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Exclusion in Academia

Latina Faculty Struggle Towards Tenure

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**Exclusion in Academia:
Latina Faculty Struggle Towards Tenure**

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ABSTRACT

The purpose of this qualitative case study was to explore the lived experiences of underrepresented tenured Latina faculty in one four-year university in the southeast area of the United States to identify barriers towards achieving tenure. Eight tenured Latina faculty with experience of 7 to 20 or more years in a tenured position provided their perceptions and experiences of the challenges and support they encountered in their pursuit of tenure. A snowball sampling technique produced eight participants from an initial recruitment from an online search. Semi-structured interviews via in-person and audio-video conferences offered rich descriptions of the Latina faculty's experiences for coding and analysis. The NVivo for Mac software (QSR International, 2015) supported the coding and analysis process of the participant's responses. Five main themes emerged from the patterns found in the analysis. The five findings included: organizational exclusionary practices against Latina faculty at the university; white male-oriented culture where resources are used to benefit white males; demoralizing micro-aggressions towards Latina faculty from white faculty; the university leadership's lack of action and accountability to address diversity and inclusion challenges; and the lack of support networks and mentoring to help guide Latina faculty. These findings described an exclusionary academic environment, where the Latina faculty often felt insulted, isolated, and underappreciated with little to no opportunity to advance or contribute equally to the university. This study contributed to the literature by addressing various reasons higher educational institutions need to remove barriers that negatively affect Latina faculty seeking tenure actively.

CHAPTER 1:

INTRODUCTION

The higher educational landscape in America continues to change and become more ethnically diverse to varying degrees regarding students, faculty, and administrators. Ethnic diversity in the faculty has not seen the same amount of change when compared to the level of change in the general population of the United States (Kanter, 2011). While there have been increases in student diversity, faculty diversity continues to be minimal with minority faculty contributing to only 16% of full-time positions in higher education (U.S. Department of Education, 2015, p. 2). In 2014, Latinos (male and female) represented the largest minority group that continues to increase in the United States (U.S. Census Bureau, 2015). Latinos have also grown as the largest minority group of enrolled students in 4-year colleges, creating a need for adequate Latino representation among faculty to help support the unique needs of Latino students (Martinez & Toutkoushian, 2014).

Among minority professors, only 4% represent Latino faculty, of which 32% were female (Excelencia in Education, 2015, p. 16). Four percent is a significant difference when Latinos or Hispanics, as named by the U.S. Census Bureau (2015), represented 55 million or 17% of the United States' population in 2014 (p.1). As Latinos earning a doctoral degree have increased by 67% from 2003 to 2012, more qualified individuals can pursue the academic path (Excelencia in Education, 2015, p.10). Earning more doctoral degrees among Latinos does not ensure an increase in more Latino faculty. Various studies demonstrate challenges Latina professors face in their pursuit to secure a tenured position at a 4-year institution (Machado-Casas, Ruiz, & Cantu, 2013; Martinez & Toutkoushian, 2014; Saldaña, Castro-Villarreal, & Sosa, 2013; Téllez, 2013). There is also a poor representation of Latinos at the administration level, with Latinos only representing 4% of senior college administrators (Wilson & Meyer, 2013, p. 92). Among those challenges for Latinas are issues related to various areas including the institution's administration, the scholarly environment, campus and student level, and at a personal level with family and gender roles (Machado-Casas et al., 2013).

There are some reasons that Latina faculty representation in higher educational institutions continues to be low. Many universities continue to struggle with challenges with recruiting and retaining faculty of color (Diggs, Garrison-Wade, Estrada, & Galindo, 2009). Various studies, including qualitative studies such as personal narratives, have described in detail how the stress and expectations placed on Latinas attempting to enter the academic environment contribute to their underrepresentation (Machado-Casas et al., 2013). Many of these challenges are experienced by Latinas to a heightened level as compared to other non-Latina professors (Chang, Welton, Martinez, & Cortez, 2013; Sánchez & Ek, 2013; Téllez, 2013).

This qualitative case study explored the effects of mentoring, networking, organizational diversity management and inclusion, discounting Latinas as scholars and marginalization, feminine roles, and student's perceptions on the underrepresentation of Latina faculty in four-year colleges or universities.

Background Of The Study

The ethnic and racial diversity among people in America continues to change how institutions and businesses operate and how people interact with each other. Latinos in the United States represented 17% of the total population, making them the nation's largest ethnic or race minority (U.S. Census Bureau, 2015, p. 1). As a growing minority, Latinos underrepresent in

various areas of society when compared to other racial groups. The underrepresentation is apparent on the issue of education when considering the number of Hispanics with a bachelor's degree. Among adults 25 or older with a bachelor's degree, 13% are Latinos, compared to nearly 30% of Whites, 17% of African-Americans, and 50% of Asians (U.S. Census Bureau, 2012, p. 2). There was an increase of 63% in Latinos that attained a bachelor's degree from 1.9 million in 2004 to 3.1 million in 2013 (Excelencia in Education, 2015, p.9). Even with this increase, only 13% is still significantly low when comparing to the growing population. Another critical area is the underrepresentation of Latinos in higher education faculty.

During 2011 in the United States, Latinos represented only 4% of all faculty in higher education, compared to 74% of Whites, 7% of African-American, and 6% of Asians (Excelencia in Education, 2015, p.16). Of the Latino faculty, only a third were women (Excelencia in Education, 2015, p.16). When comparing Latina faculty to women faculty overall, Machado-Casas et al. (2013) found in 2010, 78% of total female faculty were White, 7% were African-American, 6.7% were Asian, and 4% were Latina (p. 4). The lower representation of Latinas in academic institutions presents a crisis to academia and the Latino community, and to the United States overall (Machado-Casas et al., 2013).

Researchers have well documented the lack of representation and retention of ethnic and racial minority faculty in higher education (Diggs et al., 2009; Martinez & Toutkoushian, 2014). Machado-Casas et al. (2013) found that high expectations and daunting demands often create feelings of isolation and fear in the faculty of color who faced a seemingly hostile tenure and promotion system. Medina and Luna (2000) found that gender, ethnicity, and social status influence feelings of marginality in Latina faculty. Without the support of the institution or individuals providing mentoring and coaching, many Latina faculty face many challenges as they attempt to obtain a tenure position. This qualitative study added additional information to the causes or support needed to address this issue.

In addition to the lack of adequate Latina faculty representation in most U. S. universities, Latino students also face numerous challenges. Latinos are the largest minority in the United States but constitute many of the highest rates of high school and college dropouts, and the lowest rate of college enrollment and completion of all major races and ethnicities (Bohon, Johnson, & Gorman, 2006). The lack of educational attainment can negatively impact the Latino community regarding the global market, which requires workers with higher intellectual capital (Mellahi & Frynas, 2015). In 2010, only 14% of Latinos over the age of 25 had attained a bachelor's degree compared to 29.9% of Whites (U.S. Census Bureau, 2012, p.2). The low educational attainment rate for Latinos contributes to the smaller number of Latinos furthering their education into doctoral levels. Studies have shown that external and internal factors can support Latino students to remain in college and complete their degree. The external factors include support from mentors, advisors, honors programs, family support, scholarships, and other activities, in addition, to internal factors like having high self-esteem and a positive attitude. Latino students, as well as other racially diverse students, can benefit from having a racially diverse faculty and supportive environment as they work to succeed in college.

Statement Of The Problem

The general problem is that Latinos represent only 4% of higher education faculty of which less than a third are women, demonstrating a crisis in the United States due to the adversely low numbers of Latina faculty in academia (Excelencia in Education, 2015, p. 16; Machado-Casas et al., 2013). The lower representation can present a number of challenges to the higher education community, individual scholars, Latino community, and the American society as a

whole. Minority faculty, like Latinas, face numerous barriers once they have acquired a pre-tenured position. Chang et al. (2013) found that these challenges include issues of tokenism, additional advising responsibilities for minority students, and assigned extra duties. As few Latinas faculty are available, they are often asked to mentor or support other Latino students. Unlike their non-minority colleagues, Latina faculty juggle more than the normal load on their pursuit to tenure (Téllez, 2013). These challenges can deter Latinas from assuming a valuable role in society.

The specific problem is that the underrepresentation of Latina faculty in the southeast area of the United States can negatively affect growing Latino communities by the lack of Latina scholars who serve as role models, mentors, and supporters of Latino needs in the greater society (Garrison-Wade et al., 2012; Machado-Casa et al., 2013). From 1998 until 2008, Latinos represented the highest growth in fall enrollment in higher education among all ethnic groups, with a 74% increase, yet still represent the lowest amount of students enrolled compared to Whites, Asians American, and African Americans (Kim, 2011, p.8). Having Latinas adequately represented among the university's faculty can help support these students in their educational journey as well as make a difference in the overall community.

Many states have a population of 1 million or more Latinos. As a state in the southeast area of the United States, Florida is one of the eight states with a high Latino population (U.S. Census Bureau, 2015). As the southeastern area of the United States continues to grow with diverse populations, the lack of Latina faculty can have a serious impact on the local communities where students need a diverse faculty that represents themselves and the general changing population in the real world (Lee, 2010). Kent, Kochan, and Green (2013) suggested in terms of educational professions, there are not enough minorities and female professionals available who can serve as mentors to students. Some researchers have suggested that it is important for mentors and mentees to share the same ethnic backgrounds because it allows both to build a stronger bond, more satisfaction, and a better outcome (Liang & Grossman, 2007; Orlando-Barack, 2003). A diverse faculty is needed to ensure that all students can feel comfortable and identify with their professors. The lack of adequate minority faculty representation can have an adverse impact on the success of minority students in higher education if Latino students cannot build strong bonds with their mentors.

The methodology for the study focused on a qualitative case study that explored the barriers that contribute to the underrepresented tenured Latina faculty in a four-year university in the southeast area of the United States. The qualitative case study included eight Latina faculty who have obtained tenure and are in leadership positions at one four-year university. The information gathered from these participants helped to gain insight into the opinions, experiences, challenges, and recommendations for the changes needed to increase the representation of Latina faculty in higher education. The qualitative research data collection method for the study consisted of semi-structured interviews using questions to gather information about Latinas faculty experiences and challenges they have encountered as they pursued tenure. Common patterns or themes arose from the analysis of the participant's responses.

Purpose Of The Study

The purpose of this qualitative case study was to explore the lived experiences of underrepresented Latina faculty in a four-year university in the southeast area of the United States in order to evaluate reasons for underrepresentation.

The Latina faculty for this study were questioned to investigate the effects of issues related to mentoring, networking, organizational diversity management and inclusion, discounting Latinas as scholars, feminine roles, student's perspectives, leadership, and gender on their experience as they pursued tenure. Understanding how Latina faculty perceive their educational institutions, challenges in their community, and issues related to their identity as a female, mother, or Latina can bring awareness to Latina faculty who may still need support in their pursuit of a tenure or leadership position in their academic setting. The qualitative case study considered circumstances that have affected the Latina faculty at their higher educational institution and focused on the challenges or successes they experienced in their journey towards a tenured position. Information gathered from this study might support future Latinas aspiring to enter a tenured-tracked position and successfully attain tenure. Increasing support to Latina faculty could help to address the underrepresentation in higher education.

Berg and Lune (2012) described a case study as a way to examine information closely about a person, a social setting, or event. The case study method allowed for the concentration on a single individual, an institution, or phenomena. Berg and Lune stressed that this type of approach would provide more opportunity to capture different nuances, patterns, or aspects not easily found with other research methods. This method allowed modification of the questions and exploration of more detail in the experiences of Latina faculty.

The participants of the qualitative case study included eight Latina faculty within one higher education institution, whose experiences and knowledge gave them insight into the barriers that contribute to the underrepresentation of Latina Faculty at a four-year university in the southeast area of the United States. All participants were in a tenured position or a tenured leadership positions in the specific four-year university chosen for this study. Additional experience of the participants included prior years in a leadership position at the university level. In previous universities, not in the southeast area of the United States, some participants have held leadership positions that included dean or department chair. Latina faculty in these leadership roles and extended years of service at the current university helped to include viewpoints that provided more information in a historical perspective, including improvements made to improve challenges and areas that are still a serious concern despite previous efforts or the lack of action to address the issue.

Rationale of the Study

The rationale for conducting this study included the body of literature regarding the experiences and challenges Latina faculty face in their pursuit of a tenured faculty position in a four-year higher educational institution and provided insight into barriers that contributed to Latina faculty underrepresentation. With Latinas representing less than 4% of faculty and the limited research on Latino faculty members, it was critical for the study to shed light on challenges and areas needing improvement in addressing issues that contribute to the underrepresentation of Latina faculty in higher education (Excelencia in Education, 2015, p. 16; Martinez & Toutkoushian, 2014). The goal of this study was to identify specifically the practices or barriers in the higher education administration, community, or Latina's life that have supported or challenged the advancement of Latina faculty. The identified relevant barriers that contribute to the underrepresentation of Latina faculty can be used to make needed changes in higher education administration, the community, and in supporting Latinas seeking tenure. These changes can help to increase opportunities for Latina scholars and contribute to a more equally diverse academic environment.

As Latinos are the largest minority in the U.S. and are expected to continue to grow in population over the next decades, higher education institutions must consider how they will prepare and address underrepresented faculty throughout the country (U.S. Census Bureau, 2015). According to McGlynn (2014), as the nation's diversity in the general population continues to grow, and Hispanics being the fastest growing minority, it is critically important for underrepresented groups to increase their higher educational attainment. This increase in educational attainment will support the growth of the U.S. human capital. The university leadership's action is needed to increase recruitment and retention of Latinas faculty to ensure that institutions are proactively responding to the particular needs of this growing population (Sánchez & Ek, 2013). The lack of action on the part of universities and policy makers can lead to numerous challenges in academia and the community that can negatively affect the fabric of American society (Machado-Casas et al., 2013). The insight gathered from this study may help higher education institutions to make better choices in addressing the underrepresentation of Latina faculty.

Significance of the Study

The qualitative case study was significant in providing information about the barriers that contributed to the underrepresentation of Latina faculty in higher education and its impact on the larger society. Information gathered from this study described the effects that mentoring, networking, organizational diversity management and inclusion, discounting Latinas as scholars, feminine roles, student's perspectives, and leadership and gender have on tenured Latina faculty. Challenges or strengths of gender, ethnicity and race relations can be identified through a qualitative case study to further develop strategies to address challenges and gaps or apply supportive strategies to aspiring Latinas at a larger scale and in a new way. Sharing the findings of the qualitative case study helps to increase awareness of the challenges Latina faculty face as they seek tenure and promotion.

The underrepresentation of Latina faculty in higher education also presents a challenge to the larger community. According to Gonzales, Murakami, and Nunez (2013), the lack of adequate preparation of Latinos has resulted in an immeasurable loss of talent to society. Less prepared Latinos also represent the loss of needed role models as younger generations aspire to attend college (Santos & Reigadas, 2002). The lack of role models, mentors, and supporters in Latina faculty to help Hispanic students navigate their way to and through college can become a never-ending cycle as it repeated from one generation to the next (Gonzales et al., 2013). The exploration of how Latina faculty have managed the mentoring of Latino students and juggling additional responsibilities because of their ethnicity provides additional information about the impact these responsibilities have on their professional and personal life as they pursued tenure.

The findings of this qualitative case study indicated the need for further research, specifically in the area of the underrepresentation of Latina faculty in higher education. This research study provided more information on the needs of Latina faculty and the benefits of having Latina faculty to increase opportunities for mentoring, diverse perspectives, and adequate representation of research and other campus or community agendas. These findings demonstrated the major differences in the recruitment and retention of Latina faculty in higher education.

Theoretical Framework

Using a theoretical framework can help to provide a focusing lens on the research problem and how it manifests. This qualitative case study used two theories, critical race theory and organizational inclusive behavior theory, to consider the various factors that contribute to the

underrepresentation of Latina faculty in higher education. Critical Race Theory (CRT) provided the primary theoretical framework. CRT, developed during the mid-1970s, criticized issues related to race to bring about a higher level of social justice. In education, Comeaux (2013) emphasized various main tenets of CRT's theoretical role. One tenet considers the central role of race and racism, and how these two issues relate to other forms of oppression. Another tenet also considers traditional Eurocentric institutions challenges towards creating an objective, race-neutral, and equal opportunity educational system. A third tenet focuses on the legitimacy of the experience of oppression requiring a commitment towards a transformative response to challenges related to race, gender, and other vulnerable groups. The main tenets mentioned paints a picture of American society where minorities must continue to examine and challenge identified racial inequalities. Issues of racism and oppression may affect Latina faculty, like other minority faculty. Comeaux (2013) pointed out that CRT could serve as a useful tool to analyze and explain the factors that contribute to disparities among faculty in higher education, such as those found with the underrepresentation of Latina faculty.

A secondary and emerging theory, Organizational Inclusive Behavior (OIB) theory, was used. Sabharwal (2014) introduced the concept of OIB theory to consider how organizations use notions associated with organizational inclusion in their current diversity efforts. Construction of the theory was through a combination of social identity theory, social comparison theory, and optimal distinctiveness theory. This theory conceptualizes "three broad areas: (a) commitment from top leadership to foster inclusion, (b) ability of employees to influence organizational decisions, and (c) fair/equitable treatment from management" (Sabharwal, 2014, p.199). The organizational inclusive behavior theory considers how organizations implement a culture of inclusion among a diverse workforce. Bendick, Egan, and Lanier (2010) emphasized how counter-productive hiring a workforce for the sake of increasing minority representation can be to an organization. The OIB theory seeks to distinguish the use of diversity management concepts like diversity training, recruitment practices, and minority-targeted training programs to more inclusionary practices where barriers are removed to enable all high performing employees to advance. This research provided a method to demonstrate how Latina faculty perceived their organizational environment, inclusiveness, levels of tokenism, and undervalue in their work. The OIB theory also helped to examine and interpret information gathered from Latina faculty in their experiences as they pursue tenure.

