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Pepperdine University
Graduate School of Education and Psychology

LATINA UNIVERSITY PROFESSORS, INSIGHTS INTO THE JOURNYS OF
THOSE WHO STRIVE TO LEADERSHIP WITHIN ACADEMIA

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Sandra Jeannette Vasquez-Guignard

November, 2010

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DEDICATION

To my husband, Eric and my son Julian.

You are my inspiration and everything I do is for you.

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My first thanks must go to my parents. I am so grateful that my father instilled such a great love of education and of school at a young age and throughout my childhood and adolescence. His emphasis of the importance of math (especially during my middle-school years) likely was the inroad for my constant pursuit of higher education. I am very lucky to have had such a wonderful childhood which is the foundation for all of my accomplishments. I would also like to thank my mother and father-in-law for their constant support of my studies.

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I would also like to thank my Irvine cohort and especially my "girls doctoral support group" consisting of Nikki, Chana, Keichea and Jennifer. Each of you is an amazing woman and inspiration for all women of color. A special thanks to Dr. Shreyas Gandhi who's research shaped my own study.

Most important I thank my husband for his unwavering belief in me. Your "pep" talks and words of encouragement uplifted me at my lowest points. And to my newest and greatest love, our son, who was born half way through my Doctoral journey. Who was good enough to not be born before the last day of class! Who was a newborn when I

stayed up all night working on my comprehensive exam and who napped on my lap as I typed my dissertation with one hand. My love, everything I do is for you.

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ABSTRACT

The statistics on Latinas who hold positions as professors and leaders in higher education are grim. Although there are more Latinas going to college, only 1% of professors in the U.S. are Latina. The purpose of this phenomenological study was to explore the lived experiences of 4 Latina professors to learn about their journeys to secure positions as professors at a major university in Southern California.

The researcher desired to gain insight into Latinas who have overcome the odds. The goal was to determine if there were any common themes, experiences, or contributing factors in these women's journeys, as well as understanding what it is like to be such a small minority within academia.

The research consisted of 2 parts. First, the professors completed the Leadership Practice Inventory (LPI) self-assessment. This instrument was used to determine the leadership behaviors these women exhibited and identify possible commonalities. Second was an in-depth semistructured interview, which used a 13-question interview protocol. Its purpose was to capture an essence of the professors' lived experiences as they progressed to secure professor leadership positions.

The study reveals that the women demonstrated exemplary leadership practices. They each placed high value on all 5 of the leadership behaviors outlined by Kouses and Posner: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. In addition, they largely attributed their success to the role of mentors. Several indicated they attended and participated in activities and functions promoting minority issues, and, although rewarding, it required extra time and effort, which was not valued by their university, and this work detracted from activities more

closely associated with achieving tenure. The other concern pertained to the lack of mentors once they achieved professorships to help with moving up within higher ranks of academia.

The researcher recommends that universities and colleges continue to extend mentor programs to faculty members, especially to those interested in advancing. In addition, universities should also consider extra service work worthwhile and considered attributes among tenure committees. Additional recommendations for strategies for success for individuals are also made.

Chapter 1. Introduction

Despite substantial advancements toward gender equity, evidence of substantial disparity still exists within senior-level leadership in corporate America as well as in academia. There have been substantial inroads made for gender equality: women (as of 2006) earn 57.5% of bachelor's degrees, 60% of master's degrees, and 48.9% of doctorates (Catalyst, 2008). However, according to Catalyst (2005), women only led seven of the *Fortune* 500 companies and 10 of *Fortune* 501–1000. Further, Wirth (2001) ascertained that, by and large, women in corporations still remain largely segregated and mostly in stereotypical female management functions. Women seeking career advancement encounter comparable challenges both within national and international corporations just as they do in academia (Wasburn, 2007).

While some reports boast about the number of female graduates surpassing that of males in America, closer analysis reveals that women of color, specifically Latina's, are still struggling. Especially dismal is the number of Latinas gaining entry into traditionally male subjects, or earning Doctoral degrees and positions within academia. According to the research literature, minority women faculty members, face more challenges and barriers in the workplace than White women faculty members. (Bernstein & Cock 1994; Nieves-Squires, 1992; Wyche & Graves, 1992). This paper explores the lives of three Latina professors at a major university in Southern California to learn how they navigated and overcame the odds in their journey's to secure leadership roles within academia. By exploring the experiences of these women, the author will identify possible common obstacles for this group as well as discuss possible strategies and leadership styles that contributed to the participants' successful advancement.

The literature review for this study has shed light on the most pressing issue of concern pertaining to women in leadership: It is no longer a question of their competence to lead, but rather what can be done to overcome the cultural perceptions that have become an obstacle for women (Catalyst, 2005; Eagly & Carli, 2003; Eagly & Karau, 2002). In the past, some organizations attempted to implement policies, such as affirmative action, that attempted to address this problem with a Band-Aid. However, these policies have been under much scrutiny and many have since been eliminated after “challenges to affirmative action became widespread in the 1990s, both in the court system and through state referenda” (Gose, 2008, p. B1). Ultimately, it is not these temporary policies that will lead to long-term change, but rather it is cultural shifts that are necessary for long-term transformation to occur (Catalyst, 2005; Glick & Fiske, 1999; Heilman, 2001; Rudman, 1998; Rudman & Glick, 1999).

Further, Giscombe (2007) asserts that while in pursuit of leadership positions, women still face social cultural barriers pertaining to organizational norms, perceptions surrounding gender congruity, and stereotypes. Geertz (1973) suggests that culture is one of the frames that contribute to how individuals and groups interpret behaviors. Thus, the belief is that society’s perception of gender-role norms are carried into the workplace and hinder women’s advancement into leadership positions. Thus, a link exists between social cultural infrastructure and organizational culture, and preconceptions that exist in the workplace. Understanding this connection between societal expectations about gender and workplace perceptions about leaders may assist in addressing the barriers that exist for women in the workplace.

As indicated earlier, the research literature reveals that minority women faculty

members face more challenges and barriers in the workplace than White women faculty members (Bernstein & Cock, 1994; Nieves-Squires, 1992; Wyche & Graves, 1992). This is because minority women faculty members are expected to engage in similar activities as White female faculty members; however, in addition, because there are so few of them, minority women faculty members are expected to engage in “*symbolic roles in academia*” (Aguirre, 2000 p. 43). Greene (1991) states:

The professor of color is asked, and expected to serve students of color as a *role model* and confidant. She is expected to be a special tutor and advisor to their student groups as well as a substitute mother/father/older sister/older brother figure. (p. 300)

This dualistic role inadvertently results in minority women faculty members perpetuating their role incongruity. Thus, the barriers faced by minority women faculty members in academia are the result of double jeopardy, both gender and minority status. First, they face perceptions of having to perform gender-stereotyped roles within academia, which expects them to take on the role of caretakers for students, “the big sister or mother role for minority students” (Aguirre, 2000, p. 43). In addition, because of their status as minorities, these women professors are also considered tokens, perceived to fill two affirmative action slots because of their gender and their minority status (Wyche & Graves, 1992). Last, the literature also indicates that minority women faculty members experience greater barriers and deterrents within academia than their minority male counterparts (Montero-Sieburth, 1996; Singh, Robinson, & Williams-Green, 1995).

Statement of the Problem

The amount of career development literature pertaining to Latinas is sparse and

not well grounded in theory (Arbona, 1990). According to Cullen and Luna (1993), and Steward, Patterson, Morales, Bartell, and Powers (1995), most of the research surrounding women in higher education has argued that universities have been and continue to be traditionally dominated and run by men. Further, there are several barriers discussed in the literature, indicating that Latinas in higher education positions experience obstacles that distort their career paths (Gomez & Fassinger, 1994). Further, their experiences working in higher education have been described as requiring women to take on work tasks that deter them from gaining the experiences that are perceived as being valuable and contributing to their validation (Steward et al., 1995).

Although the challenges that women face in the workplace and in academia have been well researched, little research has been conducted on the factors that attribute to the success of those few who have overcome these challenges and risen to become Academic leaders. Furthermore, within the female population, Latinas are a substantial subset: Latinas constitute the largest 'minority' population but yet only hold 2.7 percent of doctoral degrees awarded, and only 2.1% of full-time faculty positions, (American Association of University Women [AAUW], 2001). Therefore, it is important to explore the experiences of Latina women in higher education in an attempt to understand what fuels this subculture of women to strive to overcome obstacles and successfully secure a leadership position within academia.

Purpose of the Study

This study will replicate the methodology originally used in a study conducted by Gandhi in 2009. The purpose of Gandhi's study was to gain an understanding of what it was like to be a female senior executive leader within the highly male-dominated

aerospace and defense industry. The objective was specifically to gain an understanding of how these women attained their level of senior leadership and to gain an insight as to what it was like for them being a small minority within this context. The purpose of this study is to replicate Gandhi's study within higher education, by exploring and capturing, through phenomenological method, the essence of the experiences of Latina women in academia. Specifically, its purpose is to gain an understanding of what may be contributing experiences or factors that led them on a successful career path within higher education to positions of leadership as professors.

The Hispanic population has been and continues to increase the most dramatically in the 21 century (Catalyst, 2001). According to the U.S. Census Bureau (1993), this group has grown more than seven times as fast as the rest of the nation between 1980 and 1990 (53% growth). Further, it is projected to double from the years 2010 to 2050. In addition this population is "much younger than other racial and ethnic groups. Fully one-third of Hispanic Americans are under the age of 15. By the year 2030, Hispanic students will comprise an estimated 25 percent of the total school population at 16 million" (AAUW, 2001, p. vii). Although this trend holds true for the entire country, the numbers are especially concentrated in California and Texas (President's Advisory Commission, 1996).

Sadly, "Latinas attending colleges and universities are not likely to encounter Latinas on the faculty" (AAUW, 2001, p. 12). As of 1995, Latinas constitute only 1% of full-time faculty in the United States. Further, they occupy only .3% of full professor positions. It is important to gain insight into the success strategies of these Latina women who have achieved a leadership presence within academia because it may be of help to

other Latinas and women of color who aspire to leadership positions within higher education. Therefore, as part of this study, Latinas will be invited to reflect on their accomplishments and to share, in their own words, their experiences and triumphs in addition to the obstacles they face. There is much to be learned from women who have achieved what we hope our daughters have the opportunity to achieve.

The Research Questions

1. What are the leadership ratings of four female Latina faculty leaders in higher education as measured by the Leadership Practices Inventory (LPI)?
2. How do these four female Latina faculty leaders describe their lived experiences pertaining to their career paths, including their educational experiences, their leadership styles, the personal or professional obstacles they may have encountered along the way, and the behavioral expectations placed on them as Latina female leaders in higher education?

Significance of the Study

After a review of the existing research, this study will contribute knowledge that fills several gaps. First, there is a limited amount of research that exists surrounding the experiences of successful Latinas and their strategies for overcoming gender and ethnic challenges in the workplace. Specifically, there is a limited amount of research pertaining to Latinas' career development and advancement (Arbona, 1990). In addition, for the society at large, we must take advantage of the pool of educated and capable candidates that our education system generates. According to Giscombe (2007), those organizations that leverage a more diverse leadership team will benefit. According to Catalyst (2000), those organizations that employed the greatest number of women in senior management

positions reported to have a 35% higher return on equity.

Operational Definitions

Agentic behaviors. Behaviors typically considered as masculine and exemplified by male leaders in a position of power, includes assertiveness, drive, and a managerial demeanor.

Chicano-Chicana. A term meaning Mexican American. An individual born in the United States and of Mexican ethnicity.

College-University. An institution of higher learning accredited to confer degrees, which include Associates, and/or Bachelor's, and/or Masters, and/or Doctorates.

Culture. For the purpose of this study, culture refers to the beliefs, values, accepted norms, traditions, and sanctioned roles for individuals that are held in common by society. This can be used in the case of Americans at large or it can be used within the context of an industry or organization.

Egalitarian. An individual exemplifying agentic behaviors.

Faculty. Individuals who hold positions within a college or university as professors or administrators.

Gender. For the purpose of this study, this term is used in the context of the biological sex of an individual.

Gender-role congruity. In the study, the term is used to denote behaviors that are in line with the traditional and socially prescribed characteristics of one's sex.

Latino-Hispanic. An individual who considers his or her ethnicity as belonging to any of Latin American countries or Spain, including Mexico, Puerto Rico, Spain, Cuba, South America, Central America, and the Dominican Republic.

Minority/person of color. An individual who identifies himself or herself as belonging to a race or ethnic background that is not within the majority of the population, which in this study is considered to be Caucasian.

Tenure. The promise of lifetime employment awarded to professors who demonstrate excellence in scholarship, teaching and service. This is awarded to faculty who secure, tenure-track positions which are eligible for tenure to be considered. The minimum average amount of time before tenure is considered is five to seven years.

Limitations of the Study

For this study, the following limitations are acknowledged:

1. According to Chemers (as cited in Northouse, 2004), there have been “several meta-analyses and reviews of leadership research [which indicate] very few differences between male and female leaders” (p. 292). Thus, the study will assume that there is no question of whether women are competent leaders, but rather that it is cultural norms and biases that hinder women in their ascent up the corporate ladder within their industries.
2. This study will only involve a small number of Latina women working as professors within higher education at a major university in Southern California.
3. This study is not intended to argue for or against any affirmative action policies.
4. Although the anonymity of the participants and their organization will be protected, there is still a possibility that they will not be entirely forthcoming with their experiences, thoughts, and recommendations.

5. Consistent with the assumptions and principles that surround the qualitative study approach, there is no attempt to propose any formal hypothesis for testing, but instead there is a general exploratory questionnaire, based on the existing literature, which is designed to function as an interview protocol. The purpose is for the study to capture and reflect the women's phenomenological perspective.
6. There is an attempt by the researcher to bracket her preconceived notions and opinions. However, interpretation of the data and analysis by the researcher is a considered limitation.

Organization of the Study

Following this introduction, Chapter 2 of this study is a review of the literature, which examines research on the history of women in education, contemporary leadership theories, and literature pertaining to the challenges facing Latinas in higher education. Chapter 3 is composed of a discussion of the methodology used in the current study, and describes this study's research design, as well as research strategies and data collection and analysis methods that are used. Chapter 4 presents the findings of this case study analysis as well as a synthesis of the emergent themes. It also addresses the limitations of the study and possibilities for further research.

Chapter 2. Literature Review

History of Girls and Women in Education

“For almost two centuries American education, following European traditions, barred girls from school. Education was the path to professions and careers open only to men” (Sadker & Sadker, 1994, p. 15). During the colonial era, women were perceived as mentally and morally inferior, and as such were only allowed to learn domestic skills. By the late 1700s, when school got out for the boys, a few “girls were smuggled into school to receive an hour’s worth of instruction” (p. 16). By the late 1700s, a school in Rhode Island began advertising that it would “teach both reading and writing to female children” (p. 16). However, in small writing it was noted that the hours of instruction for girls would be either from 6 a.m. to 7:30 a.m. or 4 p.m. to 6:30 p.m. Conveniently, by charging extra sums of money and working the girls’ education around the boys’ regular hours, teachers were able to earn necessary extra income.

Although the American colonies embraced the European view of women, in America there was an additional role for women, which was to nurture their children’s intellectual development (Sadker & Sadker, 1994). However, if “America’s mothers were the nation’s first teachers, it didn’t take long for people to realize that before a woman could enlighten children, she had to be enlightened herself” (p. 17). Thus, schools began to open their doors to those girls whose parents were willing and able to afford an education for their daughters. This was the beginning of dame schools, which set out to prepare girls to be strong and intellectually able mothers.

By the first half of the 19th century, some areas of Massachusetts began to experiment with the radical concept of high school education for girls. The road for girls

to high school was a bumpy one. The first high school for girls was established in Boston, but the government underestimated the interest of the public and there were far more applicants than available space. Because 75% of the applicants had to be turned away, soon the school was closed. While the large cities struggled to keep girls' schools open, the small communities could not afford to build separate schools for boys and girls. Thus evolved mixed schools in which the two genders were under the same roof, but kept separate, so much so, that there were separate entrance doors and designated single-sex areas. Sometimes that meant boys and girls classrooms were on separate floors; other times they were on separate sides of the building.

Opponents of mixed schools were concerned that boys and girls were “headed for different destinies and they should be educated separately for their distinct life paths” (Sadker & Sadker, 1994, p. 18). In juxtaposition, advocates of coeducation argued that having girls in the classroom along with boys would help refine boys' rough behavior. Ironically, girls earned the right to cohabit with boys largely as a result of economics. Because having two separate schools required double the funding and, thus, higher taxes, coeducation was introduced into America as a tax savings. Sadly, although citizens feverishly debated the sexual consequences and economic repercussions of coeducation, the effectiveness of this new system or the possibility of employing different teaching strategies and teaching materials since girls were to be included, were never up for debate. It was clear that coeducation was cheaper, but it was never evaluated to determine if it was better.

The curriculum: The hidden lessons. *Student-teacher interaction, gender, and stereotypes.* Girls have earned the legal right to equal education at all levels, at least in

the United States. The problem is, “Sitting in the same classroom, reading the same textbook, listening to the same teacher; boys and girls still receive very different educations” (Sadker & Sadker, 1994, p. 2). This is, in large part, because teachers do not interact with boys and girls equally. Boys receive more frequent exchange with the teacher, they get asked better questions, and teachers give them more precise and helpful feedback. The end result is that boys get much more of the teacher’s attention both when they participate and when they act out and disrupt the classroom. In addition, they get more thorough and helpful feedback. Although this unequal share of the teacher’s attention does not appear to be substantial at any one time, throughout the course of years, this has a toll on the quality of education girls receive.

In addition, female students and male students are not judged by the same behavioral standards in the classroom. “Gender-related stereotypes remain pervasive in our educational systems as well as in society at large” (Whitney & Hoffman, 1998, p. 234). Docile, introspective behavior is expected of the girls while autocratic, hostile, disruptive behavior is much more highly tolerated from the boys. According to Peggy Orenstein, author of *Schoolgirls*, “Educators reward assertiveness and aggression over docility, the very behavior that is prized in girls becomes an obstacle to their success” (Orenstein, 1994, p. 36).

