her father behind to pursue a better life for her family. She secured a good factory job that supplied a live able wage and health benefits. Within five years of being in the U.S., her mother had saved enough money to buy a duplex. She rented one side of the duplex and lived in the other with her children.

Once Lorena's mother understood that renting the other half of the duplex would pay for entire mortgage, she proceeded to purchase other homes and renting them to immigrant families. That is where Lorena says she learned about goal setting, managing finances and interacting with people.

Lorena shares that she did well academically. She was an honor student with a strong predilection for mathematics. She credits her math skills to her mother, as she helped her write checks and balance her accounts. She admits that though her mother only had a second-grade education, she was one of Lorena's strongest role models in terms of leadership and feminism. Her mother's self-drive and ambition were passed down to Lorena; often stressing to her that education was important because it is the one thing that no one can take away from you.

Lorena continued her academic pursuits and attended community college. She eventually transferred to a university and obtained a B.S. in Business. She considers herself very fortunate to have been able to make that transition, as she states that many

other Latino students never get that opportunity. While enrolled at her university, Lorena was working 30 hours a week and attending classes full time. In addition, she was active in Latino student organizations and several youth leadership development programs where she established a network of friends and an additional support system.

Lorena shared that her pursuit of advanced degrees was largely due to external influences, a strong support system, and self-drive. As a result, she applied to a recruitment program targeting minority students interested in pursuing advanced degrees at ivy-league schools. In this particular program, selected participants would be sponsored at an institution to learn more about the university and demystify the application process. Participants had the opportunity to visit the campus, meet faculty members, and apply to that institution. After securing a nomination from a former alumni, Lorena applied and was accepted to this university as a result of her participation in this recruitment program.

After obtaining her master's degree in education, Lorena returned to her hometown and secured a job at a local community college. In her new role, Lorena observed the way the college was run, and became unhappy. Unsure of how to enact changes in the community college environment, Lorena began investigating what qualifications her peers and supervisors possessed. One common characteristic was the doctorate degree.

Lorena decided that if she wanted to be in the decision-making positions at the community college she needed to pursue a doctorate degree. She discovered a program targeted for Latino students that assisted in the college application process by streamlining the process; using one application to apply to multiple institutions, waiving

multiple fees. Lorena took the opportunity to apply to the most selective schools, and was accepted to a doctoral program. She obtained a Ph.D. in Higher Education.

Lorena's self-drive and passion to succeed in her academic pursuits were heavily influenced by the desire to be involved in the decision-making factions responsible for supporting the needs of a larger community; for Lorena that community was the Latino community. She became involved in several research opportunities targeting Latinos, broader issues in higher education, and in research geared to wide-range change efforts.

Upon returning to her hometown, Lorena was faced with several difficult decisions regarding her future in the professoriate. Although she was offered several faculty jobs on the East coast and in the Midwest, Lorena could not pursue them. In considering her spouse's professional career as well as her family obligations to her mother limited the opportunities Lorena could embrace. Her spouse was an administrator at a local university, pursuing his personal and professional goals; leaving those opportunities would not be easy for her spouse, and he was not guaranteed a commensurate position if he left for another institution to support her. Lorena's mother was also aging; at this time Lorena had two small children, and she felt that having her children close to their grandmother would be in the best interest of her family.

So, instead of accepting those out of state faculty positions, Lorena sought a position with the state agency overseeing higher education where she lived. She accepted an executive leadership position geared towards creating collaborative opportunities throughout the entire spectrum of education in the state from pre-collegiate, to collegiate, to post-graduate school systems. Lorena admits that this transition from academia to the state system was challenging because it was a very different culture that seemed pretty

removed from the realities of what was taking place in higher education. She concedes, that though it was a difficult experience, it allowed her to observe leadership from another perspective; and better understand how state-policy is created and influenced.

After four years working at the state agency, Lorena decided that she really wanted to be working on a college campus. A director's position became available at a local university that seemed like a perfect fit for her background and interests. The position was a dual role position that served as part administrator and part research faculty. The job requirements stipulated that the applicant must be able to review current research, and translate those data for larger audiences using policy briefs to share information. Lorena felt that her work at the state agency had prepared her for this role, and she applied. She was offered and accepted the position and has been in it for the past year.

Lorena acknowledges that her decision not to pursue those faculty opportunities have limited her ability to pursue a tenure-track faculty role, or engage in further research to the extent she wants to. She has not let that deter her from continuously engaging those skill sets. She affirms that her leadership development has never been a linear pathway, and she is not dissuaded by the opportunities that have led her in a different direction from that goal.

In her current position, Lorena teaches classes; mentors students in their research endeavors; and serves on university committees. As someone interested in pursuing a leadership role in higher education, she is keeping her options open. She aspires to eventually secure a tenure-track position, continue conducting research, and increase her

publication record. Lorena currently serves as the Education Programs Director at her university.

Summary of Part 1

The five participants in this study shared their experiences on leadership attainment in higher education through a series of stories relating to the different stages of their leadership evolution and skill sets acquired. Through restorying, the researcher organized the participants' experiences into a more linear and cohesive story indicative of their trajectory.

Part 2: Analysis of Narrative

Part 2 of chapter 4 provides insight into the analysis of narrative and presents the codes that were identified in this study. Open coding was derived inductively, or from the data itself, and used to establish potential word lists based on the information gathered directly from participants. The researcher paid close attention to repetitive words in the participants' transcripts as Bernard and Ryan (2010) suggest that the more repetition occurs the greater likelihood that a theme is being developed; they do not mention how often repetition occurs but to make note of its occurrence. The open coding review produced 46 code words for analysis, which were obtained from the summative review of all five transcripts. Each code reflected an affinity to critical race theory, self-efficacy theory and intersectionality theory as outlined in this study's literature review in chapter 2.

Using the research questions as a filter, the remaining 29 codes were further analyzed to determine which could be assigned into three main categories: aspects that

hinder leadership attainment, aspects that facilitated leadership attainment, and practical tips for success. Five codes were assigned to the 'hinder leadership attainment' category; six were assigned to the 'foster leadership attainment' category; these assignments of codes to categories were administered by using the literature review to determine which category would best exemplify the code associated within it. The remaining 18 codes reflected individual recommendations stated by the participants of the study and were cited directly from their transcripts.

Brinkman and Kvale (2015) stipulate that, "there are no standard modes of presenting the results of interview studies" although using several participant quotes has been the popular tendency (p.313). The following pages rely heavily on participant quotes to supplement, explain, or describe the code it corresponds to culled from interview transcripts for each participant.

Aspects that Hinder Leadership Attainment

In interviewing the five participants for this study, each shared aspects that they felt hindered leadership attainment at different levels of their leadership experiences. Some of those aspects included poor leadership, the campus culture or climate of the institution they were working at; hostile work environments; unsupportive colleagues and supervisors; and deceptive practices demonstrated by individuals in positions of power. These five themes were procured from the data analysis of transcripts as stated in chapter 3.

Poor Leadership

Many of the participants shared stories of supervisors who had little to no leadership skills, no plans for faculty or staff development, and no time to adequately prepare them

for their new roles. This heavily impacted the way in which these women assessed their own abilities to learn leadership skills, and to gauge their own success as leaders. Many brought with them leadership skills and abilities learned from previous employment experiences that helped to mediate the challenges they faced in their new roles as administrators in higher education.

Norma alluded to the challenges she faced due to poor leadership at NSU stating:

> *…most of the leadership experiences that I had with the exception of the Dean I would say were really like temporary, and people just trying to kind figure out what they were doing.*

To Norma, it was apparent that there was no leadership structure, and no semblance of order at her college. She adds that the lack of organization was daunting to her as a new faculty member:

> *…like literally the day I was moving in my boxes…with my books and all that stuff, the person who was supposed to be the section head for Higher Education resigned…And, so I was basically given that role.*

When she asked her Dean at NSU to give the responsibility to a more experienced person, he said no. This caused Norma to experience anxiety about her job, and impacted her ability to be a successful leader at NSU.

Lisa, a Director in Student Affairs, shared that she accepted the Director's position in her department by default. When the incumbent Director left the university, Lisa's Assistant Vice President informed her that they were looking to her to keep the office running and were considering her fill the Director's vacancy. Although Lisa was already doing the requirements of the position as a Coordinator, which included fostering

connections in the community and representing her department throughout campus, she

expressed some trepidation at accepting the position stating:

I was pretty nervous, and kind of scared to just even take that role.

Lisa clarified that even though she had been performing the essential duties of the

position, she received very little guidance or feedback to indicate if she was doing well in

the position. She adds:

I've been in this position for two years and I think that while our AVP is very

supportive...I think the biggest challenge is like kind of getting guidance as to am

I doing it right or not. There isn't any real checks or balances in regards to that,

you know, as long as your shop is happy and there are no complaints no one

really checks up to see, you know...Not coming from a Student Affairs

background, I think that is also a good and a bad thing. So, I didn't come from

that framework, I came from a community based, non-profit framework; and so,

really having to learn the system, and learn, like, the lingo and all of that can be

difficult.

Lisa disclosed that due to lack of resources, she was unable to assume the full

responsibilities of a Director's position when she agreed to serve in that capacity. She

was still forced to provide the support and services required of the coordinator's position

she previously held until a replacement could be found. She shared that she received no

guidance on how to meet the requirements of both jobs, and had little to no support from

her colleagues or her supervisor.

Iris accepted a Dean's position with little to no preparation for the role as well.

She was asked to accept the position by the university president and she admitted, that

having had previous experience as a business owner really helped her succeed in her new administrative role. She elaborates:

I mean my having managed an advertising agency, believe it or not, really helped a lot because I had been at the head of employees…and an outfit that had to survive and do well. So yeah, it was a big learning curve, there's no question it was a big learning curve; and I was very alone at the beginning of it. Now, we've hired a lot, but my first six months here, I was like, 'oh, my God.'

Iris admits that her experience assuming the deanship would have been very different had she not gained leadership skills in other facets of her professional and academic life.

Lorena shared that her experience at a state agency proved to be very different from academic life for which no one had prepared her. She acknowledged:

A state agency is very different from a campus in that it's just a different culture. I think it's unique to every state, but one that I think is pretty removed from the realities of college campuses. I didn't understand that at the time because I was bright-eyed and bushy-tailed, eager, with a new Ph.D.…and 'let me tell you about the kind of research we can do to better serve, and create better policies.' Yeah…nobody was really interested in that.

Lorena contends that even though she felt unprepared for the realities of her new position in a state agency, the lessons she learned there were invaluable to her professional development.

Campus Climate

Campus climate was a key indicator on whether participants felt they could be successful leaders at their institutions. Participants shared that they felt they, as minority

women, were undervalued; and that their work was not valued. Some mentioned that diversity issues were not well regarded at their institutions, and this impacted their perceptions of being able to fit in, being able to contribute to their university's mission, or being able to do their job. Four of the five women interviewed for this study expressed having experienced a poor campus climate; they identified examples of poor behavior as inequitable representation of minorities and women in leadership roles at their institution, others stated that their universities failed to defend diversity issues on their respective campuses resulting in programs and services in those areas being cut or underfunded.

Norma shared that at NSU she was constantly facing push back from her colleagues when she would initiate changes to policies and procedures in her department that were outdated and in need of revision.