Research Questions

In the design stage of a research study, a series of important decisions made about the research questions guided the study to answer the identified problem (Berg & Lune, 2012). Qualitative researchers seek out the answers to problems in their regular setting as opposed to experimental laboratories. The research questions helped to determine how information will be gathered to examine and explain the problem from individuals in the situation first hand (Berg & Lune, 2012). Employment of various techniques, such as interviews, direct observations, reviewing documents, or various techniques at once supported this process. The research study took the form of a case study, where the emphasis was on obtaining the thorough knowledge of an institution or individual (Patten, 2014). The primary research question guiding this qualitative case study: *what are the barriers that contribute to the underrepresentation of tenured Latina faculty?*

Long-Sutell, Sque, and Addington-Hall (2010) emphasized the importance of having secondary questions in a qualitative research study that are narrower questions used to find more comprehensive responses to the research questions that are different from responses to the primary research question. The five secondary questions used to help answer the primary question for the qualitative case study included:

- RQ 1.** What are the organizational and societal factors that contribute to the underrepresentation of tenured Latina faculty?
- RQ 2.** What are the organizational and non-organizational barriers to increasing tenured Latina faculty in higher educational institutions?
- RQ 3.** How does mentoring or the lack of mentoring affect Latina faculty in achieving tenure?
- RQ 4.** How do organizational inclusionary practices or the lack of these practices affect Latina faculty's perception of the higher education administration and organizational culture?
- RQ 5.** How do Latina faculty perceive their influence on students and how important do they believe their influence is?

The research questions helped to gather more complex, interesting, and informative data about the underrepresentation of Latina faculty and this supported the findings of the study (Patten, 2014). With the initial Latina faculty participating in the study, a snowball sampling method recruited additional participants until reaching data saturation. In the snowball sampling technique, the initial participant assisted in identifying and referring additional participants that met the study's participant criteria (Berg & Lune, 2012). Recruited for the study were ten potential participants, reaching data saturation after the eighth interview.

Definition of Key Terms

The following definitions of key terms provided an operational use of words and concepts utilized throughout the qualitative case study to minimize confusion and clarify the context of each term.

Discounting Latinas as Scholars. The discounting of Latina as scholars refers to literature that suggests that Latina produced research and scholarly articles are not perceived to meet narrow views of what are considered scholarship and their work is discounted and dismissed by academic peers (Gonzales et al., 2013).

Diversity Management. Diversity management is a system of strategies to help organizations attract and retain a diverse workforce in terms of their ethnicity, age, race, and other attributes. It supports the organization in retaining the best talent to enhance problem solving and facilitate creativity (Alston-Mills, 2011).

Family Roles. Family roles describe the Latina faculty's role in having children and attending to family needs and how that role affects their role as a scholar within a higher educational institution. Family roles consider conflicts between child rearing, bearing and familial obligations and scholarly productivity and service expectations (Saldaña et al., 2013).

Higher Education Institution. The term higher education institution describes any four-year college or research university that is private or public within the United States (Hearn, Warshaw, & Ciarimboli, 2016).

Higher Education Administration. Higher education administration includes a university's leadership consisting of the president, department heads, and governing board (Wade-Berg, 2012).

Latina(s) and Latino(s). The attribute of Latino or Latina describes a male or female from Latin America or Latin America descendent (Fregeau & Leier, 2016). Latinas reference only

females. In certain contexts, Latinos may describe only males in a group or a group of both males and females.

Mentoring. Mentoring is a process of supporting another individual of lesser experience to excel in a particular area or an educational or professional capacity. García and Henderson (2015) defined mentoring to include providing students with tools for success and impact their life. There will be a focus on Latina faculty as mentees and as mentors.

Networking. Networking is the ability to connect with other peers and professionals for mutual support and opportunities. A network provides a space to learn and interact outside of the formal establishment from other fellow colleagues, higher-level professionals, and newcomers (Sánchez & Ek, 2013).

Organizational Culture. The organizational culture is the sum of behaviors found within an organization (Bustin, 2014). The organizational culture describes the norms or behaviors that are established and are considered acceptable. A person's social culture may be different from the organizational culture creating a conflict within their environment (Abdul-Raheem, 2016).

Organizational Inclusionary Practices. Organizational inclusionary practices move beyond diversity management practices to allow different perspectives to be "heard, respected, understood, and integrated into the decision-making processes; differences in opinions and voices are further seen as legitimate avenues for problem-solving and improving organizational performance" (Sabharwal, 2014, p. 201).

Student Perspectives. Student perspectives describe the impact that minority faculty, particularly Latina professors, have on college students. The student's perspective considers their perceptions concerning the student's level contentment with how diverse the faculty is within the institution and that diversity affects their education (Lee, 2010).

Work-life Balance. Work-life balance describes how individuals struggle to balance the requirements of their job and still meet the needs of their personal life (Wade-Berg, 2012). This struggle to balance work and home life also refers to the work-family balance (Castañeda, Zambrana, Marsh, Vega, Becerra, & Perez, 2015).

Tenure. Tenure describes the full-time position of a professor at a higher education institution with certain educational liberties, financial gains, and opportunity for promotion in administration (Abdul-Raheem, 2016). These positions are extremely competitive, and the faculty member is expected "to excel in publishing, teaching, and service to both the profession and the institution" (Machado-Casa et al., 2013, p.3). To obtain tenure, the faculty candidate must favorably perform over a period of years depending on the institution.

Limitations of the Study

The qualitative case study had some limitations that were important to consider. These included limitations in qualitative interviewing, the extent of research conducted in one of the theoretical frameworks, and the experiences and perceptions of Latina faculty in their pursuit of tenure in a higher educational institution. Taylor, Bogdan, and Devault (2016) stressed the importance of pointing out the limitations associated with conducting interviews in a qualitative study. Some examples of these limitations that are possible in interviews are the possibility of misinterpretation of questions and perceptions interviewees may have of the interviewer.

Another limitation was the amount of research literature that is available on organizational inclusive behavior theory. As a developing theory, additional studies on various groups of people and settings are needed to assess the validity and reliability of the theory. This process requires additional time and studies to better understand the concepts associated with the theory and its impact on individuals as well as organizations. Lastly, the qualitative case study considered the experiences of the eight Latina faculty as part of the limitations. The information gathered from their experiences may not represent the experiences of all Latina faculty seeking tenure at their respective higher educational institutions. Each of these limitations helped to suggest other areas for future research.

Delimitations of the Study

Delimitations of the qualitative case study included only women participants. The women were Latina faculty that, at the time of the study, had attained tenure positions at a four-year higher educational institution in the southeast area of the United States. The restriction is a result of the qualitative case study's focus on the perceptions and experiences of women seeking tenure at a higher educational institution in the southeast area of the United States. Additionally, the study focused on those perceptions, opinions, and experience of the challenges or success of Latina faculty seeking tenure.

Assumptions Underlining the Study

A number of assumptions occurred during the research process. Simon (2010) stressed the importance of describing the possibility of the assumptions to be true as a significant part of conducting research. To help increase the credibility and accuracy of this qualitative case study, one of the assumptions was that the participants understood the vocabulary and concepts associated with the interview questions and their responses were open and honest. Another assumption was that the Latina faculty attained tenure in a higher educational institution, and were familiar enough with the process that they shared their personal experience. The last assumption included accurate interpretation of all data collected from participants and reflected the respondent's experiences and perceptions.

Summary

A number of factors contribute to the significantly lower representation of Latina faculty in higher education. Barriers presented by the underrepresentation of Latina faculty include the lack of opportunities for the American people to work with different individuals with values and cultures different from their own (Garrison-Wade et al., 2012), an ability critically needed as various forms of diversity become more prevalent in the future. The underrepresentation of the Latina faculty can negatively affect Latino students, specifically, Latina students as they are less likely to encounter professors of their gender and ethnicity (Saldaña et al., 2013). Low representation by Latina faculty can have negative effects on students, communities, higher educational institutions, and the country in their lack of exposure to different cultures and ability to interact with others different from themselves.

This study focused on a qualitative case study research design, consisting of gathering closely examined perceptions and experiences of Latina faculty who have had challenges in pursuing a tenured faculty position at a four-year public university in the southeastern area of the United States. The goal of this qualitative case study was to identify practices in higher education administration that have supported or challenged the advancement of Latina faculty that can be used to make needed changes to increase opportunities for Latina scholars and contribute to a more equally diverse academic environment. The theories of critical race theory and organizational inclusive behavior theory will serve as the foundation for the study of Latina

faculty in higher education. Chapter 2 will be a discussion of relevant studies, theories, advancements made, leadership issues, and gaps in the literature.

CHAPTER 2:

LITERATURE REVIEW

The literature review focused on the factors that contribute to the underrepresentation of Latina faculty and how this can negatively affect the growing Latino community due to the lack of Latina scholars who can serve as role models, mentors, and supporters of Latino needs in the greater society. The purpose of this qualitative case study was to explore the experiences of underrepresented Latina faculty in a four-year university in the southeast area of the United States. This review of the literature associated with Latina faculty and their journey towards tenure will demonstrate similar factors or issues that have challenged or supported their advancement in academia.

The chapter begins with a discussion about the method used to collect and select the literature for this topic. The discussion then proceeds with a brief overview of the historical background, a proposition of the theoretical framework, and followed by a review of the various factors the literature suggest contributed to the underrepresentation of Latina faculty in higher education. The factors include issues related to diversity management organizational practices; the role of leadership and gender; feminine roles and work-life balance challenges; the discounting of Latinas as scholars; the mentoring of Latina faculty in the tenure process and their responsibility to mentor; the effects of networking; and student's perspectives. Further discussion on each of these areas examines further how these issues contribute specifically to the underrepresentation of Latina faculty in higher education. The chapter ended with a summary of the concepts discussed and a brief introduction to Chapter 3.

Title Searches, Articles Research Documents, and Journals

The literature review utilized resources from the Saint Thomas University's online library, e.g. EBSCOhost and ProQuest, SAGE Publications, and scholarly books. Resources also included outside electronic sources such as Google Scholar, authoritative websites, and other university libraries. Government and professional databases from the U.S. Bureau of Labor Statistics, U.S. Census Bureau, and Excelencia in Education will add to the statistical information used to gather information on Latina faculty. The primary keywords used to obtain literature for the qualitative case study were *Latina faculty, mentoring, diversity management, female faculty, faculty and motherhood, student perceptions, faculty diversity, higher education, networking, tenure, faculty of color, Hispanics*.

The review of the literature explored more than 200 sources and approximately 102 sources provided pertinent information for the study. Of the 102 sources selected, 90 were from peer-reviewed scholarly journals or books. For approximately 33 of the 102 sources, publishing occurred before 2012. For the remaining 69 sources, publishing occurred in or after 2012.

Table 1
Research Documentation and Key Word Search

Resource	Number	Key word search	Research location
Books	18	Latina faculty, mentoring, diversity management, female faculty, faculty and motherhood, student	Saint Thomas University Library Google Scholar
Peer-reviewed journal articles	180	perceptions, faculty diversity, higher education, networking, tenure, faculty of color, Hispanics, critical race theory, leadership and women, inclusionary practices, servant leadership	Saint Thomas University ProQuest, EBSCOhost, Google Scholar, ERIC
Statistical databases	6	Women in the workforce, population demographics, faculty ethnicity race, Hispanics	U.S. Department of Education National Center for Educational Statistics U.S. Department of Labor U.S. Census Bureau
Dissertation	10	Critical race theory, Hispanic faculty, qualitative research, case study	ProQuest Saint Thomas University
Other electronic sources	10	Qualitative case study, critical race theory, inclusionary practices, Latina faculty	Various research related Internet sites

Historical Background

Different approaches addressed the underrepresentation of racial and ethnic minorities in the United States. Since the Civil Rights movement of the 1960s, different strategies have been used to help discriminated groups of people gain equal access to opportunities regarding work, housing, healthcare, and education. During the 1970s and 1980s, passage and implementation of affirmative action, equal opportunity laws, and other nondiscriminatory policies assisted protected groups, based on race, gender, ethnicity, disability and other areas, to increase their representation in different areas of society and prevented future abuses (Edmondson, Dale, Feldman, & Yarber, 2011). These approaches were requirements in many cases and were enforceable via fines and other administrative penalties. During the 1990s and 2000s, many organizations moved towards a voluntary form of recruitment and retention of minority groups through diversity management approaches (Mor Barak, 2013; Stevenson, 2016). Current approaches consider the level of inclusion within the organization (Sabharwal, 2014; Stevenson, 2016). Different integration models have had varying results depending on the industry or issue that it attempted to address. In the case of Latinos, many of these approaches have allowed more opportunities for participation in higher education, better housing, and employment.

The number of Latinos that have contributed to American society has grown significantly since the 1970s, with the population reaching 56.6 million in the United States in 2015 (U.S. Census Bureau, 2016, p. 1). Latinos constituted more than 17% of the nation's population and expected to grow more than 28% by 2060 (U.S. Census Bureau, 2016, p. 1). With Latino students enrollment in higher education predicted to increase over the next 35 years, higher

education administrators will need to address the unique needs of these students (Roscoe, 2015). While Latino students had the largest increased in undergraduate enrollment from 6% in 1990 to 17% in 2013 among other ethnicities or races, Latino faculty representation has not increased at the same rate (U.S. Department of Education, 2016, p. 96). Latino faculty only represents 4% of faculty in higher education, of which only 32% are women (Excelencia in Education, 2015, p. 16; Machado-Casas et al., 2013). According to Morris (2016), there is a growing deficit in the student-to-faculty ratio, with Latino faculty growing only 2 percent between 2003 and 2014, moving the previous ratio of Latino students to Latino faculty from 80 to 1 to 90 to 1 in the same periods (p. 8). When considering full professors, Nuñez and Murakami-Ramalho (2012) found only 3% are Latina (p. 32). The low representation of Latina faculty in higher education can have a negative impact on the Latino community as well as in the United States, as fewer Latinas are included in those able to fulfill roles in mentoring new Latino students, leadership, and the overall academic environment.

Upon review of the available literature in this area, limited research addressed the underrepresentation of Latina faculty in higher education. Most of the research found in the last 20 years had a general focus on faculty of color, grouping all racial minorities together (Machado-Casas, et al., 2013). Since 2000, some researchers have taken a closer look at how issues related to the underrepresentation of minority faculty specifically affects Latina faculty (Machado-Casas, et al., 2013; Medina & Luna, 2000; Sánchez & Ek, 2013; Téllez, 2013). Many issues that have been found to affect Latinas in their pursuit of tenure include diversity management and inclusion; leadership and gender; discounting Latinas as scholars; mentoring; networking; feminine roles and work-life balance; and student's perspectives. The following sections discussed each contributing factor.

Theoretical Framework

The use of a theoretical framework can help to provide a focusing lens for the research problem and how it manifests. This qualitative case study employed more than one theory to consider the various factors that contribute to the underrepresentation of Latina faculty in higher education. CRT was the primary theoretical framework. OIB theory was the secondary and emerging theory.

Critical Race Theory. In the mid-1970s, critical race theory emerged from criticism of the legal studies movement around race and addressed issues regarding social justice and how different systems legitimized racial inequalities in U.S. society (Comeaux, 2013). Researchers such as Bell (1987), Crenshaw (1997, 2007), Delgado and Stefancic (1995) and Freeman (1978) have contributed significantly to the foundations and use of the theory. Delgado and Stefancic argued that perceptions of racism become normal and institutionalized in society through different mechanisms. In many ways, CRT seeks to address systemic oppression (Patel, 2015). Hernández (2016) found CRT to help shift the focus of deficiency in the Latino population “to explain educational disparities, to an approach that uncovers how inequities of access, power, and resources in the educational system perpetuate the achievement gap” (p. 170). The use of CRT has helped many minorities groups explore their internal deficiencies but also critically examine the systems that may reinforce inequality and oppression.

There are five main tenets that form CRT's theoretical role in education (Comeaux, 2013; Hernández, 2016). The first tenet considers the central role of race and racism and their intersection with other forms of oppression or subordination. The second tenet describes the challenge to the dominant ideology. Comeaux (2013) described this as the “Eurocentric epistemology and traditional claims that institutions make toward objectivity, knowledge, race neutrality, and equal opportunities in the educational system” (p. 455). The third tenet focuses

on the legitimacy of experiential knowledge, and the fourth tenet discusses the commitment needed by organizations toward social justice, leading a transformative response to racial, gender and other types of oppression. The fifth tenet insists on an interdisciplinary perspective, where analysis of race/ethnicity and racism occur within a historical and contemporary context (Hernández, 2016). These five tenets paint a picture in U.S. society where minorities must continue to examine their lived experiences and challenges identified racial inequalities.