“Furthermore, the praise girls earn for their exemplary passivity discourages them from experimenting with the more active, risk-taking learning styles that would serve them better in the long run” (Orenstein, 1994, p. 36). It is alarming to think that teachers are inadvertently teaching girls to value silence and compliance as a virtue and that assertiveness is only tolerated in males. More alarming is the notion that, “hundreds of

skillful well-intentioned professionals...[teachers]...may inadvertently teach boys better than girls” (Sadker & Sadker, 1994, p. 3).

The class curriculum. Since the early 1970s, there have been studies surveying the instructional materials used in schools for sex biases. In 1975, *Dick and Jane as Victims: Sex Stereotyping in Children’s Readers* was published, which established an examination pattern, which gave a line-by-line analytical review of “messages about boys and girls delivered in texts, examples, illustrations and thematic organization of material in everything from basal readers to science textbooks” (American Association of University Women [AAUW], 1992, p. 106). A study in 1971 of 13 widely used U.S. History text books revealed that material on women constituted no more than 1% of any text, and that women’s lives were trivialized, distorted, or omitted (Trecker, 1971). “Studies of the late 1980’s reveal that although sexism has decreased in some elementary school texts and basal readers, the problems persist, especially at the secondary school, in terms of what is considered important enough to study” (AAUW, 1992, p. 106). Although some progress was made in the 1990s, there is still a need for further progress. Research on high school social studies texts reveals that although women are more often included, “they are likely to be the usual ‘famous women’ or women in protest movements” (p. 108). Unfortunately, there is rarely equitable and balanced treatment of women and men, and rarely are women’s perspectives and cultures presented. “Until matters of gender are considered seriously, neither girls nor boys will receive an education that is both excellent and equitable” (p. 104).

Gender differences in math and science. According to Orenstein (1994), Clifford Adelman for the Office of Educational Research and Improvement found, “As adults,

women who have taken more than two math courses in college are the only ones who subsequently achieve pay equity and even earn more than their male counterparts” (p. 18). “Unfortunately, girls are much less likely than boys to retain their affection for math and science” (p. 18) as they proceed from middle school on through high school and higher. According to research done by the AAUW (1992) Educational Foundation for Girls, confidence is the variable most strongly correlated with their math achievements, and as they move through their schooling, their confidence in their mathematical abilities deteriorates and along with it their achievement (AAUW, 1992; Fennema & Sherman, 1978). According to Heather Featherstone (1986), girls are more likely to lose confidence after a failure in a math class and, as a consequence, more likely to remain at lower levels. This is referred to by psychologists as, effort attribution, when girls perform well in math they perceive their success to be a result of having studied and worked hard or they attribute it to luck, juxtaposed with boys, who attribute their math successes to their natural abilities. Furthermore, girls tend to attribute failure to personal incompetence, while boys attribute it to bad luck and laziness. This can have a detrimentally crucial impact on girls because, according to the Educational Testing Service, gender differences in perceptions of being good at math increase with age. For example, 3rd-grade girls and boys both think they are good in math in about the same percentages (64% versus 66%). However, by 7th grade, only 57% of the girls agree, compared to 64% of the boys. By 11th grade, the disparity has widened to 48% of the girls agreeing and 60% of the boys. Orenstein (1994) writes:

By their senior year, convinced of their ineptitude, they [girls] become less persistent in solving problems than their male peers and less likely than boys with

poorer grades in the same class to believe they can pursue a math-related career.

(p. 18)

Further, gender stereotyping also appears to influence girls' likelihood of persistence in mathematics. According to the National Assessment of Educational Progress, the data indicate that "girls who reject traditional gender roles have higher math achievement than girls who hold more stereotyped expectations" (as cited in AAUW, 1992, p. 48). Furthermore, the girls in advanced math classes tend not to perceive math as a male subject. Amazingly still, there is the perception that math is something that men do and boys also perceive math to be a male activity (Hyde, Fennema, & Lamon, 1990).

In addition to mathematics, gender differences in science are also critical, and the differences in achievement between the genders is not decreasing and may, in fact, be increasing in some disciplines. The National Assessment of Educational Progress tracks science performance and reports that for nine and 13 year olds, gender differences in achievement has increased between 1978 through 1986. This is, in part, a result of a lag in performance among females and an increase in performance among males. According to the National Assessment of Educational Progress, the largest disparity in science achievement is for 17 year olds; alarmingly, these differences have not changed much since 1978, with the largest disparities of male advantage being in the disciplines of chemistry, earth science, and space sciences (as cited in Mullis & Jenkins, 1988).

Schools perpetuate gender inequalities and sex-role congruencies. If "gender lessons infiltrate the school environment, and while sexism harms girls at school, it is a two-edged sword: It damages boys as well" (Sadker & Sadker, 1994, p. 3). This begs the question: How can we expect gender equality in higher education and in the workplace

when our very schools perpetuate societal gender stereotypes that deter women from emerging as leaders in adulthood? “Gender identity is no longer perceived as a given, but as belonging to a social context. Schools are one of the social contexts in which gender appropriate-behaviour [sic] is defined and constructed” (Myhill & Jones, 2006, p. 100). Furthermore, schools continue to perpetuate “the dominant gender ideology of the wider society” (p. 100) rather than become “a site for developing non-traditional gender identities” (p. 100).

Middle school and adult impact. The middle school years are the detrimental time in which students formulate gender roles. “Early adolescence [is] a time of transition brought about by students’ growth and development” (Whitney & Hoffman, 1998, p. 233) and it is during this time that “adolescents are busy searching for identity, building relationships and aligning with various groups including peer groups; they are becoming more self-determined, making decisions that affect their day-to-day relationships as well as their future lives” (p. 233). It is during this time that students should adopt “behavior patterns in education and health that can have lifelong significance” (Carnegie Council on Adolescent Development, 1989, p. 20).

According to Whitney and Hoffman (1998), the middle school years are “filled with relationship issues for students. Adolescents worry about fitting in, who is in which clique, who does not belong, and how to survive in their social milieu” (p. 232). According to Peggy Orenstein (1994), in addition to these social questions, girls often begin to lose confidence in themselves and in their abilities, as well as begin a “blossoming sense of personal inadequacy” (p. xvi). It is during this crucial developmental time that boys also begin to “form personal gender identities and their

views of femininity and masculinity are reinforced” (Whitney & Hoffman, 1998, p. 232).

Girls’ self-esteem and confidence. According to Egan and Perry (2001), “Gender is a quintessential element of human identity” (p. 451). Especially for girls, adolescence is a time of steep decline in confidence, in conjunction with failures, real and perceived (Pipher, 1994). Self-esteem is not merely a concern for good mental health; it is also associated with the propensity for academic achievement as well as perceived to have a direct link to career goals and future aspirations (Sadker & Sadker, 1994). It is during late childhood and adolescence that individuals begin to reflect on introspective questions. According to Egan and Perry, we begin to ask such questions such as: “How well do I fit with my gender category? Must I adhere to the stereotypes for my sex or am I free to explore cross-sex options? Is my sex superior or inferior to the other” (Egan & Perry, 2001, p. 451)? Egan and Perry claim that not only do people, in fact, ask these questions of themselves, but their answers represent components of their gender identity. Further, their answers to these and, thus, their self-perceived gender identity levels impact their psychosocial adjustment.

Thorne and Michaelieu ascertained that as of the mid-1990s, most studies of adolescent self-esteem most often set out to examine the differences of self-esteem between the genders rather than, among the genders; nonetheless, the differences have usually favored males (Thorne & Michaelieu, 1996). Previous research indicates that European-American adolescent males tend to show higher levels of self-esteem than do females. Interestingly, according to Thorne and Michaelieu, recent research suggests that self-esteem is more associated with different social orientation for males than for females. High self-esteem males tend to be concerned with getting ahead of others,

whereas high self-esteem females tend to be concerned with connecting with others. Josephs, Markus, and Tafarodi (1992) confirmed this, and found that men's self-esteem was more likely to develop into an individualist, independent, or autonomous style, which is linked to an "individualized process in which one's personal distinguishing achievements are emphasized" (p. 391), and women's self-esteem was linked to association called "collectivist, ensembled, or connected" (p. 391) and in which "relations with other people, especially valued and important others are crucial elements" (p. 391).

Arguably, the self-concepts of men and women appear to diverge, in part, as a result of socialization and experiences that begin in most cultures as young as age 2 and 3. That is the time at which time boys and girls play different activities. For example, boys play overtly competitive activities in which there is a struggle for dominance, whereas girls' play activities surround notions of nurturance and social interactions (Thorne & Michaelieu, 1996). Eagly (1987) agrees that from birth, both men and women are assigned gender roles within a social structure and that it is these roles that result in differences for the concerns and commitments between the genders. The question then becomes, does this difference between self-esteem among the genders impact girls' academic achievement in school and women's propensity for leadership in the workplace?

How gender-role congruity affects women in the work-place. Eagly and Karau (2002) maintained that perceived incongruity between the female gender role and typical leader roles tends to create prejudice toward female leaders and potential leaders that takes two forms:

- a) Perception of women's potential for leadership is less favorable than

men's because leadership stereotypes are more often associated with men than women.

b) Evaluation of women's actual leadership behaviors is less favorable than men's because, agentic behavior is perceived as less desirable in women than men. (Eagly and Karau, 2002)

The result is the juxtaposition that women face regardless of whether they are in school or in the workplace: they find themselves in a situation in which they suffer from negative repercussions if they are perceived to be too nice (meaning perceived to have traits in line with femininity) and yet also suffer if they are perceived too agentic (perceived to not be in line with femininity). Understanding this contradiction women face is crucial, as it could be a major contributor for the sparse representation of women as leaders and managers, especially at the higher levels of organizations. This begs the question: How do high achieving women overcome this obstacle? Further, is there some correlation between the repercussions women face in the workplace and the lessons we inadvertently teach girls and boys while they interact at school.

Leadership Theories Overview

Transactional and transformational styles. Although it was Downton who first coined the term, "Transformational leadership" (as cited in Northouse, 2004, p. 176) in the early 1970s, it was James MacGregor Burnes in 1978 who expanded the theory of leadership to the roles between leaders and followers (as cited in Northouse, 2004). In addition, Bernard M. Bass expanded and refined this theory in the mid-1980s. In, "From Transactional to Transformational Leadership: Learning to Share the Vision," Bass (1990) explains:

Few managers depend mainly on their legitimate power, or on their coercive power, to persuade people to do as they're told. Rather, managers engage in a transaction with their employees: They explain what is required of them and what compensation they will receive if they fulfill these requirements. (p. 20)

Bass explains that there are two factors that characterize modern leadership, "One factor—initialing and organizing work—concentrates on accomplishing the tasks at hand. The second factor—showing consideration for employees—focuses on satisfying the self-interest of those who do good work" (Bass, 1990, p. 20). The first factor is a situation in which the leader gets goals accomplished by "making and fulfilling, promises of recognition, pay increases and advancement for employees who perform well" (p. 20). By contrast, employees who do not do good work are penalized.

At the other end of the continuum is transformational leadership. Bass (1990) states:

Superior leadership performance—transformational leadership—occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group and when they stir their employees to look beyond their own self-interest for the good of the group. (p. 21)

Bass suggests that transformational leaders "may be charismatic to their followers and thus inspire them; they may meet the emotional needs of each employee; and/or they may intellectually stimulate employees" (p. 21).

Kouzes and Posner's leadership challenge. *The Leadership Challenge* is a book by James M. Kouzes and Barry Z. Posner (2002) in which the authors outline five general

strategies for leaders. In addition to the book, Kouzes and Posner have developed tools and strategies that are intended to assist individuals in developing leadership as a teachable skill consisting of behaviors that are learnable and measurable. In the pages that follow, the five strategies will be outlined, followed by an explanation of the other services offered by this organization.

The first behavior of a leader as defined by Kouzes and Posner is, Model the Way. The authors suggest that as a leader, in order to model the way, you must first find your inner voice. It is imperative that one finds his or her voice in order to become an authentic leader. The authors assert that to find your voice, you must engage in two essentials: (a) Clarify your values, and (b) Express yourself. Kouzes and Posner (2002) recommend that in order to become a credible leader, individuals first have to comprehend fully the values, beliefs, and assumptions that drive them. Further, “before you can clearly communicate your message, you must be clear about the message you want to deliver” (p. 45). The second step then is to express yourself genuinely, which means that you have to be able to communicate this in a manner that is natural and sincere, so that it doesn’t sound like you are speaking someone else’s words.

The second behavior recommended by Kouzes and Posner (2002) is to, Inspire a Shared Vision. They suggest:

No matter what term is used—whether *purpose*, *mission*, *legacy*, *dram*, *goal*, *calling*, or *personal agenda*—the intent is the same: leaders want to do something significant, to accomplish something that no one else has yet achieved. What that something is—the sense of meaning and purpose—has to come from within. No one can impose a self-motivating vision on you. (p. 112)

Similarly to the first behavior of finding one's own voice, it is important that a person identify his or her personal purpose so that, he or she exudes a feeling of sincerity and authenticity. "Before you can inspire others, you have to be inspired yourself" (p. 112).

The third behavior is a willingness to, Challenge the Process. Kouzes and Posner (2002) tell us that leaders "search for opportunities to change, grow, innovate and improve" (p. 177). Further, they indicate that to search for opportunities to do extraordinary things,

Leaders make use of four essentials:

- Seize the initiative
- Make challenge meaningful
- Innovate and create
- Look outward for fresh ideas.

Leaders take charge of change. They instill a sense of adventure in others, they look for ways to radically alter the status quo, and they continuously scan the outside environment for new and fresh ideas. (p. 177)

In the fourth behavior, Kouzes and Posner (2002) state leaders must be able to Enable Others to Act. There are two major components of this: one is to foster collaboration and the second is to strengthen and enable others. The authors suggest:

World-class performances aren't possible unless there's a strong sense of shared creation and shared responsibility. To Foster Collaboration, leaders must be able to skillfully:

- Create a climate of trust
- Facilitate positive interdependence

- Support face-to-face interactions

...As paradoxical as it might seem, leadership is *more* essential—not less—when collaboration is required. (p. 243)

In addition to collaborating, leaders should also empower others. Kouzes and Posner (2002) identify four essentials to help strengthen others and help them increase their own ability to make a difference: (a) Ensure self-leadership, (b) Provide choice, (c) Develop competence and confidence, and (d) Foster accountability. By doing so, leaders are “turning their own constituents into leaders themselves” (p. 284).

Last, the fifth element is to, Encourage the Heart. Kouzes and Posner (2002), indicate that leaders are able to recognize contributions and also to celebrate the values and victories. They recommend that in order to recognize contributions, leaders are constantly engaged in these essentials:

- Focus on clear standards
- Expect the best
- Pay attention
- Personalize recognition

By putting these four essentials into practice and recognizing contributions, leaders stimulate and motivate the internal drive within each individual” (p. 317). In addition, leaders must also be willing to celebrate the values and victories and to do so, it is recommended that they incorporate the following: (a) Create a spirit of community, (b) Tell the story, and (c) Set the example. A leader’s ability to unite people, share the lessons from past successes, and get personally involved, enables the leader to “reinforce in others the courage required to get extraordinary things done in organizations” (p. 353).

In addition to the book, Kouzes and Posner offer several other services and tools to individuals interested in learning about leadership. One is an instrument called the LPI. This instrument is an individual assessment tool that was developed and designed to measure and outline the five leadership practices: (a) Model the Way, (b) Inspire a shared Vision, (c) Challenge the Process, (d) Enable Others to Act, and (e) Encourage the Heart. It is a self-reporting instrument consisting of 30 statements that participants must rate on a 5-point Likert scale (ranging from 1 = rarely, 2 = once in a while, 3 = sometimes, 4 = very often, and 5 = frequently; Appendix F). The purpose is to identify and quantify the participants' self-reported leadership behaviors so that the individual can gain a better understanding of his or her leadership tendencies or practices.

Leadership and the style approach. According to Stogdill, the style approach in leadership theory focuses heavily on the behavior of the leader (as cited in Northouse, 2004). Generally, the style approach is broken down into two areas of behaviors: that of tasks and that of relationships. This is not a prescriptive set or list of attributes on how to become an effective leader through these behaviors. Instead, the style approach allows for the assessment of a leader to be based on his or her behaviors instead of on his or her characteristics. In short, the style approach focuses on what leaders do rather than who they are; it enables the examination of task behavior and how to facilitate task accomplishment; it examines relationship behavior and how to make subordinates feel comfortable with themselves, with others, and within situations.

To study the style approach, Ohio State researchers Hemphill and Coons developed a style questionnaire in 1957, the Leader Behavior Description Questionnaire (as cited in Northouse, 2004). This survey provides individuals with a measure of

behaviors in two areas: initiating structure and consideration. Initiating structure behavior is when the leader clearly defines the leader-subordinate role by establishing formal lines of communication and determining how tasks are to be performed. Consideration behavior occurs when the leader shows concern for subordinates and attempts to establish a warm, friendly, and supportive climate. These two behaviors were not viewed as opposite ends of a continuum, but as independent variables. Thus, the leader can exhibit varying degrees of both initiating structure and consideration at the same time. Task behaviors such as organizing work, management of responsibilities, and follow-through are grouped within this area.

Leadership style and gender. Several studies have concluded that although the style theories have several consistent and similar factors, there are distinctive feminine styles that can be identified. According to Eagly and Johnson, “Female leaders employ more relational and participative behaviors than male leaders” (as cited in Boatwright & Egidio, 2003, p. 653). Recognizing that men and women have inherently different styles is an important factor when evaluating their leadership roles. “Women engage in more positive social behavior and agreement than men, who are more tasks oriented and disagree more than women” (Madden, 2005, p. 6). According to Melanie Willoughby (as cited in Birritteri, 2006), senior vice president, government affairs for the New Jersey Business and Industry Association, Trenton, it is apparent,

Women managers bring a different set of skills to the table...A woman likes to work more cooperatively, is interested in being part of a team and is more inclusive. She is very creative and usually will think outside of the box. (p. 4)

These styles are different than the task-driven styles of men and offer diverse

strengths in the role of a leader. According to Pfaff, “Female leaders, as opposed to male leaders, were rated as more effective using skills frequently associated with the collaborative leadership style” (as cited in Boatwright & Egidio, 2003, p. 653).

