LEADERSHIP AND ADVANCEMENT IN HIGHER EDUCATION:

A MULTIPLE CASE STUDY OF PIONEERING LATINA

PRESIDENTS AT 4-YEAR PUBLIC INSTITUTIONS

by

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Here's to strong women. May we know them. May we be them. May we raise them.

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ABSTRACT

This qualitative multiple case study aimed to examine the leadership development and career trajectories of individual Latina presidents at public 4-year colleges and universities. Latina presidents' leadership experiences throughout their career trajectories to leading 4-year institutions is a phenomenon that required further exploration due to the very low number of Latinas who have accomplished this feat.

The research questions for my qualitative multiple case research study are:

1. How does the intersectionality of gender and ethnicity impact Latinas' access to leadership development and their career trajectories to the university presidency?

2. In what ways do the participants' experiences inform Latinas to prepare for and navigate the career pipeline to upper levels of leadership?

The theoretical framework for this study utilized Bandura's social cognitive theory, LatCrit, and Latina feminism. The semi-structured interview with each president consisted of exploring salient experiences related to four domains – her career trajectory and professional development, her leadership development including reflecting on artefacts that exemplified her leadership, and discussion of influential individuals and her personal attributes that contributed to her career advancement and leadership development.

The within-case analysis of each president found a spectrum of challenges and successes related to her gender and ethnicity. The findings of this study support literature

that reported stereotypical male norms permeate how leadership should be demonstrated in higher education. Furthermore, the study supports literature regarding motivation and skill enhancement related to leadership development and career advancement begins in early career experiences which can be further developed by mentorship and sponsorship throughout the leadership pipeline. The cross-case analysis found that Latinas in higher education leadership experienced a double bind or double standard to how others perceive leadership. Yet, all three participants attributed their identities as a woman and a Latina as instrumental to their leadership styles and motivations as presidents – serving the institution, serving historically underrepresented minoritized students, and serving as role models to other Latinas in higher education. Additionally, the cross-case analysis found a kaleidoscope of influences – the Latinx culture, academic culture, and White men – contributed to challenges and triumphs in advancement. Additional themes included values congruence and commitment to the institution. By aligning their values to their motivations, they were able to further commit to the institutions in which they served.

Ultimately, the intersection of gender and ethnicity, and the multiple positionalities each expressed, impacted each president differently but played a role in how each navigated her career advancement and leadership development. Each president, as pioneers in a field dominated by White men, negotiated her identities to be successful. The implications help to recognize the level of negotiation each president demonstrated to be successful. The implications further highlight the intersectional assets, and community cultural wealth, Latinas contribute to higher education. Latinas and

universities can recruit and funnel more Latinas in the leadership pipeline by embracing

individual responsibility to professional growth, committing to talent development,

encouraging cross-cultural mentorship and sponsorship, and addressing implicit bias.

I. INTRODUCTION

The Latinx population makes up the United States' largest ethnic or racial community with 57.5 million, or 17.8% of the population (U.S. Census Bureau, 2017). Data compiled in 2015 identify that 49.5% of the Latinx community is female (Flores et al., 2017). Between 1977 and 2012, Latinas earning master's degrees increased by 1,054% (Catalyst, 2015). Therefore, Latinas are earning the credentials that indicate they aspire to continue to advance in their academic and professional endeavors. Catalyst (2015) projects a 28% increase in the number of Latinas entering the labor force by 2022. Yet, as of 2013, women of color continued to be underrepresented at the highest professional levels with only 3% of first/mid-year level manager positions and 1% of executive/senior-level positions being held by Latinas (Catalyst, 2015).

The statistics for Latinas working in higher education reflect similar disparities in gaining upper-level leadership positions in colleges and universities. As more Latinas comprise a larger portion of the overall population, enter post-graduate classrooms, and work in private- and public-sector positions we must seek to understand the career challenges and successes of this growing demographic. Statistics show that Latinas are making some gains in the areas identified, such as postsecondary degree attainment, but there is a gap in Latinas attaining upper-levels of managerial or executive positions, especially in higher education. This is especially significant as I am a Latina committed to leadership development and professional advancement in higher education. As a mid-manager in an administrative role for a 4-year public institution I am passionate about the development and advancement of the undergraduate students, graduate students, and professional staff I supervise, develop, and mentor, as well as for myself. As an

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undergraduate and graduate student I did not see many professional staff that looked like me,nor had similar personal experiences related to being both a woman and Latina. Latinas did not teach my classes and they were not represented in leadership positions within the academy. As a professional in higher education for 13 years I have had the opportunity to meet more Latinas as faculty and staff, yet we continue to be sorely underrepresented when compared to women of other racial/ethnic backgrounds. Many times our voices and experiences are also undervalued, which impacts our ability to reach spaces in which policies and practices impacting our students and professional environments are created.

According to data compiled by *The Chronicle of Education* in 2015, women in executive, administrative, or managerial positions in higher education comprised 55.6% of the total population of college administrators, faculty, and staff (Hammond, 2017). Yet, only 30% of all presidents of colleges and universities are women, and only 22% of those serving as presidents at doctoral institutions are women (2017). Women of color, including Latinas, working in higher education administration, are similarly underrepresented in upper-level leadership positions in colleges and universities. As data available from 2016 indicates, 5% of college presidents are women of color (Gagliardi et al., 2017). While the actual percentage of Latina presidents has been difficult to determine, what we do know is that only 3.9% of college and university presidents are Latinx (including both male and female); this percentage decreased from 4.6% in 2006 (2017). The disparity of representation of Latinas in presidential positions in 4-year institutions must be addressed.

Statement of the Problem

As part of the second largest ethnic or racial group in the United States, the underrepresentation of Latinas in upper-level positions in colleges and universities is concerning. Particularly, the staggering low number of Latinx presidents at 3.9% is not keeping pace with the gains that the Latina college-student population has attained (Hammond, 2017). According to data available from 2015, 17.6% of individuals enrolled in degree-granting post-secondary institutions are Latinas (U.S. Department of Education, 2016). The underrepresentation of Latina presidents demonstrates a need to understand what is impacting the attainment of leadership in post-secondary institutions – the attainment of the presidency of the university. The Latina population is booming. The attainment of post-graduate degrees by Latinas has increased steadily. Yet, Latinas continue to be severely underrepresented at the upper levels of university administrations, particularly as presidents. The lack of Latinas in the role of the presidency impacts the recruitment and retention of Latina students, faculty, and staff. By seeing more representation at this level Latinas can be motivated to emulate the Latina presidents' competencies and characteristics toward advancement (Menchaca et al., 2016). Additionally, the lack of representation guiding policy within the institution, in partnership with boards of trustees or regents, and when navigating state governments can negatively impact people of color (Meier et al., 1999), especially for Latinas who are entering colleges and universities at a staggering rate.

Rationale of the Study

There is a growing body of research regarding Latina presidents at community colleges; the current study aimed to further explore how Latinas, as professionals, advanced within 4-year public universities and colleges to the highest level of

administration. The testimonios of the Latina presidents' career experiences provide new perspectives for universities in recruiting, developing, and retaining Latinas in higher education and help provide knowledge and strategies to shape the development of professional and leadership programs and services. Conducting this study provided a "complex, detailed understanding of the issue [which] can be established by talking directly" (Creswell, 2013, p. 48) with women about their career experiences and trajectories. Specifically, examining the lived experiences of Latinas allowed for greater understanding of the multilayered and intersectional issues they face related to "gender differences, race, economic status, and individual differences" (p. 48). The study provided an understanding of the challenges and issues impacting Latinas' career advancement, as well as, strengthened our understanding of the assets Latina presidents contribute to leadership in higher education.

Studies have been conducted that aimed to identify and explore the barriers and positive influences impacting women (Airini et al., 2011; Cox, 2012; Fochtman, 2011; Iverson, 2009; Oikelome, 2017; Turner, 2002), women of color (Cobham & Patton, 2015; Crenshaw, 1991; Ngunjiri et al., 2017; Waring, 2003), and specifically, Latinas' career advancement in higher education (Montas-Hunter, 2012; Muñoz, 2009; Suárez-McCrink, 2011). Research has found that the barriers and challenges throughout the career trajectory can begin as early as when Latinas are graduate students pursuing degrees for professional advancement (Ortega-Liston & Soto, 2014; Suárez-McCrink, 2011). Challenges that impact Latinas working in higher education included perceived tokenism, the perception that the Latina was hired to fill the diversity quotient, as well as institutional barriers such as isolation, sexism, and racism (Medina & Luna, 2000;

Vargas, 2011).

The literature includes three major influences on career advancement for women, women of color, and specifically Latinas in higher education: individual intrinsic characteristics, relational connections with others, and experiences throughout the lifespan (Fochtman, 2011; Montas-Hunter, 2012; Muñoz, 2009; Onorato & Musoba, 2015; Reyes & Ríos, 2005; Suárez-McCrink, 2002; Turner, 2007). Latinas in leadership positions in higher education who participated in a study regarding self-efficacy and leadership attributed a strong sense of ethnic identity as integral to defining values and in navigating White spaces (Montas-Hunter, 2012). According to Airini, Conner, McPherson, Midson, and Wilson (2011), women motivated to persist in their careers in university leadership do so when university strategic planning includes the advancement of women, when university leadership aims to understand how women negotiate formal and informal environments, and when skill development components consider the five categories that impact advancement (work relationships, university environment, invisible rules, proactivity, and personal circumstances). A limitation of the study conducted by Airini et al. (2011), was that the researchers did not present findings explicitly on Latinas, which could have further identified critical steps for institutions of higher learning to consider for furthering the advancement of this sorely underrepresented demographic.

Additionally, my review of the literature found ample research in the areas of women of color who serve in faculty roles (Cobham & Patton, 2015; Kelly & Winkle-Wagner, 2017; Turner, 2002) but minimal research about academic administrators or student affairs administrators advancing to the presidency (Gagliardi et al., 2017).

According to the American College President Study (Gagliardi et al., 2017), the career trajectory into the presidency is traditionally from an academic affairs pathway; therefore, there was an opportunity to present research that can motivate women who serve in non-academic or student affairs-type departments to add university president to their career goals. This is especially important because "men are more likely to be considered for presidencies with a wider variety of educational and professional backgrounds than women…who possess less than traditional academic or professional backgrounds" (Gangone & Lennon, 2014, p. 13).

Purpose of the Study, Research Questions, and Significance

The purpose of this research study is further addressed by stating the research questions and identifying the significance of the study for particular audiences. Though many individuals may not aspire to be a president of a university, investigating how Latina presidents navigate their experiences into and through the leadership pipeline, as both women and as Latinas, enhances our understanding of how the intersectionality of multiple identities both hinders and contributes to leadership development and positional leadership attainment at 4-year public institutions.

Purpose of the Study and Research Questions

The purpose of this qualitative multiple case study was to investigate the multiple realities that impacted Latinas' career trajectories as leaders in higher education. This study captured the stories of Latina presidents' leadership development throughout their career trajectories as leaders occupying the highest office in an institution of higher education. This study aimed to construct knowledge gained from Latinas who can speak to their lived experiences as both "women" and as "Latinas." The study addressed two

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research questions:

1. How does the intersectionality of gender and ethnicity impact Latinas' access to leadership development and their career trajectories to the university presidency?

2. In what ways do the participants' experiences inform Latinas to prepare for and navigate the career pipeline to upper levels of leadership in higher education at 4-year institutions?

Significance of the Study

The information gleaned from studying the lived experiences of Latinas in the presidency adds to the research and literature regarding Latinas in leadership in higher education and exposes strategies to improve decision-making within the institution and improve professional advancement practices by individuals. Research regarding Latina presidents in 4-year public institutions is sparse compared to the larger research base on men and women serving as presidents in higher education. Furthermore, this research can encourage commitment by institutions to recruit, develop, advance, and retain diverse leadership by defining visible career paths through the leadership pipeline to the presidency (Betts et al., 2009). Current literature "does not sufficiently elaborate and interrogate the impact of women's various identities on their access to leadership and their experiences as leaders" (Ngunjiri et al., 2017, p. 250). Therefore, this research study further examined the experiences of Latina presidents, to then motivate and inform Latinas, as well as other underrepresented groups, to enter and navigate the leadership pipeline in higher education.

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Theoretical Perspective

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The theoretical perspective that guided the study includes Latino Critical Race Theory (LatCrit) and Latina feminism. Additionally, Bandura's social cognitive theory (2001) is included, as it provides a strong and widely-respected underpinning of investigations of human agency and self-efficacy across the leadership literature. The inclusion of these three theories into one integrated theoretical framework for the study was appropriate because of the need to investigate the intersection of race, gender, and the concept of self-efficacy as it relates to professional development.

Creswell (2013) describes critical theory perspectives as "concerned with empowering human beings to transcend the constraints placed on them by race, class, and gender" (p. 30). A feminist research approach shines a spotlight on how gender shapes our consciousness while correcting women's invisibility. Therefore, these theoretical perspectives were utilized to address the intersecting identities of Latinas in leadership positions.

LatCrit

Latino critical race theory, or LatCrit, addresses the intersectionality of the Latinx community and the oppression inherent to gender, race, and class (Delgado Bernal, 2002). The guiding principles of LatCrit have evolved to include the following four functions: "the production of knowledge; the advancement of social transformation; the expansion and connection of anti-subordination struggles; and the cultivation of community and coalition" (Valdes, 2005, p. 158). Utilizing LatCrit as a theoretical perspective encourages the construction of knowledge by Latinas, a marginalized and underrepresented community. LatCrit recognizes that our multiple identities are socially constructed and impact daily experiences while addressing the systematic power and

privilege imposed by dominant groups (2005).

Latina Feminism

Feminism as a theoretical perspective has many diverse and varied ways of exploring how gender, in particular "woman" is socially constructed within contemporary society. Feminist lenses help us to identify structures and institutions in place that create obstacles for women (Tong, 2014). Feminism aims to expose these structures that contribute to women's oppression. From a feminist perspective, institutions, policies, procedures, familial expectations, and stereotypes are analyzed to identify the impact of women's experiences as "other."

In research, a feminist perspective aims to uncover how gender informs women's ways of knowing and how these experiences can illuminate strategies for overcoming oppressive constructions (Ortega, 2015). Latina feminism is a perspective that aims to recognize that women's experiences differ greatly due to Latinas' oppressive experiences (Ortega, 2015). It aims to address criticism that past feminist perspectives were founded from Euro-centric beliefs failing to consider the lived experiences and voices of women of color (Tong, 2014).

Chicana feminism has greatly influenced the development of Latina feminism, particularly the work of Chicana theorist, Gloria Anzaldúa (Ortega, 2015). Anzaldúa's, *Borderlands/La Frontera, The New Mestiza* (1987), recognizes how identity, or selfhood, is developed, challenged, and celebrated within and outside of communities of color. Chicana feminism recognizes the oppressive experiences of Latinas who exist in the "in-between" – in marginalized spaces and on the edge, or border, of dominant communities (Anzaldúa, 1987).

Bandura's Social Cognitive Theory

Bandura's (1977) social cognitive theory posits that people have control over their thoughts, feelings, and actions; therefore, they can control how they engage and move through their environment. For example, through observation of others or vicarious experiences, someone can increase self-efficacy, the cognitive belief that a desired outcome will be successful (1977). Therefore, self-efficacy, defined as "the self-regulatory social, motivational, and affective contributors to cognitive functions" (Bandura, 1993, p. 117), provides an important view to understanding human agency in regards to Latina presidents' leadership and professional development.

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Assumptions

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Research tells us that Latinas' identities as women and women of color implicitly and explicitly impact their career trajectories, both challenging and supporting their pursuits. As the researcher, I assumed there was a large number of Latinas in lower- and mid-level professional ranks with untapped or underdeveloped talent. By conducting this research, I assumed that there were opportunities to further identify strategies for motivating, developing, and engaging more underrepresented individuals into and through the leadership pipeline in 4-year colleges and universities. Additionally, I assumed that Latinas at this level of leadership, serving or having served as a university president, would be willing to share their career trajectories and professional and leadership development for this study. I assumed that the participants would be motivated to share their lived experiences for the sake of inspiring other Latinas and other women of color serving in lower and mid-level professional ranks within 4-year institutions into and through the leadership pipeline, as well as, to inform existing leaders and university

systems on how best to support the rise of more Latina presidents.

Definition of Terms

For the purpose of the study, the following terms have been identified, and the operational definitions were applied throughout the course of the study:

Career trajectory: This term refers to the progression of the start of the participant's career as a full-time professional through and to the culmination of serving as president of a university or college.

Communities of color: This term identifies groups that encompass identity markers that are non-White.

Ethnicity: "A social group that shares a common and distinctive culture, language…ethnic traits, background, allegiance, or association" (Dictionary.com, 2020, para. 1). For this research study the term encompasses the "multidimensional diversities that constitute 'Latina/o' and similar socio-legal identities. Multi-dimensionality tracks and mirrors the operation of inter-group privilege and subordination along the many axes and multiple intersections of 'identity'…that are legally or socially relevant" (Valdes, 2005, p. 159).

*Latinx: "*Of, relating to, or marked by Latin American heritage —used as a gender-neutral alternative to Latino or Latina" (Merriam-Webster Dictionary, 2018, para. 1). When reporting others' research, the term identified by those researchers will be used, for example, datasets that may use the term Hispanic, Latina, or Latino.

Leadership: Leadership is defined as both with and without positional authority. "Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and

respond to broad-based constituencies and issues" (ACPA & NASPA, 2015, p. 27).

Leadership pipeline: A metaphor for actively recruiting individuals for succession, promotion, and advancement within a professional organization.

Professional development: The formal, nonformal, and informal experiences of participants that contribute to their career trajectory. Formal professional development is described as "active, intentional training or education such as classes, specific workshops, or designed learning opportunities, often for credit or continuing education credit (CEU) or graduate study" (Schwartz & Bryan, 1998, p. 9). Schwartz and Bryan (1998) describe nonformal professional development activities as the opposite of formal professional development activities that are still structured and organized but outside of a formal framework. Informal professional development is defined as "observing, job shadowing, learning by example, and…mentoring activities" (Schwartz & Bryan, 1998, p. 9).

Student (or students) of color: Term used to identify a student (or students) who is non-White.

Woman (or women) of color: Term used to identify a woman (or women) who identifies as non-White.

Organization of the Study

This introductory chapter included statistical data and research that introduced an overview of the underrepresentation of Latinas as presidents in universities. Furthermore, I detailed the significance and the purpose of conducting research examining the lived experiences of Latina presidents including the research questions driving the research. I provided the theoretical perspectives guiding the research: LatCrit, Latina feminism, and Bandura's social cognitive theory. As the researcher, I shared the delimitations of the

study and my assumptions regarding the research. Finally, I provided definitions of operational terms within the study.

Chapter two explores the relevant literature concerning women, women of color, and specifically Latinas' leadership development and career advancement in higher education. Additionally, this comprehensive review includes Latinas' perceived barriers and support-systems impacting career advancement in higher education. Lastly, chapter two addresses deficiencies and gaps within the literature.

Chapter three includes the theoretical perspectives guiding the methodology. The research questions, data collection methods, and data analysis guiding the case study design of the research study are addressed. Chapter three includes a detailed account of how participants were recruited, the amount of time spent with each participant, and the detailed steps taken for analysis. Interview protocol questions are included as an appendix.

Chapter four describes in detail the leadership development and career trajectory of each individual Latina president. The within-case analysis chronicles each president's early career experiences, career trajectory, presidency, and the influential individuals who contributed to shaping each president's career advancement. Subsequently, the cross-case thematic analysis is presented for the following themes – double bind/double standard, kaleidoscope of influences (Latinx culture, academic culture, and White men), values congruence, and commitment to the institutions.

Chapter five discusses the interpretations gleaned from the within-case and cross-case analysis of the data. The implications for theories, educational practice, and institutional policy are examined. Finally, recommendations for further research are

addressed.

Conclusion

This study aids in learning from the lived experiences of current Latina presidents and provides support to guide more Latinas into the leadership pipeline. Understanding, and bracketing, my personal beliefs by employing accountability strategies throughout the research process was imperative. Awareness of the limits to this study provided opportunities to strategize ways to overcome any issues. Ultimately, understanding barriers to career advancement and dissecting the strategies employed by Latinas who have shattered the proverbial glass ceiling at institutions of higher learning was integral to encouraging others to follow in their very large and impressive footsteps.

II. LITERATURE REVIEW

According to data compiled by *The Chronicle of Higher Education*, in 2017-2018, "non-Hispanic whites made up more than three-quarters of full-time managers at colleges…and more than half of all full-time managers were women" (Hammond, 2019, p. 48). A study conducted by Colorado Women's College examined women in leadership roles across 14 sectors and found that "by examining top performers and positional leaders…women are often among the highest performers, yet are often not proportionally represented in top leadership" (Lennon, 2013, p. 5). Additionally, communities of color made significantly less gains in attaining leadership positions in higher education despite the increasing numbers of students of color entering colleges and universities. "No racial or ethnic minority group except Native Hawaiians and other Pacific Islanders had an overall representation of among managers that came close to their representation in the U.S. population" (Hammond, 2019, p. 48).

The same lack of representation of women in leadership roles is found in upper level positions in higher education. Of board of trustee members only 28.4% are women, only 32% of chief academic officers at doctoral institutions are women, and only 8% of full professors at these same institutions are women (Lennon, 2013). Overall, the average percentage of women leaders in academia is 24.5% (Lennon, 2013). As well, women of color, including Latinas, working in higher education administration continue to be underrepresented in multiple levels of leadership. Latinas are "greatly underrepresented in positions of academic leadership within postsecondary institutions, whether as administrators or faculty" (Rodriguez et al., 2016, p. 145), and most significantly underrepresented as university presidents at 4-year institutions. Presidents of color are

largely represented at the community college level (Seltzer, 2017).

The underrepresentation of Latinas as presidents at 4-year public universities demonstrates a need to investigate and analyze the literature pertaining to multiple components impacting leadership development and career advancement. The central questions for this study include:

1. How does the intersectionality of gender and ethnicity impact Latinas' access to leadership development and their career trajectories to the university presidency?

2. In what ways do the participants' experiences inform Latinas to prepare for and navigate the career pipeline to upper levels of leadership in higher education at 4-year institutions?

