Walden Dissertations and Doctoral Studies

2020

Hispanic Women's Experiences and Perceptions of Challenges in Higher Education Leadership

Blanca Figueroa Estrada
Walden University

Walden University

College of Social and Behavioral Sciences

This is to certify that the doctoral dissertation by

Blanca Figueroa Estrada

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Nancy Bostain, Committee Chairperson, Psychology Faculty
Dr. John Schmidt, Committee Member, Psychology Faculty
Dr. Rachel Gallardo, University Reviewer, Psychology Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2020

Abstract

Hispanic Women's Experiences and Perceptions of Challenges in Higher Education

Leadership

by

Blanca Figueroa Estrada

MBA, St. Leo University, 2010

BS, University of Florida, 2005

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Psychology

Walden University

August 2020

Abstract

A lack of diversity exists in higher education leadership, particularly with Hispanic/Latina women. Differences in cultural backgrounds play a role when leaders who are mostly White consider individuals of other ethnicities for promotion. In 2016, only 3% of all higher education leadership positions were held by Hispanics/Latinos and even a smaller percentage were women. Identifying the challenges Hispanic/Latino women face in competing for leadership roles in higher education is needed to understand the factors needed to be overcome to succeed. A phenomenological qualitative study was conducted with 13 participants to explore how Hispanic/Latina women perceive the higher education work environment regarding their ability to advance and apply this information in supporting their ascension into leadership. Participants included women in higher education leadership positions who self-describe as being Hispanic/Latina. Data analysis was conducted using the modified Van Kaam method and supported by NVivo Software. The interview results indicated Hispanic/Latina women face challenges and experience barriers when ascending into leadership roles. In addition, very few Hispanic/Latinas hold these roles and lack mentors and role models. Furthermore, those who are foreign born experience greater barriers and having an accent is their greatest challenge. Most participants identified themselves as being collectivist and believe that their background and culture plays a role in being considered for ascension in higher education leadership positions. The findings of this study contribute to positive social change by providing insights to higher education administration on the challenges Hispanic/Latina women may face who aspire to ascend into leadership roles.

Hispanic Women's Experiences and Perceptions of Challenges in Higher Education

Leadership

by

Blanca Figueroa Estrada

MBA, Saint Leo University, 2010

BS, University of Florida, 2005

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Psychology

Walden University

August 2020

Dedication

I dedicate this work to my son Eli who gave meaning to my life and gave me the strength to finish. I hope that one day, I can inspire you to know that you can truly achieve anything you set your mind to no matter the obstacles that are in front of you. To my grandmother Maria Esther, thank you for the morals and values you instilled in me as a child and for teaching me that there is a heavenly father who loves me and protects me.

Acknowledgements

I would like to sincerely thank my committee for the support that was provided along the way. Thank you to my chair Dr. Bostain for providing guidance throughout this process. To my methodologist Dr. Schmidt thank you for allowing me to achieve a dream that at times felt almost impossible to achieve and for also playing an important role in building my knowledge and understanding of the methodology. To my university reviewer Rachel Gallardo thank you for ensuring this study met all the requirements. I would also like to express my deepest gratitude to the participants of my study. Without you, I would not have been able to achieve my dream.

To my dear friends and teachers Amy and Mimi thank you so much for giving me hope, support and love for so many years and for believing in me when I was a teenager trying to figure out life on my own and helping me believe that one day I too, could achieve my goals and dreams. To Rubia and Hector, I could have not reached this educational milestone without you, thank you for all the love and support. To Gina, thank you for always guiding me. To Dale thank you for giving me the best advise I ever received; "work on your dreams even if it means doing one thing at a time, for time will pass anyways". Lastly, to my friends Danelle, Renee, Laura, Nishama, Sandy, Kristy B., Mayrim and Avani who never gave up on me and continued to cheer me on regardless of the challenges I faced while completing this dissertation, I thank you for the love and support and I am forever grateful for your friendship.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction to the Study

Introduction

For many centuries, women have had to work hard to prove their intelligence, worth, and capability in performing their work (Verniers & Martinot, 2015). Opportunities for many women have been minimal and although a lot of progress has been made over the years, a need for change still exists (Rahim, Akintunde, Afolabi, & Okikiola, 2018). Women comprise 50.8% of the total U.S. population (U.S. Census Bureau, 2017) and a substantial increase in women entering the workforce and attaining college degrees has occurred (Bureau of Labor Statistics [BLS], 2017). As of 2017, minority women (i.e., Black, Hispanic, American Indian, Native American, Asian, Native Hawaiian, other Pacific Island, or two or more races) comprised 23.4% of the population in the United States (U.S. Census Bureau, 2018) almost half (49%) of those were college educated (Warner & Corley, 2017). However, the rise in women's representation in the workforce has not led to an increase in the proportion of women holding leadership positions (Savala, 2015).

The lack of representation in leadership has been noticeable across all industries, but when looking at academia in 2017, only 27% of college presidents were women and 31% of full professors were women (Warner & Corley, 2017). The progress has been slow for women in general; however, for those women who come from ethnic/racial backgrounds other than European American, disparities continue in leadership positions in higher education (e.g., for management positions in higher education, in 2018, Hispanic women held 3.5% positions, Asian women held 2.3%, Pacific Islander women

held 0.07%, American Indian, Alaska Native women held 0.29%, and women who identified as two or more races held 0.63% of all management positions in higher education [National Center for Education Statistics, 2018]).

To understand the reasons ethnic minority women lack representation in higher leadership positions, researchers have looked into factors that hinder their ascension and found that often women lack the proper mentorship and opportunities to help them achieve those roles (see Costello, 2017). Identifying the factors that hinder their ascension will aid in learning gaps in the education system that could allow progress for future generations (Mejia & Gushue, 2017). Underrepresentation of ethnic minorities in higher leadership roles has been documented for many years (e.g., Brower, Schwartz, & Bertrand Jones 2019; Gasman, Abiola, & Travers, 2015). Hispanics, Blacks, and Asians are a few populations who have experienced challenges in trying to ascend the ladder in their organizations, and because of a mostly Caucasian male-dominated environments, the opportunities for ascension is poor (Rosette, Koval, Ma, & Livingston, 2016). As of 2016, Hispanics accounted for 18% of the U.S. population and were the second largest group after White, non-Hispanic (Flores, 2017a).

Because of an increase in the Hispanic population in the United States, more of these citizens are attending colleges and universities, and many are finding a path to leadership roles (Mejia & Gushue, 2017). However, Hispanic women, in particular, face challenges due to not having the right kind of mentors to teach them the established procedures for their jobs and to help coach them when opportunities arise (San Miguel & Kim, 2015). Many Hispanics aspire to work in higher education for positions that are

highly regarded, since there is prestige and financial rewards in many of those roles

(Fischer, Barnes, & Kilpatrick, 2019; Menchaca, Mills, & Leo, 2016). However, the

representation of Hispanics holding those positions is limited, and many experience a

lack of guidance when desiring ascension (Carbajal, 2018). The findings of this study

could lead to positive social change by providing further understanding on the challenges

Hispanic women face and what is potentially holding them from ascending into higher

leadership positions.

Background

Hispanics make up the largest ethnic minority and immigrant group in the United

States (BLS, 2017). Hispanics are also the fastest growing ethnic group in the United

States, increasing from "27.6 million in 2003 to 40.7 million in 2016" (BLS, 2017. p. 3).

As of 2018, 18.1% of the population of the United States identified as Hispanic (U.S.

Census Bureau, 2018). Regarding the workforce in the United States, in 2018, Hispanics,

both genders, held 17.3% employment positions by those age 16 and over (BLS, 2019).

However, when compared to non-Hispanics, in 2016 Hispanics were less likely to hold

positions in leadership or management "about 22% of Hispanics were employed in these

occupations, compared with 43% of non-Hispanics" (BLS, 2017. p. 3). In addition, for all

positions in colleges, universities, professional schools, and junior colleges, Hispanics

held 9.2% of all positions (BLS, 2019). The representation of Hispanics/Latinos in the

United States workforce continues to grow due to the increasing numbers of Hispanics

living in the United States. However, there are challenges that they face when trying to

hold positions in leadership and for there to be growth for the Hispanic/Latino population

in these roles, those who have the hiring powers need to consider the reasons this group face challenges and how they can be assisted to allow equal opportunities for ascension.

The underrepresentation of Hispanic women in higher education leadership positions is a multifaceted phenomenon. One facet is tied to gender in that the lack of women in leadership positions has been attributed to biases, prejudice, discrimination, and the beliefs that they do not have the skills to lead as well as a man would (Rosette et al., 2016; Sindell & Shamberger, 2016). Ben-Noam (2018) contended that women who want to be promoted into leadership positions often find themselves frustrated with wanting upper mobility in the corporation in which they are employed but do not know the factors that influence their ascension. Another facet is that culture can hinder the emergence of women in leadership (Harvey, 2015). Cultures where individuals are resistant to making changes and cultural norms are strictly upheld make it far more challenging for women to emerge as leaders (Toh & Leonardelli, 2013). A third facet is that those in authority who make the decisions place ethnic groups and women at greater risk due to hierarchical systems that have bureaucracy and they do not allow team approach or networks for women to ascend into higher leadership roles (Kaufman & Grace, 2011; Onorato & Musoba, 2015). A final issue is that the Hispanic/Latino community at large is at a disadvantage because of a lack of role models for leadership roles (Avalos & Salgado, 2016; Carbajal, 2018; Mader et al., 2016).

Hispanic women believe they are a target who are held back and not promoted to higher leadership roles because they are both a woman and Hispanic (Foley, Kidder, & Powell, 2002). In addition, Hispanic women face barriers due to their visible

characteristics, their Spanish names, language fluency, and accent (Foley et al., 2002; Guerrero & Posthuma, 2014). Current studies have not focused on those women who are foreign born and face additional barriers in assimilating into a different culture. Because of the challenges they face, many foreign born women end up not being selected for roles when the selection process occurs in their institutions. (Borjas, 2011; Chen, Rao, & Ren 2013; Eagly & Chin, 2010). The term *foreign born* refers to any individual who is not a U.S. citizen at birth (U.S. Census Bureau; 2013, Feb 13).

Many U.S. residents are of Hispanic origin. As of 2016, the Hispanic population in the United States reached 58 million (Flores, 2017a). Mexican Americans are the largest group comprising of 68% of Hispanics (Flores, 2017b). The second largest group was from Puerto Rico (Flores, 2017a). Although other groups, such as Colombians, Guatemalans, Salvadorans, Cubans, and Dominicans, have populations of more than one million (Flores, 2017a). Because of the high numbers of Hispanic individuals living in the United States, a misconception exists that most are nonskilled, reside in the United States illegally (Guerrero & Posthuma, 2014), and only come from Mexico (Ramirez, Machida, Kline, & Juan, 2014). The misconceptions exist because many Hispanics hold lower level jobs in cleaning, agriculture/farming, construction, and manufacturing (BLS, 2015). Those generalizations have created assumptions that hinder Hispanics' mobility in the workplace and a lack of opportunities for them in more prestigious and financially rewarding careers (Menchaca et al., 2016).

The lack of Hispanic representation in higher education roles exists and has been documented (Savala, 2015). Institutions that are mostly led by non-Hispanic Whites fail

to reflect the demographics of the U.S. population (Carbajal, 2018). According to Guerrero and Posthuma (2014), Hispanics face discrimination and prejudice in the workplace. Frank, Akresh, and Lu (2010) also found that the growth of the Hispanic population in the United States had not been welcomed, and many Hispanics have found that identifying as White was more beneficial to them than identifying as Black. Onorato and Musoba (2015) asserted that those who have authority in the decision-making process choose to hire individuals who are familiar to them. Understanding the cultural differences that exist between different ethnic groups takes conscious and continuous effort because environments, languages, and cultures are different for each ethnic group (Schwartz, Galliher, & Rodriguez, 2011). The way people think is deeply rooted, and behaviors are representative of their experiences, both environmentally and socially (Rentfrow & Jokela, 2016). For those who wish to see a change in leadership roles and have a diverse representation, more effort needs to be exerted to implement changes. Understanding individual's differences takes conscious effort and having an open mind and being more accepting of others allows for differences to be embraced.

Problem Statement

Hispanic women continue to be underrepresented in higher education leadership roles (Mader et al., 2016; Montas-Hunter, 2012). Wrushen and Sherman (2008) asserted that predominantly White men and women decision makers in higher education have difficulty relating to ethnic minorities and tend to marginalize gender, therefore lacking visibility for those in higher-level roles. The lack of diversity in higher education leadership roles makes it more challenging for Hispanic women because the executive

decision makers are White men or women who are unable to identify with Hispanic women because of differences in their cultural background (Montas-Hunter, 2012; San Miguel & Kim, 2015). Further, Tran (2014) explained that a lack of mentorship existed in higher education for Hispanic women who wanted to advance their careers. The specific problem is that Hispanic women are not given the opportunities and support to ascend into leadership roles in higher education (Carbajal, 2018). This study aids in identifying the challenges Hispanic/Latina women face in competing for leadership roles in higher education and in obtaining those seats particularly in institutions that grant doctoral degrees. Some of the roles that were considered for participation of the study were university presidents, senior vice presidents, vice presidents, executive vice presidents, chiefs of staff, and any Hispanic woman administrator with vice president in her title.

Purpose of the Study

The phenomenological, qualitative study was conducted to identify challenges Hispanic women face in competing for leadership roles in higher education and in obtaining those positions, particularly in doctoral granting institutions. The objective was to determine their lived experiences and how they perceive the higher education work environment regarding their ability to advance and how they applied this information to support their ascension into leadership.

Research Questions

The research questions that guided this study are as follows:

1. Do Hispanic women experience cultural challenges in competing for higher education executive positions? If so, what are the types of challenges they face and how significant are they?

2. Does being of Hispanic origin versus being foreign born play a role in these women experiencing cultural challenges competing for higher education executive positions? If so, are the types of challenges they face similar and are they equally significant?

3. Do Hispanic women experience barriers in the selection process for higher education executive positions? If so, what are the types of barriers they face and how significant are they?

4. Does being of Hispanic origin versus foreign born play a role in these women experiencing barriers in the selection process for executive positions? If so, are the types of barriers they face similar and are they equally significant?

5. Does organizational culture impact Hispanic women who serve in executive higher education positions? If so, how does organizational culture impact Hispanic higher executive women and how significant is it?

6. Does being of Hispanic origin versus foreign born play a role in these women experiencing organizational culture impact in higher education positions? If so, is the organizational culture impact they face similar and is it equally significant?

Conceptual Framework for the Study

The framework for this study was Hofstede's cultural dimensions and glass ceiling theories. Hofstede created the cultural dimensions theory in 1984 using factor analysis of the mean responses of 40 IBM employees in 66 countries to surveys covering a wide variety of demographic variables and occupations (Earley & Erez, 1997). Hofstede identified five dimensions of cultural differences and called one of them collectivist-individualist (Earley & Erez, 1997). Hofstede investigated individual's cultures and the view of self (Finkelstein, 2012). He proposed that collectivists were willing to share resources and care about what the group thought, and the group took priority over each person in the group. The individualistic mentality is one where everyone feels independent of the group, and each person must look after him or herself (Earley & Erez, 1997). Individualists tend to care about their immediate families, such as spouse and children. Conversely, collectivists include their immediate family, extended family, and their entire community (Kirkman, Lowe, & Gibson, 2006). Therefore, collectivists tend to be more inclusive of the people they consider are in their circle. Hispanics are known to come mostly from collectivist cultures while European Americans come from more individualistic cultures and mentality (Schwartz et al., 2011).

The glass ceiling is a barrier to women and ethnic minorities' advancement into leadership positions (Russo & Hassink, 2012). Hymowitz and Schellhardt coined the term *glass ceiling* in a 1986 *Wall Street Journal* article (*HR Magazine*, 2004). The term was originally introduced as an unspoken and hidden experience woman encounter when

trying to ascend into senior management roles (Wilson, 2014). The term has since been studied in different disciplines including financial services, psychology, and information technology (Angelique, 2012; Yang, 2012). The model primarily encompasses that (a) there are fewer women in higher positions, (b) women must work harder than men to attain equivalent positions, (c) women are generally paid less than men in those positions, and (d) organizations differ in the treatment of women (Grout, Park, & Sonderegger, 2007).

Hofstede (2001) examined how individuals from different cultures interacted within their groups and others around them. Therefore, Hofstede's cultural dimensions theory helped to explain how Hispanic women experience cultural challenges when competing for higher leadership roles and helped to understand if organizational culture has an impact on Hispanic women who serve in these positions. Marin and Marin (1991) contended that although Hispanics came from different background and experiences in different countries, they tended to have strong values with one value is higher levels of in-group collectivism. This means that these individuals emphasize relationships in their groups, and tasks and obligations are distributed within their group. The glass ceiling theory was used in this study to explain if women experience barriers in the selection process for higher education executive positions. It also provided insight on whether being of Hispanic origin versus foreign born plays a role in their perceptions of ascension.

Nature of the Study

The population examined was both native born and foreign born Hispanic women who reside in the United States. Some factors noted when determining how lived experiences varies from women who are foreign born were language barriers, such as having an accent, having and or lacking family support, and networks within their work environment and outside. A qualitative phenomenological approach was used to explore the reasons Hispanic women do not ascend into leadership roles in higher education as often as do their non-Hispanic peers. The phenomenological approach was used to obtain further understanding Hispanic/Latina women's experiences, particularly in doctoral-granting institutions. The participants for this study were reached through email and further participants were identified through the snowball method. I collected data through semistructured interviews that lasted no longer than 90 minutes.

The phenomenological approach is the appropriate method to use when lack of evidence exists in the literature and the procedure involves a small number of participants (Giorgi, 2015). In phenomenological studies, the researcher is the instrument. To understand the lived experiences of others, the researcher must set aside all biases and personal lived experiences (Aagaard, 2017). Therefore, for the purposes of this study, I focused on describing the lived experiences of Hispanic/Latina women who work in higher education and identified the factors that they perceived have held Hispanic/Latina women from ascending into higher leadership roles. The participants were from predominantly doctoral granting White institutions. Through one-on-one interviews, the participants shared their lived experiences. Open-ended questions were used to gain

further insight into areas that were later analyzed and segmented based on themes to present the findings of the research.

Definition of Terms

The following definitions were used for the purpose of this proposed research:

Barrier: An obstacle or obstruction to further access (Gloria, Castellanos & Orozco, 2005).

Challenge: Something that requires great physical or mental strength to overcome (Berg & Tollefson, 2014).

Foreign Born: Any individual who was not born in the United States of America and resides in the Unites States; this also includes those who become American citizens by obtaining naturalization **(**U.S. Census Bureau, 2016).

Hispanic: An individual who has Spanish speaking origin, is of Latin American descent, and speaks Spanish (U.S. Census Bureau, 2011). This includes individuals from Spain; however it does not include individuals from Brazil who primarily speak Portuguese. Under the U.S. Census (2011), a Hispanic is defined as someone who is of Mexican, Cuban, Puerto Rican, Central or South American descent.

Latina: A woman who is native or inhabitant of Latin America, and lives in the United States (U.S. Census Bureau, 2016).

Leadership: Board of trustees, president, senior vice president, vice president, executive vice president, chief of staff, a chief academic officer (CAO), dean of college, and director (Institutional Planning and Research University of Florida, 2014).

Organizational Cultures: An organization's values, beliefs, assumptions, and overall views on why they do things the way they do (Schneider, González-Romá, Ostroff, & West, 2017).

Selection Process: A process in which steps are taken to select a person over another due to specific qualifications (Young & Fox, 2002).

Assumptions

As a researcher, I assumed that all participants were honest when answering the interview questions. All necessary precautions were taken to make sure that the individuals in the study were honest and that they provided candid and conscientious insights. To help ensure participants were truthful, precautions such as keeping their information confidential and respecting their times for interview, were practiced. It was also assumed that all participants were of Hispanic/Latino descent.

Scope and Delimitations

The planned study was limited to 15 participants, however when data saturation was achieved after interviewing 13 participants data collection was closed out. The focus of the study was on Hispanic/Latina women because of the limited research literature found on this group, and the challenges they face in the workplace when considering ascension in leadership positions in higher education (see Reinhart, 2017). The 13 individuals who participated were Hispanic/Latina women born in the United States as well as Hispanic/Latina women who are foreign born living in the United States.

Limitations

Finding participants who were Hispanic/Latina women in leadership positions in education was a challenge because of the lack of representation of ethnic minorities in leadership roles. The information gathered for this study was limited to the number of participants in the research, and generalizations cannot be made or applied across Hispanics/Latinas in different states, and or Hispanics/Latinas who come from other countries. Some foreign born participants may have had an accent and English may not have been their first language. Therefore, the participant may have found it challenging to express themselves, and to share their personal experiences. This study is limited to a snapshot in time.

Significance

This study provided insight into the specific challenges Hispanic/Latina women face when ascending into leadership roles. The findings aid in understanding the challenges Hispanic/Latina women face and how they can potentially find solutions to create opportunities for future generations. The research could also assist in understanding how an individual's way of thinking because of their upbringing and being foreign born may impact their interactions within the workplace, which may influence their opportunity for upper mobility. In trying to understand the challenges Hispanics/Latinas face; Blacks, Asians, and other ethnic minorities may also benefit because more inclusive behavior could be created in the workplace and the understanding of different ethnic groups' ways of thinking could be better understood (Gasman et al., 2015).

The potential findings of this research may lead to positive social change by identifying barriers that may be hindering Hispanic/Latina women from ascending into leadership roles. This could be reflected in women holding more senior positions and having diverse representation in leadership positions in higher education. The benefits of addressing the problem are increase diversity in leadership, opportunities for Hispanic/Latina women in higher roles, and further identification of gender role expectation (Mader et al., 2016; Mendez-Morse, 2004; Onorato & Musoba, 2015). Although, the findings of this study can only ascertain the challenges that those participants have experienced, the results could be applicable to help other individuals obtain leadership positions in higher education.

Summary and Transition

Chapter 1 introduced the challenges that ethnic minorities face, and in specific Hispanic/Latina women as they aspire ascension into leadership roles in higher education. It delineated the problem statement and specified the purpose of this study. In addition, the research questions were included, and the frameworks, and methodology that was used were mentioned. Assumptions, scope, and delimitations, as well as limitations, were discussed as well as the significance of this study. Conducting this study was important. Hispanic/Latino communities' and other ethnic minorities could benefit from the findings because further insights could be brought to light. Taking an unbiased approached was instrumental in delivering the findings and furthering the knowledge of the challenges that Hispanic/Latina women faced, when they considered positions in leadership roles in

higher education. Further details in the background of the study, frameworks used, and design of the study were provided in the following chapters.

Chapter 2 covers further details of the literature search strategy, theoretical, and conceptual frameworks such as Hofstede's cultural dimension theory, and the glass ceiling theory. In addition, the literature review provided a historical overview of women and leadership, foreign born and the glass ceiling. Furthermore, Hispanic women and cultural dimensions, Hispanic women and the glass ceiling historical overview and current research findings were also included. Chapter 3 includes the research design and rationale, role of the researcher, methodology, such as procedures for recruitment, participation, data collection participation selection logic, and issues of trustworthiness. Chapter 4 includes a restatement of the research questions, participant's demographics, data collection, a review of the data analysis process, participant's responses, their emerging themes, and analysis. The chapter concludes with a summary of the themes that emerged during the data analysis process. Chapter 5 includes discussions of key findings, recommendations, limitations of the study, implications for social change and conclusions.

Chapter 2: Literature Review

Introduction

In the United States, Hispanics constitute the largest minority group and its growth has been sustained over the past 20 years (BLS, 2017). As of 2018, 18.1% of the population identified as Hispanic (U.S. Census Bureau, 2018). Despite Hispanics being such a large group, few hold high-income positions and consequently they have overall a lower average income level (Women's Bureau, 2014). This disparity is even greater for Hispanic/Latina women since a Hispanic/Latina woman working full time earns 53 cents on the dollar when compared to non-Hispanic men (Catalyst, Quick Take, 2017). Two contributors to Hispanic/Latina women being underrepresented in high-income positions are the lack of being in leadership roles and having few role models and mentors in the workplace (Mader et al., 2016).

When considering the reasons women are held back, researchers suggested that women are perceived as less skilled and less committed, and the researchers attribute biases, discrimination, and prejudice to the perception that a woman cannot deliver the same quality of work as a man (see Quadlin, 2018; Smith, Caputi, & Crittenden, 2012). Disparities in holding leadership positions in organizations and unfair personnel practices make it challenging for women to receive recognition for their skills and compete for leadership roles (Patton & Haynes, 2014). Although some organizations have implemented changes to help promote the ascension of women in leadership (Fassinger, 2008), few women get promoted and some are used to give the appearance of racial and sexual equality (Hawkins, 2017). These women have been used to fulfill a requirement,

and they are not genuinely being promoted and or allowed to break into what many consider the *old boys' clubs*, which are usually comprised of White men (Carbajal, 2018). Smith et al. (2012) stated that the lack of ascension in leadership roles for women and minorities leads to unhappiness in the workplace, decreased work, engagement, and decreased overall wellbeing.

Some Hispanic/Latina women believe they are targeted, held back, and not promoted to higher leadership roles because of their multiple identities as women and Hispanic (Foley et al., 2002). Tran (2014), as well as Guerrero and Posthuma (2014), found that Hispanic/Latina women face challenges due to many having an accent, a Spanish name, and physical characteristics that make it known to others that they come from a Hispanic background. Many of those women who face challenges in ascending into higher roles are foreign born. Gee and Peck (2018) contended that gender is not such a significant factor when considering individuals for ascension and that instead there should be more focus on race. Montas-Hunter (2012) and Carbajal (2018) found that there is an absence of mentorship in higher education for Hispanic women who want to advance their careers and that the lack of such opportunities and support hinders their ascent into higher education leadership roles. Hispanic/Latina women continue to be underrepresented in leadership roles in higher education, and the diversity in higher education leadership positions continues to be minimal when compared to men who hold the same positions (Baker, 2016; Montas-Hunter, 2012; Ortega-Liston & Rodriguez Soto, 2014). Both gender and ethnicity rates are low when looking into those holding leadership roles in doctoral granting institutions, and White men and women are the ones

to predominantly hold the leadership positions for ascending in higher education

(Wrushen & Sherman, 2008).

When considering ascension, Montas-Hunter (2012), and later Tran (2014),

Treviño, Hite, Hallam, and Ferrin (2014), and San Miguel and Kim (2015) found that

many Hispanics/Latinos and other minorities experience marginalization because their

superiors find it challenging to relate to them due to differences in their cultural

backgrounds. Furthermore, Green, Tran, and Young (2005) asserted that characteristics

and backgrounds of an individual play a role in the selection of individuals for ascension.

Being able to relate to someone who is not of the same background becomes a challenge

when considering promotion in higher education (Hernández & Morales, 1999). Many

individuals in higher roles have difficulty relating to Hispanics/Latinos and other

minorities due to the differences that exist between them such as cultural beliefs,

language, and demeanor (Schwartz, Galliher, & Rodriguez 2011).

The purpose of this study was to identify the challenges Hispanic/Latina women

face in competing for and obtaining leadership roles in higher education, particularly in

doctoral granting institutions. The objective was to explore how Hispanic/Latina women

perceive the higher education work environment regarding their ability to advance and

apply this information in supporting their ascension into leadership. The subsequent

literature review contains the literature search strategy, theoretical and conceptual

frameworks of Hofstede's five cultural dimensions, and the glass ceiling. A literature

review of historical and current findings of women and leadership, foreign born and the

glass ceiling, and Hispanic women and leadership was also included. In addition, the

current findings and historical overview of Hispanic women and cultural dimensions and Hispanic women and the glass ceiling were discussed.

Literature Search Strategy

To locate relevant literature, I conducted a comprehensive search of library databases available in the Walden University library. A literature search from 1990 to 2018 was performed for peer-reviewed articles through Thoreau Multi-Database, Expanded Academic ASAP, Emerald Management, ProQuest Central, SAGE Premier, Web of Science and Business and Management. EBSCO databases were also used and included PsycINFO, PsycARTICLES, PsycTESTS and PsycEXTRA. The search engine Google Scholar was also used. The keywords used in database searches and search engines included *glass ceiling, glass barriers, glass cliff, glass walls, glass escalator, bamboo ceiling, sticky floor, gender inequality, diversity in the workplace, women foreign workers, discrimination in employment, women in management, women in leadership, women in leadership AND biases AND discrimination, think manager think male* (a concept where individuals fail to see a women's potential and instead attribute leadership skills and success to males), and *leadership*.

Other terms used were *career advancement*, *promotional opportunities*, *promotion*, *differences*, *cultural background*, *advancement*, *Hispanics, upward mobility*, *Hispanic women*, *Latino women*, *females*, *Latina's*, *Latina,* and *Latino*. Furthermore, I searched using the terms *American born women*, *Hofstede cultural dimension*, *collectivist, individualist, collectivist vs. individualist,* and *foreign born*. Boolean operators such as AND NOT, AND, OR, and NOT were also used and combinations of

search items included *glass ceiling* AND *Hispanic women*, *glass ceiling* AND *Hispanic women* AND *foreign born* and *Latinas* AND *glass ceiling*, Hispanic or Latino, and gender differences and perception. Asterisks and parenthesis were also used to obtain multiple results.

A total of 59 relevant articles were found using different search combinations. Multiple databases provided identical articles when the same key words were used across databases. Thoreau Multi-Database provided 4,597 results under *the glass ceiling*, and 12 of those were relevant to the topic of interest. When narrowing the search from 2012 to 2018, only two relevant articles were found. There were zero results for combinations such as *glass ceiling* AND *Hispanic women* AND *foreign born*, *Hispanic or Latino* AND *foreign born* AND *glass ceiling,* as well as *Hispanic or Latino* AND *gender differences* AND *perceptions and glass ceiling*. The following combinations resulted in only one article: *Latinas* AND *glass ceiling*, *Think Manager Think Male* AND *glass ceiling*.

Theoretical and Conceptual Frameworks

Hofstede's Cultural Dimension

Hofstede's cultural dimensions theory is a framework for cross-cultural communication, and it focuses on how people's culture influences their behavior and values (Earley & Erez, 1997). Hofstede used attitude surveys to obtain responses from IBM employees in 66 countries and later expanded to over 70 countries (Boonghee, Donthu, & Lenartowicz, 2011). His survey covered a wide variety of demographic variables and occupations, and he originally conducted a factor analysis of the mean responses based on a sample size of 40 countries (Earley & Erez 1997). Hofstede

developed four cultural dimensions that could be used in groups, communities, schools, and families to understand different approaches in working with them and ultimately increased to five dimensions of cultural differences (Chang, Tucker, Norton, Gass, & Javorski, 2017). The five dimensions identified were individualism versus collectivism, power distance, masculinity and femininity, uncertainty avoidance, and short-term versus long-term orientation (Boonghee, et al., 2011).

Hofstede's individualist versus collectivist cultural dimension represents how people from different cultures think, feel, and act amongst each other (Finkelstein, 2012). Individualists are independent of the group and see each person as a unit and believe that each person has to look after their self (Kirkman et al., 2006). Collectivists are different in that they see the group as a unit and consider the group's needs more important than those of the individual (Chang et al., 2017). Hofstede proposed that collectivists are willing to share resources and care about what the group thinks (Earley & Erez, 1997).

Throughout the years, research has highlighted the many differences between individuals' mentalities and their culture, and most Hispanics were identified to come from collectivist cultures (Ember, 2013; Harry, Triandis, & Eunkook, 2002; Yilmaz, Altinkurt, & Ozciftci, 2016). In taking steps to understand how Hispanics differ as individuals, Oh (2013) examined whether there exists a cross-cultural distinction in the "levels of compliance and internalization in attitudinal judgment tasks" (p. 982). Oh's research findings reiterate that individuals from collectivist cultures have stronger conformity tendencies than those from individualistic cultures. Therefore, Hispanic/Latina women are challenged when working in an individualist culture due to

subordinating their personal goals to those of the group instead of their own, and the lack of representation for them means fewer opportunities for their group's achievement (Harry et al., 2002; Oh, 2013).

The differences in peoples' mentalities provide insight into how people interact and ultimately help and or do not help each other in their work environment. Therefore, affecting individual's views on who can be helped to ascend to a higher role (Finkelstein, 2012). Cai and Fink (2002) examined the differences in conflict styles across cultures. A total of 188 graduate students from 31 different countries living in the United States completed a questionnaire with a modified version of Hui and Triandis' (1986) collectivist versus individualistic mentality scale, and researchers found that collectivists prefer compromising and integrating others more than individualist do (Cai & Fink, 2002). When considering an individual's mentality based on their orientation, Balcetis, Dunning, and Miller (2008) examined "cross-cultural differences and the accuracy of self-insight and social insight" (p.1252). They conducted four different studies and in the first two studies they asked participants from collectivist and individualistic cultures to determine how they and their peers would react in a moral and or altruistic manner. In their third study, Balcetis et al. (2008) examined whether participants would decline supporting an initiative for breast cancer research and the fourth study examined whether it was a collectivist and or individualistic nature of individuals' self-perception that drove their desire to donate to a local food bank. Balcetis et al. (2008) research provided insight into how collectivists respond to situations with moral and altruistic overtones and the research findings indicate that individualist overestimate the likelihood of helping others

while collectivists tend to be more accurate in their self-predictions. Their research is relevant because it examined cross-cultural differences and highlighted collectivist versus individualistic mentality and how that affects the actions of an individual based on their orientation.