In a study of communication styles in higher education, Case (1990) indicated that men tend to resent assertive, unemotional women who exhibited agentic behaviors normally associated with a masculine style. However, they would also perceive women who are passive and emotional as being unsuited for positions of authority and decision making. Thus, Latinas again suffered from a double bind, as they were deemed incapable if they exhibited traditionally and socially feminine traits and at the same time, if they adopted egalitarian traditionally defined male styles, they were regarded as too masculine or aggressive.

The irony is that collaborative style has been recognized as being successful in organizations in which the culture is more participatory and inclusive, such as government or education. The task-driven style, more associated with men, is stronger in environments with strong deadlines or rules, such as the military. This in turn begs the question, if inclusive organizations such as education tend to embrace more participatory and inclusive styles normally in line with feminine styles, why do these sorts of organizations not reflect greater numbers of women in leadership?

Insight Into Latina Perspectives

Latinas in pursuit of higher education. Latinas historically were perceived to be dedicated to the home environment. Their traditional roles “were viewed as daughters, mothers, wives, and nothing more” (Gonzalez, Jovel, & Stoner, 2004, p. 17). However, during the last couple of decades, Latinas began to embrace different roles, “leaving

behind the expectations of the past” (p. 17). New generations of Latinas are a growing presence in higher education.

As of the 1990s, Latina enrollment in college began a steady increase, and by 2000, 25.4% of traditional college-aged Latinas were enrolled in college. Further, the graduation rate of this group of women grew from 53.7% in 1990 to 65.7% in 2000 (American Council on Education, 2002). Furthermore, Latinas attained the second largest increase at the master’s degree level, resulting in a percentage of all master’s degrees conferred on Latinas increasing from 2.7% in 1991 to 4.4% in 2000, which represents a 63% increase in less than 10 years. Although the actual percentages of college enrollment and degrees granted still seem low, the increases made within the last two decades are significant.

Doctorate-conferred Latinos. According to AAUW (2001) study, there were only 950 Hispanic doctoral recipients in 1996 in the United States; of those, 462 were women. The majority of doctoral degrees conferred to Latinas was in education, with a total of 209; the second major was psychology with 99 degrees conferred to Latinas. Other areas with more than 60 Latino recipients include biological sciences, with 44 degrees going to Latinas; social sciences and history, with 34 degrees going to Latinas; engineering, with Latina’s getting 16 degrees; and the physical sciences, with Latina’s earning nine degrees. Finally, only one Latina in the United States earned a doctoral degree in computer and information sciences in 1996 (U.S Department of Education, 1998). With numbers this grim, it is no wonder that although, the Hispanic population constitutes the largest ‘minority’ population...Hispanics are only 2.7% of all full-time faculty, and Latinas being only .7% (AAUW, 2001).

Latinas as faculty: Cultural perceptions and the workplace. Hernandez and Morales (1999) stated, “Culture and gender are two particularly important variables influencing career development” (p. 45). However, the amount of career development literature pertaining to Latinas is sparse and not well grounded in theory (Arbona, 1990). According to Cullen and Luna (1993) and Steward et al. (1995), most of the research surrounding women in higher education has argued that universities have been and continue to be traditionally dominated and run by men. Further, obstacles have been discussed in the literature, indicating that Latinas in higher education positions experience dissuasion and discrimination, which distorts their career paths (Gomez & Fassinger, 1994). In the pages that follow, these barriers will be outlined and discussed.

Obstacles distorting career paths. Women’s experiences working in higher education, have been described as requiring women to take on work tasks that deter them from gaining the experiences that are perceived as being valuable and contributing to their validation (Steward et al., 1995). According to the research literature, minority women faculty members face greater barriers within their academic socialization in the workplace than White female faculty members (Bernstein & Cock, 1994; Nieves-Squires, 1992; Wyche & Graves, 1992). Further, according to Aguirre (2000), “The low number of minority women in faculty positions often becomes an obstacle for them in the academic workplace” (p. 42). The example Aguirre provides reflects that because Latina faculty representation in academia is so low, these women become overly burdened by student affairs activities and student advising. As Nieves-Squires (1992) expressed, these include,

Both those formally assigned and those who gravitate toward their doors....The

sheer effort of trying to do well by the students while at the same time routing an academic career that encompasses scholarly research, excellent teaching, and committee participation ensures that the very few Hispanas remain within the academic ranks. (p. 80)

In short, although minority women faculty members still engage in similar activities as their White counterparts (J. Young, 1984), they bare additional burdens as a result of their ethnicity (Aguirre, 2000). In short, the barriers faced by minority women faculty members in academia hinder their advancement to a greater degree than similar obstacles facing White women faculty members (Dejoie, 1977; Elmore & Blackburn, 1983; Grillo, 1997; Menges & Exum, 1983; D. Young, 1996).

Tokenism. According to Kanter (1977), the term token applies to any individual who is representative of a group in which only a few are perceived as different from the majority. This term is often used to describe women who enter into fields or roles in an organization not traditionally considered to be held by women (Whittock, 2000). Women or minorities that find themselves in these situations are considered tokens because there are such a small number of them relative to the group at large (Elmuti et al., 2003); (Whittock, 2000). The impact of these barriers contributes to minority faculty's minimized opportunity for participation in institutional activities, specifically activities that are deemed crucial to building a credible and esteemed institutional presence (Aguirre, 1985; Jackson, 1991), "such as serving on tenure and promotion committees, or campus budget planning committees" (Aguirre, 2000, p. 44). Further, minority faculty members believe that they are, for the most part, assigned to teach classes that provide a service component within their perspective academic department, but are not required by

their department to satisfy the major (Aguirre, 1987; Haines, 1991; Tack & Patitu, 1992). A Martinez, Hernandez, and Aguirre (1993) study, found that Latino faculty members perceived that they had fewer opportunities in their academic organization for assuming roles or positions that were deemed to have the potential to catapult them into leadership roles. On the contrary, it was found in the same study, that White faculty members held a perception that the academic workplace held opportunities that were open to anyone who was interested in pursuing roles within leadership.

Further, the literature also indicates that women and minority faculty members are more often assigned to teach undergraduate classes deemed less prestigious than classes assigned to White male faculty members (Johnsrud & Des Jarlais, 1994; Menges & Exum, 1983). Further, even when senior male colleagues claim to be supportive of women's situation they tend to still inadvertently assign them tasks that exacerbate work interference and family obligations (Bernas & Major, 2000). In addition, since women and minority faculty members frequently have joint academic responsibilities, they are also expected to take on course development and curriculum design as well as teaching those classes pertaining to issues of women and minorities (McKay, 1995; Toth, 1995). In short, minority and women faculty members end up spending more of their time engaging in activities deemed as service-oriented and do "not necessarily promote their professional socialization in the academic workplace, especially the professional socialization that increases their chances of attaining tenure and promotions" (Aguirre, 2000, p. 70).

Gender roles and academia. In the last two decades, colleges and universities implemented policies aimed at recruiting and retaining female faculty members. Some

have implemented an option to stop the tenure clock while they take time off for family leave. Others programs include dual-career couples programs, and many have instituted diversity training workshops (Wasburn, 2007). Yet, the research indicates that women faculty members are still paid less and promoted and receive tenure more slowly than their male counterparts. Further, excuses such as lower level scholarship and less experience are not the reasons that account for the inequity (Johnsrud & Des Jarlais, 1994; Valian, 1999).

The research indicates that these women in academia still bare the majority of the burden pertaining to household responsibilities such as chores, cooking, and child rearing (Hammond, 1996; Hochschild, 1997). Further, it is during these childbearing years that tenure and promotion appointments are usually made. Although many universities have implemented policies that can freeze the clock for women, very few women actually take parental leave (Finkel & Olswang, 1996). Although these policies are available to women, many female professors feel they must prove to their institution that they can have children and/or raise children without having to slow or deviate their career paths as compared to their male counterparts (Theisen, 1997; Wasburn, 2004). Mason and Goulden's (2002) research supports that there is still a significant tenure gap between men and women faculty members who have babies early in their careers. In addition, the bar for attaining tenure is rising at universities and many departments are requiring faculty to publish more research than ever, so the overwhelming pressure on junior faculty to publish frequently is greater (Jacobs & Winslow, 2004; Valian, 1999; Wilson, 2001).

McElrath's (1992) research indicates that women who do opt out and interrupt

their academic careers to have children or tend to family matters have a lower likelihood of acquiring tenure and the time span for acquiring tenure increases. McElrath suggests that a woman's decision to take time off serves as an indication to tenure committee members that she is not serious about her career. Leonard and Malina (1994) assert that being a mother while working in academia is a silent experience and that women's lives as mothers remains unspoken within academia. In addition, qualitative research also indicates that female faculty members are more likely to leave academia than their male counterparts for reasons pertaining to children (Chused, 1985; Hensel, 1991; McElrath, 1992).

In addition, childrearing also limits the career paths of women because it limits their willingness to be mobile for job-seeking opportunities (Caplan, 1993; Deitch & Sanderson, 1987; McElrath 1992). Female professors are more likely to decline job-bettering opportunities in other locations than men in order to avoid uprooting their families (Teevan, Pepper, & Pellizzari, 1992). Further, the husband's job is more likely to determine where the family lives because women professors are more likely to move for their husbands' career advancement opportunities (Brooker-Gross & Maraffa, 1989) even if it means leaving a tenured position (McElrath, 1992).

Discredited research pertaining to women and minorities. The literature indicates that the acceptance of minority research, especially among White academics, is perceived to lack legitimization. Reyes and Halcon (1991) state that this delegitimization by majority faculty members,

Is rooted in the values that [undergird] academe and that are characteristic of culturally monolithic systems. Those systems judge the quality of scholarship

from the normative perspective of their own cultural group and thus deem deviations from the norm as inferior. (p. 176)

In addition, Toth's (1995) research suggests that women faculty members are often advised to refrain from involving themselves in feminist research until they have been conferred tenure. According to Toth, "They're told to write on subjects to which they're not committed, to wait in silence and cunning until the tenure decision is made" (p. 45). By the majority's failure to credit feminist and minority research, it is further discounting the position of women and minorities as faculty and negate their legitimacy within academia (Astin & Davis, 1985; Chepyator-Thomson & King, 1996). Further, as a result of discrediting the merit of their research, academia is thus hindering women and minority faculty member's professional socialization, specifically resulting in their exclusion from membership within a community of scholars (Ayer, 1984; Haney-Lopez, 1991).

Lack of mentoring. "Numerous studies of college and university faculty have shown that women have fewer mentors and face greater professional isolation, slower rates of promotion, and increased likelihood of leaving an institution before gaining tenure than do their male counterparts" (Wasburn, 2007, p. 57). People who are successful often attribute their success to role models or mentors who supported and/or influenced their career paths positively (Kram, 1985). Because mentors are usually individuals established in the organization, they can help guide and enhance the careers of their protégés "by sponsoring them, making them visible within the organization, coaching them, protecting them, and ensuring that they are given challenging assignments where they will be noticed" (Kram, 1985, p. 59). The difficulty for women,

and especially for Latinas, is that “mentors tend to gravitate toward younger versions of themselves” (Kram, 1985, p. 59). As a result, minorities such as Latinas are mentored less often than their male, White counterparts (Bova, 2000). Further, women who do make a connection with a male mentor often face a gossip factor, which can surface as a result of them being seen together frequently outside of the necessary work environment (Blake-Beard, 2001; Kalbfleisch, 2000; Swoboda & Millar, 1986).

Summary

Historical traditions within education still appear to have a stronghold in our modern primary education system and could have a residual impact on the progress of girls’ and women’s propensity for leadership. In addition, the study of contemporary leadership theories raises ironic questions about why styles and attributes that are normally considered feminine and are considered to be in line with the values of higher education, are not yielding women in higher education an equal footing with their male counterparts. Research pertaining to women in higher education reveals that these highly educated women are still being constrained by traditional social gender roles and expectations both with burdens in the home and related to child bearing and childrearing as well as within academia.

Chapter 3. Methodology

Research Design

The intent of this chapter is to outline the research design and methodology used for this study. This chapter will begin with an overview description of the study structure. This will be followed by a description of the participants, an explanation of the interview procedures that will be followed in order to obtain the necessary data, and how that data will be documented, organized, and analyzed.

Research Design and Rationale

In order to capture the experiences of the identified population, a phenomenological qualitative research study method was selected. According to Moustakas (as cited in Creswell, 2007), the procedures for this type of study consists of,

...identifying a phenomenon to study, bracketing out one's experiences, and collecting data from several persons who have experienced the phenomenon. The researcher then analyzes the data by reducing the information to significant statements or quotes and combines the statements into themes. (p. 60)

The researcher analyzed the data and deduced from the raw data, significant information to combine the statements into themes. These themes were filtered into textural descriptions of the experiences of the individuals as well as into structural descriptions of their experiences in the context of the conditions and situations. These were deduced into a combination of textural and structural descriptions in order to "convey an overall essence of the experience" (Creswell, 2007, p. 60).

The researcher opted use this technique because this methodology allows the researcher to get to "the 'essence' of human experiences concerning a phenomenon, as

described by participants in a study, the ultimate goal being to gain an understanding [of] the ‘lived experiences’” (Creswell, 2003, p. 15). Further, the choice for a qualitative multiple case study framework was chosen because there is little existing data on this phenomenon. According to Merriam (1998), “A case study design is employed to gain an in-depth understanding of the situation and meaning for those involved. The interest is in process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation” (p. 19). The goal of this study is to compare the experiences of these women and analyze and compare them in an effort to extract commonalities in personal experiences that might lead to identifying success strategies.

Replicating Gandhi’s Study Format

The researcher has chosen to replicate Gandhi’s (2009) design format. Gandhi’s study had a similar objective, which was to gain an insight into the lived experiences of women in the aerospace and defense industry. Much like academia, women are also a minority within the aerospace industry. The researcher feels that utilizing the LPI in addition to interviews yielded rich data, which leveraged the validated and widely utilized Kouzes and Posner instrument. In addition, it allows participants to share their personal feelings through the use of a semistructured interview, which resulted in greater personal expression among the participants. This combination yielded both standardized leadership style ratings that could be compared as well as providing participants an opportunity to cover topics that they would not otherwise have the opportunity to cover using standardized instruments.

Restatement of the Research Questions

1. What are the leadership ratings of four female Latina faculty leaders in higher

education as measured by the LPI?

2. How do the four female Latina faculty leaders describe their lived experiences pertaining to their career paths, including their educational experiences, their leadership styles, the personal or professional obstacles they may have encountered along the way, and the behavioral expectations placed on them as Latina female leaders in higher education.

Protection of Human Subjects

Before beginning this study, the researcher completed the course required by the Institutional Review Board (IRB) of Pepperdine University's Graduate School of Education and Psychology. This coursework allowed the researcher to understand better the requirements for protecting human subjects (Appendix A). In addition to filing for and obtaining IRB approval with the researcher's university, IRB approval was also obtained from the university that employs the participants and was approved under Expedited 7 and therein, granted official approval to use the university's personnel for the study.

The female professors who participated in this study are consenting adults. The initial contact was done via e-mail (Appendix B) asking 12 Latina professors if they would be interested in participating. Along with the e-mail, an informed consent form designed for human research subjects was attached. The correspondence included information regarding the purpose of the study and the participants' role in the study should they decide to participate voluntarily.

As indicated in the informed consent form (Appendix C), the interviewees were assured their confidentiality as well as the option to withdraw their participation at any

time during the study. In addition to protecting their identities, the name of the organization that employs the participants will also remain anonymous. The researcher ensured that during the collection process, all data obtained remained stored in a locked file cabinet at the researcher's home office and will be destroyed after five years. Last, a thank you letter was sent to each participant in appreciation of their voluntary participation in this research project.

Population and Sample

The researcher solicited participants based on purposeful sampling: "This means that the inquirer selects individuals...because they can purposefully inform an understanding of the research problem and central phenomenon in the study" (Creswell, 2007, p. 125). The population for this study consists of (a) female professors who hold a doctorate, and (b) who currently hold a position of professor at the identified university in Southern California. The university is located in Southern California and had more than 19,000 students enrolled in Fall 2009. Of these, nearly 17,000 were undergraduates and approximately 2,450 were graduate students. Ethnicity breakdown is, 7.9% were African American, 39.9% Asian American, 38.9% Chicano and Latino, .4% Native American, 17.0% White/Caucasian, 4.5% were other ethnic/unknown, and 1.5% were international. The university employs 723 professors consisting of 499 male and 224 female. The ethnicities are 497 White, 23 Black, 38 Hispanic, 135 Asian, four American Indian, 24 unknown, and two undeclared. The list of potential participants was identified by the researcher's review of the university directory, which is online and available to the public. The researcher identified potential candidates by making a list of professors with female first names and last names that are of Latin origin. The researcher then went on to

the professors' biography/Web site, which is also public information, to determine if they made any indication to their ethnicity and selected those who did. In addition, if the identified individuals could not or were not willing to participate, a snowball or chain approach was prepared to identify additional individuals who meet the description and would be appropriate cases that are information rich.

Data Collection

The researcher interviewed the subjects, which is the most common qualitative data collection method. The interview was conducted in person at a location and time that was convenient for the individual. Prior to the start of the meeting, the participant read and verbally agreed to the consent form. The interview protocol that was developed was based on a modification of Gandhi's (2009) instrument (see Appendix D). A total of three interviews were conducted and each participant was made aware that the interview would be recorded using a digital tape recorder. After the interview, the tapes were transcribed by a third party who specializes in this service. Their transcription notes were compared to the researcher's notes taken during the interviews, and if any disconnects were determined, the researcher was to contact the interviewee for clarification; however, there were no issues. Using a neutral party ensured accuracy and triangulation. "Triangulation refers to the gaining of multiple perspectives" (Morse & Richards, 2007, p. 71), and this reduced the possibility of skewing the data because of the researcher's interpretation.