For this literature review I discuss the general search terms used, the databases searched, and the general timeframe utilized in my search. The general search terms included: women of color, Latina (and variations of Latina such as Hispanic or Chicana), career advancement, career trajectory, leadership, presidency, higher education, and challenges and positive influences for career or leadership development. The Texas State University Library database was primarily used, in addition to Google Scholar, and ProQuest Dissertations. The literature compiled is primarily within the past 10 years with fundamental pieces or significant work addressed that may be older, as well.

In this chapter I introduce, explore, and dissect leadership in higher education, both as a competency and as a position, by examining literature that investigates the pathways to the presidency and explores gendered leadership. Career advancement in higher education for women, including the positive influences and negative barriers

impacting career trajectories, is reviewed. Finally, I explore the intersection of race and/or ethnicity and gender for women of color and more specifically, the experiences of Latinas in higher education.

Leadership in Higher Education

Since the inception of colleges and universities the presidency has evolved, but it was originally perceived as the most important person on campus (Schmidt, 1930). With many expectations for making "men out of boys [the] heaviest burden for accomplishing the college's purpose rested upon the shoulders of the president" (Rudolph, 1991, p. 140). George Schmidt's (1930) *The Old Time College President* examined the historical development of colleges and universities in the United States, pre-1860, finding that the president was most likely a member of the clergy with different titles – president, rector, provost, principle, or chancellor. Since this time the "role of the president has evolved from paternalistic overseer to administrator to fundraiser" (Rile, 2001, para. 21) with the president and governing boards, usually titled board of regents or board of directors, engaged in shared governance. After the midcentury, governing boards' authority and power increased with responsibility for hiring university presidents (Rudolph, 1991). Yet, the positional leader of universities and colleges is perceived as the university president; still a representative of the governing board, the president yields "significant power in his own right" (Rudolph, 1991, p. 167) and one that continues in contemporary education as one with "great leadership responsibilities, high prestige, and significant expectations" (Lombardi, 2013, p. 27). In this section I explore pathways to the presidency, as a position of power, and the evolution of leadership development, as a competency or skill.

Pathways to the Presidency

Pathways to the presidency vary (Gagliardi et al., 2017; Selingo et al., 2017). Career pathways traditionally result in individuals working within the provost's office immediately prior to the presidency (Gagliardi et al., 2017; Hammond, 2017; Selingo et al., 2017). The American College President Study (Gagliardi et al., 2017) identified that 43% of presidents' immediate prior positions to the presidency were chief academic officers or provosts, deans, or other senior executive academic officers. Other pathways included serving as chair or faculty in an academic college, other senior executive in higher education, or having a professional role outside of higher education (Gagliardi et al., 2017). For females, pathways that include provost to president are much more common, whereas males did not have to be provosts prior to tenure as president (Hammond, 2017).

Due to presidents beginning to consider retirement or other reasons for vacating the presidency, it is expected that many institutions will engage in leadership transitions in the next few years (Gagliardi et al., 2017; Selingo et al., 2017). Exploring the current makeup of leadership, including impending vacancies, at 4-year institutions is essential in locating gaps in the recruitment and retention of a diverse group of leaders for the presidency.

The American College President Study conducted in 2016 identified demographic information for college presidents in the areas of race/ethnicity and gender (Gagliardi et al., 2017), as seen in Tables 1 and 2, respectively.

Table 1: College Presidents by Race/Ethnicity

Race/Ethnicity	Percentage
Caucasian, White, or White American	83%
Black, Afro-Caribbean, or African American	8%
Hispanic/Latino(a)	4%
Asian or Asian American	2%

Table 1. Continued.	
American Indian/Alaska Native	1%
Middle Eastern or Arab American	1%
Multiple Races	1%
Note. Gagliardi et al., 2017	

Table 2: College Presidents by Gender

Gender	Percentage
Men	70%
Women	30%
Note. Gagliardi et al., 2017	

As the tables demonstrate, presidents who identify as women or of an ethnicity other than White are considerably underrepresented. Data do not identify percentages specific to women at 4-year public or private universities versus other institutions, for example community colleges, because the American College President Study is based on responses to a survey distributed to leaders at two-year and 4-year, private, nonprofit, and for-profit US institutions (Gagliardi et al., 2017).

(Theorizing) Leadership in Higher Education

The theorizing, defining, and understanding of leadership has many forms. Traditional theorizing that frames leadership claims to be objective and neutral and involves functional research (Storberg-Walker & Haber-Curran, 2017). Functionalism is one of four paradigms introduced by Burrell and Morgan (1979) for the analysis of social theory. The functional approach is an "analysis of social phenomena" that utilizes "different concepts and analytical tools" to analyze research and create theories (p. 23). Functionalism as a paradigm operates under the assumption that to create theory that contributes to scientific knowledge it must be objective and neutral following positivist, realist, determinist, and nomothetic principles (1979).

Yet, functional research as the dominant paradigm fails to include contextual knowledge or the lived experiences of marginalized communities (Storberg-Walker & Haber-Curran, 2017). Dugan (2017) further explains:

> The assumption that leadership is socially constructed is critical to understanding theory as it acknowledges the fluidity of the concept. It explains why each of us may have varying reactions to and interpretations of leadership…social constructions are bound by time, context, and culture. (Dugan, 2017, p. 32)

Therefore, through this literature review I explore the development of leadership in higher education by investigating the past and present theorizing and practices of leadership and the impact to the career development of individuals in higher education. Leadership for women, women of color, and Latinas may develop and present in different forms because it is paradigmatically derived, socially constructed, inherently values-based, and interdisciplinary (Dugan, 2017).

Much of the literature on leadership theory was quick to point out that there was not one definition for leadership nor one way to be a successful leader in higher education (Keohane, 2014; Kezar et al., 2006; Sulpizio, 2014). Yet, how one understands or practices leadership can impact perceptions, attitudes, and practices enacted by individuals and organizations. Leadership theorizing has evolved from perspectives in which leadership is described as hierarchical to perspectives that are nonhierarchical and more democratic in nature, such as more collective, process-centered, and contextual with shared power and influence (Allan et al., 2006; Kezar et al., 2006). Yet, what could be described as a revolution to leadership in higher education is not without challenges as leadership in higher education pendulum-swings between what can be considered

stereotypical male leadership characteristics versus stereotypical female leadership characteristics (Kezar, 2014; Madsen & Longman, 2014). Stereotypical characteristics associated with males are "traits such as decisiveness, assertiveness, and competition" whereas stereotypical characteristics associated with females are described as "relational, emotional, and passive" (Sulpizio, 2014, p. 102). Women navigate "being judged against two sets of expectations, the male norms anticipated for the president and acting like a woman" (Eddy & Cox, 2008, p. 76) while serving as the president. Therefore, it is imperative to acknowledge how individuals and organizations understand leadership from a gendered perspective.

Gendered Leadership

Understanding how gender influences leadership styles, development, and career effectiveness can reveal opportunities for addressing barriers and advancing more women into and through the leadership pipeline (Antonaros, 2010). The pipeline effect argues that the lack of women at the top occurs "because of past low recruitment of women at entry level, or the start of the pipeline" (Sinclair, 1998, p. 18). The data indicate that women are entering career fields in large numbers though, with 51% of all managerial and professional workers identified as women (Lennon, 2013). Yet, the pipeline to leadership is leaking because women are still underrepresented in top positions.

A 2013 study was conducted to evaluate women in leadership positions across for- and not-for-profit organizations to better understand women and leadership in 14 sectors (Lennon, 2013). Lennon analyzed raw data such as profits, audiences, and circulation and sales to provide a comprehensive report that included a breadth of data synthesized comparatively to studies in literature. The report found that industries must

be much more intentional, strategic, and objective to "hiring procedures, promotion practices, and merit increases [because] women were underrepresented in leadership and underpaid, regardless of their performance" (Lennon, 2013, p. 8). The author of the report acknowledged that positional leadership (i.e., upper-level leadership positions) should not be the only benchmark for understanding women in leadership.

Organizational structures can also create challenges for the leadership development and advancement of women, "that for women leaders to succeed in university administration, they often have to conform to the masculine norms already in place" (Cañas et al., 2019, p. 9). Three separate studies were conducted at the University of California system to identify inequities for women compared to men in the areas of representation, compensation, and career progression. The researchers conducted an ex-post facto design to analyze data found in the University of California's Annual Payroll Compensation database (2019). The data analyzed included "424 chancellors, vice chancellors, provosts, associate, assistant and divisional deans. Participants were from ten public four-year institutions within the UC system" (p. 6). A notable finding was that women had to navigate and ultimately conform to a "masculine context" (p. 9) inherent in university leadership in order to "excel and fit into leadership positions" (p. 9). The perception of how gendered leadership should be demonstrated is a significant hurdle and challenge in higher education for women. Results of the study found that women lagged behind men in representation and compensation. Though the findings identified that "more early career professional women were hired than early career professional men" (p. 11) their career progression stalled. The researchers recommend that leadership development programs should include developing personal identities, professional

networks, and self-confidence. Additionally, institutions must make a commitment to "address the systematic barriers that exist for women looking to advance in higher education careers" (p. 10).

Furthermore, Eddy and Cox (2008) utilized a phenomenological research method to study six female community-college presidents and their ascension to the presidency. The use of phenomenology and a heuristic lens focused "on how individuals consciously develop meaning through social interactions" (p. 71). The findings "uncovered an organizational structure in community colleges still based on male norms" (p. 72), such as hierarchy and positional power, which suggests that leadership was linked to the position, such as the university president. The participants perceived that in order to truly enact change they must serve as the university president and must demonstrate stereotypical male norms, disconnecting gender from their role as leader in order to advance and be viewed as a successful president. Implications from the study suggest organizational and leadership research must further advance redefining leadership. Male-norms are entrenched in institutional culture and patterns, and women are judged by gendered stereotypes (2008). Therefore, Eddy and Cox recommend colleges acknowledge that goals, mission, and practices of the institution are not gender neutral and that universities should develop partnerships and collaborations across the institution to increase knowledge regarding the practices that contribute to breaking down male hegemony and replicate these practices institution-wide.

Women's Career Advancement in Higher Education

Since 1979 female students have attended higher education institutions at higher rates (over 50%) than male students, "and projections predict they (women) will make up

nearly 60 percent by 2026" (Crandall et al., 2017, p. 2). Yet, women continue to be underrepresented in higher education leadership, with only 30% of college and university presidents classified as women. Women's career advancement in higher education is impacted by their choices, paths, trajectories, and the systemic challenges and other gendered obstacles placed in their way. Therefore, experiences across the lifespan can fundamentally impact the advancement of women in higher education (Fochtman, 2011; Turner, 2007).

Experiences across the lifespan – in early childhood, personal, and professional – have been shown to impact career advancement (Turner, 2007). Early educational experiences, whether in childhood or early in one's career, positively reinforced the commitment to career advancement (Turner, 2007). A research study of high achieving women in academic and student affairs found that a crucible or life changing event provided participants with a "sense of perspective about academia, leadership, and motherhood" that contributed to their self-efficacy (Fochtman, 2011, p. 97). The literature presents two major influences on career advancement for women in higher education: individual intrinsic characteristics commonly referred to as a sense or perception of self-efficacy, as well as external influences or relational connections with others. Institutional barriers experienced throughout the career trajectories that impacted career advancement for women in higher education were described as institutional racism, institutional sexism, and institutional apathy. Prevalent components will be highlighted in each of these major themes.

Positive Influences on Women's Career Advancement in Higher Education

The influences experienced across the lifespan (early childhood experiences and

throughout the career trajectory) that positively impact career advancement for women in higher education can be attributed to individual factors and external and relational influences. The literature referred to individual characteristics that factored into career advancement for women in higher education as the sense of or perception of self-efficacy, motivation to overcome adversity, and the drive to develop competencies and skills for continued advancement (Airini et al., 2011; Cox, 2012; Oikelome, 2017).

Individual Characteristics

Individual characteristics are instrumental in advancing women into and the through the career pipeline in higher education. Having a high self-efficacy – awareness of one's agency and belief in one's strength –shapes personal development (Airini et al., 2011; Bandura, 2001; Cox, 2012; Oikelome, 2017). Bandura (1993) explained, "the self-regulatory social, motivational, and affective contributors to cognitive functions are best addressed within the conceptual framework of the exercise of human agency" (p. 117-118). Furthermore, "efficacy beliefs influence how people feel, think, motivate themselves, and behave" (Bandura, 1993, p. 118). Personal characteristics such as a strong belief in self or self-efficacy is a common attribute for personal motivation to achieve and persist (Airini et al., 2011). A study of 26 women from each of the eight universities in New Zealand aimed to identify the positive and negative factors impacting the career advancement of women in the university setting (2010). The Critical Incident Technique (CIT), a form of narrative inquiry, was used to gather "descriptive accounts of events that facilitated or hindered" (p. 39) career advancement for the participants. By using the CIT approach, the study provided the opportunity for participants to provide their voices and lived experiences as a marginalized community. The study found that

work relationships, university environment, invisible rules, proactivity (both planned and spontaneous action toward advancement), and personal circumstances helped or hindered the participants' advancement to leadership roles at the university.

Another study investigating influential factors motivating women to achieve upper-level positions in higher education utilized Bandura's Model of Reciprocal Determination and a multiple case study approach by interviewing 18 women in the following positions – chief academic officer (4), vice president for finance (2), vice president for student affairs (7), and additional vice president positions (5) – at land-grant institutions (Cox, 2012). One of the aims of the study was to focus on the positive assets or attributes that contributed to achievement for the participants rather than the challenges. Findings indicated that women are motivated to pursue upper-levels of leadership when self-efficacy, personal behavior, and environmental factors combined because "these factors interacting and influencing the other impacts women's decisions" for advancement (p. 19). Personal behaviors identified in the study include mentoring and nurturing others, "obtaining a broad knowledge base, being competent in the field, and acquiring good interpersonal skills" (p. 24). Environmental factors identified in the study include the ability to work in teams and matching personal values to the value system of the institution

Another study used a phenomenological method to examine the experiences of seven White and six African American college women presidents by using intersectionality "to advance an effective understanding of the journey experiences of women college presidents from all ethnic backgrounds" (Oikelome, 2017, p. 25). The findings were similar as previous studies discussed – the presidents believed in their

ability and capability to lead. Though the study did not name the presidents' belief in their competency and agency as self-efficacy, the participants' believed their ascension to the presidency "ultimately came down to their competence, capability, and ability to lead" (p. 32). Overall, these studies identified self-efficacy, or a strong sense of self and agency, as a strength in developing leadership as both a characteristic and to attain positional power for women (Airini et al., 2011; Cox, 2012; Oikelome, 2017).

Relational Influences

Throughout the lifespan, leading up to and through career trajectories, individuals will influence career advancement. Researchers found that family, relationships, networking, and mentoring played essential roles in shaping identity, value systems, and individual decisions regarding career trajectories of women (Muñoz, 2009; Oikeloma, 2017; Onorato & Musoba, 2015; Reyes & Ríos, 2005; Tran, 2014; Turner, 2007). These interpersonal connections provided a variety of positive influences such as comfort, support, role modeling, and strategies for success.

A portfolio of external relationships outside of professional networks, such as family, informal networks, and informal relationships, coupled with relational influences (such as formal or professional mentoring programs, formal mentors, and professional sponsors), are instrumental to career advancement (Tran, 2014). Iverson's (2009) study of 22 women from a public research university in New England who moved into professional roles from classified (clerical) roles found "significance of an instrumental individual – family, friends, colleagues, supervisors – who mentored, coached, and guided their career journey" (p. 157). External and relational influences provide women with the motivation to seize opportunities and recommendations or encouragement for

engaging in leadership development. Networking and utilizing strategies observed from others also helps improve confidence in one's abilities as a leader (Cox, 2012).

Mentorship is also instrumental to the advancement of women in higher education. The influence of mentorship is two-fold. The act of someone else serving as a mentor for women contributes to career advancement, including the desire to "pay it forward" for others (Fochtman, 2011). Fochtman (2011) utilized a feminist epistemology and phenomenological methodology to examine the lived experiences of 10 high-achieving women who served as leaders in academic or student affairs administration. Two of the themes specific to "strategies for leadership [included] being mentored for leadership [and] leaning on mentors and support networks" (p. 90). Additionally, these women were motivated to achieve because of "a desire to pay it forward" and a "perspective gained from a 'crucible' event" (p. 90). Therefore, there was a strong correlation between career advancement and mentorship, both in receiving mentoring and in the strong desire to provide mentorship to others.

Institutional Barriers to Women's Career Advancement in Higher Education

Institutional practices and policies that fail to consider the effects of bias towards women can significantly hinder career advancement for women in higher education (Iverson, 2009; Oikelome, 2017). Institutional obstacles include institutional sexism (Madden, 2011; Oikelome, 2017), institutional racism (Kelly & Winkle-Wagner, 2017; Turner, 2002), and institutional apathy for the professional development of women (Airini et al., 2011; Iverson, 2009; Kellerman & Rhode, 2014; Suárez-McCrink, 2011). Hiring practices are historically shaped by patriarchal ideologies that exhibit bias against women; therefore, an institution that is truly committed to diversity must critically assess

hiring practices in order to diversify leadership (Suárez-McCrink, 2011).

Institutional Sexism

Oikelome's (2017) research found that organizational sexism impacted women's career advancement. Gender bias impacted participants throughout various points in career advancement, finding that it took longer for participants to "progress and advance to the next level and the emotional toll it took on them during their progression" (p. 29). Additionally, women outside of academia may find it more challenging to reach the presidency outside of the academic route, as compared to men, which is consistent with findings identified within the American College Presidents Study (Gagliardi et al., 2017). Only one of the 13 college women presidents of a study examining intersectionality reached the presidency outside of the traditional academic route because the "organizational structure and culture of the academy still favors the traditional academic route" for women (Oikelome, 2017, p. 31).

Madden (2011) reviewed social, psychological, and organizational development literature on gender stereotypes and the effects on leadership development in higher education. Madden posits that "gender stereotypes are pervasive and have an impact" (p.55) on an individual's behavior and organizational culture. The study's findings outlined historical patterns that "affected gender expectations in higher education leadership" (p. 64), hierarchies and masculinized environments, and challenges with overcoming gender stereotypes. For example, women who engage in coercive power and who are self-promoting are judged more harshly than men who engage in this type of behavior because for women it is out of sync with stereotypical leadership characteristics of women.

Institutional Racism

Institutional obstacles impacting women of color are most prevalent in the area of race or ethnicity (Oikelome, 2017). Institutional policies and practices that promote or fail to address bias become barriers for women of color. As well, isolation and marginalization are heightened when institutions fail to address racism (Kelly & Winkle-Wagner, 2017; Turner, 2002). Turner (2002) interviewed 64 faculty members of color – four Asian Pacific American, 15 African American, four Native American, and eight Latinas to examine race and gender bias in academia. The participants discussed the challenges inherent in being the only woman of color in their department or academic unit. Two significant themes included the prominence of race over gender creating challenges and being underutilized or overworked by the institution. This is similar to a 5-year longitudinal study of four Black women, from a larger study of 22 women faculty on tenure-tracks in two predominantly White research institutions, in which the researchers found that the participants experienced racism during the tenure process (Kelly & Winkle-Wagner, 2017). These investigators found that due to race, the participants engaged in more service such as committee work, direct student interactions, and mentoring of students of color. This service resulted in less time for activities that impact tenure, such as research and scholarship. Therefore, institutional reward systems did not consider the impact of race in and out of the classroom, and institutions were lagging considerably in promoting more faculty of color, with many participants citing that they were the first or second person of color to receive tenure in their department. Additionally, in the longitudinal study of faculty members' experiences related to gender and race, faculty of color perceived that White faculty believed that the standards of

tenure had diminished when a woman of color was promoted (Turner, 2002).

Institutional apathy

Institutional apathy, or the lack of systematic strategies for developing emerging

leaders, contributes to stalling the career trajectory of promising women into and through

the leadership pipeline, creating significant hurdles to the presidency (Kellerman &

Rhode, 2014). Kellerman and Rhode (2014) assert an institution must acknowledge there

are issues in recruiting and retaining women throughout the organization, via policies,

practices, and in failing to address unconscious bias. A lack of interest or concern does

not hold the organization or its decision makers accountable (2014). Iverson (2009) found

that organizational practices created wage gaps, with women making significantly less

money than their peers. As well, women were provided fewer resources amplifying

practices that the women higher education participants perceived as apathy from the

institution (Iverson, 2009). According to Airini et al. (2011), women motivated to persist

do so when university strategic planning includes the advancement of women, university

leadership aims to understand how women negotiate formal and informal environments,

and institutions create opportunities for skill development for professional advancement.

Specifically, work relationships with senior administrative staff and peers, formal and

informal policies and practices, learning "how to play the game", taking an active role in

career advancement planning, and institutional support in traumatic or difficult situations

can hinder or propel career advancement.

Intersectionality

The intersectionality of gender, ethnicity, and class is impactful and should not be

ignored. Crenshaw's (1991) foundational work "used intersectionality to describe or

frame various relationships between race and gender" (p. 1265) and how these identities are impacted by power and privilege. Intersectionality is the impact of how multiple identities can be impacted by political, personal, and social environments. Intersectionality connects to LatCrit and Latina feminism, theories that guide the theoretical framework of this study. There is a strong correlation between gender and ethnicity impacting work experiences, job satisfaction, and career advancement (Hite, 2007; McWhirter, 1997; Mejia-Smith & Gushue, 2017; Tran, 2014; Yakaboski & Donahoo, 2011). Additionally, challenges to career satisfaction and advancement permeate the academy due to the intersection of ethnicity, gender, and class (Gutiérrez y Muhs et al., 2012; Holvino, 2010; Moffitt et al., 2012). The intersecting identities of individuals who identify as women and women of color can impact their environments and ultimately how they navigate their career decisions. Oikelome's (2017) study of 13 White and African American female presidents "highlights how the forms of oppression experienced by those with multiple, intersectional, disadvantaged identities differs from the forms of oppressions experienced by people with a single disadvantaged identity" (p. 36). The tensions between gender and race or ethnicity can considerably shape career choices and subsequently, the path to leadership in higher education (2017).

In this section, I briefly introduce themes found in literature regarding women and leadership in higher education, explore literature pertaining to women of color in leadership in higher education, and further discuss the implications specifically for Latinas in leadership in higher education. Overall, themes regarding women and leadership in higher education identified obstacles and challenges, as well as, characteristics of strength, such as self-efficacy.