Hofstede's power distance cultural dimension refers to how power is understood in a culture and how it is distributed (Earley & Erez, 1997). Cultures that have low power distance distribute the power more equally and towards the individual. Examples of these are the United States and Austria. Individuals in these countries value freedom and see others in high power as equals (Chang et al., 2017). Cultures with high power distance value hierarchical order, and the power distributed is not equal (Finkelstein, 2012). Many Asian countries fall under high power distance since people in these cultures tend to obey their authority. These individuals listen and obey their authority and are careful in voicing their opinion (Chang et al., 2017; Earley & Erez, 1997). Welbourne, Gangadharan, and Sariol (2015) found that Hispanics/Latinos tend to be collectivists in their views and to place value on the family and/or the groups of people they are with. Generally, they consider the reputation they hold among others to be very important, and they create loyalty to those they feel are part of their circle. Hispanics/Latinos who identified as collectivists focus on maintaining an environment free of conflict and promote attachment (Chang et al., 2017).

Hofstede's masculinity and femininity cultural dimension focus on the differences in gender roles. Males are to be tough, competitive, assertive, and focused on financial success (Earley & Erez, 1997), whereas women are to be tender, modest, cooperative,

and be focused on quality of life (Najera, 2008). However, Chang et al. (2017) found that

women tend to be competitive and empathetic in societies that are high in masculinity,

and in societies that are more feminine, the women tend to be caring and modest equally

with men. Hofstede's uncertainty avoidance cultural dimension focuses on how much

doubt about the future an individual culture can endure (Najera, 2008). Countries, in

which individuals are high in uncertainty avoidance, tend to have lower tolerance of

uncertainty (Chang et al., 2017). While Boonghee et al. (2011) found that individuals

with low uncertainty avoidance tend to be comfortable with chaos and ambiguity and

have higher tolerance for uncertainty, creativity, and spontaneity, which are highly

encouraged in low uncertainty avoidance cultures. Understanding the differences in how

men and women accept gender roles and how high or low they are in uncertainty

avoidance aids in learning how a man or a woman chooses to lead in his or her work

environment. The differences provide insight on how an individual may behave given the

environment in which they were raised. The feminine and or masculine cultural

dimension along with uncertainty avoidance brings insight into what each individual's

preferences are and provides an understanding for those who may lead with a more tender

mentality in a tough culture and have low uncertainty avoidance and be completely

comfortable in an environment that has less structure or vice versa.

Hofstede's short-term versus long-term orientation focuses on the differences in

Western and Eastern cultures. Under short-term orientation, traditions are kept and

honored, and reliability is valued (Hofstede & Minkov, 2010). Higher long-term

orientation cultures are more persistent on a task, and they value individuals who are

perseverant. They view leisure time as less important, see humility as a human virtue and believe they perform better in solving problems that are well defined (Gibson & Steinberg, 2016). Individuals who have a low long-term orientation see leisure as an important activity and want fast results. They view humility as a value that is mostly held in women and believe that it is not a woman's strength to solve problems that are well defined (Chang et al., 2017).

Hofstede's cultural dimension theory has not been applied to Hispanic/Latina women in leadership. However, Hofstede's cultural dimension theory was used in a quantitative study to determine if women in less masculine countries in the European Union are more likely to be found holding leadership positions in nonprofit organizations and if men are more likely to hold senior leadership positions in for-profit organizations when looking into Fortune 500 companies (Claus, Callahan, & Sandlin, 2013). The findings suggest that, as it is in the United States, the European Union is more likely to find women in leadership positions working for companies that are for non-for-profit, while men are working for profit organizations (Claus et al., 2013). Hofstede's five dimensions of cultural differences aids in understanding Hispanic/Latina women's experiences growing up and how that affects the ways they work and perceive their environment. It also provides a lens on reasons why Latina/Hispanic women may struggle ascending into higher leadership roles and provide reasons why the ways in which they may think affects them positively and or negatively on how others view them.

The Glass Ceiling

The glass ceiling is a barrier to women and minorities' advancement into leadership positions (Russo & Hassink, 2012). Hymowitz and Schellhardt created the term *glass ceiling* in a 1986 *Wall Street Journal* article (Society for Human Resources, 2004). The term was originally introduced as an unspoken and hidden experience woman encounter when trying to ascend into senior management roles (Wilson, 2014). The term has since been studied in different disciplines including financial services, psychology, and information technology (Angelique, 2012; Vowler 2003; Yang, 2012). The model primarily encompasses: (a) fewer women in higher positions, (b) women must work harder than men to attain equivalent positions, (c) women are generally paid less than men in those positions, and (d) organizations differ in the treatment of women (Grout et al., 2007).

Rahim et al. (2018) examined the reasons for women not holding higher positions regardless of the increase of women in the workforce and they found that there are rooted cultural beliefs along with organizational and psychological factors holding women from advancing their careers. A mentality still exists where men are seen as more capable than women and women continue to have to work harder for the same roles that men hold (Acar, 2015). Women also continue to experience unequal treatment in the workforce, and they continue to experience bias due to questionings of their credibility, knowledge, and trust (Dworkin, Schipani, Milliken, & Kneeland, 2018). Disparities in pay also exist between men and women and in the United States, women continue to be paid significantly less when compared to men and only make 81 cents for every dollar that a

man receives (Bunce, 2018). When comparing gender differences by race and ethnicity, using a White male's weekly earnings to Hispanic female's weekly earnings, Hispanic/Latina women are typically paid 54 cents for every dollar a man earns (Hegewisch, 2018).

Stereotypes have been found to be likely factors in the biases that can lead to the development of a glass ceiling across women in different ethnic groups (Elacqua, Beehr, Hansen, & Webster, 2009). Fitzsimmons and Callan (2016) contended that some of the stereotypes that exist with women are that they are not as ambitious as men, they do not want to take career risks, and they have mixed feeling about success. Brescoll (2016) and Hoyt and Murphy (2016) also found that there is a perception that men are the breadwinners of the house and that woman are the homemakers. Negative perceptions of women continue to hinder them when being considered for promotion and or ascension of leadership roles. Although many women chose to be homemakers, there are many more who are joining the workforce and contributing to the household financially. Learning and understanding ones own biases is important since it aids in ultimately welcoming change and seeing women getting promoted and having diverse leaders.

Rogus-Pulia, Humbert, Kolehmainen, and Carnes (2018) found that stereotypes about men and women create biases that have consequences for the promotion and ascension of women. Additional stereotypes include the concept that women are more emotional than men and that women are there to take care of others while men are there to take charge (Fischbach, Lichtenthaler, & Horstmann, 2015). Women are also thought as not being effective leaders and lacking confidence. Although, women have the

qualifications to deliver in higher leadership roles many experience the impostor syndrome, which is a concept that they are not qualified, and or are a fraud regardless of their experience and or qualifications to deliver in the role (Cokley et al., 2015). Sanford, Ross, Blake, and Cambiano (2015) conducted a qualitative study where they interviewed twenty-nine women who identify as leaders. Their research focused on determining if women experience the impostor phenomenon. This is described as a feeling of unworthiness for holding a current position and or having success (Simmons, 2016). The findings of the research indicated that most of them do not experience the impostor phenomenon and this is due to gaining their confidence from their relationships with other women who are in leadership roles, their significant others and or their mentors (Sanford et al., 2015).

Men appear differently when pursuing a role and selling themselves even if they are not as qualified (Cokley et al., 2015). Reuben, Rey-Biel, Sapienza, and Zingales (2012) stated that men are willing to lie about their capabilities and overstate what they are able to do when compared to women and even though a women may have all the qualifications needed, women tend to not overstate and or understate their capabilities and at times men end up being chosen to do a job that they are not as qualified to get done. In other cases, Hoyt and Murphy (2016) found that women who express their interest and try to promote themselves are viewed as too dominant and many hinder their chances of being considered for higher roles simply because they expressed their strengths and what makes them capable (Brescoll, 2016; Fischbach, Lichtenthaler, & Horstmann, 2015; Vial, Napier, and Brescoll, 2016). Wang, Chiang, Tsai, Lin, and Cheng

(2013) also found that there is a sense that women need to be more sympathetic and communal instead of directly expressing their interests, therefore having unfavorable impact in how others view their capability to lead. In addition, Lammers and Gast (2017) state that when women are promoted as having better qualities than men for leadership positions, the acknowledgement and promotion ends up hurting women's ascension into leadership roles.

Women's perceptions of the glass ceiling consist of denial, resilience, acceptance, and resignation (Smith, Crittenden, and Caputi, 2012). Denial is the thought that men and women face the same challenges when pursuing leadership positions. Resilience is the thought that women can overcome the glass ceiling and the more women who are able to successfully achieve positions in leadership, the easier it becomes for those individuals who follow (Smith et al., 2012). Resignation is the idea that the more advancement women pursue in the workplace compared to men, the higher the negative consequences women will face when trying to break the glass ceiling (Wrushen & Sherman, 2008). Acceptance is the idea that women would rather have a family than attaining leadership positions in their work environment to further their careers (Amon, 2017).

Balasubramanian and Lathabhavan (2017) conducted a cross-sectional study of 467 women employees from the banking industry in India and researched the connections between what women believe about the glass ceiling and the components of burnout. The authors found that resilience and denial are negatively related to burnout and positively related to work engagement. Also, acceptance and resignation were deemed as being positively related with burnout and negatively related to work engagement. The findings

of this study show that women's positive beliefs of the glass ceiling can be promoted while negative feelings need to be acknowledged and kept in check since it can add to a women's feeling of burnout.

The glass ceiling is still in existence, creating significant differences in salary between women and men. Chen et al. (2013) examined the glass ceiling for first generation Asian American women scientists and found that the glass ceiling is in existence when women scientists aspired to ascend to management and executive roles. Perceptions exist of native-born Asian American and foreign born Asians to be modest, submissive, not people oriented, not adept with dealing with conflict, and having challenges with communication. These perceptions of Asian Americans, and foreign born Asians hinder their possibilities for ascension and only continue to foster a negative cycle (Chen et al., 2013). Similarly, when trying to ascend into leadership positions, African American women experience challenges with racism, sexism, discrimination based on their identity, isolation and lack of a support network (Barnes, 2017; Wilson & Roscigno, 2015).

Sampson and Moore (2008) through a quantitative study examined whether the glass ceiling exists and the fairness of salaries for women who work for the nonprofit sector in specific women in development in the New England area. The study focused on the wage differences that exist in the area of development for the non-profit sector, the glass ceiling and wage disparities over time. They also "developed a historical review of equity progress as compared to the previous studies" (p. 321). Their findings substantiate the existence of the glass ceiling with significant differences in salary between men and

women. This research is relevant to the proposed study because it substantiates that the glass ceiling is a concern even in the non-profit sector and significant salary differences do exist between men and women.

Hispanic/Latina women also face the glass ceiling. They earn less than non-Hispanic/Latina women and face the glass ceiling in teaching occupations, development, management, academic medicine, politics, education, hospitality industry, and other areas (Aguinis & Joo, 2014; Clevenger & Singh, 2013; Kerr, Miller, Schreckhise, & Reid, 2013; Sampson & Moore, 2008; Yu, Parsa, Hassanein, Rogers, & Chang, 2013). Hispanic/Latina women are very humble, lack recognition in the workplace, face apathy, and after they leave the workplace, Hispanic/Latina women face a glass ceiling more severely than Whites due to being part of the non-power group (Alicea, 2003). Another challenge that women are facing in many corporations is an expatriate glass ceiling. Women lack the opportunities for growth and are not considered for international assignments. Many leaders in the organizations have the perception that those assignments are inappropriate for women and only men can fulfill. There is a lack of promotion for them and this prevents women from receiving foreign management assignments and experience what is considered critical for promotion in upper leadership roles (Insch, McIntyre, & Napier, 2008).

Hofstedes' cultural dimension and glass ceiling theories have not been previously applied to similar studies that focus on Hispanic women. However, research indicates that the glass ceiling is prevalent in Latin America and the United States for Hispanic/Latina women (Fang & Sakellariou, 2015). The selected theories relate to this study because it

will aid in understanding how an individual's way of thinking due to their upbringing may impact their interactions within the workplace and how this may influence their opportunity for upper mobility and the barriers they can face as they are trying to ascend.

<div align="center">

Literature Review

</div>

Women and Leadership

  Historical overview. The biases that exist against women and leadership are strong, profound and vast (Kalysh, Kulik, & Perera, 2016). Gender biases have led to many disparities when considering promoting women into higher leadership roles while men continue to be regarded as more capable and able to lead better than women (Carbajal, 2018). Many companies have leadership styles that are based on masculine characteristics and lack mentors for women and gender equality (Schachter, 2017). Deeply rooted ideas and beliefs of what individuals think women and men can accomplish continue to get in the way of women ascending into powerful positions and therefore lack representation and equality in the workforce (Knipfer, Shaughnessy, Hentschel, & Schmid, 2017). Even in family firms, Ahrens, Landmann, and Woywode (2015) found that CEO succession of family firms is more likely to occur when the parents have a son. The women tend to be invisible when considering the predecessor and the men are considered more equipped although women are found to have better skills and knowledge about the business.

  Studies have shown that the more diverse a company is, the more profitable they are. Women have shown to be good at problem solving, communicating, and adding value. They are more collaborative, they tend to be very good at building relationships,

they are champions for change, and they have also been found to be good mentors (Lammers & Gast, 2017; Manfredi, 2017; Samuel & Mokoaleli, 2017). One of the reasons some individuals believe women do not pursue leadership roles is because they lack self-confidence (Carlin, Gelb, Belinne, and Ramchand, 2018). When someone is confident, they are more likely to come across to others as reliable, influential, and someone who can be trusted (Rimmer, 2017). However, Guillén, Mayo, and Karelaia (2018) found that when men and women hold the same roles in an organization and they perform well, the men are viewed as confident and able to influence while the women are not viewed as being influential.

To close the gap between men and women in leadership, some countries and organizations, have implemented quotas to ensure there is equal representation of men and women leading in the organization. However, Mölders, Brosi, Bekk, Sporrle, and Welpe (2018) found that support for quotas is significantly related to stereotypes about women. When women are considered strong and assertive they tend to have support for leadership. If the women are considered supportive and caring, they are viewed as lacking the necessary skills and experience needed to lead the organization. Some individuals consider quotas ineffective and state that they hurt the competition but are in favor of women (Kakabadse et al., 2015).

Current research. In a Chinese transitioned economy, Tan (2008) through a qualitative study examined how men and women entrepreneurs in the electronics industry compared entrepreneurial orientations and venture performance. His findings suggest that given a Chinese traditional climate, women and men entrepreneurs will display an

increase difference in decision characteristics and entrepreneurial firms managed and owned by both will display higher performance. Research findings indicated that women entrepreneurs in emerging markets as well as in nontraditional industries are limited and once they are able to get into either an emerging market or in a nontraditional industry, they tend to outperform their male counterparts (Tan, 2008).

Pichler, Simpson, and Stroh (2008) conducted a quantitative study where they examined the glass ceiling in human resources management and proposed that companies that emphasize employee involvement, tend to have the highest representation of women in lower-level managerial positions and those companies that also emphasize strategic human resources management are also more likely to have the highest representation of women in lower-level roles. Their research findings have indicated that gender bias is an invisible barrier that exists in the field of human resources management and women in human resources are more likely to be concentrated in lower-level managerial positions in organizations because of the related emphasis on stereotypically masculine characteristics.

Gaining proper skills for any job is important, however, for many women having a mentor makes the difference in their learning and ascension into higher roles (Carbajal, 2018). Méndez-Morse (2004) conducted a qualitative research study that focused on the mentoring approach of female school leaders who are of Mexican American decent and located in West Texas. They focused on identifying men and women who had been mentors and role models in these women's lives and helped shaped their career. A role model was identified as someone the female would want to emulate, and a mentor was

identified as someone who was active in his or her life and taught, coached, and supported him or her along the way. The research indicated that the participants felt that having role models and mentors from nonprofessional areas, helped them achieve their priorities and needs in the work place and that the lack of having a formal mentoring in their company directed them to look for sources outside of the company to be able to achieve their career goals (Méndez-Morse, 2004).

The findings of previous studies (e.g., Knipfer et al., 2017; Schachter, 2017) add to the current topic by recognizing that researchers have determined that a glass ceiling does exist for women in many different fields and there are stereotypical characteristics that are used when women are considered for higher roles (Pichler, Simpson, & Stroh, 2008). The challenges to ascension into leadership roles for women are not only experienced in the United States but also in countries such as China. The research findings suggest that once a woman is given an opportunity for ascension into higher roles, she is able to do better than men who hold the same positions (Tan 2008). However, having role models who aide in the women's learning is instrumental in the growth of women in leadership (San Miguel & Kim, 2015). Hispanic/Latina women who lack mentors are hindered by having lack of sponsorship, not being able to learn certain abilities from their superiors and the lack of having formal mentoring in their company directs them to look for sources outside of the company to be able to achieve their career goals (Mendez-Morse, 2004). Having mentors not only help women in learning skills to perform a role but also in lowering their feeling of the impostor phenomena. This is due to gaining their confidence from those women who mentor them and or women who have

other leadership experience (Sanford et al., 2015). Manfredi (2017) states that allowing women opportunities for development aides in the growth of a more diverse work environment and development of further talent in return, creating more profitable companies.

Foreign Born Women and The Glass Ceiling

  Historic overview. According to the U.S. Census Bureau (2016), 27 million people in the United States labor force are foreign born and 48.3% of the 27 million are Hispanic foreign born. The term *foreign born* refers to any individual who is not a United States citizen at birth (U.S. Census Bureau; 2013, Feb 13). Foreign born individuals bring diversity to the workplace and aid in creating a greater economy. Many individuals who are foreign born find themselves struggling to find jobs due to language barriers and overall job opportunities (Foley et al., 2002; Guerrero & Posthuma, 2014).

  Current research. Chen et al. (2013) in a qualitative study examined the glass ceiling for foreign born first generation Asian American scientist in the pharmaceutical industry located in the United States and the research focused on their aspiration to pursue leadership and management positions in American research and development organizations. They conducted ninety-minute interviews with research scientists who were of Asian descent and their research findings indicated that most foreign born U.S. scientists performed much higher on various measures of scientific productivity than natives. However, regardless of the higher performance, many times foreign born U.S. scientists are not recognized and are not given the opportunities to ascend in the corporation.

DelCampo, Jacobson, Van Buren, and Blancero (2011) through a quantitative study, focused on business professionals of Hispanic decent and examined perceptions of discrimination for United States born Hispanics and foreign born. A one-way ANOVA was used to determine if there was substantial distinction between the two groups when comparing their perceptions of discrimination, the fairness of pay, job satisfaction, and level of Hispanic identity. However, although both groups reported some level of discrimination no significant differences were found with perceptions of discrimination between the two groups. The authors found that both groups were satisfied with their jobs and both felt that they were being discriminated against. In addition, immigrants had higher levels of Hispanic identity, yet their earnings were less than those born in the United States. Lastly, it was found that those individuals born in the United States are more likely to become a part of affinity groups while foreign born seek mentorship (DelCampo, et al., 2011).

Chen et al. (2013) research findings have indicated that Asian Americans have also faced challenges when trying to ascend into leadership roles and regardless of higher-performance in well-respected and regarded industries such as pharmacy, there are challenges that foreign born minorities face. Individuals of Hispanic descent born in the United States and those who are foreign born have both shared their experience with discrimination in the workplace and lack of consideration for ascension into leadership positions (DelCampo, et al., 2011). The implications of the research add to the topic of study by demonstrating that there are many challenges that minorities born in the United

States and those who are foreign born continue to experience regardless of the job they do when considering ascension in the workplace.

Hispanic Women and Leadership

Historic overview. Leaders are those who motivate other towards attaining a common goal. Experiences, values, status, and location aid in shaping a leader's identity (Onorato & Musoba, 2015). Although we find men and women leading in many positions in today's world, it is known that leadership is not neutral to gender and ethnicity (Eagly & Carli, 2004; Hardacre & Subasic, 2018; Klenke, 1996). For women and minorities, the process looks very different when developing their skills and identity (Arminio et al., 2000; Eagly, 2007; Kezar & Moriarty, 2000). Not having women and ethnic minorities in leadership roles becomes challenging in the development of an individual's identity as a leader. Studies have found that traditional practices have focused on hierarchical systems and those who have the authority to make the decisions, place ethnic groups and women at greater risk (Yilmaz et al., 2016). Studies have shown that the process for women and ethnic minorities to develop their skills and leadership identity is different. Values, location, and experiences in our society all play a role in developing our identity. Hispanic/Latina women can be perceived as aggressive if they lead in ways that are considered to be representative of men. However, if the woman in a leadership position is feminine, she may be perceived as being too soft in her leadership style. When women are sharing leadership responsibilities with men, concerns with privilege and power arise (Onorato & Musoba, 2015).

Hispanic women are facing challenges in attaining leadership roles in higher education; this is due to lacking diversity in those leadership roles. An empirical study conducted by Gorman and Kmec (2009) examined whether women who are already employed are at a disadvantage, as they desire to ascend into higher roles. Their research looked at corporate law firms in the United States and found that women mobility is greater at higher organizational levels in the case of external hires but not of internal promotions. The proposed study adds to the previous research by focusing on challenges women face in the workplace when they are already employed and highlights how individuals from outside may have a greater advantage in ascending into leadership positions.

Current research. Savala (2015) examined the experiences of Latina/o executives in higher education at universities and colleges in the United States. His research focused on the changing demographics, the demand and the need that exist as well as the impact that an individual's ethnic background plays on decision-making. His research also focused on the experiences and impact of Hispanic/Latino within institutions that are predominantly Caucasian since most institutions in the United States are comprised of Caucasian leaders. The author states that there aren't many Latina/o executives found in colleges and four-year institutions and the ones that can be found are mostly serving in colleges and not four-year universities. The author asserts that Latino representations in leadership positions in higher education are almost non-existent and that further research needs to be conducted on the experiences of Hispanic leaders within higher education.

López and Viramontez Anguiano (2013) through a quantitative study examined the role Latina leaders play in increasing social capital through the leadership and services provided to families identified as Latino in North Central Indiana. The findings suggest that cultural values, leadership, capital production, and service were at the core of each Latina leader. In addition, the older generation of Latina leaders had a sense of responsibility to pass along the value of being of service to others of younger generations. The study shows that Latina women place the needs of others before themselves and that is ingrained in their culture to focus on giving back to those in need. This sense of community and having compassion towards others is fueled by their work ethic and family oriented mentality. In addition, there is a positive impact on relationships with external systems since the values and interpersonal relationships are connected. The proposed study adds to the previous research findings by exploring how having Latina/Hispanic women in higher leadership roles may allow for older generations to pass along their knowledge and experience in the companies they have worked for and allows for growth of younger generations and a sense of community and compassion to be fostered (López & Viramontez Anguiano, 2013).

Hispanic Women and Cultural Dimensions

Historical overview. Hispanic/Latina women place the needs of others before themselves, and that is ingrained in their culture to focus on giving back to those in need. This sense of community and having compassion towards others is fueled by their work ethic and family-oriented mentality. In addition, there is a positive impact on relationships with external systems since the values and interpersonal relationships are

connected. López and Viramontez Anguiano (2013) examined the role Hispanic leaders play in increasing social capital through the leadership and services provided to families identified as Hispanic in North Central Indiana. The findings suggest that cultural values, leadership, capital production, and service were at the core of each Hispanic leader. In addition, the older generation of Hispanic leaders had a sense of responsibility to pass along the value of being of service to others of younger generations. It has been widely documented that Hispanics/Latinos are the biggest minority group in the United States. However, because of the lack of leaders from within the Hispanic community who share these common values and cultural experiences, Hispanics attempting to ascend into leadership roles lack mentorship from within their cultural group (López & Viramontez Anguiano, 2013). This lack of understanding of the shared cultural capital can lead to additional challenges for the individual and the community at large.

Montas-Hunter (2012) through a quantitative study, focused on Bandura's self-efficacy theory and how Hispanics sense of self-capabilities, culture, and identity interface in attaining senior leadership roles in higher education. The author asserts that student population of Hispanics/Latinos has increased in four year colleges. However, lack of diversity exists in higher education senior leadership positions and Hispanic/Latina women continue to be underrepresented in those senior roles. The author's findings suggest that Hispanic women who have been able to achieve leadership roles in higher education have a high sense of who they are and also have strong self-efficacy. However, the responsibility falls on the individuals who make the executive decisions for those roles to become available and so long as the opportunities are not

made accessible, and institutions fail to seek diversity in higher leadership roles, the numbers represented by Hispanics will continue to be limited (Montas-Hunter, 2012).

The findings of the research to date support that Hispanic women are facing challenges attaining leadership roles in higher education and that the lack of diversity is affecting Hispanic women in having the opportunities to ascend into those leadership positions. Furthermore, cultural values play a role in how Hispanics attempt to ascend into leadership roles and lacking those role models who teach them the cultural values and or experiences hinder their growth and ascension in the workplace (López & Viramontez Anguiano, 2013).

Current research. Guerrero and Posthuma (2014) conducted a review of the literature on Hispanics who are employed in the United States and provided insight into future research. The authors asserted that the existing literature attests to Hispanics facing prejudice and discrimination in the work place. Hispanics also face challenges in their work environment when considering ascension into higher roles due to their physical features being different, including phenotype, and having Spanish names. This article supports the challenges Hispanic workers face in America and supports that that prejudice and discrimination exist for Hispanic workers who try to ascent into higher roles (Frank et al., 2010; Guerrero & Posthuma, 2014).

Frank et al. (2010) through a quantitative empirical review determined "how Latino immigrants understand racial categories and how the existing United States racial order influences this understanding" (p. 378). Using data from the New Immigrant Survey (NIS), they conducted interviews with individuals who immigrated to the United

States at age 18 and older that were granted legal residence in the United States. The authors looked at the participant's racial self-classification when becoming resident and also included a measure of the individual's skin color. Their findings indicated that when Hispanics are asked to identify themselves as either White and or Black, the majority sees benefits of identifying as a White. However, when looking at how society sees the expansion, their findings indicated that society is not very accepting of expansion. The research also indicated that Hispanic immigrants who are darker-skinned have lower annual income that those with lighter skin (Frank et al., 2010). Furthermore, individuals who are foreign born struggle with their racial identification. However, many Hispanics born in the United States see themselves as White and do not face the same racial self-identification challenges, as Hispanics who are foreign born.

These findings provide insight on how society sees the expansion of Hispanics in the United States and the discrimination they face with their pay (Frank et al., 2010). Their physical features and names contribute to them being automatically identified as Hispanic and consequently facing prejudice in their work environment, and barriers for ascension to higher leadership roles (Guerrero & Posthuma, 2014).

Hispanic Women and The Glass Ceiling

Historical overview. Insch et al. (2008) found that many women still find that the glass ceiling exists, and research indicates that the glass ceiling is prevalent in Latin America and the United States for Hispanic women (Fang & Sakellariou, 2015). Wrigley (2002) examined identifying factors that perpetuate the problem of the glass ceiling for women. He found that factors that contribute to the glass ceiling have not been clearly

delineated and before solutions can be recommended to circumvent and or dismantle the glass ceiling, the factors need to be uncovered. Although many improvements have been made to provide equality for women, Elacqua et al. (2009) have found that stereotypes are likely factors in the biases that can lead to the development of a glass ceiling.

Current research. Women from different cultural backgrounds have experienced the glass ceiling in the United States. Foley et al. (2002) conducted a quantitative study on a sample of Hispanic attorneys in which the relationships amongst promotional equality, attitudinal outcomes, and perceived glass ceiling were examined. The authors found that gender, ethnic discrimination, and perceptions of the glass ceiling were all positively correlated. The women perceived that their gender and ethnic background played a role in being considered for a promotion. In addition the authors found a positive correlation on perceived career prospects and the glass ceiling. Lastly, it was found that Hispanic women were more concerned with social cues than Hispanic men and this perhaps is due to both ethnicity and gender (Foley et al., 2002).

Summary and Transition

Studies have shown that culture can either hinder or promote the emergence of women in leadership (Harvey, 2015). Cultures where individuals are resistant to making changes and cultural norms are upheld strictly make it far more challenging for women to emerge as leaders, whereas cultures with a tolerance for change and a high tolerance for deviance, allow for women to flourish as leaders and break the gender stereotypes (Toh & Leonardelli, 2013). Hispanic/Latina women in the United States are currently facing challenges in ascending into leadership roles in higher education not only because they

are women but also because they are Latina/Hispanic and they lack the mentors that many others have, the sponsorship as well as lack of identification with leaders who are in those educational roles (Sanford et al., 2015). Therefore, creating greater challenges for these women to achieve their priorities to meet career goals.

In this chapter, the literature relating to Hispanic/Latina women not being given the opportunities and support to ascend into leadership roles in higher education was reviewed. The review began with the discussion of the theoretical frameworks that shape this study and then, the main variables of this study were discussed. Chapter 3 provides details about the method in which this study was carried out. The research design and rationale for using it was explained, as well as my role as the researcher and the methodology. Appropriate strategies to establish credibility were also discussed and ethical concerns related to the collection of the data. Chapter 4 includes a restatement of the research questions, participant's demographics, data collection, a review of the data analysis process, participant's responses, their emerging themes and analysis. The chapter concludes with a summary of the themes that emerged during the data analysis process. Chapter 5 includes discussions of key findings, recommendations, limitations of the study, implications for social change and a conclusion.

Chapter 3: Research Methods

Introduction

The purpose of this study was to identify the challenges Hispanic women face in competing for leadership roles in higher education and factors they face in obtaining those positions, particularly in doctoral-granting institutions. The objective was to determine how Hispanic/Latina women perceive the higher education work environment regarding their ability to advance and apply this information in supporting their ascension into leadership. The nature of this inquiry was a qualitative phenomenological study. The subsequent sections of this chapter included the research design and rationale, the role of the researcher, the methodology that was used, issues that were encountered with trustworthiness, and ethical procedures.

Research Design and Rationale

Research Questions

The following research questions guided this study:

1. Do Hispanic women experience cultural challenges in competing for higher education executive positions? If so, what are the types of challenges they face and how significant are they?

2. Does the being of Hispanic origin versus being foreign born play a role in these women experiencing cultural challenges competing for higher education executive positions? If so, are the types of challenges they face similar and are they equally significant?

3. Do Hispanic women experience barriers in the selection process for higher

education executive positions? If so, what are the types of barriers they face and how significant are they?

4. Does being of Hispanic origin versus foreign born play a role in these women experiencing barriers in the selection process for executive positions? If so, are the types of barriers they face similar and are they equally significant?

5. Does organizational culture impact Hispanic women who serve in executive higher education positions? If so, how does organizational culture impact Hispanic higher executive women and how significant is it?

6. Does being of Hispanic origin versus foreign born play a role in these women experiencing organizational culture impact in higher education positions? If so, is the organizational culture impact they face similar and are they equally significant?

This study was a qualitative study using the phenomenological research approach. A qualitative study aids in understanding the participant's perspectives and points of views on any given event and it is used to explore and understand a social phenomenon, its motives, and its meanings on any given setting (Yardley, 2017). There are five methods of analysis for qualitative research and they include phenomenology, grounded theory, case studies, ethnographies, and narrative inquiry (Guetterman, 2015). When considering the best approach to collect data for this study, I found that the questions asked determined the method in which the study will require and due to the exploratory nature of the questions, a qualitative approach was best. A quantitative approach quantifies and is conclusive and the information gathered in this study cannot be

quantified (McCusker & Gunaydin, 2015). Therefore, the quantitative approach would not be suitable to obtain robust data for this research project.

According to Dziak (2016), Husserl developed the phenomenological approach. This approach is subjective and is based on an individual's experience in life. When using a phenomenological approach, the consideration of what a person feels, senses, and experiences was a focal point (Guetterman, 2015). There is validity in how that person interprets the information and this is based on their reflection of their own thoughts and feelings on any given subject.