The researcher then analyzed the transcripts to identify the emergence of essential themes. The tapes and the transcripts are kept in a locked file cabinet in the researcher's home office. The electronic copies of the transcripts will be kept on the researcher's personal computer in a security password-protected file. The interviews had an allotted

time of one hour. The researcher followed the interview protocol, which was developed only to ensure that key issues are addressed. The intent was for the interviewee to feel free to share his or her experiences openly.

Interview questionnaire. The researcher conducted three interviews with Latina leaders all working in higher education at a major university in Southern California. Each participant was interviewed by following an interview questionnaire protocol (Appendix D). The interview questionnaire has been adopted as a variation of an instrument previously utilized by Dr. Shreyas Gandhi (2009) in his research pertaining to women in the aerospace industry. Written permission to use this protocol was obtained from Dr. Gandhi (Appendix E). The goal of utilizing this instrument is to ensure the consistency of the questions asked each of the participants. The Latina Interview Protocol Instrument that was used for this study follows:

Section 1—Background, career progression and leadership style

To start, I would like to learn about your professional experience and career history from the beginning to present.

1. What attracted you to your profession?
2. How has your career developed over time?
3. Do you have any desire to get into administration? If already serving in an administrative position, when did you decide to do so and why?
4. How long did it take you to obtain your first tenured faculty position?
5. What education, training, or mentoring enabled you to obtain your leadership position?
6. Thinking back, what do you believe are the top three factors you

believe had the biggest impact on your motivation to become a professor and contributed to your perseverance?

7. Is there anything unique about the higher education industry that made it more or less difficult for you to obtain your current level of leadership?
8. What is your leadership style, and do you feel that contributed to the success you've had in your career?

Section 2—Barriers-Obstacles

9. What are some of the most difficult challenges you faced personally or professionally along your journey, and how did you overcome these?
10. In your opinion what are possible contributing factors that result in so few Latinas having obtained leadership positions within higher education?

Section 3—Behavioral Questions

11. Have you encountered gender or ethnic prejudices in the workplace, if so, what are some strategies that you have employed when faced with gender and/or ethnic prejudices?
12. What advice, if any, would you give (or have you given) other Latinas who are seeking higher education faculty leadership positions in terms of attitude, skills, behavioral expectations, experience, or education?
13. Is there anything you would like to add that I may not have asked regarding your journey to achieve your current level of leadership within higher education, any obstacles faced along the way, or advice

you would give others aspiring to a leadership position within the higher education industry?

This instrument does reflect some minor modifications to Dr. Gandhi's original instrument, most notably, the term, higher education-faculty leader has been exchanged for terms originally pertaining to aerospace and defense executive leader. In addition, his question 3—How many years into your career did you decide you wanted to get into management?—has been changed to: Do you have any desire to get into administration? If already serving in an administrative position, when did you decide to do so and why? Also, question 6 was rephrased. The original version stated, "What do you believe are the top three factors that contributed most to your career success?" (Gandhi, 2009, p. 55).

The current version states: Thinking back, what do you believe are the top three factors you believe had the biggest impact on your motivation to become a leader and contributed to you perseverance?

Last, there is one additional question that has been added, which states: Have you encountered gender or ethnic prejudices in the workplace, if so, what are some strategies that you have employed when faced with gender and/or ethnic prejudices?

Table 1 outlines the forecasted data collection process timeline for the study, which was based on the anticipated IRB approval obtained on March 9, 2010. The participants were then contacted and their participation and interview appointments were confirmed. Prior to the interview, the participant had to complete the LPI. After the interviews were conducted and completed, the digital recordings were sent out to a third party for transcription in order for them to be coded and analyzed by the researcher.

Table 1

Dissertation Data Collection Timeline

Action Item	Target Completion Date
Secure confirmation of participants' interview date and time	3/13/2010
Participant completion of LPI prior to interviews	3/15/2010
Interview with participant 1	3/15/2010
Interview with participant 2	3/17/2010
Interview with Participant 3	3/18/2010
Interview with Participant 4	3/19/2010
Analyze, code, and synthesize data	3/25/2010
Complete Chapter 4	3/31/2010
Final oral defense	4/16/2010

Validity and reliability of instrument. Prior to conducting the interviews, the participants were asked to complete the LPI. This instrument was developed by James M. Kouzes and Barry Z. Posner (2002). The instrument was designed to measure and outline five leadership practices: (a) Model the Way, (b) Inspire a Shared Vision, (c) Challenge the Process, (d) Enable Others to Act, and (e) Encourage the Heart.

The instrument is a self-reporting version consisting of 30 statements that participants must rate on a 5-point likert scale (ranging from 1 = rarely, 2 = once in a while, 3 = sometimes, 4 = very often, and 5 = frequently (Appendix F). The attempt is to identify and quantify the participants' self-reported leadership behaviors. The researcher used this instrument in order to capture the participants' leadership tendencies pertaining

to the previously identified areas. Further, the instrument is valid and reliable because it is a published, pretested instrument by Kouzes and Posner. In addition, written permission to use this instrument has been obtained from the authorizing organization (Appendix G). This instrument was given to the participants upon their agreement to participate in the study, and the responses were analyzed in addition to the interview responses.

The second instrument that was used is the interview questionnaire created for this study, which was based in Gandhi's (2009) questionnaire. This questionnaire was utilized to obtain Gandhi's (2009) research. The original interview instrument was reviewed by a panel of two female and two male leaders in April 2009. The goal was to eliminate weaknesses and to ensure that the questions would be easily and well understood by the participants. It was through this process that the original questionnaire was enhanced by clarifying some of the wording and ensuring that the questions were open-ended. The instrument was then pilot tested, by an additional two female leaders who were not participants in the study. Finally, the instrument was used to conduct the study and yielded information-rich data utilized in the Gandhi study.

Data Analysis

As discussed previously, the participants first completed the LPI. The goal of using this instrument is to determine the frequency with which these four leaders engage in or exhibit certain behaviors and actions. Their responses to the instrument were documented and analyzed to identify patterns and consistencies. Next, the interviews were conducted following the interview protocol questionnaire. The qualitative data generated from the interviews was analyzed using methods described by Creswell (2007),

who suggests a six-step approach to analyzing phenomenological data. The first step is for the researcher to bracket his or her personal experiences related to the phenomena in order to prevent these preconceived notions from being placed on the participants. Although our personal reflections can never be set aside completely, this aides the researcher's "focus [to be] directed to the participants in the study" (p. 159). Second, the researcher will analyze the data in order to extract a list of significant statements pertaining to how the individual participants are experiencing the topic. The researcher will develop a table that depicts the identified significant statements. Each statement will be treated "as having equal worth" (p. 159) and the researcher will continue by developing "a list of nonrepetitive, nonoverlapping statements" (p. 159). Next, the identified significant statements are grouped into larger units of information, referred to by Creswell, as "'meaning units' or themes" (p. 159).

The fourth step is to synthesize what the participants in the study have experienced with the phenomenon. According to Creswell (2007), this is called a "textural description" (p. 159) of what was experienced. Next, the researcher surmises a description of how the experiences happened. This is referred to by Creswell as the "structural description" (p. 159). This is followed by the researcher's reflection on "the setting and context in which the phenomenon was experienced" (p. 159). The researcher composes a description of the phenomenon, which includes both the textural and structural descriptions.

For this study, after obtaining the responses of each participant through use of the interview instrument utilized as a probe to extract data that corresponds to Research Question 2, the researcher then cross-referenced the responses obtained using a coding

system in an attempt to determine why so few Latina women attain leadership positions as faculty in academia. This was achieved by conducting interviews and capturing the data using a digital recorder. The time allotted for each interview was one hour. In addition to the hour, the participants allocated 15 minutes of their time to complete the LPI, which they completed at least one day prior to the interview. The interviews were captured with the use of a digital recorder in addition to the handwritten notes taken by the researcher. The digital recordings were then outsourced to a third party by the name of Southern California Transcription Service, for transcription.

Analytical techniques. The researcher analyzed the transcriptions of the interviews in search of themes. The themes were documented, coded, and synthesized in a method that mirrors Gandhi's (2009) study. This was achieved in the manner outlined below.

The LPI. The results obtained from the LPI results are summarized in a table. Although Gandhi computed some basic calculations the researcher felt that the sample size was too small to yield any significant conclusions from statistical calculations. Instead, the purpose of this table to facilitate a visual comparison between participants.

Coding system. A coding system was used in order to analyze the data collected during the in-depth interviews and to categorize like responses into themes. The data was then analyzed in search of patterns that were then coded and synthesized into a Table 2 reflecting the emergent themes or commonalities. In this study, for simplicity, the codes are not included in the summary and were used only as a tool for research and data organization. The table reflects the common themes yielded and the results of the participants will be revealed and analyzed in the concluding chapter.

Table 2

Summary of Coding System Results

Barriers and Challenges				
Themes	Prof. 1	Prof. 2	Prof. 3	Prof. 4
Subtlety of bias, judgments and perceptions based on ethnicity				
Family, Spousal or Child obligations				
Complexity for securing position at institution				
Lack of support from parent(s) and/or siblings				
Burden from extra service work.				
Lack of resources/support from institution				
Factors and Strategies for Success				
Themes	Prof. 1	Prof. 2	Prof. 3	Prof. 4
Support from nonacademic relationships Personal drive and positive attitude				
Support from mentors				
Formal Teaching Training				

Upon completion of the study, the researcher presents the findings in a table format. In the chapter that follows, the researcher discusses the results, conclusions, and

implications of the findings and makes recommendations based on the findings.

Summary

This chapter outlined the research design, execution strategies, and rationale for the study. In addition, there was a description of the target participants, the setting, and explanation of due diligence pertaining to the study of human subjects. The data collection procedures were outlined, the rationale behind the instrumentation used, and last, the analytical techniques were reviewed. The purpose of this structure is to facilitate the research to address the statement of the problem and answer the two research questions. The researcher personally identified the participants and interviewed them after each completed the LPI survey. In the chapter that follows, the findings are presented as well as conclusions and recommendations.

Chapter 4. Results, Conclusions, Implications, and Recommendations

This chapter outlines the findings from the qualitative interviews as well as the LPI assessments completed by four Latina university professors at a major university in Southern California. Preceding the findings will be a discussion of the conclusions, the implications of the study, and two sets of recommendations: first recommendations for women considering the pursuit of faculty positions, and second, recommendations for further research based on the findings.

Restatement of the Problem

The amount of career development literature pertaining to Latinas is sparse and not well grounded in theory (Arbona, 1990). The literature that does exist indicates there are several barriers that inhibit and distort their achieving prestige equal to their nonminority counterparts (Steward et al., 1995). Although some of the challenges that women face in academia have been outlined in the research, few studies have been done to gain insight into the factors that contribute to the success of those few who have overcome these challenges. Therefore, it is important to explore the experiences of Latina women in higher education in an attempt to understand what fuels this subculture of women to strive to secure a leadership position within academia.

Restatement of the Purpose of the Study

This study has replicated the methodology originally used in a study conducted by Gandhi. The purpose of Gandhi's (2009) study was to gain an understanding of what it was like to be a female senior executive leader within the highly male-dominated aerospace and defense industry. The objective of this study is to gain an insight into the lives of these very few women who have been successful in achieving the level of

professor within a large university, and to obtain access to what it was like for them to be such a small minority within academia. Specifically, it is to gain an understanding of what may be some contributing experiences or factors that led them on a successful career path within higher education to leadership positions. Latinas constitute only 1% of full-time faculty in the United States and only hold .3% of full professor positions (Catalyst, 2001). Therefore, the study was designed in such a way that Latina professors were invited to reflect on the challenges they faced, the motivation that helped drive them, and to share, in their own words, their experiences and obstacles.

Review of the Research Questions

1. What are the leadership ratings of four female Latina faculty leaders in higher education as measured by the LPI?
2. How do these four female Latina faculty leaders describe their lived experiences pertaining to their career paths, including their educational experiences, their leadership styles, the personal or professional obstacles they may have encountered along the way, and the behavioral expectations placed on them as Latina female leaders in higher education?

The research was broken into two parts. The objective of the first part was to answer the first research question: What are the leadership ratings of three female Latina faculty leaders in higher education as measured by the LPI? This was achieved by having the participants complete Kouzes and Posner's LPI. The LPI was sent to the 12 identified target participants after IRB approval was obtained from Pepperdine University and from the employing university on March 9, 2010. Of the 12 invited to participate, only four accepted the invitation and one of those later withdrew from the study. The second

portion of the research consisted of an in-depth interview. This interview was the tool utilized to answer the second research question: How do these three female Latina faculty leaders describe their lived experiences pertaining to their career paths, including their educational experiences, their leadership styles, the personal or professional obstacles they may have encountered along the way, and the behavioral expectations placed on them as Latina female leaders in higher education?

Description of the Participants

The three participants hold Ph.D.s and they are referred to as professors 1, 2, 3 and 4. Professor 1 is an Assistant Professor of Mathematics. She recently joined the university only seven months ago. She was born in Colombia and her family still lives there. Both her mother and father hold engineering degrees. Her mother is a college professor and her father works outside of education. Her husband went to graduate school with her and he has accepted a full-time position at Princeton where he lives. Although she would like to have kids some day, she does not have any at this time.

Professor 2 also holds a Ph.D. and is a tenured associate professor in the College of Humanities, Arts, and Social Sciences. She moved from Cuba to the United States when she was 10 years old. Both her mother and father only have a primary education. She has an adopted child.

Professor 3 is an Associate Professor of English, holds a Ph.D, and she is tenured. She is also the director of a campus group. She was estranged from her family for many years. She describes her childhood as very dysfunctional and she moved out of her parent's home as a minor of 15 years of age. She has a brother and sister, neither of which finished high school. She self-identifies as Chicano.

Professor 4 holds a Ph.D. in Biochemistry and is an assistant professor at the university where she is employed. She is originally from Argentina where she earned her Ph.D. before coming to the United States. She is a third-generation college graduate, and her sister followed in her footsteps and is also a scientist. She has three daughters; the first was born before she earned her bachelor's degree.

LPI Survey Results

As indicated earlier, each of the professors agreed to take the LPI. The researcher obtained approval from the authorizing organization to use the LPI and bought electronic formats of the instrument to make it convenient for the participants. After the participants agreed to participate, the researcher forwarded the electronic assessment by e-mail. Upon completion, the results were automatically sent to the researcher. Table 3 outlines the results.

Table 3

LPI Survey Results

LPI 5 Practices	Prof. 1	Prof. 2	Prof. 3	Prof. 4
Model the Way	42	54	52	51
Inspire a Shared Vision	27	53	51	53
Challenge the Process	32	52	51	54
Enable Others to Act	52	56	56	53
Encourage the Heart	34	57	51	50

Conclusions for Research Question 1

The first research question was: What are the leadership ratings of four female Latina faculty leaders in higher education as measured by the LPI? Each professor completed the instrument prior to being interviewed. Although Gandhi computed some basic calculations, the researcher felt that the sample size was too small to yield any significant conclusions from statistical calculations. The purpose of this table is to facilitate a visual comparison among participants. The most noteworthy distinction is that the three long-term professors all scored very high in the leadership practices with similar scores, while the younger professor (Professor 1) had substantially lower ratings in three areas: Inspire a Shared Vision, Challenge the Process, and Encourage the Heart.

Research Methods for Research Question 2

Research question 2 is: How do these four female Latina faculty leaders describe their lived experiences pertaining to their career paths, including their educational experiences, their leadership styles, the personal or professional obstacles they may have encountered along the way, and the behavioral expectations placed on them as Latina female leaders in higher education?

To explore the answer to this question, a qualitative interview was done with each of the participants. The questions asked during this interview were broken down into three areas. The first section of questions pertained to understanding the career progression of the person, which includes their education and leadership styles. The next section pertained to exploring personal and or professional challenges that they faced in their journey. Last, the final questions surrounded what advice or personal recommendations they would give to women aspiring to pursue leadership positions

within academia. The interview followed the protocol, but the individuals were free to explore the topics as they pertained to them.

Analysis of research question 2. Again, the second research question was, how do these four female Latina faculty leaders describe their lived experiences pertaining to their career paths, including their educational experiences, their leadership styles, the personal or professional obstacles they may have encountered along the way, and the behavioral expectations placed on them as Latina female leaders in higher education?

As described above, the protocol instrument used to interview the professors consisted of three sections. The first section consisted of eight questions that focused on understanding the participants' career pathways, including their education and training as well as their leadership styles. The next section consisted of two questions that asked about barriers or obstacles they faced or that they think other Latinas face. Last, the third section pertains to behavioral questions and consists of three questions pertaining to how they would or have reacted to any prejudices; what advice they would give other Latinas; and the opportunity to add anything that was not discussed. Although the protocol was adhered to by the researcher for all of the interviews, the professors were free to add anything or explore any other related issues. In the pages that follow, the findings from the in-depth interviews will be discussed.

Section 1: Career Progression, Educational Experiences, and Leadership Style

Interview question 1. To start, I would like to learn about your professional experience and career history from the beginning to present. What attracted you to your profession?

Professor 1 stated that she first identified the things that she didn't want to do. She

knew that she didn't want to be a doctor or in the medical world, or anything like sociology or anything like that because,

Real life is too complicated...I don't want to be distinguishing right from wrong and all of that so, and I mean I think that's too complicated and hard to do and that's not the path that I wanted to follow. I wanted something to be very crystal clear and very specific and to be able to say okay this is the way things are and this is how I ended up in mathematics.

Professor 2 indicated that she was very interested in reading as a child. In addition, when she first started college, she rented a room from someone who was a professor. She said that, "I think that for me, she was a very good role model, so those two things but mainly I really enjoy reading and learning."