In alignment with the first tenet of systemic oppression, Garrison-Wade et al. (2012) emphasized the notion that white elites only allow the advancement of minorities to serve the needs of whites. This perspective on oppression attempts to consider why and how issues of racial inequality in employment, housing and education present in the 1960s and 1970s continue to present challenges to minorities more than 40 years later. Martinez (2014) suggested the use of CRT as a way to “actively challenge the status quo with regard to institutionalized prejudices against racial minorities that proliferate in the United States institutions of higher education” (p. 37). Hernández (2016) emphasized a researcher’s role was to examine lived experiences of how racism manifests within the educational system and how its effects marginalized people. Comeaux (2013) pointed out that CRT could serve as a useful tool to analyze and explain the factors that contribute to disparities among faculty in higher education, such as those found with the underrepresentation of Latina faculty.

Organizational Inclusive Behavior Theory. As organizations have made movement from required social justice policies to voluntary diversity management and more recently towards inclusionary practices, Sabharwal (2014) introduced the concept of organizational inclusive behavior theory to consider how organizations use the approach associated with organizational inclusion in their current diversity efforts. The construction of the theory was through a combination of social identity theory, social comparison theory, and optimal distinctiveness theory. This theory conceptualizes “three broad areas: (a) commitment from top leadership to foster inclusion; (b) ability of employees to influence organizational decisions; and (c) fair/equitable treatment from management” (Sabharwal, p.199). Organizational Inclusive Behavior (OIB) theory considers how organizations implement a culture of inclusion among a diverse workforce. Increasing hires from diverse populations for the sake of increasing representation is counter-productive to an organization (Mor Barak, 2013; Sabharwal, 2014; Stevenson, 2016). Hiring and promoting minorities to meet a quota or management objective without a real appreciation of the individual can lead to a range of issues like tokenism, isolation, and marginalization.

Increasing and integrating diverse and minority groups have come into focus in various ways. As suggested by the OIB theory, there is a higher level of criticism in the role that leadership plays in promoting and integrating diversity. Wilson (2016) considered the role of governing boards in public higher education institutions with regard to moving the university towards heightening levels of integration and inclusion through its operating practices and accountability of the university president. Organizational leaders have a greater responsibility to set the pace within the organization of how diversity and inclusion will be used and valued in the institution.

The OIB theory also considered the organizational structure and the use of power between leadership and subordinates, with particular attention to the position of minority groups in the different management ranks within the organization and their level of input in making decisions. In traditional vertical hierarchical power structures, the top leadership holds the sole prerogative in managerial decisions with little input from subordinates, in contrast to

horizontal or flat organizational structures, various management, and staff levels have opportunities to offer input (Castaneda, Bateh, & Heyliger, 2013). Organizations skilled in incorporating their employees' feedback, or at least allowing the employees to be heard and responded to, can foster a greater feeling of belongingness and inclusion for all staff.

Moving beyond equal opportunity regulations and policies, the OIB theory seeks to distinguish the use of diversity management concepts like diversity training, recruitment practices, and minority-targeted training programs to more inclusionary practices where barriers are removed to enable all high performing employees to feel like an integral part of the team and allows for career advancement. The last area of OIB theory suggests that organizations competent in implementing fair and equitable treatment of all of their staff can encourage perceptions of the organization as more inclusive. Creating a climate perceived as diverse and fair can help to reduce turnover among minority groups (Randel, Dean, Ehrhart, Chung, & Shore, 2016). These different areas describe an organization's approach and commitment to diversity and inclusion. Researchers have started to consider the shift in managing diversity from a social justice point of view to an inclusionary perspective within higher education institutions (Alexander-Floyd, 2015; Mor Barak, 2013; Wallace, Budden, Juban, & Budden, 2014; Wilson, 2015, 2016). The Organizational Inclusive Behavior theory helped to examine and interpret information gathered from Latina faculty in their experiences within the organizational culture as they pursued tenure.

Diversity Management to Inclusion

The shift in managing a diverse workforce has changed significantly since the 1960s. With the racial and cultural change towards a global marketplace, government and organizations have worked through different approaches with a transition from attempting to address or respond to social inequities to a focus on maintaining a competitive advantage through a highly productive, creative and integrated workforce. As in business settings, higher education institutional leaders must work towards promoting diversity among its faculty and campus, "as the college or university should be a microcosm of the total society" (Nica, 2013, p. 192). Diversity management and inclusionary practices help to provide information about the organizational efforts or lack of efforts that affect the increase of Latina faculty representation in higher education.

The move towards an inclusive approach includes discussion on global changes, affirmative action, diversity management, and inclusionary practices. In summary, these changes demonstrated a "shift from social justice (inequities of humanity) to diversity management (appreciating differences) to inclusion (seeking value in skills and capabilities)" (Stevenson, 2016, p. 3). Each approach has offered organizations and minority groups many benefits while also dealing with the approach's limitations.

Global Changes. With the move towards a global economy, managing diverse populations has become an increasingly challenging ordeal for many organizational leaders. Mor Barak (2013) stressed that the problem of managing diversity itself does not originate from the heterogeneity of the workforce but from the inability of managers to "fully comprehend its dynamics, divest themselves of their prejudicial attitudes, and creatively unleash the potential embedded in a multicultural workforce" (p. 2). This issue is apparent in higher education institutions where minority demographics have changed in the student population but not for staff and faculty members.

Diversity management efforts have taken different forms depending on the industry. Since the 1990s, many corporations have moved from a single country strategy, operating in only one

country, to an international strategy and many to a global strategy, as the company moves to a multinational status operating in many countries (Mellahi & Frynas, 2015). This change in organizational operations and the increase of social globalizations through the use of technology, the Internet, and increased migration between countries has created a need to strategically manage diversity.

Affirmative Action. Edmondson et al. (2011) examined the evolution of diversity management from affirmative action (AA) beginnings in higher education with a focus on the distinct differences between the legally mandated requirements of AA and the voluntary strategies of diversity management. This study found that advantages of diversity management include a position towards a systematic transformation of the organization instead of only recruitment and selection requirements usually found in AA regulations. In terms of disadvantages, diversity management was found to dilute AA requirements and allows organizational management teams the sole discretion to address issues of inequality without constraint, compromise, or involvement of governmental and external agencies (Edmondson et al.). Mor Barak (2013) points out that equal rights legislation and AA programs try to achieve equality of opportunity for specific groups and righting past wrongs, a form of social justice, while diversity management focuses on managing a diverse workforce to allow organizations a competitive advantage. As the favor for AA programs decreases, the use of diversity management efforts within an organization varies greatly.

Equal rights legislation and AA efforts received criticism for their limitations. Edmondson et al. (2011), Mor Barak (2013), and Sabharwal (2014) scrutinized the AA measures used in the past to create a more equitable workplace for minorities and pointed out some of AA's shortcomings like diversity compliance by quotas leading to feelings of tokenism and the persistence of the perception of exclusion by minority groups. Ellis and Keys (2015) emphasized limitations and liabilities that have grown since the implementation of AA practices and diversity efforts specifically due to claims that these practices apply reverse discrimination toward majority groups. Some of the challenges in applying AA programs have led towards the use of diversity management practices. The flexible nature of diversity management efforts allows organizations to use the strategies in a reactionary or proactive way in response to changes in the local workforce, lawsuits, and new laws (Mor Barak). Sabharwal (2014) and Mor Barack (2013) further evaluated the effectiveness of diversity management approaches in creating a more diverse and integrated workforce, and the challenges diversity management practices create towards establishing a more inclusive environment.

Diversity Management. Diversity management is a voluntary system of deliberate strategies, policies, and programs to help organizations attract, retain, and create greater inclusion of a diverse workforce in terms of their ethnicity, age, race, and other attributes into the formal and informal organizational structures (Mor Barak, 2013). Diversity management efforts can support the organization in retaining the best talent to enhance problem-solving and facilitate creativity (Alston-Mills, 2011). When employees work in a positive diversity-sensitive climate, expectations are that their levels of efficiency and effectiveness will translate into better adjustment and higher levels of organizational performance (Babalola & Marques, 2013). The diversity management efforts have focused on increasing the demographic composition of the workforce (Mor Barak). Many higher education institutions have used diversity management efforts to increase representation of minority groups in their organization.

Through the social justice and diversity management efforts in education and the workplace, minority groups have gained greater access to new opportunities and their representation has

increased. Mor Barak (2013) and Stevenson (2016) suggested that many businesses have adopted diversity management efforts to comply with laws or public expectations of political correctness without having an understanding of the value diversity brings to an organization or with an expectation that new employees will conform to existing practices without the need for any adjustments. Moving from a homogeneous workforce to a more heterogeneous workforce can create conflicts. Conflicts have become more prevalent related to issues of stereotypes, biases, and prejudices. Stevenson found prominent social justice consulting firms moving towards a model more focused on helping organizations manage differences between groups, moving towards more appreciation and integration of individual differences into the core culture. As more organizations seek to work towards a more integrated workforce, the need for inclusionary practices becomes more vital to the organization's sustainability and competitive advantage.

Inclusionary Approaches. Inclusionary practices have gained popularity since 2000. With the change of the global economy, organizations have moved from incorporating diverse groups to operating in a more integrated manner. Global organizations have led in moving away from a nationalist perspective where new employees must assimilate into the prominent culture towards a more pluralistic approach that incorporates different individuals at all levels of management and permeates the organization (Stevenson, 2016). Inclusionary approaches incorporate an organizational approach that values individual differences and allows for differing points of view to be supported, respected, and integrated into the core of the organization and its overall organizational strategy (Mor Barak, 2013; Sabharwal, 2014; Stevenson, 2016). Within the evaluation of inclusionary approaches, the use of an exclusionary-inclusionary continuum is used to provide a context of how diversity practices are used to support a perspective of assimilation or pluralism.

The use of an inclusionary approach has varied depending on the industry and organizational interest. Mor Barak (2013) offered an inclusive workplace model to help describe the ideal model for organizations to work from an inclusive perspective. Sabharwal (2014) presented a conceptual theory to help understand characteristics of an inclusionary approach. Stevenson (2016) considered the meaning-making process in how organizations understand biases and hidden perceptions that prevent organizational development towards a greater inclusion. Each inclusionary approach offers organizations relevant aspects that need to be addressed to create an inclusive environment.

Mor Barak's (2013) inclusive workplace begins with the use of a cultural audit that assesses minority employee's perception of barriers to their performance and advancement. The organization moves to respond to the assessment's findings through diversity goals and a strategy for achieving organizational outcomes. The outcome strategies include planning, implementing, and evaluating the effectiveness of diversity activities. Mor Barak found that most organizations that use diversity initiatives contained five principal areas: (1) management leadership - to ensure that senior management takes the lead in directing and effectively implementing diversity efforts; (2) education and training- for all staff to increase diversity awareness of the values of diversity and build skills in their ability to interact and understand differences; (3) performance and accountability - to ensure that business units and the whole organization meet diversity goals while tying accountability to managers by linking compensation to performance in meeting diversity goals; (4) work-life balance - provide flexible work arrangements not tied to genders or specific groups; and (5) career development and planning - provide additional support to underrepresented groups to increase representation at the managerial level. Organizations have applied, to varying degrees, parts of the inclusive workplace model and the five principals. Wilson (2015) emphasized the

incorporation of diversity efforts within the higher education's system-wide and institutional strategic plans as a way to communicate institutional commitment to diversity as a priority and the goal of integration. Applying all the concepts together towards inclusion can help an organization make a cohesive effort to change how it manages diversity.

Sabharwal (2014) presented a conceptual theory, OIB, to help assess and support inclusionary practices in organizations that address gaps of integration from AA and diversity management policies and practices. Sabharwal emphasized how perceptions of inclusion increase job commitment and individual performance and require strong and committed leadership to fairness and integration of all staff in the decisions that impact the individual and organizational productivity. Increased feelings of belongingness in an organization can encourage an employee's organizational commitment, job satisfaction, organizational citizenship, and overall well-being (Sabharwal). Using the OIB theory to guide organization's direction in implementing diversity practices can help employees feel like a valued part of the organization.

When considering some of the underlying perceptions that increase or challenge an inclusionary approach, Stevenson (2016) offered Ehrenfels's (1890) five Gestalt principles as the basis for an organization to make meaning from experiences that can contribute to biases and hidden prejudices. Gestalt psychological principles can help individuals or organizations better understand how they form the meaning of experiences based on memories or existing knowledge. The five principles include: (1) principle of similarity – suggests to group similar items together regardless of differences, similar to stereotyping; (2) principle of *pragnanz* (simplicity and conciseness) – suggests to organize reality to the simplest form without attention to unfamiliar information, similar to racial profiling; (3) principle of proximity – suggests objects near each other are grouped together regardless of relationship presence or not, similar to the phrase “can't see the forest for the tree”; (4) principle of continuity – suggests lines of thought follow pre-conceived paths of meaning-making, similar to the phrase of “tried and true”; (5) principle of closure – suggests that objects grouped together are seen as a whole regardless if a whole actually exists, similar to associating terrorism to all Muslims (Stevenson, p. 3-4). If organizational leaders do not reflect on their meaning-making processes, it may be difficult for them to assess the appropriate response to inclusionary initiatives. Stevenson emphasized that one of the first steps towards creating a more inclusive organization is for organizational leaders to become more aware of how they form perceptions with regard to diversity and inclusion, distinguishing the present reality from habitual perceptions or shortcuts formed through the five Gestalt principles.

Further investigation on inclusionary practices beyond diversity management can contribute to more effective practices in higher education to create a more welcoming environment for Latina and other underrepresented minority groups. The leadership approach taken by higher education institutions will determine how they apply AA mandates, integrate diversity management practices, and adopt inclusionary approaches that will significantly affect not only their recruitment and selection practices, but also other areas of organizational operations and performance.

Leadership and Gender

Women in the workforce have brought significant changes in many areas of home life and work. Since the 1970s women have increased their participation in the workforce from 43% to 59% in 2009 (U.S. Department of Labor, 2011, p. 13). What roles women play in the workforce as leaders, their leadership style, behaviors, effectiveness, and the challenges they face as leaders have become more of a focus for researchers since the 1970s. Little research is

available on how leadership theories specifically affect Latina faculty. More information is available on general issues of leadership and gender. Some areas that have received attention are issues of discrimination and gender bias against women compared to men, particularly in the selection of women in leadership positions (Northouse, 2013). These leadership issues also play a role in how selection occurs when Latina faculty pursue leadership positions in tenured or academic administrative roles.

Early writings about leadership largely did not address inequality or differences between the genders. Many writings from the 1970s framed leadership in terms of masculine attributes and experiences, as many of these writings were written by men and from a male's perspective (Northouse, 2013). Women did not hold leadership positions equally to men then or now. As noted by Northouse (2013) "women are still underrepresented in the upper echelons of America's corporations and political system" (p. 352). The lack of women in upper levels of political systems is also apparent in the underrepresentation of Latinas in tenured faculty or administration positions. The fact that leadership positions do not equally represent women can make it more difficult to study the subject in equal terms.

The nascent literature on leadership described leaders to be masculine, independent, assertive, competitive, directive, and courageous. Early theories on leadership found intelligence, masculinity, and dominance as useful traits to make discriminations between leaders and non-leaders (Northouse, 2013). This leadership concept was well respected and accepted for decades. Many of these leadership traits, attributed to men, opposed feminine characteristics. Characterization of women included attributes such as social, emotional, sensitive, supportive, kind, and affectionate (Rodler, Kirchner, & Holzl, 2001). Autocratic styles described men, while communal and democratic styles described women. These distinct characteristics set men and women apart very clearly in terms of their capacities, roles, and industries.

As more women have entered management positions, researchers have considered other components that affect leadership. Leadership styles and behaviors associated with how leaders manage have been of great focus in more recent years. Rodler et al. (2001) pointed out that "typical male leaders are said to emphasize goal attainment, whereas their female counterparts emphasize social relationships" (p. 828). Aside from a trait's perspective, women are still considered to more "social" in how they operate. These perceptions of a leader can distort what leadership should be like for men or women.

Much of the early descriptions of leadership, as mentioned, in terms of traits and characteristics created a leadership prototype. This leadership prototype is considered to still be in existence and is cloaked in masculine terms (Rodler et al., 2001). With this prevailing perception of leadership, women can find it difficult to identify with these characteristics of leadership and to demonstrate them while remaining feminine. While men are perceived to meet prototypical characteristics, women are expected to be different (Rodler et al., 2001). Early literature did not provide much guidance or description of women who aspired to be leaders as it did with men. In many respects, women have taken different approaches to embody the different characteristics of leadership. Some women have been successful, while others confront additional related challenges.

Using gender stereotypes to perceive and interpret information can lead to biases that are detrimental to women that may not fit the biased ideal (Stevenson, 2016). Biased perceptions continue to be relevant today as women have made some advancement in leadership but are still grossly underrepresented in top leadership positions. Northouse (2013) pointed out that women represent less than 3% of Fortune 500 CEOs and hold only 15.7% of its board seats

(p.353). In higher education, Wallace et al. (2014) found that 18% of university presidents are women (p.86). The detrimental effects of stereotypes and biases about leadership can be a significant factor that accounts for the low number of women in leadership positions.

Servant Leadership and Women

Researchers have developed various leadership approaches that have changed views on leadership. Some leadership theories include trait theory, transformational theory, and servant leadership theory. Trait theories are focused on the leader as the hero. Much of the criticisms related to the trait leadership approach is that it fails to provide an objective and definitive list of traits, and it does not take situations into account that address the relationship of the leader with their followers (Northouse, 2013). Trait theories can be used to develop stereotypes about leaders that can have detrimental effects on a particular gender, race, or other groups of people. Latinas seeking tenure may experience the detrimental effects when they do not explicitly meet the accepted attributes by not allowing them the same opportunities as those that meet the biased and accepted model. In the case of transformational leadership, leaders influence their followers without using punitive or power manipulating tactics to accomplish organizational goals.