The phenomenological approach was used for this study to understand the human experience expressed by the participants. This qualitative inquiry involved focusing on a small number of subjects through a considerable and extensive engagement between the participant and myself to develop patterns and understand the way they are connected. While conducting this research, personal biases and experiences need to be set aside to better understand the experiences of those who agree to participate (Adams & Van Manen, 2017). This method was chosen for this study since it allowed exploration of existing accounts, feelings, and experiences the participants have had regarding their challenges in ascending into higher leadership roles in higher education.

Role of the Researcher

The role of the individual collecting data in a qualitative study is to be an instrument of data collection (Cypress, 2018). This is because the data is being mediated through a person instead of instruments that would be used in a quantitative study such as a test (Sanjari, Bahramnezhad, Khoshnava Fomani, Shoghi, & Cheraghi, 2014). Most

people hold a view on a given topic. Therefore, when conducting the research, at the outset of the study, disclosure of any assumptions and or biases held and experiences that could hinder and or influence the results were shared. To initiate good conversation, open-ended questions (Appendix A) were used thus allowing to attain more in-depth levels of conversation and for more insight to be shared (see Behr, 2015). Additionally, observation of behavior was practiced when recording, and proper protocol was used.

To ensure higher levels of analysis was used, when collecting the data, themes were identified, and information was categorized. In many qualitative studies, the data is collected at the site where they experience the issue (Guetterman, 2015). However, to aid in the participation of individuals, there was not any specific setting requested for the study to be conducted. All the interviews were organized and conducted through emails (Appendix B) and phone calls using a cell phone, with platforms such as Zoom, the recordings were then transcribed thereafter. The calls were recorded using a Digital Single-Lens Reflex (DSLR) camera, as well as Zoom's recording function and, to make sure there were no losses of recording, an Apple iPad was used as well. Throughout the process, my goal was to learn the meaning and feelings the participants' holds on the matter.

There were no specific connections between the participants and myself. There were no supervisory or instructor relationships and no concerns with power over participants. There were also no encounters with anyone personally known to me. A fair process was adhered to and the participants were made aware of the concerns that existed with their participation. I provided a $25 Amazon e-gift certificate to participants for their

participation at the end of their second interview. However, all participants were aware that their participation was voluntary.

I was born in El Salvador, Central America and moved to the United States when I was 12 years old. I was raised by my grandmother who is still alive and does not know how to read or write. I come from a family, who was not financially or emotionally supportive, and education was nonexistent; I was the first one to ever graduate high school, pursue a 4-year degree, and graduate with a Masters of Business Administration. Throughout the years and my personal experience, I firmly believe in the power of education and have seen how it can change an individual's path in life.

Due to my personal experiences, I aim to educate myself on why there is such a lack of representation of Hispanics/Latinas in leadership positions. I have never worked in a higher education environment. However, I am aware that challenges for minorities can be found in most employers. I am a Latina woman who has been interested in challenges women face in the workforce. I worked for a Fortune 100 company for almost 10 years and later for the state government department of education in Utah. Throughout my work experience, it was evident that the individuals in leadership positions are mostly male and or White women. When mentorship was sought to help in ascension, there were no individuals who could relate and or help with development. It has been my impression that the way individuals perceive Hispanics/Latinas and their leadership is very different than the way they do with those they know. It has also been my experience that there is a lack of Hispanic leadership and role models to help those who wish to ascend into higher roles. Although I have had challenges when trying to ascend into more senior positions in

my work environment, personal feelings and perceptions were set aside to make sure the process for obtaining participants experience was fair and one that is not biased.

A concern for many when using the phenomenological approach is that the information is hard to replicate, therefore thorough and meticulous notes were taken. In addition, to make sure there were no mishaps during the interviews that were conducted, care and attention was implemented to make sure that the recording device, as well as the Wi-Fi, were all in perfect working conditions to eliminate any frustration and or negative feelings from the participants.

Methodology

Participant Selection

The targeted population was Hispanic/Latina women who were born in the United States as well as Hispanic/Latina women who are foreign born. For those who are foreign born, there were no limitations on the number of years they have been living in the United States. The countries from which Hispanic/Latina women were included were Mexico, Colombia, Venezuela, Spain, Argentina, Peru, Ecuador, Chile, Guatemala, Honduras, Costa Rica, Panama, Cuba, Bolivia, Dominican Republic, Paraguay, Uruguay, El Salvador, Belize, Nicaragua and Hispanic/Latin American. Individuals from Brazil were not included due to it being a Portuguese speaking country and Puerto Rico was not included as well due to being closely tied to the United States education system of higher education.

Men and other minorities were not included in this study since the focus is solely on Hispanic/Latina women's perspectives and their personal experiences. Many studies

have been conducted on Asians and Blacks, which have provided insights on their demographic. However, there was little evidence that has been gathered from Hispanic/Latina women. Participants for this study were identified through the chain sampling and snowball sampling, a technique used to get existing participants to recommend others in higher education leadership to recruit them to also take part in the study (e.g., Marcus, Weigelt, Hergert, Gurt & Gelléri, 2017). Volunteers happened to recommend friends, coworkers, and/or family members, and they were advised that all information shared would be kept confidential, as part of the process and no information was shared.

The titles of the participants included in this research were president, sr. vice president, vice president, executive vice president, chief of staff, chief academic officer, dean, and director (see Office of Institutional Planning and Research, 2014). In addition, chancellor, provost, central senior academic affairs officer, dean of academic college, senior administrative officer, senior external affairs officer, chief student affairs, or enrollment management officer, and any administrator with vice president in their title could have been included (e.g., Savala, 2015).

Interview Protocol

The Hispanic/Latina women were contacted through predominately White doctoral granting institutions. The same protocol was followed for each interview and they were checked for redundancy and clarity. A letter was emailed to solicit participation from the American Association for Hispanics in Higher Education as well as other Hispanic and non-Hispanic associations. However, there was no response from any

of the associations. In addition, social media networks and offerings such as Facebook and LinkedIn were used to obtain the necessary participants and or share the study with those who meet the criteria.

A list of the candidates who met the criteria and could participate was identified. After identification, enough participants were included to meet the requirements, and a couple of others were also included in case some of the participants changed their mind and chose to withdraw. Once participants were identified, and the Institutional Review Board provided approval to reach out, a questionnaire was provided to the participants to provide personal information (Appendix C) and information was shared with them about the study, and steps needed to participate. Consent forms as well as interviewee cover letters (Appendix D) were sent to participants and all communication was through the Internet via email, Zoom or through a phone call using an international phone plan. A meeting was scheduled with each participant (Appendix E), and a follow-up calendar invite was sent to confirm interview times and dates. The participants were provided three different times that the interview could be conducted for no more than 1 hour to 90 minutes each. A guide for the interview document (Appendix F) was also shared to ensure peace of mind in the participant and helped them understand the steps of the process and what was expected. The interactions were recorded through my camera, Zoom's recording function, and an Apple iPad. In addition, it was documented using the phenomenological approach. After the recording an email (Appendix G) with the summary of the conversation was sent to the participants to verify the information was accurate.

Crouch and McKenzie (2006) stated that having a small number of participants for a qualitative study allows for a more candid and honest relationship between the person collecting the data and the participant. Therefore, the identification of a minimum of 15 participants or until saturation was attained was pursued. In total, 13 participants were part of the study. The participants were informed that I would securely store the data in a password-protected computer also backed up on a password-protected hard drive and retained for at least 5 years. No paper records were kept. Any paper records were shredded and recycled immediately. Records stored on the computer and back up device will be permanently erased. If necessary, a software application will be used to remove data from the storage devices.

Only I have access to the data collected and the information is stored in a portable backup. When the interview was conducted, I made the call from my home with no one else present in the room and or having access to the information. The volunteers were also advised that its best for them to use a room that is quiet and free of distractors to help with focus on questions and privacy of information being shared. Participants' names, the location of where they reside, and contact details such as phone numbers and email addresses were not included in the study to protect their privacy. A pseudonym was used to reference each participant and the institution and geographic location was not mentioned in the study. In addition, anything that could identify them as the participant was not mentioned in the study. All necessary precautions and measures were taken to not make any of the individuals' information identifiable throughout the research process. These steps were taken during procedure, analysis, and write-up of the study.

Data Collection

To find participants, social networks such as Facebook, LinkedIn and Instagram were used and were the most successful. The study was shared on 44 Facebook groups that focused mostly on higher education and or groups with students completing their doctoral program. Most of the success in finding participants came from three specific groups that focused on Latinas/Hispanics achieving degrees. LinkedIn was also used and direct messages were sent to individuals who were found by doing a Google search and looking at the individuals who hold leadership positions in higher education institutions in different states. The collection of data took three months and two different interviews were held with each participant.

All interviews were scheduled for 90 minutes. However, the first interview took no more than 60 minutes and the second interview was between 5 to 15 minutes long. In trying to reach saturation many of the participants who agreed to participate in the study set up meetings that were a few weeks into the future. Some of those participants were foreign born, and in the interest to obtain their perspective, I kept the meeting slots in hopes that there would be no cancellations especially from those who were foreign born and continued to collect data until 13 participant interviews had been completed and saturation had been achieved. Emails were sent to the American Association for Hispanics in Higher Education as well as other Hispanic and non-Hispanic Associations. However, there was no response from any of the associations listed.

All interviews were completed through Zoom and to ensure there would be a backup and no loss of the recording, I used Zoom's recording function as well as a DSLR

camera and apple iPad. However, the DSLR stopped after a few minutes of each interview and I ended up using the recordings from the iPad instead for all of the transcriptions. All interviews were then deleted from the DSLR, Zoom and iPad and stored in my computer and portable backup as previously stipulated and will be retained for five years per Walden University guidelines. Nvivo 12 for mac was used instead of Nvivo 11 as the new software was the one available for purchase. All participants were provided a copy of their transcripts to verify the information was correct and were allowed time to make changes and or adjustments. However, there were minimal changes and none of the participants had changes to the answers they gave originally but instead some made clarifications to the recorded information. There were no paper trails kept from the interviews and or transcriptions. Since all participants were found through social media, Walden University participant pool was not used.

At the onset of data collection, there was a Facebook group that rallied many of its members to question the reason for me not including individuals from Puerto Rico as one of the countries to participate. There was quite a bit of bullying used and several private messages were received advising that I was ignorant and that the study was not inclusive, and the information presented would not be valid and or applicable to anyone. Many of the private messages and or posted messages advised that there are many Puerto Ricans holding high positions in higher education and once again this was a voice that was not being heard and included. I advised that the exclusion of individuals born in Puerto Rico was because it has the same education system as the United States and it is also considered a territory of the United States. This would further broaden the study as

they would have a contrastingly different set of experiences and therefore be seen as an additional group. They were also advised that Puerto Ricans born and raised in the USA would be eligible to participate if they consider themselves Latino/Hispanic American because Hispanic/Latino Americans are included in the criteria. The participants of this study were diverse representing many different countries and a variety of geographic areas throughout the United States.

Data Analysis Plan

The analytic process in qualitative research evolves continuously. Therefore, data was manipulated and scrutinized from various perspectives. The data collected, were sorted and organized. However, NVivo12 Plus software was used to tabulate all of the data and find themes to compare and combine when necessary. In addition, Microsoft Excel and Microsoft Word were used to keep track of all participants, their place of birth, schedule meetings, and any other detail that would aid in understanding their experience. Microsoft Excel was also used to keep track of all of the different groups that were posted on Facebook seeking participants and Microsoft Word was used to keep track of LinkedIn responses and names of individuals at different schools. The data analysis process included transcribing the recordings of each interview. Once they were transcribed, each of the interviews was categorized, highlighted by significance and grouped according to the themes that came up; this was based on each participant's comments, viewpoint and experiences.

After completing all first interviews with participants, 138 pages of the recordings were transcribed and sent back for review and verification of information. Then a second

interview was held to verify there were no changes and any further questions and or concerns. Thereafter, each interview was re-read, open coding was done, and nodes were created by hand then transferred to the Nvivo Plus 12 software, and the analysis process was completed.

The coding process began by hand with open coding. This procedure focused on text to discover and capture developing categories of information from each interview based on the participants' perspectives, experiences, and stories. The raw data was read line by line, separated and tentative labels were created. The transcribed responses were copied and pasted into Microsoft Excel by different headings and all the responses were highlighted. A table was created to display the most referenced words in the transcription process and open coding was used by creating a small number of categories or themes and the themes highlighted the major findings. These categories and findings were then written in Microsoft Word and relevant concepts and annotations were attached with meaningful expressions. Further breaking down of information occurred by creating minor and major concepts and nodes were created as I went along. Initially 56 nodes were created on Nvivo Plus 12 and18 of those were parent nodes addressing responses specific to the research questions. Thereafter, I consolidated to 12 parent nodes and six child nodes based on the groupings of the research questions. I then continued and created other parent nodes if several participants repeated them and or if the interviewee stated that the information provided was important. Lastly, some nodes were grouped together based on common theme responses with participants.

Issues of Trustworthiness

Credibility

According to Schwandt, Lincoln and Guba (2007) there are four evaluation

criteria for trustworthiness, and they are credibility, transferability, dependability, and

confirmability (Morse, 2015; Schwandt et al., 2007). To establish credibility a range of

individuals were interviewed to create rapport with participants and to build trust. To

ensure peace of mind with the participants, sharing of the legitimacy of the study and the

steps that would be taken to protect their identity was discussed. A copy of the

Institutional Review Board (IRB) approval letter was included, as part of the email to

them and discussion of the process for permission to have been granted from IRB was

also shared. A plan stipulating how the research will be shared with the community was

also given to the participants. An honest conversation was held with the participants on

the reasons for conducting this study and some of the biases I may have held. The

participants were also informed on how the data was treated after the interviews were

conducted and the precautions taken to make sure their identities were safe and omitted

throughout the process.

To further establish credibility with the participants, a copy of the transcribed

conversation/story (Appendix I) was provided to the participant for their review and a

meeting was followed to let them know that they could clarify and or change any of the

statements they did not feel were reflective of what they shared in the interview. The

second meeting lasted no more than 15 minutes. The participants were given the

opportunity to withdraw as part of the process at this stage and also right before the first

interview occurred. Since the participants were content with their statements, the stories were used for data analysis. Using the phenomenological process, themes and patterns were identified and included in chapter five (Savala, 2015). If the participant chose to withdraw, a follow-up email was sent to express gratitude for their communication. A final thank you note was also sent to the participant if they chose to be part of the study.

Transferability

The findings of this research study can be used as a foundation for future research on the challenges minority women face in competing for leadership roles in higher education, particularly in doctoral granting predominantly Caucasian institutions. Further studies can also be conducted by using a quantitative method and comparing the similarities and differences in the experiences of Hispanic/Latina women and those who are foreign born in four year granting institutions and community colleges that grant associates degrees.

Dependability

An audit trail was maintained which ascertained that the accuracy, interpretations and conclusions of the findings were supported by the data and there was accuracy and validity of the research study. Actions were also taken to ensure that all participants were treated with respect and every procedure was conducted ethically. Since the data was recorded, participants were given the opportunity to review the transcripts and verify their responses to the questions asked. Logic and evidence were provided to support the decision to conduct this study and analyzed every perspective even if the results were different from the original hypothesis.

Confirmability

Notes were maintained for each interview and reflected how the answers were connected to the research questions. Reflexibility was used by having the person collecting the data interact with the outcomes of the research and determine if any bias and or preconceived notions influenced the findings.

Ethical Procedures

The research study was conducted by following the guidelines established by IRB at Walden University. This ensured a thorough following of ethical processes in conducting this research and the protection of every participant. Informed consent forms were sent to all participants and all documentation was distributed by email. Collection of data only began after IRB provided approval for the research and the person collecting the data maintained a summary of group and individual responses in a secure back up.

Every individual who participated was advised of any risks involved in participating in the study. They were also made aware that their participation was purely voluntarily and there was a $25 Amazon e-gift card compensation for their participation. The participants were also made aware that their personal information would not be used outside of the research and I would be the only one to have access. They were also made aware that the data would be saved in a password protected back up and the information provided will be kept for five years.

<div align="center">

Summary and Transition

</div>

Chapter 3 described the rationale for using a qualitative study as well as the phenomenological approach to collect the data. Since individual's perceptions and

feelings are important to gauge in their ascension into higher leadership roles, the methods that were used were discussed, and my role was also delineated to ascertain a fair process. This chapter also includes the research design, methodology and criterion for participation. Furthermore, sample size; participants' demographics and interview protocol have been included. Recruitment and participation selection were also discussed, and information on how the person collecting the data would protect the participants' identity and gain their trust in the process were also added. The chapter concluded by including issues of trustworthiness and ethical procedures.

Chapter 4 includes a restatement of the research questions, participant's demographics, data collection, a review of the data analysis process, participant's responses, their emerging themes and analysis. The chapter concludes with a summary of the themes that emerged during the data analysis process. Chapter 5 includes discussions of key findings, recommendations, limitations of the study, implications for social change and a conclusion.

Chapter 4: Results

Introduction

The purpose of this phenomenological qualitative study was to explore challenges Hispanic/Latina women face in obtaining or competing for higher education leadership roles, especially in doctoral granting institutions. The objective was to explore their lived experiences in perceiving the higher education work environment regarding their ability to advance and how they apply this information to support their ascension into leadership. Hofstede cultural dimension theory framework was used when asking questions to participants. Hofstede (2001) examined how individuals from different cultures interacted within their groups and others around them. Therefore, Hofstede's cultural dimension theory helped explain how Hispanic or Latina women experience cultural challenges when competing for higher leadership roles and helped elucidate if organizational culture has an impact on Hispanic or Latina women who serve in these positions. This chapter includes restatement of the research questions, participant's demographics, data collection, a review of the data analysis process, participant's responses, their emerging themes, and analysis. The chapter ends with a summary of the themes that emerged during the data analysis process as well as transitions to Chapter 5.

Research Questions

The following research questions guided this study and addressed the gaps that existed in current literature:

1. Do Hispanic women experience cultural challenges in competing for higher education executive positions? If so, what are the types of challenges they face

and how significant are they?

2. Does being of Hispanic origin versus being foreign born play a role in these women experiencing cultural challenges competing for higher education executive positions? If so, are the types of challenges they face similar and are they equally significant?

3. Do Hispanic women experience barriers in the selection process for higher education executive positions? If so, what are the types of barriers they face and how significant are they?

4. Does being of Hispanic origin versus foreign born play a role in these women experiencing barriers in the selection process for executive positions? If so, are the types of barriers they face similar and are they equally significant?

5. Does organizational culture impact Hispanic women who serve in executive higher education positions? If so, how does organizational culture impact Hispanic higher executive women and how significant is it?

6. Does being of Hispanic origin versus foreign born play a role in these women experiencing organizational culture impact in higher education positions? If so, is the organizational culture impact they face similar and are they equally significant?

Interview Questions Regarding Collectivist/Individualist Mentality:

1. Do you identify as a collectivist or individualist? Why?

2. Would you identify your upbringing as a collectivist or individualistic? Why?

3. How would you identify your previous work environment, collectivist or individualist? Why?

4. In your opinion, is the institution you are currently employed a collectivist or individualist? Why?

5. Do you believe that the mentality an employer has versus the one the employee plays has a role in the promotion/ascension of the individual? If so, why?

Participant Demographics

To ensure participant's information remains anonymous, a pseudonym was given to each person. Any information I felt could potentially identify them was omitted. Therefore, for this study 13 women living in the United States who identified either as Hispanic or Latina were selected to participate (see Table 1). Six of the 13 (46%) participants identified as Hispanic and seven identified as Latina. Eight of the 13 (61%) participants were born in the United States and five of them were foreign born. In addition, eight of the 13 (61%) participants parents were foreign born and five (38%) were born in the United States. Participants were from all over the United States and four out of the six time zones were represented except for Alaska and Hawaii. All participants (100%) held leadership positions in higher education and their titles ranged from the lowest being executive director from an institution that considers this title as part of leadership to higher titles such as president. None of the participants had the same title. All participants had attained a doctorate except for one. The participants' years of experience in higher education varied from 7 to 34 years and 12 of the 13 (92%) participants have over 1 decade of experience. Three (23%) of the participants had over

20 years of experience and three (23%) had over 30 years of experience and moved

through different roles during that time.

Table 1

Summary of Participants Experience Leading in Higher Education

Participant	Years in Higher Education	Highest Degree Obtained	Ethnicity	Participant Place of Birth	Parents Place of Birth
P-1	12	Master's	Latina	U.S.	Non U.S.
P-2	7	Doctorate	Hispanic	U.S.	U.S. & Non U.S.
P-3	22	Doctorate	Hispanic	Non-U.S.	Non-U.S.
P-4	11	Doctorate	Latina	Non-U.S.	Non-U.S.
P-5	10	Doctorate	Latina	U.S.	U.S.
P-6	20	Doctorate	Hispanic	U.S.	U.S.
P-7	17	Doctorate	Hispanic	U.S.	U.S.
P-8	30	Doctorate	Latina	Non-U.S.	Non-U.S.
P-9	16	Doctorate	Latina	Non-U.S.	Non-U.S.
P-10	12	Doctorate	Latina	U.S.	Non-U.S.
P-11	34	Doctorate	Hispanic	Non-U.S.	Non-U.S.
P-12	22	Doctorate	Hispanic	U.S.	U.S.
P-13	33	Doctorate	Latina	U.S.	U.S.

Participant Responses

To verify if the categories and or themes put together by hand were corroborated

by what was found on Nvivo plus 12, I then performed a word frequency query on Nvivo

Plus 12 on the raw interview transcriptions to get an idea on the most frequent words

used by all participants (see Saldana, 2013). The query included stemmed words and it

had a minimum length of four letters with 100 most frequent words (see Table 2). The

five most referenced words by all participants included people (454), women (337),

culture (320), positions (310) and Hispanic (300).

Table 2

Word Frequencies > 140 for Aggregated Interview Transcriptions

Root word	Similar Words	No. of times mentioned
People	people	454
Women	women	337
Culture	cultural, culturally, culture, cultures	320
Positions	position, positions	310
Hispanic	Hispanic, Hispanics	300
Institution	institution, institutional, institutions	292
Latina	Latina, Latinas	270
Different	difference, differences, different, differently, differs	236
Higher	higher	187
Challenges	challenge, challenged, challenges, challenging	185
Students	student, students	180
Individualistic	individualist, individualistic, individualists	176
Collectivist	collectivist, collectivists	175
Family	families, family	173
Time	time, timed, times	169
Educational	educate, educated, education, educational, educationally	156
Born	born	152
Persons	person, personal, personality, personally	149
Barriers	barrier, barriers	144
Role	role, roles	140

To identify any connections and or relevancy with the most frequently used words from raw interviews by each participant; I then ran a query focusing on the five most referenced words by each participant. The query included stemmed words and it had a minimum length of four letters with 100 most frequent words and found that once again the word *people* was the most referenced word and it was mentioned 12 times (see Table 3). The analysis also revealed that the most frequently used words per participant were position (9), different/differently (7), Latina (6) and women (5).

Table 3

Five Most Referenced Words in Raw Interview Transcriptions

Participant	1	2	3	4	5
P1	people	role	positions	women	leadership
P2	position	Hispanic	individualistic	people	higher
P3	people	women	person	positions	culture
P4	people	time	Latina	position	differently
P5	cultures	university	women	different	play
P6	Latina	position	care	people	institution
P7	people	time	Latina	position	differently
P8	women	Latina	collectivist	people	Hispanic
P9	people	time	Latina	position	differently
P10	people	time	Latina	position	differently
P11	Hispanic	women	people	cultures	different
P12	students	institution	positions	people	cultures
P13	people	culture	differently	institution	leadership

There are three words that were consistent for both Table 2 and Table 3 out of the five most referenced words and they are *people*, *position*, and *women*. To find any correlation of the words that were mentioned in the participant responses, I looked at the connections to the words found in all the coded nodes. I ran a Nvivo word cloud and looked at the five most referenced words and once again, the word *people* was the most referenced word, followed by Latina, women, culture, and differently (see Figure 1).

Figure 1. Nvivo word cloud: Coded themes

Since the word *people* was confirmed to be the most referenced in Table 1, Table 2, and Figure 1, I then looked at the context in which the word had been used under each participant and a common theme found is the lack of Latina/Hispanic representation in higher leadership roles. This theme is one that had been found initially and was corroborated by the Nvivo plus 12 software. The following is what some of the participants stated regarding lack of Latina/Hispanic representation: P1 "the challenge that I had and that I'm used to is that I'm usually one of the only people in the room. There are two of us that are people of color and I am definitely the only Latina". P2 also added "so you'll have a lot of people from a lot of other countries where my particular higher ed institution, has a student population of about 50% Hispanic, but our faculty and administrative percentage is more like five". P3 also corroborated by adding, "I believe

there are many assumptions that are made, when people see a name that looks different, we start making assumptions. So, I do think it's a variable in how people are perceived". Furthermore, P3 stated,

I think we can do a lot of work in terms of things like training of individuals, training of search committees so that we get people in the pipelines of these positions, because if we can't get them in the door, we're never going to make it, right?

Participant's sentiment that a lack of Latina/Hispanic women representation exists was validated by eight of them. Seven participants also stated that although they are aware of one other Latina/Hispanic who works in the school, there is more that needs to be done to get Latinas/Hispanic to join leadership positions in higher education. P4 also stated "at my institution, there's embedded whiteness everywhere and it doesn't matter how many people of color we have on the executive team, it's the foundations of higher education and of this institution that there's whiteness everywhere". P5 said, "I think the institution of higher ed is a lot slower moving, with it embracing people from diverse backgrounds". P9 added,

I wonder when does the institution have a responsibility to respond to the faculty, to the changing face of our faculty. I don't think that we question the institution in terms of norms and practices and expectations. That will help diversify if we're really serious about having more Latinos in higher ed.

Additionally, P10 stated, "So I think sometimes the most challenging is being the only one and not having other Latinx people around me to support me and I think also just

kind of being like foreigner in the room". P10 also added,

> I think also, people are afraid of women of color in leadership positions because
> they think we are threatening or we are the ones that are going to always be
> emotional, they think we are always going to cause issues.

Lastly, P12 stated, "there is lack of people of color, Latinas in those roles and not all people in positions of leadership have visions that are beneficial to students from non-dominant communities". Participants were candid about their experiences and perceptions of having a lack of Latinas/Hispanic representation in leadership roles in higher education. Their comments corroborate that there is a lack of diversity in higher education institutions and confirms that a closer look needs to occur within higher education to allow access and equity for Latinas/Hispanics representation.

The word *women* was also found to be the most coded word in Tables 1, 2 and Figure 1. To look at the context in which the participants used the word, I then looked at their responses and found that many of the participants feel that family is central to the culture. However, others may see it as a barrier for their ascension. P1 stated, "Culturally I think there is still an assumption that Latina women are mothers first, wives first, and then they do their jobs. P3 also added,

> I think specifically women in general and Latino women in particular, I think
> perhaps some of the baggage that's associated is this is a family person. And so
> maybe they won't be able to travel or maybe they can't be as dedicated to their
> work.

P4 also added, "I feel like I faced some barriers in terms of people not understanding my

culture, my closeness with my family or like my responsibilities with my family".

Participants shared that their closeness to family is at times misinterpreted. There is a

notion that they will not be able to manage their expectation at home and at work and the

more others learn about their personal lives the more they see a lack of consideration for

ascension.

One of the participants also shared how diversity affects the growth of the

Latina/Hispanic community. P5 stated,

I live in a region that does not have a whole lot of diversity. I think that the

culture does impact whether Latina women are going to stay, are going to

progress and stay. I have to make a choice. Do I want to raise my family in a

predominantly very, very, very White region? Or do I want to move back home

and be around others that are like me.

P6 also corroborated by adding,

I'll be perfectly honest; I feel that guilt sometimes too, and I think that a lot of

Latino women don't want to. They're afraid to make that choice because family is

central to our culture and who we are and what we've been taught is important".

Participants shared their feelings on having to move to other regions of the country where

lack of Latino/Hispanic representation may exist and how that affects their families. A

few also mentioned that when they accept a new role and they have to move, a lack of

support makes things more challenging for them and their immediate and extended

families.

An additional sentiment was that institutions lack the understanding of the amount

of responsibilities women carry, especially Latina/Hispanic women. P9 added, "I think the institutions also need to understand that women and Latina women sometimes carry a heavier load, sometimes as caretakers". P10 also said,

> I think that some White men and some White women don't have to work as hard as some Latina women do because we are trying to break down the stereotype that we are not as threatening and that we are as smart as our peers or just as capable. And that just because we have a family life it doesn't mean that we can't do it, but it means that we can balance things just as well if not better than men can.

P13 also corroborated by stating,

> I can see one barrier being responsibility to family. Latinas, Hispanic women, we know that we can balance the expectations and the needs of our families with the demands of executive positions. But people assume if you are a caretaker you can't manage both.

Although Latinas are able to balance the expectations of work and family, many wish there was more understanding that their connections to family does not mean a lack of focus at work and or lack of desire to ascend into higher leadership roles in higher education. The notion that they may not be able to travel, or give as much time to the expectations placed to them to perform in their work leaves them wishing others understood that their closeness to family is important and does not hinder their capabilities and or desires to be promoted.

Results

I transcribed and coded 13 interviews into Nvivo plus 12. I read all interviews

manually and coded by hand and then transferred into nodes on the software. I created a

total of 12 parent nodes that were specific to each research question. Six of them focused

on the main questions, which also included inclusion criteria questions (child nodes).

There was also a supplementary question asking participants if they felt there were any

other questions I should have asked and failed to ask to help me understand the

experiences Hispanic women face in doctoral granting institutions. The last five questions

focused on Hofstede's collectivist versus individualist cultural dimension. An additional

25 parent nodes were created with 13 child nodes that came from some of the themes

found.

Research Question 1

The first research question asked participants if they have experienced any

cultural challenges in competing for higher education executive positions and nine of the

participants said that they have experienced cultural challenges at their institution. Part of

the question also asked participants if they have experienced challenges, opportunities, or

obstacles at any other institution in which they have worked and 13 of the participants

said yes (see Table 4). One of the challenges that has already been mentioned and

covered is being the only Latina/Hispanic representing in a leadership role. Another

challenge that participants mentioned were that to be successful in higher education, you

have to be able to move to different states. P5 stated, "A challenge is that to succeed in

higher education, in these executive level positions, you need to be able to move. You

need to be able to pick up and move to different parts of the country. You go typically from smaller universities to larger universities". P6 also added, "I could move away at any time and apply for a job elsewhere where I would probably get promoted easier and get a job. But I stay where I am because I take care of my mother". P9 stated,

So relocating sometimes has a higher cost to us than it would maybe to our male counterparts. I see some of my colleagues where they don't move up as quickly in higher education because they're sort of bound to a place.

P11 also stated,

If you're a Hispanic woman, who is willing to move around the whole country, you will find a job in higher ed where they need a diverse person. And if you want to stay wherever you are, it's more than likely that all the needs are filled.

Another challenge that was mentioned was that Latinas/Hispanics have to have higher credentials. Eight of the 13 participants had the same sentiment and P1 stated, "so I think the challenge has been of not having a doctorate, and many doors were closed surely because I didn't have that credential". P4 also added,

I feel like as a Latina I have to come correct with my credentials all the time. So it's like I can't skate by with a masters like everybody else. I feel like I have to be over credentials for the work, for any role that I have because people are always looking for reasons to assume why I'm not the most capable person.

P7 also stated,

I think that if there's one thing, I think it's that, it's easier for White women to move up quickly, even if they have a masters. But for the Latinas and Latinos, I

think the PhD or the EdD is the thing that's going to get you that job. I know that

sounds weird, but it's almost like we have to prove ourselves.

P8 also added,

I think again this is true for women and especially for Hispanic women; you have

to have solid credentials. In order to have credibility and be a viable candidate for

a position, you have to have solid credentials, educational background and

experience. So I think the bar is higher for women like me than for other people.

Lastly P13 added, "I think in people's mind, their vision of a leader is not a Latina, such a

small percentage of us have earned doctorates and in doctoral granting institutions

especially, but in all of higher education, the doctorate is currency".

A third challenge mentioned by 12 of the participants is the lack of mentors and

role models. P10 stated, "I also think a lot of Latinas lack mentorships in these roles, but I

was lucky enough to have Black women and Black men invest in me for my mentorship".

P1 also added, "I think also having the support of a mentor or having the support of

someone above you who will push you and help you is something that I think women

naturally struggle with and I think Latinas as well". P3 stated, "I never had any assigned

mentors". P5 also added, "to be honest, I haven't had a Latina mentor. It's mostly been

American Indian women that I've had as mentors". P6 stated, "so I would say in my

career there's probably been very little mentorship or guidance when it comes to my

career. It's kind of been making my way on my own". P7 stated,

I wish that there were more Latinas out there where you can say, oh, I went in and

I spoke to my colleague. But the truth of the matter is there's not. I'm like; you

don't get to choose who your leadership is. And if they're willing to guide us and

help us and mentor us, then we should not be looking at this as, we only need to

be guided and only have mentors that are Hispanic or Latinas because guess

what? They're just not out there.