Woman and "of Color"

Major themes found in literature regarding women of color include barriers inherent in being both "woman" and "of color." Ngunjiri et al. (2017) recommend using a collaborative autoethnographic approach to research regarding leadership and women, as it gives voice to individuals' identities, questions experiences, and then builds community. It is imperative to acknowledge "the interplay among differences in perspectives based on gender, culture, ethnicity, and other dimensions" (Madden, 2011, p. 68). Women of color face additional barriers and challenges inherent in being both women and of a marginalized race or ethnicity.

Women of color are more likely than men to have their competence questioned, tokenism highlighted, and credibility questioned (Kellerman & Rhode, 2014; Medina & Luna, 2000; Montas-Hunter, 2012; Suárez-McCrink, 2011; Vargas, 2011). Additionally, women of color must often combat the stereotype that they are the "token" person of color and only offered the position to meet the diversity quota rather than having earned the position (Suárez-McCrink 2011). Multiple marginality, "situations in which a woman of color might experience marginality are multiplied depending on her marginal status within various contexts" (Turner, 2002, p. 77), means that women of color experience increased barriers to success due to being both a person of color and a woman (Tran, 2014). Multiple marginality results in women of color struggling with isolation, exclusion, and perceptions that others do not like or respect them because of the constant battle to prove themselves in privileged and patriarchal spaces (Kellerman & Rhode, 2014; Muñoz, 2009; Vargas, 2011).

Waring (2003) explored the intersection of race and gender in understanding

leadership for African-American female college presidents. Interviewing 12 college presidents, the study utilized a comprehensive framework that focused on identity that included gender, race, ethnicity, and class. Waring modified Astin and Leland's (1991) questionnaire, *Women Educational Leaders: Participant Profile,* to focus primarily on career advancement and leadership development. Findings concluded that race and gender were significant in developing self-conceptions of leadership; participants' positive and negative experiences impacted their self-conceptions. The majority of the participants felt that their race and gender impacted how they presented themselves to others and how they presented their ideas. Some participants spoke to discrimination experienced due to their gender. Therefore, the participants felt they needed to take more time and build more consensus when leading. The study aimed to fill the gap of how leadership is defined, perceived and influenced by personal experiences because much of the literature on women's leadership has treated women as if they were all the same.

Using Bandura's social cognitive theory as the theoretical framework, Cobham and Patton (2015) examined how self-efficacy contributed to the career success of five tenured Black women faculty by using an interpretivist qualitative approach, as it allowed the researchers to acknowledge the participants' meaning-making through human behavior and experiences. The findings of the study reinforced that gender and race had an impact on individual self-efficacy contributing to participants' professional success (2015). The participants had to overcome adversity by resisting "messages from various institutional groups (i.e. faculty, staff, and students, etc.) that attempted to demean their race, gender, or both" (p. 38). The three themes that were found to inspire participant self-efficacy included the influence of families and mothers in empowering participants

to be successful as leaders and mentors, overcoming adversity such as addressing

microaggression in the workplace, and the need for mentors and support networks early

in the career trajectory.

Race, Gender, and Class

Researchers argue that studies that aim to investigate the impact of race, gender,

and class regarding individuals and institutions are lacking (Belkhir et al., 2000; Holvino,

2010). It is important to "move beyond intersectionality to recognize the coexistence of

multiple identities and their constant interaction in the lives of human beings" (Valdes,

2005, p. 159). Individuals' race, gender, and class are combined in a "simultaneous"

process that impacts "how individuals come to see themselves and how others see them

in organizations" (Holvino, 2010, p. 262). A study of 12 Black and Latina professors at

four traditionally White universities (TWIs) used a third-wave feminist methodology to

explore the marginalized experiences of women of color in the academy (Moffitt et al.,

2012). The findings confirmed that the interplay of identities – race, gender, ethnicity,

and class – increased marginalization; yet, participants could not discern one identity as

contributing more to discrimination versus another identity. The participants' "own

experiences of and education about class influence their continued work" (p. 84); yet, the

participants also used their socioeconomic status to gain access to privileged spaces and

to gain legitimacy with peers and students.

Latinas in Higher Education

Statistics show that between 1977 and 2012 Hispanic women earning master's

degrees increased by 1,054% (Catalyst, 2015). Catalyst (2015) projected a 28% increase

in the number of Hispanic women entering the labor force by 2022. Yet, as of 2013,

women of color continue to be underrepresented at the highest professional levels of the U.S. workforce (Catalyst, 2015). In first/mid-level manager positions, Hispanic women only comprise 3% of these positions, and only 1% of executive/senior-level positions are held by Hispanic women.

The statistics are even more stark in higher education leadership – of tenured professors only 4.4% are Latinas and only 1.8% of Hispanic women serve in administrative or executive levels at doctoral research universities (Gándara, 2015; Suárez-McCrink, 2011). A *Chronicle of Higher Education* (Hammond, 2017) report identified only 6.2% of executive, administrative, or managerial positions are filled by individuals who identify as Latinx compared to 12.3% in nonprofessional positions.

Stuck in the Pipeline

The American Council on Education's Center for Policy Research and Design estimated the length of time and year the presidency of colleges and universities would reach gender and racial parity (Crandall et al., 2017). Women of color presidents have increased only 4% from 2011 to 2016 (Gagliardi et al., 2017). As of 2016, only 30% of university presidents were women; by compounding the annual growth rate, it is projected that women will reach gender parity, "defined as equal representation of men and women in the presidency" (Crandall et al., 2017, par. 6) by 2030. Only 3.9% of college presidents are Latinx (Gagliardi et al., 2017). Crandall et al. (2017) suggest:

> If the growth in the representation of Latinos/as in the presidency remains on the current trajectory, parity will not occur by 2060. In fact, based on [their] analysis, parity for Latino/a presidents only occurs with a 5 percent annual growth rate, and even then [parity] will not occur until 2057. (para. 10)

The projection is an overall analysis for the Latinx racial/ethnic demographic (including both male and female genders). At this point the percentage of Latina presidents at college and universities is so small that statistical reports and literature do not identify or predict this percentage or statistic. Though to further note the disparity, among the 4% of Latinx presidents, 78% are men and 22% are women, or less than 1% of all university presidents are Latina (Gagliardi et al., 2017).

Researchers have concluded that the barriers and challenges found throughout the career trajectory can begin as early as when Latinas are graduate students (Ortega-Liston & Soto, 2014; Suárez-McCrink, 2011). This is concerning because biases, challenges, and institutional barriers impact Latinas' professional roles and choices for future career growth. Furthermore, institutional barriers such as institutional sexism, institutional racism, and institutional apathy for the professional development of Latinas are obstacles contributing to these challenges (Suárez-McCrink 2011; Vargas, 2011).

Latinas' Career Trajectories

In order for Latinas to continue to aim for parity in leadership development and in attaining upper-levels of leadership through administrative ranks and to the presidency, the career trajectory should include multiple factors. A concerted effort by institutions of higher education to include formal and informal leadership development infused in different settings and at multiple levels throughout the career pipeline is instrumental to Latinas' career and leadership success (Rodriguez et al., 2016). Rodriguez et al. (2016) aimed to synthesize theoretical frameworks across the literature in order to conceptualize the "epistemology of Latino Educational Leadership across the educational pipeline and to do so strategically for the Latino community" (p. 138). The researchers reviewed

existing literature using a pan-critical theory synthesis in order to shape scholarship, theory, and practice toward a working definition for *Latina/o Educational Leadership*, an emerging and evolving concept to prepare "educational leaders to serve and empower Latino communities" (Rodriguez et al., 2016, p. 148).

According to another study by Montas-Hunter (2012), "mastery experiences are experiences that affirm for individuals that they have what it takes to succeed" (p. 331). Therefore, as Latinas overcome professional challenges and accumulate success, they become much more motivated to "move forward and persevere" (p. 331). Montas-Hunter used Bandura's theory of self-efficacy to explore Latinas' leadership development. Eight Latina leaders in higher education participated in the study by responding to an online, open-ended questionnaire regarding identity, self-efficacy, and leadership. Participants' intrinsic beliefs in their abilities created confidence that affected accomplishments and success. Themes found in the data included a strong sense of values, support networks, self-awareness, and professional experiences. The study found that perceptions of an effective leader included continuously reflecting and developing leadership styles and personality styles, requiring a commitment to reflecting and acting. Montas-Hunter clarified that in her study identity was not a factor that contributed to self-efficacy as defined by Bandura, but "it was important to explore identity as a complement to self-efficacy because an individual would have to know him- or herself before developing self-efficacy" (p. 325). Having a high self-efficacy contributes to positive career attitude and effective career decision-making (Suárez-McCrink, 2002). Montas-Hunter recommends that quantitative studies should be conducted to further measure "the influence of self-efficacy on attainment of leadership positions" (p. 332), comparative

studies on "what effect participation in a formal leadership program (infused with self-efficacy elements) has on leadership attainment" (p. 332), and to review the practices of executive leadership search firms to determine how diversity practices are infused in search and hiring practices.

Research suggests relationships with others also contributes to Latinas' success through their career trajectories. Mothers play a significant role in the successes attained by Latinas (Medina & Luna, 2000). Though family members may have limited experiences attaining undergraduate degrees, terminal degrees, or high-level leadership positions, their support and encouragement have been found to be instrumental to career advancement for Latinas (Montas-Hunter, 2012; Muñoz, 2009). Informal and formal professional networks developed throughout the career trajectory positively impact career advancement. Developing relationships throughout the lifespan of the career can provide "entrance to circles of influence" (2009, p. 170). Therefore, engaging in networking opportunities throughout the career is essential (2009).

Overwhelmingly, Latinas who serve as leaders understand that mentorship is essential to helping other Latinas navigate the challenges of serving as leaders in higher education institutions (Muñoz, 2009). Compared to a study of seven females in senior leadership positions at a regional college in Australia by Redmond, Gutke, Galligan, Howard, and Newman (2017), a study of Latina community college administrators (including university presidents, chancellors, and college presidents) found that mentorship contributed to developing Latinas' leadership in higher education (2009). Additionally, another study framed by critical race theory, Latina/o critical race theory, feminist critical race theory, and counter-storytelling explored the lives of two Latinas in

positions of leadership – one at a 4-year university and one in a community college (Menchaca et al., 2016). The participants described how important it was for them to mentor others to ensure both males and females felt supported (2016).

There is a strong sense of duty to others and resilience to self among female leaders (Fochtman, 2011). Yet, institutions are not engaged in intentional planning in the areas of professional development and succession planning for Latinas because there is a lack of justification to hire more people of color (Muñoz, 2009). As well, an often homogenized hiring committee "contributes to maintaining the status quo, further restricting women from being considered for positions that have historically been held by men" (2009, p. 167).

Latinas' Assets

There is scant research specific to the individual attributes or assets of Latina presidents serving in 4-year institutions but there is a breadth of research that explores the cultural and capital wealth (Anzaldúa, 1987; Delgado Bernal, 2002; Yosso, 2005) that might contribute to understanding the attributes that contribute to Latinas' ascension to the presidency. Yosso's (2005) community cultural wealth model recognizes six forms of capital that communities of color possess – aspirational, navigational, social, linguistic, familial, and resistant – learned from and cultivated within their homes and communities. The model centers the attributes of students but can relate to Latina presidents challenging deficit thinking typically used in examining communities of color because "community cultural wealth involved a commitment to conduct research, teach and develop schools that serve a larger purpose of struggling toward social and racial justice" (Yosso, 2005, p. 82). By moving from research focused on deficit perspectives to one that

celebrates the attributes specific to Latinas' knowledge, skills, and strengths, traditional theorizing is upended (Anzaldúa, 1987).

Martinez et al., conducted a study of 16 tenure-track assistant professors of color (APOC) at 4-year universities using Yosso's community cultural wealth model to study how these assistant professors used the model's "forms of capital…to deal with racism and marginalization in academia" (2017, p. 696). Interviews were conducted and then a typological analysis found five overarching themes: (a) challenges due to addressing students' stereotypes of APOC; (b) maintaining connection to their cultural identities or authentic selves "to make academia and work more accessible and relevant" (Martinez et al., 2017, p. 704); (c) "persevering with integrity when faced with hostility, racism, or marginalization" (Martinez et al., 2017, p. 705); (d) advocating for mentorship; and (e) continuing service work "while avoiding cultural taxation and tokenism" (Martinez, et al., 2017, p. 706).

There is one literature piece that warrants inclusion in this literature review because it includes voices of both Latino and Latina presidents. The literature piece is a compilation of chapters of individual personal narratives of current or previously-served Latino/a presidents at the time the book was published. Four Latinas and seven Latinos contributed personal narratives. The themes found in the narratives include: "(1) strong parental and family support for education, (2) personal commitment to education at an early age, (3) overcoming gatekeepers' dis-couragement, (4) the importance of mentoring, (5) special hurdles faced by Latina presidents, and (6) deep commitment to the Latino community" (León & Martinez, 2013, p. 37). Individual narratives of the Latina presidents that contributed their voices to the book addressed the impact of both

ethnicity and gender.

Summary

Women leaders in higher education have the capacity to take personal ownership of career advancement, actively seek opportunities, develop resiliency, establish capacity and ability, and nurture support networks (Redmond et al., 2017) when institutional practices and culture prioritize the leadership development and advancement of women, especially Latinas who are underrepresented in levels of leadership in higher education. Published empirical literature addressing how the intersectionality of gender and race impact women's access to leadership development and their experiences as leaders is needed to continue to shape, motivate, and further enhance the experiences of Latinas in higher education, as well as, addressing institutional biases and practices.

III. METHODOLOGY

The purpose of this study was to explore the career trajectories of Latina presidents of 4-year public universities to further examine their individual leadership development and career advancement. Throughout this chapter I describe the methodology that guided this study. I reintroduce the research questions, discuss why the research questions necessitated a qualitative multiple case study research design, and conceptualized the methodology with the theoretical perspectives of the study. Additionally, I describe the research design, data collection process with each participant, and the strategies and steps used for data analysis. Furthermore, I address questions of authenticity, trustworthiness, and credibility. Finally, I provide a reflexive statement about my relation to the study and how my personal characteristics impacted the research.

Research Questions

This qualitative multiple case study acknowledges "multiple realities and…multiple meanings illuminating" (Yin, 2018, p. 16) the leadership development and career trajectories of individual Latina presidents at public 4-year colleges and universities. In this multiple case research study I aimed to "understand complex social phenomena" by allowing me, as the researcher, "to focus in-depth on a 'case' and to retain a holistic and real-world perspective" (p. 5). The case is identified as a study of Latina presidents' experiences throughout their career trajectories to leading 4-year public institutions in an era in which very few Latinas hold the position of university president. The research questions for my qualitative multiple case research study were:

1. How does the intersectionality of gender and ethnicity impact Latinas' access to leadership development and their career trajectories to the university

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presidency?

2. In what ways do the participants' experiences inform Latinas to prepare for and navigate the career pipeline to upper levels of leadership?

The rationale for using a qualitative research methodology to examine the leadership development and career advancement of Latinas who serve as presidents in higher education allowed for amplification of the voices of a significantly underrepresented demographic in this leadership position. Amplification of Latina presidents' experiences "resists traditional paradigms that often distort or omit the experiences and knowledge" of communities of color (Delgado Bernal, 1998, p. 555). Women, and women of color, continue to be underrepresented in leadership positions in higher education, especially in the role of president at 4-year public institutions. My aim in this study was to provide further exploration of the issues impacting Latinas' career trajectories by directly speaking with Latina presidents of 4-year public institutions. By examining Latina presidents' issues related to their identities of gender and ethnicity this study delved further into the "institutional and cultural structures [that] constrain and enable different groups of women differently" (Delgado Bernal, 1998, p. 557).

Theoretical Framework

Yin (2018) describes "propositions" and Stake (1995) describes "issues" to guide the theoretical framework for a case study research design. According to Stake, "issues are not simple and clean, but intricately wired to political, social, historical, and especially personal contexts" (p. 17). Baxter and Jack (2008) state, "both Yin and Stake suggest that the propositions and issues are necessary elements in case study research in that both lead to the development of a conceptual framework that guides the research" (p.

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552). A case study is considered exemplary when the case or cases are unique and interesting, as well as, impacting theory or practice (Yin, 2018).

The theoretical lens that underpinned this study included the following: LatCrit, Latina feminism, and Bandura's (2001) social cognitive theory. This integrated framework was applied in the examination of the lived experiences of Latina university presidents at 4-year public colleges and universities in this multiple case study. The perspective driving this study was the belief that identities impact leadership development and career advancement. Therefore, experiences can be driven by both personal and institutional choices, barriers, and practices. The use of LatCrit and Latina feminism "challenges traditional ways of knowing and shapes every aspect of the research process" (Calderón et al., 2012, p. 515).

LatCrit

LatCrit is rooted from Critical race theory, which was introduced by Derrick Bell to address the injustices inherent in law and politics due to race (Bell, 1980). LatCrit aims to correct the lack of Latinx voices in research by explicitly acknowledging that the intersection of gender, race, and class impacts the Latina community (Delgado Bernal, 2002). A comprehensive bibliography by Stefancic (1997) found the following themes theorized LatCrit literature: "critique of liberalism" (p. 1511), the impact of counter-storytelling, addressing and spotlighting the oppression of the Latinx community in civil rights laws, introduced the "concepts of *mestizaje* and double or multiple consciousness resulting from centuries of cultural blending and conflict" (p.1512), structural determinism or the impact of maintaining the status quo, intersectionality of multiple identities, gender discrimination, Latinx essentialism (e. g., the dissonance in defining the

Latinx community), the diaspora of language and bilingualism, separatism versus nationalism, immigration versus citizenship status, the impact of education, racial tensions between the Latinx community and African American community, "assimilation and the colonized mind" (p. 1514), Latinx stereotypes, and "criticism and response" to the overall LatCrit theorizing movement.

As indicated by Stefancic, LatCrit addresses the nuanced multidimensionality of the Latinx culture. To further clarify for this study, LatCrit "theorizes and examines that place where racism intersects with other forms of subordination such as sexism and classism" (Solorzano & Yosso, 2001, p. 479). LatCrit transforms theorizing by recognizing that communities of color produce counternarratives to current epistemologies, or ways of knowing, steeped in gendered and racist methods (Solorzano & Yosso, 2001). This multiple case study design centered Latina presidents' perspectives by adding marginalized voices to the construction of knowledge. The strength of LatCrit theory "is the validation and combination of theoretical, empirical, and experiential knowledge" (Solorzano & Yosso, 2001, p. 489). The patterns identified within and between each case can advance social transformation for others navigating the leadership pipeline (Valdes, 2005).

Latina Feminism

Research driven by a feminist perspective assumes that patriarchy shapes the social construction of gender dynamics (Tong, 2014). Yet, criticism of early feminist perspectives driving research describes a lens that failed to consider race, racism, and the experiences of nonwhite women (Ortega, 2006). As Ortega (2006) eloquently writes "theorizing about women of color without checking and questioning about their actual

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lives" (p. 68) is ignorant and fails to construct meaning from the experiences of women of color. Therefore, Latina feminism illuminates the significance of gender, specifically for Latinas, in the construction of knowledge utilizing counter-storytelling focused on strengths and assets rather than deficit narratives (Solórzano & Yosso, 2002). Chicana feminist epistemology is foundational to understanding Latina feminism. Delgado Bernal introduced a Chicana feminist epistemology to further center Latinas' voices as "agents of knowledge who participate in the intellectual discourse that links experience, research, community, and social change" (1998, p. 560). Chicana feminism parallels LatCrit's *mestizaje* in the recognition of *mestiza*, which recognizes the "diversity and complexity" (Delgado Bernal, 1998, p. 560) of Latinas' experiences related to identity markers, relationships, and experiences such as language, skin color, sexuality, spirituality, etc.

A major tenet of using a Chicana feminist epistemology, such as Latina feminism, is the concept of cultural intuition. Cultural intuition further reveals the beauty of using Latina feminism in theorizing Latinas' experiences in knowledge construction (Delgado Bernal, 1998). The four sources of cultural intuition are personal experiences, existing literature, professional experiences, and the analysis research process (Delgado Bernal, 1998). Cultural intuition centers Latina presidents' voices, experiences, and their own intuition in the creation of knowledge regarding leadership and advancement in higher education (Delgado Bernal, 1998) in order to decolonize Westernized paradigms of research and analysis (Calderón et al., 2012).

Bandura's Social Cognitive Theory

The concept of self-efficacy is at the core of Bandura's (1977, 1993) social cognitive learning theory and was an important component to include in this study.

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Bandura (1993) defined self-efficacy as an individual's belief that one has agency and control over a successful outcome. Self-efficacy is developed by the following influences – mastering experiences, observing others, social persuasion, and one's own psychological health (Bandura, 1993,1994). A high sense of self-efficacy positively impacts career advancement, as an individual may more readily consider and prepare for more career options, embrace challenges related to career advancement, and engage in behavior that cultivates professional development (Bandura, 1994). High self-efficacy is an indicator for demonstrating leadership and in making choices that positively impact career advancement (Airini et al., 2011; Cobham & Patton, 2015; Cox, 2012; Montas-Hunter, 2012; Oikelome, 2017). Yet, Bandura failed to include marginalized identities and explore contextual systems that impact an individual's drive, motivation, and persistence to succeed (Cobham & Patton, 2015; Montas-Hunter, 2012). In this study I acknowledged these critiques; yet, this study contributed to understanding the theory within the context of Latinas' experiences in career development in higher education.

Case Study Research Design

Yin (2018) describes a case study as "an empirical method that investigates a contemporary phenomenon (the 'case') in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident" (p. 15). A case study answers "how" and "why" questions, the researcher has no control over behavioral events, and the study focused on contemporary events. Yin describes contemporary events as "a fluid rendition of the recent past and the present, not just the present" (p. 12). A case study research design involves identifying a case, determining the intent for the research, and then utilizing multiple forms of qualitative

data from participants in order to provide an "in-depth understanding of the case"

(Creswell, 2013, p. 98). This case study research design examined the real-life progress

of current Latina university presidents at 4-year public institutions in order "to gather

accurate information not lost by time" (p. 98). The multiple case study included multiple

units or participants. Multiple case study research "enables the researcher to explore

differences within and between cases" (Baxter & Jack, 2008). The multiple case study

prepares, collects, and analyzes each individual case. Then the analysis of the research

will "draw cross-case conclusions, modify theory, develop policy implications, [and then]

write cross-case report" (Yin, 2018, p. 58). A multiple case study design can compare

two to 10 cases (Mills et al., 2010).