> *I don't know if it was my age, or if it was my gender. I don't know what it was, but there was something.*

This feeling of resistance from subordinate colleagues was very disheartening for Norma. She adds:

> *…that was sort of a weird tension that was part of my first experience in leadership…in like faculty leadership.*

Those negative experiences with her faculty and lack of leadership from her Dean impacted Norma's decision to remain at NSU. She shared

> *And that, in the end, really impacted the way that I felt about being a faculty member overall…it really made a difference in terms of me not feeling connected to the institution.*

Norma's dissatisfaction with her campus climate made her decision to leave NSU a very easy one to make, despite knowing the consequences of leaving a tenure-track position.

Norma expressed that the experiences at her alma mater were also difficult. She shared her experiences of surviving a reorganization within her college that deeply impacted her department. She stated that though she had a lot of support from her staff and students, colleagues in her college were very critical of her leadership decisions:

> …somebody else didn't like the way that that was working. And someone else thought that my office culture was a little too lenient…and they broke it all apart…systematically.

Reflecting back on that experience, she expresses that those critics had a long-lasting impact on her department:

> it's funny because most of those staff are gone…that sucks, because I did have the opportunity to really build an office culture that was comfortable and inviting.

Norma alleges that her colleagues were not comfortable with the welcoming culture she had instilled in her department and perceived her leadership decisions to be out of sync with the expected reputation of the college.

Sara shared her experiences of inequitable treatment progressing through the faculty tenure process:

> I felt like there were different benchmarks for me, because I was a woman primarily.

Sara concedes that higher education is a male dominated field, and this is a challenge many women face regardless of their race or ethnicity. She adds:

I don't think a lot of people are aware of my ethnic background fully. I think if

people were, they may have been a little more sensitive to me.

Sara stipulates that this perception of having different measurements for success and

disparate requirements for minorities and women is a common complaint of minorities

and females in higher education; and, she adds, one that heavily impacts satisfaction with

the campus climate.

Sara alludes that her leadership trajectory in higher education is also

compromised by the tangible limitations set upon women pursuing leadership roles. She

acknowledges that there are fewer women in leadership roles in general. Even though she

holds one of the highest ranking positions at her university, Sara shares that her

leadership goals are hindered by her gender and her age:

I would love to lead a research on this campus or somewhere else, but I have a

strong disbelief that they would ever hire me. No matter if I get that 3.2 million

dollar grant or not…Simply because I'm a woman, I'm young, I don't look like a

researcher to other people because I dress like this…and I don't care, and I'm not

changing the way I dress you know.

She admits that she would be very interested in pursuing a Vice President for Research

position at a major research university, but knows that it would be difficult for her to

attain.

Sara also shared an experience at her university where she felt that diversity was

not valued. As the Department Chair of her program, Sara had to come to terms with the

university's decision to dismantle a highly successful program in her college.

In our degree program we had incredible diversity. I mean we had 52% of our doctoral students were African American males, and I'm so very proud of that as Department Chair…I really wanted to be a program that helped to build the leadership in sport in a more balanced way…because as you are probably well aware that even though we have a lot of African American participation in our male populace in sports, we don't see a lot of those folks in leadership roles. And getting a Ph.D. certainly would have helped, I thought. So that was like a really sad moment for me; and I became really disenfranchised about things that I thought should have been really valued at my university that just weren't.

Sara's experience with her university's decision to cut programs that benefitted underrepresented populations was not a unique experience in the lives of the participants of this study.

Lisa adds that many times people get caught up talking about diversity issues but do little to advocate for those programs. She contends:

I feel that everyone wants to talk about diversity; and then there are all of these committees for diversity, but that there is no movement. That we continue to talk about it, but there's no action around it.

Lisa states that as a result of this non-action programs get cut, or absorbed by other disciplines where they lose their effectiveness and according to Lisa:

…ultimately, I think that hurts our students.

Lisa's frustration is unmistakable as she recounts how her department came close to being eliminated:

That's kind of the annoying part of being here, at this university, is seeing that these programs aren't being valued. Even in the area I work in...you know, when the cuts were coming, we were on that chopping block. I think the only thing that saved us was that at the time we had Department of Justice Funding; and now, what's going to save is all of this stuff that's going on with colleges and universities around sexual assault. If we didn't have that, I'm sure our area would have been eliminated a long time ago, to be honest.

Lisa adds that often, administrators justify their decision to cut these programs by stating that enrollment numbers are low, or that students aren't interested in taking those particular courses without actually engaging students enrolled in those courses to make informed decisions about where to cut. She contends that if the administrators truly valued diversity they would take more action to preserve these programs rather than be so quick to dismantle them.

Lisa knows how difficult it is to discuss diversity issues at a university that does not value diversity. In her role as director, she has to be vocal about advocating for students, and student needs. She shares her experiences trying to talk about race issues on campus:

People, I think, are just so nervous to talk about race and to talk about the things that are happening. Where everyone else is like 'oh, you're playing the race card.' But no, those are like, our experiences.

Lisa admits that bearing the responsibility of speaking up about inequities on a university campus is exhausting. She adds:

I think there comes that time when you get tired of like always being the one that

points it out. That happens to me a lot. It's tiring because you're always the one

saying the same thing.

For Lisa, these discussions are at the forefront of her job all the time. It makes her

question her position, and her ability to be successful in that role. She shares her view on

being the only Latina Director in her Student Affairs unit:

I mean I remember my first leadership meeting; I knew who all the Directors

were, but actually sitting at the table I'm like looking around…and you're kind of

just like…okay…you know.

Lisa implied that being the only Latina represented at these meetings continuously forced

her to address diversity issues adding another layer of difficulty to her job.

Lisa elaborates that administration in Student Affairs can be challenging for

Latinas. Lisa concedes that as a director, many times she is forced to suppress her

personal viewpoints in order to compromise or collaborate with other departments or

colleagues:

I think that when I was a coordinator I was a lot more radical in my ways and I

would press issues a lot more…I definitely do think that there are some parts of

me that have assimilated.

She shares that even though she has years of experience doing advocacy work, not

possessing a terminal degree undermines her credibility with her colleagues

…even though I've been doing this job for a long time, you're still looked at like

less than if you don't have the credentials.

She admits that though she knows a terminal degree would help her professionally, she has not found a graduate program that interests her. That coupled with family obligations makes it difficult to contemplate going back to school.

Lorena shares her perspectives on campus climates from a researcher's perspective, elaborating on some of the obstacles Latinas face when pursuing research goals:

> *I could see where a lot of us, when I say 'us' I mean other Latinas...we get discouraged because a lot of times many of us are interested in looking at issues related to Latino issues and we feel that maybe our peers don't value that, the journals that we publish in aren't as recognized or respected and all of that.*

Lorena states that this opinion is one that has been expressed by many minority graduate students, faculty and researchers studying and working in university settings.

Discussing the impact of campus climates on Latinos from a macro-perspective, Lorena shares her thoughts on how leadership decisions are made at universities. She contends:

> *I think that the doors of opportunity have not been as open for us...although we have made some progress...usually you'll see as VP of Student Services...we know that largest Latino population are Mexican Americans...so, if you do see Latinos in leadership roles like in Presidencies, it will be from other Latino countries, right...they won't be Mexican American. They'll be Panamanian, Puerto Rican, Cuban and things like this. So I think that here, regionally, the pathways to those leadership roles have been limited, primarily because they are controlled by a small group of people in leadership roles, right. Not just in higher*

education but a strong influence from business leaders who are big contributors

and we want to keep them happy.

Lorena discusses how this perspective relays how campus climate is institutionalized by

those individuals who hold decision-making authority, which Lorena says are usually not

members of a minority group.

Hostile Work Environments

Three of the five participants in this study expressed that hostile work

environments were common experiences in higher education. From persistent personal

criticisms on their work, to continuous blatant racist remarks, three of the five women in

this study shared stories of surviving hostile work environments.

Norma shared that she had a challenging time at NSU and at her alma mater. At

NSU, she was focused on meeting the requirements of her tenure-track position through

her hard work and dedication; instead of receiving her colleagues' support Norma recalls

them telling her:

Hey, you're publishing too much, you're presenting too much, you're making us

look bad.

Then her colleagues would start criticizing her work and her research, both difficult

challenges for a new faculty member to overcome. At her alma mater, when she was

appointed to several key administrative leadership positions her colleagues commented to

her directly:

If I would have known that they were going to pick you, I would have told them to

pick me.

This was stated after each appointment. This attitude from Norma's colleagues was repeatedly expressed by the same individuals in regards to several appointments Norma received throughout her professional career at her alma mater.

Sara affirmed that hostile environments were the norm in her experience. She shared how she survived the dismantling of the academic program she helped create in her college:

> *I watched people, good people who worked really hard for this place lose their jobs. I mean...those are days I cried. Really, really hard days watching things that I used to control be under the control of someone else. It was like watching a feast, people feast on your own flesh while you are still alive. And it was...it was...really, really...an experience that I will never forget.*

In addition to the difficulty of witnessing the demise of her academic program, Sara felt that she was being targeted by her colleagues and members of the administration. She recounts behaviors she observed that led to her dissatisfaction with her university:

> *It took me a long time to shake off the feelings...the personal feelings of that loss. I'd had a lot of things like that happen to me at my university that, you know, just always seemed to be...not very circumstantial. There were things that...they were probably personal, you know what I mean. And you wonder what is going on, and you get pissed off about it...you know...and you end up feeling really disenfranchised.*

Sara recounts that these experiences made her start looking for employment opportunities at other institutions because she felt that the hostilities on her campus towards her would not be resolved.

Lisa and Sara shared their experiences working with other women in higher education. Sara acknowledges that:

…sometimes women are not good to other women.

Throughout her interview Sara shared that women tended to not connect with other women on campus, or share resources, or advocate for each other. She also added that Latinas seemed to be even less connected than women from other racial and ethnic groups at her university.

Lisa details how the majority of leadership positions in the field of advocacy work are held by White women, and that communication is sometimes difficult when trying to relay different perspectives. She shares her experiences at a leadership conference where attendees were separated by racial and ethnic designations as well as gender. Lisa stated that this experience was a unique one for her, and she found it very illuminating being able to discuss sensitive topics with individuals who were going through the same challenges. She stated:

> *I think that you just felt safer expressing yourself. I feel that if you, depending on where you are in your development, like, if you're not confident enough to say what you really want to say and you're worried about how you're going to hurt White women's feelings that having that space available to you to say, 'well I'm not the only one who feels that way' and 'I'm not alone.' It's so important.*

Lisa adds that not having colleagues who are women of color working directly with her sometimes makes it difficult to decompress from the diversity-related challenges that arise throughout the work day.

Lisa shared how she experienced challenges in her workplace regarding family obligations as a recent new mother, and how it was difficult to express her needs to her office and staff:

> *I know what it means to stay home with children…and so that becomes like a hard part too because like I'm not really able to stay later at work anymore. So, like, my job is 8-5…there are obviously times when I have to stay later, and I make those accommodations, but you know…that also comes into play not only about me as a Latina woman but now like also as a mom and trying to balance and still perform at the level I was performing, but not really being able to because I have these other responsibilities that, to me, are more important than staying to seven or eight…that's just not going to happen.*

Lisa commented that being a new mother made her very aware of how her campus failed to address issues around motherhood and child-rearing; and how this lack of attention to family needs causes conflicts for both employers and employees.