P9 also added, "I don't know that we have developed good approaches for connecting

with identifying folks, building relationships with people that may be interested in

mentoring people to eventually apply for position in higher education" in addition she

states "I think we need to ask them, can I set up a mentor at another institution even, to

help you do this kind of work or make the switch". P11 also stated,

I didn't have someone to pal around with a lot and it took a while to find people

who I could network with and so that affects, not having a critical mass group of

people who you can collaborate with or feel comfortable with or belong to that

group affects your ability to move ahead because you don't have as much

knowledge of how to do that.

P12 also added "It's important in having somebody that champions us, I didn't have

mentors". P4 also added, "for me what's been really impactful is that I've connected with

professional associations. And so those are the communities that have grabbed me more

strength because I know it's not going to be something that I find on my campus".

Table 4 presents the theme responses where participants shared if they have

experienced any cultural challenges in competing for higher education positions and if so

the types of challenges they have faced and their significance. All 13 participants (100%)

stated that they have faced challenges, obstacles and or opportunities when competing for

higher education positions. However, 12 of them (92%) mentioned that the greatest

challenge was the lack of mentors and role models that exist when trying to achieve those

roles. Many lack guidance and coaching on steps to take to make those transitions easier.

Nine participants (69%) also mentioned that there are cultural challenges that play a role

when being considered for ascension such as family being central to the culture and when

the Hispanic/Latinas' are considered, eight of them (61%) stated that they always have to

have higher credentials when compared to everyone else. Seven of the participants (53%)

also mentioned that they find themselves being the only Latina/Hispanic in the room and

to have better opportunities they have to be open to moving cross-country otherwise it

hinders the succession in their career.

Table 4

Themes from RQ 1 Participant Responses

Themes	Frequency	%
Challenges/opportunities/obstacles	13	100
Lack of mentors and role models	12	92
Cultural challenges	9	69
Higher credentials	8	61
The only Latina representing	7	53
Move cross-country	5	38

Research Question 2

The second research question asked participants if they believe that being of

Hispanic or Latina origin versus foreign born plays a role in women experiencing cultural

challenges competing for higher education executive positions, and if the challenges they

face are similar and or significant. The resounding challenge that 10 of the 13 participants

stated is having an accent and how others perceive those individuals as different (see

Table 5). P8 added, "In regards to challenges, I applied for presidencies and I was never a president. One of the questions was, that the board of trustees who felt that a woman with an accent and a Latina woman or Hispanic women with an accent was not necessarily the person that symbolizes their institution that they wanted to hire". Furthermore, "I'm aware that I do have an accent and that I'm foreign born. It is a barrier in the initial introduction of somebody who can offer knowledge to other people". In addition, she stated, "I have friends who are Puerto Rican and born here. So, I think they do have an advantage because they don't have an accent and from growing up here, some will have access to institutions and don't have to deal with the same racial challenges and all of them just sounded better". P3 also stated,

> I think what creates the conflict, is something that appears different to others. I think, that it kind of boils down to that because people don't necessarily know if you were born here or not. So, I think the things that people don't know how to deal with might be things like an accent.

P9 also added, "I think, the other thing for me too, in terms of being foreign born, it's my accent".

As the interviews continued, most participants shared the same sentiment. P1 also stated "The first thing that came to mind as you were asking that question is the language barrier. I think that English is a very difficult language to learn and to grapple with as a second language". Furthermore, P2 stated, "I think they do face the challenges. I have noticed that those with stronger accents have much more difficult time". P4 also added, "I think the challenges are different. So for example, for me, I acknowledge that I don't

speak with an accent". P6 also stated, "I think it has much more to do with language; it has to do with accents. I think a lot of times that does have an effect more than people realize". P10 stated,

> I think there is a difference, because I think that if you are born in different
> countries versus when you grew up here, people always see you as a foreigner
> whether you have an accent or whether when you talk about your nationality or
> where you were born and all that, people always see you as different, I think that
> experiences for USA born Latinas is hard too, but it's not as challenging.

Lastly, P13 also added "I think language ability being able to speak two languages can create privilege, but also as I found in my own family sometimes accents can create marginality even though it has nothing to do with how well a person speaks one language or the other".

Part of the second research question asked participants if the challenges faced between those who are of Hispanic origin versus foreign born are similar and or significant and ten of the participants stated that there are more challenges for individuals that are foreign born. A few stated that it is not a matter of being born in the USA or being foreign born but instead how different you appear to others. P3 stated, "So I think it's more not so much that people know where you were born here versus another country. I think it's how different you appear from them. How you are seen to them". P4 also added, "so my story is a little different because I was born in a Spanish speaking country. I think the challenges are different. Furthermore, she added, "I would say that there are probably other levels in terms of use of English, skin color, age, and those sorts

of things that probably make our experiences even more complex". P5 also stated, "So I do think it's difficult. And so if you're foreign born I just think it's more difficult to get through every step of the way for hiring because everybody's going to have their own biases". P9 also added, "I think that being foreign born initially when I was in school was more challenging in that navigating the landscape of the dominant institution is something that it's not written or accessible anywhere.

Participant 10 also shared that there is a difference between those who are of Hispanic origin versus foreign born. She stated,

I think there is a difference, because I think that if you are born in different countries versus when you grew up here, people always see you as a foreigner whether you have an accent or whether when you talk about your nationality or where you were born and all that, people always see you as different, I think that experiences for USA born Latinas is hard too, but it's not as challenging.

P11 also added, "So yes, I do believe that not just being Hispanic and foreign born, but more so being Hispanic woman where you are brought up in a certain way". Lastly, P13 added, "I would say that they have some similarities in the challenges they face. And I would say that they're equally significant".

Part of the second question also asked participants if they have ever felt that their culture and or ethnic background plays a role in being considered for any ascension and 12 of the participants stated that they do feel that their culture and or ethnic background has played a role in their ascension. P2 stated "well, actually, I know of a comment that was made so I guess when they're tallying pros and cons they did take that into

consideration". P3 also added, "I want to believe yes in a positive way, I have a feeling it probably was in my favor and probably did help". P4 also added, "so I'll be really honest with you because I'm feeling that right now. I had those moments too where I was like, Hmm, am I getting hired because I'm Latina? I definitely had those thoughts". P5 stated,

> I have no evidence of it. But I can't imagine that it hasn't played. I mean we have so many biases. My name looks Spanish. And I think it's evident with my name that I'm not Caucasian. And so I can't imagine how biases whether they're implicit or explicit, I just assume that they have played into it, but like I said, I have no evidence of it.

Participant 6 also shared that knowing the culture and the politics of her area helped her ascend into the most recent role she attained. P6 stated,

> I think so. I think that it does help that I understand the culture in the area that we're in. I think that being able to say that I'm from that area really did help me to ascend into the position I'm ascending into right now. Because I can say I know the culture, I know the people I know the politics, which as much as people don't want to admit it, politics plays a very big role in advancing unfortunately. But I know that they kind of view me different because of that, because of my background, because of where I'm from and the connections that I have.

P7 also added "so I do feel like that has given me a little edge, more of an edge than a challenge". P8 stated,

> I realized that the institution I joined had a growing Latino population. So, it was not a deficit. Let me put it that way. The fact that I was Latina and the president

did want diversity in her cabinet. I thought that she saw me joining her as a

diversity opportunity.

P9 also said, "there's a large Hispanic population here and I think many institutions of

higher education have been criticized for not having more people of color in upward

administration. I would like to think that it was my work, that got me where I am, but I'm

also realistic and understanding that part of it is because I am a Latina".

Participant 10 shared that she believes those who have the capability to hire want

individuals who are of a diverse background. She stated,

I think people are wanting to hire diverse candidates, so I'm sure people are like,

oh, you are a person of color, that's great, that's a star. I'm sure that maybe it

opens some doors for a diverse candidate, however, that doesn't mean that

because I'm a diverse candidate and I may get the job I'm going to get the support

that I need.

P11 added,

You know, to some extent you're always considered for many positions because

you represent people of color. Whether you actually get the job or not, has a lot to

do with how much you've done and you really have to have achieved quite a bit to

be considered to begin with.

P12 stated,

I have potentially, maybe the first time I was promoted. When the director

resigned the vice president promoted me from associate director to director and I

suspect for that job, having a person of color would have been very valuable

because they could relate to the students of color that the position was targeted

with having to recruit, retain, professional develop, and graduate. So I would say

yes, in that instance it was absolutely a benefit.

Lastly, P13 stated,

I think so. Actually I was recently a finalist for a position at another college, but it

wouldn't have been professionally fulfilling. And so I turned down the

opportunity. I don't want to be hired just because I'm Brown, the institution has to

have an organizational culture that fits me, and it has to be an institution that is

aligned with my values and my skills as a leader.

Table 5 presents participants responses when asked if they believe that being of

Hispanic or Latina origin versus foreign born plays a role in women experiencing cultural

challenges competing for higher education executive positions, and if the challenges they

face are similar and or significant. Twelve of the participants (92%) shared that they

believe an individual's culture and or ethnic background plays a role in women

experiencing cultural challenges when competing for higher education positions and ten

of them (76%) mentioned that one of the biggest challenges is having an accent. Ten

participants (76%) also mentioned that they believe that those who are foreign born

experience greater challenges due to having to get accustomed to a new culture and new

ways of doing things within an institution. Three participants (23%) also shared that they

believe what has an affect is how different one appears to others.

Table 5

Themes from RQ2 Participant Responses

Themes	Frequency	%
Culture/ethnic background play a role	12	92
Having and accent	10	76
More challenges for foreign born	10	76
How different you appear to others	3	23

Research Question 3

The third research question asked participants if they believe that Hispanic

women experience barriers in the selection process for higher education executive

positions. If so, what are the types of barriers they face and how significant are they. All

13 participants stated that they do believe Hispanic women face barriers in the selection

process of higher education (see Table 6). One of the barriers that has already been

identified and mentioned is that Hispanics and or Latinos are very family oriented

individuals and this may be seen as getting in the way of their performance. Furthermore,

the participants added the following: P4 stated, "Yeah, I absolutely think so. Because

again, the intersections of your race and your gender and so it's like, Oh man, like if it's

not racism is sexism and it could be both. And then we have all these other identities too.

P5 also added,

> Yes, I do. I think that Hispanic women absolutely face barriers. I think even just
>
> access to education, even getting to the application stage, I think there are so
>
> many barriers. I think that academia in higher ed is not for mothers. I mean it just
>
> is not built in that way and they make it very difficult to be a mom and raise a

family and be a wife and a daughter and a sister and everything else that we are.

It's not a very good environment for that.

Furthermore, she added,

So yeah, I think that there are barriers and they are significant. I think that

anytime a Hispanic woman is interviewing and looks different than the typical

White man in a suit, I think there are biases there and there are barriers that are

going to be in place. If we look different, speak differently or if we behave

differently and academia very much likes the status quo.

Participant 6 also shared that the area she lives is mostly Hispanics, however

executive positions are mostly held by White men. She added,

I think that they do. I guess I'm thinking of the previous institution I worked with

as well as the institution I work with now. Like I said, we live in an area that's

90% Latino/Hispanic, and yet most of the executive positions are held by White

men or they're held by men that are not from the area. Or they're held by men, not

women. We don't necessarily see that diversity in our administration.

P8 also added,

I believe that we do face barriers. The challenge is that 20 years ago the barriers

were obvious. It was really very overt that you wouldn't select a Hispanic person.

Now they are not that obvious, they are now more hidden, and they have to do

with let's say there is a pool because they want diversity and there is a person that

is Latina/Hispanic but that person may not be necessarily a viable candidate. That

person may be a token candidate.

Participant nine said that a barrier we face is that as Hispanics; we continue to be the caretakers of our families. She added, "So I think one barrier as a female, and again, this sounds so gender and even as I say it is that sometimes we're the caretakers for our families, not only our immediate families, our extended families". P11 also stated,

I think anyone who's not in the majority does experience some barriers, and the people who are judging you don't know you and they may have their own predetermined descriptions of what you can do, and what you are like. Oftentimes, you're put in the pool of candidates for whatever reason because you are a minority.

Furthermore, P12 stated,

I do think they experience barriers. I think that there are narratives out there that you can either bring a qualified candidate or a diverse candidate and it's a very pejorative way to look at searches. To think that in order to get somebody who comes from a non-dominant background, that they're not going to have the relevant experience, or passion or dedication that's necessary. I think that's how some search committees frame it as a means of diminishing the qualifications of bringing in diverse candidates; that the diverse candidates are not good enough.

Lastly P13 said,

I can see one barrier being responsibility to family. Latinas, Hispanic women, we know that we can balance the expectations and the needs of our families with the demands of executive positions. But people assume if you are a caretaker you can't manage both.

Furthermore, the participant stated,

> I think the other challenge would be the assumption that we are raised to be more
> subservient might not align well with what they think as a leader, but when they
> don't understand is I just approach my leadership differently.

> Another barrier that seven of the participants shared is age. P1 stated, I think my
age has also been a really big hurdle. So that has also proved to be challenging where I've
had people say well your too young". P2 also stated,

> I had a very confrontational situation where I denied a professor the opportunity
> to do a project where she had received a stipend. And she questioned what my
> education was and asked how old are you anyways? But I told him, how dare you
> question my skillset.

P4 also added,

> I think my age has become more salient for me because I'm young, so I'm fairly
> young to be in my position. I'm always the youngest person around the table. And
> so I think that those three intersections of my age, gender, and race have made
> people feel threatened by me in a lot of ways.

P6 also added, "I would say it's because of my age. They see me as being very young".
P10 stated,

> I think sometimes like with barriers that I had overcome with being the only
> woman in the room with my current position, I'm like one of three woman, but I'm
> the youngest one there, and the only woman of color, the only Latina.

Lastly P13 stated,

>So I think there are times when people have made assumptions about me that were incorrect. For a long time not anymore but for a long time, I looked younger than I was, so people assumed, Oh, she's young, make her take the notes. She's the only young woman in the room.

An additional barrier mentioned by nine of the participants is that academia is very individualistic and traditional in its ways. P5 stated, "a barrier is that academia is very traditional and there are very traditional paths and those don't vary. Those don't align very well with our culture". P1 also added,

>So I think that's one of the biggest hurdles is the fact that we're still very traditional in the tier one institutions of going through the professoriate. I think that maybe as more and more emphasis is placed in the student affairs space and recognition of the value around supporting students' wellness and mental health and accommodations, then that might begin to change.

P4 also stated, "I think higher education breeds' individualism". P9 stated, "So I think coming into higher administration and into understanding how the culture of higher ed operates, it's very much about calling attention to yourself, tooting your own horn, if you will".

Part of research question number three asked participants on what they attribute to the limited numbers of Hispanic women working in leadership positions in predominantly Caucasian doctoral institutions and the following is what the participants stated: P1, Oh, that this is not a career that anybody understands in the Latino

community. Furthermore, she added,

> I think one of the big challenges is that it's hard to explain what we do because
> many of the institutions that particularly if we have parents that were born outside
> the United States, they don't have this kind of person.

P2 added, "We prolong going and getting our education and we prolong employment or moving up until like our kids are raised". Furthermore, she stated,

> We are also not completing our degrees or not completing the degrees required of
> these positions. But I think, again, going back to what I said, we're not completing
> those degrees because we're putting everybody else before ourselves. I think
> geography has a lot to do with it. When I think of teachers that I had from high
> school through university who were Hispanic, it's a very limited number. So if
> you don't see people like you in leadership positions, it's going to be hard to
> believe that you can yourself be in those positions. It is a very limited number
> who represent people who look like us.

> Participant 3 also mentioned that the lack of educational attainment and lack of

mentors plays a role in the limited numbers of Hispanic women in higher education leadership. She added,

> Well, first it's a question of pipeline. I think it's still only about 4% of Latinos
> have doctoral degrees. So I think we really do have to work on encouraging
> people first to get the degrees on the financial assistance that could help people
> with those degrees, on the mentorship that's needed.

Furthermore, P4 stated,

I mean there are so many levels. We can go as early as kind of K-12 education

and public funding and access to education. Within higher education you need to

have some privilege. You need to have some educational privilege; you need to be

able to go to college. And so I think, we can start in all those ways, but if I'm kind

of moving from just thinking about professionally because there's all the barriers

even getting through in to college I think about the lack of representation, the

micro aggressions, outright racism, sexism. I think about isolation. I think about

the unpaid labor, and so all of a sudden I'm the financial aid counselor, then

counseling center director. I'm the advisor to every Latinx student here and not

like in title, but it's the unpaid labor stuff". But I do think that there are the

personal barriers, the cultural barriers and the professional barriers.

One of the participants also shared that academia is very traditional and there

seems to be only one path to attain higher roles. P5 stated,

I think just that they are very traditional. There is one way to educate a person.

There is one way to achieve tenure. There is one way to be an administrator. I

think we need to rethink how we look at masters and PhD programs.

P6 also said, "I think a lot of it has to do with family. Like I said I think that our

background has taught us that family comes first no matter what". P7 also stated,

A lot of Latinas do not want to leave the kids and the family and actually go to

graduate school. A lot of women don't want to have to choose between a family

and graduate school and the ones that can do it and are able to balance those two.

There's very few of us, there's very, very few of us.

P8 added,

> There are multiple issues; one of them is really the notion that they can't do the
> job. A lot of Latinas feel insecure, and we all have a little bit of that imposter
> syndrome, within ourselves. So it's sort of really seeing ourselves in those
> positions. There are very few role models, so it's important that we see ourselves
> in those positions. Second, Latina women in my experience because they are
> outsiders to begin with, they don't ask for help in preparing for a job search
> compared to White women.

P9 also said,

> I think they're just not asked. I think we need to ask them, are you interested? If
> you are then helping them carve a pathway to get there. Ask them, are you
> looking at doing this in two years, three years, four years? Do you understand
> what the commitment is? Can I set up a mentor at another institution even, to help
> you do this kind of work or make the switch? So you go in with eyes wide open.

Furthermore, P10 stated,

> I think it just goes back to like gender stereotyping and gender discrimination. If
> you think about universities in general, there's not a lot of women in general in
> these positions and if there are women, they're going to go with White women
> rather than women of color. Also, although we are the fastest growing population
> in the states because we are going to be the majority population in the next couple
> of years, I think that people don't understand that we can do the job just as well as
> our White women counterparts or maybe even better. And if you think about the

way that we are paid, White women still make more money than Latina and Latinx women, Black women and Asian women. So I think gender stereotyping and the gender pay gap still play a role in Latinas getting these positions and when you think about it, the university president and vice president of student affairs, even provost are still historically White, older men.

Participant 11 also mentioned the importance of Latinas being connected and the importance of having a mentor. She added,

The Hispanic women I've seen successful always had some network, they connected. There was always a lot of experience and some of it was through good mentoring. Where my own president she created her own networks of support and validation and that gave her sort of a heads up on how to navigate the system. You have to really look for a lot of different outside support because the majority is not likely to view you as a typical candidate.

Lastly P13 stated,

I think in people's mind, their vision of a leader is not a Latina. I don't think they see us as leaders. They see us as a team members and people who are there to serve the team and support the team, but they don't see us as leaders because their vision for what a leader could be is very narrow. So I think that's why. Also, such a small percentage of us have earned doctorates and in doctoral granting institutions especially.

Table 6 presents participants responses when asked if they believe that Hispanic women experience barriers in the selection process for higher education executive

positions. If so, what are the types of barriers they face and how significant are they. It was a unanimous (100%) sentiment that Hispanic/Latina women face barriers when trying to ascend into leadership roles in higher education and all 13 participants (100%) added that the greatest barrier is that family is central to the culture. A great majority (69%) of participants also shared that academia is very individualistic and this is also a barrier that holds them from progressing in their careers given many of them identify as collectivist and the differences in mentalities hinders the consideration and progression of their succession. Seven of the 13 participants (53%) also mentioned that their age becomes a barrier due to many hiring leaders making comments on how young they look and having the perception that they may not be experienced to lead. Two participants (15%) also added that academia is very traditional, and this does contribute to the lack of opportunities given to Hispanic/Latinas. When participants were asked about the reasons they believe for the limited numbers of Hispanic/Latinas in higher education, they stated that there are many reasons that contribute to them and four participants (30%) mentioned that those include Hispanic/Latinas not completing their degrees, cultural barriers, and upper leadership being mostly led by men. Furthermore, three participants (23%) shared that there is a perception that Latinas cannot do the job, they put their family first and hiring individuals have a difficult time seeing Latina's in leadership. Three participants (23%) also added that there is a lack of mentors and one participant (7%) shared that the lack of role models and gender stereotypes still exist today that hinder their ascension.

Table 6

Themes from RQ 3 Participant Responses

Themes	Frequency	%
Hispanic women face barriers	13	100
Family is central to the culture	13	100
Academia is Individualistic	9	69
Age	7	53
Academia is traditional	2	15
Reasons for limited numbers of Latinas in Higher Ed		
Not completing required degrees	4	30
Cultural barriers	4	30
Upper leadership is mostly men	4	30
We put family before us	3	23
Thinking Latinas can't do the job	3	23
Don't see people like us in leadership	3	23
Lack of mentors	3	23
Gender stereotype	3	23
We prolong getting an education	2	15
We must watch the pipeline and encourage it	2	15
Having a support community is important	2	15
Lack of access to education	2	15
Less of us in college	2	15
We are considered outsiders	2	15
Micro aggressions	2	15
High demands and limited time for family	2	15
Higher ed is very traditional	2	15
Imposter syndrome	2	15
The profession is hard to explain to parents	1	7
We let people go before us	1	7
Don't get promoted because we have a family	1	7
We must train properly	1	7
Must highlight the different ways to have a career	1	7
Lack of role models	1	7
Racism	1	7
Unpaid labor	1	7
Personal barriers	1	7
Professional barriers	1	7
Sexism	1	7
Pressure is high because we represent the race	1	7
First generation	1	7
Latinas don't ask for help	1	7
Latinas are not asked to lead	1	7
Gender discrimination	1	7
Latinas being underpaid	1	7

Research Question 4

The fourth question of this study asked participants if they believe that being of Hispanic origin versus foreign born plays a role in women experiencing barriers in the selection process for executive positions. If so, are the types of barriers they face similar and are they equally significant. Seven of the participants stated that being from Hispanic origin versus foreign born does play a role in the selection process for executive positions. Eight of the participants stated that the barriers they face are not similar and that foreign born experience greater barriers (see Table 7). P1 stated,

I want to believe that in some sense we're clumped together during the selection process. I think foreign born people from Latin American countries and USA born Latino or Hispanics I think were clomped in the same group. I don't think that they take time to separate us that much because there's not that many of us frankly. And so I think that they don't have the luxury to say, here's our Black pool, here's our Latino US foreign born, here's our Latino from Latin America. I just don't think that they can separate it. And I think that the issues are going to be one in the same more than anything. I think the added layer might be understanding the system, and I think that plays a role anywhere. Furthermore, she stated, so if they attended college outside the United States, I imagine that as someone who attended college in the United States, I would have an advantage. I think if the person needs a visa, I imagine that plays a significant role, they're going to want to hire someone who's local as opposed to someone who's international because the visa issues are very complicated in the current

administration.

Participant number two shared that she doesn't believe the barriers are different. However, when she thought about the experiences of her DACA students, she felt those who are foreign born might experience greater challenges. She added,

I don't think the barriers are any different. Actually, when I think of my DACA students, the students that have their deferred action through childhood arrival, they obviously have tremendous barriers, partisanship affecting anything that they do from driving to going to school. I have students who don't even know that they don't have a social security number until they get ready to do their college application. Getting a career for them is a huge barrier because of work permits and so their citizenship and its all because of their status.

P3 also added, "I think it's how different you appear to your screening committee, to your employer. And perhaps someone who's foreign born is going to appear more different".

Participant number four shared that she does feel that those who are foreign born are seen as smarter at times. She added,

Whether it's use of English or age or credentials, those sorts of things. I think it's probably more complicated than I even can think about because like I said, I'm bread as USA born. So I think that I probably don't even think about that as much as I should. But I do think that sometimes I feel like foreign born Latinas are, I don't know, viewed as smarter sometimes. Maybe it's because all the ones that I know have been much older than I am, but that happened.

P5 also said,

I think that anybody that's going to be foreign born, like I said earlier in the interview, all of that I think plays into biases. Certainly any accents, any of that I think in interviews is unfortunately going to play into how people are perceived. And I guess depending on the level of ignorance on the hiring committee; I think that yes, being foreign born that's going to be a disadvantage. I think absolutely.

Participant number six believes it is not necessarily about being born in another country. She stated,

No. Again, I don't think it necessarily has to do with foreign born versus not foreign born. And I guess at least not in the institution I'm in because for example, one of our deans is foreign born but doesn't have an accent and she was trained in a Hispanic country. So I think at least in our institution we are somewhat diverse, but I would like to see more Latinas.

P7 also added, "I imagine it would be more difficult because there's a cultural element there that they might not understand or that other applicants might have the edge in". P8 added, "What I could tell you is that European accents are sexier and more acceptable. To have a Latino accent is less sexy, but I don't have any proof that it makes a difference". P9 also added,

I'm trying to think of examples. I think being foreign born certainly raises questions about visas and all of that. Whether the university would need to sponsor you as an employee, but I think often its experience, fit for the position. I just think they're not really getting to that point of being considered.

Participant 10 believes that those who are foreign born experience greater

barriers. She added,

I think foreign born Latina women tend to have it harder than American born

Latinas. I think because people see them as different and or as a foreigner and not

being born here. I think for USA born Latinas it is hard too because again, you're

still a minority and people think of you as foreigner although you are born here.

And I think it's also because there aren't a lot of us in these positions, not a lot of

us as faculty and not a lot of us in these leadership positions. People just have

stereotypes of who we are and what we do. I think also, people are afraid of

women of color in leadership positions because they think we are threatening or

we are the ones that are going to always be emotional, they think we are always

going to cause issues. A lot of people think of Latinas as always being fiery,

rather than thinking that we are calculated in what we are doing and we

understand what is required and we know how to run these businesses but it is

these stereotypes that hold us and stop us from getting to the top.

Furthermore, P11 also shared that an individual's stereotypes do play a role in

how those Latinas are perceived. She also added,

Being Hispanic woman, what's the difference? You have a certain type of

whatever stereotypes are associated with being Hispanic will go with you and

maybe fewer stereotypes are thought off immediately by the people searching for

candidate in any executive search. So are there more of those other foreign born

people in positions of power already than Hispanic women? I think slightly. I

always remember one of the National Foundations it was all men of color and no

women for many years. So, the joke was that first it's a White male, then it's

every color in the rainbow for males and then, White women. Then the last ones

who are coming into the play are women of color.

Participant 12 also added that sponsoring an individual who is foreign born would

be a barrier for those who would want to join an institution. She stated,

In my experience, I haven't had enough of those types of candidates to really have

a lot of insights. But I would imagine that it would be one that would be

incredibly challenging if it weren't a priority for our particular college budget to

sponsor an international candidate to come in, that would be a barrier.

Lastly P13 added,

So I think the challenges that they face tend to be about the value of the

institutions where they got their previous degree, even if their advanced degrees

are from research one doctoral granting institutions in the USA. I think that some

inappropriate value judgments are made about the types of institutions they've

attended previously.

As part of question number four, participants were asked if they have experienced

any barriers in in their career and if they think those barriers were related to their

ethnicity. Eleven of the participants stated that they have faced barriers and eight stated

they believe it was due to their ethnicity. P1 stated, "The barrier has really been with a

doctorate, which as I mentioned before, I haven't been granted phone interviews for Jobs

I've applied for that I feel I was qualified for because I didn't have the doctorate". P2 also

stated,

I think my barriers were more so being a woman than they were at my ethnicity. I

think my age played part of it. I had an administrator tell me once, you know,

maybe if you could just not wear so much makeup and just be more plain Jane.

P3 stated,

Well, as I mentioned earlier that starting as a teacher, there were a lot of prejudice

and bias towards the Latinos in that community. And, so of course that's going to

impact if I get put on a committee and then not getting put on a committee means

you're not in the position to network with someone else. So I do think that there

are issues. I also think because I am a woman and I did have a family that had to

be balanced with going to school and working.

Participant 4 shared her experiences as someone who is foreign born and stated,

So as someone who comes from a Spanish speaking country, I would say more

because there's so few Latinas in higher education, but it's more based on my

race than my ethnicity. But, I think I identify with a lot of the common struggles

of Latinas broadly. In terms of, again, the micro aggressions, I often say like you

have to hit a home run to sustain the game. Like a base hit is not good enough.

Furthermore she added, "I feel like I faced some barriers in terms of people not

understanding my culture, my closeness with my family or like my responsibilities with

my family". P8 also added,

Like everybody, I have experienced barriers. The problem and challenges were

that the men did not necessarily want to report to a Latina. Deans were not

comfortable reporting to a Latina woman, they were not comfortable with that

until I proved that I could be reasonable and I would work and support their

efforts.

P9 also said,

I think there are barriers. I think that having a seat at the table is probably my

bigger challenge. And I find that Latinas, African American and women, we tend

to operate at that level, with the assistant, the associate that we're not the full;

we're not the leader.

Lastly, P10 also added,

I think for barriers, when I think of my experience, I think I have been privileged

because I can pass as White. Sometimes people think I'm very racially

ambiguous, so when they see me, before they even hear me say my name, they

think that I'm White. So I'm able to have that privilege and I can navigate White

spaces a little bit more, easier than maybe some of my fellow Latinas. But I think

sometimes like with barriers that I had overcome with being the only woman in

the room with my current position, I'm like one of three woman, but I'm the

youngest one there, and the only woman of color, the only Latina. So I think those

barriers are having to really claw your way to the top and make people know you

and understand your needs. You have to have better relationships with people. I

think that some White men and some White women don't have to work as hard as

some Latina women do because we are trying to break down the stereotype that

we are not as threatening and that we are as smart as our peers or just as capable.

Table 7 presents participants responses when asked if they believe that being of Hispanic origin versus foreign born plays a role in women experiencing barriers in the selection process for executive positions. If so, are the types of barriers they face similar and equally significant. Eleven of the 13 participants (84%) shared that they have experienced barriers and a great majority of the participants (61%) stated that they believe foreign born experience greater barriers. Seven participants (53%) shared that being of Hispanic origin versus foreign born does play a role and eight participants (61%) mentioned that the barriers would not be similar because some of those barriers include getting visas, and most likely having attended college outside of the United States, which would present other challenges. Many of the participants (61%) believe that the barriers they face are related to their ethnicity. Four of the 13 participants (30%) also believe that barriers they face are similar and equally significant and three of the participants (23%) believe that being of Hispanic origin versus foreign born doesn't play a role when being considered for ascension. One of the participants (7%) shared that everyone is clustered in the same group and hiring individuals wouldn't even know the differences individuals would bring if they were foreign born versus born in the United States unless they have an accent.

Table 7

Themes from RQ4 Participant Responses

Themes	Frequency	%
Have experienced barriers	11	84
Foreign born experience greater barriers	8	61
Barriers they face are not similar	8	61
Barriers related to ethnicity	8	61
Hispanic origin vs. foreign born plays a role	7	53
Barriers they face are similar	4	30
Barriers they face are equally significant	4	30
Hispanic origin vs. foreign born doesn't play a role	3	23
We are clustered in the same group	1	7

Research Question 5

The fifth question asked participants if they believe that organizational culture affects Hispanic women who serve in executive higher education positions and if so, how does organizational culture impact Hispanic higher executive women and how significant is it. All 13 participants stated that organizational culture does impact Hispanic women who serve in executive higher education positions and nine of them shared that they do believe that the impact is significant (see Table 8). Participants also shared the following: P1 stated,

> So there are a few things that I can think off. So number one is just what do people look like at the top? If you see no one that looks like you, you know that you're up for some challenges, those challenges may be tied to your gender. They may be tied to your ethnic background. But it is a challenge, because one of the things that I've faced here is people's lack of understanding or knowledge or desire to have knowledge about the Latino culture.

Furthermore, she added "I think there's significance really is tied to how much our

identity matters to each of us and how closely we identify to it".

Participant 2 shared that culture does matter and stated,

Definitely; you are in a position where you feel as if only men or only White men

can make good decisions for higher ed and make financially sounded decisions.

And yes culture does matter based on what you see. I think also when you have a

culture, an organizational culture that is not aware, understanding what diversity

means, what inclusion means. It does box out everything other than the White

male mold. So whether it's sexuality, whether it is Hispanic origin, you have

individuals who are very Black and White in their thought patterns and don't

allow for diversity, growth and change and so when you see that, it affects

everything.