This study delved into participants' perceptions of their identities and created a

chronology and context of their leadership development and career trajectories. This

included acquiring their accounts related to gender, ethnicity, professional development

opportunities, relationships, and leadership development. I gained insight about their

perceptions on what they encountered as each participant reflected on her career

advancement and further illuminated strategies and recommendations for future Latinas

who aspire to continue to advance in the academy.

Participants and Sites

A case must have boundaries for focus, clarity, and scope (Baxter & Jack, 2008,

Merriam, 2009; Yin, 2018). Therefore, this case study included boundaries – both what

the case was and what the case was not. Boundaries "indicate the breadth and depth of

the study and not simply the sample to be included" (Merriam, 2009, p. 547). The

multiple case study employed criterion sampling (Creswell, 2013) to identify participants

from 4-year public colleges and universities across the United States who qualified for the criteria identified for the study. Originally, the intention was to include Latina presidents who served, or had served, at both public and private 4-year universities. I searched for Latina university presidents at 4-year public and private colleges and universities online and by posting on social media groups to recruit participants or for recommendations. I received information about six Latina presidents of 4-year public universities and two Latina presidents of 2-year private universities from a leader of *Excelencía in Education*, a research-based group in Washington D.C., that aims to "improve Latino student success and meet national needs" (*Excelencía in Education*, 2020, para. 5). Additionally, I identified three Latinas who had previously served as presidents at 4-year public universities, one served in a professional role related to higher education but not directly at a university, one was retired, and the third one was difficult to locate. After further research of one of the Latina presidents serving at a private institution, I found that the president's self-identification was not Latina. Therefore, I decided to focus the study on Latina participants who served, at public 4-year universities during the time of the study or prior to the study.

Inclusion criteria for this study consisted of: (a) participants identified as Latina or Hispanic defined as an American "of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin" (U.S. Census Bureau, 2018, para. 1); (b) participants identified as a woman; and (c) participants served or previously served as a university president at a 4-year public institution. Yin (2018) recommends two to six or more cases in a multiple case study to aim for a higher degree of certainty. I initially corresponded with eight possible participants via email. I reached out to the ninth

possible participant via LinkedIn. Three Latina presidents who currently serve agreed to participate in the study.

The three Latina presidents who met the criteria became the "immediate topic" of this multiple case study research design (Yin, 2018, p. 31). Individuals outside of the boundaries of this multiple case study research design are presidents who did not identify as Latina. Clarifying those not bound within the multiple case study research design "becomes part of the context" (Yin, 2018, p. 31). The Latina presidents are considered informants, those sharing their experiences. Therefore, the participants are not considered a sample of a greater population. The specific time boundary for the multiple case study research design began when the participant started her professional career through her term, or terms, as a university president of a 4-year public institution.

Data Collection

A case study protocol was essential for multiple case study research design and served as a guide in the data collection process (Yin, 2018). Each individual case followed the case study protocol. Data collection procedures were clear and thorough because as the researcher I must "learn to integrate real-world events with the needs of [my] data collection plan" (Yin, 2018, p. 98). Data collection included interviews and artefacts. I conducted semi-structured, open-ended interviews to gather stories, explore perspectives, and learn more about each president's experiences. In critically assessing that the presidents' time for study participation was limited, and with guidance from my committee, the interview protocol was condensed from over 20 questions to three overall domains with five total questions (see appendix section) aimed at encouraging flexibility and fluidity in the interview process.

I utilized "testimonio" in the interview process. *Testimonio* is validating the unique experiences of oppression and to underscore injustice, while giving voice to participants' experiences and strategies for persevering (Beverley, 2008). Objectively it also highlights a point of view or an urgent call to action (Reyes & Rodriguez, 2012). *Testimonios* allowed for individual stories to form a broader collective by constructing knowledge that counters Eurocentric feminist frameworks (Espino et al., 2012). *Testimonio* is foundational in continuing to explore gender and ethnicity, especially in Latina communities (Espino et al., 2012). It is a new way to explore identity formation, especially in academically professional settings (Espino et al., 2012).

Testimonios

In-person testimonios, in-depth interviews addressing culture and ethnicity, were scheduled with each respective participant based on her availability. A consent form was provided via email and read prior to the interview, and verbal consent was provided by each participant. The interview was audio recorded with the permission of the participant. I worked to develop confianza (trust) and respeto (respect) between participants and myself by scheduling video calls to discuss the intent of the research and my professional and academic goals in advance of the interviews. I also provided opportunities for participants to ask thorough questions regarding the study prior to the interviews. The intent was to engage in plática rather than the process of a stereotypical interview. Additionally, I requested that each president, in advance of the interview, identify two artefacts (e. g., policies, initiatives, programs, new administrative positions, personal items, awards) that she believed exemplified outcomes of her leadership in action. The nature of the domains and subsequent questions prompted the participants to identify

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salient experiences that led to the construction of a rich testimonio of their leadership development and career trajectories. The two artefacts presented by each president elicited deeper reflection and supplemented contextual and environmental connections to overall data gathered.

Each participant selected, or was provided, a pseudonym for anonymity. Pseudonyms were also used for any names of others named by the participant. Confidentiality was paramount due to the overall small population of Latinas who currently serve as presidents of 4-year public universities. Two of the three interviews were conducted on the participants' campuses in summer 2019. Dr. Clarín scheduled a breakfast for me and her provost prior to our interview. Our interview lasted approximately one hour and 20 minutes. The interview with Dr. Vega lasted approximately two hours and 30 minutes. Dr. Silva's first interview was in-person at a hotel because she was at a conference for about 45 minutes. Dr. Silva's second interview was over 45 minutes and conducted by phone.

Memos

I created memos and diagrams throughout the research process. Engaging in memo-writing created an on-going process that allowed me to retrace my steps and track my analysis to the final findings (Corbin & Strauss, 2015). I wrote memos to record my ideas, thoughts, and connections I learned from the data I compiled because memos can enhance credibility during the analysis and conceptualization process (Groenewald, 2008). The memos I wrote evolved as I immersed myself in the data analysis process of collecting, sorting, and coding (Groenewald, 2008). Diagrams were visual representations that helped me identify gaps in the data, as well as, make connections within the data.

Data Analysis

To analyze the data I used Yin's (2011) Five-Phased Cycle to aid in the data

coding process: (a) Compiling, (b) Disassembling, (c) Reassembling (and Arraying), (d)

Interpreting, and (e) Concluding. According to Yin (2011), compiling data is the process

of gathering all data, such as observations, memos, and transcriptions, and organizing the

data in some type of order. Disassembling is the process of breaking down the data into

smaller fragments, which includes the beginning of labeling or coding the data.

Reassembling signifies reconceptualizing the data visually and then interpreting the data

by organizing it in new ways and with new graphics if applicable. The final phase,

concluding, involves drawing new conclusions or connections with respect to the

research questions. The process of analyzing the data is iterative and did not follow a

linear path; therefore, I conducted this process often throughout the duration of the

research.

Coding

The coding process required compiling the most significant data from the

interviews. I immersed myself in the data by personally transcribing each individual

interview. After the interview was transcribed, I disassembled the data by breaking down

the interview into smaller fragments (Yin, 2011), the initial step in the coding process. I

went into the coding process with an open mind, meaning I did not have any

preconceived or initial codes created. After transcribing the testimonios, I printed each

individual interview as a word document. I engaged in line-by-line *in vivo* coding, in

which I used the participant's words to identify a code for each line in the interview

(Saldaña, 2009). I reassembled the codes into an excel document for each participant.

Individual codes ranged from over 140 codes to over 450 codes. Then all codes were

input into an overall worksheet which totaled 793 codes. I sorted the codes by alpha order

to find similarities. After the initial codes were created, I engaged in a second round of

coding, described as descriptive coding, to summarize overall passages or content found

line-by-line (Saldaña, 2009). This was an iterative process, completed multiple times, in

which codes were disassembled and reassembled into overall categories or sub-

categories, with the attempt to locate patterns, gaps, and comparisons. The following

graphic is a visual representation of the various steps conducted in the coding process.
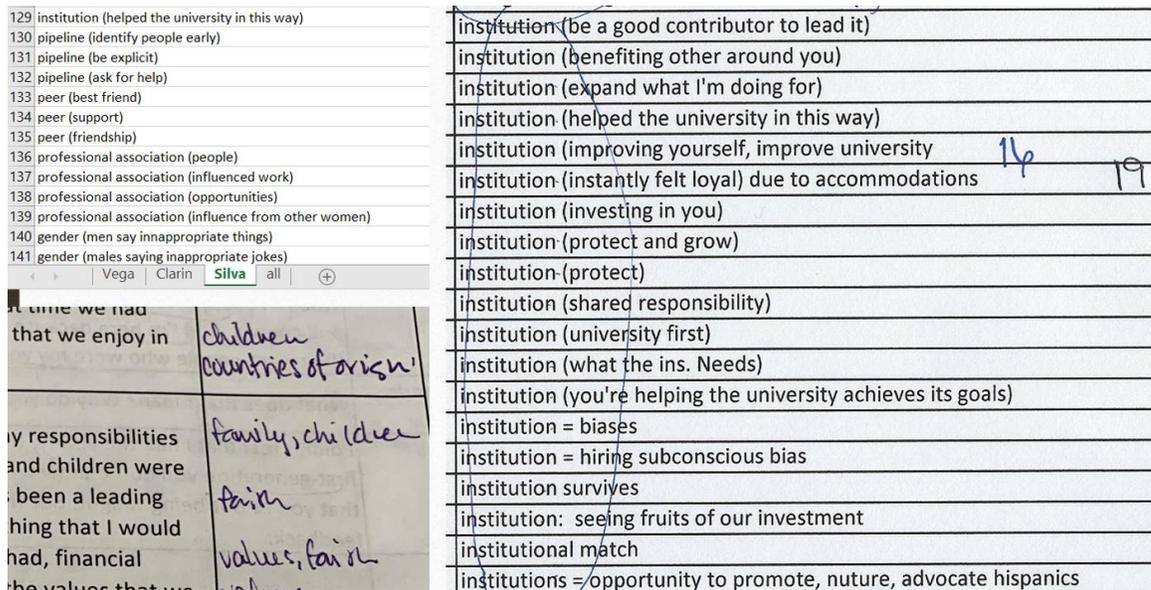
Figure 1: Coding Process

Coding the data in various ways aided in the process of analyzing the data and

restructuring a chronological testiminio; chronological sequences are "considered a

special form of time-series analysis" (Yin, 2018, p. 184). This process allowed for

creating a similar timeline for each within-case analysis, especially due to each

president's differing paths to the presidency. Pattern coding served as a tool for cross-

case analysis. Pattern codes

…identify an emergent theme, configuration, or explanation. They pull together a lot of material into a more meaningful unit of analysis. They are sort of a meta-code….Pattern coding is a way of grouping these summaries into a smaller number of sets, themes, or constructs. (Miles & Huberman, 1994, p. 69)

This process led to an overall summary of the leadership development and career advancement among all three participants that resulted in overall themes and sub-themes. Chronological sequences are "considered a special form of time-series analysis" (Yin, 2018, p. 184).

Criteria for Trustworthiness

It is essential that the study adhered to standards that demonstrated reliability and rigor. Four design tests common in qualitative research, and used for case study research design, are construct validity, internal validity, external validity, and reliability (Yin, 2018). Each of these tests were employed throughout the entirety of the study. Construct validity is demonstrated by use of multiple sources of evidence, which included the interviews, artefacts, and memos (Yin, 2018). and by using others to review a draft of the case study report (Yin, 2018). Internal validity was demonstrated by using strategies such as pattern matching, which was utilized during the coding process. (2018). Replication logic in this multiple case study research design was used as a strategy for testing external validity (2018). Though the results of this study are not generalizable the steps of the study are clear and logical for future research to expand upon. Reliability is demonstrated by use of a case study protocol and a case study database that maintains a chain of evidence, which is described within this dissertation and housed on the university server. (2018).

Four evaluation measures that ensured the study demonstrated authenticity, trustworthiness, and credibility include elaborating on triangulation, thick description, and member checks. These methods, explained below, assist in justifying the findings (Maxwell, 2013).

Triangulation

Triangulation is the process of using multiple sources of data to validate findings (Creswell, 2013). By using multiple methods to collect data (i.e., testimonio interviews, memos), gathering data from multiple sources (i.e. participants and artefacts), and analyzing data via different methods (i.e. in vivo, descriptive, and pattern coding), I located and provided evidence that support the findings (2013).

Thick description

Rich, thick description is the process of providing abundant and interconnecting details (Creswell, 2013). The use of detailed information "enables readers to transfer information to other settings and to determine whether the findings can be transferred" (Creswell, 2013, p. 252). The study was an in-depth investigation of a phenomenon, Latina presidents' leadership and career trajectories in a profession in which they are sorely underrepresented within, in its real-world context over a period of time. Therefore, participants shared experiences over their professional careers that have inspired, motivated, hindered, and contributed to such a significant feat. Each individual within-case analysis is a rich testiminio of their individual experiences. The overall cross-case thematic analysis further weaves and connect the voices of the participants into a cohesive tapestry.

Member checking

Post-interview each participant received a transcript of our interview. This allowed for the participant to check for accuracy, identify further areas to be addressed, or to make any changes to the information gathered. Furthermore, each participant received her individual within-case testimonio to offer any edits and additional perspectives, as needed (Yin, 2018).

Researcher's Perspective

"The researcher's self…is always present" (Merrill & West, 2009, p. 111). My own intersecting identities guided how I created this research study. As a first-generation Latina working in higher education, I have experiences with gender and ethnicity impacting my leadership and career development. Additionally, due to my lower socio-economic class during my formative years I have worked full-time since I was 18 years old. I have led and managed teams throughout the majority of my adult life. I have a passion for organizational learning and human resource development. I am passionate about the impact of equity and inclusion, in particular, in how privilege, race, ethnicity, and gender impact organizational learning and professional development.

Though I find that there are systems in place that impact the development and advancement of women of color, most specifically Latinas, I also know that we have immense drive to succeed. Though the statistics of Latina presidents of 4-year institutions may be very low, I feel that there are many Latinas in new and mid-level positions in higher education who are enthusiastic and passionate about continued leadership development and professional advancement. I believe there is untapped potential of Latinas who can be motivated to navigate the leadership pipeline to higher levels of leadership in higher education. I believe that this in turn will further motivate

undergraduate and graduate students who see themselves represented throughout levels of leadership in universities.

My experiences throughout my career trajectory and due to my own intersecting identities informed how I formulated the study and subsequently, how I interpreted the data. My insider-external positionality strengthened my approach for this study. As Chavez reflects, "insiders can understand the cognitive, emotional, and/or psychological precepts of participants as well as possess a more profound knowledge of the historical and practical happenings in the field" (2008, p. 481). My own insider positionality benefits included shared identify markers and/or paralleled experiences with the participants. For example, my identities as Latina, mother, first-generation undergraduate/graduate/doctoral student, class, and as a professional in higher education grounded how I crafted this study. Though I have the benefit of cultural and professional perspective, externally I am a mid-manager in student affairs whose knowledge, experiences, and perspective are removed from those of the participants. Yet, my intersecting identities and my own exposure to the lack of Latinas serving, in proportion to other ethnicities and gender, in leadership positions in higher education formed the critical and cultural relevant framework for this study. LatCrit and Latina feminism were essential to exploring the messy and interconnected tensions that arise when women of color navigate spaces that are predominantly White and predominantly male. I understand this because I experience it in my own role as mid-manager in higher education. I aspire to continue to advance in the leadership pipeline in higher education. I aim to maintain my own identities, yet, I already struggle with maintaining my own cultural identities while minimizing conformity to what has already been established as the status quo for

leadership and advancement in higher education. Ultimately, this study allowed for grounding my positionality with this study's theoretical framework and findings, presented in chapter IV and chapter V, respectively.

IV. FINDINGS

The purpose of this qualitative multiple case study was to examine the leadership development and career trajectories of individual Latina presidents at public 4-year colleges and universities. In this chapter I reintroduce the research questions, discuss the findings analyzed within-case of each individual participant's data analysis, and presents the findings identified from the overall cross-case analysis process.

The research questions for my qualitative multiple case research study were:

1. How does the intersectionality of gender and ethnicity impact Latinas' access to leadership development and their career trajectories to the university presidency?

2. In what ways to the participants' experiences inform Latinas to prepare for and navigate the career pipeline to upper levels of leadership?

Data Analysis

At the time of the study, six Latina presidents were leading 4-year public universities in the United States in the role of president. The participants selected for this study included three women who identified as Latina who held the role of president during the time of the study at 4-year public universities in the United States. Each president was interviewed individually. Due to the low number of Latina presidents serving in this leadership role, the three participants of this study were protective of their identities, and so must I be. Each individual president provided, or I selected, a pseudonym for confidentiality. Specific details regarding the institutions at which they had served throughout their career trajectory and institutions at which they served at the time of the study are generally presented. Any individual names presented in quotes are

pseudonyms.

The data analysis process for this multiple case study was conducted using within-case analysis for each participant (Mills et al., 2010) and employing cross-case analysis of the data. Within-case analysis "is in-depth understanding and description of the phenomenon under study" (p. 971). Within-case analysis aims to uncover patterns in the individual case; subsequently, themes are identified during the cross-case analysis.

Within-Case Analysis

The following section addresses the attributes and patterns found in each individual case. Each case will be presented individually. Participants addressed questions related to the following domains: (a) career trajectory and personal development; (b) leadership development; and (c) influential individuals and personal drive. Participants also provided two artefacts that they each believed exemplified their leadership as university presidents. The artefacts are personal and could identify the president; therefore, the descriptions may be generalized to maintain confidentiality.

Dr. Clarín

Dr. Clarín described herself as a first-generation college graduate, a university president, wife, mother, and mentor. Prior to our interview on her campus she scheduled breakfast between the provost of the institution and me. In my conversation with the provost we discussed the dynamics of the institution, his role, and his admiration for working with Dr. Clarín. He stated that prior to Dr. Clarín's appointment to president at the institution, he was pursuing positions outside of the current institution. Yet, he chose to remain for the duration of Dr. Clarín's appointment (for more than 10 years) because of the immeasurable leadership and dedication demonstrated by Dr. Clarín. He

highlighted her mentorship, her leadership, and her dedication to a liberal arts education.

During my interview with Dr. Clarín I gained insight to her career trajectory and leadership development. She identified humor as a significant attribute to her leadership. We laughed often throughout our interview. Her robust laugh permeated much of our conversation. Throughout our time together we developed a storyline of her trajectory to the presidency structuring her past and present experiences.

Early Experiences: Developing Her Skills and Affirming Her Identity. Dr. Clarín grew up in an urban, poor community. Her father sent her to a Catholic high school for what he believed was a higher caliber education than she could receive at the public high school. As she continued her pursuits as an undergraduate college student, she realized that her education was still subpar to her peers. Her White English professor worked closely with her to develop her writing and her confidence. She also explained that he was instrumental in affirming her identity as a Latina. Every day that he called out her name while taking attendance he would say her name with the proper Spanish accent, rolling his 'r' in the appropriate place. She noted that he would comment on how beautiful her name was. She was struck by how he affirmed her identity and made her feel comfortable as "the only minority kid in the class." She explained, "he was absolutely the most influential person in my life because it was at a critical point, I could have turned around" she recalled. Dr. Clarín explained that this was a "critical point" for her because she was feeling underprepared compared to her peers, that her peers were "way above…[her] intellectual level." She was feeling "lost" intellectually, in addition to her being Latina and due to "being a poor kid." With her professor's dedication she "was developed as a writer by him," and she "wouldn't have graduated college without him."

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Her English professor was pivotal in providing guidance and support leading to the next chapter in her career trajectory.

Dr. Clarín worked briefly in K-12 education. She was granted tenure in her role but declined the offer because she realized "that tenure would be a trap…because it was job security" but she was "really unhappy" in her role at the time. She resigned immediately after receiving her letter granting her tenure without another job available. She applied for doctoral programs, received a national-recognized and highly competitive fellowship, and decided to pursue a career in higher education as a faculty member. This was a key experience for her next career path to the presidency; she reflected "without having become a full-time faculty member I don't think I would have been a president."

Career Trajectory Experiences: Leading as a Woman of Color. Dr. Clarín has worked in predominantly White higher education institutions the entirety of her career. Her career path to the university presidency followed a traditional path highlighted in the literature, as a faculty member who moved into progressive leadership roles on the faculty track to president (Gagliardi et al., 2017). She began as a faculty member and later served in leadership roles supervising faculty operations commonly found in public institutions; she then advanced to the president role of a public 4-year liberal arts university. When discussing the impact of the intersection of her gender and ethnicity across her adult life, she shared salient experiences that shaped her leadership and career trajectory. The themes throughout her testimonio addressed values congruence with self and the institution, personal influences such as mentors supporting and advocating professional opportunities, navigating bias and tokenism in the academy, and obstacles encountered due to gender stereotypes.

Dr. Clarín noted early in her career an opportunity that was presented to her by the chairman of her academic department. The chairman, who was a White male, did not like completing certain tasks associated with his role. She acknowledged that he became a mentor who was instrumental in advancing her career, but at this time,

> He didn't like to do scheduling, you know, office organizational things, you know. Answering correspondence about what faculty were going to do what, which faculty member was going to do what. And he came to me one day and asked me if I would help him but that he had no resources. So, I said okay. So, I started doing scheduling, I started organizing the department.

Though Dr. Clarín described this opportunity as instrumental in showing her that she may enjoy administrative duties more than teaching, it is also typical of gender roles in the workplace, particularly in education. The chair of the department did not enjoy duties that can be described as secretarial and passed these tasks onto a lower ranked Latina. Though Dr. Clarín did not assign this opportunity as an affront to her gender it is important to note how power dynamics inherent in gender stereotypes played in this situation.

Dr. Clarín also remarked on challenges she perceived along her career trajectory related to bias and tokenism. She said,

> I have felt that in my life, that people have dismissed me because I'm Hispanic. And it's very painful. It's very painful, but it's very real…I also think that there have been opportunities for me in a certain sector, in the state college sector. But there are fewer opportunities for me in the research I sector. I always ask myself would a White person with the same credentials have gotten an opportunity, but because I was Hispanic, I didn't? I think sometimes being Hispanic, people just

don't think you're smart enough or capable enough, and they don't give that

opportunity.