Lisa also shared that she suffered interacting with colleagues when they would make inappropriate comments regarding gender, race or ethnicity and sexual orientation. She asserts:

> *I struggle because a lot of people don't know I'm Latina, there's two things that happen…people just assume that I'm white, and so struggling with trying to assert that, no, I'm not, you know… It angers me a lot of times…and you know…even in thinking about this position, I have questioned that at times…like…do I have this position because I do pass for White and it was a very easy [for them to appoint me]?*

Lisa continues:

> *Not only just as a Latina but also as a queer woman because most people think*
> *I'm straight...and so a lot of times, they ask the question about my husband*
> *because I wear a wedding ring and so...and even when I say 'my twins' or*
> *something, they automatically assume I'm married to a man...and so, I think I've*
> *struggled a lot with that and so a lot of times I try to assert myself in other*
> *ways...like I will purposefully say 'my wife' very early on to someone so that they*
> *will automatically know...or even just with, I want you to call me this because this*
> *is what my name is supposed to be...and so...I feel like I try to do those things to*
> *kind of compensate for the way I look.*

Deceptive Practices

Participants shared their experiences with deceptive or misleading practices at their institutions that impacted their leadership development and attainment. From being promised titles and positions that were never given, to giving positions without the adequate resources promised for the position, to being directed to handle difficult department matters without departmental support; these practices were common in all five of the participants' experiences.

Norma shared that though her Dean, a White female, had recommended her for a nationally recognized leadership development program, and had met with her on a continuous basis throughout her participation in the program, she was misled. Upon the advisement of her mentor in the leadership program, Norma asked her Dean for a tenure-track position. She was consistently denied:

I have had that conversation with her; and she says 'no.' To the point, where I'm

not even going to have it anymore. It would be stupid if I did that. Like politically

stupid if I keep bringing it up.

Despite following her mentor's advice, Norma's requests were continuously snubbed and

she ultimately chose to stop pursuing that leadership goal with her dean.

Norma's Dean then promised her a specific position and title upon completion of the

national leadership program she was involved in. Norma said they had extensive

discussions about her forthcoming role:

I mean, I wrote it. I wrote a position description. She agreed on it. We gave it to

her second in command. The second in command agreed on it. And so, I thought I

knew what it [the position] was.

Norma's Dean misled her again**.**

Norma stated that her disbelief at her Dean's deception in denying her a

leadership opportunity was very impactful. Norma adds:

My Dean's decision to make me a Special Projects Assistant, really to me, when I

read that I was so hurt and frustrated—because we had negotiated a different

title.

To Norma, this specific title was an insult and a demotion, as she had held the same title

as a work-study student when she was 19 years old with no advanced degrees attained,

and no leadership experience.

Sara stated that her experience as Department Chair was challenging and though

she had the position, she felt she was not supported when trying to enact leadership

decisions for the good of her department. She elaborates:

I recommended the termination of a tenured full professor, White male.

She concedes that she thought she was doing her job, and addressing issues that some chose to ignore. The decision to terminate that professor was detrimental to her leadership position. She states:

It did not help my career. A lot of people felt that was an affront to their job security; and who does this woman think she is; and we can't let that happen. I just thought that I was doing my job.

Sara contends that as a result of her decision to terminate that tenured full professor, she has faced a lot of push back and criticisms from colleagues within her department and other leaders in the administration of her institution.

Sara discloses that women, in particular, are taken advantage of in higher education because they are tasked with doing lots of service work with students and racial or ethnic student organizations. Sara feels that they are misled in believing that this work will help them in their professional development, when in reality it detracts them from their professional goals. She adds:

…we think it's okay because we'll do it temporarily, and then before we know it it's been five years and we look at our vitae where everybody else has stuff we're sitting here with nothing.

Sara says she has seen these kinds of abuses happen to both graduate students and her fellow colleagues pursuing tenure.

Lisa recounts her decision to assume the director's position in her department. She was promoted from a coordinator to a director's position. She was under the impression that she would be able to hire a coordinator to replace her and allow her to

focus on her new leadership role. She was told that due to budget cuts, she would not be able to hire a coordinator, and would have to assume the responsibilities of both positions until funding could be found for securing additional staff. Lisa stated that her department finally received federal funding that would allow her to hire additional staff. She adds:

…this semester coming up is when I'll really be doing a director's position…So, I feel like even two years after getting the position, I'm barely starting to do a director's job.

Lorena shared her experience working at a state agency overseeing higher education in her state, where she thought she was hired to do a specific job at the state level but quickly found out that the job was not what she had been told it would be. She clarifies:

…the purpose of this particular state agency is to maintain the status quo, and to maintain its…just basically maintain how they are operating…it's not really about transforming in meaningful ways.

This revelation was demoralizing to Lorena, who had really hoped to obtain a position where she could use her education, skills and abilities to enact changes in her local community. She accedes that though it was not the job she expected, it was a learning experience that further developed her sense of leadership. According to Lorena:

It gave me an opportunity to observe leadership from very different perspectives, not just from the academic, on-campus framework…but also from state policy-making levels. It required working with people who really did not have a full understanding of how higher education works but nonetheless were in positions to make decisions about higher education.

Lorena shared that this job was challenging to her because she had to translate everything she had learned about research in her doctorate program, and refocus her perspective to effectively relay information in broader, more general, easily accessible formats.

Lack of Social Capital

Lack of social capital in higher education was another characteristic that Latinas in this study expressed as having an impact on their leadership attainment. Two of the five participants expressed how lack of social capital impacted them in their leadership pursuits.

Norma shared that she did not have any way to prepare for her first faculty interviews. In retrospect, she laughs at an example she provided:

> *No... (laughing)...no, there was no preparation. I mean not formal preparation. To give you an example, at my work talk...to come to my alma mater...I had to give an example of like working collaboratively in a team...and someone asked me that question like off of like, nowhere. I wasn't expecting it, and the response I gave was like, 'Well, I'm Mexican, and so we make tamales.' And so, I gave the example of like how my family organizes itself on tamale day because everyone has different roles...and so...yeah...that's like...I wasn't really... When I think back about that now, I'm like 'oh my gosh!' I should have answered with some sort of theoretical leadership thing, but I totally didn't.*

Not having someone to help her prepare for the expectations of faculty interviews was problematic for Norma, and she contends that since that experience she is always looking at ways to expand her social capital.

110

Lorena also shared that education was highly valued in her community and particularly emphasized by her mother. She shares how she was impacted by social capital in her collegiate educational experiences:

So, when I went to college, I didn't have any of the social capital to navigate the system, but I knew it was important because she always told me that nobody could take away your education. It wasn't through anybody particularly saying, 'You're Ph.D. material, you need to do this.' It was through kind of self-efficacy and this network of support and commadres and posse where we supported each other.

Lorena credits her network or support, comprised of friends, colleagues, and people whom Lorena admired for building her social capital and helping her reach her leadership potential.

Aspects That Foster Leadership Attainment

In interviewing the five participants for this study, each shared aspects that they felt fostered leadership attainment at different levels of their leadership experiences. Some of those aspects included: understanding the parameters of the job, having a plan, having a support network, taking advantage of leadership opportunities, having confidence in yourself, continue developing your skills, and having a passion for what you do. These six themes were procured from the data analysis of transcripts as stated in chapter 3.

Understanding the Parameters of the Job, and Having A Plan

Each of the participants expressed that having a clear understanding of the requirements of the job was critical to their success; though all admitted to learning this after the fact. Whether it was understanding the differences between the non-profit sector

and higher education, or the differences between faculty life and administrative responsibilities, knowing what was required of the job was paramount. All of the women interviewed for this study acknowledged that they did not have any plans regarding their leadership development or leadership attainment in higher education administration. Three out of the five interviewed relayed that they were appointed to positions that they were unsure they could fulfill; they were all forced to learn on the job, and persevere with little to no guidance or support from leadership.

Sara states that having a clear understanding of the requirements of the tenure and promotion expectations for the particular type of institution a faculty member is working at is extremely important. She adds:

…tenure track on research campuses or research universities is different than it is in maybe in a liberal arts institution or even a school that is like Carnegie status…they're not going to be requiring the same kind of things.

According to Sara, knowing and understanding those differences can impact a faculty member's success in attaining tenure. She also adds that tenure is all about,

…understanding the game within the game, and making good choices. The game is about skills and the self-efficacy to do some of this work.

When asked if she had created a plan for her own leadership development, Sara responded:

I'd never, ever planned to do any of these things.

Lisa responded the same way:

How did I get to be a Director? I think that it all kind of just fell into place. It wasn't even something that I aspired to be.

112

Lisa acknowledges that not having a plan has made her leadership trajectory a little more difficult, but a challenge she is willing to undertake.

Iris credits having a strong sense of self-awareness, knowing what you want, or don't want with helping to make the right decisions about your professional career. She elaborates:

> *I never thought, 'oh, I want to go into administration.' And if anything, it's been me who has said 'no' to certain leadership positions because I don't want to live that way. There are positions, like the president of a university, or the provost, where...oh my god, the job is you know...it's 24/7...and so I've made some choices about how I want to live. I know I don't want certain positions that I could be moving towards because they are not going to bring me a sufficient amount of joy, which is very important to me...a lot more than power.*

Iris stated that for her, the ability to do research and working closely with students guided many of her decisions regarding the attainment of leadership positions. She adds that when she was offered positions that would take her away from those two aspects she held so dear, she felt comfortable declining them.

Of her current leadership role, Iris clarifies why she is content with the current position she holds:

> *I do not aspire to anything higher than this, I could have had higher than this...because I want to be happy...and power...the only power that I care about is the power to be free, to do things that are meaningful to me. I'm thinking that this might be the only administrative position that I want. So, I'm not moving up...because moving up is not up for me in this particular case...so this, this is*

great…and you know…this has come at a cost. I do not have as active of a research life as I used to. I still have three Ph.D. students who I'm mentoring and we're still conducting research; but not as active as I normally would be. I don't talk as much at events as I used to, and at conferences; but this means a lot to me, so I'm willing to make that kind of sacrifice.

Iris emphasizes that knowing what a job entails before pursuing it is important in order to achieve success and happiness.

Lorena advises that having a plan and being strategic in the execution of that plan is critical for continued success in higher education. She acknowledges that higher education is:

…a pretty closed system in terms of ascending to leadership roles. I think for Latinos, we need to be very intentional about it.

She adds that she is not discouraged by the challenges she faces in pursuing leadership opportunities:

I think that your work speaks for itself. You know, we still have to work our butts off, we still have to produce the best quality work, and we still have to know how to work with people.

Lorena concluded by stating that her leadership trajectory had never been linear, and the detours along the way have enriched her development as a student, as a professional, and as human being.

Having a Support Network

Developing a strong support network was another trait that all five participants agreed was important to leadership attainment. All five participants cited family, friends,

114

and trusted colleagues as members of their support network that were essential to their leadership attainment and overall satisfaction.

Norma shared that having a supportive partner is extremely important for women to be successful in higher education. Having someone to share household obligations and child-rearing responsibilities alleviates some of the stresses found in the job duties of many positions in higher education.

I'm sure that everybody says this, but like your partner is like critical.

Norma credits her spouse for her success, as his assistance has allowed her to meet the travel expectations of her job, work the late hours and weekend shifts while still being a strong family unit.

Sara agrees with Norma. Sara had her first child at age 22, just as she was starting her academic career. She states:

I wouldn't have been able to do that without my husband, there's no way. I have friends who were single parents, and I just can't imagine…like, how they were able to do it.