Furthermore, P3 added,

I think all cultures are partly responsible for the success or failure of its

participants. A culture can be open a culture can be closed. So if a culture is open

to learning, so it's a learning organization, oh, that's a new idea, let's learn some

more about it. Versus like, no, we don't share information. No, we're not going to

try anything different. I think that can impact that. So as a Latina, maybe someone

new, a new type to the organization, and the type of person they're not used to

seeing. If the culture is not good at growth, is not good at being open, that person

who's going to have more difficulty being well received, being invited to the table

for conversations, for planning, for being considered for opportunities. So I do

think the culture is very important and I think it has to do with is this a culture

oriented towards growth or is this a culture oriented towards maintenance? And I

think growth cultures are more open to different ideas, different people.

Participant 4 stated that the foundation of higher education has "embedded

whiteness" and stated,

> I definitely think it does. Particularly, I mean, at my institution, there's embedded
>
> whiteness everywhere and it doesn't matter how many people of color we have on
>
> the executive team, it's the foundations of higher education and of this institution
>
> that there's whiteness everywhere, whether it's like walking into a room and all
>
> the portraits are White men".

P5 also said,

> The culture matters I think. And I think also the culture of a university matters. I
>
> think if it an old boys' network and that's how to progress and it's all who you
>
> know and then yeah, then I don't think we're going to stay because we know we'll
>
> never fit in in that way.

Furthermore, the participant added,

> I think culture matters. I think the more diversity that you have on a campus I
>
> think is going to play into a Latina staying and progressing. I think culture plays a
>
> really big role just so that we feel comfortable and that we know that there's a way
>
> forward and yeah, we're probably not going to be president of a university. And
>
> maybe not even maybe provost, maybe. But maybe there's actually a shot at being
>
> a vice president one day in the future. I think we need to know that that's possible

and we need to hear it.

Participant 6 also shared that many times Hispanic women have to work twice as hard to get to where they want and she added,

I think it's pretty significant having talked to other Latinas that are in executive positions at different institutions. Like I said, I think that a lot of us do face that struggle of we were taught in our culture that we take care of our families, that we have children, that we get married.

Furthermore, she stated,

And I think a lot of us feel torn, especially those of us in leadership positions. Because I think sometimes we have to work twice as hard to get where we are. And if we want to be wonder woman and we want to do everything and we want to be the perfect wife and the perfect mother and something has to give eventually.

P8 also added, "I think it does but I think it depends. So I think it really depends on the institution. I think the issue is very connected to a setting". P9 also added,

I mean, definitely, we all have culture and we all operate under different cultures. So Latina, as an immigrant, as a first generation college goer, I mean, all of those are cultures that guide me and impact my worldview. I think it's the same for institutions. Institutions have cultures. Departments, academic departments have cultures, colleges have cultures. And I think as an immigrant who often felt as an outsider sort of looking in, I think it made me much more attuned to different cultures. And so to me that's been an advantage.

In addition, she stated,

> So another sort of little suggestion I guess I would make in terms of
> organizational culture is that to me it's very advantageous to be a faculty member
> with tenure as an administrator. And part of that is that I have the protection of
> tenure to be outspoken. So if the president doesn't like what I say or the vice
> provost or the provost, they decide we don't want me to be in my position
> anymore. It's like, all right, I'll go back to my academic office and I'll teach and I
> can be active in other ways. Without tenure, I wouldn't be able to take those risks.
> So I think that's really, really important in this.

Participant 10 also added that she believes Latinas leave higher education because of indigent culture. She added,

> I think it's very, very significant. If your leadership is not socially conscious or
> have any cultural understanding of their staff, especially with Latinx folks and
> lack understanding especially given the political vernacular around Latinx people
> and undocumented people. Yes, I think people leave these jobs in higher ed,
> especially Latinas, if their leadership does not understand their experience and
> doesn't understand that it's very hard to be the only Latina in the room and the
> only Latina in the office, I think people leave because of poor organizational
> culture. It gets very toxic when you have people that you were reporting to that
> don't understand your experience as a person of color. Especially right now
> politically, I think it hurts the work culture and makes people leave when no one
> ends up investing in your personal growth or understanding that for me to get my

cultural affirmation, I need to have this around me.

Participant 11 shared organizations that favor collaboration will benefit from having a Latina in their organization. She added, "Some organizational cultures, if you value collaboration will favor Hispanic women. Those who value more competition or aggression will see Hispanic women as not having those traits, even if they do". P12 also stated,

I think that culture is incredibly significant. Whether it's the customs, the

traditions, the celebrations, I have worked at institutions that I think we're

learning on how to support Latino students and not just during the Hispanic

heritage month. I think that is something that's still exists today, and in those same

institutions, the numbers of Latino students were considerably higher than the

numbers of faculty and staff in positions of authority, and with faculty too,

because you look at the numbers of adjuncts versus those of even tenure or tenure

track and the demographics are not always there. There is lack of people of color,

Latinas in those roles, so I think the culture matters.

Lastly P13 stated,

This institution is very large and it's a much more traditional culture than my last

institution, but it was also a very young institution. They were willing to take risks

and they were always willing to try things and I really liked that culture. Whereas

this culture is very traditional and they're resistant, they're resistant to change and

they don't want to try things. And so what I found I have to do is, I have to bring

things up more often and say, we're not considering this, we're leaving out these

perspectives.

Part of question five also asked participants if they are aware of other Hispanic women holding leadership positions in other departments and one of them stated that she is not aware of any other Latinas in leadership roles. Two stated they know a few and three stated they know of two other Latinas. Seven of the participants stated that they know of one other Latina in a leadership position in other departments. P5 said, "only one other Latina in a leadership position". Furthermore, she added: "So there's very, very, very few of us. And so then when you look into leadership, that's almost unheard of". P12 also stated, "I kind of think that we are top heavy, we have a lot of vice presidents, associate vice presidents, deans, and assistant deans. But probably I would estimate, in 30 senior level people, there is one other Latina". Three other participants stated they know of a couple of Latinas in leadership roles and two more stated they know of a few in those roles. P6 added, "I do know a few Latinas. For example, one of them worked with me at my previous institution and she was a director there and she transitioned into a Dean position at another department in our university". P13 also added, "At my college, there's very few". Furthermore, she stated,

> And there was a time when we had quite a bit of diversity. So when I was on that council and my counterpart who had been my supervisor and my mentor, when we were on that council, there was a lot of Latino representation. Then when we moved on it wasn't it's almost like we're there and if one of us leaves, then it completely changes the makeup of this really important governing body. So I think given the number of Hispanic Serving Institutions that we have within our

system, we don't have enough Latina leaders in a high level leadership positions.

Table 8 presents participants responses when asked if they believe that organizational culture affects Hispanic women who serve in executive higher education positions and if so, how does organizational culture impact Hispanic higher executive women and how significant it is. All participants (100%) believe that organizational culture affects Hispanic women and most (69%) believe that it is significant. Nine of the participants (69%) stated that they believe organizational culture impacts are due to leadership being mostly White men and (53%) believe its also due to having a lack of Latina/Hispanic representation in leadership roles. Six participants (46%) believe it is due to having closed cultures that do not allow opportunities for diversity and a lack of desire to learn about the Hispanic/Latino culture. When participants where asked about having awareness of other Hispanic/Latina women holding leadership roles in other departments, 12 of them (92%) stated that they know of another Latina/Hispanic who holds a leadership role. However, a great majority shared that they only know of one other Latina/Hispanic holding a leadership position within higher education.

Table 8

Themes from RQ5 Participant Responses

Themes	Frequency	%
Org culture affects Hispanic women	13	100
Significant	9	69
Org Culture impacts as follow		
Leadership is mostly White men	9	69
Lack of Latina representation in leadership roles	7	53
Closed Cultures = no opportunity for diversity	6	46
No desire to learn about the Latino culture	5	38
Awareness of other Hispanic women holding leadership roles		
Yes	12	92
No	1	7

Research Question 6

The sixth question asked participants if they believe that being of Hispanic origin versus foreign born play a role in women experiencing organizational culture impact in higher education positions. If so, is the organizational culture impact they face similar and is it equally significant. Eight of the participants stated that they believe being foreign born plays a role, two of them believe it does not play a role in women experiencing organizational culture and two of the participants believe that it is all depending on how different you are perceived to be. One of the participants shared that she doesn't have enough experience with foreign born individuals to be able to have a say one way or the other. Eight of the participants also shared that the impact is not similar and six of the participants stated that they believe the impact is significant (see Table 9). The following is what participants stated: P1 said,

I think coming into an organization as a foreign born is always difficult. Coming into a USA organization. Just our values, our focus on work in a way that is not

common anywhere else around the world I think makes it very, very challenging

for someone who's foreign born. I think that is a little different if you were born in

the US as a Latina because we've grown up in that culture and so we understand

the quote on quote grind of the American system and even if we don't agree with

the values, we know that's just how it is in this country.

P3 also added,

I think it's, it's just people's comfort with something that is different than what

they know. And so to the extent that someone seems very different than the

culture or the person they're dealing with, I think that might be harder for some

individuals. Some people will not have a problem with that at all and they're great

adapting to someone different. But for those who have more difficulty, it can be a

problem. I think, there's the individual level and then there is the systemic level

and it is at that level that I think we can do a lot of work in terms of things like

training of individuals, training of search committees.

P4 also added, "I do think we probably experience it differently and I don't know if I

would call it equally significant or different, but yeah, I do think that it matters". P5 also

stated, "Oh, I think it would be different for me versus somebody that's foreign born. I

think that the culture is different because it's what you're raised in". P6 also added,

"I don't think it necessarily has to do with foreign born versus not foreign born. I think

sometimes it has to do more with I think accents, like I said; I think phenotype has a lot to

do with it too. P7 also stated, "I would be shocked if you found a large number of foreign

born leaders in a community college or in a university. I have never seen a foreign born

in leadership. I think that is going to be just as hard as finding a Latina". P8 also added,

> I think it is easier for those who are born here than for those who are foreign born.
>
> They do understand the system very well and for example myself, I had to learn a
>
> system and I think they understand it better.

P9 also added,

> One of the other Latinas and I are both foreign born. I mean in some levels, we
>
> are not in the presidents' suite. But again, I don't know. The other Latina is a good
>
> example because she has been here for over 30 years. She really rose up the ranks
>
> and has led this and she is very much an advocate for Latino students. She's raised
>
> millions of dollars to help for scholarships for students. Has a partnership with
>
> every organization in this area that engages with Hispanic students and really does
>
> an amazing job. But she's pretty marginalized. She's really, I think much better
>
> recognized in the community than she is in the institution.

P10 said,

> I think it does play a role. I think for foreign born Latinas and working folks, I
>
> think it's harder, like I said before, people just see them as different, the
>
> foreigners and strangers. I also think that if they have an accent they won't be
>
> taken as seriously as a USA born Latina who doesn't have an accent or who is
>
> more assimilated to a White culture.

P11 also stated,

> Yes, definitely. People have their own perceptions depending on the country you
> come from. Whether the perceptions are minor, it depends. We have people from
> Poland, Ireland, England, and so the perceptions that people have of them may not
> have as many stereotypes or they may not be as aware of any stereotypes.
> Whereas there are more Hispanic stereotypes out there and people of color or
> being African and that may have an impact on how they perceive you and how
> you can affect the organizational culture.

Furthermore, P12 added,

> I would say that it is similar and equally significant. Even if Latinas grew up in
> another culture and they experienced privilege in those realms, I think that when
> they get here they get embedded into our systems. Maybe this is the first time that
> they are not in a dominant position that they're going to likely experience the
> same issues that I had been experiencing in my time here. And sad to say there are
> probably people who would not even recognize the difference between Latina and
> that was foreign born versus one that was born in this country. So my guess is that
> they would look at us all the same and not even recognize that there are
> differences.

> Participant number 13 advised that it would be different for those individuals who
did their education starting from kindergarten since you would understand the norms and
systems in the United States. She added,

> I think it's different because if you were born here and you went through the K-12

system or that level of schooling and then you went through the university

systems for your bachelor's and your advanced degrees, you understand a little bit

about the norms of our educational systems in the USA and I know that can be

very different other places. And so I think sometimes foreign born Latinas may

find the organizational culture confusing or hard to understand the way that things

are done. And, in higher education, we use a lot of acronyms to refer to things and

I think it's definitely set up based on more individualistic cultures versus

collectivist cultures and it's very competitive.

As part of question number six, participants were also asked what would be the

challenges that Hispanic women face who aspire to lead in institutions like the one they

are currently leading. P1 stated,

So tier one institutions are going to want people that have gone through the

faculty track level for senior leadership position. I don't foresee that changing in

tier one institutions, public or private for a very long time. That said we are going

to be facing a shortage of administrators. So I think that might change, but I think

that's one of the biggest hurdles is that you have to go through the traditional

academy. In most cases to have a senior leadership position, almost everyone I've

worked with here in a senior leadership role teaches and or has taught. And so I

think that is a tremendous hurdle because you are asking people to go through the

tenure process when tenure positions are dwindling and it's more adjunct positions

across the industry.

Participant 2 also shared that the lack of role models is a challenge for Latinas.

She stated,

> I think role models is one. We don't have them. A lot of times that's a huge weight
>
> that I carry, because I want to be able to go speak at the schools or if they ask to
>
> speak at different companies, or to go into classrooms. I feel it's very important
>
> that I stand there and I let them know that it can be done.

P3 also stated,

> Oh man, you know, even though we don't say it, sometimes that's just an
>
> unconscious bias that we have about who should be in and who looks like they are
>
> in authority. Taller people, they must be leaders instead of shorter people and men
>
> versus women. So I think those unconscious biases still exist. I think that it just
>
> depends on how traditional your own upbringing has been because if you have an
>
> upbringing that says, hey I want to have a family and I want to dedicate myself to
>
> my family, to a meaningful degree that can be a barrier. But that's true for men
>
> and women who hold that opinion, at least for themselves.

P4 also added,

> Yeah, the challenges. It's so many, so many. Like I said, it's everything from the
>
> blatant racism to the implicit bias to the unpaid labor, to having to think about
>
> what you say, what you wear, where you show up, where you don't show up. How
>
> you just by virtue of your identity, everything becomes very political.

P5 also added,

> Mentorship and lack thereof of mentors that look like you and have similar
>
> experiences. I would love to have a mentor that has had similar experiences as

me, but it's probably not going to happen. So I think that not just mentorship, but

sponsorship.

Furthermore, she stated,

Also Latina or Hispanic women are often put in right away with culturally related

service. And that's it. Like, Oh great, well you can be on the diversity committee,

you can lead this student group of all of the underrepresented minority students

that we have here or things like that. And those are very important roles. I play

those roles. I have played those roles in the past, but it's often that, that's it. That's

all we're considered for.

P6 also stated, "You have to have a very strong personality. The cultural background has

a big effect on whether you can advance or not because if you don't speak up for yourself,

nobody's going to speak up for you". P7 also stated, "I think the barriers, if anything is

just the common barrier of being in leadership. I don't feel like it has anything to do with

cultural barriers". P8 also added,

I think again this is true for women and especially for Hispanic women; you have

to have solid credentials. In order to have credibility and be a viable candidate for

a position, you have to have solid credentials, educational background and

experience. And be able to really document in very solid ways how you can

contribute to that institution. So I think the bar is higher for women like me than

for other people.

P9 also added, "So I think being considered for those positions. Being visible enough and

letting sort of upper administration know that you have the skill set and capacity to do

that, and also just thinking big. P10 also added,

> I think being where I am plays a role because this state is sometimes behind on
> where major cities are, especially when trying to attract diverse talent because
> people are going to go wherever they see themselves. In this area, you are not
> going to see a lot of diverse folks specially Latinx.

P11 also added,

> If they don't have a history at that institution (are internal candidates for the
> administrative positions) they have to develop a support network in higher
> education that is connected to the institution in question – this is a lot of work and
> is needed so that whoever is in charge of the job search immediately gets
> validation from the local people in higher education.

P12 also said,

> I think there are a variety of challenges. In some ways, I think we want to make
> all these changes so that we can help. However, if we make huge changes right
> off the bat, I'm not going to be here very long for me to see the long term change.
> So, that's problematic potentially. Without a doubt, the burden of always being the
> voice to speak up and speak out on the racist things that may come up, and then
> deciding, is today the day that I bring it up? And go okay, so here we go.

Lastly P13 added,

> I would say the challenges are being able to be your authentic self as a leader.
> Having people understand how your culture is a strength and an asset in your
> leadership. Having people see you as more than somebody who is just a helper or

a server or a support person and having your voice be heard.

Table 9 presents participant's responses when asked if they believe that being of Hispanic origin versus foreign born play a role in women experiencing organizational culture impact in higher education positions. If so, is the organizational culture impact they face similar and is it equally significant. Eight of the 13 participants (61%) believe that being of Hispanic origin versus foreign born plays a role in women experiencing organizational culture impact in higher education positions. They also believe that the impact is not similar and (46%) believe that foreign born experience greater barriers. Six of the participants (46%) also believe organizational culture impact in higher education positions is significant. A couple of the participants (15%) stated that they believe that being of Hispanic origin versus foreign born doesn't play a role and the impact is similar. In addition, two participants (15%) mentioned that it all depends on how different one appears to others. Participants were also asked regarding the challenges Hispanic women face that aspire to lead in similar institutions and three of them (23%) stated that there is lack of role models. A couple of them (15%) also added that there is lack of mentors and sponsorship. Furthermore, participants provided 22 other reasons and some of them (15%) include that there are still biases towards women, unconscious biases are real and does happen and racism still exist and is experienced by many Hispanics/Latinos.

Table 9

Themes from RQ6 Participant Responses

Themes	Frequency	%
Hispanic origin vs foreign born plays a role	8	61
Impact is not similar	8	61
Significant	6	46
Foreign born experience greater barriers	6	46
Hispanic origin vs foreign born doesn't play a role	2	15
Depends on how different you are perceived to be	2	15
Impact is similar	2	15
Challenges Hispanic women face who aspire to lead in similar institutions		
Lack of role models	3	23
Lack of mentors	2	15
Lack of sponsorship	2	15
There is still bias towards women	2	15
Unconscious bias still exist	2	15
Imposter syndrome	2	15
Racism	2	15
Consider the state/area and how open to diversity	2	15
Tier 1 would want experience in the faculty track	1	7
Must have experience in teaching	1	7
Tier 1 institutions are very traditional	1	7
Lack of promotions	1	7
Lack of support for Latinas	1	7
If you have a family you may not get promoted	1	7
Implicit bias	1	7
Unpaid labor	1	7
Virtue of your identity	1	7
Micro aggressions	1	7
Latinas are placed to do culturally related services	1	7
Must have a strong personality	1	7
Internal challenges (must do community work)	1	7
Higher ed is led by White men	1	7
Must have higher credentials	1	7
Lack of tenure track	1	7
Be your authentic self as a leader	1	7

Supplementary Question

To make sure I had a full understanding of the challenges Hispanic/Latinas face when trying to ascend into leadership roles, a supplementary question was asked of participants asking if there are any questions they feel I should have asked and failed to ask to help me fully understand the experiences Hispanic women face in predominantly Caucasian doctoral granting institutions. Most of the responses varied (see Table 10). However, two of the participant's felt I should ask on how we support each other and how does our own culture hold us back. The following is what participants stated, P1 said, "I think the question you didn't ask is how we support each other. And I think that's really important". P2 also stated, "No, I kind of talked about was just the representation within the institution of seeing others like them". P3 also added, "I really think that ideas about system and how the system could be moved, how the system can be changed, which approximates culture, but there are two different things". P4 also added, "No, I will say that I mentioned it to you that what's been significant for me is working with two other Latinx people". P5 stated, "I don't think so". P6 stated,

> I think that you should ask a question specifically about cultural background maybe and the culture that they grew up in and how that might've been, how they face any adversity within their institutions. Because I think that's come up a lot in my answers, specifically culture and how you're brought up has an effect.

> Participant seven felt that further research should be done for Latinas who are in graduate school. She said, "No, but I think that you might want to look at Latinas experience in graduate school too, because I think that it may shed some light too". P8

also added, "No". P9 also added, "No, I mean I think the only thing would be about mentoring. I really struggled with that". P10 also said, "No, I think you asked all the good questions. I think it's also just based off on an individual's experience". P11 also stated,

> The environmental support that you've had as a child from your family or if you have a lot of your friends with a lot of groups of people, maybe not in your own discipline but who are Hispanic or so that, has more of an impact than the culture of the place you work on and your ability to navigate any system.

P12 also added, "Its important in having somebody that champions us". Lastly P13 stated,

> Maybe you could ask future participants if they felt like in order to be successful they had to give up a part of themselves or they had to hide a part of themselves. A person who I supervised said there were certain parts of herself that she used to hide in higher ed because she thought they weren't valued or they would be considered a deficit. And because I was so authentic in my leadership and I encouraged her to be authentic she felt, that she could bring those to work and she could, be her full self at work. And I think if somebody hasn't been given that opportunity they may feel like they've had to hide parts of themselves in order to be successful in higher Ed.

Table 10 presents a summary of participants responses when asked if there are any questions they feel I should have asked and failed to ask to help me fully understand the experiences Hispanic women face in predominantly Caucasian doctoral granting institutions. All participants (100%) felt that I had done a good job in asking the

questions that were asked to understand the experiences Latinas/Hispanic face when

trying to ascend into leadership roles. However, a couple of them (15%) mentioned that

two questions we could also include are how Latinas/Hispanics support each other and

how their own culture holds them back. Furthermore, ten additional questions were given

to be considered for future studies and help fully understand the challenges

Latinas/Hispanic experience in predominantly Caucasian doctoral granting institutions.

Table 10

Themes from the supplementary question participant responses

Themes	Frequency	%
Questions I should have asked participants		
How do we support each other?	2	15
How our own culture holds us back?	2	15
How the system could be moved and changed?	1	7
How much money we invest training women?	1	7
The impact a community makes?	1	7
How they face adversity within their institution?	1	7
What is Latinas experience in graduate school?	1	7
The difference it makes having a mentor?	1	7
Environmental support you had as a child from family?	1	7
What are the support systems you had in place?	1	7
The importance of having someone that champions us?	1	7
Did you have to give up a part of yourself to be successful?	1	7

Hofstedes Collectivism vs Individualism

Hofstede's cultural dimension theory helped explain how Latina or Hispanic

women experience cultural challenges when competing for higher leadership roles in

higher education and also helped elucidate if organizational culture has an impact on

Hispanic or Latina women who serve in these positions. Participants were asked about

Hofstedes collectivists versus individualistic cultural dimension to gain an understanding

of their upbringing and their mentality towards the world they live and work in.

Therefore, five questions were asked of participants regarding how they identify

themselves, how they would identify their upbringing and also about their previous and

current work environment. Lastly participants were asked if they believe a different in

mentality from an employer to an employer would make an impact in the promotion and

or ascension of the individual.

Question 1. The first question asked was if they identify as a collectivist and or

individualistic and why. Of the 13 participants, one identified as both, another one

identified as individualistic plus, nine identified as collectivist and three identified as

individualistic (see Table 11). P1 stated,

> Individualistic plus. I don't always say I'm putting others before me. I'm not
>
> always thinking about the collective whole of a group. So I think the other pieces
>
> don't tie to me. I would say mostly individualistic from the perspective of myself
>
> and my immediate family, but the extended family comes into play.

P3 stated,

> I identify as both. And perhaps that's just the dualistic nature of existence; we're
>
> not all one thing or combination of things. And so I would say that and it's
>
> reflective in how I work. I really do see myself as both. So I am very much a
>
> collectivist and that I engage the whole group when we're working on things.

> Participant four shared how she believes that higher education is very

individualistic and she has had to adapt to some of those aspects of her career. However,

she also added,

Oh, I would say it's a good question because I've thought a lot about this. I think higher education, as a profession is very individualistic, I think about even like promotion and tenure processes, it's all about me, me, me. What can I do? Like higher education is embedded in individualism. And so I think I've subscribed to some individualistic approaches because of the nature of this work. But I think at my core, and at heart, I am definitely more collectivist.

P6 also stated,

I would say I'm more of a collectivist. The reason for that is because with everything I do at my job, even though I want to advance and I want to do well and I want to get my promotion and succeed, I see myself doing it more because I want the school to succeed in that area because the people in the community need them.

P7 also added,

I would definitely think collectivist. And I think that a large portion of Latinas in higher ed would say the same thing probably because it's never about only us, it's about the group in general and how everybody is doing and it's this sense of helping one another. It's this sense of seeing us as a whole and not as like competing or that you're on your own.

Furthermore, Participant 8 shared how she considers the impact into the whole community. She also said,

Well, I am a collectivist 100%. Because the way I make decisions and the way I approach things is different. I always think of what is the impact for the whole

community. Not for myself or for the person next to me but for the whole. So my

approach has always been very much taking care of the whole and not necessarily

just one individual or me.

P10 also added,

I would say I'm a more of a collectivist. I think individualist is very much an

American idea or American value. I think for people of color, especially Latinx

people, they're more of a collectivist because they think of how it's going to

impact their sisters but also how it's going to impact their cousin.

P11 also stated, "I am definitely a collectivist and I'm the protector of all". P12 stated,

"Hands down collectivist. I think I operate that way even in the work environment".

Lastly P13 stated,

I identify as a collectivist. I was raised in a collectivist culture. I saw the value in

what that can bring. The support system that it gives you, the perspectives that it

gives you, the value that comes from respecting your elders and learning from

their experiences. And again, I used that in my leadership ever since I had the one

supervisor who encouraged that. And it has not only made me happier at work. It

really works for a lot of people. They really value that and they didn't realize that

was something they wanted in a leader until they had one who led from that

perspective.

Table 11 presents participants responses when asked if they identify as collectivist

and or individualistic and why. Nine of the 13 participants (69%) shared that they

identify as collectivist and three (23%) identify as individualistic. In addition, one of the

participants (7%) also said that she identifies as both and another one (7%) stated that she identifies as individualistic but with a plus because she is very inclusive of her extended family. Some of the reasons four participants mentioned they are collectivist were because they think of the group and what the community needs, they learned from a very early age that it is not all about them and they look for what is best for the greater good. Three other participants (23%) also shared that they like to involve others in the decision making process and to them it is about the team and the whole family. Furthermore, a couple of participants (15%) added that they are team minded and they have a sense of seeing everyone as a whole and not as competition. Lastly, other participants (7%) added comments that included; collectivist attitude helps one flourish, they are protectors of all and champions of all. For those participants (23%) that identify as individualistic, (7%) shared that they do not always put others before themselves, they don't always think of collective whole of a group and husband and kids are now their family.

Table 11

Themes to Hofstedes first cultural dimension question

Themes	Frequency	%
Collectivist	9	69
Individualist	3	23
Individualistic plus*	1	7
Identify as both	1	7
Why individualist?		
Don't always put others before me	1	7
Don't always think of collective whole of a group	1	7
I am an individualist who cares and thinks about family	1	7
Don't consider the collective b/c of time constraints	1	7
I can focus on just the individual	1	7
Moved away from family	1	7
My husband and kids are my family now	1	7
Why collectivist?		
As a leader I am a collectivist-I think of the group	4	30
I think about what the community needs	4	30
It's not all about me	4	30
I look for what is best for the greater good	4	30
I like to involve others in the decision process	3	23
I am about the team and the whole family	3	23
I am inclusive and team minded	2	15
The sense of seeing us as a whole and not as competition	2	15
I think of how I can lift as I climb	1	7
How we all contribute to the success of the college	1	7
Collectivist attitude helps you flourish	1	7
Think of how it will impact the sisters but also the cousins	1	7
Think of how we are paving the way for future generations	1	7
Educational attainment impacts others	1	7
I am a protector of all	1	7
Good of many is more important than the good of the few	1	7
I am a champion of others	1	7
Individualism feeds into that individualistic culture	1	7
Believe there is enough food for everyone	1	7
See value in a support system	1	7
See value in respecting your elders and learning from them	1	7

*Counted as individualist

Question 2. The second question asked participants if they would identify their upbringing as collectivist and or individualist and why. Three of the participants stated their upbringing was individualistic and ten stated it was collectivist (see Table 12). P1 stated, "Individualistic. From a very young age, I was taught that you need to work to have money so that you are never dependent on anyone". P4 stated,

Oh, definitely collectivist. I mean, I think about even like the house I grew up in, was a three family house where it was multi-generations and sleeping in each other's beds and it was just like, if somebody made dinner, everybody was eating at their house. It was not like we're just going to look out for my family. And even though we are very, very close, it was always the family is much more than that. And like people don't get it. You have uncles, aunts, cousins who are not related to you, like not by blood anyways. And so I think definitely growing up very collectivist and very community based, very give back to others mentality.

Participant number seven also shared how her upbringing was about helping others. She added,

My upbringing collectivist". Furthermore, she stated: "It was all this attitude about helping one another and encouraging one another. It was never this dog eat dog world type of attitude at home, it was very, very different. It was a group effort. Everybody was supporting one another.

P8 also stated,

My family upbringing was collectivist. I think based on my mother, I learned you are always taking care of the community; the family was not only my immediate

family, but also everyone else. We were always helping everybody else. When we

moved to the United States, there was a bed in the living room where people

would come and stay until they were able to find a job and move on. So you

helped and supported everybody, you took care of everyone.

P10 also added,

Oh, very much a collectivist. My parents being immigrants they were very much

like very family oriented and very much saying that whatever I do has an impact

on my family and they always told me, I was paving the way for my siblings and

extended family. They're very focused on that.

Participant number 11 added, "I was brought up certainly not to be the self-

serving type". P12 also stated,

Collectivist. I have great memories growing up with my cousins and my extended

families, and we had family reunions every year and I love that. I do think though

that since I moved away from my family or went away to college, that some of

those traditions got lost. I have my family here and my kids are growing up with

their cousins, because I think that would be really heartbreaking to not have that

here and not be able to share that with my kids, but I do wonder as more Latinos

from second, third generation as they move away from that upbringing and are

more immersed in dominant cultures, that they aren't loosing that over time.

Lastly P13 also added, "It was primarily collectivist, although, because we live in a

country that focuses on individualistic, there were times, it was a balance of both, but I

would say the bulk of it was collectivist".

Table 12 presents participant's responses when asked if they would identify their upbringing as collectivist and or individualist and why. Ten of the participants (76%) shared that they would identify their upbringing as collectivist and when asked the reasons for it six (46%) of them stated that they were taught to take care of their neighbor and community. Three other participants (23%) also added that they were raised with an attitude of always helping one another and a couple of them (15%) mentioned that in their families, they have uncles, aunts, and cousins that are not blood related. However, they are taught to include them as family. Other participants also added comments such as upbringing was everyone contributes to the family, the whole family is involved in everything and they were told that whatever they do as individuals, has an impact on the rest of the family. Three of the participants (23%) stated that they would identify their upbringing as individualistic and some of the reasons mentioned include not having had a lot of community advocacy growing up, parents and siblings having been very individualistic and having been raised to work to have money so that one does not have to depend on anyone else.

Table 12

Themes to Hofstedes second cultural dimension question

Themes	Frequency	%
Collectivist upbringing	10	76
Individualist upbringing	3	23
Why individualist upbringing?		
Work to have money so you are not depending on others	1	7
A White family member raised me	1	7
There wasn't a lot of community advocacy growing up	1	7
Parents and siblings were very individualistic	1	7
We didn't have big family get together	1	7
Why collectivist upbringing?		
I was taught you take care of your neighbor/community	6	46
There was always an attitude of helping one another	3	23
We have uncles, aunts; cousins who are not blood related	2	15
Everyone was responsible for everything	1	7
Upbringing was everybody contributes to the family	1	7
Everyone ate at the house of the person who made dinner	1	7
We were brought up with a give to others mentality	1	7
The whole family is involved in everything	1	7
It was never a dog eat dog world type of attitude	1	7
I was told whatever I do has an impact on my family	1	7
I was paving the way for my siblings and extended family	1	7
I was taught not to be self-serving	1	7
We had family reunions every year	1	7

Question 3. The third question asked participants if they would identify their previous work environment as collectivist or individualistic and why and ten of the participants stated that their previous work environment is individualistic. The other three participants stated it was collectivist (see Table 13). P1 stated,

Collectivist, but I think that when you're working to support students and their success, there is no way that anyone can think that they are the only people that play a role in a student's ability to be successful and if they do, they are in the wrong profession.

P2 stated, "Individualistic. You were on your own a lot. Your collectivist mentality was

just to serve all at risk to the extent that it was collected. P5 also added,

> I think there, it's collectivist because it's almost all women that are working there in the faculty positions and in leadership positions. It's weird to think of academia as collective because I don't think that it is. I think as an institution, it's a very individualistic. Your tenure is based on your own contributions and depending on your discipline, there's a consequence to actually collaborating with others. It forces you to be individualistic.

> Furthermore, participant number six shared that there was minimal collaboration at her previous institution. She stated,

> My previous institution was very individualistic. You didn't see as much collaboration between departments. It was every man for themselves. And that was difficult to deal with because even when you thought you had a relationship with other people, you figured out that they were doing things for themselves and they left you behind even though you worked on a project together.