Dr. Clarín noted that she had been a "minority leader" at predominantly White

institutions, and as such, it had been challenging because of the possible perception

others may have had that she could have received the job due to affirmative action. She

also shared examples of feeling dismissed because of her identity as a Latina, for

example when she interviewed for a position and felt dismissed by a White woman on the

search committee due to her ethnicity. She explained,

I was in a search for a number two position…And I remember going to an

interview…And the faculty member coming towards me and speaking over

me…like I didn't exist, to the woman heading up the search. I said, "hi." I was

invisible to her. She didn't want to be bothered. She didn't think I was smart, she

didn't think I was capable. She was giving off that vibe from the beginning,

"you're not important, you shouldn't be in this search."

She perceived the dismissal was due to the perception that Latinas do not work as hard.

She described that the dismissal due to being Latina can be "very blatant" or "more

nuanced" but "you know, you feel it because you got intuition…your experiences."

In further exploration of how her ethnicity and gender aligned with her values,

when describing the artefacts that she selected to symbolize her leadership as a president,

she identified a prestigious recognition that she received from the city in which she

worked at the time. She described the symbolism in receiving recognition for her work in

a large urban metropolis for her "public presence, advocacy for students, my work with

the faculty, and my big work on policy issues … [This award] made me very, very visible

in [the city]. And that's a big place!" She described in earnest how her identities as a woman and a Latina were impacted by this recognition.

> [The person who gave me the award] was a woman. So, her giving it to another woman was very affirming to me. She was a woman that ran the [city], and I really, really respected her. So for me it was a sign that there was strong women, female leadership in [the state]…And so I felt, as a woman, what a compliment to be recognized as another successful woman that way. And as a Hispanic, there were no Hispanics. I think I'm the only one (Hispanic) that has ever been recognized by the [city]…But I said, "Oh my God, that's really affirming that I'm a Hispanic woman and that I've done a good job and that I'm being recognized as a Hispanic person having delivered, you know, for the (university) system."

Dr. Clarín received this recognition while serving in a role overseeing faculty operations for a large university system. Though this recognition was provided prior to her role as a president it was important for her to describe how meaningful it was to receive this recognition as a woman and as Latina. Additionally, her attributes, "my public presence, advocacy for students, my work with the faculty, and my big work on policy issues," that resulted in the recognition, permeated throughout her career trajectory to the presidency and continued throughout her experience as president.

Presidency Experiences: Elite Without Being Elitist. Dr. Clarín described experiences that "allowed [her] to think more deeply about [her] career" from leaving K-12 education to taking on additional responsibilities outside of her role as a faculty member. The same department chairman who asked Dr. Clarín to assist with faculty duties became a vice president who sent her "to Washington to become an ACE Fellow."

Serving as an ACE Fellow allowed her to align her professional and personal goals with the expectations of becoming a college president, "[attending ACE] was very important. He [my vice president and mentor] was very important in my life because I don't think I would have gone the trajectory of a college president without that." Though Dr. Clarín's years of service to the presidency had been successful there were still challenges to note and accomplishments to celebrate.

Dr. Clarín described in detail the difficult decision she had to make when she was first appointed into the presidency role. Her first university commencement was scheduled at the same time as her child's graduation from medical school. She struggled with balancing her role as mother with her professional responsibility as president. She struggled with modeling professionalism and also exemplifying commitment to her values as a mother.

> I was nowhere to be seen. Nobody saw me. I told my boss what I was doing. And I said to him, basically, fire me if you want. If the faculty goes up in arms you have the right to fire me, but I cannot miss [my daughter's medical school graduation].

She explained that she often had to make difficult decisions in order to align her values as a woman and as Latina with the expectations of the presidency. She described how family was integral to her cultural identity "by being Hispanic…that's the core value, that family comes first…your family comes first…you're present. And I think that's definitely a Hispanic value that I have." Therefore, her decision to put her job on the line and choose supporting her child over the expectations as president was the best decision for her. The outcome from choosing her role as mother over her role as president was

well-received by the majority of the institution, with many faculty and staff praising her decision.

Dr. Clarín expounded on a second artefact that represented her leadership as a president, which was the university's strategic plan that was created in her first year as president at the institution. She described, "I was in my first year, I was terrified…I was new, I knew no one here. It was a predominantly White institution." Dr. Clarín was a new president, a woman, and a Latina at a predominantly White institution tasked with writing a strategic plan that included buy-in from faculty. According to her, past strategic plans had not included faculty input so she "had to convert everybody and make sure they understood I wanted a collaborative process." The collaborative process can be attributed to her identity as a woman due to the majority of her career in which "she's the only woman [in a] room of men." Therefore, she found great value in listening and negotiating. Similarly, as a Latina in predominantly White spaces she had to utilize similar strategies.

Dr. Clarín co-chaired the process with, Dr. Andrew Jones, a White male faculty member who was known for being difficult with administration. She was warned, "it's over, he's one of the most difficult faculty members we have." She also described working with, Dr. Mitchell Smith, a second White male faculty member who was leading a sub-committee for the strategic plan responsible for supporting access for students to attend the institution without compromising high academic standards. During the process of finding a solution to access versus high academic standards Dr. Clarín recounted how the committee members were arguing for different sides, "People were taking the access side, people were taking the excellence side. And never the two shall meet." Dr. Clarín

described that the different sides of the committee could not find a solution and continued to argue "on and on."

Finally, one day Dr. Mitchell Smith met individually with Dr. Clarín to learn more about her reasons for access and excellence; "I told him why my values were what they were and why I wanted to have access," and he came up with the tag line, "…we can be elite without being elitist." Dr. Clarín was astounded,

> I said, oh my God, bingo! And that was the essence of the plan. That we were
> going to be a university of first choice without being elitist…It freed me up to be
> comfortable with setting high academic standards…But at the same time, I was
> true to my values.

Dr. Clarín aimed to align her values of inclusivity and access for underrepresented communities with high academic standards set by the institution. She also felt indebted to these two White men who partnered with her to accomplish the goals for the strategic plan; "These two White men were very instrumental in my success…I think they wanted me to succeed because I was a minority in a White institution." Dr. Clarín acknowledged, "Being a woman, I'm not sure where that fell, but I know that being a woman of color had something to do I think with them wanting me to succeed." The many identities of Latinas in leadership can impact success. Dr. Clarín's identity as a Latina motivated her to create opportunities for underrepresented communities to attend the university she served. Yet, she perceived that her gender, as a woman, was a driving force for two White men to assist her in accomplishing her goals at her prestigious university. Dr. Clarín exposed how the intersectionality of her ethnicity and gender influenced her leadership development and career choices, with gender roles and ethnic stereotypes

serving as challenges (i.e., learning to assert herself in male-dominated spaces) and motivations (i.e., providing access to marginalized students).

Influential Individuals and Being "the Only One." When reflecting on her career trajectory, Dr. Clarín stated that the portfolio of supporters throughout her professional journey were predominantly White men. She could only identify one woman of color, and no Latinas, as mentors, sponsors, or advocates in her career. Dr. Clarín reflected that a few years prior she wrote a list of mentors who impacted her career and contacted each of them to thank them. She shared,

> Mmmm, were there lots of women of color? No. There were very few women of color on the list. One African-American woman. One. And she was helpful to me along the way, you know, as much as some of the others. I was always the only one because of my age. You're blessed. There are others. I grew up where I was the only one. It's no fun, Brenda, to be the only one.

Threaded throughout her career trajectory were individuals, predominantly White men, who positively impacted Dr. Clarín's career. These personal influences contributed by serving as informal mentors and providing opportunities to help her to grow and develop professionally. These individuals pushed and encouraged her, but also increased her self-awareness in her worth.

Informing Others for the Pipeline. Dr. Clarín's intersectionality of her gender and ethnicity is intertwined throughout her leadership development and career trajectory to the university presidency. At different points in her path to the presidency the intersectionality of both identities, woman and Latina, simultaneously impacted her career path. Yet, there were times that one identity was more pronounced, negatively or

positively impacting her experiences and decisions. As others navigate the career pipeline to upper levels of leadership, it is important to note that one's identities positively motivate, as well as, negatively challenge career progression.

Dr. Vega

Dr. Vega immigrated to the United States with her grandmother and her two sisters at the age of 14 from Cuba. They did not speak English when they first arrived in the United States. Dr. Vega speaks with a slight Cuban accent when speaking English. She was the first in her family to attend college. During my interview with Dr. Vega we discussed her career trajectory and leadership development to the presidency. Importantly, we discussed her challenges in depth. Her challenges to and through the presidency were more pronounced than those described by the other two participants. For Dr. Vega the "critical moments" that led her to the presidency underpin that she had "always wanted to be somewhere I could be making an impact and where I could be passing it forward," and her "life has been characterized by one leap of faith after the other." Themes that permeated her trajectory include: (a) gender bias; (b) ethnic stereotypes; (c) mentorships and opportunities; and (d) religious faith as a motivator. Making a difference was a personal philosophy driving Dr. Vega's career trajectory. One of the artefacts she shared with me was an award she received that included the story of the starfish on the award. The story is about an individual picking up starfish and throwing them back into the ocean, and another person makes a comment about how there are thousands of starfish to throw back in the ocean, implying the hopelessness of such an endeavor. The individual responds that it makes a difference to that *one* starfish.

Early Career Experiences: Leaps of Faith. Similar to Dr. Clarín, Dr. Vega

began her professional career outside of higher education. She worked in the financial industry. After working in the industry for a few years, her grandmother encouraged her to pursue a master's degree. She advanced to the executive level in her career, earning her PhD along the way. Yet, her career required extensive travel and time away from her young children. She "decided to take a leap of faith" to lead a program at a university "designed for non-traditional…executive…students." She was able to raise her children during the day while leading this program in the evenings. Family is and always has been significant for her in her identity ases woman, Latina, and immigrant. Dr. Vega described how she did not have a support network to help her care for her children and though she had the "financial means to hire live-in sitters," it was essential that she instilled her own family values by raising her children directly.

Career Trajectory Experiences: "Female" and "Male" Leadership Stereotypes. Dr. Vega discussed gender stereotypes that plagued her career. She lamented encountering perceptions that female leaders and male leaders should only exhibit certain leadership attributes. She explained, "I would still argue that they are still traits that when attributed to a woman president are still considered to be weakness." The traits that she perceived as attributed to the female gender were "aspects like nurturing, compassionate, emotion-driven leadership, [and] empathetic." According to Dr. Vega these traits or attributes were perceived as weaknesses for female leaders, but also impacted Latinas as well. She asserted,

> It is a weakness for a female…but I also believe that Hispanics fall under the category of feminine leadership. We're touchy-feely, we're hugs, we touch. It's not considered an affront. It's the way we are. Maybe it's because of the troubles,

the sacrifices that so many of our population have faced through [sic] in countries

of origin, as well as immigrants.

She also explained, "Male attributes of leadership [such as] strategic, cunning, savvy, financially driven, bottom-line driven, they are good traits for men. But the minute that women have them, women, they are not good. They are considered…heartless." Dr. Vega expounded that throughout her career she had personally experienced, as well as witnessed other women experience, instances when stereotypical male leadership traits demonstrated by men were held to a higher standard versus a woman who demonstrated stereotypical male leadership traits. Dr. Vega conceded that she was evaluated more harshly when she had to make difficult or challenging decisions that were driven by numbers. She has been criticized that her "words don't support [her] actions." She stated that she was empathetic and cared about people, but she may have to eliminate programs or positions for the best of the institution. Due to making these difficult decisions, such as eliminating programs, her actions were perceived more negatively due to her gender. Dr. Vega strongly believed that "perception is reality" meaning that others have beliefs regarding how females should demonstrate leadership versus how males should demonstrate leadership. The same decisions she makes were viewed more harshly, as opposed to if a male made the same decision because as a woman she should be more "compassionate".

She also referenced her accent many times throughout the interview in regards to how it has impacted her leadership and sense of community.

I still have an accent….Thirty years ago it was so thick you could cut it with a

knife…I think often times the accent, when I open my mouth, I remember used to,

I used to feel that my IQ, people thought my IQ had dropped, 10, 20, 30 points.

Just because I had an accent.

Dr. Vega believed she was judged more harshly by others due to her accent and cultural linguistic differences. She explained, "because I'm female and because I'm Latina, then I'm not saying what is or I am distorting the truth;" therefore, others did not critically try to understand her or provide her the "benefit of the doubt because what I say is not how someone else would articulate it;" for instance, she may use the word "compensation" to mean an overall payment package, but the opposing party misunderstands it to mean "salary." Due to the cultural differences in communication she found a lack of patience, a lack of trust, and a lack of grace were provided by individuals in the predominantly White institutions in which she has served. By failing to speak English *without* an accent those with whom she worked stereotyped her as lacking intelligence. Those individuals failed to work with and learn from her.

Additionally, Dr. Vega struggled with balancing her authentic self as a leader with how others perceived how she should demonstrate leadership characteristic. She clarified,

I was young with an accent, so the promotions would go to the males. As I was older, I was older with an accent. And I was too emotional, because I was female. Or I was too heartless, because I looked at numbers. So trying to balance both is something that as a Hispanic female, I've had to do…I'm fighting my gender and my ethnicity. And part of my ethnicity is my accent.

Dr. Vega's self-reflection of her leadership style included stereotypical male and female leadership characteristics. Throughout her career trajectory she had to balance the expectations and stereotypes of how others perceived leadership should be, which was

typically attributed to White males, against her identities as a Latina and woman. Regardless of how she demonstrated leadership traits, she was critiqued because she was a woman of color. She described, "if you are a Caucasian female, you're fighting, but you're only fighting one level…your gender." For Dr. Vega, she had to "work three times harder" yet, "people still don't believe it's enough." Dr. Vega had to persevere more often and with greater effort over injustices that impacted her leadership and career trajectory as both a woman and Latina.

Yet, even through all of these challenges she continued to work hard and demonstrate excellence. Her programs thrived, and she was consulted often by faculty and students from other programs who wanted her advice or advocacy for comparable "internships, or partnerships, or shadow programs." She reflected, "it was that need to make a difference that continued to push me to the next level. And that's how I got to the presidency."

Dr. Vega was the participant whose gender and ethnicity had the most negative self-perceived impact on her career trajectory. Her leadership style was questioned often because others believed she contradicted herself – she stated that she cared about others but then had to make difficult decisions that may have resulted in eliminating programs or positions. Yet, her identity as a first-generation Latina, both in receiving her degrees and as an immigrant to this country, motivated her to the presidency.

Presidency Experiences: "Not From Here." Dr. Vega was proud to be a president and proud of her work as president. But she noted that "being a president though is not arriving at anything. A position is just that, a position. It's just a title." Ultimately, she stressed that her "purpose," what motivated her, was making a positive

impact on the world around her. She stressed that "being a college president is very difficult" due to all the responsibilities, the many expectations imposed on the presidency from others, and the challenges of being a Latina in a predominantly White institution.

Gender stereotypes and how others perceive how leadership should be demonstrated by different genders permeated Dr. Vega's experiences as a president of a PWI. She believed that so few women make it to top leadership roles due to what others deem acceptable for men and what is deemed appropriate for women. She explained, "when they [women] do [make it to the top] they are chastised, they are second guessed, because…if you are exhibiting feminine leadership traits, that's wonderful. But if you're exhibiting male leadership traits, well your words don't match your actions." She lamented that she felt she was in a "no-win situation" because if she made a decision that was supported by data, but isn't popular, then she was "heartless." But if she made a "decision made with emotions", or rather one that demonstrated "care" or "empathy" then she was critiqued for demonstrating characteristics stereotypically attributed to women.

Furthermore, she described how her ethnicity impacted the grace or forgiveness that was not granted to her because she was an "outsider." She lamented her outsider positionality to the academy and asserted,

> That's a constant statement "you're not from here." You're not from here. You're not from here…We're never "not from here." And that's the pushback…That is a significant impact on our leadership because if someone from here were to have done it then it would be more accepted, than someone not from here.

Dr. Vega was an immigrant, therefore, not from the United States, she was not from the

local community, which was predominately White, and she was not from the institution which was also predominately White. Therefore, if her actions were not perceived positively, then her outsider status was even more pronounced, and others were less forgiving or understanding of her professional decisions.

Though Dr. Vega had worked at the institution for almost three years, she perceived her acceptance by her academic community as impacted by her ethnicity and her gender. Her physical appearance immediately created a pause and an internal question about where she may be from and then her accent created an additional barrier because that was a clear indication that she was not local. Although she may be vocationally integrated into both the university and local communities, she realized she may never be fully accepted. Dr. Vega expressed,

> They realize that I'm different. And that, I think, often is a deterrent to hearing what I'm saying for two reasons, one because I'm a woman and how could a woman be my boss? And two, because…she's not from these parts.

Dr. Vega's gender and ethnicity linked with her accent created barriers that she was constantly navigating due to the constant critique of how she demonstrated leadership traits that did not align with how others believed she should lead.

Shortly after this explanation, Dr. Vega handed me a book on leadership and creating trust, as one of the artefacts that exemplified her leadership as a university president. The book was written by her first mentor in higher education, a White male. It was a textbook she used when she was earning her doctoral degree. She described the book about "having trust, the trust of your people, so you can lead is essential and that's an artefact that regardless of where I go, I take." This book and many others written by

her mentor "are about values-based leadership, faith-based leadership, vision in leadership…they're all things that make a difference, have made a difference in my life." She pointedly expressed how "leadership, trust, making a difference" are "generic to all college presidents" but that based on her gender and ethnicity, how she demonstrated leadership traits was perceived more critically and compared to stereotypical male versus female attributes. She told the following story to explain her experiences.

> I believe that nine times out of 10, if I sent an email at one o'clock at night it is perceived to be a *workaholic*. If a male were to send it at one o'clock at night…it would be perceived as *dedicated*…I don't think these things in a surface are not embraced by individuals with different genders or ethnicities…However, as we apply and internalize and lead from the heart, then I think the cultural biases come into place and become evident.

Although Dr. Vega's accent was present throughout our interview, it never impacted my ability to understand her. Throughout our interview, Dr. Vega chronicled how gender and ethnic stereotypes, especially due to her accent, negatively impacted how her leadership and how her work-ethic was perceived by others who do not look, or sound, like her. Superficially, an email sent in the middle of the night by itself was not the driving factor for gender and ethnic stereotypes, but rather, Dr. Vega was challenging others to critically assess their overall biases when working with women and Latinas. This is significant due to the limited number of Latinas who serve at this level of leadership in higher education. Dr. Vega was "not from here" – she was not originally from the United States, she was not from the predominantly White community, and she was not what one would traditionally expect as president of a public four-year university. Therefore, she

experienced that her actions were judged more critically.

Influential Individuals and Being "The Maverick." Various individuals have greatly influenced her life, and Dr. Vega credits these people for helping her achieve her career goals toward the presidency. She explained they were people who

…supported me, who have looked out for me, who have given me their wisdom

and council. And I'm here because of those directives. I'm also here because at

times they were people who were my voice when I didn't have one.

First there was her grandmother who demonstrated a strong work ethic, faith, and grit, attributes that Dr. Vega exuded in her daily life. Dr. Vega attributed her own work ethic, grit, strength in faith to her grandmother, "as long as there [are] hours in a day and there's people to help, we are going to work." Additionally, she explained that of the many mentors who had provided "wisdom," "support," and "encouragement" throughout her career, "every single one have been White males," until very recently.

There wasn't anyone that looked like me! No one. There was no one like me

when I started in industry. There was no one like me when I went into higher ed.

I've been the maverick at every institution where I've been.

As "the maverick" Dr. Vega had to overcome challenges due to her ethnicity and gender because there were no others who looked like her. The communities in which she worked and served, both in the financial sector and in academia, did not have people of color, women of color, and specifically Latinas for her to emulate. Dr. Vega had to chart her own path, but her ability to persevere and succeed was also due to the mentorship and support she received from White males.

Two significant White male mentors included her first boss in the financial

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industry and then the campus leader who recruited her to lead an executive leadership program at her first professional position at a university. Dr. Vega explained that these White male mentors "opened doors, and they supported my journeys and they were in the board rooms or in the classroom when somebody had to argue my promotion or for my tenure." These individuals were voices for her in rooms to which she did not yet have access, and they provided guidance because "everywhere I've been the first everything."

Informing Others for the Pipeline. As an immigrant to the United States, she was constantly reminded that she "isn't from here." Yet, despite the challenges she shared Dr. Vega had always been driven to "making a difference" for others like her, who, too, had experiences of marginalization. She explained,

As we are progressing, proceeding, exploring, expanding the landscape for opportunity to people of color at a professor level, at a staff level, at a mid-management level, at a presidential level, you've got to have people who look like you. And we don't have it…. I would have expected by now we would have made a greater entry into the world, and we haven't. Not as Hispanics. And certainly not as female Hispanics.

Dr. Vega was adamant that it was vital to continue to explore the career trajectories of Latinas in higher education because the coupling of ethnicity and gender impacts leadership development and career advancement. Individuals need to "continue to push for opportunities" and institutions have a responsibility to "create pathways" at "every level."

Dr. Silva

Dr. Silva was originally from an area that had a large Latinx population but

moved out of state when she was young to an area in which the Latinx community was quite small. Yet, her career path had led her back to the community she departed when she was young. At the time of this study Dr. Silva led a university in the area in which she was born. Throughout many of my conversations with Dr. Silva, when recruiting her for this study and during the interview process, she was adamant that she did not feel that her identities as a woman or a Latina had negatively impacted her career trajectory. Yet, both her identities impacted her motivation for serving.

This was especially prevalent when discussing one of the artefacts that she chose reflected her leadership, not only in regard to her career trajectory, but also to her role specifically as president. She described a painting that was on the campus she served, at the time of the study. There was a young girl in the picture that resembled her at the age she was when she left her hometown. She described the painting and illustrated her memories and her leadership by sharing,

> A vase with a rose in it that is starting to bloom. And what that signifies for me is the university that I lead and run, located in a historically underrepresented, minority community, a low-income community, and community with a high lack of degree completion, reminds me on a daily basis people's dreams…our children see their future through the mirror, full of aspirations and full of hope, and these blossoming effects. Our university signifies a place to help make that happen.

The painting symbolized Dr. Silva's past, present, and future. It exemplified her past as a young girl, her present as a well-accomplished woman returning to her hometown, and her continued efforts in "ensuring that our students here are successful, particularly those students that come from this geographic area that we serve."