Sara states that having a child early in your academic career requires a lot of sacrifice, and having a partner helps to alleviate the increasing demands that are requisite of moving up the administrative ladder.

Lisa, the mother of twins, adds that she could not do her job without her support networks.

We have a lot of support from our family, and we have a large community that's really helpful as well. Not financially, but emotionally, you know…and there for us. We have a little village.

Lisa is grateful for her 'little village' and expressed that having them has helped her persevere in her professional and personal endeavors.

Lorena credits her support networks with every achievement she has attained in her academic and professional roles. She states that she started creating her support network in college through people she met in class and through her involvement in student organizations. She adds that this is how she:

> *…met other colleagues who would later become life-long friends…That was kind of my entry point, into critical support systems and networks within the collegiate surrounding.*

This network building is something Lorena continues working on to this day.

Lorena strongly believes in:

> *…bringing people up with you…*

adding that sharing access to opportunities, sharing information, and sharing experiences creates a network of support with long-lasting ties. She adds:

> *I've been intentional about surrounding myself with people that I admire and want to be like…you know peers…that I can support, and they can support me.*

She confesses that these networks have helped her reach her goals even when they seemed elusive:

> *I may not know exactly what I want in ten years, but I know the characteristics of the person I want to be and the work I want to be doing, you know.*

Lorena continues to meet new individuals to build and strengthen her network.

Taking Advantage of Leadership Opportunities

Each participant in this study shared their experiences gaining leadership skills in non-traditional ways. Some took advantage of national leadership development programs; some participated in local leadership development experiences within their communities or on their campuses. Some were heavily involved in professional organizations within their discipline to gain leadership skills, and build professional networks.

Norma advises Latinas to be involved in professional organizations. She states:

You can't just take classes and write your dissertation, you have to do other things like be active in professional organizations.

She expressed that involvement in professional organizations helps to build professional networks, and bolster professional skills. She concludes:

I have a core commitment to advising and mentoring that's part of what I teach that informs my teaching and it informs my advising with my students.

She adds that participation in professional organizations keeps academics in tune with trends within their disciplines to make them better professors and mentors.

Sara recalls her early leadership development through her participation in athletics:

You know, team sports require that you get people to work together and that you know…in the moment of an athletic event your coach can call time out and you can get leadership from your coach, but during the game itself you need someone to emerge. And I always seemed to be that person that would keep everybody

calm, have a reasoned action plan, so that for the most part worked out pretty

well and earned credibility over time with peers. Just being a voice of reason, and

somebody to trust, and somebody to rely on.

These early leadership lessons were skills that Sara admits were the foundation of her

leadership style, and how she believes she was able to achieve so much at such an early

age.

Lisa credits her involvement on campus with learning more about the decision-

making aspects of working in higher education. She shares:

I will say that being part of the women organizations on campus has helped me.

According to Lisa, that particular organization is made up of a large mixture of women

who are academic administrators, teaching faculty, and professional staff. Her

involvement in this organization acclimated her to the campus dynamics; and Lisa says

this campus organization:

> *…has helped me to kind of understand a little bit more of like the political-ness of*
> *higher ed.*

Lisa states that her involvement on campus had helped broaden her understanding of

higher education, especially coming from the non-profit sector.

Although Iris gained much of her leadership experience by owning her own

advertising agency, she credits her involvement in professional organizations with

gaining the respect of her peers and the credibility within her discipline and profession:

> *In terms of leadership in my profession, I was the President of the most*
> *prestigious society in my field of sexuality research. So, I've had the highest*
> *leadership position in my profession. So, again, went through the ranks; I was*

treasurer, I was Scientific Chair for a number of conferences. So, I did do a lot of

leadership in terms of my professional area.

Iris confirms that this level of participation and exposure helped her meet her tenure

requirements and provided her with leadership experiences she was able to translate into

her administrative roles.

Iris also shared some precautions about taking advantage of leadership

opportunities:

One of the developments that I've seen over the years is that we're telling new

faculty 'oh, don't get involved in service, don't do service, it won't count towards

your tenure.' That's pretty bad advice. I wouldn't do heavy service, but I think

that service is an important way for you to feel that you're part of a community

and to meet people. I did way more service than I should have done, pre-tenure,

because no one was mentoring me...But you know what, those are still fantastic

relationships I made across campus that come back to you in ways that you don't

even know at the time. Where suddenly, years down the line, an opportunity...and

somebody thinks of you because they saw how you worked on such and such a

committee.

Iris encourages new faculty and staff to become involved on their respective campuses;

she believes doing so will help them see how their efforts directly impact and influence

their campus environments.

Lorena says that she is a strong proponent of involvement in all kinds of

organizations to gain exposure and build strong support networks. She credits her

involvement in various youth leadership programs and university recruitment programs

for helping her attain her academic goals. She elaborates:

> *I was a part of the very first youth leadership conference at my school and couple*
>
> *of years steering committee as a student. I was an undergrad student. Then when I*
>
> *graduated I continued to volunteer; and one year the program organizers said, 'I*
>
> *want you to go observe the program in California.' So I did, and it was through*
>
> *that program that I brought back a lot of good ideas and things like that, and*
>
> *lessons learned to integrate them. But it was also there where I met another*
>
> *Latina, who was talking about graduate programs at ivy league schools.*

Lorena acknowledges that this opportunity to network gained her access to information

on pursuing a graduate degree, established life-long contacts, and started her on her

journey to become an academic.

Have Confidence in Yourself

Throughout each interview, a constant characteristic of that emerged was self-

drive and self-confidence. All five of the participants admitted that they did not have any

preparation for the roles they assumed throughout their leadership development.

However, each of them had tangible skills that enabled them to meet the challenges of the

roles they were given; many of them learned valuable lessons on the job that they then

used to obtain the next level of responsibility.

Norma states that her previous experiences in administration and management

positions helped her build a skill set that was transferrable to her leadership roles in

academia. She alludes that without that:

I think as a leader, I wouldn't have been successful. I have like 15 years of
Student Affairs experience. And I think that if I wouldn't have had that
experience, it would have been much more difficult for me to organize myself as a
student and then later on as an academic leader. Like the program office that I
had built...it was working really well. And it was working so well that they were
giving me other degree programs to manage...at one point we were up to like
seven programs. And we had the majority of the enrollment in the school of
education...it was all under my area.

Having had that previous experienced reinforced Norma's confidence in her abilities; and
having the positive feedback from her campus community was the validation she needed
to know she was doing a good job.

Sara adds that her self-drive comes from never being happy in one place. She
states:

I'm the kind of person that's not good at anything naturally. I just work my ass off
until I can get good at it. And I have, you know, unreasonable expectations for
myself.

Sara admits her tenacity and her practice of working hard at learning new skills has
benefitted her in gaining confidence and a sense of self-efficacy. She adds:

...you have to be very confident...and even that, like I said, that's not going to get
you necessarily the job you want.

Sara affirms that she was never really concerned with obtaining an administrative
leadership role:

I just come to work every day wanting to contribute.

121

Sara credits this work ethic with the success she has garnered in her academic career:

I feel like every opportunity that I've ever been given to lead has been not necessarily because I pursued it but because I had an opportunity, for whatever reason luck would have it, that I was the person who got the job.

Sara admits that opportunity is how she obtained her current position as Associate Vice Provost at her institution.

Lisa shared that she did not get a lot of feedback regarding her performance as a director in her department. She states that she is confident she is on the right track and concludes:

I'm doing the right thing because I feel that everyone who comes here, that works here, wants to work here…feels comfortable in this space.

Lisa shared that the only individuals who have left her department left because they graduated or because they pursued better employment opportunities.

Iris states that having had a career prior to entering the academy was tantamount to work within the academy; she credits that prior experience with learning how to avoid being taken advantage of in the workplace:

I think my age when I entered higher education and the fact that I come into it very confident and accomplished that I probably gave off this 'don't mess with me vibe,' I don't know…what it was…because I swear to God, I didn't have stuff like that coming at me, you know.

As a seasoned professional, Iris relayed that she knew how to thrive in her chosen discipline and did not encounter the same kinds of painful experiences she has heard from other Latinas in higher education.

In regards to navigating the tenure and promotion process, Iris's confidence was evident:

So I just figured it out, you know, on my own. Again, I was 39, so I could tell that I had an advantage over younger people who were coming in and who were just a little greener…so, no…I would say that there…basically, when I started here, there was no mentoring…but I guess I was pretty tough. I am very ambitious whenever I take on a project; and by ambitious I mean that I want it to be incredible…whatever I'm working on.

Iris alludes to her drive and determination as the characteristics that gained her the many positive opportunities and experiences of her career.

Lorena stated that self-drive has always been her motivating force despite whatever obstacles had been in her path:

My ultimate goal is to be in a tenure track position. I have been removed so far now, where I've been out from initially getting my Ph.D.…where I think that it becomes a little more difficult…but I'm not discouraged by that…because I think that I've never really taken a straight pathway to my leadership roles…so I figured I would just focus on what I need to do and do the best job that I can. I think that I will achieve that goal eventually...I think that at this point in my career…I think that what is important for me is to surround myself with good colleagues that I can learn from and who can learn from me…and continue to do good work…and to contribute in meaningful ways…so that, my work doesn't occur in a vacuum.

Lorena states that regardless of how long it takes, she knows that she will eventually obtain a tenure-track position.

Continue Developing Your Skills

Many of the participants in this study alluded to being life-long learners, and being committed to learning new things and developing new skills.

Norma shared some valuable advice from one of her previous colleagues who had advised her to:

…maintain some kind of your research agenda as you're moving up, because you need this to maintain legitimacy in your field.

This guidance was provided by a full professor who had assumed an administrative position at her university. She added that preparation is the key to success stating:

Many times, when an administration changes everybody in leadership changes, so you have to be prepared for your next step.

Norma emphasized that change is the one constant thing you can count on in higher education, and that preparation makes those changes more tolerable.

Sara admits that she is still learning new things in her current position despite all that she has achieved:

I feel like I'm learning some skills. I've learned a lot to temper my…[rolls her eyes] *from my...*[gestures at her face] *looking at you cross-eyed...I've learned a lot about doing that; and I've been successful, I think, of trying to remove myself personally from things.*

Sara concludes that she enjoys learning new things, and states that it makes her work more interesting.

Iris confesses how she feels about learning, and credits her pursuit of knowledge with always being restless:

> *I love learning curves, you see…that's what keeps me stimulated. There's nothing worse for me, than when I have something down – when I have figured it out. I have a friend who always says, 'You always leave everything just when you've made it successful and it got easy.' I never sit around and enjoy it…I know…it's at that point where I get bored. I'm like, 'okay, give me another problem. I need a problem.'*

Iris acknowledges that she is lucky in this regard, as her new position requires that she develop many of the programs, services and curriculum from the ground up which is really appealing to her.

Lorena shares what she has found most relevant in her most recent leadership experiences, including her current position:

> *I think that that has been a real key learning experience for me is that it matters really little what your credentialing is…it matters more how you're able to relate to people. That's really important…especially the higher up you get, the more that becomes really important.*

Lorena admits that she witnessed this at every level of her career trajectory from collegiate institutions to the system office.