Servant leadership is an approach that was introduced by Robert Greenleaf in the 1970s. Greenleaf described servant leadership as a natural feeling to serve, and then aspire to lead. In the servant leadership approach, the leader places the good of others, organization, community, and society before their own (Northouse, 2013). Servant leadership has an ethical component unlike other approaches mentioned earlier. Servant leaders are concerned about their followers achieving their full potential and are willing to put their follower's needs above their own motivations.

Well-known organizations have used the servant leadership approach in leadership development and many researchers have studied the concept. Liden, Wayne, Zhao, and Henderson (2008) constructed a servant leadership model that has three main components: antecedent conditions, servant leader behaviors, and leadership outcome. Each component addresses important parts of how servant leadership functions.

Antecedent conditions address the context and culture the leader and follower operate in, the leader's attributes and qualities, and follower receptivity to the leader's influence. These three conditions help to set the tone of the leadership environment and relationship. The next component is the servant leader's attributes. At the core of the process are seven behaviors. These behaviors consist of conceptualizing, emotional healing, putting followers first, helping followers grow and succeed, behaving ethically, and empowering and creating value for the community. Each of these core behaviors helps the servant leader to work closely with followers. These leaders help their followers reach their full potential and make a greater impact in their organization and community. This impact leads to the last component, outcomes. If the servant leader is effective in their role, the following outcomes are possible: follower performance and growth, organizational performance, and societal impact. Overall this model provides a framework to help individuals identify areas they can change to develop a more servant leadership approach.

Given the focus of the servant leader serving others and being supportive to their followers, more researchers are starting to consider if servant leadership is adopted more by one gender compared to the other. This comparison was the focus of Duff (2013) as he researched the gender implications of servant leadership as it relates to performance management coaching. The article emphasized how social role theory suggested that women are more cooperative

and men are more individualistic, making the adoption of servant leadership more likely for women than men. There is also the suggestion that not only are women socialized to act more empathetic and supportive, but female leaders may be more predisposed to engaging in a servant leadership style (Duff, 2013). This study supported the idea that gender roles and accepted characteristics make some leadership styles more adaptable to women or men. In this case, perceptions of servant leadership favor women. Seen as more supportive and nurturing, women are assumed to easily use a servant leadership approach as they interact with followers.

Another study by Fridell, Newcom Belcher, and Messner (2009) found a similar result as it relates to women and servant leadership. The study applied a discriminant analysis to determine if there were leadership styles differences between the principal's genders in Midwest public schools. The researchers attempted to determine if either gender used traditional (top-down) leadership approaches and whether there was a difference in the use of servant leadership. Both genders were found to equally report that they were reluctant to use traditional leadership styles. They also found that both men and women reported high use of the servant leadership styles. However, the researchers found women were different in four areas. These four areas consisted of daily reflection, consensus building, healing relationships, and the drive for a sense of self-worth. The results of the study found more female principals were likely to value and use servant leadership principles than their counterparts (Fridell et al., 2009). In this example, men and women are using servant leadership, but women are seen to have a unique way of implementing the style that is different from men. Further research would be needed to investigate why this may be occurring. Various factors may cause these differences beyond the idea that women are "naturally" inclined to be more serving or social.

These recent studies suggest that women may have an advantage in adopting servant leadership approaches as they enter management positions and in other areas of their life. The studies also show favorable results for women adopting this desirable leadership style. Conversely, it is concerning that studies show women adapting their leadership style to approaches like servant leadership yet they are still underrepresented in leadership positions.

Contrary to the two studies, it is important to note that in a meta-analysis of servant leadership literature, Parris and Peachey (2013) found that in addition to Fridell et al. (2009) findings, other researchers "lacked methodological quality sufficient to support any conclusions" (p. 388) in identifying demographic characteristics conducive to practicing servant leadership. In addition, Parris and Peachey (2013) found that many studies contradicted each other when trying to find demographic variables in relation to servant leadership. These perspective better supports arguments that even if women are more likely to use a servant leadership approach, it may not be to a significant level to make a difference in their leadership advancement. Independent of the evidence that may or may not support differences in the use of servant leadership by different genders; more information is needed to determine whether servant leadership is perceived to be a more feminine style.

Feminine Roles

Feminine roles describe the Latina faculty's role in having children and attending to family needs and how that affects their role as a scholar within a higher educational institution. Gasser and Sheffer (2014) described how women graduate students felt they traded feminist ideals by getting married and having children. The feminine role considers the conflicts between scholarly productivity and service expectations and child rearing, bearing, and familial obligations (Gardner, 2013; Saldaña et al., 2013). The way Latina faculty engage in

their feminine or family role can have significant effects on various areas of promotion and tenure.

Gardner (2013) described challenges that female faculty faced as the primary provider for their home and needing to take leave to care for newborns without accommodation or support from the academic administration. Téllez (2013) considered in more detail some of the challenges a Latina faculty faced in the role of mother and professor, recording a greater feeling of isolation, de-legitimization, and marginalization from the patriarchal norm. Téllez (2013) also noted various studies that found female university faculty members have the highest rate of childlessness (43%) as compared to other professional women (p. 83). Leading other professions in childlessness suggests that women female faculty forego the option to have children in favor of their careers in academia. The lack of institutional support from universities in the area of parental leave and other arrangements leave little options for women faculty struggling to meet both roles (Téllez, 2013).

Saldaña et al. (2013) found that having children while seeking tenure can put the candidate at risk and influences perceptions of fewer competencies as compared to non-parent colleagues. Téllez (2013) also considered how university culture describes notions of professionalism with stereotypically male characteristics such as objective, unemotional, organized, punctual, while in contrast stereotypically viewing pregnant women as experiencing emotional upheaval and physical discomfort leading them to be cranky, rude, emotional, and disheveled. All of these perceptions lead to a view of women faculty that chose motherhood as less committed and less serious (Téllez, 2013). These perceptions can stifle Latina aspiring faculty desires or intentions to pursue a tenure track position if they also consider fulfilling the role of parent.

In response to making higher education more equitable to men and women, and increasing job satisfaction and employee well-being to increase retention of faculty, McCoy, Newell, and Gardner (2013) considered how various issues of work-life policies and practices affected men and women. The study suggested women faculty had a more negative perception of conditions than men faculty and that work-life integration issues were viewed as important to women with familial responsibilities. McCoy et al. (2013) also found there is some research that indicates that work-family conflict may also impact men who feel their involvement in their home or committed to their family is inhibited by the institution. Institutions that employ work-life integration policies to help support all faculty manage their time on where and when to work, can increase greater gender and family status equity among all faculty (McCoy et al., 2013). As work-life issues are examined more closely in the literature, it is apparent that faculty with familial responsibilities have more challenges in organizational environments that do not offer support to faculty with families. The lack of support or flexibility in work arrangements can contribute to the underrepresentation of Latina faculty.

Discounting Latinas as Scholars

Research suggests that scholarly articles published by Latinas, like other minority groups, are perceived as of less quality and are undervalued or dismissed by their academic peers. Gonzalez et al. (2013) found a growing body of research that describes the discounting and dismissing of Latina's scholarship by academic peers who have a narrow view of what counts as scholarship. The discounting of Latinas as scholars is relevant to the underrepresentation of Latina faculty as it describes challenges non-tenured Latinas faced as they produce scholarly work that is not accepted or acknowledged by the academic community.

Another perception leading to unfair circumstances is that Latinas have to work doubly hard because their work will be judged much harsher than their white male counterparts (Sánchez

& Ek, 2013). Academic institutions that permit this type of culture make it difficult for Latina faculty to succeed as “they face isolationism, which threatens their personal and collective identities” (Garrison-Wade et al., 2012, p. 94). This level of marginalization based merely on their race, gender, and ethnicity can lead aspiring Latina faculty, like other underrepresented female faculty, to have to legitimize their research, teaching, service, and also their identity (Chang et al., 2013). Juggling teaching, researching, and other duties challenge tenure tracked faculty. Latina faculty, like other minority faculty, often must also manage issues related to their identities.

To help address the issue of marginalization, Vasquez, Flores, and Clark (2013) pointed out that although the sense of self is attacked as Latina faculty move up the educational ladder, molding them into the “pseudo archetype of academia,” Latina faculty must reclaim their cultural identity and pursue equity based on equal rights, creating a space for possibility, inclusion, and acceptance (p. 114). Saldaña et al. (2013) recommended connections with other colleagues that share one or more of the same identities, including parenting status, to help create support systems in advancing minority faculty. Kelly and McCann (2014) identified the need for faculty development at the program, department, and university level to reinforce a campus climate that offers more buffers to the isolation and tokenization that minority faculty faced. Proactive leadership is necessary to set an inclusionary approach where minority faculty can express their opinions and feel their voices act as “legitimate avenues for problem-solving and improving organizational performance” (Sabharwal, 2014, p. 201). Institutional leaders must take measures to assess and address the feelings of marginalization Latina faculty experience when these issues are present in their academic environment.

Mentoring

Mentoring is a process of supporting another individual of lesser experience to excel in a particular area or an educational or professional capacity. García and Henderson (2015) defined mentoring to include providing students with tools for success that impact their life. Latina faculty can experience both roles of mentee as well as a mentor. As a mentee, they often need guidance as they seek to attain and secure a tenure positions. Latina faculty also serve as mentors to students and other junior colleagues. Various studies have found that support programs, like mentoring for minorities, are important recruitment and retention strategies (Chang et al., 2013; Garrison-Wade et al., 2012; Oliva, Rodríguez, Alanís, & Cerecer, 2013). Mentoring can help to provide support in smaller circles (Chang, et al., 2013), provide more guidance on how to be successful on a tenure track (Kelly & McCann, 2014), and provide support through refinement of research (Sánchez & Ek, 2013). These strategies are critical elements that can positively or negatively affect the flow of Latina faculty in full professor positions. According to Oliva et al. (2013), the adoption of formalized “culturally responsive mentor programs for untenured Latina faculty is critical and would demonstrate an institutional commitment to retaining Latina faculty” (p.103). A better understanding of how mentoring can support Latina aspiring professors can significantly open doors to this underrepresented group to enter into these roles throughout the country.

Some challenges found in the mentoring relationship between mentee and mentors of similar demographic backgrounds are that minority and women mentors are often excluded from important networks and are less aware of resources (Sabharwal, 2014). This exclusion can limit the advancement of the minority group and may indicate the need to have more than one mentor. One mentor from the majority group can provide support in areas that a minority mentor may not have access or resources to help bridge gaps. A minority mentor can help to provide support in areas that are particular minority experiences. Chang et al. (2013)

recognized the importance of mentoring relationships for academic success, and emphasized the value found in talking and creating sister circles of support.

In terms of Latina faculty mentoring students and the associated duties, Lee (2010) stressed that one of the best strategies to retain diverse graduate students is having a diverse faculty to serve as role models and mentors. As valuable as this role is to minority students, the 3% of Latino faculty representation compared to the 17% of Latino college students makes mentoring a daunting responsibility to manage (U.S. Census Bureau, 2016, p. 5; U.S. Department of Education, 2015 p. 2). Martinez and Toutkoushian (2014) investigated the time allocation of Latino faculty and pointed out that “higher teaching, advising and service loads can then affect a minority faculty member’s research output and subsequent prospects for tenure and promotion” (p. 570). Higher teaching and service loads can lead Latina faculty to become overwhelmed with conflicting priorities of working towards tenure and supporting minority students.

Networking

Networking is the ability to connect with peers and other professionals for mutual support and opportunities. Networking provides a space to learn and interact outside of the formal establishment with other fellow colleagues, higher-level professionals, and newcomers (Sánchez & Ek, 2013). Pifer and Baker (2013) examined how early-career academics advance in the pursuit of tenure through informal networks that can provide needed resources like friendships, mentors, and opportunities for professional advancement. In this study, pre-tenured faculty members relied on supportive colleagues to help achieve professional success in the challenging journey of becoming a full professor (Pifer & Baker). The use of networks can help new tenure tracked Latina faculty access needed resources as they face challenges on the road to tenure.

With low representation of Latina faculty in higher education and other contributing factors previously mentioned, many Latina faculties have reported feelings of isolation and marginalization as they enter tenure tracked positions (Gonzales et al., 2013; Saldaña et al., 2013). The inability to build networks with fellow colleagues or the exclusion of Latina faculty can further promulgate the feeling of isolation. Gasser and Shaffer (2014) stressed, “How men are included in the network of those expected to succeed within academia and women are fighting for both inclusion and the resources to make them worthy of inclusion” (p. 341). Gaining access to networks that can support professional advancement for women can be exceedingly difficult.

Alternatives to powerful networks can still support Latina faculty with needed resources. Sánchez and Ek (2013) highlighted how networks among other women of color can become a refuge from the marginalization experienced and provide a safe space to care and heal that was not found in the formal institution. These types of networks can help Latina faculty share experiences and become better prepared to handle various challenges. Pifer and Baker (2013) pointed out how limited the body of literature is on how and why networks are used. As research is furthered on the use of networks and its challenges and influences on early career faculty, more gathered information on how networks help provide additional resources to Latinas that they need to increase their representation in higher education.

Student’s Perspectives

Student’s perspectives describe the impact that minority faculty, particularly Latina professors, have on college students. A student’s perspective considers their perceptions in regard to their satisfaction with the level of diversity among the faculty and how faculty diversity contributes

to their education (Lee, 2010). Latina faculty seeking tenure must work towards publishing scholarly articles, but are also responsible for teaching duties. From a small amount of quantitative data that examined the relationship between racially diverse staffs and student evaluations, Smith and Johnson-Baily (2011/2012) found that “non-White faculty received lower evaluation scores than White faculty” (p. 119) among predominantly White students. A faculty’s effectiveness in teaching also has weight in the tenure process. To help address this, university promotion and tenure requirements could use more objective data to base decisions relating to career advancement (Smith & Johnson-Baily, 2011/2012). Using multiple sources of information can help to have a fuller picture of the faculty.

Other challenges Latina faculty may face with student perceptions are issues related to their gender and role as a mother. Téllez (2013) found issues of legitimation in the role of professor and pregnant woman with students, finding that students on campus diminished the role and authority of the professor as the characteristics of pregnancy became more apparent. Latina faculty, like other women faculty, must struggle to balance both professional and familial roles and challenge the accepted norm of what a professor looks like and does. According to Oliva et al. (2013), Latina faculty are expected to fit a masculine professional ideal based on gendered stereotypes of what looks like a professional professor. The degree that Latina faculty and other minority faculty assimilate to the dominant culture can influence how students perceive them.

Student perspectives and how they perceive the faculty in and outside of the classroom also has an effect on the student’s ability to attain a degree and contributes to the overall goals for university graduation rates. This perception is particularly important for students that are first-generation college students. As many Latinos are the first in their families to attend college, many are at a greater disadvantage in terms of accessing social and cultural capital (García & Henderson, 2015) outside of the university campus. García and Henderson found it “essential to understand the unique needs of Latino students and provide them with strong mentoring relationships that offer the combination of cultural support and assistance with their academic goals” (p. 95). Cross-cultural mentoring has been found to also provide students with positive experiences to building their self-identity and cultural pride (García & Henderson, 2015). Student perspectives are an important aspect of Latina faculty’s roles and can present challenges to the tenure process but can also be fulfilling and worthwhile.

Investigative Model

This study employed a qualitative case study approach to elicit information about Latina faculty’s experience in four-year universities where they are underrepresented in the southeast area of the United States. The various factors that affect Latina faculty progress towards tenure have typically been investigated by researchers using narratives, ethnographies, and other qualitative methods as presented in this literature review (Chang et al., 2013; Gardner, 2013; Garrison-Wade et al., 2012; Kelly & McCann, 2014; Machado-Casas et al., 2013). This research method allowed the gathering of characteristics from experiences shared by Latina faculty. This study utilized interviews and thematic analysis to identify recurrent issues mentioned by participants to inform on the factors that contribute to the challenges they have experienced. This method was appropriate as research is still limited in this specific area of study.

Summary

This literature review has considered a number of factors that can contribute to barriers in the underrepresentation of Latina faculty in higher education. The literature associated with diversity management and inclusion, leadership and gender, discounting Latinas as scholars,

mentoring, networking, feminine roles, and student perspectives demonstrate how each can support or detain the advancement of Latina faculty into tenure positions at universities. Common themes that emerged from the literature include experiences of isolation, multiple identities, organizational climate, and perceptions around inclusion.

Various articles described Latina faculty's experiences of isolation (Gonzalez et al., 2013; Machaco-Casas et al., 2013; Oliva et al., 2013; Saldaña et al., 2013; Téllez, 2013). The studies suggested that despite Civil Rights efforts since the 1960s, AA efforts to increase minority group participation in all areas of business and organizations, and the use of diversity management practices in higher education, Latina faculty, like other minority faculty, continue to experience marginalization and isolation. These challenging feelings can affect how Latina faculty interact with others and can present more challenges as they continue on the road to tenure.

"Multiple identities" is also a theme that emerges from the literature, as Latina faculty must integrate different parts of their identity that include their role as a woman, mother, an ethnic minority, and person of color (Machado-Casas et al., 2013; Oliva et al., 2013; Téllez, 2013; Vasquez et al., 2013). The studies reviewed described how Latina faculty must synthesize these identities as they seek support through networks, mentoring and from the institution. Latina faculty that have trouble accepting and integrating these identities may find it more difficult to build relationships with others that share the same identity and can provide support through the tenure process.