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Early Career Experiences: Potential. Dr. Silva's professional career had always been in higher education. She "started as a student assistant as most students do," earned her undergraduate degree, and continued her university career through the staff reporting structure, rather than from a faculty line. As she developed her skills and competencies as a staff member in higher education, she reflected that she was

> …gaining some key experiences and gaining key opportunities. And as I grew and developed, doing work above and beyond my job classification. For example, coming to understand that it was important to have that next level degree, to look at earning that master's degree.

She reflected that for Latinas "you have an access issue" that impacts degree attainment, as well as continued advancement in the professional pipeline. She clarified,

> One of the significant entry points in qualifications is your education…can't get anywhere in the higher ed space without having the right credentials, the right academic credential. And that can be a barrier, as well as an opportunity.

Therefore, Dr. Silva was initially "happy to stop" after earning her undergraduate degree because "to get the next degree" would feel like a "hurdle." Yet, she was motivated to attain her graduate degree by "sponsors" who commented on her "potential" to move into "management and leadership roles." These individuals positively reinforced her confidence in her abilities while also providing knowledge regarding career advancement in higher education. Initially, Dr. Silva was not "convinced" that pursuing advanced degrees was necessary. Yet, the encouragement from others demonstrated that "you needed that credential to keep moving forward" in leadership positions in higher education. She reflected, as a first-generation college student and new professional, that

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can be a "mystery piece" because "you don't see children in kindergarten saying, gee I want to be a university president when I grow up." Therefore, these sponsors provided knowledge, support, and guidance for her as she navigated her professional career in higher education.

   Career Trajectory Experiences: "Know Your Worth." Dr. Silva spoke emphatically about how she was provided opportunities and "stretch assignments" that enabled her to demonstrate work ethic, drive, and success throughout her career trajectory. Yet, Dr. Silva reflected that "some people have stereotypes that people of color don't work as hard or aren't willing to be intellectually prepared or intellectually challenged." Dr. Silva stressed that "looking back" she "never had negative experiences," she defied these stereotypes throughout her career by stepping up to the plate, delivering on projects, and serving her universities well. She perceived that others then viewed her as

> … a project outside of the social norms of how you think about affirmative action.
> This person who kind of knows what they're doing, shows up well, has good
> presence, and also happens to be a person of color, let's grab onto that good thing.

She was "spotted" and tapped for opportunities. She advanced quickly at the institution. By her 30s she was in an executive role at an institution that she had served for almost two decades.

   Dr. Silva considered whether she wanted to pursue opportunities at other institutions, but she was cautious. She explained, "some of that in terms of gender…a little bit of fear of the unknown…so this unknown, was a little frightening." By this point she had earned her master's degree but was a mother to two children. She shared a

discussion she had with her supervisor, a White male, when she asked for feedback on career advancement. He offered her an opportunity to lead "a merger of a couple of other departments;" yet, Dr. Silva would have to move into this role on temporary assignment while needing "to give up the guaranteed job" in which she served at that time. She could not return to her previous position if she were unsuccessful leading the merged departments. She ultimately met the performance expectations, but in retrospect, Dr. Silva recognized "that it's not normal to ask you to give up your staff position and not have any sort of retreat rights." Though Dr. Silva does not explicitly identify this as negatively related to her gender or ethnicity, it is an experience that was notable as she described her career trajectory.

Furthermore, as opportunities presented themselves, she reflected on how opportunities needed to align with her "values" as a working mother, Latina, and wife to a partner who had a non-traditional work schedule that resulted in his working out of state for weeks at a time. When she was recruited for an elevated position at a larger institution in a different state, she negotiated a start date six months later because she wanted her child to complete his current school year. She asserted, "I knew what was important for me to be able to ask for that for my kids…I had gone to another professional workshop where some of these issues came up about how men negotiate versus how women negotiate," and she used her "values guide" to risk negotiating for such a late start date. She emphasized, "for women, and Latinas, to understand, if you know your net worth or if you know your net value, then you can position yourself appropriately." Women and Latinas may not be trained or conditioned to advocate for themselves. Indeed, they may not know their own value and worth when navigating the

career pipeline. Engaging in professional development opportunities, reflecting on one's values, and discussing with mentors or sponsors can be beneficial. Dr. Silva's attributes, her personality and self-awareness, paired with engaging in the professional development session benefited her ability to advocate for herself.

Additionally, Dr. Silva commented briefly on "cultural norms" that existed "where in the 80s, and even in the 90s, and even in the early 2000s, there was still, you could say or do anything" in regards to gender microaggressions by men directed towards women. She referenced situations in which men would make inappropriate comments, but she rationalized, "that's how people behaved, that's how everyone behaved, that's how the language was. It was a different environment." Dr. Silva reiterated that she "never" experienced anything directly oppositional or challenging to her gender or ethnicity. She stated that she addressed any inappropriate comments or gender bias immediately, if needed.

Presidency Experiences: Serving the Institution. Throughout Dr. Silva's career trajectory to the presidency and in her role as president, at the time of the study, she was a firm believer that one's service in the presidency was "always about the institution, it's never about you, it's always about the institutions [because] you are a reflection of your employer." Serving the institution and doing it well was her personal philosophy. Continuing to serve the institution motivated her to pursue her doctorate. Her president at the time encouraged her to consider how others could benefit from her serving as a president. She clarified,

> So it was really more of a service. How do you think about service? How do you think about yourself as a human being? How do I think of myself as Latina?

Knowing that there's very few women of color, and very much smaller population

of Latinas, as you have discovered, that are presidents.

Therefore, as she described with the artefact of the painting of the young girl, she aligned

her personal philosophy of serving the institution with her personal motivation to serve

the underrepresented community that her university served. Dr. Silva described how her

identities impacted her motivation for serving underrepresented communities but was

pragmatic in describing the challenges of the academy. Dr. Silva was very clear that she

did not experience negative experiences that impacted her career advancement due to her

gender or ethnicity. Yet, I do believe it is important to note that Dr. Silva's traditional

mindset regarding serving the institution can both benefit one's career trajectory and

impact on the university community, as well as create challenges if identities are adapted

to fit the culture of predominantly White spaces.

Influential Individuals and Seeking Out Others. Dr. Silva's mentors and

sponsors throughout her career trajectory were primarily White males. She identified that

she had "one White woman but mostly White men." She stressed how important it was

for others to understand that professional advancement can be "difficult when you're one

of a few people trying move down the pathway without some role models." Therefore,

"support systems" were essential for "seeking out advice." Dr. Silva recommended that

Latinas need to be more direct in asking for mentorship or sponsorship. She stated, "I

think for Latinas, particularly when you don't have a lot of role models…I try to be more

explicit about asking for help, asking how people see you or view you." Dr. Silva stressed

that "coaches, mentors, and sponsors…don't all have to be Latinas or Latinos" either.

Yet, she also remarked that individuals in elevated and decision-making positions can do

more to recruit more Latinas,

> When you're in like a vice presidency or a vice chancellorship role, I think it's easier to identify people earlier in the pipeline. And then helping them get projects, helping them make sure they have mentors that can talk to them…understand the politics, understand the score of responsibilities, the impact.

Additionally, her mother influenced her motivation and purpose. The second artefact that symbolized her leadership as president was a keychain that her mother gave her in high school. In high school Dr. Silva collected "really funny or funky looking keychains." Her mother gave her a keychain when she was about 15 years old, "a heavy" and "durable keychain, and it says, 'one day at a time'…I have carried this keychain every single day." For Dr. Silva it was a reminder that she will "always have my mom with me" and "I will always have this reminder to behave in a way that makes her proud, and to do the right thing, to remember that we do things one day at a time."

Informing Others for the Pipeline. In reflecting on her career trajectory and leadership development, Dr. Silva "never" explicitly experienced challenges directly related to her identities as a woman or Latina. She acknowledged that being a woman and a Latina can create challenges systematically. Her personal attributes – work ethic, risk taking, self-awareness – benefited her career advancement. Additionally, sponsors provided professional opportunities and "stretch assignments" that increased her confidence and others' confidence in her leadership.

Cross-Case Analysis

In this section I will present the findings conducted in the cross-case analysis. The

cross-case analysis was a process that included comparing key statements, words, topics, issues, challenges, and successes across all three data sets that permeated throughout the three cases. These commonalities were coded presenting key themes that emerged overall.

Theme 1: Double Bind, Double Standard

> I'm fighting my gender and my ethnicity…Not being given the benefit of the doubt because what I say is not how someone else would articulate it. And in our case, is not being given that courtesy. But for someone else it would be…I don't know that the word would be *frustrating*. I think the word for me is more *disappointing*. It gives me great sadness. Great sadness. That I feel that even when I work three times harder than my counterparts people still don't believe that it's enough. – Dr. Vega

The three Latina presidents had varying levels of perceived challenges related to the intersectionality of gender and multidimensionality of ethnicity impacting leadership development and their career trajectories to the presidency. Though they perceived intersectionality influences as ranging from very little impact to significant impact, it is was clear that being a woman and Latina pursuing professional advancement in higher education can be challenging. Dr. Silva referenced that "it's important to recognize…that for Latinas, you have that access issue" which can be related to being "first-generation as undergraduates, to then being first-generation as graduate students and not having a lot of role models in the PhD space or EdD space or doctorate space in general." Though Dr. Silva said her identities as woman and Latina "never" impacted her career trajectory, she nonetheless spoke about the perceptions that people of color are not as intellectually

prepared or do not work as hard. She believed this negative stereotype may positively or negatively impact personal drive and motivation, as well as, influence support from others within the institution.

Dr. Clarín believed that experiences related to her ethnicity were more pronounced than her gender. She recalled an instance when she was recruited for a vacant presidency at a Research I institution lamenting "the Hispanic identity can work against you…they just want to diversify the pool." She believed she was invited as a token minority candidate rather than because of her qualifications, which she, herself, did not believe met the standards of the position. Dr. Vega, however, expressed experiencing significant challenges related to her identities as both a woman and Latina. She frustratingly recounted how her accent and cultural linguistic differences impacted others' perception of her intelligence. She also condemned the harsh critiques she receives based on others' gendered expectations of leadership.

Importantly, all three participants attributed their identities as woman and Latina as instrumental in their leadership styles and motivations as presidents. As Latinas, they know they serve their institutions more effectively and with greater heart. Dr. Silva illustrated the painting that represented her as a young girl returning to her roots and leading a university that serves the historically underrepresented minority and low-income community, "It's a daily reminder of reaching back…to ensuring our students here are successful, particularly those students that come from this geographic area that we serve." Dr. Clarín described how her identities helped her "be a better president because I understand the issues of people of color, I'm sensitive to it, I have commitment to issues of social justice." Finally, Dr. Vega's positionality assisted her in continually

striving to encourage more representation across the institution. She asserts, "we need to begin to put people in positions where their ethnicity and gender can be seen as a value proposition as opposed to a handicap."

Theme 2: Kaleidoscope of Influences

> They never said I'm going to mentor you, and I never said you're my mentor. But they were in fact, mentoring me. The vice president who allowed me to go to Washington to get the ACE fellowship. And then the vice chancellor who brought me to [promotion overseeing faculty operations], they were White men. They saw something in me. They saw some potential. And in a way, I think, they wanted to be supportive of my career. So, when they saw an opportunity for me, I was laid back in thinking, not that I'm a laid back person, but I didn't see myself moving in the way that they saw me. – Dr. Clarín

A kaleidoscope of influences served as both positive and negative factors in the Latina presidents' leadership development and career advancement – the influence of the Latinx culture, influence of academic culture, and influence of White men. As women of the Latinx culture, both culture and gender influenced their values, their career choices, and their decision-making as presidents. Each president was a first-generation college student whose cultural background and family influenced her pursuits in higher education.

The Latinx Culture

The Latinx culture and gender was infused in the decisions of these presidents. In discussing the important influences in her life, Dr. Vega spoke about her grandmother, a non-English speaking immigrant to the United States, who was instrumental in developing Dr. Vega's strong work ethic, her commitment to education, and

religious/spiritual faith. Dr. Vega emphasized how her leadership development was "significantly impacted" by her grandmother. Dr. Vega's career choices were guided by "leap(s) of faith" similar to her grandmother moving the family to the United States because her grandmother said, "in America, with an education anything and everything is possible." Dr. Vega decided to leave her thriving career in the financial sector to lead a program at a university in the evenings in order to raise her children, regardless of the "financial means to hire live-in sitters" because "they couldn't give our children the values that we held so dear and near to our heart and to our daily life."

For Dr. Clarín her ethnicity was a driving force for providing educational access to underrepresented students. She worked closely with university staff and faculty to create "special programs" to open the doors of the university to diverse and underrepresented students. Similarly, as recounted in Dr. Silva's within-case analysis, the artefact of the painting of the young girl symbolized her as a young girl returning to her hometown to lead a university "located in a historically underrepresented minority community." For Dr. Silva "it's a daily reminder" to serve these students who are similar to her – first-generation, underrepresented.

Additionally, when asked what personal attributes contributed to her leadership development and career advancement Dr. Clarín immediately stressed, "I put my family first." For Dr. Clarín "by being Hispanic…that's the core value, that family comes first." As described in Dr. Clarín's within-case analysis, she chose to miss her university's commencement to attend to her child's commencement. This decision was well received by the majority of the university community and role modeled "that the human side of me is really pronounced here" and that

As a woman I'm caring. And I don't give a damn when people say, "well, women are soft." I don't mind being kind and soft and empathetic. I don't see it as female weak. I see it as very attractive qualities, that are human qualities.

For Dr. Clarín, her culture and her gender were strong contributors to her career trajectory and decision-making processes for herself and in how she engaged with students and university community. In the course of Dr. Silva's career advancement, her role as a mother was paramount. Upon her hiring for an advanced position prior to her current role as president, she negotiated a later start date in order for her child to finish school, in addition to assisting with her other child enrolling in a language immersion program. She underscored, "it was really important to me that my children learn Spanish," so she worked closely with the president to find a "language immersion program" for her child to participate in if she accepted the position.

Academic Culture

The influence of academia's culture played different roles for each of the participants' career trajectories but is important to note that as first-generation Latinas in academia, each president's path had varying degrees of difficulty due to gender and ethnicity. Dr. Silva noted that Latinas "don't have a lot of role models" that look like them in academia so she recommended and directed Latinas or women who seek leadership to seek counsel. She recognized, "I try to be more explicit about asking for help, asking how people see you or view you, and for myself being clear with others where I can be," and that as a leader she aimed to "identify people earlier in the pipeline." As Dr. Clarín noted, "I've always been the only woman in the meeting," and she had to learn to be "more assertive" and is now "much better at negotiating with men and holding

my own."

The participants note that institutions need to acknowledge that leadership diversity is lacking and need to make further and continuous committed efforts to identifying gaps in leadership and "tap" others who demonstrate potential. Dr. Vega asserts "we've got to be able to get away from our biases…we've got to create pathways." Institutions should make a concerted effort in addressing unconscious bias, which can better serve in addressing gaps in pathways to leadership in higher education. The participants lamented that there is a stereotype that Latinas are not "smart enough" or "capable enough" so they may not be given opportunities. As Dr. Vega shared, "Nine times out of 10, you're going to hire someone who looks, who acts, like you do. And believe me, often times it's subconscious…I'm not saying that people are racist or discriminatory. It's just, there's an affinity." And as Dr. Clarín closed our interview, she stressed that "institutions can do that a lot better" in that institutions can make more concerted efforts to increase the number of Latinas in the leadership pipeline through varied and intentional strategies.

White Men

Professionally, the majority, if not all, of the participants' significant influential professional mentors or sponsors were White males. This is not surprising considering the age of the participants; as Dr. Clarín notes above, individuals in leadership positions were predominantly White men. These men sought and supported opportunities for the participants to develop leadership skills (by attending professional development opportunities) and career advancement (by recruiting to new advanced positions). Dr. Silva highlighted how "good mentoring and coaching" can be instrumental to Latinas'

career advancement. She explained how her sponsors identified her potential. She shared, "good leadership around you are always looking for talent," and these sponsors provided her "stretch assignments" that challenged her and motivated her to succeed. These opportunities were "an eye opener" for her by improving her skills and encouraging her to pursue opportunities she may not have considered. These experiences enhanced skills and confidence for these women. White men were influential in Dr. Vega's career from recruiting her to higher education from a career in the financial industry to developing her through her path to the presidency. In each of these instances the participants felt that these men identified a gap in leadership. Dr. Clarín reflected, "Those men saw that there were very few Hispanics around," and therefore, these influential individuals committed to nurturing their careers.

Furthermore, the common words or phrases across the data set referenced how important others in their professional lives provided the participants with unexpected *opportunities*, *support*, and *encouragement*. Key descriptors included *formal* and *informal mentors*, *advocates*, and *sponsors*. Each participant discussed opportunities that were provided or encouraged by others early in her career and throughout her career trajectory to the presidency.

Theme 3: Values Congruence

So after having all that work done, an opportunity presented itself where I was able to become the vice chancellor. It was completely unexpected. It was an unexpected set of circumstances at my university that led to this opportunity…I said to myself, well I had gone to a workshop where there was a lot of conversation about values. And what do you value as a human being? What do

you value in your work? What do you value in your life? – Dr. Silva

The three participants spoke pointedly about values congruence – aligning one's values as an individual with one's career aspirations and with the institutions in which one serves. They stressed that this is a strategy to employ early in one's career. There are values that may be particular to one's identities as a woman and as a Latina. Participating in formal and informal professional development opportunities, gaining guidance and building skills and confidence from and with the kaleidoscope of influences, and engaging in self-reflection provided enlightenment and guidance along their career paths. Their experiences and advice are significant for Latinas who may be first-generation undergraduate, graduate, and doctoral students who then enter higher education as professionals with limited understanding regarding professional advancement.

As Dr. Silva referenced in her quote to open this theme, she believed it was essential to reflect on her values to guide her decision-making. Her values as a "risk-taker" her ability to "believe in herself" and her commitment to her family motivated the decisions that propelled her career trajectory. Based on what she learned by participating in the ACE's Fellows Program, Dr. Clarín resigned from a position at another university because she was concerned about the values of the institution. In fact, the "mission and the core of the institution" did not match her values, and she explained "and I left, and it was the best thing I ever did." She stressed that "institutional match" is essential. Dr. Vega similarly left her established career in the financial industry to better serve her family; she then advanced in her career, which she described as "characterized by one leap of faith after the other one…by keeping the faith in times of great adversity" Dr. Vega thrived rather than just survived.

A passion for access for underrepresented communities was prevalent for all three participants – access for undergraduate students and access for professional Latinas in higher education. Therefore, their professional values for access manifested in various ways. Dr. Clarín was transparent in communicating her professional values regarding creating access for underrepresented communities during the strategic planning process for her current institution. Her open communication motivated a faculty member leading a sub-committee to state that the institution could be "elite without being elitist." For Dr. Clarín, "It freed me up to be comfortable to setting high academic standards…But at the same time, I was true to my values" to providing access to underrepresented communities. Likewise, Dr. Silva recognized that her role as president was instrumental in creating opportunities for the marginalized community she served, as well as creating learning and opportunities for Latinas in the leadership pipeline. Dr. Vega was "…committed to being a voice, to being an advocate, whether as a staff or faculty, whether as a student." All three participants were committed to serving others and to encouraging Latinas, in particular, to continue to navigate the leadership pipeline in higher education.

Theme 4: Commitment to the Institution

> You're the kind of investment we've been making in, and we are seeing the fruits of our investment come back. And I think my employers took risks, too. Because when you lift somebody and put that person in a role that you know is a stretch assignment, you gotta support that person, and not let them get into a situation in which they are going to fail. And so that also is a two-way street. – Dr. Silva

Commitment to the institution is both positive and problematic. The theme presented

itself in varying degrees for the participants. Commitment to the institution can be problematic for women and women of color if institutional practices and values are not culturally responsive. Yet, dissecting each of the participant's role in "committing to the institution" is essential in navigating leadership development and career advancement in higher education where Latinas disproportionally serve in low numbers.

Ultimately, it is a partnership between the individual and the university's commitment to a Latina's professional development and a Latina's engagement in professional development. Dr. Silva stressed that she has "been a big proponent for leadership development, that any time you are improving yourself, you are improving your university." Dr. Silva believes that "you should always be thinking about your university first." Therefore, your values should align with the institution that you are serving – the students, the mission, the goals.

Dr. Clarín discussed how her decisions aligned with committing to an institution that matched her values as a woman and Latina. Yet, she also discussed how she served the university and the community in tandem.

> It's not just what you do in the university but that you have a community in which you sit. And that you have to pay attention to that and people appreciate and respect when a president does that. So in my leadership development I think I understood that. That this isn't just about running a university, it's also about the community.

Dr. Clarín stressed that she has a "public face" in which she also needs to be constantly aware. As Latinas, the participants understand the institution is ingrained within the community. As leaders these presidents acknowledged they, too, were beholden to many

different facets of the campus and surrounding communities. As each advanced throughout academia, it was essential to understand the role she had within the various communities in which she engaged.

Dr. Vega spoke of the challenges she experienced as a woman and a Latina regarding commitment to the institution. Due to others perceiving her assertive leadership style out of sync with stereotypical female leadership components of empathy or care, she struggled with how others may view her level of commitment to the institution. Yet, for Dr. Vega, "protecting an institution means being financially solvent" and making hard decisions like cutting programs or staff for the benefit of the whole. Furthermore, Dr. Vega had to struggle constantly with the perception that her "words do not support [her] actions." Dr. Vega stated, "I would respectfully disagree, my words of nurturing and caring and love do support my actions of protecting" because she takes "it very seriously to protect the institution and the livelihood of those who work here." As president of the institution she had to make decisions that ultimately must keep the institution financially solvent. She made decisions that can impact students, faculty, staff, and board members' expectations, lives, and work. Therefore, there was a constant give and take in serving the institution in a way that aligned with many different community needs and expectations.