Lorena discloses:

> *I am willing to learn from anyone who is willing to teach me…*

sharing that she has learned valuable lessons from both her students as well as from her colleagues. Lorena adds that her current position is providing opportunities for learning more about the non-verbal skills:

I primarily now, in this position deal with White males, you know. So, a lot of it is

observing and learning…and these kinds of 'heads up'…I'm learning more of that

now, than I did before.

Lorena contends that we are always learning, and should be open to the lessons as they

come no matter how easy or how difficult they seem.

Have Passion for What You Do

The two highest ranking women in this study, Sara and Iris, shared that having a

passion for the work that you do was the foundation of continued success.

Sara emphasized that in order to be successful in higher education you have to be

true to yourself:

…have a serious gut check about whether or not you're passionate; because this

job sucks if you're not passionate…because it's a lot of reading and a lot of

writing…and it's lonely…it's a lonely business.

Without passion, Sara asserts academic life will be a painful and arduous process; one

that many faculty members are truly not aware of.

Iris shared how she defined passion and the impact it had on her development as a

faculty member, and how it later paved the way for success:

For me, it's really all about being passionate about what you do, and being

committed to making a contribution. So, if you love what you do…if you follow

your passion, you're going to work really, really hard at it because it's more fun

to do that than to do a bunch of other things that are not productive.

Iris elaborates on how she got through the promotion and tenure process:

To be honest with you, I didn't really find it that complicated...I came into this story with one thing in mind, which is how I do everything, and that is I want to hit it out of the park. I don't want to get tenure; I want to be the person that comes into the department to the tenure thing and everybody goes 'oh my God, we've never had anybody who's had this much.' That's how I've always been...I just...and so I concerned myself, very early on, with doing as much research and publishing as much quality research as I could...and I worked very hard...If you do that, that is so powerful that it can even knock down forces of discrimination because even in a world where discrimination exists, excellence is hard to step over. It's hard to step over.

Iris states that focusing on what you do, and the passion with which you do it, can overcome any obstacle both in your personal and professional life.

Practical Tips for Success

At the close of each interview, participants were asked to provide recommendations, guidelines, or survival tips that they would give to other Latinas considering leadership positions in higher education. Below are there verbatim responses as recorded during participant interviews.

Norma, Special Advisor to the Dean.

- Credentials. *Get a Ph.D., not an Ed.D. or an Ed.S....or anything else, this is discipline specific. Get a Ph.D. even if you think you're going to be a practitioner and you're never going to do research again...like literally, you're going to do assessment, you're going to have to do some kind of program evaluation so having your Ph.D. matters.*

127

- Mentors. *It's important to have mentors outside of your institution…meaning they have no skin in the game in terms of your university so develop mentors that understand your field but are outside.*

- Support Networks. *What has been really helpful to me is having the support of my family and friends. So I know not everyone has close family, not everyone has close friends, but one or the other of some kind of combination of that I think is really important.*

Sara, Associate Vice Provost.

- Mentors. *Knowing how important mentorship is. And early on, I didn't have a good mentor…but I didn't really value either what I was missing, so. Not really seeking a good mentor, and learning things that I could have learned a lot earlier I think…big, big things.*

- Passion and support. *I think you have to be passionate. You have to have passion for what you're doing. I really feel like you also need support. And I feel when you don't have either one of those two things, it's going to be tough.*

- Network. *I think you need a network. You've got to get the right mentor who has a network who can create opportunities for you. What my career has shown me so far, is that your career is not just dependent upon your skill set. It's dependent upon a lot of luck, a lot of good timing, and a lot of really great networking.*

- Be strategic. *One of the greatest pieces of advice for someone just starting out is to pick a segment within the field that is currently going through*

very high demand or will be in high demand that will be allowing you to have an expertise in an area that not as many applicants do; and that a university knows it needs to grow into. You know, being strategic not only about the discipline you select but you know, kind of the expertise within that discipline that you develop.

- For the non-tenure track. *Join a research group…get involved on interdisciplinary research teams and start learning how to do interdisciplinary work, and having the opportunities to get on publications and lead publications and lead research studies…you get that stuff on your vitae, you're going to get a tenure track line somewhere…*

Lisa, Director.

- Mentors. *I think that it's important to get a mentor early on…the best advice I could give is for someone to get a mentor early on, whether that's within the institution or outside of the institution…at the level that they want to achieve to kind of let them know kind of how to get there and what are the things to look for.*

- Say yes to opportunities. *…Really try to access as many opportunities of leadership development as possible.*

Iris, Dean of College.

- Change. *One of the things that I am always very aware of when I'm in administration is that you really serve at the pleasure of whoever is in charge at that moment. Right now, we have an administration that is very supportive of this college, but that could change in a year. That could*

129

change in a year. So, I'm always aware of the fact that I could retire doing this, or I could be gone next year. I don't think too, too far ahead. I've been here for too long not to see how all of those things play out in the long run.

- Politics. *The other thing I would say is stay away from the politics, just focus on your work. All units have politics...that's always, to me, such a waste of time and energy. It takes you away from the joy...and I always come back to that word, because to me without that word, what's the point right? You have to have joy in something.*

- Time management. *Time management is one of the most important parts of doing this right...and so, you don't want to live always feeling that you should be working. Just like when you're a grad student; where even when you say 'I'm going to take this day off,' there's a part of you in the back of your brain that is like, 'I should be working on this, and I should have read that.' You don't want to live that way forever. So, one of the things that I recommend is schedule your play time the way you schedule your work time. So that when you schedule your play time, you don't have that feeling because it's scheduled. You've said, 'no, I'm looking at my week. I have to do this, this, and that. That is my evening off...or those are my two evenings off.' So, it's achieving that balance, you know, between work and your personal life, I would say is a very important thing.*

- Power share. *You've got all this power, share it. It's a great time to power share. My focus right now is on power sharing. Which, by that I mean, is*

take all that stuff that I could continue to use to make myself…to give

myself more articles and make myself better known, and all that…and

instead I'm going to take that now, and I'm going to share it, and try to

get these really high-achieving kids that booster charge, you know.

Lorena, Director.

- Perception. *Look at the optics of it…as an administrator or someone in a leadership role, you have to think about what are the optics. How does it look to other people? That may be an oversimplification, but frankly it's how people make decisions with very limited information.*

- Regarding biases. *The truth of the matter is that we all bring biases to our work, even though we might want to say that we don't. We do. What we need to do, what I think I need to do, is acknowledge those up front…'Yes, I am member of the Latino community; Yes, I'm concerned about the Latino outcomes in our educational system; Yes, Latinos will have a significant role in our economic well-being and social well-being in the future; Yes, we should focus intentionally on Latino issues.'*

- Build your network. *Have a strong network of people that you can call upon…you don't need to like them in some cases, but you need to be able to have respectful relationships with them so that you can share information and be collegial. The networking aspect of it, I think, is really important at the organizational and macro level.*

- Reflection. *It's important to hit pause…you know some of the things that I do is yoga…I know that exercise is important but I hate running, I hate*

going on the treadmill or the step machine…so I do yoga…and that allows

me to be reflective for one hour…even if it's just on my own breathing…I

think that when it comes to leadership, at the individual level, being

reflective is important.

Summary of Chapter

Chapter 4 presented the data gathered from five Latina participant interviews garnered for this qualitative study. It summarized each participant's leadership story in part 1, and then presented the data in three salient sections that included: aspects that hindered leadership attainment, aspects that fostered leadership attainment and practical tips for success in part 2. The researcher used a literary style to convey the participants' experiences and also profusely used participant quotes to aid in understanding the experiences these women encountered, and help establish design quality of the study.

Chapter 5 will provide a discussion of the findings, address recommendations for future research about Latinas, and discuss the researcher's conclusions of the study conducted.

CHAPTER 5

SUMMARY, DISCUSSION AND CONCLUSIONS

Introduction

The purpose of this qualitative narrative study was to report the stories of Latinas'
experiences with the leadership pipeline in higher education, and determine what venues
within that pipeline facilitated or impeded access to executive level administrative
positions. Through qualitative methodology using a narrative approach, participants were
interviewed about their leadership experiences in higher education and asked to provide
recommendations for future Latinas interested in pursuing leadership positions in
university settings.

Summary of the Study

This study focused on the shared stories of five Latinas employed at four year
universities in the Southwest who were willing and able to share their individual
leadership experiences for research purposes. The researcher engaged with each
participant to record their experiences, and carefully translate those experiences into
written form for further study. Narrative methodology provided the process for which to
relay the data obtained; this process included interviews, analysis of narrative, attention
to design quality and presentation of data.

This final chapter provides an interpretation of the information that emerged from
participant interviews, denotes recurring themes that emerged from the data, and
discusses how those themes relate to the perspectives of Critical Race Theory,
Intersectionality Theory, and Self-Efficacy Theory and their relationship to the research

question: How do Latinas perceive career advancement or promotion in higher

education? Sub-questions included:

- How has race, ethnicity, class or gender impacted Latinas' leadership

  development?

- How do Latinas foresee the future of Latinas in higher education

  administration?

Discussion of the Findings

The purpose of this qualitative narrative study was to report the stories of Latinas'

experiences with the leadership pipeline in higher education, and determine what venues

within that pipeline facilitated or impeded access to executive level administrative

positions. As a Latina pursuing a Ph.D. and having had 18 years working in

administrative positions in higher education, this study was of particular interest to me as

I wanted to better understand why there did not seem to be many Latinas in prominent

leadership roles in higher education; certainly not at the universities where I had worked

on both the east and west coasts.

I had anticipated that the results of this study would parallel the tenets of Critical

Race Theory, particularly in how the processes and procedures were structured in higher

education. My assumption was that there would be glaring observations, blatant

examples, and emotionally charged situations in which the participants of this study

would clearly articulate encounters as being discriminatory or racist in nature due to my

own personal experiences in higher education as a Latina in both subordinate and

supervisory roles.

I found that although each participant shared examples of discrimination, microagressions, and racism, the participants did not directly cite these incidents as part of the characteristics outlined in the critical race theory when discussing policies and procedures in higher education; in other words, they did not express that the systems in place at their institutions were discriminatory, or exhibited characteristics of racism (Solorzano et al., 2001). Nor did they express much negative emotion in their leadership stories such as rage or anger (Lorde, 1984). Many stories were shared with laughter and jokes; although some may argue that laughter and making light of situations are defense mechanisms employed to protect true feelings. The majority of the participants' experiences were conveying gender discrimination as more prevalent than race or ethnicity bias.

CRT alludes to color-blindness, valuing experiential perspectives, and acknowledging intersectionality perspectives (Valdez et al., 2002; Solorzano & Delgado Bernal, 2001). While readers may construe that color-blindness was evident in this study, I did not attribute the responses I received in interviews as being color-blind responses as each participant acknowledged their race and ethnicity in some fashion. Each participant did share their unique experiences, each of which provided a valuable voice and perspective to this study. Participants did confirm that their experiences impacted several aspects of their identity including: age, gender, sexual orientation, race or ethnicity, and phenotype; which alluded to characteristics of Intersectionality Theory (Flores & Garcia, 2009; Lorde, 1984; Hancock, 2007). Finally, their combined stories exemplified how self-efficacy manifests itself, and how it can impact leadership development through the

development of skill sets, building confidence and learning from experience (Bandura, 1994; Lent & Hackett, 1987).

The eleven major themes that were discussed in this study were organized into two sections: aspects that hindered leadership attainment, and aspects that fostered leadership attainment. The last section, practical tips for success, were directly quoted from the participants as recommendations for successfully navigating leadership attainment in higher education.