The theme of inclusion is present and lacking in the various studies reviewed. The intention of this qualitative case study was to demonstrate how the issue of inclusion is at the root of the different challenges Latina faculty face, whether or not it was identified by the studies reviewed. Sabharwal (2014) affirmed, "Leaders must foster an environment that promotes inclusiveness and empowers individuals to achieve their fullest potential" (p. 2011). As an inclusionary approach is recognized and valued by all in society, issues associated with affiliate groups can diminish and an individual's value based on their competency will precede their gender, race, or ethnicity.

This literature review presented careful consideration on how different factors influence Latina faculty advancement to tenure in higher education institution. Some of the literature did not address how concepts of inclusion attribute to the challenges faced by Latina faculty. There was also limited research on the topics covered in this literature review as it pertains specifically to Latina faculty. Additional studies on the contributing factors to the underrepresentation of Latina faculty are necessary to gather more empirical information on changes that are needed to address this problem. This study added new information and strategies towards the body of knowledge that can help facilitate the journey of Latinas into academia. This study also provided information about Latin culture and the need to increase cultural intelligence that may help to build a more multicultural and welcoming environment in higher education.

Chapter 3 offered a discussion of the research methodology. Included is a summary of the research design and design appropriateness. The discussion covered the research questions, instrumentation, and the individuals recruited to participate in the qualitative case study. The chapter also reviewed the data collection methods and methods for ensuring confidentiality and obtaining informed consent, and the tool to analyze the collected data.

CHAPTER 3:

RESEARCH METHODOLOGY

The purpose of this qualitative case study was to examine the lived experiences of underrepresented Latina faculty in a four-year university in the southeast area of the United States. The goal of a qualitative case study is to obtain knowledge of an institution or individual on their experience related to a specific phenomenon (Patten, 2014). Eight Latina faculty were interviewed about their experiences to attain tenure at their university. This research methodology provided insight on how perceptions of the current practices supported or diminished an inclusionary organizational culture at a higher educational institution and how the present culture contributes or challenges increasing representation of Latina faculty in tenured or leadership positions.

The general problem was that Latinos represent only 4% of higher education faculty of which less than a third are women, demonstrating a crisis in the United States due to the adversely low numbers of Latina in academia (Excelencia in Education, 2015, p. 16; Machado-Casas et al., 2013). The specific problem was that the underrepresentation of Latina faculty in the southeast area of the United States may negatively affect growing Latino communities by the lack of Latina scholars who serve as role models, mentors, and supporters of Latino needs in the greater society (Garrison-Wade et al., 2012; Machado-Casa et al., 2013). Seeking more information about possible factors that contribute to the lack of tenured Latina faculty helped gather new information about current disparities or barriers for Latina faculty to obtain tenure.

Subtopics found in the literature review identified various factors that contributed to barriers in the underrepresentation of Latina faculty in higher education. These factors included diversity management and inclusionary organizational practices, leadership and gender, discounting Latinas as scholars, mentoring, networking, feminine roles, and student's perspectives. Factors identified in the literature review provided a comparison of the patterns or themes found in the data analysis of participant's responses to the interview questions. Understanding how current organizational practices affect Latina faculty in higher education provided critical information to support new and more effective strategies to address the general and specific problem examined in this study. As issues of credibility can present poor research designs, researchers must "demonstrate rigor through adequate descriptions of methodological foundations" (Hyett, Kenny, & Dickson-Swift, 2014, p. 2). This qualitative case study used methodologies and research practices that provided trustworthy, valid, and reliable information that further the knowledge known about Latina faculty and the challenges they encountered to increase their representation in academia.

Chapter 3 includes a discussion that considered the research method for the study. The chapter begins considering the research questions, research design, participants, sampling, instrumentation, methods for ensuring confidentiality and obtaining informed consent, field testing, data collection methods, and the tool to analyze the data collected.

Research Questions

The purpose of the qualitative case study was to examine how higher education administration and other societal influences contribute to the underrepresented Latina faculty. Interviews of Latina faculty captured their perceptions of challenges or support due to gender and ethnicity in pursuing a tenured faculty position. Gathering data and analyzing shared experiences of

Latina faculty increased awareness of how organizational inclusionary practices and other societal factors can affect the underrepresentation of Latina faculty.

The primary research question guiding this qualitative case study was, *what are the barriers that contribute to the underrepresentation of tenured Latina faculty?* Five narrower secondary questions were used to help comprehensively answer the primary question for the case study:

RQ 1. What are the organizational and societal factors that contribute to the underrepresentation of tenured Latina faculty?

RQ 2. What are the organizational and non-organizational barriers to increasing tenured Latina faculty in higher educational institutions?

RQ 3. How does mentoring or the lack of mentoring affect Latina faculty in achieving tenure?

RQ 4. How do organizational inclusionary practices or the lack of these practices affect Latina faculty's perception of the higher education administration and organizational culture?

RQ 5. How do Latina faculty perceive their influence on students and how important do they believe their influence is?

Research Method and Design Appropriateness

Research Method. The use of a qualitative research method was most appropriate for this type of study since quantitative methods are more focused on numerical data. Creswell (2013) established that "qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive, and establishes patterns or themes" (p.44). The qualitative method allowed for analysis of characteristics and themes that answered the research question for this study. This particular topic has been understudied, demonstrated by the limited qualitative and quantitative studies reviewed that are specific to the challenges endured by Latina faculty. Gardner (2013) described the usefulness of a qualitative study design as it allows for an exploration of areas that are not well known. Qualitative research allows the addition of new information to the body of literature in poorly or broadly researched areas or a new phenomenon focus. Patten (2014) emphasized the importance of qualitative research to develop theories in emerging fields from which hypotheses can be deduced and tested through quantitative methods. Due to the structured nature of quantitative research, it would not be appropriate to identify key contributing factors to the underrepresentation of Latina Faculty.

Design Appropriateness. The study used a qualitative case study research design that consisted of gathering closely examined perceptions and experiences of Latina faculty who have pursued a tenured faculty position at a four-year-public university in the southeast area of the United States. Case study research is a qualitative approach applied across many disciplines in which an investigator explores a real-life, contemporary bounded system through detailed, in-depth data collection involving multiple sources of information and reports on themes found in the information collected and evaluated (Creswell, 2013). Other qualitative methods, like phenomenology or ethnography, consider a broader context of the research problem. The primary objective of this qualitative case study was to closely examine the experiences of Latina faculty in a university that represented the comparable underrepresentation of Latina faculty found at a national level. The qualitative case study was the best method for this type of study.

Participants

Researchers consider a population or a group of individuals to focus their study (Patten, 2014). Berg and Lune (2013) stressed the importance of considering the rationale for identifying and selecting particular participants as the most appropriate source for gathering data for the research study. Patten (2014) explained how drawing a sample from possible participants or the general population allows researchers to make inferences from the sample data to the larger population. In 2014, Latinos represented only 4% of faculty in higher education in the United States (Morris, 2016, p.8). The study targeted a university that has a similar representation of Latinas among the faculty.

The sampling process helped to collect information on shared experiences from different individuals without having to study all members of a population. Inferences that are made based on the sample, are successful or fail according to how well the sample represents the population or groups considered in a study (Berg & Lune, 2013). The participants of this qualitative case study included Latina faculty whose experiences and knowledge afforded them insight into the challenges that contributed to the underrepresentation of Latina Faculty at a four-year university in the southeast area of the United States. All participants were female, of Latino descent, have qualifications that met the required criteria for a tenured position, and have secured a tenured faculty position at the specific four-year university chosen for this study.

Sampling

The snowball sampling method used to select individuals allowed for good sources of information based on the criteria that met the objectives of responding to the research problem and that were difficult to find (Patten, 2014). The sampling method allowed for the identification of a few participants that met the demographics of the study. The identified participants were then asked to provide referrals to other individuals that met the same demographic criteria or characteristics for the study (Berg & Lune, 2012). The snowball sampling method permitted the gathering of an adequate sample of participants for the research study.

To ensure that the qualitative case study focused on tenured Latina faculty, the individuals had to share commonalities of the same phenomenon (Creswell, 2013). The snowballing method allowed for the initial participants to assist in the recruitment of another Latina faculty that was difficult to find. The sample for this study consisted of eight Latina faculty who were in a tenured position. The initial recruitment was through a successful online search, followed by an unsuccessful search through the university's Latino faculty association. A third search through the university's diversity officer did not provide any eligible participants. With the initial lead from the online search, a snowball sampling method allowed for additional recruitment of participants until reaching data saturation. According to Hancock, Amankwaa, Revell, and Mueller (2016), data saturation is the gold standard in qualitative research as it indicates data adequacy, no new information is obtainable, and it promotes transparency of the researched topic. Recruitment for new participants ceased when the information collected met the data saturation point.

Instrumentation

The instrumentation described the measures used in this study and the validity of those measures (Patten, 2014). To increase the validity and credibility of the study, methodological explanations prevent concerns that occur when poorly described methodologies lead the "reader to misinterpret or discredit study findings, which limits the impact of the study and

hinders advancements in the broader qualitative research field” (Hyett et al., 2014, p. 8). The measures used in a qualitative case study include various tools used to describe what the study considered, such as interviews, reports, and observations. Stake (2010) emphasized how the human researcher is the main machine in all research. The primary research instrument used in this study was the researcher (Saldaña, 2011). The researcher planned the details of the study, arranged the semi-structured interviews, collected the data, examined records, synthesized ideas, and documented the findings of the study (Stake, 2010). The different themes and patterns identified in the various data sources were the measure used to assess the findings of the research problem. Analysis of the collected data occurred through the NVivo for Mac software (QSR International, 2015).

Validity and Reliability

The purpose of this qualitative case study was to examine the lived experiences of underrepresented tenured Latina faculty in a four-year university in the southeast area of the United States. When conducting research, it is important for the methods used to be reliable and valid to increase the legitimacy of the study. Validity considers the degree an assessment “measures what it was designed to measure and accurately performs the function it is purported to perform” (Patten, 2014, p. 71). Qu and Dumay (2011) found that researchers should assess the reliability and validity of information gathered during the study. The methods used in this qualitative case study assessed its reliability and validity in a field test before the actual study. In terms of validity, researchers must identify the purpose of the measure and ensure that it measures the purpose of the measure (Patten, 2014). The validity of the study depended on the truthfulness of the study’s conclusions.

Additional areas of validity helped to increase the legitimacy of a qualitative research study. Lincoln and Guba (1985) proposed a criterion to assess the rigor of qualitative research. The researchers stated, “since there can be no validity without reliability (and thus no credibility without dependability), a demonstration of the former is sufficient to establish the latter” (Lincoln & Guba, 1985, p. 316). The research study followed Lincoln and Guba’s four measures of validation that included credibility, dependability, transferability, and confirmability.

Credibility. Credibility refers to the believability and value of the findings (Lincoln & Guba, 1985). To increase credibility in the study, prolonged engagement with the participants encouraged participation. Prolonged engagement helped to enhance the credibility of the study by ensuring the development of trust and a positive rapport with the participants to gather detailed responses (Cope, 2014). Reviewing various sources for information also supported the triangulation of data collected (Patten, 2014).

Dependability and Confirmability. The dependability and confirmability of a study are closely related. Tobin and Begley (2006) described dependability as the degree to which collected data are stable and confirmability as the neutrality and accuracy of the data. Houghton, Casey, Shaw, and Murphey (2013) identified an audit trail as a strategy that can be applied to both dependability and confirmability to ensure that the data meets the highest level of rigor. This study outlined all “the decisions made throughout the research process to provide a rationale for the methodological and interpretative judgments” as described in the audit trail (Houghton et al., 2013, p. 14). This documentation allows others to assess the process employed to collect data and find meaning from the analysis of the data collect. Houghton et al. (2013) also found that the use of the NVivo for Mac (QSR International, 2015) software can enhance the documentation process by providing a comprehensive trail of the decisions made during the collection of data and analysis stage.

Transferability. Transferability refers to the ability of the findings of a study to be transferred to another similar situation while still maintaining the meaning from the completed study (Leininger, 1994). Houghton et al. (2013) described thick descriptions, a detailed description of the context, research methods, and examples of raw data, as the strategy that addresses this component of rigor. With adequate documentation or thick descriptions, other readers can make an informed decision about the transferability of the research findings to their specific contexts (Lincoln & Guba, 1985). While maintaining the confidentiality of all participants and their specific work site, the research study described in detail the particular context of the university in the study.

Reliability. Reliability is the “degree to which measures are free from error and therefore yield consistent results” (Lakshmi & Mohideen, 2013, p. 2753). Reliability in qualitative studies is important to ensure that the procedures, data generated, and findings obtained from a research study are trustworthy (Roberts, Priest, & Traynor, 2006). Similar to the dependability, reliability also considers whether a study’s findings are repeatable under different circumstances. Patten (2014) described various ways to increase the reliability of a measure. One example includes having two independent observers analyze gathered data to ensure that both identify the same patterns or themes. This study used the NVivo for Mac (QSR International, 2015) software program to increase the reliability, as Roberts et al. (2006) have also recommended.

The study increased its reliability and validity by using various strategies that address the validity, credibility, dependability, confirmability, transferability, and reliability of the research process, data collected, and the findings made through the study. Some of the strategies used included prolonged engagement, triangulation, audit trail, and thick descriptions.

Confidentiality and Informed Consent

During the design stage of the research study, careful consideration supported measures needed to safeguard the identities of participants and the data collected throughout the study (Berg & Lune, 2012). To encourage participants to open and freely express their experiences, informed consent obtained from the participants described the maintenance of confidentiality during and after the study (Ivey, 2012). Berg and Lune pointed out how researchers have a responsibility to ensure the confidentiality and informed consent of participants to avoid or at least identify and articulate the exposure to potential risks for the subjects during the study. Informed consent refers to the written approval researchers are required to obtain from interviewees stating the purpose and scope of the study and the potential risks and/or benefits of participating in the study (Berg & Lune, 2012; Qu & Dumay, 2011). The informed consent advised the participants of their right to withdraw from the study at any time without penalty (Patten, 2014). Confidentiality refers to the active attempt to eliminate from the research records any information that may identify the participants (Berg & Lune, 2012). Qu and Dumay (2011) further stressed the importance of confidentiality in studies where interviewees are employees sharing experiences about their workplace, especially in not disclosing any shared information from the participants with the employer.

Participants in the study signed a written informed consent and confidentiality form to confirm their acknowledgment and permission to participate in the study (Appendix B). Names, the institution, and other identifiable information was secured and kept confidential from public records via locking storage units in a private domain. Participants had the right to volunteer and end their participation at any point. All confidential records will be shredded and destroyed after five years of the publishing of this study.

Field Tests

Prior to conducting the study, a field test confirmed the validity, reliability, and credibility of the study. Berg and Lune (2012) expressed the importance of several practice interviews before use of the interview instrument to assess how effective the interview worked and whether the tool gathers the information sought. This process helped to identify poorly worded questions, questions that reveal personal values or biases, and help to save time and cost in the overall research process (Berg & Lune, 2012). In review of the data collected in the field test, some research questions needed additional revisions or elimination. The questions used in the research study were those that successfully elicited useful information for the purpose of the study.

Three Latina faculty participated in field test and did not participate in the study. These three Latinas shared the same qualifications as the research study sample to assess the appropriateness and adequacy of the interview questions. Initial feedback provided direction on how to modify the questions to make the study more valid. Based on the feedback, appropriate modifications to the interview questions improved the credibility and reliability of the study (Appendix C).

Data Collection Procedures and Rationale

An important part of research design includes the data collection procedures and rationale. In order to make valid inferences from the data gathered from the sample participants, the data recorded must be collected and organized in an accessible manner (Berg & Lune, 2012). For this qualitative case study, to collect pertinent and useful data, more than one method or source captured “the case under study in its complexity and entirety” (Yazan, 2015, p. 142). This collection took the form of audio recorded telephone calls, or in-person interviews. The persons interviewed include Latina faculty in tenured positions. The use of existing data or secondary data occurred during the investigation.

Gathering multiple data sources enhanced the credibility and trustworthiness of this study through data triangulation. According to Saldaña (2011), triangulation is the “use of at least three different viewpoints” (p. 76). Different material allows for diverse points of view on the information shared by the respondents. The three methods included an analysis of the transcription of the interviews, review of the observational field notes taken at the time of the interviews, and a review of the documents authored by the respondents and other relevant documents. The other documents, not cited due to confidentiality, included a university faculty satisfaction survey, a local newspaper article on the issue of underrepresentation of minority faculty at the university, and other university statistics posted on their website. A semi-structured interview provided the primary data source in the qualitative case study. Interviews consisted of various methods: in-person face-to-face, by video-audio webcam via the Internet, and over the phone with no video. The research questions identified for this study provided for the formulation of the semi-structured questions used in interview. As with semi-structured interviews, additional open-ended questions developed depending on the participants’ response as appropriate to gather as much information as needed to inform on the research objectives.