P7 also added,

> That work environment was very individualistic. It was very non-collaborative. At that time if I was doing something unique in the classroom I couldn't share it or if somebody was doing something neat, like if I said, hey, I passed by your class and it looked like you were doing something interesting in the classroom, what were you doing? The response would be no, that's mine and I can't share that. Or if you're making a copy in the copy room, it was very, very type of ownership type of thing. So I would say that college had a lot to do with that type of culture.

Participant number ten stated that the way her previous institution operates is very individualistic. She also added,

I think they would like to say they are collectivists, but I think the way they operate is very individualistic. They would say that they are a caring for the whole type of community but in the way they decided things, it was very different. They had other things in mind rather than all the students. They were maybe focused on certain groups of students because hey, they would be great alumni and become great donors and they would say let's do this for them thinking that students of color aren't usually good alumni and they aren't usually good donors because they had a terrible time with tuition. So they're not going to financially invest in the institution. So a lot of their initiatives while maybe focused on diversity, when it came time to show the focus and commitment to that, they wouldn't.

P13 also added,

It's a lot of individualistic in higher education because it's focused on individual achievement and getting published and getting tenured. But I worked in a school of education and a university that was very focused on community partnerships and serving urban schools and that had a collectivist influence in it.

Table 13 presents participants responses when asked if they would identify their previous work environment as collectivist or individualistic and why. The majority of the participants (76%) stated that they would identify their previous work environment as individualistic and some of the reasons (30%) the participants provided include lack of collaboration amongst departments and working in an environment where it feels like

every man for himself. Three participants (23%) also mentioned that there is a feeling of

everything being about individual achievement. Furthermore, a couple of participants

(15%) also shared that the community and their approach was very individualistic, and

the environment forces one to be individualistic. Three of the participants (23%) shared

that they would consider their previous work environment as collectivist and they stated

that they always tried to create a collectivist environment. Moreover, some of the

participants (7%) added that they work with a mentality of it takes a village, there is a

sense of looking out for my people and administration/leadership worked as a team.

Table 13

Themes to Hofstedes third cultural dimension question

Themes	Frequency	%
Individualist	10	76
Collectivist	3	23
Why individualist?		
No collaboration amongst departments	4	30
It was every man for themselves	4	30
It was definitely about individual achievements	3	23
Community was very individualistic	2	15
I'm very individualistic here	2	15
There's a consequence to collaborating with others	2	15
It forces you to be individualistic	2	15
You were on your own a lot	1	7
I felt it's very like I need to lookout for me	1	7
I don't think academia is collectivist	1	7
Your tenure is based on your own contributions	1	7
Why collectivist?		
I always tried to create a collectivist environment	3	23
We work as the phrase it takes a village	1	7
We all play a role in helping students be successful	1	7
Last institution was a religiously affiliated school	1	7
There's a lot of I'm looking out for my people	1	7
Collectivist b/c it's almost all women working there	1	7
In administration/leadership you work as a team	1	7

Question 4. The fourth question asked participants if they would identify the

current institution they are employed as collectivist or individualistic and why. Eight of

the participants stated that they would identify their current employer as collectivist and

five stated that they would identify it as individualistic (see Table 14). P1 stated,

> So when I think of my college, I would say collectivist. We all understand the
>
> roles that we play in helping students be successful. Now there are other colleges
>
> and each college though still is pretty individualistic. So it's like we do our thing,
>
> you do your thing. Nobody really talks to each other. Though we are working on
>
> that.

P7 also added,

> I would have to say collectivist because it's all about a group effort and everybody
>
> wants to see everybody else succeed. We're always trying to help each other out
>
> in any way that we can. Everybody just chips in because it's for the greater good.

P9 stated, "I think it's very individualistic. I think that we're very silo as many large

institutions are, so departments and not only just academic departments, but also

administrative units are all competing for resources". P12 also added,

> I think the history of most predominantly White institutions is based on that of an
>
> individualistic culture. You got in because of your supposed meritocracy, so you
>
> come in, you go into this system, you get tenure, and you get promoted. I suspect
>
> that the majority of our systems of higher education were probably developed on
>
> individualistic underpinnings.

P13 also said,

> My current one is more individualistic than my last one. And that's what has

made it a little bit harder to adjust to in my time here because I got comfortable

leading in a place that was more congruent with my values and my culture.

Table 14 presents participant's responses when asked if they would identify the

current institution in which they are employed as collectivist or individualistic and why.

Eight of the participants (61%) stated that they would identify their current institution as

collectivist and five of the participants (38%) shared that the reason is because they

themselves have created a collectivist environment. A couple of the participants (15%)

also mentioned that their central question in what they do is how does it ultimately

impact the students, others (15%) also shared that the Latinos who work in their

departments have a family mentality, they involve the community and they will all just

pitch in and make sure they get things done when needed. Furthermore, others (7%)

added that it's embedded in them to help others and they involve everyone for the sake of

the institution. Five of the 13 participants (38%) identify their current institution as

individualist and some (23%) of the reasons provided include the field in higher

education is very individualistic. A couple of participants (15%) mentioned that there are

also a lot of silos and (7%) added that there is no collaboration amongst departments.

Others shared that you are rewarded for individual behaviors and administrative units are

all competing for resources.

Table 14

Themes to Hofstedes fourth cultural dimension question

Themes	Documents (13)	% of 13
Collectivist	8	61
Individualist	5	38
Why individualist?		
The field in higher ed is very individualistic	3	23
A lot of silos	2	15
Nobody really talks to each other	1	7
Everybody just does their own thing	1	7
We don't really know what our common goals are	1	7
Everything was just put this fire out when it pops up	1	7
No collaboration amongst departments	1	7
A lot of I don't have the capacity to help with that	1	7
You are rewarded for individual behavior/service	1	7
Administrative units are all competing for resources	1	7
People are focused on achieving the goals	1	7
Not in a place that is congruent with my values	1	7
Why collectivist?		
My approach is a collective approach	5	38
Central question is how does that impact students	2	15
Many Latinos here and it's more of family mentality	2	15
We're all just going to pitch in and get it done	2	15
We want to involve the community	2	15
We understand the roles we play in helping students	1	7
Part of our mission is to serve every resident	1	7
Everybody here is going to know your business	1	7
Its imbedded in me	1	7
Involving everybody for the sake of the institution	1	7

Question 5. The fifth question asked participants if they believe that the mentality

an employer has versus the one the employee has plays a role in the promotion/ascension

of the individual. If so, why? All 13 participants stated that it does play a role in the

promotion and or ascension of the individual. P1 stated,

I think so because what's going to happen is if you're collectivist and the focus is

individualistic, you're not going to highlight the things you are good at. You're

going to say, the group did X, the group did Y, not I did this or I did that. And

then if you're looking to get promoted, how are you going to stand out if it's the

collective and not the individual, particularly again, if your culture is

individualistic. Same thing, kind of the flip, if you're a culture is collectivist and

here you are highlighting all these things that make you amazing, we're going to

be like calm down, that's not how it works here. I'm glad you feel good about

yourself, but it again is everyone working together.

P2 also added,

I definitely think that it hurts them, especially when they're opposite. I feel as if

going back with what I said earlier about the White male box syndrome, you're

not fitting in that White mailbox syndrome, then you're definitely going to

struggle. If the administration supervisor has the mentality of and individualistic

mindset, I don't feel as operationally successful or sustainable if a president

operates in an individualistic mindset.

P3 shared that the environment ones goes in is very important. She added,

Yeah, I think it's both again, because as I said before, when you look for a job,

you really are also marrying the environment. The boss is not just the job duties or

your clients; it's this whole other piece of it. So I think the attitude of the boss and

the system matters a lot.

P4 also added, "Yeah, for sure. Because it's whatever is valued, whatever folks see is

valuable, is promoted and encouraged and valued and rewarded. So, I think that's

definitely true". P5 also stated,

Yeah, I think if there's a mismatch there, the faculty members are not going to be

successful. I can see it going both ways. I could see the employer expecting that
you go above and beyond your job and serve others and work as a team member.
And an employee that's thinking well, but I only get rewarded when I think of
myself. All that other stuff is just expected. Right? We see that again with service
and academia doesn't get rewarded. We're just expected to do it. And women
typically do a heck of lot more than male faculty members. And it's not like it
helps us get tenure. And folks will say that it gets in the way of getting tenure
cause you're not focusing on your own work.

P7 stated,

Yeah, I mean, it all has to do with the culture of the campus. If they're fostering
that type of growth and encouragement and motivation and if you have that type
of individualistic type of campus, there's no way to grow. There's nobody there to
become a mentor to tell you where to go, what to do.

Participant eight also shared that one must ensure one is contributing to the
institution. She also added,

Oh, absolutely. It is the expectation the institution has that you have to ensure that
you are contributing to them. It would be very difficult to say, I want to do this
and not try to do it according to them and going against the culture or the mission
or the existing expectations that exist in that certain environment.

P9 also added,

Yes, most definitely because I think the employer, like all of us brings particularly
beliefs, prejudices, values, etc. that were formed over time. And until those beliefs

are either challenged or changed in some way they could certainly impact how

they perceive women or people of color or Latinas or African Americans and

sometimes I think that type of sort of racism is very subtle. Nobody's, I hope not

anymore overt particularly in the workplace. I think people are aware enough that

they manifest those beliefs in much more subtle ways, which makes it more

difficult to challenge. But yes, I think it certainly impacts how they precede

potential candidates for positions.

P10 also added,

I am sure because when I think to faculty for instance, I think if you have faculty

that are super radical, super transformative and super vocal, the university may

not promote them because they may think of them as a liability rather than this is

a scholar that is creating critical work that can then attract other faculty along the

same wavelength or attract students.

The findings indicated that most participants had an upbringing that was

collectivist and as adults they identify as collectivists themselves. As leaders they are

inclusive and team minded. They also like to involve others in the decision making

process and think about what the community needs instead of their own needs. There was

a resounding consensus that it's not all about them and they look for the greater good.

From a very young age, many of the participants shared that they were taught that as an

individual one takes care of ones community and there is an attitude that was instilled in

them of helping others. The participants, who identified as individualists, shared that they

don't always think of others before themselves and don't think of the group. Those who

had an individualistic upbringing also shared that parents and siblings were individualistic and there wasn't a lot of community advocacy growing up (see Table 15).

Overall, most participants shared that they would identify their previous work environment as individualistic. Many stated that there is no collaboration within departments and there is a feeling of every men/women for him/herself. Several also shared that it is about individual achievement and there are consequences for collaborating with others. The participants that identify their previous work environment as collectivist said that it takes a village to help students and everyone plays a role in helping them be successful. Several of the participants also shared that they always try to create a collectivist environment because they see the benefits it brings to the students and institutions in which they work. When asked about their perception of their current institution, most participants also identified it as collectivist. Many shared that the approach in everything they do is a collectivist approach and they like involving the community. They also added that there is a family mentality to the environment in which they work and their biggest concern is how everything they do will impact their students. The participants, who shared that they would identify their current work environment as individualist, stated that there are a lot of silos in their institution and the field in higher education is very individualistic.

All participants believe that the mentality and employee has versus the one an employer has plays a role in the promotion and or ascension of that individual. Many shared that it does hurt an individual if the organization is opposite to the employee. They also shared that whatever is valued is what gets promoted and rewarded. Therefore,

hindering the ascension for those who think differently. Also, for those individuals who have a different mentality, they wouldn't highlight what an individual is good at and therefore there being a mismatch of people's mentalities and not allowing them to be successful and holding leadership roles in higher education.

Table 15 presents a summary of participant's responses on all of Hofstedes cultural dimension questions. Overall the majority (69%) of participants identified as collectivist and ten participants (76%) shared that their upbringing was collectivist. Some of the reasons they provided as to why they identified as collectivist included (46%) having been raised to care for your neighbor and community, (23%) always thinking about the team and the whole family, (15%) knowing it is not about them but instead about being inclusive of others, and (30%) added that they look for what is best for the greater good. Eight Participants (61%) also identified their current work environment as collectivist and (30%) mentioned it is mostly due to how they choose to lead as individuals. Two participants (15%) shared that they think of how their decisions will impact their students, they have staff that are mostly Hispanic/Latinos and care about how everyone is doing and they make sure to gather their efforts to get things done when needed. Very few of the participants (23%) identified as individualists and also identified their upbringing as individualist. Some of the reasons (7%) of the participants provided included: that they don't always put others before themselves, they didn't have a lot of community advocacy growing up and parents and siblings were very individualistic. When participants were asked about their previous work environment, the majority (76%) shared that they would identify it as individualistic due to the lack of collaboration within

departments, having a sense of every man for him/herself and being in a place where individual achievement is what gets rewarded and promoted. The last question asked participants if they believe that the mentality an employer has versus the one an employee has plays a role in the promotion and or ascension of an individuals and there was full (100%) consensus that the differences in mentality plays a role in the promotion and or ascension of an individual. Most of the participants (69%) agreed that differences in mentality could be harmful to the career progression of a Hispanic/Latina and (61%) believe that if there is a mismatch, one cannot be successful. Most participants (68%) believe that employers would promote and encourage whatever is most valued and (23%) believe that different mentalities will not highlight what an individual excels at.

Table 15

Overall summary to Hofstedes cultural dimension questions

Themes	Frequency	%
Q1-Collectivist or individualist, why?		
Collectivist	9	69
Individualist	3	23
Individualistic plus	1	7
Identify as both	1	7
Why individualist?		
Don't always put others before me	1	7
Don't always think of collective whole of a group	1	7
My husband and kids are my family now	1	7
Why collectivist?		
As a leader I am a collectivist (I think of the group)	4	30
I think about what the community needs	4	30
It's not all about me	4	30
I look for what is best for the greater good	4	30
I like to involve others in the decision process	3	23
I am about the team and the whole family	3	23
I am inclusive and team minded	2	15
The sense of seeing us as a whole and not as competition	2	15
Q2-Upbringing collectivist or individualistic, why?		
Collectivist upbringing	10	76
Individualist upbringing	3	23
Why individualist upbringing?		
Work to have money so you are not depending on others	1	7
A Caucasian family member raised me	1	7
There wasn't a lot of community advocacy growing up	1	7
Parents and siblings were very individualistic	1	7
Why collectivist upbringing?		
I was taught you take care of your neighbor/community	6	46
There was always an attitude of helping one another	3	23
We have uncles, aunts; cousins who are not blood related	2	15
Upbringing was everybody contributes to the family	1	7
We were brought up with a give to others mentality	1	7
It was never a dog eat dog world type of attitude	1	7
I was told whatever I do has an impact on my family	1	7
I was paving the way for my siblings and extended family	1	7
I was taught not to be self-serving	1	7

Table 16

Overall summary to Hofstedes cultural dimension questions (cont.)

Themes	Frequency	%
Q3-Previous work environment collectivist or individualist, why?		
Individualist	10	76
Collectivist	3	23
Why individualist?		
No collaboration amongst departments	4	30
It was every man for themselves	4	30
It was definitely about individual achievements	3	23
Community was very individualistic	2	15
I'm very individualistic here	2	15
There's a consequence to collaborating with others	2	15
It forces you to be individualistic	2	15
Why collectivist?		
I always tried to create a collectivist environment	3	23
We work as the phrase it takes a village	1	7
We all play a role in helping students be successful	1	7
Q4-Current institution collectivist or individualist, why?		
Collectivist	8	61
Individualist	5	38
Why individualist?		
The field in higher ed is very individualistic	3	23
A lot of silos	2	15
Why collectivist?		
My approach is a collective approach	5	38
Central question is how does that impact students	2	15
Many Latinos here and it's more of family mentality	2	15
We're all just going to pitch in and get it done	2	15
We want to involve the community	2	15
Q5-Does the mentality an employer has versus the one the employee has play a role?		
Plays a role in promotion	13	100
Why it plays a role?		
I think it hurts them especially when they're opposite	9	69
Whatever is valued gets promoted, encouraged/rewarded	8	61
If there is a mismatch you won't be successful	8	61
Different mentalities won't highlight what you are good at	3	23

Summary and Transition

Results confirmed that all participants have experienced challenges and or obstacles at the institutions in which they work. Most participants have also experienced cultural challenges in competing for higher education executive positions and they stated that some of the biggest challenges and obstacles are the lack of mentors and role models to help them attain those higher leadership positions and navigate through the demands in their roles. Participants also shared that they feel they must have higher credentials than everyone else or they will not be considered for higher leadership positions. The great majority of participants believe that there are more challenges for individuals who are foreign born than those who are of Hispanic origin in the United States. Participants also believe that the biggest challenge for those individuals who are foreign born and or those who are of Hispanic origin is having an accent. Almost all participants believe that one's culture and or ethnic background plays a role in being considered for ascension.

All participants believe that Hispanic women face barriers in the selection process for higher education positions and their greatest barrier is the fact that family is central to the culture. Several participants also believe that their age is a barrier in being considered for ascension and most think that academia is very individualistic, and men mostly lead the higher leadership roles. Many of the participants stated that being of Hispanic origin versus foreign born plays a role in experiencing barriers in the selection process for executive positions and the barriers they face are not similar; those who are foreign born experience greater barriers. Almost all participants shared that they have experience barriers in their career and most also believe the barriers were related to their ethnicity.

Results further confirmed that all participants believe that organizational culture affects Hispanic women who serve in executive higher education positions and the impact is significant. One of the greatest impacts for Hispanic women is that mostly men lead the higher leadership roles and there is a lack of Latina representation in those positions. Almost all participants shared that they are aware of other Hispanic women holding leadership positions in other departments. Most participants stated that being of Hispanic origin versus foreign born plays a role in women experiencing organizational culture impact and the impact is not similar; foreign born experience greater barriers and they are significant. Participants also shared that one of the challenges an individual would face when leading in similar institutions include lack of sponsorship, mentors and role models.

The findings demonstrated that most participants identify as collectivist. They shared that they think about what the community needs and look for what is best for the greater good. Most also shared that their upbringing was collectivist and were taught to take care of their neighbor and community. When participants were asked about their previous work environment, most stated that it was very individualistic and that there was no collaboration amongst departments and there is a feeling of every man for themselves. Participants described their current institution as collectivist, and many shared it because they lead with a collectivist mentality. All participants stated that the mentality an employer has versus the one an employee has that plays a role in the promotion and or ascension of that individual. Most of the participants shared that the different mentalities hurt individuals' progress into leadership roles and whatever is valued is promoted and

rewarded.

The finding indicated that Latinas/Hispanics lack representation in higher-level leadership positions and many find themselves being the only women of color representing. The results also showed that Family is central to the culture and there are many individuals in leadership who see it as a barrier for ascension when being considered for those roles. Another challenge that was identified is that to be successful in higher education, Latinas/Hispanics need to consider moving across the country. They also mentioned that they have to have higher credentials than everyone else and they lack mentors and role models. Participants also stated that Latinas/Hispanics face barriers in the selection process for higher education executive positions and some of the barriers that many of the participants mentioned when being considered for ascension are their age and it was also stated that academia is very traditional in its ways and individualistic. In addition, the findings indicated that those individuals who have an accent are perceived as different and lack opportunities for ascension. This is regardless if they are born in the United States and or are foreign born. Furthermore, participants stated that they do feel their culture and or ethnic background has played a role in their ascension. When looking at Latinas/Hispanics who are born in the United States versus those who are foreign born, participant's responses indicated that those who are foreign born experience greater cultural challenges and organizational culture impact when compared to individuals who are born in the United States this is due to not being familiar to the systems of higher education and the differences in culture that may exist. Most participants identified as collectivist themselves and identify their upbringing as

collectivist as well. However, most participants identify their previous work environment as individualistic and their current place of employment as collectivist. All participants believe that the mentality an employer has versus the one an employee has plays a role into the promotion/ascension of the individuals. Chapter 5 includes discussions of key findings, recommendations, limitations of the study, implications for social change and a conclusion.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this phenomenological qualitative study was to identify challenges Hispanic/Latina women face in competing for leadership roles in higher education and in obtaining those positions, particularly in doctoral granting institutions. The objective was to determine their lived experiences and how they perceived the higher education work environment regarding their ability to ascend into leadership roles. The methodology used was phenomenology to capture the participants lived experiences. Hofstede's cultural dimension theory was also used to help explain how Hispanic or Latina women experience cultural challenges when competing for higher leadership roles and also help elucidate if organizational culture impacts Hispanic or Latina women who serve in these positions. The population examined was both native born and foreign born Hispanic women who reside in the United States.

Interpretation of the Findings

Results of this study confirmed that Hispanic/Latina women lack representation in higher education leadership positions, and many find themselves being the only Hispanic/Latina representing in higher level leadership positions. Some of the challenges that the participants shared they face as they are considered for ascension are family being central to their culture and individuals who see it as a barrier when they are considered for a promotion, being able to move across the country for a position, Latinas having to have higher credentials to be considered for opportunities that may come up and lack of mentors and role models. Participants confirmed that Hispanics face barriers

in the selection process for higher education executive positions and some of the barriers that many of them faced when being considered for ascension are their age and academia being very traditional in its ways and individualistic. Furthermore, those individuals who have an accent are perceived as different and lack opportunities for ascension regardless of being foreign born or of Hispanic decent in the United States. Participants also stated that they do feel their culture and or ethnic background does play a role when being considered for leadership positions and their ascension. For Hispanics/Latinas who are born in the United States versus those who are foreign born, it was confirmed that foreign born individuals experience greater cultural challenges. It was also confirmed that organizational culture does have an impact when compared to those who are born in the United States and this is due to the lack of familiarity with the systems of higher education, acronyms used and the differences in culture that may exist.

Results also confirmed that most Latinas/Hispanics identify as collectivist and identify their upbringing as collectivist. However, most participants identified their previous work environment as individualistic and their current place of employment as collectivist. This is due to how they lead as individuals, which they stated is collectivist. P4 stated, "So I think in my approach I try to be collectivist and again, try to think about the greater good and how I can support everybody's work and not just mine". Participants unanimously believe that the mentality an employer has versus the one an employee has played a role in the promotion or ascension of the individual.

Research Question 1

The first research question was *As a Hispanic woman, have you experienced any*

cultural challenges in competing for higher education executive positions at this

institution? If so, what are the types of challenges you have faced and how significant are

they? Each of the participants was candid about their lived experiences and most stated

that they have indeed faced cultural challenges in competing for higher education

executive positions and their challenges are significant. One of the biggest challenges

mentioned is the lack of representation of other Latinas/Hispanics in higher-level

leadership positions regardless of living in an area that may be mostly Latino/Hispanic.

Participants also shared that there is a lack of mentors and role models. These findings

tied directly to similar findings by Carbajal (2018) who found that many women are not

holding leadership positions due to lack of mentors and institutions that prefer masculine

leadership. He also found that these women are at greater disadvantage because they do

not have individuals who sponsor them, which is critical for the advancement of their

career. Mader et al. (2016) found low numbers of women in academic medicine and

showed that the proportion of minorities represented lacks mirroring the face of the

community and minority women lack mentors. Avalos and Salgado (2016) also found

that Latinas continue to be underrepresented and they lack mentors and role models to

help them maneuver the expectations and challenges they face as they consider

movement within the organizations.

A. Have you experienced any challenges, opportunities, or obstacles at any other

institution in which you have worked? The findings of this research confirmed that

Hispanic women do face challenges, have minimal opportunities, and face many

obstacles when trying to ascend into leadership roles in higher education. Participants

stated that their greatest challenge is that family is central to the culture and there is a perception of Hispanic/Latina women not being able to handle both a career and a family. Participants also mentioned that higher education is not build for mothers. There are high demands and there is a culture that caters to those who are either male and or individuals who do not have families. An obstacle that participants stated is that to be successful in higher education, one must be willing to move to different states. This in return is hard to do for most Latinas/Hispanics since family is central to who they are and they have parents and extended family they take care of and find it challenging to make those moves since they cannot uproot them and settle in a new place (Hernandez, 2015). Another challenge that was mentioned is that Latinas/Hispanics must have higher credentials. They feel that the bar is higher for them than it is for their White male and female counterparts.

Similar findings by Welbourne et al. (2015) found that family is central to the Hispanic culture and women tend to have a traditional gender ideology. They are usually the caretakers of their families and have high demands both at home and in their workplace. Hernandez (2015) also found that the Hispanic and Latino community are very family oriented and even when they are looking to attend higher education, they must consider the school they can attend because of the family that can come along and or leave behind for their future emotional support and financial success. Matusitz and Simi (2019) found that Latinas/Hispanics do face challenges and obstacles when trying to ascent into leadership roles in sports leadership in higher education since they do have family obligations that many others do not have and can hold them from pursuing a

doctorate and or be able to move for a position. Furthermore, Guerrero and Posthuma, (2014) also found that Hispanics are less willing to relocate for a position when compared to other ethnic groups.

Research Question 2

The second research question was *Do you believe that being of Hispanic origin vs foreign born play a role in women experiencing cultural challenges competing for higher education executive positions? If so, are the types of challenges they face similar and are they equally significant?* Participants stated that having an accent and how different an individual appears to others is the biggest cultural challenge when competing for higher education executive positions regardless of being born in the USA or overseas. P1 stated, "I think that probably one of the biggest challenges is that at a senior leadership position, you cannot make mistakes with your grammar. You cannot make mistakes when you are writing, when you are speaking, when you are presenting". She also added, "you have to be on your "A" game because there is an assumption and to an extent true that you're dealing with all sorts of people and you have to be able to speak the language very well". Participants also advised that those who are foreign born experience greater challenges than the individuals who are of Hispanic origin in the United States and the challenges are significant. The reason for there being a difference is due to having to learn new systems and processes that would be quite different in the United States than in another country. There may be biases the hiring committee has that the applicant would also have to overcome such as the institution they graduated from. Similar findings by Foley et al. (2002) and Guerrero and Posthuma (2014) had found that Hispanic women do face

challenges and things such as their physical appearance; language fluency, name and accent affect how others view them. Guerrero and Posthuma also found that foreign born individuals perceive more prejudice and discrimination in the workplace than those individuals born in the United States.

A. *Have you ever felt your culture and or ethnic background played a role in you being considered for any ascension?* Twelve of the participants shared that they do feel their culture and or ethnic background has played a role in their ascension. A few of the participants shared that they have perceived it to be in their favor and they think that it has helped. For some it has been helpful because they live in areas where there are a lot of Hispanic students and or the schools are predominantly Latino/Hispanic. However, some also commented that one must have achieved quite a bit to be considered for those roles and sometimes even when one is considered it does not mean the promotion is received. Some of the participants also shared that they do not want to be hired because of the color of their skin because many times the message sent is that they are only good and or capable at leading those who look the same but lack the leadership skills to lead others. Instead, Latinas want to be recognized as the individual who brings the best skills to the position for that institution. Avalos and Salgado (2016) found that there is blanket stereotyping that occurs for many Latinas and they affect their overall job satisfaction. They feel isolated and excluded from everyone else. He also found that many Latinas have felt that the characteristics that were used against them and were a source of discrimination such as an accent have been the same characteristics that have been used when being considered for ascension (Avalos & Salgado, 2016).

Research Question 3

The third research question was *Do you believe that Hispanic women experience barriers in the selection process for higher education executive positions? If so, what are the types of barriers they face and how significant are they?* All participants agreed that Hispanic women face barriers in the selection process for higher education executive positions. They also stated that their greatest barrier is that family is central to the culture and those individuals who can hire them have negative perceptions of their family ties and being able to perform in their role. Most of the participants also mentioned that academia is very individualistic and there is a feeling of every man/women for him/herself, there are a lot of silos and there is lack of communication amongst departments. Many of the participants shared that age is also a barrier for many Hispanic/Latina women. There is a perception that they are too young to lead.

Carbajal (2018) found that many women are not holding leadership positions due to age discrimination. The women are seen as too young to lead and those in leadership roles question their capabilities. Studies by Avalos and Salgado (2016) found that Latina women do face barriers and they continue to be underrepresented in leadership positions in schools. Mejia and Gushue (2017) also found that Latinas do experience barriers and many of those barriers include discrimination in the workplace due to the ways they look, their name, and/or accent. Furthermore, Mejia and Gushue (2017) found that Hispanics perceive greater support from other Hispanic coworkers. However, they do not feel the same support from those who are Anglo-American. Guerrero and Posthuma (2014) also found that Hispanics/Latinos share certain values, which include the importance of

family. There is also a very strong value of in-group collectivism and this hinders their opportunities to be considered for roles when working in very individualistic environments.

A. What would you attribute to the limited numbers of Hispanic women working in leadership positions in predominantly Caucasian doctoral institutions? There were 30 things that participants shared that they believe contribute to the limited numbers of Hispanic women in leadership roles. In particular, several mentioned that Latinas/Hispanic women are not completing the required degrees such as their Ph.D.'s to get into those roles, it was also mentioned that there are cultural barriers that exist for Latinas when being considered for those promotions and that upper leadership is mostly led by men. Many of the participants stated that Latinas put family before themselves and this holds them from ascending into roles. They also do not see individuals who look like them in higher leadership positions and they lack mentors to help them ascend. There are stereotypes that many hiring individuals have of Hispanics/Latinas and many think that they are unable do the job.

Mejia and Gushue (2017) found that financial, ethnic, and racial discrimination are barriers that many Latinas face. Many ethnic minorities face challenges due to their gender and many of their barriers are directly related to their ethnicity. Welbourne et al. (2015) have also mentioned that family is central to the Hispanic culture. Ammons, Dahlin, Edgell, and Santo (2017) found that Hispanics tend to have very traditional roles and also have more collectivist worldviews. They also found that many Hispanics have very low educational attainment. Block and Tietjen-Smith (2016) found that higher

education leadership is mostly lead by men and women need mentoring opportunities. They also found that when women are mentored, they are able to have success in advancement of their career, have better networking skills and it improves their satisfaction at work and they have better work life balance.

Research Question 4

The fourth research question was *Do you believe that being of Hispanic origin vs. foreign born play a role in women experiencing barriers in the selection process for executive positions? If so, are the types of barriers they face similar and are they equally significant?* Most participants shared that they do believe that being of Hispanic origin versus foreign born plays a role in women experiencing barriers in the selection process for executive positions. The majority mentioned that those who are foreign born experience greater challenges. However, several mentioned that the barriers they face are equally significant. Some of the challenges that participants mentioned that are greater for those who are foreign born are learning the system and the culture; they may have accents and may have to also obtain visas. Mamiseishvili (2010) found that foreign born individuals provide valuable contributions to higher education institutions and in specific they contribute a great deal to conducting research. They also tend to have higher publication records than U.S. born faculty. However, they tend to be less satisfied with their employment. It was also found that foreign born women experience unequal treatment from their administration, faculty, and students. They lack support from colleagues and experience discrimination. Guerrero and Posthuma (2014) have also asserted that some of the challenges Hispanic women face are having accents and also

understanding a culture that may be very different to the one they were raised in.

A. Have you experienced any barriers in your career and do you think these barriers were related to your ethnicity? If so, please elaborate? Almost all participants shared that they have experienced barriers and the barriers were related to their ethnicity. Some of the barriers mentioned included not having a doctorate, their age, not being part of committees that allow for networking opportunities, having a family, and others not understanding their culture. It was also mentioned that some individuals do not feel comfortable reporting to a Latina until the Latina/Hispanic can prove that their efforts would be supported. Lastly it was also mentioned that its challenging to be in an environment where they are the only Latina holding a higher leadership role.

Rosette et al. (2016) and Sindell and Shamberger (2016) have corroborated that there is underrepresentation of Hispanic women in higher education leadership positions and that one of the facets is tied to their gender. In addition, there are biases, prejudice, and discrimination that they face due to many believing that they do not have the skills necessary to lead as well as a man would. Rosette et al. (2016) found that many of those individuals who have the hiring powers find it challenging understanding their culture and family ties. Mendez-Morse (2004) found that having lack of sponsorship hinders Hispanic women. Carbajal (2018) also found that many women are not holding leadership roles due to age discrimination. Those in leadership roles question their capabilities to lead and make it challenging for Hispanic women to ascend into higher leadership roles. Having lack of support makes it challenging for Hispanic/Latinas to ascend into leadership roles. Professional networks and mentoring strategies need to be

implemented in institutions that wish to make a difference. There is also a need to learn more about an individual's culture and how that affects their interactions and decisions with others in the workplace.