Aspects That Hindered Leadership Attainment

The five participants shared their individual experiences with leadership attainment in higher education through interviews. Post interview, the researcher transcribed the audio tapes and evaluated the data identifying features that could be interpreted as hindering leadership attainment. They included five major themes outlined in the literature: poor leadership (Dean et al., 2009), campus climate (Aleman, 2009; Bersh, 2009), hostile work environments (Solorzano, 2005), deceptive practices (Easton, 2012; de la Riva-Holly, 2012), and lack of social capital (Baez, 2000).

All of these themes supported facets of CRT, and Intersectionality Theory (Solorzano & Delgado Bernal, 2001; Shields, 2008; Hancock, 2007) as relayed in section 2 of chapter 4 and expressed by participants.

Aspects That Fostered Leadership Attainment

The researcher analyzed transcribed interviews and deduced characteristics exemplified by each participant that could be interpreted as fostering leadership attainment. They included six major themes: understanding the parameters of the job, having a support network, taking advantage of leadership opportunities, having

confidence in yourself, continue developing your skills, and having passion for what you do.

All of these themes supported facets of Self-Efficacy Theory: learning though experience, modeling successful behaviors of others, receiving positive feedback, and our own physical abilities (Bandura, 1993, 1994; Lent & Hackett, 1987).

Practical Tips for Success

At the conclusion of each interview, participants were asked to provide recommendations or survival tips for Latinas considering leadership opportunities in higher education. These responses were not interpreted and were displayed verbatim, in the participants' own words.

As expected, the more seasoned Latinas had more profound and substantive responses having had a greater breadth of experience to draw from. For example, Iris shared how understanding the importance of work-life balance to her personal happiness made her decision-making practices regarding leadership easy and satisfying. Sara shared that working hard and taking advantage of all opportunities proved to be very beneficial to her.

The less seasoned Latinas provided recommendations that seemed less introspective and at times prescriptive, echoing what the literature might state regarding leadership advice rather than their own insights. For example, both Norma and Lisa stated that having a mentor was important to leadership attainment; yet Lisa obtained her leadership position without one, and Norma has faced challenges in securing her desired leadership position despite her numerous mentors. For me, this particular

recommendation of mentorship is problematic as it is what is always advised as best practice, but rarely as effective as it is hoped.

Overall Assessment

On completing the data collection for this study, I was not surprised to find that discriminatory practices and behaviors continue to exist in higher education. I found it interesting that the women who held higher ranking positions relayed their experiences with leadership in terms of ability, self-awareness and confidence; while those participants with lower ranking positions relayed more acute awareness of discriminatory and racially charged behaviors in their leadership experiences.

Each participant mentioned the importance of having a mentor to aid in leadership development, but only three of the five actually stated how their mentoring relationships helped them on their leadership trajectory. Norma alluded that her mentor was a White male who provided her with sage advice and guidelines to survive the challenges she underwent. Lisa credited her current mentor with helping her navigate her professional and personal life challenges for both she and her mentor are Latinas, members of the queer community, and work in higher education. Lorena shared that she had several mentors who were both male and female and who were Latino, Black and White. Sara and Iris did not mention the influence of any one particular mentor and they held the highest positions of the participants interviewed.

When I asked each participant how would a mentoring relationship be most effective to their development, I articulated if having a Latina mentor them would be more beneficial than having a mentor of any other racial or ethnic group and did gender matter. Lisa stated that she felt a Latina mentor would be more able to address the issues

she was encountering, through the lens of being 'the other' in an environment where Latinas were greatly underrepresented. She also stated that it would be easier to share the painful experiences she encountered by other racial and ethnic groups without having to censor herself when the mentor is of the same background. Lorena stated that while she thought it would be a good idea to have someone who had survived the leadership pipeline demystify the process with tangible examples of the Latina experience, she also stated that leadership is leadership regardless of the racial and ethnic background of the individual. Iris commented that racial or ethnic background and gender were irrelevant to her in regards to mentoring; she was more concerned about the competence and quality of the mentor and mentoring relationship.

This study confirms many of the findings that have been relayed in previous research and broadens the literature by providing additional recommendations from Latinas currently enacting leadership roles. It reaffirms that the issues and concerns expressed by Latinos in higher education are still prevalent and relevant today such as: isolation, tokenism, inequitable treatment, and hostile work environments all still prevalent in higher education (Hurtado, 1992; Park, 2011; Lazos, 2012; August & Waltman, 2004). These five women, in different stages of leadership attainment, in full awareness of their positionality, continue to strive to achieve their personal and professional goals regardless of what challenges lie in their path.

<div align="center">**Limitations**</div>

Lunenburg and Irby (2009) define limitations as, "…factors that may have an effect on the interpretation of the findings or on the generalizability of the results" (p.133). Limitations for this study included the limited number of eligible participants

who chose to participate in this research since only five Latinas were interviewed. Due to the sample size being intentionally small, the results are not generalizable to the larger population (Creswell, 2007; Lunenburg & Irby, 2009; Webster & Mertova, 2007); even so, the experiences imparted by the Latinas in this study were too similar to be attributed to simple circumstance.

Another limitation of the study is the limited representation of Latinas in executive leadership. Although this study captured the experiences of Latinas in the leadership pipeline of higher education, only two were from the upper levels of administration as represented by the participation of a Dean and an Associate Vice Provost. Having more representation from the executive leadership ranks may impart different results.

Also, having more diverse representation from other racial or ethnic backgrounds, from other regions of the United States, or from other institution types may impact the outcomes of a study like this.

In terms of data collection, another limitation may have been in the use of interviews which might have been a challenging format in which to obtain such sensitive information regarding personal experiences of leadership development in higher education. At times, interviews may not allow participants to be as open and frank about their experiences for fear of being judged, or reliving the painful memories they endured. Other limitations involved the researcher, who being a Latina employed in higher education, may have cast unconscious bias and subjectivity on the responses received that may have affected the interpretation of gathered data.

Implications for Practice

Higher education remains a place of employment that is hostile to minority populations (Aleman, 2009; Bersh, 2009; Bonner et al., 2011; Delgado, 1995; Flores, 2011; Gonzalez, 2005; Bryan, Wilson, Lewis & Wills, 2012) despite the many research endeavors conducted that have elucidated the challenges minorities face, and the studies that have provided institutions with accessible and realistic recommendations for changes and improvements to policies, procedures, and campus climates (Piercy, Giddings, Allen, Dixon, Meszaros, Joest, 2005). Universities continuously address other challenges they deem more important or more time sensitive—such as economic downturns that impact the way universities can function; recruitment and retention strategies for students, faculty and staff; as well as changes in educational expectations and outcomes at the state and federal level—diversity issues continue to remain a low priority on many campuses across the nation.

In order for these negative perspectives to change, top leaders need to be visual and vocal in their support of diversity on their respective campuses. The leadership teams at universities need to be transparent in their efforts to recruit, retain and promote underrepresented faculty and staff as campus-wide initiatives. Many institutions are successful in recruiting underrepresented students, faculty and staff but have little to no action plan for retaining them at their institutions. Having a clear understanding of organizational leadership and how to effectively impart change efforts at the institutional level may prove beneficial.

This study might lend support to other research being conducted on the status and experiences of Latinas in higher education leadership. It may also be applicable to

leadership studies, workforce development, feminist research, gender studies, or studies regarding race and ethnicity.

Conclusions

The researcher has concluded, based on the interviews administered for this study, that a poignant aspect of success in higher education relies heavily on the individual's sense of confidence and self-drive. Having a strong sense of these two attributes has been a determining factor in achieving key leadership roles in this study, in this case the role of Dean and the role of Associate Vice Provost as relayed by Iris and Sara.

While both Iris and Sara acknowledged that discriminatory practices were evident at different junctures in their careers in higher education, they were adamant about clarifying that they had achieved their success through passion for their work, self-efficacy in their skill sets, a strong work ethic, and taking advantage of opportunities. They both acknowledged that when you are the best at what you do, it is difficult to be discounted for your expertise.

Recommendations for Future Research

This study provided various tangents for future research in the study of Latinas in higher education based on participant responses received through interviews. Some aspects that may lead to a greater understanding of Latinas in higher education should include:

- Domestic Latina experiences in higher education compared to international Latina experiences in higher education;

- Investigating where Latinas who have participated in leadership development
  programs are in their current leadership or professional roles;

- The impact of advanced degree attainment on Latinas leadership attainment,
  including degree specificity;

- Racial and ethnic stratification among Latinas in higher education (Mexicans
  versus Puerto Ricans versus Cubans) and their leadership attainment;

- Interaction of Latinas with other women in higher education (allies or enemies);

- Other aspects of intersectionality for Latinas in higher education leadership:
  LGBTQ, first generation, economically disadvantaged, impact of phenotype,
  immigration status, socio/economic status;

- Impact of geographic location in the United States and Latina leadership
  attainment in higher education;

- Impact of mentoring programs when they are created for and run by members of
  the same racial or ethnic group and gender and its impact on leadership
  attainment.

Researcher's Reflection on the Study

As a Latina working in higher education, I have witnessed many discriminatory
practices, degrading racial incidents, exclusionary actions, deceptive behaviors and other
disparaging acts in higher education through my own leadership development and
academic pursuits. Through this study I have learned the following:

- The importance of institutional type when determining leadership attainment, and
  leadership development opportunities;

- The effectiveness of mentoring programs can at times be considered the panacea to all the issues that exist at an institution, and many times the existing mentoring programs are not preparing their mentees for the real world challenges they will be facing in leadership roles in higher education;

- On-boarding practices at many institutions are non-existent. Having a better outlined on-boarding process that serves to welcome, reassure, orient and include new faculty and staff to the institution would serve to improve the retention of underrepresented individuals.

I still contend that the top leadership of an institution is instrumental in any change effort, including the promotion and support of women of color into leadership roles. In addition, without the top leadership's attention to, commitment to, and support of diversity efforts and initiatives the status of racial and ethnic minorities in higher education administration will remain stagnant in spite of the many academic and professional achievements Latinas realize.

As a former administrator in higher education, I firmly believe that Justice Sandra Day O'Connor best exemplified the importance of diversity in higher education through her remarks on affirmative action in 2003 where she stated, "…the skills needed in today's increasingly global market-place can only be developed through exposure to widely diverse people, cultures, ideas and viewpoints" (Grutter v. Bollinger, 2003). Without the acknowledgment of and support for diverse perspectives throughout our education systems, the existing structures will continue to wither and underserve the population of the United States, ultimately undermining its ability to remain a world power and handicapping its capacity to compete on a global scale.

APPENDIX A

INVITATION TO PARTICIPATE IN RESEARCH STUDY

Dear (Name of Participant),

I am writing to request your participation in a research project being conducted on the experiences of Latinas with the leadership pipeline in higher education. As part of my dissertation study, I am interested in learning how Latinas feel about leadership development, how they have experienced leadership opportunities, and what advice they would give to future Latinas considering employment in higher education. It is anticipated that the research effort will enhance our understanding of the experiences Latinas encounter in higher education regarding leadership development and attainment of leadership roles.

To participate, you must meet all of the selection criteria listed below:

1) Are employed at a four year university;
2) Are employed in an administrative or executive leadership role or a tenured/tenure-track professor (Assistant, Associate, Professor);
3) Are currently employed, have been previously employed, or are interested in being employed in a leadership role at a university;
4) Self-identify as a female Hispanic or Latina between 21 and 65 years of age.