Professor 3 indicated that she was on the last wave of affirmative action programs and said that she,

...was mentored from the community college to the Cal State and my mentor made the decision that she...she needed to create a replacement for herself and that was going to be me....So she created a research fellowship so that I could stop working full time as a fast food manager and start working part time as a teaching apprentice and so that was really how I actively trained as a teacher.

Professor 4 indicated that she was very young (probably 10 or 12 years old) when she decided to be a scientist. She said that she loved watching science documentaries and science fiction.

Interview question 2. How has your career developed over time? Professor 1 indicated that obviously she went to college and majored in mathematics and progressed

through the standard education model, proceeding to a master's degree and then a Ph.D. This is her first faculty position. She also indicated that although many people take detours, she did not. She spent the standard four years in a bachelor's degree program, and two years in a master's degree program at a university in Colombia. From there, she went to a university in the United States and spent five years earning her Ph.D. Today, she expects to be at this major university in Southern California as a visiting professor for two more years.

Professor 2 indicated that as an undergraduate she had very good role models and mentors. She said that these individuals demonstrated their interest in her and in her achievements. When asked who these mentors were, she said:

They were my professors. But I went to a private school, liberal arts college, and we had very low student to teacher ratios, so I was able to foster relationships with my professors and they were very interested in me and I was very interested in the kinds of things that they were teaching

She also added that they really encouraged her to go into teaching.

Professor 3 indicated that she was a community college student before transferring to a California State University. She finished her BA in four to five years. After that she started to work on a Master's of Fine Arts or Master's degree in English, but a year into it she got involved with another mentor in another kind of affirmative action program called Project 2000 (the goal was to get 2000 Hispanic students into doctoral and/or master's programs). So she applied through Project 2000 for a doctoral program in English and eventually ended up getting accepted into the doctorate program at UC Santa Barbara. She was actually torn between this and another opportunity at

another university. She stated:

After visiting both and talking with my mentors, they really strongly felt I should go for the Ph.D., that I had the skills to do that, so I did. I didn't really understand exactly what I was doing other than it was important and my mentors thought I was well suited for it and I was going to be funded to do it and I knew Ph.D. was a good thing, so I took the next step to push my education forward.

I was very highly trained as a teacher when I was at Cal State Sacramento....I had to do a seminar on pedagogy; I had to do a seminar on practicum. Put together a lesson plan on how do you put together a syllabus, how do you comment on student papers and then I had to have a term...and then I had this programmatic development to become an English department teaching assistant to be able to enter composition program because I have chosen not to do the MA in English but to go enter a doctoral program elsewhere. Ya know, that course work that I had done it didn't really count for anything, but it ended up becoming extremely foundational because then when I went to do my doctoral work at UC Santa Barbara, I came highly trained to teach composition and so there again because I had also been trained under mentoring programs...but within my first year or two I was signed to be a teaching assistant not just in the regular composition classroom but in composition classrooms that have mentoring fulfillments.

She went on to explain that although this was a great opportunity for her, since the passing of proposition 187, these kinds of affirmative action programs are now gone. She stated:

Those mentoring-based programs designed to skill-build, to foster the gaps into a target specific student groups you no longer can do that. But it's all teacher training that became fundamental to what I do and my professional work at my particular university campus, which is one of the three most ethnically diverse college campuses in the United States but also is profoundly working class. So yeah, it's funny how your foundation ends up becoming bread crumbs and little building blocks that you've become.

Professor 4 indicated that her career evolved very slowly and that she had to overcome many obstacles. She came to the United States from Argentina already having secured a job at the university with which she is currently employed. She attributes this to having done quality research work in a very new area of scientific research. She indicated that she actually had five job offers (three in Europe and two in the United States), but accepted the one in Southern California and she has been at this university for 15 years.

The responses to these questions speak undeniably to the importance of mentors for all of the women. This is also in-line with the literature by Kram, 1985 which indicates that people who are successful often attribute their success to role models or mentors who supported them. The other theme that is compelling is the role of affirmative action programs. Now that affirmative action programs are no longer in place, it begs the question, what will the impact be to the number of Latinas in academia both as students and also in the pipeline to become future professors? The impact of the lack of these programs is a recommendation for future research.

Interview question 3. Do you have any desire to get into administration? If already serving in an administrative position, when did you decide to do so and why?

Professor 1 said that she had no desire at all to pursue a position in administration. She knows she will eventually have to serve in some sort of administrative capacity within the math department, but she said, “I don’t look forward to it, so no.” What she really wants to focus on is do research, “That’s another important part of being a mathematician, and the most interesting part honestly.”

Professor 2 indicated that she had never thought about it very much, stating: Probably at some point it would be interesting for me; however, I’m not in a situation where there’s any mentoring going on in that area. There are no role models, so it’s kind of like a wasteland in that regards.

When asked if she felt like she was not getting the guidance to go in that direction. She said that there were no Latinos in administration at the university. She stated:

They primarily have staff positions or service positions. There’s only a few of us here that are faculty; I can count them on one hand. So I don’t think it’s an environment that’s setup to foster that kind of professional mobility.

Professor 3 indicated that she has started to prepare herself for that in small ways, she stated:

My goal is after I have two scholarly books out, I have quite a bit of publication activity with articles and then I have my anthology and then I have a book that’s about to come out; after I get a second scholarly book out, my goal is probably to start thinking about administration. But I think part of the trap for people of color who have administrative skills is often you get targeted very very early because your knowledge and experience and you can imagine the little that I’ve told you it’s a lot of knowledge and experience its needed in administration and I think for

me I feel that it's very important that I will be able to finish pursuing what my scholarly publication goals...but I've done prep work in terms of...I've been director of a graduate department for four years I worked to get a program in an undergraduate program recognized by the university...and then I found a lot of other kind of baby steps for thinking about it administration just things that put me in touch with thinking about program development thinking about problem solving with people but also being a member of the chancellors so you take action committee where I would really learn how to think about the long-term planning for a university so I'm in training I guess. I'm trying to obtain a degree in observing and participating before I step into them in a very formalized way.

Professor 4 responded by explaining that she has thought and debated a lot about the possibility of moving into administration; however, she is concerned with having to accept and work within the constructs that already exist in that arena, stating that if she were in administration she would want to be able to modify things.

Overall the responses to this question varied from not having interest in moving into administration to taking small steps to move in that direct. A major concern is professor 2's concerns about not perceiving support and mentoring for those Latinas who are interested. On the same vein, there appears to be a perception that there are few Latinas in the university and most of them work in service areas. Very few work within academia as professors and none work in administration positions to which a professor would aspire. Despite the university student body consisting of a large percentage of Latino students, this demographic is not reflected within the professors and administration.

Interview question 4. How long did it take you to obtain your first tenured faculty position? Professor 1 stated:

Okay, ask me in 10 years because I'm not tenured and I won't be for several years. No, it's not a tenured track. It's a temporary position for three years and then I'm out of here, for good, forever. And then I will have to find something else, and that's usually what happens in mathematics; you have one or two different two- to three-year positions and then you can start looking for tenured track. So I know that I will be, you know, flying around for a few years at least.

Professor 2 responded that she was tenured and said, "It took me six years with one year off for I guess you would call it parental leave." When she was asked if she had taken a year off she said that no, but that since she adopted, she was,

...eligible to stop the clock, I mean I wasn't off, but you can stop the clock for one year as an adoptive parent. So I've been here seven years, and it took me six years to get tenured, it took a long time.

When asked if she had taken the entire year off, she said that she "only got a quarter off from the university, but I was able to stop the clocks, so my clock for tenure wasn't ticking." This means that, although she did not take the year off from teaching, she was not pressured to engage in additional scholarly activity such as publishing during that time because that year was not taken into account when she was evaluated for tenure.

Professor 3 indicated that she feels she was in a unique position having had published a substantial amount of work throughout her graduate and doctoral studies. She indicated that although she had a rich background, she still had a hard time. She stated:

You think that that would open a lot of doors, but I think my struggle was very

similar to other Latino graduate students that were in my generation....I went on the job market prematurely. I went on the job market without my dissertation being done...and I was really, really fortunate. I also only applied for the jobs that I wanted, I didn't apply in desperation, I applied hoping something would work out and making peace with myself that if I landed the job I really wanted that had to be the incentive to finish or it had to be really worth it to work as hard as I would have to work to finish while I started a new position...and I landed the job at this university where I've been for 15 years....Yes again that would never happen now. My department would never in a million years hire somebody without the dissertation completed, but I'm on the last wave of affirmative action. I'm on the tail end of this generational moment where when I went on the job market there were only a handful left you know, a handful of Chicanos with Ph.D.s in English and there was a required demand to hire people in the field. I also think my background and my personality in hindsight it's perfect. I'm so perfectly suited for my department like the personalities and adding to the intellectual committee of my department, but I am my undergraduates. I am my own personal story the profile of my own undergraduates and when I was hired the chancellor of my university, because this is a historic hire and it would fill up such important hire for the campus to have a Chicano presence in an English department, he was actually at my job interview....I was hired in 1995 and I was tenured I believe in 2001.

Professor 4 replies by saying that she has not yet achieved tenure. She states, "That's one more example of how slow things progress for me." She goes on to say, "My

main challenge is to balance family and career.” Throughout her career she has had to balance work and family life because she has three daughters and has always been a single parent.

The responses to this question raise questions about the tenure process. The examination of the tenure process is outside the focus scope of this research. However, the responses from the participants raise questions about the difficulty in attaining tenure for this group of women. The issue of balancing family obligations and the desire to achieve tenure is a theme that stands out in each of the responses. It is interesting to note that the mother of three has not attained tenure despite her extensive research and number of years. The requirements and review of tenure is a recommended area of future research.

Interview question 5. What education, training, or mentoring enabled you to obtain your leadership position? Professor 1 responded by saying:

Well the education for this job has to be very specific. You need to have a Ph.D. degree. Now for the training, it changes for teaching. You do need to have some training because you can't just show up in a classroom and start saying random stuff.

However, she stated that at the university she attended for her doctorate:

They have a mentoring program that teaches young students to become lecturers, so I think that that was very useful in order to be able to communicate to students. Especially because English is not my native language, so it takes some time to get used to it. Yeah, so during the first year you have actually two mentors, one for each semester and at the end of that you can start teaching.

In addition, she also attended a program at a second university, which she stated

was a,

...program for non-English speakers, which was very useful for me, especially since there are a lot of cultural differences....So that was also something that was a big part of my training, to be able to communicate effectively in a classroom.

Professor 2 was asked the same questions and responded simply by answering, “none.” When asked to speak about what happened right after she finished her Ph.D., she explained that she had a friend who has a management company and that she went to work for her for some time, as a freelance consultant. During that time she was invited by a friend at UCLA to apply for a position as a visiting professor. She was at UCLA, as a visiting professor, while she continued to do the freelance consulting for her other friend. “And then I got a post-doc and then I got another post-doc and then I was on the job market for two years” before she was able to get the current position at the major university.

Professor 3, as described in detail earlier, had, in addition to her education, formal teacher training. She was given the opportunity to hold various teacher assistant positions and formally taught both in tutoring as well as in the classroom. She was groomed early on and mentored specifically to teach within the university.

Professor 4 indicates that she has had both teaching and research training. She explains that she feels that they go together. She states, “I believe a good scientist is the one who wants to communicate and who wants to be a mentor....I believe that they go together.” She started as a teaching assistant, then began to be invited to give lectures and then eventually moved on to teaching her own courses. “To give you an example, I’ve been in science for 30 years.” When the researcher agreed that this is a long time,

especially not to be tenured, she agreed and stated that it is because she became pregnant before earning her bachelor's degree and added that, "I've always been a single mom or most of the time....I don't mind going as slow, as I said slow and steady pace, but I just love having children."

Given the responses of the participants, formal teaching programs for university professors is recommended. Professor 1 put it best when she said that you can't just show up in front of a classroom and start talking. Earning a doctorate alone does not ensure the skills to be a university professor. Given the challenges of securing a position as a professor, the challenges pertaining achieving of tenure, and the journey, the questions become what is the lure to become a professor versus pursuing other positions in industry, which might be easier to secure and might pay better at a faster rate. This too is another area of recommended future research.

Interview question 6. Thinking back, what do you believe are the top three factors that had the biggest impact on your motivation to become a leader and contributed to you perseverance? Professor 1 responded by saying:

I really wanted to become a scientist and it's not an easy path. It's not something that you do overnight. So it's something that you have to plan years in advance. So when I started my undergrad, I knew that I would probably end up doing that because that's what I like and I would like to have some flexibility on my job and I mean I have a lifestyle that I would like to follow and that is one of being a scientist.

She went on to explain that she is Colombian and that her family still live there. She said:

Both of my parents are engineers and they wanted me to go to college and study

and all of that and my mom was very supportive, she is a college professor as well, so she always was you know like letting me choose my own path and deciding what I wanted to do and the same with my sister. My father was less supportive because he, he started engineering but he ended up doing something different, working for the government, so what he does is very unrelated to what he studied in college. So he did want me to get like a more practical major, something like engineer...but I ended up doing what I wanted to do. I ignored my father's my opinion....And my sister is also an engineer.

Professor 2 stated:

Well I think that for me it was mentors, mentors, mentors. Having people who believed in me, who supported me, who helped me, who had lengthy conversations about what I should be doing and not doing, um, and probably the fact that other avenues, once you've gone through this training that's so specialized you're kind of limited to other fields. So those doors were quickly closing on me I would have to of gone back to school say to get an MBA or something in order to kind of retool myself for some other line of work...but the bottom line for me has really been having that support around me and that for the most part they were all women....And for the most part they were all Latinos that were first generation in academia.

She continued by adding, "It was very, very powerful and if not for them, I would not be having this conversation with you." When asked to speak about her family growing up, she indicated that her mother wanted her to have an industry job. She stated:

She preferred that I worked at a bank, she liked to wear high heels and be in a

nice environment, so was my dad. So they wanted to me to have some kind of an office job, sitting behind a desk....I don't think that they ever dreamed that I would be a professor. My mom had a sixth grade education and my father, second grade, so I, myself, never met a professor until I was 28 years old and went to college, so it was definitely outside of our possibilities. So I think my father was the type of person that never put any kind of limits on me and then so I think that was very helpful and I think my mother was a little bit more conservative about what I was doing. It didn't seem right to her that I went to school for so long. Other people went to school and seemed to finish a lot faster. I think she kind of thought that maybe I was a little stupid or something. So there wasn't really an understanding of what I was doing...and my sister thought that I was crazy....She said, well aren't you ever going to get married and have kids?

Professor 3 answered:

I think a couple things. One is I come from an extremely dysfunctional family and I left home at the age of 15. I've been living on my own since 15, so I kind of again I kinda [have] this freakish personal background where ya know on one sense I used to think that it was just only traumatic and toxic but then when you start thinking about Chicano epistemology that is my knowledge system. My knowledge system is to how to negotiate spaces of survival. I had to figure that out at a very young age and then through mentoring programs I think that what that develops in you is not just surviving, but enduring and creating a path for others. And so I think that's the combination of those two things that have not only brought me success in my position but I think you're right to say that I

whether I wanted to or not...part of my generational moment was in affirmative action, as a student, as a graduate student, as a professor...to think of yourself as not just a scholar but a leader...being a good scholar by advancing forward and being a great teacher and a mentor then pay it forward in that way. So I think that those are the things even in my professional career ya know when there's these crisis moments either in my life or with my students it's been really thinking about modeling leaderships ya know how do we get through this not only for ourselves but ya know as a community....I really think that's part of just my survival skills having to develop a real personal fortitude because I never had a family support ever. You know, my father was very actively destructive of my progress and my mother suffered from mental illness just couldn't even be engaged with it at all.

Coming from such a family where no one had ever graduated from high school and let alone thought about college, let alone come to a college and see a college professor, you know, family support just wasn't in the picture. I think that's why those mentoring programs were so important for me.

She went on to say that there would be no possible way for her to achieve what she has if it wasn't for those mentoring programs.

Professor 4 states:

I think it was that self-drive, I don't know where it comes from. If it's just my nature, I don't know....I'm very determined. When I decide something, I stick to it...I think it's just part of my nature. I could not be different. [In addition,] I had wonderful mentors, yes, yes. Especially in Argentina because that's my younger

years there and that's when mentors had such a high impact because they are nurturing your roots it's like fertilizer for a plant that is trying to grow and those mentors were highly important to me.

She also explains that these mentors were not necessarily assigned or appointed, she states, "I would just go out and look for the right message, I was very proactive on that and I would adopt those people as part of my life I would say."

When asked who these mentors were, she indicated that they were professors in academia and at the university. They were her teachers and the researchers with whom she would do undergraduate research. She also went on to indicate that her family was very supportive of her studies. She is a third generation college graduate and both her parents have high school degrees. "They wouldn't understand what I went through, but they were very supportive."

Here again with all of the participants, the support of either family or mentors was crucial. Professor 3's story reveals that with a population or individual who does not have family support, the role of mentors and affirmative action programs was imperative in her ability to achieve success within academia. In addition, Professor 4 emphasized that although her family was supportive, they really did not have the knowledge or education to understand what it entailed to be a professor. Thus, even with the family being supportive, if those family members don't have the knowledge to guide the student in the right path, the mentoring by qualified individuals is very important to their success as well.

Interview question 7. Is there anything unique about the higher education industry that made it more or less difficult for you to obtain your current level of

leadership? Professor 1 said that she never had experience working in another industry and that she was curious about the environment there. She said:

My comfort zone...because I have been at the university for 10 years or so, so that's one thing that I probably feel more comfortable with. Now I do want to have flexibility with time and in location and things like that because I mean if I want to have a family and if I want to have kids in the future, then I want to have a flexible schedule, I don't want to be stuck in an office from nine to five or things like that. So that's one thing that I like. Another thing that I really like about my job is that I travel a lot, for conferences and things like that, and I don't have to pay for it. So I have the opportunity to know a lot of people and a lot of places and I find that really, really, really appealing to my job. I don't have a dress code, that's another thing that I love. So, like little things that makes me happy every day.