At the beginning of the interview, all participants reviewed the purpose of the study and confirmation of their anonymity as stated in the informed consent and confidentiality form (Appendix B). Participants could ask any questions or make comments at any time during the interview to help make them feel more comfortable (Patten, 2014). Interviews were open and receptive to new ideas but steered the respondents toward the main focus of the study (Qu & Dumay, 2011). The participants were reminded of the recording and transcription of their

interview session for data analysis purposes. The questions gathered information from the participants about their experiences as Latina professors and their journey towards tenure and other leadership positions within their higher education institution. With the transcription of the interviews, the participants had an opportunity to review the captured information before the data analysis process. Consideration of secondary or other relevant reports on student enrollments, administrative reports on demographics of tenured faculty, and documents regarding organizational practices at the university provided more information on the factors contributing to the underrepresentation of Latina faculty.

Ethical Consideration

Researchers have an ethical obligation to their study participants, colleagues, and the larger society to “ensure the rights, privacy, and welfare of the people and communities that form the focus of their studies” (Berg & Lune, 2012, p. 61). In this study, Trust of the participants were respected and contributed to the study by ensuring and maintaining the confidentiality of the participant’s identity (Berg & Lune, 2012). That trust is also an honor by presenting the data collected from the participants in the most accurate way possible, even if their views do not align with points of view set forth in the study. To maintain confidentiality of the participants, aliases provided protection of their identity (Ivey, 2012). Participants received notification of the use of aliases to protect recorded information and any other identifiable data, in addition, to maintaining all records in a locked box only accessible only to the researcher. Written consent was obtained to publish the participant’s responses and other data collected in the study will be maintained for a minimum of five years. Thereafter, all information, including the participant’s recordings, transcribed manuscripts, and other identifiable information, kept in the locked box for confidentiality will be shredded.

Data Analysis

The analysis of data collected provided cohesive meaning from the different participant responses. The purpose of the data analysis was to identify and share with others the new insights observed through the study (Saldaña, 2011). The transcriptions of the recorded interviews and analysis through NVivo for Mac (QSR International, 2015) software, a computer qualitative data analysis program, allowed for the identification of patterns and themes from the participant’s responses to the semi-structured interview questions. Contextual meanings developed from the patterns analyzed in the data. The data were not coded sentence by sentence but by repeated themes in the participant’s responses. Apparent themes or patterns supported generalizations from the analyzed data. These generalizations provided information for higher education administrators and their governing boards of issues found in the study for their knowledge or application towards the support and empowerment of Latina faculty in their pursuit of tenured positions in higher education (Creswell, 2013). Conducting the data analysis process thoroughly fully identified common shared experiences. This analysis contributed to information needed to formulate more effective practices that support the equitable representation of Latina faculty.

Summary

Chapter 3 included a description of the methodological approach of the qualitative case study. The chapter also included a discussion of the method used to answer the research questions as it relates to subtopics identified in the literature review, research design, participant sample, research instrumentation, data sources, collection methods, and the tool to analyze the data collected. The methods used to select participants, collect data, and analyze the information gathered were each important components of qualitative case study research. The information gathered through this methodological process provided trustworthy, valid and reliable

information that furthered the knowledge known about tenured Latina faculty and the challenges they encountered to increase representation in academia.

CHAPTER 4:

DATA ANALYSIS

The purpose of this qualitative case study was to determine if Latina faculty were affected by factors that contribute to barriers in the underrepresentation of tenured Latina faculty at a four-year university in the southeastern area of the United States. The participants included 8 Latina faculty who have successfully obtained tenure at a four-year university. Interviews of these Latina faculty captured their specific experiences and their perceptions of any barriers that challenged Latina faculty in achieving tenure. Understanding the barriers that challenged Latina faculty in seeking tenure can increase awareness of how organizational inclusionary practices can increase the representation of Latina faculty.

The Latina faculty interviewed for this study provided information about their experiences through face-to-face and telephone interviews using eight semi-structured interview questions (Appendix C). Using NVivo for Mac (QSR International, 2015), a qualitative data analysis computer-based software program, the participant's responses have been organized around the research questions and grouped into specific themes. These themes include diversity management and inclusionary organizational practices, leadership and gender, discounting Latinas as scholars, mentoring, networking, feminine roles, and student perspectives. Chapter 4 provides a discussion on the study's demographic profile of the participants, data collection and data analysis procedures, discussion on reaching data saturation, and the findings drawn from the participant's responses to the research questions. The chapter ends with a summary of the findings.

Research Questions

The research questions supported the exploration of the barriers that may contribute to the underrepresentation of tenured Latina faculty in higher education. The respondents provided information about the support and challenges they experienced in pursuing a tenured faculty position. The primary research question guiding this study: *What are the barriers that contribute to the underrepresentation of tenured Latina faculty?*

Additional questions that were used to help answer the primary question for the case study were:

RQ 1. What are the organizational and societal factors that contribute to the underrepresentation of tenured Latina faculty?

RQ 2. What are the organizational and non-organizational barriers to increasing tenured Latina faculty in higher educational institutions?

RQ 3. How does mentoring or the lack of mentoring affect Latina faculty in achieving tenure?

RQ 4. How do organizational inclusionary practices or the lack of these practices affect Latina faculty's perception of the higher education administration and organizational culture?

RQ 5. How do Latina faculties perceive their influence on students and how important do they believe their influence is?

Demographic Profile

Recruitment for this study consisted of ten Latina faculty at one four-year higher education institution. The initial selection of the participants was from an online search for Latina faculty at one four-year higher education institution. The first search provided one participant. A

secondary search for participants through the university's faculty associations, led to no participants. A third search involved contacting the diversity officer of the university. The diversity officer did not provide a list of Latina faculty or demographic data on the number of Latina faculty, only a referral to an ineligible Latina faculty. Lastly, a snowball sampling technique successfully gathered additional participants. Interviews were conducted until reaching data saturation. A total of 8 Latina tenured faculty from different disciplines participated in the study (Table 2).

Table 2
Distribution of Discipline

Discipline/Field	Number of Participants
Art History	1
Communications, Women's Studies	1
English	1
Higher Education	1
History	1
Special Education	1
Speech Language Pathology	1
Social Work	1

The background of the Latina faculty varied from different categories including, but not limited to, professor rank of associate professors with no more than one year of receiving tenure to full professor with more than 15 years at the university (Table 3). The number of years serving at the current university ranged from 7 years to 22 years (Table 4). The participant's current age also varied (Table 5). The participant's current age ranged between 39 to 62 years (Table 5). Most the participants were in the 50 to 59 years old range.

Table 3
Distribution of Current Rank

Rank	Number of Participants
Professor	1
Associate Professor	7

Table 4
Distribution of Years Worked in the Current Higher Education Institution

Number of Years	Number of Participants
20-25	3
15-19	1
10-14	2
5-9	2

Table 5
Distribution of Current Age

Age Range	Number of Participants
60-70	2
50-59	4
40-49	1
30-39	1

Additional differences during the tenure process include age, previous attempt to obtain tenure, marital, and parental status. During the tenure process, the participant's age ranged between 32 to 46 years old. The participants were evenly distributed between their thirties and forties (Table 6). The participant's marital status also varied from single, married, and widowed while seeking tenure (Table 7). The majority of the participants had a status of married during the tenure process.

Table 6
Distribution of Age during Tenure

Age Range	Number of Participants
40-49	4
30-39	4

Table 7
Distribution of Marital Status

Marital Status	Number of Participants
Single	2
Married	5
Widowed	1

Noting the participant's parental status and the age of their children while seeking tenure, the majority of the participants had children, except one participant. The table below demonstrates the distribution of the Latina faculty and the age of their youngest child while seeking tenure (Table 8). A majority of participants with children had a child in the 0-4 age range.

Table 8
Distribution of Parental Status and Child's Age

Child's Age	Number of Participants
N/A	1
0-4	5
5-9	1
10-14	0
15-18	1

Five of the eight Latina faculty had previously attempted to obtain tenure at a former university (Table 9). One of the five achieved tenure in another university and transferred the tenured rank of associate professor. The other four Latina faculty were on tenure tracks at another institution before their current university.

Table 9
Distribution of Tenure Attempts

Tenure Attempts	Number of Participants
First	3
Second	5

In summary, the participants differed in various characteristic, but many had similarities. Of the eight Latina faculty, 87% were associated professors, 75% had 10 or more years at the

current institution, and 75% were 50 years old or older at the time of the study. During the tenure process, 62% had a married status, 87% were parents, 87% had children, and 62% had children under the age of 4 years old. Of the eight participants, 62% attempted to seek tenure at another university. All participants were under 46 years old when they began the tenure process at the current university.

Confidentiality and Anonymity

To ensure confidentiality and anonymity, the participants were each assigned a unique identifier for presenting and discussing the findings. Participants were assigned a number between 1 through 8. Screening of all participants confirmed that each was Latina, tenured, and belonged to the same university in the southeast area of the United States. Random codes assigned to the participants safeguarded anonymity. In an effort to further secure anonymity, recorded responses omitted identifying information about the participants.

Data Collection

Initial method of contact for all participants was email (Appendix A), followed by additional emails, phone calls, or in-person meetings as requested to explain the purpose of the study, their role in the study, and to assure the confidentiality and anonymity of participation. The field test conducted included three additional tenured Latina faculty before and not included in the data collection to increase reliability, validity, and comprehension of all research questions. Based on feedback from the three Latina faculty, expansion and re-wording of a few of the questions helped to decrease bias and to increase the focus of the research topic. Data collection comprised of face-to-face meetings, audio-video conferencing, and one telephone interview using eight semi-structured interview questions. One participant requested and received the interview questions before the in-person interview. All participants approved scheduling and participating in the interviews.

To ease participant's concerns about participation, confidentiality, or any other doubts, participants were allowed to ask questions prior to the interview. A portable audio recording device captured all interviews. Only the researcher accessed the recordings. Notes taken of the responses to questions during the interview supported validity. At the end of the interview, each participant was thanked for their participation and sharing details of their personal experiences and life story. Each participant offered gratitude in participating and encouragement of the study and publication of this important topic.

Data Analysis Procedures

Qualitative research requires a logical analysis of the information collected into themes and commonalities. The data analysis process included a review, reorganization, and thematic analysis of all collected data. The process began with coding, structuring, and categorizing relevant information into themes or patterns; then, all audio recordings were transcribed. The NVivo for Mac software (QSR International, 2015) supported the classification and analysis of the data into established themes, and to find potential trends or patterns.

The interviews began with demographic questions to establish basic information about the participants. Eight questions expanded the primary and secondary research questions for use in the interview (Appendix C). The questions addressed societal and organizational factors that contribute to the support or barriers Latina faculty encounter when attempting to achieve tenure. The questions also allowed the Latina faculty to address previous attempts to seek tenure at any other university. The semi-structure questions allowed the participants to

respond directly to their experience related to the topic, as well as provide an opinion or perception of the support or barriers faced by Latina faculty as a group.

All interviews transpired during a two-week timeframe. The first interview was on April 11, 2017, and concluded on April 25, 2017. Each interview lasted 50 to 80 minutes. Once electronic downloading into a computer occurred of the digital audio recordings, a passcode stored and protected the recordings. The audio recordings, transcriptions, and notes increased the accuracy and validity of the data collected. The data checking and verification process referenced each source as described in Chapter 3.

The NVivo for Mac (QSR International, 2015) software facilitated making connections between themes. Analysis and thematic coding of the eight transcribed interviews imported into the NVivo for Mac software allowed for nodes to be set up based on the research topics or questions. Nodes are the term used in the software to describe a theme or category. The identified themes connected to the research questions in the NVivo for Mac software as nodes facilitated the coding process. New nodes developed as major themes or sub-themes as the coding process occurred. The software allowed for the search of key words and manual coding of the transcripts to nodes. Listening to the audio recordings while manually coding the transcripts into nodes in the NVivo for Mac software (QSR International, 2015) reinforced reliability and validity of the coding process.

After reviewing the information categorized by nodes, commonalities among the 8 participants were identified. An initial grouping of topics organized the commonalities. After revisiting the different topic groups and reflecting on how they affected Latina faculty in the tenure process, conceptualization of five major themes emerged. The major themes may help tenure-seeking Latina faculty understand the key obstacles and barriers present in higher education. The five themes may also help higher education administrators address obstacles and barriers towards organizational inclusionary and diversity goals.

Narrative Analysis

The narrative analysis provides a summarized description of how each Latina faculty described their experiences when seeking tenure at the one four-year higher education institution in the southeast area of the United States. These experiences focused on whether the Latina faculty perceived organizational or societal factors that contributed to barriers in the underrepresentation of Latina faculty in higher education. Each participant's narrative provides details regarding any support or challenges of organizational inclusionary or exclusionary practices they identified or experienced as they became a tenured Latina faculty in the southeast area of the United States. Based on the sensitive nature of this topic and to ensure anonymity of each participant, the narratives omit the participant's identifiable or personal characteristics.

Narrative Analysis for Participant 1. Participant 1 is a Latina faculty that has worked for more than 20 years as a tenured faculty at this institution. To describe organizational and societal factors that may contribute to barriers in the underrepresentation of Latina faculty, participant 1 described a conflict between how Latinas are brought up and the values or expectations of the academic environment. This conflict is at the center of traditional feminine roles of caring for a home, parenting, and marital responsibilities. For participant 1, the family came first, not the university's high expectations. Organizational barriers that participant 1 identified included organizational discrimination, tokenism, negative stereotypes, micro-aggressions, challenges in organizational support toward dependent care issues, and poor implementation of diversity practices.

When asked about organizational inclusionary practices at this university, participant 1 found that during her tenure process, the university was not as competitive as it is today and initially felt welcomed within her department. After many years, participant 1 mentioned experiencing a number of exclusionary practices at the university. Participant 1 described the lack of accountability in the departmental or university leadership when little or no actions were made to address discrimination, micro-aggressions, or recommendations previously brought to their attention. Participant 1 provided details on the diversity incentive structure used by the school to recruit Latinas and the negative effects on the minority faculty due to the poor implementation of those practices. In participant 1's tenure experience, her recruitment was a diversity track hiring, which she only learned after starting in the organization. Participant 1 explained feeling uncomfortable when the provost and dean repeatedly mentioned her minority status with comments like "we are giving this [tenure] to you," as though she did not earn tenure on based on the quality of her work, diminishing her work and role in the tenure process.

In participant 1's situation, a minority mentor was assigned to her when she started and helped her through the tenure process. In response to her thoughts about women and leadership, participant 1 viewed women as having a difficult time trying to do both, a family and a career in academia. Participant 1 mentioned that the women who make full professor don't have kids, are single, or divorced. Regarding student's perceptions, participant 1 saw herself as a role model to Latino students and helped to break stereotypes for non-minority students. Participant 1 stated that she tries to instill in students the value of each individual because each person is so unique.

Narrative Analysis for Participant 2. Participant 2 has been at the university for less than ten years. Participant 2 had pursued tenure at another university. Participant 2 found societal and organizational factors to contribute towards barriers in the underrepresentation of Latina faculty include sexism, "ethnicism" (similar to racism but based on ethnicity), classicism, and issues related to First Generation College educated. Participant 2 described being lied to by the department about her tenure opportunity and having to wait an additional year before being allowed to apply for tenure. The university hired participant 2 on a diversity track and did not inform her until after starting at the university. When questioned about possible barriers, participant 2 described organizational racism, stereotypes, sexism, micro-aggressions, discrimination, and double standards as organizational challenges present at the university.

Participant 2 was assigned a mentor and found the person not to be helpful. The mentor was described to be sexist, and the overall experience was detrimental. In a search for support, participant 2 looked for a mentor based on needs and recommended five to six different mentors for different things. When asked about inclusionary practices at the university, participant 2 described the inability to openly participate as a Latina, the hostile environment within her department, and feeling isolated. Participant 2 described the presence and history of white supremacy at the university from the president's office to the departmental level. In regard to women and leadership, participant 2 stated that it would be very tough for a Latina to lead at the university and that the top positions needed more women of color. When asked about student perceptions, participant 2 stated that Latina students view her as a role model and are encouraged, while non-minority students have an opportunity to be taught from a different perspective. Participant 2 emphasized at the end of the interview to take care of yourself; to do positive things that will keep your light glowing.

Narrative Analysis for Participant 3. Participant 3 has been at the university for more than 20 years. In response to the question about organizational and societal factors that contribute

to barriers in the underrepresentation of Latina faculty, participant 3 explained that it is hard for women to dedicate twelve years towards school without being interrupted by life, specifically, a partner, children, and prioritizing a partner's needs. Participant 3 explained that her tenure experience was strange as a newlywed and new mother. Participant 3 emphasized completing 13 conferences in one year and having to work three times as hard as colleagues to secure tenure in an all-white male environment within the department.

When asked if there was any awareness of barriers towards increasing tenured Latina faculty, participant 3 identified multiple organizational barriers, including discrimination, micro-aggressions, humiliation, sexism, double standards, discounting scholarship, and the lack of accountability from the leadership on hostile work environments or preferential treatment. Participant 3 explained how department peers seldom invited her to participate in research that would support her in achieving tenure, leaving her to find opportunities on her own. Participant 3 recalled being reminded that she was not on the same playing field as her peers, and described the burden of not internalizing and dealing with her peer's micro-aggressions, humiliations, and put-downs. To help deal with the level of stress within the department, participant 3 explained support networks outside of her direct peers were helpful. In response to questions about mentors, participant 3 looked for as many mentors as she had fingers, each for different roles. Participant 3 emphasized transparent and continuous mentoring as a way to help Latina faculty achieve tenure.