Your participation would be very much appreciated. If you meet the selection criteria and choose to participate, please contact me via phone or e-mail to schedule interviews at a time, date, and location that is most convenient for you.

All study information will be kept confidential as I will be using pseudonyms for each participant and redacting any written materials to control for names, institutions or affiliations that may be identifiable to participants.

Should you have any questions about this study, please feel free to contact me or my faculty advisor, Dr. Cecilia Maldonado. Thank you in advance for your consideration and I look forward to hearing from you.

Ana C. Marrero-Lopez
Ph.D. Candidate, Workforce Development and Organizational Leadership
ana.marrero@unlv.edu
(702) 895-5580

Dr. Cecilia Maldonado, Associate Professor, Workforce Development
Faculty Advisor
ceciliam@unlv.nevada.edu
(702) 895-3410

INFORMED CONSENT

School of Environmental and Public Affairs

TITLE OF STUDY: <u>Latinas in Higher Education: A Narrative of their Representation in</u>

<u>Executive Leadership Positions</u>

INVESTIGATOR(S): <u>Dr. Cecilia Maldonado and Ana C. Marrero-Lopez</u>

For questions or concerns about the study, you may contact Ana C. Marrero-Lopez at **(702) 895-5580.**

For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted, contact **the UNLV Office of Research Integrity – Human Subjects at 702-895-2794, toll free at 877-895-2794 or via email at IRB@unlv.edu.**

<u>Purpose of the Study</u>
You are invited to participate in a research study. The purpose of this study is to report the stories of Latinas' lived experiences with the leadership pipeline in higher education, and determine what venues within that pipeline facilitate or impede access to executive level administrative positions. Through the use of narrative inquiry, the researcher anticipates identifying aspects of the leadership pipeline that held meaning for the participants, which will enhance the understanding of mechanisms in higher education that foster Latinas' entry into leadership roles.

<u>Participants</u>
You are being asked to participate in the study because you fit this criteria:

  (1) Are employed in a four year university;
  (2) Are employed in administrative or executive leadership roles or in the tenured ranks of the professoriate (Assistant, Associate, Full Professor);
  (3) Are currently employed, have been previously employed, or are interested in being employed in a leadership role in a university;
  (4) self-identify as female Hispanic or Latina between 21 and 65 years of age.

<u>Procedures</u>
If you volunteer to participate in this study, you will be asked to do the following:
  (1) Review interview protocol and topics for disussion that will be sent in advance of your scheduled interview session.

  (2) Participate in three 60 minute interviews covering the following topics: your personal experience with leadership roles in higher education; your knowledge of existing policies

and procedures regarding leadership development; your perception of best practices for future Latinas entering higher education and seeking leadership roles.

(3) Spend a total of approximately 3-4 hours participating in the study procedures noted in bullets 1 and 2 and reviewing the transcripts of your interviews.

Benefits of Participation

There may not be direct benefits to you as a participant in this study. However, we hope to enhance our understanding of how Latinas perceive the leadership pipeline in higher education to potentially provide a series of best practices and assist Latinas in reaching their leadership goals.

Risks of Participation

There are risks involved in all research studies. This study may include only minimal risks. Possible risks may include uncertainty or becoming uncomfortable when answering questions.

Cost /Compensation

There will be no financial cost to you for participating in this study. The study will take a maximum of 4 hours of your time. You will not be compensated for your time.

Confidentiality

All information gathered in this study will be kept as confidential as possible. No reference will be made in written or oral materials that could link you to this study. All records will be stored in a locked facility at UNLV for five years after completion of the study. After the five-year storage period, paper documents will be shredded using university approved shredding services. Digital data, including any documents resulting from transcription, will be saved on a flash drive and destroyed at the conclusion of the five-year storage period. All emails will be deleted and all data will be de-identified and no names will be identified on the recordings.

Voluntary Participation

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with UNLV. You are encouraged to ask questions about this study at the beginning or any time during the research study.

Participant Consent:

I have read the above information and agree to participate in this study. I have been able to ask questions about the research study. I am at least 21 years of age. A copy of this form has been given to me.

_____   _____

Signature of Participant   Date

_____

Participant Name (Please Print)

Audio Taping:

I agree to be audio taped for the purpose of this research study.

_____   _____

Signature of Participant   Date

_____

Participant Name (Please Print)

APPENDIX C

POTENTIAL INTERVIEW QUESTIONS

Interviews will be conducted as a data collection method for its congruency with narrative methodology and the ability to obtain insight directly from participants through their own words about their own experiences (Creswell, 2007). Polkinghorne (1995) asserts that interviews are the data collecting method of narrative inquiry.

Below are some potential questions I may prompt participants with to share their experiences:

- Tell me your definition of leadership?
- Tell me about your leadership experience thus far in your career.
- Tell me about your leadership role models.
    - Are any of them female?
    - What is their race/ethnicity?
- How have you prepared yourself for leadership roles?
- How has your institution prepared you for leadership roles?
- Share with me some experiences that have encouraged you to continue pursuing leadership development or leadership opportunities?
- Tell me about a time when you felt that your race or ethnicity impacted your leadership development?
- What experiences discourage you from pursuing leadership development or leadership opportunities?
- How do you feel about opportunities for you to attain leadership roles in your institution?
- How have your colleagues influenced your decision to pursue leadership opportunities?
- What would you say are key elements required in leadership development for Latinas?
- Tell me about how Latino faculty and administrators are treated at your institution.
- Tell me about the Latinas you have you seen in positions of power and influence at your institution.
- How many Latinas have you seen at executive level administrative positions in your institution?
- Why do you think there are so few Latinas at these levels?
- What do you think can be done better in order to increase the number of Latinas in these positions?
- What do you predict the future of Latinas in higher education will look like?
- Knowing now what you didn't know then, what kind of advice would you give to other Latinas working in higher education?

APPENDIX D

PARTICIPANT SUMMARY

Participant	Current Position	Degree Obtained	Ethnicity	Tenure Status
Norma	Special Projects Assistant	Ph.D.: Higher Education Policy Analysis	Mexican	Untenured
Sara	Associate Vice Provost	Ph.D.: Physical Education Pedagogy	Undetermined: Puerto Rican or Cuban	Full Tenure
Lisa	Director	Graduate Certificate: Women's Studies	Mexican and Cuban	Untenured
Iris	Dean	Ph.D.: Clinical Psychology	Spanish	Full Tenure
Lorena	Director	Ph.D.: Higher Education	Mexican	Untenured

APPENDIX E

PARTICIPANT TRANSCRIPTION ANALYSIS

Participant	# of Words	# of Transcribed Pages
Norma	9,819	22
Sara	8,022	15
Lisa	9,395	19
Iris	8,529	15
Lorena	9,954	20

APPENDIX F

DOCTORAL DEGREE ATTAINMENT BY RACIAL AND ETHNIC

GROUPS*

Year	Females	Asian	Black	Hispanic	White
2014	1376	162	98	75	1093
2013	1286	182	97	58	987
2012	1173	130	103	59	911
2011	1163	147	79	80	914

*Obtained from United States Census Reports, Current Population Survey Data on
Educational Attainment: www.census.gov/hhes/socdemo/education/data/cps/

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152

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ANA C. MARRERO-LOPEZ

4248 Spencer St #228, Las Vegas, Nevada 89119

EDUCATION & TRAINING:

2009 - 2015	University of Nevada, Las Vegas **Doctorate: Workforce Development & Organizational Leadership (ABD)**
1999 - 2003	University of Central Florida **Masters of Fine Arts: English**
1995 - 1997	University of Central Florida **Bachelor of the Arts: English**
1992 - 1995	Florida State University **Associate of the Arts: Liberal Studies**
2012	Active Campus Shooter Survival Training
2012	UNLV Teaching Assistant Training
2012	Collaborative Institute Training Initiative (CITI) licensing
2011	GLBT Safe Zone Training
2010	Grant Writing Training (University of Nevada, Reno)
2008	Data Net Reporting Training
2008	State of Nevada Employment Training
2008	National Science Foundation Grant Writing Training
2007	Multicultural Etiquette Training
2007	UNLV New Administrator Training
2005	UCF Mediation Certification
2005	Academic Research & Grants Information System (ARGIS) Training
2004	Grant Writing Training, Citizens' Scholarship Foundation of America, Inc.
2002	UCF Leadership Enhancement Program (LEP) Scholar
2002	UCF ABC's of Diversity Training
2001/2002	UCF Leadership Training
2000	UCF Interviewer Certification
2000	UCF Supervisory Skills Series Training

PROFESSIONAL EXPERIENCE:

2009 – Present	Event-ing, LLC	Las Vegas, Nevada

Chief Learning Officer

- Draft office and training materials for employee usage (oral, written, technology based)
- Facilitate training sessions, workshops, and hands-on learning opportunities
- Train, supervise, and inform support staff, external vendors and community liaisons regarding company policies and procedures, contractual obligations and liability
- Serve as the Human Resources liaison between upper management and employees

- Mediate personnel issues as they pertain to compensation, recruitment, retention, advancement, grievances, and separation
- Represent the company at local and national conferences and trade shows
- Assist with event planning as needed: venue preparation, on-site staffing, vendor negotiations, client satisfaction
- Assist with marketing, publicity, and community outreach initiatives

2009 – Present   University of Nevada, Las Vegas, Office of Diversity & Inclusion

Doctoral Graduate Student (07/09-Present)

- Provide writing services for the obtainment of private, state, and federally funded grants
- Research and writing of departmental, unit, and university reports for internal and external clients
- Support the Office of Diversity & Inclusion in programming support, building & equipment management
- Supervision, training and mentoring of student staff (undergraduate and graduate)
- Provide administrative support: payroll, accounts receivable/payable, catering, marketing & publicity
- Liaison with student organizations, community partners, and UNLV administration
- Assist with fund-raising initiatives and client management
- Represent the office on campus and in the local community
- Draft writing and marketing needs: speeches, power point presentations, reports, training materials, newsletters, brochures, handbills
- Manage division web page and social media

2007 – 2009   University of Nevada Las Vegas, College of Engineering

Multicultural Engineering Program, **Director (06/07-06/09)**

- Served in the capacity of the Director
- Represented the department and University at various national and state-wide conferences
- Provided leadership, supervision and training to two staff members, and two student assistants
- Managed the MEP Tutoring Lab: ensured space was maintained, computers upgraded, materials ordered, supervised two full-time tutors and four peer-student tutors
- Assisted in the procurement, management, and reporting of state funded grants and foundation accounts
- Developed and implemented academic, professional, personal enrichment workshops and mentoring opportunities for underrepresented students in Engineering majors
- Generated, edited, and proofed all written materials: training manuals, procedural manuals, forms, newsletters, monthly and annual reports, grants, brochures, flyers, programs, and workshop materials
- Handled budgetary transactions for department including approving requisitions, advising on fiscal matters, and reconciling billing

- Worked closely with the MEP Community Advisory Board in fund-raising initiatives, program development, and minority student advocacy related to engineering academics and professional careers
- Performed public relations, outreach and recruitment initiatives in the local area schools, and in government, civic & social organizations
- Served on several campus, community and national committees representing UNLV, the College of Engineering, and the Multicultural Engineering Program
- Advised student organizations regarding successful recruitment, retention, personal/professional development, succession planning, and fund-raising strategies
- Served as an advocate for students at the University, within the college, and in the MEP

2004 – 2006   University of Central Florida, Office of Student Outreach Programs

Student Outreach Programs, **Acting Director (08/05-12/06)**

- Provided leadership to the Office of Student Outreach Programs
- Procured, managed, and reported outcomes for multiple state funded departmental grants
- Managed dispersal of grant funding, physical and human resources to grant partner institutions
- Developed, managed, monitored and resolved arrears in departmental budgets
- Supervised, guided, and supported personnel who coordinate the College Reach-Out Program (CROP), and the McKnight Center of Excellence
- Collaborated with and supported administrators, faculty, staff, student organizations, and community groups in developing educational, social, and cultural programs for multicultural students
- Conducted studies and surveys, and prepared and disseminated reports
- Served on various University committees
- Formulated, recommend, and coordinate the implementation and administration of University policies, rules, and regulations
- Presented informational sessions on college admissions processes, financial aid, and academic persistence to parents and students in English & Spanish during Welcome Back Programs and as requested
- Served in the capacity of Director
- Supervised staff of five (two A&P, two USPS, one OPS) in addition to undergraduate student assistants.