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Assets and Strategies

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In this study, the intersection of gender and ethnicity varied in impact for each president, but both were present simultaneously and individually beginning in their early career experiences, throughout their career trajectory, and throughout their presidency – impacting values, motivation, and decision-making processes. We must spotlight the assets demonstrated by these pioneering women in addition to recognizing the strategies

the Latina presidents employed to overcome the challenges throughout their career trajectories. Figure 2 depicts the assets and strategies of the Latina presidents:

Assets	Strategies
Perseverance	Aligning cultural vaues with career aspirations
Drive	Accepting challenges
Self Awareness	Making intentional career choices to advance as a representation for Latinas
Risk-Taking	Asserting self in male-dominated spaces
Family First	Seeking out support systems
Confidence	Collaboration & Relationship-Building
Dedication	Engaging in professional development opportunities
Humor	Establishing presence in the community
Faith	

Figure 2: Latina Assets and Strategies for Leadership and Advancement

Assets

Figure 2 is a visual representation of the assets and strategies the Latina presidents embodied and engaged in their leadership approaches and professional development endeavors. All three participants were underrepresented undergraduate, graduate, and doctoral students. All three participants navigated career trajectories as the only woman and Latina in leadership in many instances. Though mentors and sponsors were instrumental in their career trajectories these women demonstrated perseverance and drive to overcome gender and ethnic stereotypes. Each president indicated different ways that self-awareness was essential for aligning individual values with professional development and career advancement. As Dr. Silva described most explicitly,

> That being self-aware and having that emotional intelligence to be self-aware, to help understand what you're good at, where you could be better at, how you think, how you talk, how you learn, helps define how you become a leader.

Furthermore, all three demonstrated dedication to serving underrepresented and marginalized students, in particular, Dr. Clarín collaborated with faculty on the strategic plan (one of her artefacts) to ensure access for underrepresented students without impacting academic rigor. Dr. Vega spoke in depth of the challenges she has encountered in navigating how others expected her to lead as a female versus if she were male. Serving and leading in the face of these challenges and stereotypes required confidence and strength.

Additionally, these women demonstrated dedication to themselves. All three spoke poignantly of taking risks, for example leaving successful careers to pursue careers in higher education, to leading new initiatives or departments, and to accepting "stretch assignments." Decisions throughout the careers of these pioneering leaders were impacted by or for family – Dr. Clarín missing her first commencement as president to attend her daughter's graduation, Dr. Vega leaving the financial industry to lead a new executive MBA program in the evenings so that she could be home with her young children during the day, and Dr. Silva negotiating a start date for six months later to allow her son to finish his school term.

Dr. Clarín's humor permeated our interview. She shared that she had a "great sense of humor" and that laughter was a staple of many of her meetings. Though the level of humor was less pronounced in the interviews with the other two participants' interviews a level of collegiality and ease was present in our interaction and a thread within their testimonios. Dr. Vega spoke most explicitly to "leaps of faith" prevalent in her career. Yet, all three presidents' decisions required a level of faith in themselves and in their decisions as they navigated their career trajectories in academia, which is

predominantly White and male, especially, when faced with adversity such as Dr.

Clarín's example when she felt dismissed by an individual on a search committee for

which she was interviewing for a job.

Strategies

Moreover, the participants' strategies are examples that can further serve Latinas

navigating the leadership pipeline in higher education. All three participants spoke to

aligning their cultural values with career aspirations. For example, as Dr. Silva described

in her quote for the theme of values congruence, she reflected on her values often to

guide her career decisions. Accepting "stretch assignments," similar to Dr. Silva,

accepting work responsibilities outside of one's role, similar to Dr. Clarín accepting

administrative duties from her chair, and taking "leaps of faith" as described by Dr. Vega

reflects how the participants accepted challenges throughout their career trajectories.

All three participants lamented over the small number of Latina presidents. All

three agreed that more Latinas need to be recruited and retained throughout the leadership

pipeline. All three participants agreed that as pioneering Latina leaders they had actively

engaged in opportunities for leadership development and career advancement because

they served as role models for other Latinas. Therefore, though it may feel daunting to

explore career opportunities, Latinas must keep in mind that they are breaking a mold,

setting a standard, and serving as a role model for other Latinas.

As the only Latina in a male-dominated spaces in academia the participants

expressed varying ways they had to assert themselves, examples included care in

balancing being too assertive and being labeled difficult to work with failing to be

assertive enough and being taken advantage of. Strategies for asserting oneself in male-

dominated spaces included addressing conflict immediately, creating relationships, and demonstrating confidence.

Support systems included professional and familial networks. Support networks are essential to professional advancement. Take advantage of familial support systems and embrace commitment to family because these support networks contribute positively to decision-making processes. Professional networks (e. g., mentors, sponsors, advocates) also provided opportunities for professional development.

Building relationships and collaborating with others, especially due to being the only Latina in leadership roles throughout their careers was essential. For example, Dr. Clarín reflected on how the receipt of the city proclamation symbolized the positive effects of her public presence and her collaborative work with faculty. That collaborative nature also translated to her work in successfully creating a strategic plan with faculty and staff. Engaging in professional development opportunities enhanced competencies, skills, and confidence. Serving as an ACE Fellow allowed Dr. Clarín to explore if her values aligned with pursuing a college presidency; furthermore, this professional development opportunity further identified institutional fit. Dr. Silva described how professional development sessions she attended introduced aligning her personal values with career progression. Dr. Silva also described how volunteering and serving on professional associations are beneficial to professional development, as well. One of Dr. Vega's artefacts was a book on leadership and trust. She explained how the book was instrumental in how she developed her own leadership style. Therefore, there are multiple avenues both formally and informally in engaging in professional development opportunities. Establishing presence in the community, both on and off campus, resulted

in enhanced recognition (e. g., Dr. Clarín's proclamation); yet, was also essential in leading the institutions.

Summary

The purpose of this qualitative multiple case study was to examine the leadership development and career trajectories of individual Latina presidents at 4-year public colleges and universities. The leadership and career advancement of these three Latina presidents must be celebrated. At the time of the study there were only six Latina university presidents serving in 4-year public institutions. Further, Latinx presidents made up 4% of all presidents (Gagliardi et al., 2017). The percentage of Latina presidents is so low that it is not identified in literature. The findings from this multiple case study addressed the intersectionality of gender and ethnicity on their leadership and career advancement, as well as, may help inform other Latinas to further prepare for and navigate the career pipeline to upper levels of leadership.

The cross-case analysis revealed the following themes prevalent throughout each case: (a) double bind/double standards; (b) a kaleidoscope of influences; (c) the importance of values congruence; (d) and a commitment to the institution. The participants experienced varying degrees of having to work harder to prove their worth as compared to other genders or ethnicities, experiencing a double standard placed upon the judgement of their work. A kaleidoscope of influences and individual strategies for perseverance impacted leadership development and career advancement that included their Latinx culture, academic culture, and White men who were significantly instrumental in each of their success. Values congruence was crucial to pursuing and navigating leadership and career advancement. Finally, commitment to the institution

manifested positively and negatively in varying degrees, as well.

V. INTERPRETATIONS, IMPLICATIONS, AND RECOMMENDATIONS

In this chapter I reintroduce the research questions and provides a summary of the qualitative multiple case study aimed to examine the leadership development and career trajectories of three Latina presidents at 4-year public colleges and universities. I discuss interpretations for how this study is situated in the larger body of research; further identify implications for theory, practice, and policy; address limitations and delimitations of the study; and provide recommendations for future research.

Brief Summary of the Study

The purpose of this qualitative multiple case study was to investigate the challenges and triumphs that impacted Latinas' leadership development and career trajectory to the university presidency. Three Latina presidents of 4-year public universities served as participants for this study. The theoretical perspectives that guided the study included LatCrit, Latina feminism, and Bandura's social cognitive theory. The research questions for my qualitative multiple case research study were:

1. How does the intersectionality of gender and ethnicity impact Latinas' access to leadership development and their career trajectories to the university presidency?

2. In what ways to the participants' experiences inform Latinas to prepare for and navigate the career pipeline to upper levels of leadership?

This study used *testimonio* as a process for data collection. Testimonio was utilized to assemble stories and the career trajectory of the Latina presidents and included early life and early career experiences, career trajectory experiences, and presidency experiences. *Testimonio* infused the concepts and influences of gender and ethnicity in

formulating the professional life stories of the three Latina university presidents by validating experiences of oppression and highlighting their assets and strategies for perseverance (Beverley, 2008), as depicted in Figure 2 (Chapter IV), Latina Assets and Strategies for Leadership and Advancement. Semi-structured interviews were conducted one-on-one with each participant; each participant identified and discussed two artefacts that she believed exemplified her leadership. Yin's (2011) Five-Phased Cycle was utilized to aid in the analysis process. These steps included (a) compiling; (b) disassembling; (c) reassembling (and arraying); (d) interpreting; and (e) concluding.

Discussion

In order to understand the purpose and the significance of this study I must again highlight the statistics regarding the Latinx population in the United States as a growing demographic both overall, as students in higher education, and as professionals in higher education. The Latinx population is the second largest ethnic/racial group in the United States with 57.5 million, or 17.8% of the population (U.S. Census Bureau, 2017), and 49.5% of the Latinx community is female (Flores et al., 2017). Latinas are earning degrees and entering the workforce exponentially (Catalyst, 2020). 14.9% of bachelor's degrees in 2017-2018 were earned by Latinas (the most of any group of color) (Catalyst, 2020). Catalyst (2020) predicts that between 2018-2028 Latinas will make up 28.7% of the labor force (the most of any group of color). As of 2019, Latinas make up 10.3% of total U. S. employees. Yet, Latinas still lag behind in representation in upper-management with only 3% of first/mid-year level manager positions, and 1% of executive/senior-level positions held by Latinas in the United States' general workforce (Catalyst, 2015). Data for both women and for Latinas, as of 2016, reflect similar

disparities with only 30% of all college presidents identified as women and only 5% of college presidents categorized as women of color. University presidents identified as Latinx are 3.9% (Gagliardi et al., 2017). Latina presidents make up 22%, therefore, only .0088% of university presidents are Latina.

Currently, literature exists that examines a variety of variables – underrepresented identities and demographics, and institutional policies and practices – that play a role in understanding leadership and career advancement in higher education. Themes found in the literature related to this current study comprise the following: career pathways to the presidency, theorizing leadership in higher education, gendered leadership, influences on career advancement for women, institutional barriers impacting career advancement for women, the intersectionality of gender, ethnicity, and class, and the overall challenges and assets of Latinas' career trajectories in higher education.

This study is situated in the research literature by highlighting the individual and collective experiences of Latina presidents of public 4-year universities. This is an important contribution in understanding the rarity and unique experiences of these women, due to the scant number of Latinas who serve in this role, especially incredible due to presidents of color predominantly being represented in community colleges, rather than 4-year institutions (Seltzer, 2017). Though the voices in this study only reflect three participants who shared their career trajectories and the individual trials and accomplishments as each ascended to the presidency, these three individual cases make up more than a third of the current number of Latina presidents who serve in 4-year public and private and universities, and 50% of Latina presidents who serve in 4-year public institutions. Their individual and collective testimonios can begin to serve as a

guide for Latinas navigating the career pipeline in higher education, as a knowledge tool

for institutions to better understand how gender and ethnicity impacts leadership

development and career advancement for a sorely underrepresented group navigating the

career pipeline. The findings also offer foundational data for research and application of

changes to further recruit, promote, and advance Latinas within institutions of higher

learning.

Pioneers Charting a Path

Historically, institutions of higher learning were only available to privileged

White men. Systematically, there are policies, procedures, and institutional cultures that

continue to create barriers for individuals whose identities differ from "privileged" and

"White" and "man." The specific findings of this study add to the current literature by

focusing on only Latina university presidents at 4-year public universities; these women

are pioneers who charted a path to leadership that so few have accomplished. In my

research of literature, I could not locate any studies that have specifically focused on only

Latina university presidents of 4-year public universities. The inability to locate data that

specified the percentage of Latinas serving as presidents of 4-year public universities and

colleges has underlying implications – the number is so significantly low that it cannot be

highlighted in the literature therefore limiting research focused on this demographic by

exacerbating the exclusion of Latina presidents' lived experiences in the construction of

knowledge regarding leadership development and career advancement. The specific

findings enhance what is known about navigating the career pipeline in higher education

and what is understood about Latina leadership development and career development in

higher education. Findings also contribute to the evolution of how we may understand the

intersectionality of gender and ethnicity throughout women's career trajectory experiences in higher education.

Theoretical Framework and the Negotiation of Self

Bandura's social cognitive theory, LatCrit, and Latina feminism make up the theoretical framework for my study. The three components are brought together in this study to analyze, compare, contrast, and interpret the data. Bandura's social cognitive theory helped to frame this study because literature highlighted self-efficacy, one's cognitive belief that one's decisions will be successful, as a significant component to leadership development and career advancement. For example, self-efficacy manifests in confidence in the decision-making processes in which one engages throughout one's career trajectory. Yet, criticism of Bandura's social cognitive theory involves concern that Bandura failed to include marginalized identities in his studies, as well as, failed to explore contextual situations or environments that impacted an individual's cognitive development (Cobham & Patton, 2015; Montas-Hunter, 2012). Therefore, I also chose to include LatCrit and Latina feminism with Bandura's social cognitive theory in this study to further acknowledge contextual and environmental factors that both negatively and positively impact Latinas in higher education institutions that are historically driven by more traditional ideologies. LatCrit and Latina Feminism aim to address systematic oppression and marginalization, with focus on the Latina presidents' stories of challenges, yet coupled with amplification of their assets and triumphs in spaces that lack representation of Latinas (predominantly White, male, and privileged).

Negotiation of Self

The participants provided complex and dynamic testimonios of resiliency, grit,

motivation, and determination throughout their career trajectories to the presidency. Due to the varying degrees of challenges related to their ethnicity and gender, intersectionality played a role in their leadership development and career advancement but not as pronounced as may have been expected when the study was originally created. These Latinas are highly successful in a male-dominated and White-dominated professional space (ie. higher education). Although they acknowledged their gender and their Latina backgrounds, it is essential to recognize how these women had to negotiate their values and leadership to infiltrate a White- and male-dominated profession.

These women had to demonstrate a high level of control over their thoughts, feelings, and actions, significant components to Bandura's (1977) social cognitive theory. Bandura's (1977) theory further explains the concept of self-efficacy as "the self-regulatory social, motivational, and affective contributors to cognitive functions" (Bandura, 1993, p. 117). The concept of self-efficacy is prevalent throughout much of the literature specific to women's leadership and advancement in higher education. Self-efficacy is an individually intrinsic characteristic that influences one's cognitive belief in one's abilities, which then further enhances motivation. In this study, self-efficacy was found to be similar to Montas-Hunter's (2012) study on Latina leadership in higher education. Latinas' values systems, support networks, self-awareness, and professional experiences contributed to self-efficacy. Latinas have to overcome gender and ethnic stereotypes regarding leadership. By overcoming adversity, shattering stereotypes, the participants' concept of self-efficacy developed similar to the experiences of those in a study of five tenured Black women faculty (Cobham & Patton, 2015). Furthermore, the presidents' strong desire to pay it forward (Fochtman, 2011), to chart a path for other

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Latinas, served as a motivation, contributing to their persistence and resiliency.

Social constructions of what leadership is and how it should be demonstrated continues to impact minoritized individuals (Dugan, 2017). Four sources that contribute to enhancing self-efficacy include: (a) mastery experiences (one succeeding at a task or goal); (b) vicarious experiences (observing others, such as a role model succeed); (c) verbal persuasion (being told one will succeed); and (d) emotional or physiological response (negative or positive stimuli; Bandura, 1993, 1994). A contribution to Bandura's theory from this current study is the need to address the assets Latinas demonstrate to overcome the emotional or physiological responses to the challenges and barriers of being a woman and a woman of color in higher education. This study also confirms that these Latinas' assets and strategies for success, coupled with mentorship, were essential to career advancement. The Latina presidents' ability to believe in themselves was essential to navigating the landmines and pitfalls that traditionally impact career advancement, and which are deeper and more nuanced due to gender and ethnic stereotypes, microaggressions, and challenges. This study supports the need for Bandura's social cognitive theory to include and address an ethnic, racial, and gendered spectrum of diverse and nuanced components related to human agency and human capital. I speak more to this in regards to the intrinsic and extrinsic effects on enhancing self-efficacy in Implications for Educational Practice and Policy sections. As the participants expressed, Latinas are often perceived as less able or less intelligent as other genders or ethnicities. As a result, Latinas must regularly work twice as hard as their White/male counterparts, yet this helped the participants in this study to tap into and develop the ability to motivate themselves, to persist, and to advance. Learning more

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about these Latina strategies for leadership is required for even further exploration in future studies.

It is essential to acknowledge that the presidents' retelling of their experiences and my subsequent interpretation through the critical framework of LatCrit and Latina Feminism was different from what may be expected. First, and foremost, the presidents' career trajectories throughout higher education were in PWIs, and many critical moments in their advancement were introduced by White male mentors and advocates. All three presidents received their degrees from predominantly White institutions. All three presidents worked in predominantly White institutions until the recent designation of one president's university to a Hispanic-serving institution. One president spoke to her strong desire to work in a Hispanic-serving institution or to work in a state with a larger Latinx population. She expressed,

> That's ultimately where my heart lies, in a Hispanic-serving institution. That's
> ultimately the place that I would like to go for my last decade, my swan song.
> That last decade of my life to be able to lead, to be able to just be that beacon for
> the next generation…The few of us that are around end up in majority institutions,
> where I think we are often not understood because the cultures are different.

Although not explicitly stated, and in no way an affront to the amazing perseverance of these presidents, an area of concern as researchers continue to utilize LatCrit for the production of knowledge, the development of epistemology, the advancement of social transformation, and systematic change in policies and practices (Solorzano & Yosso, 2001; Valdes, 2005), is the implicit and explicit impact predominantly White spaces and practices have on Latinas.

LatCrit explores the intersection of race with other marginalized identities, such as gender and class (Delgado Bernal, 2002). According to Valdes (2005), the analytical approach of LatCrit is to go "beyond intersectionality to recognize the coexistence of *multiple* identities and their constant social interaction in the lives of human begins" (Valdes, 2005, p. 159). Researchers utilizing a LatCrit lens must consider "other familiar axes of identity, such as ethnicity, class or sexual orientation, as well as less-studied categories like geography, ability, seniority, and other forms of position that are legally or social relevant" (Valdes, 2005, p. 159). Though gender and ethnicity were the foci for this study, the LatCrit lens allowed me to identify other components of identity that were present throughout the data. The many identity markers discussed by these three presidents demonstrated the complex intersectionality of the Latinx diaspora of a community of color. The participants discussed cultural similarities related to family, class, and first-generation graduates and professionals. Yet, there were differences regarding immigrant background, linguistic differences (Cuban accent), and geography. It is important to recognize how the many different components of identity intersect with contextual and environmental factors, as well. The participants spoke to serving in predominantly White campuses and communities. The regional areas in which the participants served impacted how their layered identities presented or were perceived by others. Additionally, Latina feminism illuminates how identity is shaped contextually, as well as celebrated, within and outside of communities of color (Anzaldúa, 1987; Ortega, 2015). The participants addressed varying degrees of how their gender, as women, played a part in their leadership development and career advancement in higher education.

The presidents spoke specifically to "being the only one" to being "the maverick"

(i. e., the only Latina in leadership throughout their careers in higher education). Academia predominantly employs males and "non-Hispanic Whites" (Hammond, 2019, p. 46). Unsurprisingly, the presidents described how they were mentored primarily, if not exclusively, by White males. These presidents reflected on many instances throughout their careers when they were the only woman, or, only Latina, on committees or in leadership roles leading men. The presidents negotiated self, and negotiated their marginalized identities in White spaces, in order to be recognized by the majority of their peers (ie. White men). It is essential to recognize that the critical perspectives of LatCrit and Latina Feminism aim to address oppression and the need for systematic change. In this study, the use of these critical theories was essential to address how to move "forward" for the next generation of Latinas who aspire for career advancement in higher education. I address this more in implications for educational practice, implications for institutional policy, and recommendation for future research.

Implications for Educational Practice

There is no denying the staggering underrepresentation of Latinas in leadership positions in higher education. There is a responsibility at both higher education institutions and with Latinas who serve in professional roles in universities and colleges to develop, retain, and advance themselves and others like them. Talents, skills, and competencies will vary among Latinas. Institutional needs will differ. Yet, rigorous efforts must be developed and continuously assessed if we truly wish to correct the overwhelmingly low numbers across the higher education leadership pipeline. Given the career trajectory to the presidency often begins with tenure-track and tenured instructional faculty members, currently of tenure-track faculty members, with professor

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rank, 34.3% are female and 3.9% are Latinx (Hammond, 2019). The Chronicle of Higher Education's Almanac of Higher Education 2018-2019 reports that "full-time employees who worked in libraries, admissions, and student life, and who provided other academic and students services were overwhelmingly female in 2017-2018" (p. 48) with 70% female in 4-year public universities, but only 8.0% identified as Latinx. Additionally, 6.2% of Latinx-identified employees served in executive, administrative or managerial positions (Hammond, 2019).

Implications for educational practice and for policy change within a higher education setting may reinforce each other. For the sake of clarity, implications for educational practice that I address include recognizing intersectional assets and individual responsibility to personal growth. In implications for policy I will address: (a) institutional components of funneling more Latinas into the pipeline; (b) mentorship and sponsorship; (c) organizational perspective to talent development; and (d) recognition of implicit bias.

Intersectional Assets

Latinas' assets are abundant. The participants spoke of how their identities impacted motivations and shaped their career trajectories. The previous literature, which is reiterated in the findings of this study, addresses challenges experienced by women, women of color, and Latinas who navigate careers as faculty and staff in higher education such as policies and practices steeped in male norms (Cañas et al., 2019; Eddy & Cox, 2008). Yet, it is important to acknowledge how the presidents' assets and strategies for success contributed to their accomplishments throughout their career trajectories and in understanding how their identities as "woman" and "woman of color" contributed to their

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university communities. The presidents reflected Yosso's (2005) community of cultural wealth model, which recognizes six forms of capital that communities of color possess – aspirational, navigational, social, linguistic, familial, and resistant. Moreover, community cultural wealth connects to the multidimensionality and intersectionality addressed in LatCrit and Latina feminism.

Aspirational and Navigational Cultural Wealth

All three presidents were first-generation undergraduate, graduate, doctoral, and professionals in higher education. All three presidents served at PWIs throughout the majority of their careers. All three presidents spoke passionately about their commitment to family, each describing major decisions throughout her career trajectory to the presidency, and as presidents, that were driven by family needs and values. Each president addressed varying degrees of how her cultural background impacted her approach to leadership – both in serving the institution and importantly, in serving underrepresented students. Universities and colleges, via demographic data and with institutional climate surveys, can build on the finding from this study by committing to further identifying the assets and connections with the institution's communities and goals that Latinas contribute.