Professor 2 said that she thought that in the corporate sector,

It's very difficult for women....In some ways I think it's more difficult because I think around issues with maternity leave and childcare, things like that, I think universities have policies that are more liberal. We have a childcare facility on campus; we have parental leave, men and women. In some way I think there's less of that in the corporate sector, and that's just from an outsider looking in.

She also expressed a belief that corporate organizations were more straight forward and people are judged strictly based on their performance and "I think in academia a lot of times it's proven by politics."

Professor 3 stated:

I think very similar problems are endured, but those problems are more cloaked [in higher ed] and made more complicated, for example...All faculty have in theory we have equal education we all have Ph.D.s in hand that gives the illusion that one doctor so and so is the equivalent to another doctor so and so, but we know that if we look at the public record about salaries we know women are paid a lot less, we also know that Chicanos and Latinas that we are not in the numbers of the profession level we don't control the university where we are not really an active part of shared governance and that has to do with I think the demise of this kind of programming....I find I have to deal with and negotiate is your expected to kinda do that programming your hired to be that role model to do that programming but without resources being allocated for you to do that programming and if there were resources it wouldn't be expected just you do it, it would be other people expected to be part of that programming. So what happens is we get stuck and some people get real stuck and don't make it to tenure and other people get stuck at an associate level, other people get stuck like I told you, they have skills and they get routed into administrative positions and then they hit the adobe ceiling because they don't have the full credentials. They've gone as far as they can with their scholarship so I think there's like all these visions and trappings that's gonna be different than the business world.

I think in the business world because they don't talk about affirmative action's that they really actively practice it because there's damages to the business if you don't address it, right? We can't talk about equality and fairness and now people's color become a market group, right? You have to address that

market group what was that I was thinking? Oh I was just reading about the okay so the gun lobbying their business is failing so what do they do they start and get more women and youths interested in guns to create future consumers. They start giving guns new names like Viper, Techno, and things that are more attractive to the youth market but then they also start talking about safety issues to get women involved. So even in a sick and twisted way that's really thinking about women in your business practice where as academia...we don't have to think about...serving different communities for different reasons.

Professor 4 indicated that from what she has heard, the business world nowadays is more open minded to receive successful women in the workforce. She stated:

Academia is very traditional. I have found it very traditional both in Latin America, Central America, and in various parts of the world, and I think its very universal and they are more traditional old fashion type of minds in which they feel that the male brain they believe it's more intelligent or capable than the female's brain....I have travelled a lot for academia and I believe that I bring the image of the mother to academia and successful academics are not usually mothers, less frequently they are single mothers. So in principle, they have the concept that I will not have the time to perform according to what I am expected to perform and that is my daily targeting of work and I must be extremely efficient and organized to be able to do everything. So in academia, I see that very clearly that even my female peers still believe that I won't be able to make it because I have children. And they don't say directly but they imply it a lot. I think my oldest kid is 24 years old and so I'm experience this a lot, it's not that I'm

raising little kids for the first time and so but, however, what I have heard about the industry is coming up with more family developing or is more aware of developing or offering at least to their employees more a family friendly place. I am starting to hear actually it's even easier for women with family and children to go into industry than to go into an academic career. That's what I'm hearing. I haven't experienced it, as I said I am making my first steps into the corporate world. It started in the last year and I feel to deal with when I have to go to attend my meetings especially some with an accent and they know that I'm an immigrant so it's a number of things I have to deal with. Which they will not say upfront but you can learn to read in between lines.

The resounding theme in the responses was that the university cloaked the perceived inequalities more than in the private sector. The participants alluded to inequalities being less obvious and more grounded in tradition. There was also the perception that corporations were driven by profits and thus more likely to tap into all of their resources more effectively in an attempt to improve the bottom line. It is recommended that further research be done on comparing the challenges and opportunities for Latina women within the private corporate sector as compared to public universities.

Interview question 8. What is your leadership style, and do you feel that contributed to the success you've had in your career? Professor 1 indicated that she was very persistent or stubborn:

You know like because this is what I want to do and decided that this is what, what really makes me happy, so I decided to go for that. Now in order to complete

a Ph.D., we have to work really hard and overcome obstacles and sometimes you feel that there is no hope and there is no way I'm going to graduate, yeah so one has to go through all of that and yeah you have to persevere and keep going and you know hope that you find the light at the end of the tunnel....Sometimes its frustrating you know...okay but I have to, what else can I do, I'm here, I'm stuck okay, lets keep going. So sometimes you realize that you have no idea what you are doing, and you just have to wait to see what happens. But there's always hope that things will get better and I think you have to look around and you know and put your situation into context okay maybe its not so bad, I mean you expect the worst and you know hope for the best. Prepare for worst, but hope for the best....So yeah and I think that, I mean I have a goal that I want to achieve and I think that having your goals in your mind, your, not only your short-time goals, but more in the long run, is also very important because you know maybe in 10 years it wont look so bad. So hopefully things will improve so, that keeps me going.

Professor 2 said:

Oh boy! This is a very gendered response, but I think for me it's been about nurturing, uh nurturing and validating and encouraging. Constant positive reinforcement has been very important for me and it's also very important for the way that I relate to people. So far, and it doesn't work all the time, for some people you have to get very tough.

When asked if she can get tough when she needs to be she answered:

Yes, I'm just now having an experience with a student that I've had to get really

tough with her, because she has constantly slacked off...I think I was nice the first time and then after that its no more sympathy.

Professor 3 indicated that she would describe her style as,

Hands on and a people person, and I'm the type of person while I'm an active listener while I'm listening to people describe problems and also at the same time disclose their feelings about problems I'm also while I'm listening trying to think ahead for what that indicates for a bigger picture that person for my relationship to the person or in just in terms of the archives of experience I'm building to understand how to better problem solve in the future.

I try not to be reactive. I think that one of the things I've said is in my work is often things that seem intensely personal have nothing to do with you on a personal level. Like for example, I put on a conference it came to all the details it sounds horrible and it was really complicated but I was protested the really it's so complicated but I was protested and I write about this and the irony is ya know here it felt like such a personal...and I was it wasn't really a personal front it was about a student's sense of crisis about they needed more leadership on campuses and why were they protesting me of all people one of their biggest advocates precisely because they saw me as being in a position of leadership. So I had to it's really hard to pick something personal like this when you use somebody holding signs with your name on it and saying really rude ignorant misguided things and ya know the whole after all the background...you know about right to this moment and how long it is and your feelings about it but the thing was it was so not about me. It was really about a larger crisis on campus and I had to remember

that to remedy it and move forward and strengthen the ties with the students and figure out how to problem solve what they were telling me were the problems.

Professor 4 stated:

My leadership style is to help my staff I supervise, to help discover in them what are their strengths. They and I discover their strengths to the service of the group goal....If it makes sense. So I believe that this way the person that I am supervising is going to feel good after him or herself. I am not imposing on them a task on them but discovering what's their potential of their skills....I have mentored so many people and I think that that's something I did learn from my mentors who were so wonderful....I do relate tremendously with the sociocultural situation here in [this area] and the students who come to this university. I know what their social cultural family backgrounds and situations are like and I want to do something for them. Many, many of them are first-generation college students. Many, many of them don't have the economic means to be supported college education. And so it's something I do like doing is volunteering and reaching out and talking with them and meeting with them...the leadership at the university at this point is not run by minorities. It's clearly Caucasians and male dominated, but the student population the majority is minority.

It is interesting to note that their responses were much in line with their results on the LPI. Of major note is the similarity among the seasoned professors as compared with Professor 1, who is earlier in her career and just recently began her appointment as a visiting professor.

Section 2—Barriers-Obstacles

Interview question 9. What are some of the most difficult challenges you faced personally or professionally along your journey, and how did you overcome these?

Professor 1 said that the first one was coming into the United States to get the advanced degree. She said:

It's very difficult, especially because there are a lot of things that you don't know about, how universities work here. So its complicated I mean and you don't really know until you come here, so, and coming here and then you know speaking English all the time and getting used to the culture and being away from your family and all of that...and I am still fighting for my visa, so it's hard....With patience, I mean there's nothing you can do about it. I mean you can scream all you want; no one cares so you have to find a support group among people who are in a similar situation and there are other people who are also in a worse situation. Like with Russians, Chinese, and Vietnamese people, they are in an even worse situation then I was. So you know its not that you, that you wish them bad or anything, but okay I'm not so screwed after all. So yeah, you really need to find people who will support you and will guide you. They will give you advice you know, if they were in the situation two years ago.

Professor 2 answered:

I think I lost faith a lot of times, not being able to see where I was going and if I was ever going to get there. Um, I think isolation....I think that when I got into graduate school, I felt very alienated from a large institution and very bureaucratic, less opportunities to develop relationships. I felt alienated from fellow students, I thought it was, it seemed to me like very competitive and driven by anxiety and

competition and I think I lost faith a number of times. That made it difficult.

When the researcher asked how she overcame these moments of feeling disillusioned, she said:

At one point, I surrounded myself with a lot of people outside of academia.... We did other things and kind of, I had sort of a social network outside of academia. Um, and I used to say a lot, act as if you know what you're doing.... Fake it until we make it. So I just kept thinking it until I became whatever I was doing... you don't really know half the time what you're doing is right, if it's going to work out, so... you got to fake it.

Professor 3 stated:

I think the biggest one is people reading you like a scholar and but at the same time acknowledging that your half in being a scholar and teacher is complicated by your sensitivity in that that has to be acknowledged. The only time in my career that I ever felt like I was read as a professor of English who specializes in American Literature was when I was in Spain and they could care less about the mentoring issues that I have to think about as part of my scholarship they didn't even understand fully what Chicano identity was about they didn't wanna hear about the history about the identity or social struggle they wanted to hear about the literature as part of thinking about the paradigm of American Literary of cultural studies. So it was a profoundly liberating and informative moment in my career to be on point because it really made me think through things in a completely different way for the first time in my career people were not talking to me wanting me to talk about the work I do, about the students I serviced about

who I am as a Chicana it was like who are you as Dr. XXXX, specialist in literature. I think for me, here's an example to show you to explain about what I see as a challenge, I think we all have moments in our careers where we need people to sit down and talk about to give us an assessment and say here's where you are in your career development, what are your future career goals, how can we help you achieve them and be on point and how is your position as a Chicana educator how is that complicating what it is that you need to achieve? How is it contributing to it but how is it also complicating it and how can we work through it? I think now that we don't have a public conversation about affirmative action about mentoring about how different people bring different things to the academy the inability to think about somebody's needs in a complex way has gone by the wayside. So for me that's to come back to me that's the biggest challenge is how people access you and how they speak to you frankly about evolution in your career. Like I think if you I mean you must find it when you talk to a lot of Latinas that they always get told pretenure stop doing so much, oh you should just say no, don't do so much service but nobody understands this you feel a moral imperative because if you're not doing that service that means your undergraduate students aren't going on to graduate programs and if they don't go to graduate programs you're not fulfilling the gap in of the faculty gap of the lack of presence of Latinos with Ph.D.s. So it's a real simple thing for them they think of services you're going to too many meetings and talking to too many students but there's a whole larger politics at play in that there's a whole sense of mission while you're there to get the Ph.D. in the first place. So to me that's the biggest I see that as the

biggest barrier.

Professor 4 indicated:

The financial situation of my family, my parents. Very limited. A lot of constrictions and financial constraints and having to be a mother at a very young age and I was a single mom, when I was in my early twenties. And then coming to the United States coming from a university somewhere in the world, which is not a well-known university.

Although each of the women had very different journeys and different obstacles, their personal sense of drive, perseverance, and positive attitudes resounded strongly. Although their journeys were supported by role models, mentors, and training programs, it is undeniable that their personal will to succeed is present. Undoubtedly, without their strong drive, it is unlikely that they would have been able to overcome all of the challenges they faced.

Interview question 10. In your opinion, what are possible contributing factors that result in so few Latina women having obtained leadership positions within higher education? Professor 1 indicated that there several initiatives and associations trying to address this question of why there are so few in higher education and in mathematics.

Then she went on to say:

It's probably a lack of role models. So it is necessary to include more women so that we will have more women. So I don't know whether or not that's true, but that seems to be the theory that goes around and it's important to network and find more people to...and I've heard that in other countries that the situation is not so dramatic. Like if you go to Bulgaria or something, and then you know the

women do really well in math and science. So it could be something social...In Colombia, the family model is very different you know and I, this is just an educated opinion, but I think that the role of the working mother is more prevalent in Colombia than what I have seen here. I could be mistaken but it's just an impression that I have. I think it has to do with the concept of the extended family; we don't even have a word for extended family because extended family is family. So like in my case, my mom is a working mom, and my grandma and my uncles and my cousins, all of them help us, they raised us, so that allowed my mom to be a working mom. I understand that here that the situation is different, but you know when I was in high school, all my friends were kind of in a similar situation. So they had working mothers and helping grandparents and all of that, so yeah it's really different here.

Professor 2 said:

Well I think for a lot of us it's not having role models or seeing that as a possibility for a future, we don't know women who are in academia, we don't have the personal contacts or relationships...There's just no intimate kind of knowledge of that as a possibility. Many, many times, even though our families have very high expectations for us, they also undermine our efforts in many ways...I think families can be double-edged swords, they can, they could have high aspirations and at the same time they could be working at odds, especially towards their daughters...What I see a lot for example with my students is, oh I really want you to do well in school and you know become a teacher or something, but can you come home this weekend because we are having a baptism for so and

so, or could you take your little sister next week because she's off of school, or could you come home every single weekend from school or could you apply to the university that's the closest to home so you could still live at home...there's always that message that the most important thing you'll do or be is a mother and a wife who hopefully looks pretty all the time. That's kind of like the underlying message right, which is very much at odds with being a scientist or being a scholar.

Professor 3 indicated that she was not a parent but that the academic women she knows who have children have a double burden. One friend once told her:

She gets home and tells her husband, hi I'm home from my second shift. Raising their families is a second job and it's pretty rare that husbands are 50% hands on with taking care of the children so and there's an economic issue. You know, I have friends that they say, "Basically my work is for my mental health because by the time I factor in childcare with my salary cut, I'm really not making any money."

So what does it mean for women when we have to pay for parking? What does it mean for women with children that faculty basically if they want to get child care have to strategically plan to conceive three years after they sign up for health care, for child care and even hope to have their child in a child care center when you drive on campus and know that's a resource then again is being made available to you. So I think there's a real problem whereas for example in the business industry, ya know, if there was a business you hear a very progressive business industry where they make sure there's health care services available,

they don't want their workers to even have to think twice about this or go have a really gifted talented manager be stolen away over child care they problem solve that but somehow in academic culture and I think it has a lot do to with status that there's a notion of when you're a woman with a doctorate who's a professor isn't that great? Isn't that great enough?

Professor 4 said:

It could be their family and cultural background and what they have learned at home and at home and their social environment and whether they come or not come from educated family, I think [in this area] there is a lot of gang activities and how do you get out of that loop for instance and what else can I say?

She went on to speculate that it could be socioeconomic and cultural backgrounds and economic limitations, which, in her mind, is a form of discrimination. She concluded, "So we like it or not there is discrimination."

Section 3—Behavioral Questions

Interview question 11. Have you encountered gender or ethnic prejudices in the workplace, if so, what are some strategies that you have employed when faced with gender and/or ethnic prejudices? Professor 1 indicated that sometimes there are situations with her accent and people have trouble understanding her. She said:

I can live with that. I mean that's to be expected right? And I tell them, if you don't understand me, ask me twice or three times until I understand what you are saying because, I mean these things that happen and its not their fault, it shows that I need more time to practice. There was also a time that I felt different prejudice and it kind of bothered me, this is when I worked at Michigan and I was

lecturing a class and you know its obvious that I am a Spanish speaker, so you know I let them know that you know I am a Spanish speaker so let me know if you have problems understanding me, and for some reason this student thought I was from Spain. So the implication in my mind is that I can't be from Latin America because I'm a scientist so I have to be European, so that bothered me, but that's kind of thing, I think that that's a prejudice, you know, that Latin Americans cannot be successful scientists, which is totally wrong, but yeah okay.

When asked how she would address this, she said:

It depends on the person you are dealing with; it depends on the person you are confronting. I mean I think that in general you have basically to prove them wrong.... You have to do your best to try instead of lecturing these people about you should know this and you should know that, you should show them with your actions that you are capable of doing what you are hired to do or all of that. So I think that you have to basically be very positive and very proactive and you know basically not telling them like in your face or anything like that, but you have to do it you know. Because I think that when you try to tell them like you know you're totally wrong, they are going to get defensive and you're not going anywhere. It can be frustrating, but you have to be able to react in a professional manner.

Professor 2 said:

You know, this is a really complicated question.... You know the racism that we experience today or the sexism doesn't look like it did in the '70s or in the '60s; people are not very blatant about it.... But I think that for my level of productivity,

the recognition of my work doesn't seem to be coming from my institution. She indicated that she didn't feel like her work got her the high esteem that her male colleagues get. She said:

I'm not taking anything away from the quality of their work, but I think that a lot of it is tied into their race and it's tied into their gender. And I feel like I have to work twice as hard.

She was then asked if she felt as if she would get sidetracked by taking on maybe less prestigious assignments or committees and serving double duty as kind of a counselor for minorities. She responded:

Yeah, we are called upon to do more service than anybody else and because there's very few of us, a lot of students gravitate towards us...Once you're able to establish a connection with a student, uh, but at the same time it's student after student after student. And then its a lot of service work that yeah, that other people don't have to do because you know I get calls for community college transfer day, I get calls for the Latino orientation day...you know every time, it's time after time, year after year, in addition to all the other stuff that we have to do...Well you know within the job its like it's a double burden...and for me it's very satisfying emotionally, but it wreaks havoc on my life in terms of my health and my well-being, so you end up paying a price.