McKnight Center of Excellence, **Assistant Director (02/04-08/05)**

- Facilitated program planning, activity funding, staffing, and supervision of the UCF McKnight Center of Excellence
- Assisted in the procurement, management, and reporting of state funded grants
- Enhanced community representation and involvement in the Center's programs and activities
- Developed and implemented academic, professional, personal enrichment workshops and mentoring opportunities for underrepresented youth in the Central Florida area in grades 4-12

- Generated, edited, and proofed all written materials: training manuals, procedural manuals, forms, newsletters, monthly and annual reports, newsletters, grants, brochures, flyers, programs, and workshop materials
- Handled budgetary transactions for department including approving requisitions, advising on fiscal matters, and reconciling billing
- Represented the department and University at various state-wide conferences
- Provided supervision and training to four staff members

1999 – 2004   University of Central Florida, Special Programs

Multicultural Academic & Support Services, **Office Manager**

- Managed daily office activities including purchasing office supplies, delivering customer service, processing payroll and employment paperwork, initiating travel, routing customers and calls, procuring equipment, services and room reservations
- Assisted in the management and overview of departmental budget
- Coordinated data entry projects with Peoplsoft and Microsoft programs
- Supervised, trained, and mentored student assistant staff (10-12 per semester)
- Advisement of multicultural student groups
- Furnished translation services in English and Spanish (verbal and written)
- Provided direct assistance and support to the Associate Director and represented her at meetings when needed
- Assisted with University Orientation, the Seizing Opportunities for Achievement and Retention (SOAR) Program and various programming events sponsored by MASS

2001 – 2004   University of Central Florida, Multicultural Student Center

Hispanic American Student Association, **Advisor**

- Assisted in the planning and coordination of annual Hispanic Awareness Month event programming for the University
- Provided mentoring opportunities for Executive Board Members
- Facilitated mentoring and leadership training workshops
- Administered language skills/creative writing workshops, organized semester retreats, and facilitated computer program training (Group Wise, Excel, Publisher) for students
- Spearheaded community service projects and fundraising initiatives for targeted programming
- Networked with local Hispanic/Latino community entities for internships, scholarships, programming collaborations and financial support
- Initiated fund raising efforts for annual programming

1992 – Present   Self-Employed

Free-Lance Writer/Poet/Translator/Speaker

- Provide written services for all level of clients (average 25 per month)
- Draft and review forms, agreements, speeches, letters for a variety of clients in higher education (Vice Presidents, Directors, faculty, student organizations, community groups)

- Create/edit resumes, cover letters, presentations
- Create marketing materials for private businesses, civic and social organizations, and individuals
- Published work in college literary journals and organizational newsletters
- Facilitated creative writing workshops and poetry readings at local state conferences for UCF & student groups
- Provided one on one instruction/tutoring for high school and university students (English, Spanish)
- Administered oral and written translation services from English to Spanish and reverse for private, personal, and public entities
- Performed voice-over work for marketing needs of clients (commercials, videos)

SUMMARY OF PRE-PROFESSIONAL EXPERIENCE 1992-1997:

Held secretarial, clerical, and support staff positions with **Mears Transportation Group** – Orlando, FL; **Balboa High School** – Balboa, Republic of Panama; **Garrison Commander's Office USARSO** – Fort Clayton, Republic of Panama; **Dept. of Engineering & Housing** – Corozal, Republic of Panama; **Child Care & Development Center** – Fort Clayton, Republic of Panama; **Army Training Center** – Corozal, Republic of Panama with progressive challenge and responsibility. All positions were as a result of promotions or better employment opportunities.

SKILLS:

Fluently bilingual in English/Spanish; Computer literate (Microsoft Office/Publisher/Excel/, Internet, People Soft, Group Wise Applications, Cobalt/FoxPro Systems, Front Page, Printshop, Student Information Systems, basic web page creation/html; and social media); familiar with Apple applications; excellent communication skills (written/verbal); highly developed interpersonal skills and customer service; attentive to detail and creatively inclined.

PROFFESIONAL ORGANIZATIONS & AFFILIATIONS:

2003 – Present	Latino Caucus of the National Council of Teachers of English (NCTE)
2007 – Present	UNLV Society of Hispanic Professional Engineers, Advisor (SHPE)
2007 – 2012	UNLV National Society of Black Engineers, Advisor (NSBE)
2007 – 2012	UNLV American Indian Science & Engineering Society, Advisor (AISES)
2005 – 2006	UCF Faculty & Staff Latino Caucus, Co-President
2002 – 2006	UCF Sigma Lambda Beta International Fraternity, Advisor
2001 – 2006	UCF Lambda Theta Alpha Latin Sorority, Inc., Co-Advisor
1997 – 2006	UCF Multicultural Alumni Chapter, member & 2004 Vice President
2002 – 2003	UCF SDES Advisory Council Representative (Special Programs)
2001 – 2004	UCF Hispanic American Student Association (HASA), Advisor
1999 – 2000	Florida Association for Women in Education (FAWE)

BOARDS AND COMMITTEES:

Current: National Conference on Race & Ethnicity (NCORE) National Advisory
Committee
                  UNLV Vice President's Council on Diversity & Inclusion
                  UNLV Executive Council on Community Engagement
                  UNLV Diversity Council: Grant Writing Committee
                  UNLV Hispanic Graduation Committee (La Celebracion)
Previous: UNLV College of Engineering Advisory Board
                  UNLV Multicultural Engineering Program Advisory Board
                  UNLV College of Engineering Recruitment Committee
                  UNLV Status of Women Committee
                  Nevada Space Grant Diversity Advisory Council
                  Fort Valley State University Cooperative Development Energy Program
Consortium
                  Florida Education Fund Centers of Excellence Board
                  UCF McKnight Center of Excellence Advisory Board
                  Florida Hispanic Latino Collegiate Council
                  TRIO Grant Writing Committee
                  UCF Hispanic Retention Committee
                  UCF Freshman Common Theme/Connections & Community Committee
                  UCF Employment Search Committees (various)
                  UCF Multicultural Alumni Chapter Programming Committee

AWARDS & RECOGNITIONS:

2010 & 11   UNLV Women Who Made A Difference Award Recipient
2009   UNLV Student Organization Advisor of the Year
2008   UNLV Performance Bonus Recipient
2003-06   UCF Marketing, Communications, & Admissions Merit Award Recipient
2002   UCF SDES Performance Bonus Recipient
2002 & 2003   Black Female Development Circle Stroll Competition Judge
2002   Contributor, UCF Faculty & Staff Poetry Writer's Showcase
2001   SDES Operational Excellence Award Recipient

PRESENTATIONS & PUBLICATIONS:

2012   **Graduate Course Facilitator: Small Group Dynamics (PUA792).** School of
               Environmental & Public Affairs; University of Nevada, Las Vegas
2011   **Graduate Course Instructor: Training Needs Assessment (EDW 734).**
               School of Environmental & Public Affairs; University of Nevada, Las Vegas
2011   **A Comparative Analysis of Post Education Systems: Does Education
               Impact a Country's Economic Status?,** presentation at the Hawaii International
               Conference on Higher Education, Honolulu, Hawaii
2010   **Diversity at Work**, Panelist for Workforce Development graduate class taught
               by Dr. Cecilia Maldonado-Daniels, UNLV, Las Vegas, Nevada

2010	**A Comparative Analysis of Secondary and Post Secondary Education Systems in Spain and the United States: Does Education Impact a Country's Economic Status?**, poster presentation at the UNLV Graduate Student Poster Session event, UNLV, Las Vegas, Nevada
2010	**The Sexualization of Latinas in the U.S. Media,** presentation for Women's History Month, UNLV, Las Vegas, Nevada
2010	**University Budgets,** workshop for the UNLV School of Social Work Practicum Students, Multicultural Center, UNLV, Las Vegas, Nevada
2010	**Grant Writing 101,** workshop for the UNLV School of Social Work Practicum Students, Multicultural Center, UNLV, Las Vegas, Nevada
2009	**Insider Interviewing Tips,** presentation for the Minority Engineering Program spring professional development series, UNLV, Las Vegas, Nevada
2009	**On the Road to Graduate School,** presentation to Engineering graduating seniors, UNLV, Las Vegas, Nevada
2009	**Diversity in STEM Programs and Diversity Building,** Panelist at the Nevada NASA Space Grant Consortium & Nevada NASA EPSCOR, Las Vegas, Nevada
2009	**Latina Issues at UNLV,** presentation for the Student Diversity Programs and Services Cultural Leadership Retreat, UNLV, Las Vegas Nevada
2008	**Multiculturalism in the College of Engineering,** presentation for the Introduction to Engineering Class (EGG101), UNLV, Las Vegas, Nevada
2008	**Building Performance Teams/Creando Equipos de Alta Funcion,** bilingual presentation for Hilton Grand Vacations, Las Vegas, Nevada
2007	**Welcome to Fabulous Las Vegas!** Voice-over work for marketing video, Panache Destination Management, Las Vegas, Nevada
2006	**The Importance of Mentoring**, presentation for the 2006 UCF Leadership Enhancement Program Orientation, University of Central Florida, Orlando, Florida.
2005	**Hispanics: Majority or Minority?** presentation for the Expanding Your Comfort Zone, Housing & Residence Life Diversity Series, University of Central Florida, Orlando, Florida.
2004	**Empowering Emerging Leaders: Minority Women Leadership Forum**, panelist, LEADS Scholars, University of Central Florida, Orlando, Florida.
2003	**Selecting Your Mentor**, presentation at the 2003 UCF Leadership Enhancement Program Fall Retreat, Orlando, Florida.
2003	Publication of "Alma Latina/Latin Soul," MFA Thesis, 30 poems.
2002 – Present	Contributing writer to the Latino Caucus of the National Council of Teachers of English (NCTE) Newsletter.
2002	**How to Write: The Art of Latino Poetry**, presentation at the Florida Hispanic Latino Collegiate Forum, Orlando, Florida.
2002	Cypress Dome, University of Central Florida Literary Journal Poetry Publication of "Tocaya"
2001	**Leading by Example: Latinos on a Predominately White Campus**, Keynote Speaker at the Lambda Theta Alpha Latin Sorority Incorporated Southeast Regional Banquet, Orlando, Florida.