Research Question 5

The fifth research question was *Do you believe that organizational culture impact Hispanic women who serve in executive higher education positions? If so, how does organizational culture impact Hispanic higher executive women and how significant is it?* All participants believe that organizational culture impacts Hispanic women who serve in executive higher education positions and most feel it is very significant. The majority mentioned that the impact is reflected in having leadership that is mostly led by men, having a lack of Latina/Hispanic representation in leadership roles, and existing cultures that are closed and do not allow opportunities for diversity. Rosette et al. (2016) found that men still mostly lead upper leadership positions in higher education. Mader et al. (2016) has also corroborated that Hispanic and Latina women are underrepresented in those roles. Onorato and Musoba (2015) found that those who have authority in the decision-making process choose to hire people who are familiar to them. Understanding the cultural differences that exist between different ethnic groups takes conscious and continuous effort because environments, languages, and cultures are different for each ethnic group (Schwartz et al., 2011). Avalos and Salgado (2016) have also stated that Latina women do face barriers and they continue to be underrepresented in leadership positions in schools. Mejia and Gushue (2017) corroborated that Latinas do experience barriers and many of those barriers include discrimination in the workplace due to the

ways they look, their name, and possible accent. Rentfrow and Jokela (2016) also found

that the way people think is deeply rooted and behaviors are representative of their

experiences, both environmentally and socially.

A. Are you aware of other Hispanic women holding leadership positions in other

departments? Almost all participants stated that they are aware of other Hispanic women

holding leadership positions in other departments. However, the majority shared that they

are aware of only one more Latina in a leadership position. A few participants shared that

there are very few Hispanic/Latina representation in leadership roles in higher education

and when one of them leaves, it changes the makeup of the governing body because

others follow suit or are made redundant. Mader et al. (2016) research found that

Latina/Hispanic women are underrepresented in leadership positions in higher education

institutions. The number of minorities represented tends to be very low and most roles are

still being held predominantly by White men (Rosette et al., 2016). Altinkurt and Ozciftci

(2016) found that not having women and ethnic minorities in leadership roles becomes

challenging in the development of an individual's identity as a leader. Furthermore,

studies have also found that traditional practices have focused on hierarchical systems

and those who have the authority to make the decisions, place ethnic groups and women

at greater risk (Yilmaz et al., 2016). Manfredi (2017) corroborated that allowing women

opportunities for development helps in the growth of a more diverse work environment

and development of further talent in return, creating more profitable institutions. Higher

education institutions that wish to have a more equal representation in leadership roles

need to be intentional in the cultivation and development of diversity in leadership roles

for Hispanics/Latinas. For those institutions that implement changes and incorporate women from different ethnic groups, it shows a willingness to change and gives them hope for a better and more diverse future.

Research Question 6

The sixth research question was: *Do you believe that being of Hispanic origin vs foreign born play a role in women experiencing organizational culture impact in higher education positions? If so, is the organizational culture impact they face similar and is it equally significant?* Most participants stated that they do believe being of Hispanic origin versus foreign born plays a role in women experiencing organizational culture impact in higher education positions and they also shared that the impact is not similar, but it is significant. Once again it was mentioned that foreign born experience greater challenges and some of those challenges include the differences in values, focus on work, peoples' comfort with someone/something that is different to them, accents and cultural differences. Bilecen and Van Mol (2017) found that those who are foreign born indeed face challenges that cannot be compared to those who are native. Those challenges include an individual's language, access to a network that will support their goals and aspirations in a new organization, cultural differences that can also include where the degree was obtained and how is recognized in the institution in which the foreign born individual applies for a job. Individuals who are foreign born may already have advanced knowledge and or expertise. However, many get treated as newcomers; they loose prestige and credibility needs to get established.

A. What would you say are the challenges Hispanic women face who aspire to lead in institutions like the one you are currently leading? Participants shared 25 different challenges that Hispanic women face that aspire to lead in institutions like the one they are currently leading. The biggest challenges mentioned include lack of mentors and role models, lack of sponsorship, biases that still exist towards women, racism, imposter syndrome, unconscious biases and lack of openness to diversity. San Miguel and Kim (2015) found that role models are instrumental in the growth of women in leadership. Mentors provide sponsorship, which is crucial in the consideration for leadership roles. Mendez-Morse, (2004) also found that not having mentors within the institutions can provide a lot of job dissatisfaction and leads many Latinas to look elsewhere in order to achieve their career goals. Knepper, Scutelnicu, and Tekula (2020) noted that women continue to be underrepresented and there are significantly more men than women in tenured and senior academic roles. Furthermore, Sindell and Shamberger (2016) found that women do experience challenges due to their gender, and many also face prejudice and discrimination because there is still a belief that a men leads better than a women.

Hofstede Question 1

Hofstede's first question was: *Do you identify as a collectivist or individualist? Why?* The majority of the participants identified as collectivists. Many mentioned that they want the students to do well; they want the school to succeed and their communities to excel. Several mentioned that it is not about them and it's about the group in general and the whole family. A few of the participants also shared that they see the value that a

collectivist mentality provides and how it helps protect those in the group and the community. Furthermore, several added that they look for what is best for the greater good. Chang et al. (2017) confirms that collectivist individuals include their immediate family, extended families and their communities as well. They care about protecting those in the group and look for what is best for the greater good. Schwartz et al. (2011) also added that Hispanics are known to come from mostly collectivist cultures while European Americans come from a more individualistic cultures and mentality.

Hofstede Question 2

Hofstede's second question was: *Would you identify your upbringing as a collectivist or individualistic? Why?* The majority of participants stated that they would identify their upbringing as collectivist. Many mentioned that they were taught to take care of their neighbor and their community and growing up it was instilled in them to help others. Several also mentioned that they were taught to support one another and take care of everyone. Marin and Marin (1991) found that even though Latino/a come from different experiences and backgrounds, they tend to have strong and high level of in-group collectivism. They have strong identification to their roots with an attachment to their nuclear and extended families. They also have strong feelings of loyalty, reciprocity and solidarity amongst those of the same family.

Hofstede Question 3

Hofstede's third question was: *How would you identify your previous work environment, collectivist or individualist? Why?* The majority of participants identified their previous work environment as individualistic. The reasons most participants shared

were lack of collaboration amongst departments; there was a feeling of every man/women for him/herself. A few of the participants also added that it was about individual achievement and there were consequences for collaborating with others. Furthermore, a couple added that the school and community were very individualistic. Lastly a few mentioned that regardless of being in an individualistic environment, they create a collectivist one within their department. Participant's experiences are validated with previous studies. Najera (2008) found that Hispanics tend to prefer working environments where there are "familistic" values. They enjoy working with others and including the group. Ruiz and Hamlin (2019) found that those who identify as collectivist and are in leading roles look after each other in return for loyalty.

Hofstede Question 4

Hofstede's fourth question was: *In your opinion, is the institution you are currently employed a collectivist or individualist? Why?* Most participants stated that they would identify their current institution as collectivist. Several of them shared that their personal approach is collectivist and they ask themselves how their decisions will impact students and they make sure to involve the community. A couple of them also mentioned that the Latinos in their institutions have a family mentality in their work and everyone will pitch in and get things done. Najera (2008) discussed similar findings where Hispanic individuals identify themselves as collectivist and their approach in the ways they work are inclusive of their groups and thinking of how things are able to get done to benefit the community. Chang et al. (2017) also found that collectivists see the group as a unit and consider the groups needs more important that those of the individual.

Hofstede Question 5

Hofstede's fifth question was: *Do you believe that the mentality an employer has versus the one the employee has plays a role in the promotion/ascension of the individual? If so, why?* There was full consensus in participants believing that the mentality an employer has versus the one the employee has that plays a role in the promotion/ascension of the individual. The majority believes that it hurts them when the mentalities are different and if there is a mismatch one would not be successful. Furthermore, they stated that whatever is valued is what gets encouraged, rewarded and promoted. Studies by Najera (2008) found that the way an employee acts, feels and or thinks on the job is a representation of the culture they come from and employers who wish to see effective motivation, leadership and job satisfaction need to consider the way their leaders lead employees. She also found that an individual's job interest is determined by their beliefs and values within a given culture. Ruiz and Hamlin (2019) found that it's important to know the differences and similarities that exist on what is considered ineffective/effective leadership. They found that those who hold leadership positions and lead their subordinates should consider their views and properly align their leadership style to have an affirmative impact on organizational performance.

Limitations of the Study

This study is not without limitations. The findings of this study focused on Hispanic women's experience and perceptions of challenges in higher education leadership. However, the findings are only limited to the participants who were interviewed and cannot be generalized to the experiences of all Hispanic or Latina

leading in predominantly Caucasian higher education institutions. A second limitation of this study includes the lack of foreign born participants. This study included five individuals who are foreign born and eight who were born in the United States. The perspective and experiences of each group may be reflected differently if it was only foreign born individuals. However, finding only those who are foreign born is time consuming and limited given the number of Hispanic/Latinas leading in higher education in the United States. The final limitation of this study includes lack of research in this topic. There is limited research that focuses on the experiences of those who are foreign born and in specific those who identify as Latina/Hispanic.

Recommendations for Future Research

This study was conducted to understand Hispanic women experiences and perceptions of challenges in higher education leadership. Given that individuals from Puerto Rico were not included, future studies should incorporate their experiences and perspectives of the challenges they face in higher education leadership as well as those individuals who do not identify as Hispanic and or Latina but instead Chicana and Latinx. Further studies can include the experiences and perspectives of only women who are foreign born to understand if their lived experiences are different. Since most participants shared that it is their belief that an accent hinders and individual promotion and or ascension in higher education leadership, studies could also include those who have an accent and how that impacts their ascension in higher education leadership.

Implications for Social Change

Efforts to integrate Hispanic/Latina women in higher education leadership are necessary given that Hispanics constitute the largest minority group in the United States (BLS, 2017). The findings of this research lead to positive social change by providing insight and further understanding of the challenges Hispanic/Latina women face and what is holding them from ascending into higher leadership roles. Higher education institutions need to address how to effectively mentor Hispanic/Latina women and avoid inequality in mentorship that may further perpetuate barriers for their growth in leadership roles. The benefits of addressing the problems are increase diversity in leadership, opportunities for Hispanic/Latina women in higher roles, and further identification of gender role expectation (Mader et al., 2016; Mendez-Morse, 2004; Onorato & Musoba, 2015). Although, the findings of this study can only ascertain the challenges that those participants have experienced, the results can be applicable to help other individuals obtain leadership positions in higher education.

Implications for Practice

Findings from this study indicated that there might be potential implications for practice. The findings confirmed (92%) of the participants feel that Latinas/Hispanic lack role models and mentors to help them guide them through the challenges that may exist in obtaining leadership roles in higher education. Hispanics/Latinas looking to obtain leadership positions in higher education will need to find role models and mentors who can help them navigate the opportunities and challenges that exist in this environment. However, The National Center for Education Statistics found Latina/os have the lowest

educational completion rate at only 15% (Kena et al., 2016). To help Latina/os succeed Mireles-Rios and Garcia (2019) found that mentors need to be implemented early on in colleges and universities and the ideal mentoring program in higher education for Latinas is having graduate students who serve as mentors for undergraduate students since they find them approachable and there is already a lack of diversity amongst those employed in higher education.

To help integrate Latinas and diverse candidates in leadership positions in higher education, Gasman et al. (2015) advise to find outside evaluators who have expertise in disassembling practices and policies that disenfranchise individuals of color and to have an open mind and listen to the feedback provided instead of resisting the advice. Shore, Cleveland and Sanchez (2018) also advise that the individuals who interview candidates are diverse in their makeup and for the organizations to change their focus to requirements instead of style preferences. Patton (2013) found that individuals who apply to a position with only one minority representing in the hiring committee are judged by stereotypes of the group instead of being evaluated as an individual. Gasman et al. (2015) also added that it is important for higher education organizations to create committees or task forces that are within the organization and focus on ethnic and racial disparities in senior administration to determine roadblocks to diversity.

Conclusion

This qualitative phenomenological study identified the challenges Hispanic women face in competing for leadership roles in higher education. The results verified that Hispanic/Latina women face challenges and experience barriers when trying to

ascend into leadership roles. Furthermore, the results confirmed that there is limited

Latina representation in leadership positions and a lack of mentors and role models exist,

hindering their movement and growth in their careers. For those Latinas/Hispanic who

are foreign born, the results also confirmed that they face significant challenges when

compared to those who are U.S. born and having an accent can be the most challenging

barrier to their ascension. San Miguel and Kim (2015) and Montas-Hunter (2012) found

that the lack of diversity in higher education leadership positions makes it more

challenging for Latina/Hispanic women because of the differences in their cultural

background. The findings of this study further confirmed that family is central to the

Hispanic/Latina culture and that an individual's culture and background does play a role

when being considered for ascension. Moreover, Hispanic/Latinas come from very

collectivist cultures where they are taught to be inclusive of their group and this can be

very challenging when higher education is mostly individualistic and led by mostly White

men and women.

This study adds to the limited literature of Hispanic/Latina women in higher

education leadership positions. The experiences of Hispanic/Latina women in this study

are similar to those of other minorities. The barriers they face are significant and in

specific for those who are foreign born. The findings of this study should be utilized to

educate hiring leaders in higher education institutions about the challenges

Hispanic/Latina women face when trying to ascend into leadership roles. With more

understanding and acknowledgment of the challenges and barriers faced, this can help to

increase the numbers of Hispanic/Latina representation in leadership positions in higher

education institutions. Furthermore, the findings can help better prepare leaders and bolster efforts on finding mentors and provide equal opportunities for Latinas to help them learn what is needed to lead in predominantly Caucasian higher education institutions. Moreover, understanding individuals background can provide insight into their leadership styles. For those who identify as collectivists, it provides a lens into the ways they prefer to lead and their preference for inclusion of the group. Understanding that the benefits can be vast to those in the department and ultimately positively impacting the organization and the students.

References

Aagaard, J. (2017). Introducing post-phenomenological research: A brief and selective

    sketch of phenomenological research methods. *International Journal of*

    Qualitative Studies in Education, 30, 519-533.

    doi:10.1080/09518398.2016.1263884.

Acar, F. P. (2015). Gender differences in promotions to top level management positions:

    An examination of glass cliff in the IT sector. *Procedia - Social and Behavioral*

    Sciences, *210*, 223-230. doi:10.1016/j.sbspro.2015.11.362.

Adams, C., & Van Manen, M. A. (2017). Teaching phenomenological research and

    writing. *Qualitative Health Research*, *27*, 780-791.

    doi:10.1177/1049732317698960.

Aguinis, H., & Joo, H. (2014). Research on Hispanics benefits the field of management.

    Journal of Managerial Psychology, 29(6), 604–615. doi:10.1108/JMP-02-2014-

    0067.

Ahrens, J. P., Landmann, A., & Woywode, M. (2015). Gender preferences in the CEO

    successions of family firms: Family characteristics and human capital of the

    successor. *Journal of Family Business Strategy*, *6*, 86-103.

    doi:10.1016/j.jfbs.2015.02.002.

Alicea, I. P. (2003). Move over, glass Ceiling: This one's adobe. *Education Digest, 68*(8),

    56–60. http://www.eddigest.com/.

Amon, M. J. (2017). Looking through the glass ceiling: A qualitative study of STEM women's career narratives. *Frontiers in Psychology*, *8*, 1-10. doi:10.3389/fpsyg.2017.00236.

Ammons, S. K., Dahlin, E. C., Edgell, P., & Santo, J. B. (2017). Work-family conflict among Black, White, and Hispanic men and women. *Community, Work & Family, 2017; 20*(4), 379–404. doi:10.1080/13668803.2016.1146231.

Angelique, H. (2012). Embodying critical feminism in community psychology: Unraveling the fabric of gender and class. *Journal of Community Psychology*, *40*, 77-92. doi:10.1002/jcop.20488.

Arminio, J. L., Carter, S., Jones, S. E., Kruger, K., Lucas, N., Washington, J., & Scott, A. (2000). Leadership experiences of students of color. *NASPA Journal*, *37*, 496-510. http://www.naspa.org/.

Avalos, M., & Salgado, Y. (2016). Legacy of hope: Latinas overcoming barriers to success. *National Forum of Educational Administration & Supervision Journal*, *34*, 24-31. http://www.nationalforum.com/Journals/NFEASJ-SI/NFEASJ-SI%20DOCS/Avalos,%20Maria%20Legacy%20of%20Hope%20NFEASJ-SE%20V34%20N4%202016.pdf.

Baker, A. G. (2016). Women's equality in the workplace: Personal comments of a business lawyer. *Studies in Higher Education, 41*(5), 920–926. doi:10.1080/03075079.2016.1147724.

Balasubramanian, S. A., & Lathabhavan, R. (2017). Women's glass ceiling beliefs predict work engagement and burnout. *Journal of Management Development*, 36, 1125-1136. doi:10.1108/JMD-12-2016-0282.

Balcetis, E., Dunning, D., & Miller, R. L. (2008). Do collectivists know themselves better than individualists? Cross-cultural studies of the holier than thou phenomenon. *Journal of Personality and Social Psychology*, *95*, 1252-1267. doi:10.1037/a0013195.

Barnes, J. (2017). Climbing the stairs to leadership: Reflections on moving beyond the stained-glass ceiling. *Journal of Leadership Studies, 10*(4), 47–53. doi:10.1002/jls.21503.

Behr, D. (2015). Translating answers to open-ended survey questions in cross-cultural research: A case study on the interplay between translation, coding, and analysis. *Field Methods*, *27*, 284-299. doi:10.1177/1525822X14553175.

Ben-Noam, S. (2018). Cracking the intrapsychic "glass ceiling" for women in leadership: Therapeutic interventions. *Psychoanalytic Inquiry, 38*(4), 299–311. doi:10.1080/07351690.2018.1444856.

Berg, G. A., & Tollefson, K. (2014). Latina/o student perceptions of post-baccalaureate education: Identifying challenges to increased participation. *Journal of Latinos & Education*, *13*, 296-308. doi:10.1080/15348431.2014.887470.

Bilecen, B., & Van Mol, C. (2017). Introduction: International academic mobility and inequalities. *Journal of Ethnic & Migration Studies, 43*(8), 1241–1255. doi:10.1080/1369183X.2017.1300225.

Block, B. A., & Tietjen-Smith, T. (2016). The case for women mentoring women. *Quest, 68*(3), 306–315. doi:10.1080/00336297.2016.1190285.

Boonghee, Y., Donthu, N., & Lenartowicz, T. (2011). Measuring Hofstede's five dimensions of cultural values at the individual level: Development and validation of CVSCALE. *Journal of International Consumer Marketing*, 23, 193-210. doi:10.1080/08961530.2011.578059.

Borjas, G. J. (2011). *Heaven's door: Immigration policy and the American economy*. Princeton, NJ: Princeton University Press.

Brescoll, V. L. (2016). Leading with their hearts? How gender stereotypes of emotion lead to biased evaluations of female leaders. *Leadership Quarterly*, *27*, 415-428. doi:10.1016/j.leaqua.2016.02.005.

Brower, R. L., Schwartz, R. A., & Bertrand Jones, T. (2019). "Is it because I'm a woman?" Gender-based attributional ambiguity in higher education administration. *Gender & Education, 31*(1), 117–135. doi:10.1080/09540253.2017.1324131.

Bunce, A. (2018). 81 cents for a dollar. *Language in India*, *18*(1), 22-28. http://languageinindia.com/jan2018/anna81cents.pdf.

Bureau of Labor Statistics (2015). *Hispanics and Latinos in industries and occupations*. Washington, DC: Department of Labor. Retrieved from https://www.bls.gov/opub/ted/2015/hispanics-and-latinos-in-industries-and-occupations.htm.

Bureau of Labor Statistics (2017). *Labor force statistics from the current population survey.* Washington, DC: Department of Labor. Retrieved from https://www.bls.gov/cps/cpsaat07.htm.

Bureau of Labor Statistics. (2018). *Labor force statistics from the current population survey.* Washington, DC: Department of Labor. Retrieved from https://www.bls.gov/cps/cpsaat07.htm.

Bureau of Labor Statistics (2019). *Household data; annual averages: Table 18. Employed persons by detailed industry, sex, race, and Hispanic or Latino ethnicity.* Washington, DC: Department of Labor. Retrieved from https://www.bls.gov/cps/cpsaat18.htm.

Cai, D. A., & Fink, E. L. (2002). Conflict style differences between individualists and collectivists. *Communication Monographs*, *69*(1), 67-87. doi:10.1080/03637750216536.

Carbajal, J. (2018). Women and work: Ascending to leadership positions. *Journal of Human Behavior in The Social Environment, 28*(1), 12-27. doi:10.1080/10911359.2017.1387084.

Carlin, B. A., Gelb, B. D., Belinne, J. K., & Ramchand, L. (2018). Bridging the gender gap in confidence. *Business Horizons*, *61*, 765–774. doi:10.1016/j.bushor.2018.05.006.

Catalyst, Quick Take: Women in Academia. (October 20, 2017). Catalyst Research. Retrieved from https://www.catalyst.org/research/women-in-academia/.

Chang, T., Tucker, A. R., Norton, C. L., Gass, M. A., & Javorski, S. E. (2017). Cultural issues in adventure programming: Applying Hofstede's five dimensions to assessment and practice. *Journal of Adventure Education & Outdoor Learning, 17*, 307-320. doi:10.1080/14729679.2016.1259116.

Chen, C. C., Rao, A., & Ren, I. Y. (2013). Glass ceiling for the foreign-born: Perspectives from Asian-born American R&D scientists. *Asian American Journal of Psychology, 4*, 249-257. doi:10.1037/a0035219.

Claus, V. v., Callahan, J., & Sandlin, J. R. (2013). Culture and leadership: Women in nonprofit and for-profit leadership positions within the European Union. *Human Resource Development International, 16*, 330-345. doi:10.1080/13678868.2013.792489.

Clevenger, L., & Singh, N. (2013). Exploring barriers that lead to the glass ceiling effect for women in the U.S. hospitality industry. *Journal of Human Resources in Hospitality & Tourism, 12*(4), 376–399. doi:10.1080/15332845.2013.790258.

Cokley, K., Awad, G., Smith, L., Jackson, S., Awosogba, O., Hurst, A., & Roberts, D. (2015). The roles of gender stigma consciousness, impostor phenomenon and academic self-concept in the academic outcomes of women and men. *Sex Roles, 73*, 414-426. doi:10.1007/s11199-015-0516-7.

Costello, L. A. (2017). Standing up and standing together: Feminist teaching and collaborative mentoring. *Feminist Teacher: A Journal of the Practices, Theories, and Scholarship of Feminist Teaching, 26*(1), 1–28. doi:10.5406/femteacher.26.1.0001.

Crouch, M., & McKenzie, H. (2006). The logic of small samples in interview-based
qualitative research. *Social Science Information*, *45*, 483-499.
doi:10.1177/0539018406069584.

Cypress, B. (2018). Qualitative Research Methods: A Phenomenological Focus.
Dimensions of Critical Care Nursing, 37(6), 302–309.
doi:10.1097/DCC.0000000000000322.

DelCampo, R. G., Jacobson, K. J., Van Buren III, H. J., & Blancero, D. M. (2011).
Comparing immigrant and US born Hispanic business professionals Insights on
discrimination. *Cross Cultural Management*, *18*, 327-350.
doi:10.1108/13527601111152851.

Dworkin, T. M., Schipani, C. A., Milliken, F. J., & Kneeland, M. K. (2018). Assessing
the progress of women in corporate America: The more things change, the more
they stay the same. *American Business Law Journal, 55*(4), 721–762.
doi:10.1111/ablj.12132.

Dziak, M. (2016). Phenomenological psychology. *Salem Press Encyclopedia*,
Office of Institutional Planning and Research (11/5/2014). Retrieved April 7,
2018, from http://www.ir.ufl.edu/orgchart.htm.

Eagly, A. H. (2007). Female leadership advantage and disadvantage: Resolving the
contradictions. *Psychology of Women Quarterly*, *31*, 1-12. doi:10.1111/j.1471-
6402.2007.00326.x.

Eagly, A. H., & Carli, L. L. (2004). Women and men as leaders. In J. Antonakis, A. T.

Cianciolo, & R. J. Sternberg (Eds.), *The nature of leadership*, (pp. 279-301).

Thousand Oaks, CA: SAGE Publications.

Eagly, A. H., & Chin, J. L. (2010). Diversity and leadership in a changing world.

American Psychologist, *65*, 216-244. doi:10.1037/a0018957.

Earley, P., & Erez, M. (1997). *New Perspectives on international

industrial/organizational psychology*. San Francisco, CA: Jossey-Bass Pfeiffer.

Elacqua, T. C., Beehr, T. A., Hansen, C. P., & Webster, J. (2009). Managers' beliefs

about the glass ceiling: Interpersonal and organizational factors. *Psychology of

Women Quarterly*, *33*, 285-294. doi:10.1111/j.1471-6402.2009.01501.x.

Ember, C. (2013). Introduction to 'coping with environmental risk and uncertainty:

Individual and cultural responses'. *Human Nature*, *24*, 1-4. doi:10.1007/s12110-

013-9161-4.

Fang, Z., & Sakellariou, C. (2015). Glass ceilings versus sticky floors: Evidence from

Southeast Asia and an international update. *Asian Economic Journal*, *29*, 215-

242. doi:10.1111/asej.12056.

Fassinger, R. E. (2008). Workplace diversity and public policy: Challenges and

opportunities for psychology. *American Psychologist*, *63*, 252-268.

doi:10.1037/0003-066X.63.4.252.

Finkelstein, M. A. (2012). Individualism/collectivism and organizational citizenship

behavior: An integrative framework. *Social Behavior and Personality*, *40*, 1633-

1644. doi:10.2224/sbp.2012.40.10.1633.

Fischbach, A., Lichtenthaler, P. W., & Horstmann, N. (2015). Leadership and gender
    stereotyping of emotions: Think manager – think male? *Journal of Personnel
    Psychology*, *14*, 153-162. doi:10.1027/1866-5888/a000136.

Fischer, S., Barnes, R. K., & Kilpatrick, S. (2019). Equipping Parents to Support Their
    Children's Higher Education Aspirations: A Design and Evaluation Tool.
    Educational Review, 71(2), 198–217. doi:10.1080/00131911.2017.1379472.

Fitzsimmons, T. W., & Callan, V. J. (2016). Applying a capital perspective to explain
    continued gender inequality in the C-suite. *Leadership Quarterly*, 27, 354-370.
    doi:10.1016/j.leaqua.2015.11.003.

Flores, A. (2017a, September 18). How the U.S. Hispanic population is changing.
    Washington, DC: *Pew Research Center*. Retrieved from
    http://www.pewresearch.org/fact-tank/2017/09/18/how-the-u-s-hispanic-
    population-is-changing/.

Flores, A. (2017b, September 18). 2015, Hispanic population in the United States
    statistical portrait. Washington, DC: *Pew Research Center*. Retrieved from
    https://www.pewresearch.org/hispanic/2017/09/18/2015-statistical-information-
    on-hispanics-in-united-states/.

Foley, S., Kidder, D. L., & Powell, G. N. (2002). The perceived glass ceiling and justice
    perceptions: An investigation of Hispanic law associates. *Journal of Management,
    28,* 471-496. doi:10.1016/S0149-2063 (02) 00140-X.

Frank, R., Akresh, I. R., & Lu, B. (2010). Latino immigrants and the U.S. racial order: How and where do they fit in? *American Sociological Review*, *75*, 378-401. doi:10.1177/0003122410372216.

Gasman, M., Abiola, U., & Travers, C. (2015). Diversity and senior leadership at elite institutions of higher education. *Journal of Diversity in Higher Education*, *8*(1), 1-14. doi:10.1037/a0038872.

Gee, B., & Peck, D. (2018). Metrics of the glass ceiling at the intersection of race and gender. *Strategic HR Review*, *17*(3), 110-118. doi:10.1108/SHR-03-2018-0023.

Gibson, T., & Steinberg, H. (2016). Customer service, the big 5, & cultural dimensions among accountants in Chile & the USA. *Summer Internet Proceedings*, *18*, 7-11.

Giorgi, A. (2015). The phenomenological psychology of J. H. van den Berg. *Journal of Phenomenological Psychology, 46*(2), 141–162. doi:10.1163/15691624-12341292.

Gloria, A. M., Castellanos, J., & Orozco, V. (2005). Perceived educational barriers, cultural fit, coping responses, and psychological well-being of Latina undergraduates. *Hispanic Journal of Behavioral Sciences*, *27*, 161-183. doi:10.1177/0739986305275097.

Gorman, E. H., & Kmec, J. A. (2009). Hierarchical rank and women's organizational mobility: Glass ceilings in corporate law firms. *American Journal of Sociology*, *114*, 1428-1474. doi:10.1086/595950.

Green, T. D., Tran, M., & Young, R. (2005). The impact of ethnicity, socioeconomic status, language, and training program on teaching choice among new teachers in

California. *Bilingual Research Journal*, *29*, 583–598.

doi:10.1080/15235882.2005.10162853.

Grout, P. A., Park, I., & Sonderegger, S. (2007). An economic theory of the glass ceiling (Working Paper No 07/183). Bristol, England: University of Bristol. Retrieved from: http://www.bristol.ac.uk/media-library/sites/cmpo/migrated/documents/wp183.pdf.

Guerrero, L., & A. Posthuma, R. (2014). Perceptions and behaviors of Hispanic workers: A review. *Journal of Managerial Psychology*, *29*, 616-643. doi:10.1108/JMP-07-2012-0231.

Guetterman, T. (2015). Descriptions of Sampling Practices Within Five Approaches to Qualitative Research in Education and the Health Sciences. *Forum: Qualitative Social Research, 16*(2). Art. 25. doi:10.17169/fqs-16.2.2290.

Guillén, L., Mayo, M., & Karelaia, N. (2018). Appearing self-confident and getting credit for it: Why it may be easier for men than women to gain influence at work. *Human Resource Management, 57*(4), 839–854. doi:10.1002/hrm.21857.

Hardacre, S. L., & Subašić, E. (2018). Whose issue is it anyway? The effects of leader gender and equality message framing on men's and women's mobilization toward workplace gender equality. *Frontiers in Psychology, 9.* 1-15. doi:10.3389/fpsyg.2018.02497.

Harry C., Triandis., & Eunkook M., S. (2002). Cultural influences on personality. *Annual Review of Psychology*, *53*(1), 133-160. doi:10.1146/annurev.psych.53.100901.135200.

Harvey, S. (2015). Transcultural women leaders. *SAM Advanced Management Journal*, *80*(1), 12-50. https://samnational.org.

Hawkins, S. L. (2017). The long arc of diversity bends towards equality: Deconstructing the progressive critique of workplace diversity efforts. *University of Maryland Law Journal of Race, Religion, Gender & Class, 17*(1), 61–116. https://digitalcommons.law.umaryland.edu/cgi/viewcontent.cgi?article=1281&context=rrgc.

Hegewisch, A. (2018, September). The gender wage gap: 2017 earnings differences by gender, race, and ethnicity. Retrieved from https://iwpr.org/wp-content/uploads/2018/09/C473.pdf.

Hernández, E. (2015). Balancing dreams and realities: The college choice process for high-achieving Latinas. *Journal of Latinos & Education*, *14*(3), 202–219. doi:10.1080/15348431.2014.973564.

Hernández, T. J., & Morales, N. E. (1999). Career, culture, and compromise: Career development experiences of Latinas working in higher education. *The Career Development Quarterly*, *48*(1), 45-58. doi:10.1002/j.2161-0045.1999.tb00274.x.

Hofstede, G. H. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations* (2nd ed.). Thousand Oaks, CA: SAGE Publications.

Hofstede, G., & Minkov, M. (2010). Long- versus short-term orientation: new perspectives. *Asia Pacific Business Review*, *16*, 493-504. doi:10.1080/13602381003637609.

Hoyt, C. L., & Murphy, S. E. (2016). Managing to clear the air: Stereotype threat, women, and leadership. *The Leadership Quarterly*, *27*, 387-399. doi:10.1016/j.leaqua.2015.11.002.

Insch, G. S., McIntyre, N., & Napier, N. K. (2008). The expatriate glass ceiling: The second layer of glass. *Journal of Business Ethics*, 83(1), 19-28. doi:10.1007/s10551-007-9649-0.

Institutional Planning and Research University of Florida (11/5/2014). Retrieved April 7, 2018, from http://www.ir.ufl.edu/orgchart.htm.

Kakabadse, N. K., Figueira, C., Nicolopoulou, K., Hong Yang, J., Kakabadse, A. P., & Özbilgin, M. (2015). Gender diversity and board performance: Women's experiences and perspectives. *Human Resource Management, 54*, 265–281. doi:10.1002/hrm. 21694.

Kalysh, K., Kulik, C. T., & Perera, S. (2016). Help or hindrance? Work–life practices and women in management. *The Leadership Quarterly*, *27*, 504-518. doi:10.1016/j.leaqua.2015.12.009.

Kaufman, E. K., & Grace, P. E. (2011). Women in grassroots leadership: Barriers and biases experienced in a membership organization dominated by men. *Journal of Leadership Studies*, *4*, 6-16. doi:10.1002/jls.20188.

Kena, G., Hussar, W., McFarland, J., de Brey, C., Musu-Gillette, L., Wang, X., Zhang, J., Rathbun, A., Wilkinson-Flicker, S., Diliberti, M., Barmer, A., Bullock Mann, F., Dunlop Velez, E. (2016). *The Condition of Education 2016*. *NCES 2016-144*.