Professor 3 answered with a strong, "Yes." She went on to explain:

I think only in my career I didn't know how to respond. Sometimes I didn't even know how to identify it but not in my career my strategy I mean we always have to think about our battles but normally my strategy is kind of find a way to stall

the conversation and very patiently but...flag how a moment of discrimination is taking place and to have other people comment on it. I think one thing we struggle with is we often feel because we're the only woman or person of color in the room that often we're invisible. I sat at a table where I heard somebody say because there's not a black person in the room they'll say we have no people of color at this table we have a crisis point. I'm like wow, I just little magic wand just five minutes ago you were talking with me about how great it is with all the Latino stuff I do and now I'm in this little because when you talk about race you think about blackness. I've had moments where I've talked about being one of two tenured Chicanas or the Hispanics serving campus or how that's a problem that needs to be remedied and the response being from another woman of color actually saying we have a lot of needs on this campus. So there's like moments in daily work life where there's my thinking about race and gender whether it's a racist or sexist comment or whether it's like a really inability to think about the issues with the complexity that it needs....But I think we just have to learn you have to learn how to manage it. You have this on a daily basis. My head would blow apart if I didn't find ways to deal with it that weren't about simply saying I'm gonna blow this one off. So I usually it goes somewhere in my repertoire to figure out how to change things from whether it's immediately or later on.

Professor 4 stated:

Yes it's when I was getting my education and training let's say the first, out of 30 years of my entire career, let's say the first 20 years, I decided to close my ears to any of that and stay focused. That made me a solitaire because I did not want to

get influenced by negativity. I stay focused and focus on my work and focus on my family situation and my everyday challenging of everything and get things done. And I decided to go for cutting-edge topics of research and I said to myself I have to be an innovator in science to be able to succeed because of my gender, family, and ethnic limitation, I have to find out a strategy which will make me succeed and it would have to be my work, product of my work. So I decided to go for the cutting edge and highly innovative type of research and I did it and I managed to do it and I succeeded. I succeeded not once but several times at my style and work research. And that is what has saved me because when I have to say too many times I cannot come to a meeting, I cannot teach a lecture, I cannot do this or that because of my family limitations. If my kid is sick, I am going to choose to be with my kid no matter what. So it's my highly innovative research which has saved me.

The researcher concludes that this question is a complex one and deserves further research. However, the resounding theme is the subtlety and complexity in which prejudices exist and the stigma surrounding how an individual responds. It was interesting to note that several of the women shared the ideology that the best way to overcome the prejudices was to prove themselves and show them they were wrong.

Interview question 12. What advice, if any, would you give (or have you given) other Latinas who are seeking higher education, faculty leadership positions in terms of attitude, skills, behavioral expectations, experience, or education? Professor 1 stated:

Well first you have to be, you have to know what you want to do, I mean what you want from your life, what you want from your career, and you have to be very

aware of your strengths and your weaknesses because I mean if you want to do something its because you have the strength to do so and you have to be aware of how to deal with opposition and its going to happen. Because it's a long path, the path to become a professor, so a lot of things can happen, so you have to be flexible in the first place. I mean because when you start college you have no idea whether you're going for four years or five or 10, so be flexible, know yourself, be aware of what you want to do, what you are able to do, and be prepared for many things and try to persevere, but there is a difference between persevering and being stubborn. So you should also know when you have to say okay stop this is no good for me. So you know like keep checking yourself all the time and check your level of happiness. I you are always unhappy then maybe that's not a good sign. I think it depends on your personal your situation.... Yet for me its like okay let's see what I've done this year. What's my new year's resolution, and I do it at the end of each academic year...like you know I want to get a job, I want to finish my classes whatever. But yeah I think sometimes you have to do that.

Professor 2 said, "I think that they have to be very, very focused...especially the first few years...and don't let anything or anybody get in the way, including family."

Professor 3 stated:

My advice is make sure that there's other women of color in there who will be your mentors. Don't ever take a position where you're the trailblazer...the other thing I've been saying is I think when you take a position, you have to go to where there's a commitment to building on the work their hiring you to do. I think one of the struggle points I see is there's no illusion that there's that commitment.

For example, like I'll use my own example, I get hired as a historic hire to be a Latina Chicana professor of English on a Hispanic serving campus. So there's an illusion that because there's a Hispanic serving campus that there's gonna be commitment to the work I do and to the students I serve, but there isn't. Why? Because it's like it becomes Latino students are so visible that administrators believe they're addressing them. Right? So then what happens? I actually have very complicated work life as a result of this. It's like a blessing and a curse....In the 16 years I've been in my position, there's this illusion that programming is being served and it's not always fully developed and served. Not to say there isn't any....For example, a Latina colleague she's Ecuadorian and she just got hired at the University of Virginia and they're hiring her because they see their future is going to be more Latino students. So they're hiring her now to prepare for that moment five to 10 years into the future and based on the demographics changing in their state and what did they give her when they hired her? Tons and tons of very explicit concrete programming support. Assuring her of the university's commitment to that, not just for her, but for future hires and for present programs and future developments and ya know she's I think their [one] Latino hire campus wide it's her...but she also has senior black woman's presence on her campus. She has other woman of color for her and she has this commitment [from] the university. So even though she's stepping into a very light demographic, she has more promise of resources than I do.

I mean the support your putting together is going to be so crucial because they're so many Latina doctoral students who maybe they have one mentor and

they don't have access to this kind of data right? Where would they get it? So I think these are the kinds of things that are just crucial for Latinas going into the professions to have that information to weigh into their decision.

Professor 4 recommends:

Firstly, is to discover what's in themselves, what are their strengths and what are their natural skills is very important to discover what your natural skills are. To be able to succeed you have to be able to perform at the level of excellence. You have to deal with so many obstacles, so much discrimination. The only thing that's going to really, really, really make us succeed...is to achieve a level of excellence in what you do. It has to be highly qualitative versus quantitative. As I said because that's what worked for me because so many times I cannot put the amount of hours of work that I am expected to pull. Then I go for quality of my work. The quality has to be made to act and that's what I say to other women, young women especially if they decide to also have a family, not just a spouse or life partner, but also if they decide to become mothers, whether biological mothers or if they decide to adopt. There are so many different options nowadays.... You can have so many different options, but the most important thing is whatever you do, you do it at the level of excellence with tremendous integrity, you are completely lawful person, tremendous integrity so no one will have anything to say about you, against you and they will not be able to criticize your work because it's an A plus-level work. Then you find, you decide what to do in your personal private life that will give you happiness and balance that you need.... So be yourself and strive to do the best you can do and I think that that's

the key....And in terms of discrimination, they just have to decide when to be selective, what to hear, what not to hear. You don't want to hear destructive critics; you want to hear only the constructive ones. So you need to be very picky in terms of who you want to be mentored by, and who you want to associate with.

Interview question 13. Is there anything you would like to add that I may not have asked regarding your journey to achieve your current level of leadership within higher education, any obstacles faced along the way, or advice you would give others aspiring to a leadership position within the higher education industry? Professor 1 stated:

Yeah, and I think that at some point you asked about my family and all of that, you know regarding how they encouraged me to, or discouraged me to follow this path, and I was referring you to my parents and my sister and all of that and I didn't think you asked about my actual family, my, my the family that I have nowadays. And that's another problem that you have in academics, that, especially in the early stages in the career. I just finished my Ph.D., so I was five years in a place, now I'm going to be two to three years here and I have no idea where I am going to be in the future, and that's another problem, when they talk about women in mathematics, that's a problem...because of the family commitments that you might have. So if you get pregnant, if you have to have kids, then you have to put your career on hold and that may have a big impact on your career. So I, luckily for me, my husband has been very supportive of this and I am being very supportive of him. But you know you never know where you are going to end up....We worked together getting our Ph.D.s in Chicago, and he got a job at Princeton and I got a job here. So now he's there and I'm here. Yeah and

we are going to be like this for another two years and a half. So that's another thing that can be challenging in part of becoming a mathematician and it's probably more so for the case of women because for men they, there are many cases where the wife follows the husband wherever he goes. I haven't heard of the opposite situation. I haven't heard of a guy following his wife you know whenever she happens to have a position. And if both of them are in academics, our professional paths might not converge, not at least in the long run and there are several, there's always a lot of talking about this in mathematics, so they are trying to address the problem and you know be more flexible to allow academic couples to be together, because they know that that's an important part of the happiness of a person, to be with his or her family. So yeah, so that's another thing that, that's another challenge that I kind of... Yeah but not in the mathematical community because it's a very common problem. I mean if you want to have a mathematical women, a mathematician, then she probably has a family, a boyfriend, or someone who she wants to be with and more likely than not this person is also having a job or some other work, getting a degree or whatever....So in the mathematical community they are not shocked and this situation is common, it has its own name, the two-bodied problem. So because there are two bodies, but one is in one place and the other is in another place. So in the mathematical community this is very common and it happens a lot. So they just say oh you have a two-bodied problem. You know it's like okay it's just another thing that happens like you have problems here or something. So it is very common. But yeah some people are very shocked, and my family is also very

shocked because of that. Because it's unheard of right, that husband and wife live on different coasts of the country. So yeah when it comes to that choice people ask me oh so what do you do, how do you deal with this, and you know it's the 21st century so it's not so bad. And we don't have kids and that would be a big problem, if we had kids, then we would have to make some decisions deciding who moves where and all of that, but at this point we have flexibility and this is what we want to do. I mean this is a temporary position, I am going to be here for another two years or so and then we will decide what's best for us. But at this point, I mean I'm not going to sacrifice, sacrifice my career and he's not going to sacrifice his, so we will eventually end up together, but we are not together right now. So we put it in perspective and it has worked so far. But yeah people are shocked.

Professor 2 said:

I'm really happy that you are doing this research because I'm sure you've discovered we need to have more information, especially as to what the obstacles are, the experiences. And you know you've looked at, it's working in the dark...you can't see yourself in the mirror, it's a psychic type of alienation that happens and you know that's where faith comes in, you have to have faith that this will work out because there's nothing in the environment that validates you and that's really, really sad.

Summary of Research Results

Despite the unique backgrounds of the participants, there were several emergent commonalities or shared themes. Table 4 summarizes the major themes and the

commonalities shared.

Table 4

Summary of Emerging Themes

Barriers and Challenges				
Themes	Prof. 1	Prof. 2	Prof. 3	Prof. 4
Subtlety of bias, judgments, and perceptions based on ethnicity	X	X	X	X
Family, spousal ,or child obligations	X	X	X	X
Complexity for securing position at institution	X	X	X	
Lack of support from parent(s) and/or siblings	X	X	X	X
Burden from extra service work	X	X	X	
Lack of resources/support from institution		X	X	X
Strategies and Factors for Success				
Themes	Prof. 1	Prof. 2	Prof. 3	Prof. 4
Support from nonacademic relationships	X	X		
Personal drive/positive attitude	X	X	X	X
Support from mentors	X	X	X	X
Formal teaching training	X		X	X

In summary, there were five major barriers recognized by the participants:

- Subtlety of bias, judgments, and perceptions based on ethnicity
- Family, spousal, or child obligations
- Complexity for securing position at institution
- Lack of support from parent(s) and/or siblings

- Extra service work not being perceived as valuable toward tenure
- Lack of resources/support from institution

The first was the complexity and difficulty in securing a faculty position.

Participant 1 chose to put her career above being with her husband and has committed to living apart from him for at least three years. She indicated that this was an inevitable and common challenge facing academic couples. She also indicated that she knew many people who had gotten their Ph.D.s and ended up working an unrelated area. Participant 2 indicated that she had worked several years in an entirely different industry because she was unable to find a position within academia. Even after securing a position at a major university in Los Angeles through the help of a friend, she still ended up working in two other post doctorate programs and spent another two years before securing her current tenure-track position. Professor 3 indicated that she was very fortunate and it had only taken her about one year. However, she felt that she still struggled despite having an impressive background and extensive publishing experience.

The first two professors and Professor 4 had experienced personal family obligations as obstacles. First, Professor 1 had to choose between accepting the position as visiting professor with living away from her husband. The second professor had taken a year off of tenure consideration in order to dedicate time to her child. This extended her tenure attainment by at least a year. Professor 4 also took a couple of years off to dedicate to her young children during which time she did some free-lance writing for scientific journals. This is very much in line with the research, which indicates that women in academia still bare the majority of the burden pertaining to household responsibilities such as chores, cooking, and child rearing (Hammond, 1996; Hochschild, 1997).

Professor 2 expressed extensive concern with the lack of role models or mentors within administration positions, indicating that most Latinos at the university are in help, service, or staff positions. This was also in line with the research findings, indicating, “Numerous studies of college and university faculty have shown that women have fewer mentors and face greater professional isolation, slower rates of promotion, and increased likelihood of leaving an institution before gaining tenure than do their male counterparts” (Wasburn, 2007, p. 57). Further, the difficulty for women, and especially for Latinas, is that “mentors tend to gravitate toward younger versions of themselves” (p. 59). As a result, minorities such as Latinas are mentored less often than their male, White counterparts (Bova, 2000). Professor 3 did not have any children, but indicated that the colleagues she has have expressed many concerns about having children and working. Professor 4 expressed the concern that although the university is diverse with a large percentage of minority students, the leadership does not reflect or mirror the same, with administration consisting of largely White males.

Last, three of the professors had at least one parent who questioned their interest and the practicality of pursuing doctorates and positions as professors. Professor 1 indicated that her father did not encourage her, but that she had the support of her mother and was not deterred by his feelings. Professor 2 did not have the support of either her mother, father, or even her sister. They wanted her to get a more practical job, one that was more in line with feminine attributes. They also questioned her extensive schooling and did not understand why she was in school for so long. Her family also questioned if she would ever have children. Both professors expressed concerns about having children. Professor 3 had a dysfunctional childhood and left home very young, so she never had the

support of her family. She also indicated that while later in life after attaining tenure her mother expressed pride in her daughter's accomplishments, but did not fully understand what it meant to be a professor.

Professor 1 indicated that her choice to live apart from her husband would not be an option if they had children. While Professor 2 indicated that she only took one semester off upon adopting a child but that she lost a year in tenure track. These insights were also in line with the research, which indicates that it is during childbearing years that tenure and promotion appointments are usually made. Further, even though universities have implemented policies that can freeze the clock for women, very few women actually take parental leave (Finkel & Olswang, 1996). Their worries are likely to be justified, as Mason and Goulden's (2002) research supports that there is still a significant tenure gap between men and women faculty members who have babies early in their careers.

Both of the tenured professors indicated that they were extremely preoccupied with service work and nonformal mentoring and advising of their minority students. All these feelings and concerns are very much in line with the research. They also indicated feelings of lacking support and resources from the institution. Professor 3 indicated that if the university truly supported these endeavors, everyone would be doing them not just her.

Factors attributing to success were:

- Support from nonacademic relationships
- Personal drive
- Positive attitude

- Support from mentors
- Formal teaching training

There was an overwhelming consensus on the importance of mentors. Professor 1 had mentors who were formally assigned to her as a result of a teaching training program. In addition, her mother was also a university professor. Professor 2 had surrounded herself with several mentors early in her higher education. Further, she attributed the support of Latina professors to her success and her level of academic attainment. Last, when asked about her desire to pursue position(s) in administration, she indicated that she was interested but was worried because she did not have any mentors or even see any role models at her university to give her hope that it was possible. The importance of mentors is also supported by the research. Professor 3 attributed all of her accomplishments to her mentors, indicating that she had followed their guidance and recommendations, sometimes having little understanding of what they were directing her toward. She was also directly able to benefit from affirmative action initiatives and programs that helped her along the way.

In addition to mentors in academia, the first two professors expressed getting support from people outside of academia. Professor 2 indicated that during a time of hardship, she depended on others outside of the industry. Further, during the time that she could not secure a faculty position, she was able to make a good living as a consultant for a friend who worked in an unrelated business industry. In addition, both professors were also assisted by relationships and networks. Professor 1 was able to find comfort in other professors who were from different countries and had experience with immigration hardships. Professor 2 was able to secure her first visiting professor position at a

prestigious university upon the urging of a friend who worked there. So it is important to note that in addition to mentors, the value of networking and mutual relationships with others in academia also contributed to their success.

It is interesting to note that all four of the professors had positive attitudes and revealed an extremely pervasive inner drive. Professor 1 indicated that during times of difficulty or discouragement, she just told herself that it would get better. Professor 2 subscribed to the fake it until you make it, philosophy, indicating that even during times of uncertainty, she would simply act as if she were confident and play the part. Although neither specifically indicated it, they alluded to having high locus of control. Professor 3 overcame serious adversity within her family at a young age. Professor 4 said it was just in her nature to be highly driven and motivated.

Implications and Recommendations

Recommendations for the university. Given the experiences of these women, it is important to recognize the importance of mentorship. Given the research and the experience of these women, these mentorship relationships may or may not happen naturally and for this reason it is important for universities to implement formal mentorship programs both for students and for faculty who aspire to continuous professional growth and with aspirations of becoming leaders and administrators.

It is also important to recognize the double burden of the minority faculty as well as being cognizant of fairness in assignments, especially duties deemed service-oriented. Although a tenure criterion varies, it would be recommended that there be a shift to recognize service activities to have merit and value to the university. Further, it should be encouraged for nonminority faculty to get involved in the service activities pertaining to

the subject matter. For example, for the yearly women in math event, it should not only be the women who attend as representatives of the university, but it should also be supported by and attended by the men in the department.

Recommendations for Latinas and women of color. It is important for women and Latinas who do not get family support to seek support from others outside of their family circle. Professor 2 did not have the support of her family, but was able to find strength, encouragement, and guidance from members of academia. If at all possible, it would be recommended that they find a formal training or mentoring program to help connect individuals with the necessary mentors and be given the necessary tools for success. In addition to providing the training and formal mentors, these programs can also help to expand the individual's personal network, which may also help in the long run.