Social, Linguistic, and Familial Cultural Wealth

Participants highlighted how they were each the only woman and Latina in higher-level leadership positions, many times working with only men. These presidents were successful in male-dominated environments due to their abilities to collaborate and develop relationships while advancing their abilities to demonstrate assertiveness. Their cultural wealth included assets such as, commitment to serving students, collaborating

with others, taking professional risks, persevering over perceptions of tokenism, and low expectations due to gender and ethnic stereotypes. One president spoke emphatically to the challenges she overcame due to her accent, and all the presidents passionately addressed how motherhood and commitment to family positively impacted their professional decisions. As the Latinx population is growing exponentially in the United States and is entering colleges and universities at great numbers, higher education leadership will need to draw upon Latinx cultural wealth to attract, represent, and support its full stakeholder communities.

Resistant or Representative Cultural Wealth

Representation of Latinas at multiple levels at universities is essential because representation benefits students across demographics and identities and diversifies decision-making processes. Representative bureaucracy "demonstrates that minority access to positions in the bureaucracy influences policies in such a way as to benefit minority clientele" (Meier et al., 1999, p. 1027). Yet, the concept of representative bureaucracy indicates that "minority gains are not at the expense of nonminority clientele" (p. 1027). Research posits that there are two types of representative bureaucracy – passive representation and active representation (Mosher 1982). Active representation results in policy changes or gender-related or cultural-related organizational outputs (Lee & Won, 2016). The analysis of this study further supports the need for active representation in all levels of leadership in higher education. Active representation is an example of resistant capital. Yosso (2005) described resistant capital as "knowledge and skills fostered through oppositional behavior that challenges inequity" (p. 80). Latinas can and do impact organizational policies and outputs both with passive

representation (i.e., by merely serving in professional roles) and by "acting in accordance with their values and beliefs" (Lee & Won, 2016, p. 327) when in positions of influence. Accordingly, Latinas should embrace their intersectional assets as Latinas by serving as both role models and cultural wealth advocates for students and professionals and in impacting organizational policies and outputs. The status quo of higher education needs to be a continuously evolving process to leadership, and representation of Latinas' assets and values is paramount.

Individual Responsibility to Professional Growth

Fochtman (2011) and Turner (2007) reference how experiences across the lifespan impact career advancement. The presidents' career trajectories included opportunities that were introduced and encouraged by others, and were also guided by intentional decisions the participants made throughout their careers. Findings from this study suggest Latinas can be better prepared to navigate career advancement pipelines by engaging in intentional and mindful career planning immediately upon entering faculty or staff positions in higher education as new professionals. By taking individual responsibility each "challenges the traditional claims of the educational system [of] objectivity, meritocracy, color-blindness, race neutrality, and equal opportunity" (Yosso et al., 2001) that exist in the male-dominated and White-dominated field of higher education.

The presidents' leadership development and career advancement were impacted by on-the-job experiences, participating in professional development components such as conference attendance and professional association engagement, as well as engaging in overall experiences in which they connected their values and principles to their leadership

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philosophies, which subsequently impacted their leadership behaviors. Their experiences help to project recommendations for other first-generation college graduates and first-generation professionals. For example, career mapping is a great strategy to employ in order to identify gaps in professional leadership and skills and engage in intentional planning to fill those gaps through on-the-job experiences and through other professional development components. Latinas must be stewards of their own leadership development and career advancement; must establish trust, mentorship, and advocacy with others; and also must *believe* they have the agency and capital to do so. Developing self-efficacy can be vital to increasing human agency and positively impacting career progression for Latinas.

Self-efficacy

A previous study of Latinas in leadership positions in higher education attributed self-efficacy with a strong sense of ethnic identity necessary to overcoming the feelings of marginalization in predominantly White spaces (Montas-Hunter, 2012). A strong sense of ethnic identity contributes to aligning one's values with professional development strategies and reaching personal success measures (Montas-Hunter, 2012). Latinas must identify their personal worth and value and commit to investing in themselves. Latina's self-efficacy can be enhanced by mastering experiences (Bandura, 1993, 1994) such as professional projects that are assigned, but even more importantly, those for which are self-advocated. Latinas need to embrace challenges in their careers and actively engage in professional development. The concept of self-efficacy and its positive effects on leadership and career development are prevalent throughout literature addressing career trajectories for women and for women of color. Self-efficacy is intrinsic and

individualistic. Yet, contextual and environmental factors hinder or contribute to one's development of self-efficacy. Conversely, one of the negative components impacting women and women of color in higher education is institutional apathy. It is important to note that university systems must also embrace developing talent which is further addressed in implications for institutional policy.

Implications for Institutional Policy

Access, equity, and diversity of leadership in higher education are complex issues that must be addressed systematically and holistically. The previous section addressed implications for educational practice by focusing on efforts individuals can take personally. Yet, a critical lens is essential to magnify the holistic changes needed by accreditation agencies, university boards, university leadership teams, and professional associations needed to advance more Latinas in the leadership pipeline in higher education.

Furthermore, leadership development, and the perception by others of how leadership should be demonstrated, is impacted by what is considered "male" characteristics of leadership versus what is considered "female" characteristics of leadership. Sulpizio (2014) and Eddy and Cox (2008) described the challenges associated with how male leaders are viewed, such as assertive, versus how female leaders are viewed, such as emotional. The findings from this current study further identified the double standard that female leaders experience in higher education due to gender and ethnic stereotypes of leadership. The literature calls out institutional sexism, institutional racism, and institutional apathy as barriers to women's career advancement in higher education. The intersection of gender and ethnicity for Latinas further exacerbates the

recruitment and retention of this population in the professional pipeline of higher education. Institutional policies that can remove barriers for Latinas' career advancement in higher education include concerted efforts in recruiting and funneling Latinas into the pipeline, enhancing mentorship and sponsorship, committing as an organization to talent development, and acknowledging and addressing implicit bias.

Recruiting and Funneling into the Pipeline

Though not all Latinas in professional roles (staff or faculty) may aspire to the presidency, the pipeline from undergraduate student to professional in a 4-year public institute of higher learning must be considered. It is critical that universities ask, "What is hindering recruitment and funneling of Latinas into the leadership pipeline at public 4-year institutions?" The majority of research on Latina executive leadership is focused on the community college sector. This is not surprising considering that the majority of students enrolling in public 2-year colleges are Latinx (Ma & Baum, 2016).

The pipeline across higher education leadership begins as Latinas are exploring post-secondary education. Leadership of 4-year public universities must explore the steps, strategies, and efforts utilized to recruit Latinas. Then universities must actively recruit and graduate more Latinas with masters' degrees and doctoral degrees. Finally, institutions must consider various factors that hinder and promote advancement in the professional pipeline. Ultimately, the first step is creating an environment and climate for Latinas in higher education that fosters learning, growth, support, and professional advancement. Contextual and environmental factors challenge and support Latinas' career advancement and self-efficacy. Institutions can address climate by compiling data – how many Latinas are served as students and how many Latinas serve in faculty and

staff positions – and then by addressing these gaps via climate surveys, strategic plans, and policy changes. Yet, institutions can be further challenged by publicly addressing the United States Department of Education's White House Initiative on Educational Excellence for Hispanics and Designation of Hispanic-Serving Institutions.

HSIs

The White House Initiative of Educational Excellence for Hispanics is an initiative supported by the White House since the 1990s to address disparities in education for Latinx students. A product of the initiative is an effort to recognize eligible universities that enroll at least 25% of undergraduate full-time students who identify as Latinx as Hispanic-Serving Institutions (HSIs). Once eligible universities are granted HSI status these universities are eligible to apply for various grants. Unfortunately, eligibility requirements and continued recognition fail to consider the *satisfaction* of Latinx students and Latinx faculty and staff. A bold recommendation would be to create an additional step for recognition to include a climate survey of Latinx students, faculty, and staff to identify the holistic impact the institution is demonstrating with the community it serves. Furthermore, this success measure should also be included in accreditation measures if an institution wishes to be designated as an HSI.

Mentoring and Sponsorship

According to a report by Catalyst, "forming critical relationships with influential others" [was described as] most impactful" (Silva et al., 2012, p. 3) to access for upward mobility in professional settings. White men were the most influential in identifying opportunities for each of the participating presidents. Participants described these men in varying ways – informal and formal mentor, advocate, sponsor. The presidents explained

how they were able to gain access to administrative and strategic spaces, knowledge and skills, and progressive career advancement due to the support and guidance by these White men throughout their career trajectories.

Cross-cultural and cross-gender mentorship and sponsorship are critical for advancement. Both the mentor who has the position and/or influence and the mentee must engage in relationship building. Latinas are sorely underrepresented across the pipeline in higher education to the point that data found in reports and literature rarely identify Latina versus Latino percentages, typically identifying both genders in data. Though great strides have been made in providing access to women, people of color, immigrants, and international persons, representation lags considerably compared to White men. White men, White women, and other people of color will need to continue to serve as mentors and advocates for Latinas' leadership development and career advancement.

Institutions must be more systematic and encouraging to faculty and staff to take on the role of mentor. Latinas must be direct in seeking out within-culture and cross-cultural mentors. Through their experiences encouraged and advocated for by their mentors, the presidents' motivations and decision-making were connected back to their value systems. Yet, due to professional roles predominantly served by majority identities, institutions should aim to "transform a dominant cultural logic, [for] mentoring, from within" (Alarcon & Bettez, 2017, p. 30) by centering lower-ranked brown voices in developing a reciprocal relationship with higher-ranked administrators. This is a form of disidentification, allowing for "greater risk-taking to resist dominant norms while making accommodations to work within the structure" (Alarcon & Bettez, 2017, p. 37). A

dissertation study's findings regarding mentoring relationships can further center

marginalized voices in enhancing mentoring relationships. The study explored the role of

cultural wealth in mentoring relationships between Latinx professionals and students in

higher education. The study aimed to "understand the motivations related to mentoring"

(Gamez, 2017, p. 9). The findings from this study identified community cultural wealth

assets as integral to positively influencing commitment to mentoring. A recommendation

from Gamez's study urged inclusion of "culture based mentoring principles" in

"identifying mentors, retaining mentors, and improving the overall experience of the

mentoring programs" at universities and institutions (p. 174). Correspondingly, the

current study's findings suggest Latinas' cultural wealth assets are integral to serving as

both mentor and mentee so that active representation can occur.

Furthermore, institutions should create a professional development workshop

specific to women who are underrepresented in management that addresses strategies for

mentoring and sponsoring other underrepresented communities. A challenge to

developing mentorship includes time and resources. Institutions could consider creating

quarter-time release initiatives to address these time constraints. Additional steps include

investing monetary resources for programming and professional development

components driven by the university's human resources department to address cross-

cultural and within-cultural norms.

Organizational Perspective to Talent Development

The participants spoke of being "tapped" for opportunities by others that

developed affective learning and soft-skill development such as confidence and an

increased sense of competence. Additionally, these opportunities increased awareness,

knowledge, and development of the skills necessary to lead the political and bureaucratic departments and institutions that each president served throughout her career trajectory. A report by Catalyst found that leadership development occurs primarily using a 70/20/10 model (Silva et al., 2012). According to the report, "10% of an employee's development happens in formal programs, with 20% coming through networking, mentoring, coaching, and other influential relationships, and as much as 70% from on-the-job experiences" (p. 2).

The on-the-job experiences of these presidents served as a springboard for development and advancement and met similar criteria explained in the report as at times "highly visible projects" (Silva et al., 2012, p. 4) and "mission-critical roles" (p. 4). Yet, the Catalyst report found that women worked on less visible and mission-critical jobs than men. There can be similar disparities in higher education between choosing males versus females, further exacerbated when ethnicity is included in the mix, to lead significant projects. Therefore, institutions should make a concerted effort to include talent development of marginalized groups, especially Latinas, with departmental and institutional strategic plans. Organizational missions and strategic plans should address strategies for identifying high potential Latinas to lead small to large programs and projects for enhanced on-the-job training. Institutions, and the various colleges and departments housed within these universities, should not rely on the *hope* that a supervisor or individual with clout will notice and "tap" Latinas, but rather, they must have clear and explicit expectations, as well as, milestones or measures addressed in annual performance evaluations. Supervisors and individuals with clout should not expect that a Latina will simply know how to step into a role or that a Latina will have the voice

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to ask for talent development; therefore, training and education regarding developing high potential individuals, especially those with marginalized identities, is essential.

Implicit Bias

Universities need to move beyond "diversity" training or narratives of "inclusive" practices and move to assessing critically individual and systematic bias. Implicit bias is described as "unconscious and/or automatic mental associations made between the members of a social group (or individual who share particular characteristic) and one or more attributes (implicit stereotype) or a negative evaluation (implicit prejudice)" (FitzGerald et al., 2019, p. 7). The effect of implicit bias can be "biased judgment" (p. 7) that in turn creates "biased behavior" (p. 7). Microaggressions and bias can affect hiring processes (Fujii, 2010), can negatively hinder providing opportunities for growth and development, and can impact the overall culture of a work environment (Kayes, 2006). As the participants noted, Latinas have to work harder, yet also may be perceived as less developed or hard-working, therefore, overlooked for leading projects and other leadership development opportunities.

FitzGerald et al. (2019) systematically reviewed 30 articles that reported research on the effectiveness of interventions to reduce implicit bias. Though the study had limitations due to the small sample size, the researchers recommend approaching implicit bias interventions with a "focus on reducing the impact of implicit bias on behavior rather than reducing the bias itself" (FitzGerald et al., 2019, p. 9). Implicit bias training, especially when categorized as mandatory, has its limitations. However, that does not preclude institutions from committing resources to recognize the existence of implicit biases, such as conducting campus climate surveys, and addressing outcomes learned

from the survey by creating policies and practices to shift the institutional culture.

Delimitations and Limitations of the Study

The delimitations that I controlled for in this study entailed selecting only Latina presidents who currently serve at 4-year public universities. The presidents self-identified as Latinas. The limitations of the study were the following: a small number of participants for the study, data collection/limited access to data, and timing. As identified throughout the study, there are currently only six Latina presidents serving in 4-year public universities. Three previous Latina presidents of 4-year public universities, one currently retired, were also discovered for this study. Of the current six Latina presidents serving in 4-year public universities only three agreed to serve as participants. One declined. Two never responded to multiple requests.

Data collection consisted of a semi-structured in-person interview. Due to the scant number of Latinas who currently serve, the participants were rightfully concerned about their anonymity which may also have impacted how deeply reflective or detailed the president was willing to be during the interview. Interviewing these presidents in-person required costly travel. And, as these presidents are extremely busy, it became implausible to request more than one interview. For future research, I recommend that additional studies specific to studying *only* Latina presidents may include more interviews perhaps with fewer participants, conducting a focus group (individually each president asked me who I identified), and a reflective piece by the presidents (for example, a journal or response to a prompt).

Recommendations for Future Research

The following recommendations for future research are categorized by different

sectors – recommendations for research on individuals and recommendations for research on institutional policies that support Latinas in higher education leadership pipelines. I believe it is necessary to continue to further explore Latinas' experiences throughout the leadership pipeline – their motivations, their aspirations, their competencies, and their leadership philosophies and approaches. Additionally, there are areas to continue to further explore regarding institutional policies, both qualitatively and quantitatively.

Recommendations for Future Research on Individuals

- Research is needed on mentors and advocates of Latinas in higher education. White men were identified throughout the study as being instrumental to introducing the Latina presidents to opportunities that initially set these presidents on their successful career trajectories. This research would further identify motivations and strategies for encouraging mentors and mentees to develop relationships with individuals whose identities differ.

- Future research should include studies examining Latinas in different levels across the leadership pipeline – a multiple case study between new professionals (less than 5 years), mid-level professionals (Latinas in the field 6-15 years), and seasoned professionals (Latinas who have served in the field for over 15 years) would be valuable in learning more about this population and their experiences in higher education leadership career trajectories.

- Future research should also include comparative study of Latinas to Latinos, to further examine the impact of gender and ethnicity on leadership and career advancement in higher education for minoritized communities.

- Future research should address Latinas who currently serve (or served) as a

provost or vice president who aspired to university presidency but never reached

that goal to further explore the barriers impacting the leadership pipeline specific

to the presidency.

Recommendations for Future Research on Institutional Policies

- Future research should include a study of Latina faculty and staff at HSIs to
  identify satisfaction with university strategies related to serving Latinx
  faculty/staff.

- Future research may also include a mixed-methods study comparing the number
  of institutions that currently have mandatory implicant bias training for all faculty
  and staff and the impact of the training on marginalized identities versus
  predominant identities (i. e., White men).

- Future research should also address a study of an institution implementing
  implicit bias training (mandatory or optional) for faculty and/or staff and
  community impact.

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Conclusion

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Diversifying leadership throughout the pipeline in higher education is essential to

widen perspectives, ideas, and solutions and to increase representation at all levels for the

academic community to see and value. Latinas in professional roles throughout higher

education and the institutions in which they serve must commit to leadership

development and career advancement of themselves, and of others, including Latinas.

The three Latina presidents currently serving at 4-year public universities are pioneers in

their field. Their rich testimonios center Latina voices in literature on leadership in higher

education. As shared in the study, only six Latinas currently serve in public 4-year

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universities. There are 710 public 4-year universities, as of a 2015-2016 report by the United States Department of Education (2017). Though only six Latinas serve in 710 public 4-year public universities is abysmal, the findings and implications of the study provide a beacon for how the profession can further embrace assets of Latinas in the professional pipeline in universities.

The current presidents' early professional experiences, career trajectories, and presidencies provide a framework for Latinas' paths moving forward. It is essential to acknowledge the timing of the participants' ascendancies to the presidency. The presidents negotiated their identities as women and Latinas and may have had to mimic/adopt more traditional (White and male) styles of leadership. Yet, as the student body has become more diverse, and continues to do so, institutional cultures and participants must embrace diversity, diverse perspectives, and Latina assets in leadership development in higher education. As well, Latinas who ascend through the leadership pipeline may also need to push themselves as more recent pioneers to courageously enact these assets in leadership styles not previously experienced at the highest levels of higher education.

The intersection of gender and ethnicity, and the multiple positionalities these women embody, impact career paths both negatively and positively. Yet, it is clear Latinas have the agency and capacity to leverage individual and community assets to navigate and succeed in academia. Universities have a responsibility to embrace the cultural wealth of this growing and robust community of women. The advancement of more Latinas in higher education is a reciprocal relationship between public universities and the faculty and staff who serve within these public universities.

APPENDIX SECTION

Interview Questions

Research Question 1: How does the intersectionality of gender and ethnicity impact

Latinas' access to leadership development and their career trajectories to the university

presidency?

Research Question 2: In what ways do the participants' experiences inform Latinas to

prepare for and navigate the career pipeline to upper levels of leadership in higher

education at 4-year institutions?

Interview will utilize "testimonio" as a process. Testimonio (Beverley, 2008) is validating your unique experiences of oppression and to underscore injustice, while giving voice to your experiences and strategies for persevering. Objectively it also highlights a point of view or an urgent call to action (Reyes & Rodriguez, 2012).	
Domain	Core Questions
Domain 1: Career Trajectory and Professional Development	Describe key experiences and how/why they have impacted/shaped your professional journey to the university presidency.
Domain 2: Leadership Development and Artefacts	Describe key experiences and how/why they have impacted your leadership development.
	Describe the reasons why the artefacts exemplify your leadership as a university president.
Domain 3: Influential Individuals and Personal Drive	Describe key individual(s) and their role in your career trajectory and leadership development.
	Describe your personal attributes that contributed to your career advancement and leadership development.

TEXAS ★ STATE ®

VERBAL CONSENT

Study Title: Leadership and Advancement in Higher Education: A Multiple Cast Study of Latina Presidents at Four-Year Institutions

Principal Investigator: Brenda J. Rodriguez
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Co-Investigator/Faculty Advisor: Dr. Joellen Coryell
Phone: xxx-xxx-xxxx
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My name is Brenda J. Rodriguez and I am a graduate student at Texas State University. I am doing this study because the research study research study aims to examine the leadership development and career advancement of Latina university presidents to further advance more women of color, especially Latinas, into and through the leadership pipeline within colleges and universities.

I am asking you to take part because you are currently, or have previously-served, as a Latina president of a four-year institution. I'm going to tell you a little bit about the study so you can decide if you want to be in it or not.

As a participant of the study I request the following: a 10-minute introductory phone call or digital call (i.e. Zoom) to provide details of the study and provide you an opportunity to learn more information about me and the study, additionally, a 60-90 minute interview for the study. My hope is to travel to you for this interview but this can also be conducted via digital call (i.e. Zoom), if preferred.

Additionally, you will provide two artefacts that you believe demonstrate your leadership-in-action as a president of a four-year institution.

If you want to be in this study, I will ask you some questions regarding your career trajectory and leadership development. The 60-90 minutes interview will be audio recorded.

The potential risks of participation in this interview are minimal. You may also refuse to answer any questions you do not want to answer. If you volunteer to be interviewed, you may withdraw from the study at any time without consequences.

There will be no direct benefit to participants of this study. However, the information provided can be a benefit to higher education institutions in addressing the under-representation of Latinas in the leadership pipeline. Latinas are an under-represented group in university leadership, yet, a growing demographic nationally. The findings can provide strategies for the recruitment and retention of Latinas to upper-level university positions. Additionally, the findings can provide strategies for people of color, specifically Latinas, as they advance in their careers. These multiple benefits greatly outweigh the minimal risks associated with this study.

Reasonable efforts will be made to keep the personal information in your interview private and confidential. Any identifiable information obtained in connection with this interview will remain confidential and will be disclosed only with your permission or as required by law.

Your name will not be used in any written reports or publications.

If you have any questions or concerns feel free to contact:

Principal Investigator: Brenda J. Rodriguez   **Co-Investigator/Faculty Advisor: Dr. Joellen Coryell**
Phone: xxx-xxx-xxxx   Phone: xxx-xxx-xxxx
Email: br25@txstate.edu   Email: jc59@txstate.edu

This project 6472 was approved by the Texas State IRB on May 24, 2019. Pertinent questions or concerns about the research, research participants' rights, and/or research-related injuries to participants should be directed to the IRB chair, Dr. Denise Gobert 512-716-2652 – (dgobert@txstate.edu) or to Monica Gonzales, IRB Regulatory Manager 512-245-2334 - (meg201@txstate.edu).

Do you have any questions for me?
Do you understand what was said to you?
Do you agree to be in the study?
You have the right to refuse recording. Do you agree to be audio recorded?

Your verbal consent acknowledges participation in this study.

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