In response to the question about organizational inclusionary practices, participant 3 described the lack of action from leadership at the university level and departmental level on diversity issues, the lack of transparency on preferential treatment of white faculty in the university policies compared to minorities, and the closed circle for opportunities for white men and women within the university. Participant 3 also identified how resources, regarding pay, equipment, summer teaching, and travel expenses were distributed unevenly among the staff based on rank, race, or gender. As the only Latina faculty, participant 3 found that there were no policies or other supports to address maternity leave and dependent care issues, while potential opportunities were referred away from her because of her maternal status. In regard to women and leadership, participant 3 emphasized the lack of minority women leadership at the university. According to participant 3, the university talked about inclusiveness and diversity, especially with students, but has not done anything to change the current culture, only promote White female faculty. Participant 3 added, of all the vice-presidents, all are white men except one white female, while the deans are mostly white males with two white females. Participant 3 also emphasized that the university will soon be a Hispanic Serving Institution, where 25% of the student population is Hispanic. Currently, the school has a minority student population of 47%.

Lastly, participant 3 perceived her influence on minority students as a role model, someone that looks like their mom, while also noting their need for mentors who they can talk to because no one else would listen. Participant 3 also worked to broaden the qualifiers for entry to vulnerable students who may not be in school with resources to expose their talents. For non-minority students, participant 3 described providing all students with quality feedback and attracting many students towards her program. Participant 3 ended the interview advocating for transparency and accountability by the leadership, while acknowledging that all people have biases, but everyone must be accountable.

Narrative Analysis for Participant 4. Participant 4 has been with the university for more ten than years. When asked to share her thoughts on the organizational or societal factors that contribute to barriers in the underrepresentation of Latina faculty, participant 4 explained that

faculty had to have been successful since kindergarten or first grade due to so many children lost by 6th grade. For participant 4, institutional and societal strategies to start nurturing academic aspiration during college are misplaced, recommending support to poor parents, schools, and communities. For participant 4, this university was the second university where she had obtained tenure and described the tenure experience at this university as the most incredibly painful experience that she had ever had. Participant 4 explained that the dean lied to her in the hiring process. Having had tenure, participant 4 attempted to transfer her tenure to the current institution. However, the dean hired her as a diversity hire, requiring her to complete the tenure process a second time to benefit from the departmental diversity incentive funding for the participant's salary. Participant 4 stated that she learned that she was a diversity hire after starting and that the university did transfer tenure from other universities.

In response to questions about possible barriers, participant 4 identified organizational racism, discrimination, doubting Latina's educational capital, exclusion by peers, and the lack of action from the leadership to address diversity issues and internal barriers. Participant 4 stated she has become very disappointed in the mentoring program to resolve institutional exclusion. In participant 4's previous tenure experience, the assigned mentor was only able to meet once before the mentor left the institution. At the current university, participant 4 stated no one offered her mentoring because of an assumption that due to her prior tenure status she would already be familiar with the university's processes. Participant 4 looked for a mentor and did not find support. When asked about organizational inclusionary practices, participant 4 described the disregard the university's leadership had towards Latinas and their cultural capital in preparing the university to become a Hispanic Serving Institution. Participant 4 has also identified micro-aggressions, discounting Latina scholarship, questioning of her integrity, no support on diversity issues from the leadership or peers within the departments, and exclusion from participation in important decision-making at the departmental and university level committees.

Regarding women and leadership, participant 4 shared that some women start behaving like a man when they are in the upper echelons of the university, changing their behaviors from nurturing to competitive as their male role models. Participant 4 explains further that once a woman reaches the top levels of provost or president's counsel, they want to be sure that they stay as the one since so few women are elevated to that level, treating other women more strictly or rougher than men. With students, participant 4 explained that for the few minority students she encounters, they are happy, since many times she is the first Latina faculty the student has had at the university. For non-minority students, participant 4 described the importance of having minorities in leadership and working with students, while breaking stereotypes of Latina women in low-level jobs. Participant 4 described herself as a walking diversity icon.

Narrative Analysis for Participant 5. Participant 5 has been with the university for over 20 years. Participant 5 identified low promotion and retention rates of Latinas within the institution as the societal and organizational factors that contribute to barriers in the underrepresentation of Latina faculty. In an effort to increase diversity, participant 5 emphasized that the use of diversity hiring lines and departmental incentives are not effective in diversity retention. Participant 5 explained that she was hired on a diversity line with very little pay and was informed of the diversity hiring status only after starting at the university. Participant 5 also identified as a barrier the lack of action in the leadership to implement recommendations made by minority faculty over the 20 years to address issues of racism,

discrimination, and other diversity obstacles at the university. Participant 5 described receiving support from the black faculty and staff.

Participant 5 described mentoring as a major contributor to supporting Latina faculty, which without mentoring, the Latina would flounder. Participant 5 further explained Latina faculty need mentors for different things such as for teaching, research, and service. When asked about organizational inclusionary practices, participant 5 answered that when you do not feel valued by the provost or your dean, they set the standard. Participant 5 also added that the tone set by the leadership affects not only the Latina faculty or overall faculty, but also how the admission process view and value students. When asked to elaborate, participant 5 pointed out that treatment of faculty also applies to the treatment of students, so when the faculty are not valued then the students don't feel valued. Other issues participant 5 identified included bullying by white faculty towards minorities, micro-aggressions, isolation, perceptions of aggression from minorities when they are assertive in voicing an opinion, unequal opportunities for promotion, discrediting scholarship among Latinas, and exclusion of minority faculty on departmental level initiatives.

On women and leadership, participant 5 identified that Latina and minority faculty are not on the same playing field for promotion at the university. Participant 5 stressed how in her attempt towards promotion, it did not matter attaining over \$3 million in grants, authoring a book, and administering one of the largest programs offered in the United States in her field, the individuals set for promotion are those viewed for success within the social and departmental politics set by the administration. Participant 5 further pointed out that the women in the leadership roles are primarily white and there are no Latinas in leadership at the university.

When asked about student perceptions, participant 5 described active recruitment of minority students and underserved populations. Overall, participant 5 stated that she tries to be fair to all the students, is strict, and greatly supports them. Participant 5 shared that for minority students, they see someone who looks like them. Participant 5 explained that non-minority students sometimes believe she has favoritism towards minorities, to which participant 5 stated she does not. Participant 5 described concern for how the university will move forward addressing diversity issues as the Latino student population grows to reach a Hispanic Serving Institution status. Lastly, participant 5 ended the interview urging the need for doctoral students to be prepared to handle the political environment and organizational culture in academia.

Narrative Analysis for Participant 6. Participant 6 has more than ten years as a professor at the university. Societal and organizational factors contributing towards barriers in the underrepresentation of Latina faculty, participant 6 identified the lack of mentoring to women of color, and not taking into account the additional service in terms advising, mentoring higher numbers of minority students, and higher committee work as a token diversity faculty. Receiving tenure in a previous university, participant 6 was able to transfer her tenure status to the current university. In the previous tenure experience, participant 6 explained that it was very traumatic, upsetting and distressing; taking her longer than the traditional six years because of the former university's tenure process, the responsibilities of a young child, and not having enough research. In addressing non-organizational barriers, participant 6 described a lot of personal barriers Latinas are conflicted with, such as being taught to be submissive, homemaker, parent, care for elders, and spousal responsibilities. Organizational barriers participant 6 identified include the university administration's priorities on enhancing a research center for women instead of a child care center on campus requested by the women

faculty. Participant 6 emphasized that the administration's priorities and actions demonstrate an expectation that faculty are men and women are going to take care of children; adding that if child care were a priority for both, men and women, the child care center would be a priority for all of the faculty and the university.

Participant 6 had a mentor before completing her doctorate that helped in maneuver the previous institution. Participant 6 also sought mentors through professional associations in her field. At the current university, participant 6 stated she did not receive a mentor as a new faculty to the university. In an attempt to help address the need for mentoring, participant 6 explained that a group of Latina faculty formed a support network that was well received by the university's president, but poorly supported by the individual departments, peers, and Latino men. During the time the support network existed, participant 6 described it to be a place where the Latina faculty could help each other, be themselves, understand each other, and feel safe. When asked to elaborate on the feeling of safety, participant 6 explained that the department leadership and peers often treated the "diversity" hires as illegitimate, with comments like, "when we have the budget, we will search for a real hire" in the presence of newly hired Latina faculty. Participant 6 emphasized how micro-aggressions can have a negative effect on Latina faculty, leading to low self-esteem and internalizing negative perceptions. Participant 6 mentioned that the Imposter Syndrome is often a sentiment shared among the ethnic working-class faculty. The Imposter Syndrome is a sentiment that the minority does not deserve the status achieved.

In response to questions about organizational inclusionary practices, participant 6 described some concerns including sexism, tokenism, classism, feeling undervalued, poor support from peers, lack of action from the leadership, and poor integration of diverse faculty within departments. When asked about women and leadership, participant 6 stated that women leaders must align themselves with the university's mission and demands. Since starting at the university, participant 6 noted the shift in the leadership at the dean level. Initially, the university's 7 to 8 colleges had five women deans. Currently, the university has grown twice as many colleges, while women deans decreased to 1 or 2. Participant 6 explained that the university's agenda is set by the president, a board of trustees that is usually made up of white business men, and the governor, since it is a public university.

In regard to student perspectives, participant 6 explained her honors classes are mostly white and upper-class students, allowing her the opportunity to open their eyes to another part of the world they do not have access, while still allowing them to contribute material to the curriculum within the scope of the class. Participant 6 stated that the minority students often say they are so happy to have a Latina professor or they had never had a Latina professor. Participant 6 also described supporting Latina students in helping them manage familial responsibilities, while supporting them to become independent young women. Participant 6 described teaching as a way to learn and change society. For participant 6, teaching is an activist job, opening a person's mind, not closing a person's mind. Lastly, participant 6 explained that Latinas need be stronger advocates for themselves, due to the tendency to be eager to please or conform to other's opinion.

Narrative Analysis for Participant 7. Participant 7 has been with the university for more than ten years. Organizational and societal factors that contribute to barriers in the underrepresentation of Latina faculty, participant 7 identified recruitment and hiring practices, noting the availability of equally qualified Latina faculty but the leadership's unwillingness to hire qualified minority candidates. Participant 7 also noted the subjective reason often used by the predominately white-male administration for not hiring Latinas is that they are not a good

a fit at the university. From a societal perspective, participant 7 identified the perception that Latinas are not qualified to apply to faculty positions due to high dropout rates in high school and college. Participant 7 had pursued tenure at another university and was able to transfer years served towards the tenure years required at the current university. Participant 7 noted the extra burdens Latina faculty carry due to higher teaching requirements and service in serving as the token minority on committees across schools, departments, colleges, and the university, as well as outside service in the community.

Participant 7 identified organizational barriers to include discrimination based on gender and race/ethnicity; preferential treatment of awards, grant opportunities, and promotion towards white faculty; and the lack of action on the part of the administration to address diversity issues discussed in meetings every year. Participant 7 emphasized how frustrating it was for her to see the inequities, discuss them with administration's representation in annual diversity meetings, and see no changes, actions, or a plan from the leadership to effect real changes to the issues. Supports that participant 7 acknowledged were monthly coffee time with other Latina faculty to encourage each other and not feel so isolated. Participant 7 also described conducting research with people outside of her department helped. In the previous university, participant 7 found the assigned mentor to not be helpful as the mentor never did anything with her. At the current university, participant 7 was assigned a mentor that was very helpful and supportive. Participant 7 suggested there should be more than one mentor to help in different areas of the tenure process.

When asked about the presence of organizational inclusionary practices, participant 7 identified various exclusionary practices including institutionalized racism, micro-aggressions, lower pay based on their gender and ethnicity, exclusion from within her department, discounting of scholarship and expertise, and an administration that is not inclusive. Regarding women and leadership, participant 7 explained that Latinas are not considered to participate in areas where they are experts, as well as for important decision-making committees within their departments, noting that she is often the last to know about initiatives that occur in her own department. Participant 7 stated that Latinas are very assertive and capable of being in leadership positions despite stereotypes about Latinas as not assertive.

On student perspectives, participant 7 found that she is a good role model for her students. For minority students, participant 7 explained that they have benefitted from having a successful Latina to look up to in a field they may want to join, while non-minority students can also benefit in learning from a Latina who is also successful as other non-minority faculty, helping to break stereotypes. Lastly, participant 7 stressed that even with the challenges within academia, she has been successful, has a gift for teaching, and is very passionate about helping others, especially those who experience vulnerability, marginalization, and discrimination.

Narrative Analysis for Participant 8. Participant 8 has less than ten years at the current institution. When asked what societal and organizational factors that contribute to barriers in the underrepresentation of Latina faculty, participant 8 identified an automatic perception that because a Latina faculty is an ethnic minority, she is "less than." Explained further, participant 8 described that Latina faculty with lots of experience, knowledge, and awards are still considered less qualified due to diversity hiring practices and the perception that the Latina faculty has received special treatment or lower standards to be a part of the faculty which they do not deserve. As a single parent of a young child, participant 8 stated that she was unable to be socially involved on campus and made her efforts towards tenure through her publications. Participant 8 explained how a white colleague published one textbook and received tenure one year earlier than her, while she had one textbook, four articles, and two contracts toward new

books before receiving tenure. Participant 8 also described the higher teaching loads and service requirements on various committees as the token diversity member.

Organizational barriers participant 8 identified included racism, discrimination based on biases, and discounting of Latina's scholarship and expertise. Participant 8 recommended the need to change the university culture from claiming to be diverse because of diversity activities towards changing the institutional culture of the university. Participant 8 also emphasized that if the university wants the student population reflected in the faculty and the administration, first the university must change the way it looks, and then work on the culture. One example participant 8 provided was that in her department a majority of the 65 professors were white, with four Latina professors, and only two have tenure. Participant 8 pointed out the use of diversity training for staff could help to address racist comments. In terms of mentoring, participant 8 shared that a mentor was initially assigned to her, but was not very helpful. Participant 8 was able to receive some mentoring at some points during the tenure process. Participant 8 still encourages the role of mentoring and currently works to promote a mentoring program for minority faculty.

In response to the question about organizational inclusionary practices, participant 8 described practices that were exclusionary, including sexist remarks, micro-aggressions from white faculty, negative stereotypes of Latina women, questioning minority integrity, and little action from the leadership to address discrimination and other diversity issues. Participant 8 provided an example of questioning a minority's integrity when explaining how a brown person was missing a document in a file; their integrity was questioned, whereas, if it was a white person, it was perceived as a mistake. Regarding women and leadership, participant 8 noted her need to refrain from speaking openly during the tenure process, unlike white female colleagues who could share their opinion upon starting at the university. Another point participant 8 shared was that women have the capability to be leaders but are boxed into different leadership types. Participant 8 elaborated that women in leadership at the university take on masculine behaviors, dress, and attributes. According to participant 8, as she envisions the kind of leader that she would like to be, she does not see that kind of leadership present, which she finds difficult.

Participant 8 stated that she advocated for all of her students and described most of her students as Latina, feminist, and Lesbian, Gay, Bi-sexual, and Transgender. In challenging the students of the program, participant 8 has added components to help the students be more prepared to apply for graduate school, doctoral level work, and professional positions in the field. In ending, participant 8 stated that Latinos are still getting organized, which at times can be difficult due to internal differences like national origins or generational immigrant issues. Overall, participant 8 commented that this research is very important, significant, and timely.

Participants Interview Overview

The Latina faculty welcomed the opportunity to participate in this type of research study. The participants were excited to learn more about the research study and were very interested in reading the final dissertation study. The following are notes made during the interviews with the Latina faculty.

- Participants were attentive to the questions, often asking the question to be repeated to ensure they understood the question. The participants thought about their responses, pausing at some points in a reflection of the past and the question asked.
- Participants were notably comfortable during the interview, laughing at some nuance or reflection. The participants did not appear to avoid answering any of the interview questions.

- The participants seemed very aware of the general topic of the different treatment of women of color in academia, many referencing credible sources on the topic.
- Some participants were limited on available time for the interview, but were flexible with scheduling and did not show any disdain towards participating in the study or with the interviewer.
- The participants reflected on the context of the time of when they went through the tenure process. This context included population differences and organizational direction.

The participants provided responses to the interview question describing different experiences of going through the tenure process. Each participant had a different story as to their journey towards tenure. Many participants expressed how someone or more than one person helped them learn and manage the tenure process. Each Latina faculty emphasized the importance and the difference they make in their student's life.

Research Questions and Findings

As the interview recordings and transcriptions were reviewed and analyzed, five primary themes emerged. Eight main interview questions and relevant sub-questions elicited the participant's responses. The participants shared details of their experiences, thoughts, and opinions to determine if factors affected Latina faculty that contribute to barriers in the underrepresentation of tenured Latina faculty at a four-year university in the southeast area of the United States. The participants were encouraged to answer the interview questions honestly and openly about their personal experience in seeking tenure at their current university.

Three sub-questions collectively provided an understanding of the central question of this qualitative case study, which was: what are the contributing factors to barriers in the underrepresentation of tenured Latina faculty in higher education? Sub-question one was "share your thoughts on the organizational and societal factors that may contribute to barriers in the underrepresentation of Latina faculty? The participants provided varying answers to this question.

The second sub-question was "Are you aware of organizational or non-organizational barriers to increasing tenured Latina faculty in higher educational institutions?" Participants of this study all concluded that sexism, racism, lack of peer support, and the lack of accountability from the leadership in taking action to address discriminatory practices were a contributing factor to the obstacles and barriers they faced in achieving tenure. The participants attributed regular racist micro-aggressions as behaviors that challenge Latinas in pursuit of tenure.