National Center for Education Statistics. Retrieved from https://eric.ed.gov/?id=
ED565888.

Kerr, B., Miller, W., Schreckhise, W. D., & Reid, M. (2013). When does politics matter?
A reexamination of the determinants of African-American and Latino municipal
employment patterns. *Urban Affairs Review, 49*(6), 888–912.
doi:10.1177/1078087412473433.

Kezar, A., & Moriarty, D. (2000). Expanding our understanding of student leadership
development: A study exploring gender and ethnic identity. *Journal of College
Student Development, 41*(1), 55-69. https://www.press.jhu.edu/journals/journal-
college-student-development.

Kirkman, B. L., Lowe, K. B., & Gibson, C. B. (2006). A quarter century of culture's
consequences: A review of empirical research incorporating Hofstede's cultural
values framework. *Journal of International Business Studies, 37*, 285-320.
doi:10.1057/palgrave.jibs.8400202.

Klenke, K. (1996). *Women and leadership: A contextual perspective.* New York, NY:
Springer.

Knepper, H. J., Scutelnicu, G., & Tekula, R. (2020). Why gender and research
productivity matters in academia: Exploring evidence from NASPAA-accredited
schools. *Journal of Public Affairs Education, 26*(1), 51–72.
doi:10.1080/15236803.2019.1565066.

Knipfer, K., Shaughnessy, B., Hentschel, T., & Schmid, E. (2017). Unlocking women's
leadership potential: A curricular example for developing female leaders in

academia. *Journal of Management Education*, *41*, 272-302. doi: 10.1177/1052562916673863.

Lammers, J., & Gast, A. (2017). Stressing the advantages of female leadership can place women at a disadvantage. *Social Psychology*, *48*(1), 28-39. doi:10.1027/1864-9335/a000292.

López, A., & Viramontez Anguiano, R. P. (2013). Mennonite Country: The role of Latina leaders in the familial, social, and educational outreach of immigrant Latino families in north central Indiana. *Journal of Family & Consumer Sciences, 105*(3), 22–26. doi:10.14307/JFCS105.3.7.

Mader, E. M., Rodríguez, J. E., Campbell, K. M., Smilnak, T., Bazemore, A. W., Petterson, S., & Morley, C. P. (2016). Status of underrepresented minority and female faculty at medical schools located within Historically Black Colleges and in Puerto Rico. *Medical Education Online*, *21,* 1-7. doi:10.3402/meo.v21.29535.

Mamiseishvili, K. (2010). Foreign-born women faculty work roles and productivity at research universities in the United States. *Higher Education (00181560), 60*(2), 139–156. doi:10.1007/s10734-009-9291-0.

Manfredi, S. (2017). Increasing gender diversity in senior roles in HE: Who is afraid of positive action? *Administrative Sciences*, *7*, 1-14. doi:10.3390/admsci7020019.

Marcus, B., Weigelt, O., Hergert, J., Gurt, J., & Gelléri, P. (2017). The use of snowball sampling for multi source organizational research: Some cause for concern. *Personnel Psychology, 70*(3), 635–673. doi:10.1111/peps.12169.

Marin, G., & Marin, B.V. (1991). *Research with Hispanic populations*. Newbury Park, CA: SAGE Publications.

Matusitz, J., & Simi, D. (2019). Pathways to sports leadership for Latinas in U.S. higher education. *Journal of Latinos and Education, 18*(2), 151–163. doi:10.1080/15348431.2017.1386103.

McCusker, K., & Gunaydin, S. (2015). Research using qualitative, quantitative or mixed methods and choice based on the research. *Perfusion*, *30*(7), 537–542. doi:10.1177/0267659114559116.

Mejia, S. B., & Gushue, G. V. (2017). Latina/o college students' perceptions of career barriers: Influence of ethnic identity, acculturation, and self-efficacy. *Journal of Counseling & Development, 95*(2), 145–155. doi:10.1002/jcad.12127.

Menchaca, V. D., Mills, S. J., & Leo, F. (2016). Latina titans: A journey of inspiration. *Administrative Issues Journal: Connecting Education, Practice, and Research, 6*(2), 96–115. https://files.eric.ed.gov/fulltext/EJ1137534.pdf.

Méndez-Morse, S. (2004). Constructing mentors: Latina educational leaders' role models and mentors. *Educational Administration Quarterly*, *40*, 561-590. doi:10.1177/0013161X04267112.

Mireles-Rios, R., & Garcia, N. M. (2019). What would your ideal graduate mentoring program look like? Latina/o student success in higher education. *Journal of Latinos and Education, 18*(4), 376-386. doi:10.1080/15348431.2018.1447937.

Mölders, S., Brosi, P., Bekk, M., Spörrle, M., & Welpe, I. M. (2018). Support for quotas

    for women in leadership: The influence of gender stereotypes. *Human Resource*

    Management, *57*, 869–882. doi:10.1002/hrm.21882.

Montas-Hunter, S. S. (2012). Self-efficacy and Latina leaders in higher education.

    Journal of Hispanic Higher Education, *11*, 315-335.

    doi:10.1177/1538192712441709.

Morse, J. M. (2015). Critical analysis of strategies for determining rigor in qualitative

    inquiry. *Qualitative Health Research*, *25*, 1212–1222.

    doi:10.1177/1049732315588501.

Najera, M. (2008). Managing Mexican workers: Implications of Hofstede's cultural

    dimensions. *Journal of International Business Research*, 7, 107-126.

    https://www.press.jhu.edu/journals/journal-college-student-development.

National Center for Education Statistics, (2018). *Fast facts: Race/ethnicity of college*

    faculty. Retrieved from https://nces.ed.gov/fastfacts/display.asp?id=61.

Oh, S. (2013). Do collectivists conform more than individualists? Cross-cultural

    differences in compliance and internalization. *Social Behavior and Personality*,

    41, 981-994. doi:10.2224/sbp.2013.41.6.981.

Onorato, S., & Musoba, G. D. (2015). La líder: Developing a leadership identity as a

    Hispanic woman at a Hispanic-serving institution. *Journal of College Student*

    Development, 56, 15-31. doi:10.1353/csd.2015.003.

Ortega-Liston, R., & Rodriguez Soto, I. (2014). Challenges, choices, and decisions of women in higher education: A discourse on the future of Hispanic, Black, and Asian members of the professoriate. *Journal of Hispanic Higher Education*, *13*, 285-302. doi:10.1177/1538192714540531.

Patton, L. D., & Haynes, C. M. (2014). Using critical interpretive lenses to examine glass ceiling effects through qualitative research. *New Directions for Institutional Research*, 159, 25–35. doi:10.1002/ir.20051.

Patton, S. (2013). At the Ivies, It's Still White at the Top. *The Chronicle of Higher Education, 59*(39*)*, A4-A12. https://www.chronicle.com/article/at-the-ivies-its-still-white-at-the-top/.

Pichler, S., Simpson, P. A., & Stroh, L. K. (2008). The glass ceiling in human resources: Exploring the link between women's representation in management and the practices of strategic human resource management and employee involvement. *Human Resource Management*, *47*, 463-479. doi:10.1002/hrm.20227.

Quadlin, N. (2018). The mark of a woman's record: Gender and academic performance in hiring. *American Sociological Review*, *83*, 331-360. doi:10.1177/0003122418762291.

Rahim, G., Akintunde, O., Afolabi, A., & Okikiola, O. (2018). The glass ceiling conundrum: Illusory belief or barriers that impede women's career advancement in the workplace. *Journal of Evolutionary Studies in Business*, *3*(1), 137-166. doi:10.1344/jesb2018.1.j040.

Ramirez, L., Machida, S. K., Kline, L., & Huang, L. (2014). Low-income Hispanic and Latino high school students' perceptions of parent and peer academic support. *Contemporary School Psychology*, *18*, 214-221. doi:10.1007/s40688-014-0037-3.

Reinhart, R. (2017, January 1). *Exploring the trajectory of Latinas into the role of community college president: Perspectives from current community college leadership.* (Doctoral Dissertation, National American University). Retrieved from https://search.proquest.com/docview/1965531691.

Rentfrow, P. J., & Jokela, M. (2016). Geographical psychology: The spatial organization of psychological phenomena. *Current Directions in Psychological Science*, *25*, 393-398. doi:10.1177/0963721416658446.

Reuben, E., Rey-Biel, P., Sapienza, P., & Zingales, L. (2012). The emergence of male leadership in competitive environments. *Journal of Economic Behavior & Organization*, *83*(1), 111–117. doi:10.1016/j.jebo.2011.06.016.

Rimmer, S. (2017). Develop a culture of trust and the rest will follow: Restore confidence in FE by displaying capability, credibility and faith in your team. *Times Educational Supplement,* 5267, 58–59. https://www.tes.com/en-nz/.

Rogus-Pulia, N., Humbert, I., Kolehmainen, C., & Carnes, M. (2018). How gender stereotypes may limit female faculty advancement in communication sciences and disorders. *American Journal of Speech-Language Pathology*, *27*, 1598–1611. doi:10.1044/2018pass: [_] AJSLP-17-0140.

Rosette, A. S., Koval, C. Z., Ma, A., & Livingston, R. (2016). Race matters for women
leaders: Intersectional effects on agentic deficiencies and penalties. *The
Leadership Quarterly*, *27*(3), 429-445. doi:10.1016/j.leaqua.2016.01.008.

Ruiz, C. E., & Hamlin, B. (2019). Perceived Managerial and Leadership Effectiveness in
Mexico and the USA: A Comparative Study of Effective and Ineffective
Managerial Behavior. *European Journal of Training and Development, 43*(7–8),
601–618. doi:10.1108/EJTD-01-2019-004.

Russo, G., & Hassink, W. (2012). Multiple glass ceilings. *Industrial relations: A Journal
of Economy & Society*, *51*, 892-915. doi: 10.1111/j.1468-232X.2012.00705.x.

Saldana, J. (2013). *The coding manual for qualitative researchers* (2nd ed.). Thousand
Oaks, CA: SAGE Publications.

Sampson, S. D., & Moore, L. L. (2008). Is there a glass ceiling for women in
development? *Nonprofit Management and Leadership*, *18*, 321-339.
doi:10.1002/nml.188.

Samuel, O. M., & Mokoaleli, I. (2017). Analysis of gender and leadership role
competencies, perceptions and stereotypes in an organizational context. *South
African Journal of Business Management*, *48*, 55-66. doi:10.4102/sajbm.v48i2.28.

Sanford, A. A., Ross, E. M., Blake, S. J., & Cambiano, R. L. (2015). Finding courage and
confirmation: Resisting impostor feelings through relationships with mentors,
romantic partners, and other women in leadership. *Advancing Women in
Leadership*, *35*, 31-45. doi:10.18738/awl.v35i0.140.

Sanjari, M., Bahramnezhad, F., Khoshnava Fomani, F., Shoghi, M., & Ali Cheraghi, M. (2014). Ethical challenges of researchers in qualitative studies: the necessity to develop a specific guideline. *Journal of Medical Ethics & History of Medicine*, *7*, 1-6. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4263394/.

San Miguel, A. M., & Kim, M. M. (2015). Successful Latina scientists and engineers: Their lived mentoring experiences and career development. *Journal of Career Development*, *42*, 133-148. doi:10.1177%2F0894845314542248.

Savala, L. A., III. (2015). *The experiences of Latina/o executives in higher education.* (Doctoral dissertation, Western Michigan University). Retrieved from https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1295&context=disse rtations.

Schachter, H. L. (2017). Women in public administration: Giving gender a place in education for leadership. *Administration & Society*, *49*(1), 143-158. doi:10.1177/0095399715611173.

Schneider, B., González-Romá, V., Ostroff, C., & West, M. A. (2017). Organizational climate and culture: Reflections on the history of the constructs in the Journal of Applied Psychology. *Journal of Applied Psychology*, *102*, 468-482. doi:10.1037/apl0000090.

Schwandt, T. A., Lincoln, Y. S., & Guba, E. G. (2007). Judging interpretations: But is it rigorous? trustworthiness and authenticity in naturalistic evaluation. *New Directions for Evaluation*, *114*, 11–25. doi:10.1002/ev.223.

Schwartz, A. L., Galliher, R. V., & Rodriguez, M. D. (2011). Self-disclosure in Latinos'
    intercultural and intracultural friendships and acquaintanceships: Links with
    collectivism, ethnic identity, and acculturation. *Cultural Diversity & Ethnic
    Minority Psychology*, *17*(1), 116-121. doi:10.1037/a0021824.

Shore, L. M., Cleveland, J. N., & Sanchez, D. (2018). Inclusive workplaces: A review
    and model. *Human Resource Management Review, 28*(2), 176–189.
    doi:10.1016/j.hrmr.2017.07.003.

Simmons, D. (2016). Impostor Syndrome, a reparative history. *Engaging Science,
    Technology, and Society*, *2*, 106-127. doi:10.17351/ests2016.33.

Sindell, T., & Shamberger, S. (2016). Beyond gender: Changing the leadership
    conversation. *People & Strategy*, *39*, 32-35.
    https://www.thefreelibrary.com/Beyond+gender%3A+changing+the+leadership+
    conversation.-a0458159881.

Smith, P., Caputi, P., & Crittenden, N. (2012). How are women's glass ceiling beliefs
    related to career success? *Career Development International*, *17*, 458-474.
    doi:10.1108/13620431211269702.

Smith, P., Crittenden, N., & Caputi, P. (2012). Measuring women's beliefs about glass
    ceilings: Development of the career pathways survey. *Gender in Management, 27*,
    68-80. doi:10.1108/17542411211214130.

Society for Human Resources Management. (2004). The glass ceiling: Domestic and
    international perspectives. *HR Magazine, 49,* 2-10.

Tan, J. (2008). Breaking the 'bamboo curtain' and the 'glass ceiling': The experience of women entrepreneurs in high-tech industries in an emerging market. *Journal of Business Ethics*, *80*, 547-564. doi:10.1007/s10551-007-9454-9.

Toh, S. M. & Leonardelli, G. J. (2013). Cultural constraints on the emergence of women leaders: How global leaders can promote women in different cultures. *Organizational Dynamics*, *42*, 191-197. doi:10.1016/j.orgdyn.2013.06.004.

Tran, N. A. (2014). The role of mentoring in the success of women leaders of color in higher education. *Mentoring & Tutoring: Partnership in Learning*, *22*, 302-315. doi:10.1080/13611267.2014.945740.

Treviño, A., Hite, J. M., Hallam, P. R., & Ferrin, S. E. (2014). Latino educators of tomorrow: Culture-specific mentoring for the college transition. *NASSP Bulletin*, *98*, 198-218. doi:10.1177/0192636514549887.

U.S. Census Bureau (2011). *Overview of race and Hispanic origin*: 2010. Washington, DC: U.S. Department of Commerce. Retrieved from https://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf.

U. S. Census Bureau (2013). *Infographics: How do we know? America's foreign born in the last 50 Years.* Washington, DC: Government Printing Office. Retrieved from https://www.census.gov/library/visualizations/2013/comm/foreign_born.html.

U. S. Census Bureau (2016). *Foreign born*. Washington, DC: U.S. Department of Commerce. Retrieved from https://www.census.gov/topics/population/foreign-born/about.html#par_textimage.

U. S. Census Bureau (2017). *Quick facts United States, population estimates*, July 1, 2017. Washington, DC: U.S. Department of Commerce. Retrieved from https://www.census.gov/quickfacts/fact/table/US/PST045217.

U.S. Census Bureau (2018). *Hispanic Heritage Month 2018.* Washington, DC: U.S. Department of Commerce. Retrieved from https://www.census.gov/newsroom/facts-for-features/2018/hispanic-heritage-month.html.

Verniers, C., & Martinot, D. (2015). Perception of students' intelligence malleability and potential for future success: Unfavorable beliefs towards girls. *British Journal of Educational Psychology, 85*(3), 289–299. doi:10.1111/bjep.12073.

Vial, A. C., Napier, J. L., & Brescoll, V. L. (2016). A bed of thorns: Female leaders and the self-reinforcing cycle of illegitimacy. *Leadership Quarterly*, *27*, 400-414. doi:10.1016/j.leaqua.2015.12.004.

Vowler, J. (2003). What is turning women off working in IT? *Computer Weekly*, 25. Retrieved from https://www.computerweekly.com/feature/What-is-turning-women-off-working-in-IT.

Wang, A. -C., Chiang, J. T.-J., Tsai, C.-Y., Lin, T.-T., & Cheng, B.-S. (2013). Gender makes the difference: The moderating role of leader gender on the relationship between leadership styles and subordinate performance. *Organizational Behavior and Human Decision Processes*, *122*, 101–113. doi:10.1016/j.obhdp.2013.06.001.

Warner, J., & Corley, D. (2017, May 21). The women's leadership gap. Center for American Progress. Washington, D.C. Retrieved from

https://www.americanprogress.org/issues/women/reports/2017/05/21/432758/wo mens-leadership-gap/#fn-432758-1.

Welbourne, J. L., Gangadharan, A., & Sariol, A. M. (2015). Ethnicity and cultural values as predictors of the occurrence and impact of experienced workplace incivility. *Journal of Occupational Health Psychology*, *2*, 205-217. doi:10.1037/a0038277.

Wilson, E. (2014). Diversity, culture and the glass ceiling. *Journal of Cultural Diversity*, *21*, 83-89. http://www.tuckerpub.com.

Wilson, G., & Roscigno, V. (2015). End of an era? Managerial losses of African American and Latinos in the public sector. *Social Science Research, 54*, 36-49. doi:10.1016/j.ssresearch.2015.06.018.

Women's Bureau. (2014). *Hispanic women in the labor force*. Washington, DC: Department of Labor. https://www.dol.gov/wb/resources/hispanic_wlf_infographic.pdf.

Wrigley, B. J. (2002). Glass ceiling? what glass ceiling? a qualitative study of how women view the glass ceiling in public relations and communications management. *Journal of Public Relations Research*, *14*(1), 27-55. doi:10.1207/S1532754XJPRR1401_2.

Wrushen, B. R., & Sherman, W. H. (2008). Women secondary school principals: Multicultural voices from the field. *International Journal of Qualitative Studies in Education*, *21*(5), 457-469. doi:10.1080/09518390802297771.

Yang, M. (2012). *The leadership experiences of successful minority American women in financial services: A participatory study*. (Doctoral Dissertation, The University

of San Francisco). Retrieved from

https://repository.usfca.edu/cgi/viewcontent.cgi?article=1225&=&context=diss&

=&seiredir=1&referer=https%253A%252F%252Fscholar.google.com%252Fscho

lar%253Fhl%253Den%2526as_sdt%253D0%25252C5%2526q%253DThe%252

Bleadership%252Bexperiences%252Bof%252Bsuccessful%252Bminority%252B

American%252Bwomen%252Bin%252Bfinancial%252Bservices%2526btnG%2

53D#search=%22leadership%20experiences%20successful%20minority%20Ame

rican%20women%20financial%20services%22.

Yardley, L. (2017). Demonstrating the validity of qualitative research. *The Journal of Positive Psychology*, *12*, 295-296. doi:10.1080/17439760.2016.1262624.

Yilmaz, K., Altinkurt, Y., & Ozciftci, E. (2016). The relationship between teachers' views about cultural values and critical pedagogy. *Eurasian Journal of Educational Research*, 66, 191-210. doi:10.14689/ejer.2016.66.11.

Young, I. P., & Fox, J. A. (2002). Asian, Hispanic, and Native American job candidates: prescreened or screened within the selection process. *Educational Administration Quarterly*, *38*, 530-554. doi:10.1177/001316102237671.

Yu, P. T., Parsa, P. V., Hassanein, O., Rogers, S. O., & Chang, D. C. (2013). Minorities struggle to advance in academic medicine: A 12-y review of diversity at the highest levels of America's teaching institutions. *Journal Of Surgical Research*, *182*(2), 212-218. doi:10.1016/j.jss.2012.06.049.

Appendix A: Interview Protocol

Date:
Time of Interview:
Mode of Interview:
Interviewee Number:

Interview questions that the participants will be asked regarding their perceptions and experience of challenges in higher education leadership.

1. As a Hispanic woman, have you experienced any cultural challenges in competing for higher education executive positions at this institution? If so, what are the types of challenges you have faced and how significant are they?
   • Have you experienced any challenges, opportunities, or obstacles at any other institution in which you have worked?

2. Do you believe that being of Hispanic origin vs foreign born play a role in women experiencing cultural challenges competing for higher education executive positions? If so, are the types of challenges they face similar and are they equally significant?
   • Have you ever felt your culture and or ethnic background played a role in you being considered for any ascension?

3. Do you believe that Hispanic women experience barriers in the selection process for higher education executive positions? If so, what are the types of barriers they face and how significant are they?
   • What would you attribute to the limited numbers of Hispanic women working in leadership positions in predominantly Caucasian doctoral institutions?

4. Do you believe that being of Hispanic origin vs foreign born play a role in women experiencing barriers in the selection process for executive positions? If so, are the types of barriers they face similar and are they equally significant?
   • Have you experienced any barriers in your career and do you think these barriers were related to your ethnicity? If so, please elaborate?

5. Do you believe that organizational culture impact Hispanic women who serve in executive higher education positions? If so, how does organizational culture impact Hispanic higher executive women and how significant is it?
   • Are you aware of other Hispanic women holding leadership positions in other departments?

6. Do you believe that being of Hispanic origin vs foreign born play a role in women experiencing organizational culture impact in higher education positions? If so, is the organizational culture impact they face similar and is it equally significant?

- What would you say are the challenges Hispanic women face who aspire to lead in institutions like the one you are currently leading?

7. Are there any other questions you feel I should have asked and failed to ask to help me fully understand the experiences Hispanic women face in predominantly Caucasian doctoral granting institutions?

Interview questions regarding Collectivist/Individualist mentality

Hofstede's individualist versus collectivist cultural dimension represents how people from different cultures think, feel, and act amongst each other (Finkelstein, 2012).

Individualists are independent of the group and see each person as a unit and believe that each person has to look after their self. Individualists tend to care about their immediate families, such as spouse and children (Kirkman, Lowe, & Gibson, 2006).

Collectivists are different in that they see the group as a unit and consider the group's needs more important than those of the individual. Collectivists include their immediate family, extended family, and their entire community (Chang et al., 2017).

1. Do you identify as a collectivist or individualist? Why?

2. Would you identify your upbringing as a collectivist or individualistic? Why?

3. How would you identify your previous work environment, collectivist or individualist? Why?

4. In your opinion, is the institution you are currently employed a collectivist or individualist? Why?

5. Do you believe that the mentality an employer has versus the one the employee has plays a role in the promotion/ascension of the individual? If so, why?

Anything else you would like to add as we end this interview?

Appendix B: Invitation Letter to Solicit Participants

Dear_____,

      I am a doctoral student at Walden University studying Organizational Psychology and I am currently conducting research for my dissertation. I am kindly asking for your help in identifying Hispanic/Latinas serving within executive leadership positions in doctoral granting institutions or ones that have held an executive leadership role within the last five years. To collect my data, there will be two video interviews lasting no more than 60-90 minutes. Please note a $25 Amazon e-gift card will be sent within two weeks of the second meeting as a thank you for participating. My study seeks to determine how Hispanic women perceive the higher education work environment regarding their ability to advance and apply this information in supporting their ascension into leadership. The tittle of my study is "Hispanic Women's Experience and Perceptions of Challenges in Higher Education Leadership." The results of this study may be useful and used as a tool to increase representation of Hispanic women in leadership positions in doctoral granting institutions.

      I am seeking women who identify as Hispanics/Latina and come from any of the following countries: Mexico, Colombia, Venezuela, Spain, Argentina, Peru, Ecuador, Chile, Guatemala, Honduras, Costa Rica, Panama, Cuba, Bolivia, Dominican Republic, Paraguay, Uruguay, El Salvador, Belize, Nicaragua or Hispanic American. Please note, individuals from Brazil will not be included due to being a Portuguese speaking country and Puerto Rico will not be included as well due to being closely tied to the United States education system of higher education.

      I would like to apologize in advance if any other women who come from other countries not mentioned would like to participate and are unable to due to not meeting the criteria. My current challenge is finding women who meet the necessary criteria for the dissertation research. It is my sincere hopes that you will consider participating in this study and I can solemnly promise that I will handle any issue of ethnicity/race with the most respect and sensitivity.

      If you would like to participate in my study, please contact me by email at _@waldenu.edu. Or if you would like to verify any information regarding the legitimacy of this study, you may contact my chair Dr. Nancy S. Bostain at_@waldenu.edu. If you are not able to participate and know someone who meets the inclusion criteria, please forward them this email or I kindly ask that you provide me their contact information. The following are leadership positions that will be considered for the purposes of this study: president, sr. vice president, vice president, executive vice president, chief of staff, chief academic officer (CAO), dean of college and director. In addition, chancellor, chief academic office/provost, central senior academic affairs officer, dean of academic

college, senior administrative officer, senior external affairs officer, chief student affairs or enrollment management officer and any administrator with vice president in their title.

Walden University's approval number for this study is 10-15-19-0227873 and it expires on 10/14/2020.

Thank you in advance for your time and consideration.

Kind Regards,

Blanca Figueroa Estrada
Doctoral Student
Organizational Psychology Program
School of Psychology
College of Social and Behavioral Sciences
Walden University

Appendix C: Personal Information Participant Questionnaire

Participant Contact Information:

Name (First, Last):

Telephone number:

Email address

Skype user name:

Office address:

Professional Information:

Current position title:

Name of institution currently employed:

City and State of institution:

Department:

Number of years in current position:

Number of years employed within higher education:

Title of previous position held:

How many years was previous position held?

What country did you start in academia?

What country did you start in Leadership?

How long ago did you start in academia?

How many years after starting in academia did you move into leadership?

Did you have mentors?

What kind of guidance did you have to get to this level?

Educational Background:

Highest Degree attained:

Discipline:

Country/state in which degree was attained?

Year degree was attained?

Demographics:

Age:

Gender:

Were you born in the United States?

If yes, what State?

If not, please indicate what country?

North America: Mexico

Central America: Belize, Costa Rica, Panama, Nicaragua, Honduras and El Salvador

South America: Colombia, Argentina, Peru, Venezuela, Chile, Ecuador, Bolivia,

Paraguay and Uruguay

Caribbean: Cuba, Dominican Republic and Puerto Rico

Europe: Spain

Other:

If you were not born in the USA, at what age did you come to the USA?

Were your parents born in the United States?

Please circle:

Yes, both parents

Yes, only one parent

Please specify country of other parent:

No, Please specify country of birth for each parent:

What languages do you speak?

What was the primary language at home?

Was Spanish your first language?

Are you a United States Citizen?

<div align="center">Ethnic Background:</div>

Regarding your ethnicity, do you consider yourself: Hispanic, Latina, or Other? Please

specify:

Note. The definitions for the ethnic classifications are based on the following:
Hispanic: An individual who has Spanish speaking origin, is of Latin American descent, and speaks Spanish. This includes individuals from Spain. However, it does not include individuals from Brazil. Under the U.S. Census (2011), a Hispanic is defined as someone who is of Mexican, Cuban, Puerto Rican, Central or South American descent.
Latina: A woman who is native or inhabitant of Latin America, and lives in the United States (U.S. Census Bureau, 2016).

Appendix D: Interviewee Cover Letter

Dear _____:

I am sending you this letter to sincerely thank you for taking the time to discuss the importance of my research. I would like to also thank you for your willingness to learn a bit more about my dissertation research study in identifying the challenges Hispanic women face in competing for leadership roles in higher education and factors they face in obtaining those positions, particularly in predominantly Caucasian doctoral-granting institutions. After much research, I believe my study is unique due to the limited research on Hispanic women in leadership positions in doctoral granting institutions.

Please note that the interview will last no more than 60-90 minutes. A copy of the consent form along with the participant questionnaire is enclosed. Please review all documents and let me know if you have any questions or concerns. If you agree to participate please reply to the email with the words "I consent" along with a copy of your curriculum vitae to the email address listed below.

The terms used throughout the literature are Hispanic or Latina and I am aware that there may be individuals who do not identify themselves to any of these terms and may find them offensive. I would like to ask my sincere apologies in advance. It is my sincere hopes that you will consider participating in this study and I can solemnly promise that I will handle any issue of ethnicity/race with the most respect and sensitivity.

If you have any questions, concerns, and or comments, please do not hesitate to contact me by email at _@waldenu.edu.

Kind Regards,

Blanca Figueroa Estrada
Doctoral Student
Organizational Psychology Program
School of Psychology
College of Social and Behavioral Sciences
Walden University

Appendix E: Confirmation Email for Interview

Dear Participant:

This email is to confirm our interview appointment scheduled for:

First Meeting   (2nd Opportunity to First Meeting)   (3rd Opportunity for first

          Meeting)

Date: Date: Date:

Time: Time: Time:

Location: Location: Location:

Second meeting:

Date:

Time:

Location:

The duration of each meeting is anticipated for approximately 60-90 minutes

If you have any questions, concerns and or comments, please do not hesitate to contact me by email at _@waldenu.edu.

Kind Regards,

Blanca Figueroa Estrada
Doctoral Student
Organizational Psychology Program
School of Psychology
College of Social and Behavioral Sciences
Walden University

Appendix F: Guide for Interview

A. Initiating the Interview:

    1. It is my hopes that this interview is more of a conversation than an interview.
    2. The details of your experience are critical to this study.
    3. As a reminder, all information shared with be kept strictly confidential
    4. As a reminder this interview will be audio taped unless you decline.

B. Before we Begin:

    1. Do you have any questions regarding the study?
    2. Are there any details of the study that I need to make clear?

C. Interview Begins:

    I would like to turn on my recorder now is that ok with you? This is Blanca Figueroa Estrada. The time is _____, the date is _____. This is interview number _____ with participant number _____.

    Please take as much time needed to reflect on each of the questions and response.
    Begin interview questions

D. Conclude Interview:

    This concludes our first interview. Are there any questions, comments or concerns at this time before we end?

E. After the Interview:

    Please note after approval of transcription, I may need to contact you to follow up and seek clarification or added information.

Again thank you for your willingness to participate in this study.

Appendix G: Email Including Summary of Notes to be Reviewed by Participant

Date:

Dear _____:

It was a pleasure speaking with you to discuss your experience in doctoral granting institutions. I truly appreciate you taking the time out of your busy schedule.

As stated in our conversation, I have enclosed a copy of the notes for you to review. I would like to reiterate that I have taken every possible precaution to protect your identity and keep everything confidential. I kindly ask that you read over and please return it to me within one week via email at _@waldenu.edu.

I look forward to hearing from you soon and look forward to our second meeting to discuss the changes.

Kind Regards,

Blanca Figueroa Estrada
Doctoral Student
Organizational Psychology Program
School of Psychology
College of Social and Behavioral Sciences
Walden University

Appendix H: Social Media Post to Solicit Participants

Hello, my name is Blanca Figueroa Estrada. I am a doctoral student at Walden University and I am currently conducting research for my dissertation.

I am kindly asking for your help in identifying Hispanic/Latinas serving within executive leadership positions in colleges or universities or ones that have held an executive leadership role within the last five years. My study seeks to determine how Hispanic women perceive the higher education work environment regarding their ability to advance and apply this information in supporting their ascension into leadership. The results of this study may be useful and used as a tool to increase representation of Hispanic women in leadership positions in doctoral granting institutions.

My current challenge is finding women who meet the necessary criteria for the dissertation research. If you meet the criteria or have any questions and would like to participate, I kindly ask that you send me a private message for next steps or email me at_@waldenu.edu. If you are not able to participate I would appreciate if you can share this post within your networks.

There will be two video interviews lasting no more than 60-90 minutes. Please note a $25 Amazon e-gift card will be sent within two weeks of the second meeting as a thank you for participating. I am seeking women who identify as Hispanics/Latina and come from any of the following countries: Mexico, Colombia, Venezuela, Spain, Argentina, Peru, Ecuador, Chile, Guatemala, Honduras, Costa Rica, Panama, Cuba, Bolivia, Dominican Republic, Paraguay, Uruguay, El Salvador, Belize, Nicaragua or Hispanic American. I would like to apologize in advance if any other women who come from other countries not mentioned would like to participate and are unable to due to not meeting the criteria.

The following are leadership positions that will be considered for the purposes of this study: president, sr. vice president, vice president, executive vice president, chief of staff, chief academic officer (CAO), dean of college and director. In addition, chancellor, chief academic office/provost, central senior academic affairs officer, dean of academic college, senior administrative officer, senior external affairs officer, chief student affairs or enrollment management officer and any administrator with vice president in their title.

Walden University's approval number for this study is 10-15-19-0227873 and it expires on 10/14/2020.

Thank you in advance for your time and consideration.