Recommendations for Further Research

The findings of this study were limited to a small number of individuals and to a small geographic area. A recommendation for further research includes:

1. Rather than interviewing just Latinas, expand the study to include a comparison of Latina insight with White female faculty members.
2. Rather than limiting the study to Latinas, conduct a comparison between Latinas and other women of color.
3. Instead of only researching Latinas, conduct a comparison between Latina women and Latino men.
4. Keeping with the research of the Latino community, conduct research comparing specific Hispanic countries, for example Cuban, Mexicans, etc.

5. Conduct a study comparing leadership styles of Latinas who are professors versus Latinas who hold administrative positions.
6. Conduct a study exploring the differences between Latina university faculty and Latina community college faculty.
7. Conduct a quantitative study that includes a large number of participants and compares insights and thoughts between white, males and females and also minority males and females to get their insights on the social, political, and technical barriers.
8. Conduct a study that compares the experiences of women and Latinas in academia with the experiences of women and Latinas in corporate industries.

Concluding Thoughts

This study explored issues pertaining to Latina university professors at a major university in Southern California. The study consisted of Latina professors completing the LPI to learn about their leadership behaviors and styles. Following was an in-depth interview, which followed an instrument used to probe for factors that were perceived as obstacles as well as to determine whether there were factors that facilitated or assisted in overcoming barriers in the path to become a university professor. The purpose was to identify potential challenges facing Latina professors and determine recommendations that might assist in overcoming these deterrents.

Several themes emerged; the first barrier is the inherent complexity in navigating and obtaining a position at a university. The second is the strain between family obligations and sacrifices required to pursue tenure-track positions. Third, was the issue of family (parent and sibling) support and understanding for the work required to become

a professor and/or scientist. Last, the importance of role models and the importance of implementing formal mentoring programs, as they may or may not naturally occur or develop on their own. There were also similar strategies used to face and overcome these challenges, which were the support of mentors, support of individuals outside of the family, network relationships, and a positive attitude and personal drive. Although the research was insightful and gave an interesting snapshot into the career paths of these leaders, there is still much more research that needs to be done pertaining to women and minorities in higher education.

Exploring the journeys of these leaders was fascinating, intriguing, and self-validating. Although much was revealed, an equal number of issues were raised. An interesting matter that was revealed in the process of the research not yet mentioned was that many of the university libraries used to access electronic scholarly journals for this research did not have subscriptions to Latino journals. The issue with this is that universities are not promoting access to these sorts of academic sources to their student bodies and thus the proliferation of Latino sources and research are not widely available or accessible. Ironically, the message becomes that Latino research and studies are not deemed relevant or valuable assets to higher learning and academia.

The second concern is that much of the literature pertaining to Latinos leadership in academia is based or founded upon original research that was done either pertaining to minorities in general or specifically under African American studies. Although Blacks and Latinos in America may face similar challenges, the cultures are vastly different; making assumptions for the Latino sector based on research or studies originally intended for African Americans is worrisome. In addition, as noted earlier, the Latino population is

a substantial subset that warrants research specific to itself.

Ironically, the researcher leaves this study with even greater heightened interest but also feeling a great sense of responsibility for pursuing future research pertaining to Latino leadership. I am driven to work toward gaining greater acceptance and respect of Latino studies both in the social context and within academia. The one assurance that I walk away with is knowing how many young Latinos and Latinas are entering colleges and universities in America. It is my sincere hope that each of these individuals somewhere along their journey will learn about this state and will be able to contribute to this end goal.

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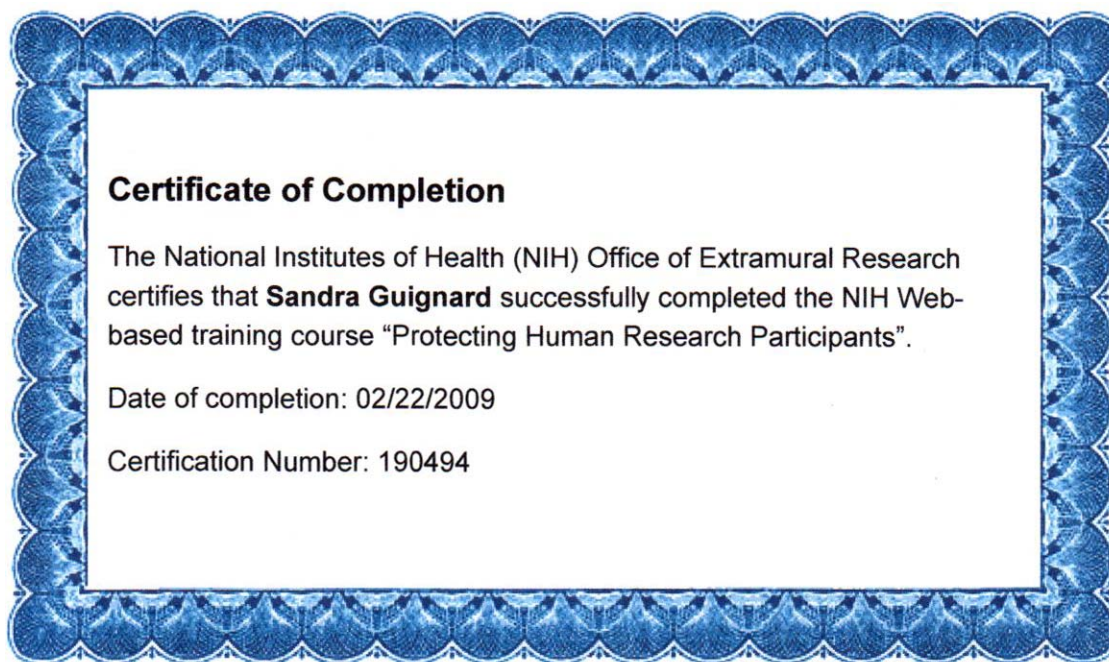
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APPENDIX A

Protection of Human Subjects



APPENDIX B

Participation Cover Letter

January XX, 2010

Dear XXX University Professor:

I am a doctoral student in the Education- Organizational Leadership program at Pepperdine University conducting research for my dissertation. The topic of my dissertation is Latinas In Higher Education. I am inviting you to voluntarily participate in my study, but you are in no way obligated. In addition, I would ask that you confirm that your institution does not require any additional protocols to be filed prior to your approval.

Your participation would consist of two parts. The first part is completion of the LPI (electronic version) survey may take 15-30 minutes to complete. Upon completion, the results will automatically be emailed to me. I ask that you please complete no later than March 1st, 2010. The second portion will be a short interview requiring no more than 60 minutes of your time and will be scheduled at your convenience.

Should you have any questions, please do not hesitate to contact me at 626-824-9840 or by email jenn.guignard@gmail.com. Thank you in advance for your time and participation.

Sincerely,

S. Jeannette Guignard, MBA
Doctoral Candidate

APPENDIX C

Informed Consent Letter

January XX, 2010

Dear XX University Faculty Member

I am a doctoral student in the Education- Organizational Leadership program at Pepperdine University conducting research for my dissertation. The topic of my dissertation is Latinas in Higher Education. I am inviting you to voluntarily participate in my study, but you are in no way obligated. In addition, prior to giving your approval I ask that you confirm that no additional protocols need to be filed with your institution, apart from the IRB that has already been filed and approved through Pepperdine University.

The purpose of this study is to understand what it is like to be a female faculty leader at your University with the leadership practices as identified by Kouzes and Posner's Leadership Practices Inventory (LPI). This study will help develop an understanding of the lived experiences of these women, to learn how they achieved this level of leadership and to understand what it is like for them to be a small minority within academia.

Your participation in this study involves your completion of one electronic-version, self-report survey (LPI). In total, you will allocate approximately 15-30 minutes to complete the instrument. There are little or no risks associated with this study. As the facilitator of this study, I can assure you that your identity, and your institution's identity will be kept strictly confidential and no identifying factors will be revealed. There are no foreseeable risks greater than those encountered in your daily life.

All information you provide will remain confidential. I will keep the information in a locked drawer in my office. Upon your permission to audio tape the interview, the tapes will also be kept in a locked drawer in my office and destroyed upon completion of the data analysis. Your survey and interview will be assigned a code number that will help me keep data collection sheets organized. I will be the only person who will have access to both the data sheets and the participant code list. Please **DO NOT** put your name on the instrument. In addition, I will only report data in summary form and will not report individual scores.

It is important that you have been informed that your completion and submission of the survey instrument indicates your consent to participate.

Your participation in this study is voluntary and you may withdraw from it at any time or refuse to take part in any activity in which you feel uncomfortable. It is my responsibility to answer all questions and concerns about the study and you have the right to request a summary or copy of the results of the study.

Should you have any questions, please do not hesitate to contact me at 626-824-9840 or

jenn.guignard@gmail.com. Thank you in advance for your time and participation.

Sincerely,

S. Jeannette Guignard, MBA
Doctoral Candidate

APPENDIX D

Latina Interview Protocol Instrument

Latina Interview Protocol Instrument

Section 1—Background, career progression and leadership style

To start, I would like to learn about your professional experience and career history from the beginning to present.

14. What attracted you to your profession?
15. How has your career developed over time?
16. Do you have any desire to get into administration? If already serving in an administrative position, when did you decide to do so and why?
17. How long did it take you to obtain your first tenured faculty position?
18. What education, training, or mentoring enabled you to obtain your leadership position?
19. Thinking back, what do you believe are the top three factors you believe had the biggest impact on your motivation to become a professor and contributed to your perseverance?
20. Is there anything unique about the higher education industry that made it more or less difficult for you to obtain your current level of leadership?
21. What is your leadership style, and do you feel that contributed to the success you've had in your career?

Section 2—Barriers-Obstacles

22. What are some of the most difficult challenges you faced personally or

professionally along your journey, and how did you overcome these?

23. In your opinion what are possible contributing factors that result in so few Latinas having obtained leadership positions within higher education?

Section 3—Behavioral Questions

24. Have you encountered gender or ethnic prejudices in the workplace, if so, what are some strategies that you have employed when faced with gender and/or ethnic prejudices?
25. What advice, if any, would you give (or have you given) other Latinas who are seeking higher education faculty leadership positions in terms of attitude, skills, behavioral expectations, experience, or education?
26. Is there anything you would like to add that I may not have asked regarding your journey to achieve your current level of leadership within higher education, any obstacles faced along the way, or advice you would give others aspiring to a leadership position within the higher education industry?

APPENDIX E

Approval to Administer Gandhi's Interview Instrument

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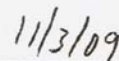
Permission to Replicate and Expand Doctoral Dissertation

I, Shreyas Gandhi, hereby give Sandra Jeannette Guignard full and unrestricted permission to replicate and expand my 2009 doctoral dissertation (Pepperdine University, Graduate School of Education and Psychology) titled: Gender Equality Within the Aerospace and Defense Industry.

I also grant full and unrestricted permission for Sandra Jeannette Guignard to modify and use, for any purposes, the data gathering instrument I created for my 2009 study. This instrument, which was tested for reliability and validity, is titled: Interview Questionnaire.



Shreyas Gandhi, Ed.D (Pepperdine, 2009)



Date

APPENDIX F

Leadership Practices Inventory (LPI) Assessment

Leadership Practices Inventory

How frequently do you *typically* engage in the following behaviors and actions?
Circle the number to the right of each statement, using the scale below, that best applies.

	1	2	3	4	5		
	RARELY OR SELDOM	ONCE IN A WHILE	SOMETIMES	VERY OFTEN	FREQUENTLY		
1. I set a personal example of what I expect from other people.			1	2	3	4	5
2. I look ahead and communicate about what I Believe will affect us in the future.			1	2	3	4	5
3. I look around for ways to develop and challenge my skills and abilities.			1	2	3	4	5
4. I foster cooperative rather than competitive relationships among people I work with.			1	2	3	4	5
5. I praise people for a job well done.			1	2	3	4	5
6. I spend time and energy making sure that People in our organization adhere to the principles and standards we have agreed upon.			1	2	3	4	5
7. I describe to others in our organization what we should be capable of accomplishing.			1	2	3	4	5
8. I look for ways that others can try out new ideas and methods.			1	2	3	4	5
9. I actively listen to diverse points of view.			1	2	3	4	5
10. I encourage others as they work on activities and programs in our organization.			1	2	3	4	5
11. I follow through on the promises and Commitments I make in this organization.			1	2	3	4	5
12. I talk with others about sharing a vision of how much better the organization could be in the future.			1	2	3	4	5
13. I keep current on events and activities that might affect our organization.			1	2	3	4	5
14. I treat others with dignity and respect.			1	2	3	4	5
15. I give people in our organization support and express appreciation for their contributions.			1	2	3	4	5

	1	2	3	4	5
	RARELY OR SELDOM	ONCE IN A WHILE	SOMETIMES	VERY OFTEN	FREQUENTLY
16. I find ways to get feedback about how my actions affect other people's performance.	1	2	3	4	5
17. I talk with others about their own interests can be met by working toward a common goal.	1	2	3	4	5
18. When things do not go as we expected, I ask, "What can we learn from this experience?"	1	2	3	4	5
19. I support the decisions that other people in our organization make on their own.	1	2	3	4	5
20. I make it a point to publicly recognize people who show commitment to our values.	1	2	3	4	5
21. I build consensus on an agreed-upon set of values for our organization.	1	2	3	4	5
22. I am upbeat and positive when talking about what our organization aspires to accomplish.	1	2	3	4	5
23. I make sure that we set goals and make specific plans for the projects we undertake.	1	2	3	4	5
24. I give others a great deal of freedom and choice in deciding how to do their work.	1	2	3	4	5
25. I find ways for us to celebrate accomplishments.	1	2	3	4	5
26. I talk about the values and principles that guide my actions.	1	2	3	4	5
27. I speak with conviction about the higher purpose and meaning of what we are doing.	1	2	3	4	5
28. I take initiative in experimenting with the way we can do things in our organization.	1	2	3	4	5
29. I provide opportunities for others to take on leadership responsibilities.	1	2	3	4	5
30. I make sure that people in our organization are creatively recognized for their contributions.	1	2	3	4	5

Transferring the Responses

After you have responded to the thirty statements on the previous two pages, please transfer your responses to the blanks below. This will make it easier to record and score your responses.

Notice that the numbers of the statements are listed *horizontally* across the page. Make sure that the number you assigned to each statement is transferred to the appropriate blank. Remember to fill in a response option (1,2,3,4,5) for every statement.

- | | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ | 5. _____ |
| 6. _____ | 7. _____ | 8. _____ | 9. _____ | 10. _____ |
| 11. _____ | 12. _____ | 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ | 19. _____ | 20. _____ |
| 21. _____ | 22. _____ | 23. _____ | 24. _____ | 25. _____ |
| 26. _____ | 27. _____ | 28. _____ | 29. _____ | 30. _____ |

APPENDIX G

Approval to Administer LPI Assessment

KOUZES POSNER INTERNATIONAL
 1548 Camino Monde
 San Jose, California 95125
 FAX: (408) 554-4553

November 2, 2009

Sandra Jeannette Guignard
 [REDACTED]

Email: jenn.guignard@gmail.com

Dear Ms. Guignard:

Thank you for your request to use the Leadership Practices Inventory (LPI) in your dissertation. We are willing to allow you to **reproduce** the instrument in written form, as outlined in your request, at no charge. If you prefer to use our electronic distribution of the LPI (vs. making copies of the print materials) you will need to separately contact Lisa Shannon (lshannon@wiley.com) directly for instructions and payment. Permission to use either the written or electronic versions requires the following agreement:

- (1) That the LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;
- (2) That copyright of the LPI, or any derivation of the instrument, is retained by Kouzes Posner International, and that the following copyright statement is included on all copies of the instrument; "Copyright © 2003 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission",
- (3) That one (1) **electronic** copy of your dissertation and one (1) copy of all papers, reports, articles, and the like which make use of the LPI data be sent **promptly** to our attention; and,
- (4) That you agree to allow us to include an abstract of your study and any other published papers utilizing the LPI on our various websites.

If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to us. Best wishes for every success with your research project.

Cordially,
 Ellen Peterson
 Permissions Editor
 epeterson@scu.edu

I understand and agree to abide by these conditions:

(Signed) Sandra Jeannette Guignard Date: 11/2/09

Expected Date of Completion is: March 2010

APPENDIX H

IRB Exemption Approval

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

February 26, 2010

Sandra Jeanette Guignard


Protocol #: E0210D02

Project Title: *Latinas in Higher Education Who Overcome Social Gender Constraints in Their Assent to Leadership*

Dear Ms. Guignard

Thank you for submitting your application, *Latinas in Higher Education Who Overcome Social Gender Constraints in Their Assent to Leadership*, for exempt review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Dr. Michelle Rosensitto, have done on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - <http://www.nihtraining.com/ohsr/site/guidelines/45cfr46.html>) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(2) states:

(b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

Category (2) of 45 CFR 46.101, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Your application to waive documentation of consent, as indicated in your **Application for Waiver or Alteration of Informed Consent Procedures** form has been **approved**. **In addition, please send us a copy of UCR HRRB's approval letter once you have received approval for your study.**

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the

Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual
(see link to "policy material" at <http://www.pepperdine.edu/irb/graduate/>).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact me. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,



Doug Leigh, Ph.D.
Associate Professor of Education
Pepperdine University
Graduate School of Education and Psychology
6100 Center Dr. 5th Floor
Los Angeles, CA 90045
dleigh@pepperdine.edu
(310) 568-2389

cc: Dr. Lee Kats, Associate Provost for Research & Assistant Dean of Research, Seaver College
Ms. Ann Kratz, Human Protections Administrator
Dr. Doug Leigh, Chair, Graduate and Professional Schools IRB
Ms. Jean Kang, Manager, Graduate and Professional Schools IRB
Dr. Michelle Rosensitto
Ms. Christie Dailo

APPENDIX I
LPI Survey Results

Table I1

LPI Survey Results

LPI 5 Practices	Prof. 1	Prof. 2	Prof. 3	Prof. 4
Model the Way	42	54	52	51
Inspire a Shared Vision	27	53	51	53
Challenge the Process	32	52	51	54
Enable Others to Act	52	56	56	53
Encourage the Heart	34	57	51	50