Sub-question three was "do organizational inclusionary practices or the lack of these practices affect Latina faculty's perception of the higher education administration?" The study's findings indicate that it is evident when speaking to Latina faculty that exclusionary practices are present at the university. The Latina faculty participating in the study all described enduring various forms of micro-aggressions, exclusion from decision-making and leadership opportunities, and feelings of isolation. All participants, except for one, used the word hard in their description of working towards obtaining tenure. All participants have stated that they are successful within their field of expertise, in spite of the university's exclusionary climate.

Significant Emergent Themes

Significant emergent themes summarized the analysis of the commonalities found among the participant's narrative responses. The five themes conceptualized the experiences of the Latina faculty pursuing tenure in the southeast area of the United States. The five themes illustrate barriers and obstacles to Latina faculty seeking tenure in higher education (Figure 1).

Figure 1. Five Main Emergent Themes

Theme 1: Organizational exclusionary practices are detrimental to Latina faculty seeking tenure. Latina faculty seeking to serve and become integrated members of the university where they seek tenure becomes a difficult task when perceiving exclusionary behaviors from the majority of the white male and white female faculty. Whether the department discipline is female-dominated or male-dominated, the majority of department level faculty, as well as the majority of the university's leadership, the participants reported as white. The Latina faculty also found participation in departmental level committees, university-wide projects, or international opportunities were open only to tight networks of white faculty, reducing Latina's exposure to leadership and contribution to the university. Latina faculty were not invited to participate in projects or committees that were important to the university or within their own areas of scholarly expertise, limiting access to research prospects and presence in academia. Latina faculty were often advised to reserve any opinions and to not actively participate in departmental decision-making discussions while in the tenure

process, unlike white colleagues. Latina faculty often saddled with additional service and teaching responsibilities redistributed from the white faculty, restricted their available time for research and publication needed to achieve tenure. This theme is central and underlying in the other four themes.

Theme 2: A white male-oriented organizational culture is an obstacle towards increasing tenured Latina faculty. The university has had a long history as a white male-oriented institution. According to the participants, the recruitment and retention strategies for Latina faculty had significant challenges. Six of the eight Latina faculty reported their recruitment and hiring as a “diversity” hire, leading to perceptions of special treatment or not equally qualified as their white male peers. The university was reported by the participant to not have friendly work-life balance policies and supports that largely affect women faculty. As seven of the eight Latina faculty had young children while going through tenure, the lack of policies or support for dependent care issues affected their ability to perform compared to male peers. The participants also found leadership or promotions into administration roles at the departmental level as well as the university administration level to be held primarily for white men, with few exceptions for white women. The majority of Latina faculty expressed conflicts between the ideal white male-oriented leadership models present at the university and familiar servant leadership models instilled in Latinas.

Theme 3: Micro-aggressions create a demoralizing academic environment that leads toward Latina faculty feeling unsafe and isolated. All of the participants reported regular micro-aggressions from white male and white female faculty, often in the form of racist, sexist, and other prejudice comments. The Latina faculty noted micro-aggressions in various settings, including privately, on panels, and in department meetings. All of the participants described their shock of such behavior from fellow colleagues in a collegial environment. The Latina faculty emphasized the level of humiliation and the needed capacity to manage the hostile occurrences. The participants also stressed how the micro-aggressions are often internalized and can manifest themselves in the Latina’s self-perception, self-esteem, and overall confidence. All of the Latina faculty mentioned the feeling of isolation from their department level colleagues and the need to be able to connect with others. The negative tone of faculty work-relations has a potential to transfer to how students are also perceived and treated.

Theme 4: University leadership lacks action and accountability towards talk of diversity and inclusion. Four of the eight participants mentioned the university’s move towards meeting the 25% Hispanic student population mark to become a Hispanic Serving Institution, allowing the school to receive additional public funding. As student populations become more diverse in the southeastern area of the United States, the university’s leadership claims to want increased racial and ethnic diversity among the faculty. The university has worked towards hiring Latina and minority faculty, but the Latina faculty reported that the university has failed to integrate the diverse faculty into the organizational culture. Three of the eight Latina faculty that have worked at the current institution for 20 to 25 years, expressed their frustration with the leadership and their lack of action to address reported discriminatory and diversity concerns for the last 20 years. All of the participants described the university leadership’s interest in diversity and inclusion, but explained that the departmental leadership and faculty behaviors and practices are not aligned to promote integration.

All of the Latina faculty described annual diversity meetings to address diversity issues, but explained that white faculty and key leadership members with authority to take action and effect change do not attend. The participants pointed out that the lack of key stakeholders at the table to address diversity issues, make the diversity meetings an issue for minorities and

not an issue for the university as a whole. Two of the Latina faculty mentioned that the university has a diversity officer; however, none of the participants mentioned the diversity officer's role in the university or in addressing exclusionary or discriminatory practices. Two Latina faculty also mentioned a recent university faculty survey indicating higher levels of dissatisfaction with the administration among Latino faculty. Upon review of the survey, Latino faculty indeed had a higher dissatisfaction level in many of the indicators measured in the survey.

Theme 5: Support networks and mentoring are vital for the success of Latina faculty seeking tenure. All of the participants identified the need to connect with others. As the Latina faculty were often the only Latina or minority within their department, many looked for support outside of their direct department peers. All of the participants described having support outside of their department to help cope with the hardships of the tenure process and the university culture. This support consisted of monthly gatherings with Latina faculty in other departments, professional associations, unions, professional counseling, friends, and family, among others. The participants also explained that these outside support networks offered the Latina faculty ways to connect with new people that led to opportunities for leadership, research, joint publications, grants, and life-long friendships. All of the Latina faculty emphasized that although their peers excluded them from internal opportunities, the participants were able to maneuver and succeed in their areas of expertise and in collaborations with others.

The university did not always assign a mentor to the Latina faculty upon starting and some had poor or negative mentoring experiences. Despite the negative experience, all of the participants did receive some level of mentoring. Seven of the eight participants believed that mentoring is essential to the successful attainment of tenure. One participant had negative mentoring experiences and challenges securing a mentor, explaining that she had lost faith in the effectiveness of mentoring. Many participants recommended that multiple mentors, based on the different Latina faculty's needs, works best.

Summary

Chapter 4 included the detailed narratives of eight Latina faculty who achieved tenure at a four-year institution in the southeast area of the United States. The eight Latina faculty came from diverse backgrounds, ages, and academic disciplines. These Latina faculty described the barriers, hardships, and supports they experienced in achieving tenure through answering eight semi-structured interview questions. The major themes and patterns that emerged from the collected data provide information about common experiences Latina faculty had while seeking tenure.

The entire Latina faculty expressed their perception of organizational exclusionary practices and the detrimental effects of those practices on Latina faculty seeking tenure. The Latina faculty also identified a white male-oriented culture as an obstacle towards increasing tenured Latina faculty. Micro-aggressions against Latina faculty create a demoralizing academic environment leading Latina faculty to feel unsafe and isolated. Each Latina faculty expressed frustration with the university leadership's lack of action and accountability towards addressing diversity and inclusion issues. Support networks and mentoring have been described by the majority of the Latina faculty to significantly support their success in achieving tenure.

Chapter 5 presents the conclusion of this qualitative case study. Chapter 5 also discusses the findings and the implications of the findings, emergent themes, limitations of the study, and recommendations for future research. The chapter ends with a summary and conclusion.

CHAPTER 5:

CONCLUSIONS AND RECOMMENDATIONS

Chapter 5 succinctly describes the purpose of the study, how it was completed, what was found, and how the new data can be used to address the identified problem. The chapter begins with a brief introduction of the problem, the purpose of the study, and a review of the methodology and research design of the study. A summary of the findings and a discussion of the implications of the findings are also included. This chapter examines the theoretical framework, significance of the study to leadership, recommendations for future Latina faculty, limitations of the study, and recommendations for future research. The conclusion provides a summation of how this study contributes to the literature addressing the barriers that affect Latina faculty seeking tenure in higher education.

The Latino population in the United States continues to grow and change the face of American society in many ways. In higher education, Latino students have increased in attendance from 6% in 1990 to 17% in 2013 (U.S. Department of Education, 2016, p. 96). This growth is predicted to increase over the next 35 years, requiring higher education administrators to address the unique needs inherent with Latino students (Roscoe, 2015). Although student enrollment has increased, the student-to-faculty ratio has only grown 2% between 2003 and 2014, changing the previous ratio of students to faculty from 80 to 1 to 90 to 1 in the same period (Morris, 2016, p. 8). There is a gap in the increase of Latina faculty in higher education compared to the growth of Latino students enrolled.

The general problem is that Latinos represent only 4% of higher education faculty of which less than a third are women, demonstrating a crisis in the United States due to the adversely low numbers of Latina faculty in academia (Excelencia in Education, 2015, p. 16; Machado-Casas et al., 2013). The small number of Latina faculty in higher education can present limitations and challenges for higher education institutions to incorporate the unique needs of Latino students and the ability to be culturally responsive. The specific problem is that the underrepresentation of Latina faculty in the southeast area of the United States can negatively affect growing Latino communities by the lack of Latina scholars who serve as role models, mentors, and supporters of Latino needs in the greater society (Garrison-Wade et al., 2012; Machado-Casa et al., 2013).

The purpose of this qualitative case study was to determine if Latina faculty were affected by barriers that contribute to the underrepresentation of tenured Latina faculty at a four-year university in the southeast area of the United States. The use of a case study permitted to intently examine information about the participants, providing more opportunity to capture different nuances, patterns, or other aspects not easily found with other research methods (Berg & Lune, 2012). In the research design to closely explore the possible barriers affecting Latina faculty, research questions based on current research on the topic predominately from the last five years supported the research process. A review of the literature suggested various barriers affect Latina faculty in achieving tenure including issues related to mentoring, networking, organizational diversity management and inclusion, discounting Latinas as scholars, feminine roles, student's perspectives, and women in leadership. The related issues supported the development of the primary and secondary questions.

The primary research question guiding this qualitative case study was, *what are the barriers that contribute to the underrepresentation of tenured Latina faculty?* Five narrower secondary questions were used to help comprehensively answer the primary question for the case study:

RQ 1. What are the organizational and societal factors that contribute to the underrepresentation of tenured Latina faculty?

RQ 2. What are the organizational and non-organizational barriers to increasing tenured Latina faculty in higher educational institutions?

RQ 3. How does mentoring or the lack of mentoring affect Latina faculty in achieving tenure?

RQ 4. How do organizational inclusionary practices or the lack of these practices affect Latina faculty's perception of the higher education administration and organizational culture?

RQ 5. How do Latina faculty perceive their influence on students and how important do they believe their influence is?

For this qualitative case study, eight participants were interviewed and recorded their perceptions and experiences of university practices that supported or diminished an inclusionary organizational culture and how the present culture contributes to the underrepresentation of tenured Latina faculty in higher education. The knowledge attained through the research questions describes how organizational barriers were a basis for the amount of success Latina faculty had towards achieving tenure, promotion, and leadership growth in higher education.

Summary of the Findings

Through the analysis of the eight participant's responses, five main findings emerged that described the barriers that contribute to the underrepresentation of tenured Latina faculty at a four-year university in the southeast area of the United States. Each of the Latina faculty held a tenured position at the same university, self-identified as Latina, and have been at the university for at least seven or more years. The use of semi-structured interview questions expanded from the research questions collected information from the participants. The participant's responses were recorded, transcribed, interpreted, coded, and analyzed with NVivo for Mac (QSR International, 2015), a computer software program, for patterns or themes. After careful review of the patterns and themes, five main themes emerged as findings. The five findings included: organizational exclusionary practices against Latina faculty at the university; white male-oriented culture where resources are used to benefit white males; demoralizing micro-aggressions towards Latina faculty from white faculty; the university leadership's lack of action and accountability to address diversity and inclusion challenges; and the lack of support networks and mentoring to help guide Latina faculty. These findings described an exclusionary academic environment, where the Latina faculty often felt insulted, isolated, and underappreciated with little to no opportunity to advance or contribute equally to the university.

Similarities and differences became evident when comparing the research findings to the literature reviewed in Chapter 2. Similarities included that Latina faculty have competencies to achieve tenured faculty positions in higher education institutions despite challenges within the institution or learning to manage key faculty responsibilities. Each Latina faculty interviewed identified challenges they had encountered in their pursuit of tenure and promotion and described how they reached out for support through various sources. Another similarity to the literature is that Latina faculty, like other minority faculty, encountered a mainstream culture where they were expected to adapt to the present culture with minimal input or changes towards a more diverse and inclusionary culture. The organizational leadership and campus

culture maintain a white male-oriented culture where female and racial minorities are included to the extent of increasing faculty diversity representation but not to include full integration into the university's leadership, functions, and roles in the larger community.

The findings and the literature also demonstrated some differences. One difference from the findings not addressed in the literature reviewed were issues related to classicism, as many Latina faculty are first generation university graduates and do not come from an elite class. Many Latina faculty identified themselves with the working class and described a university culture of elitism that did not include them. Another issue addressed by half of the eight Latina faculty in their responses but was not addressed in the literature was the organizational and financial impact of nearly reaching Hispanic Serving Institution status at the university, where the Latino student population is close to meeting 25% of enrollment. Reaching Hispanic Serving Institution status would benefit the university financially, while also adding a higher responsibility for the university's administration to be culturally responsive to Latino student's needs. Both differences can have a significant bearing on how the university's leadership works towards increasing and managing the unique needs of Latina faculty and students.

The inclusion criteria were sufficient for this sample of eight Latina faculty as each participant had knowledge and experience of achieving tenure in a faculty position in a four-year university in the southeast area of the United States. The participant's detailed responses were fundamental to identifying the findings of this qualitative case study. The explanations and examples provided by the Latina faculty in their responses gave access to critical data on how Latina faculty perceived the university's leadership, the organizational culture, how the university operates, their role as a faculty member, and how they dealt with barriers they encountered. The data collected demonstrated different ways each Latina faculty overcame organizational barriers to achieve tenure and promotion. As key pieces of literature described, Latina faculty have encountered various barriers to achieving tenure in higher education related to their intersectionality of race and gender and organizational exclusionary practices.

The findings aligned with the literature reviewed in this research study. This alignment with the literature further supports the need for university leadership to take action and set a direction towards organizational inclusion on diversity issues to better serve the growing needs of diverse student populations, to increase student competencies in a global market, and to maintain a highly committed, diverse, and productive faculty workforce (Kent et al., 2013; Mor Barak, 2013; Sabharwal, 2014; Stevenson, 2016). The findings demonstrate a need to remove the identified barriers that affect Latina faculty seeking tenure to increase representation in higher education.

Assumptions and Limitations of the Study

The first assumption related to the participant's responses to the interview questions was that they understood the vocabulary and concepts associated with the interview questions and their responses were open and honest. Assumption one proved to be true, as some of the Latina faculty asked clarifying questions on the term of organizational inclusionary practices before responding or asked if their response addressed the question asked. The participants reflected on various situations they experienced, taking the time to think, and provide the context of their situations in the university at that time. The way in which the Latina faculty contemplated answering the questions provided evidence participants provided open and honest responses.

The second assumption was that the tenured Latina faculty were familiar with the tenure process and could share their personal experiences. Assumption two proved to be accurate, as

all of the participants recalled specific details about their personal experiences in the tenure process and were open to the clarifying questions. The Latina faculty were able to describe changes in the university processes from when they achieved tenure to how junior staff have currently undergone the process, identified positive changes, and reported challenges that have persisted over decades.

The third and last assumption was that all data collected from the respondents were accurately interpreted and reflected in the respondent's experiences and perceptions. The third assumption was also true, as the analysis process coded the participant's transcribed responses. The analysis consisted of interpreting the data based on the context of the participant's experiences and explanations provided in response to the established research questions and the clarifying questions.

The limitations of this qualitative case study included finding Latina faculty who successfully attained a tenured faculty position at a four-year university in the southeast area of the United States. Having the title of faculty did not automatically meet the criteria for this study. Some referred Latina faculty expressed interested in participating in the study, but had not achieved tenure. The untenured Latina faculty may perceive or have challenges different from Latina faculty that have successfully achieved tenure and better understand the tenure process, necessary competencies, and requirements. Another limitation included the unique experiences of the eight participants at one university. The participant's experience at this university may not be the same as Latina faculty in other public, private, or for-profit universities, or in other parts of the United States. A third limitation included not examining how becoming a Hispanic Serving Institution would affect the university's need for Latina faculty to address a larger Latino student population.

Examining Theoretical Frameworks

In comparing the findings of this qualitative case study and the two theoretical frameworks used to conceptualize the discussion on the barriers that contribute to the underrepresentation of tenured Latina faculty, the findings are in alignment with the literature supporting both theoretical concepts, CRT and OIB. Critical race theory seeks to evaluate and address systemic racial oppression perceived as a normal and accepted part of society (Patel, 2015). The use of CRT also helped to shift the focus of deficiency in the Latina faculty to help explain educational disparities to an approach that focuses on the inequities of access, power, and resources in the higher education system that perpetuate the achievement gap for minorities (Hernández, 2016).

The findings that have emerged from the analysis of the participant's responses describe a white male-oriented culture where the university's organizational policies, resources, and opportunities are prioritized and primarily offered to white men. The Latina faculty interviewed often found leadership positions and promotion into the university's administration level restricted to white men, with the exception of a few white females, limiting their access to decision-making power and resources. The findings also identified the leadership's lack of action and accountability when issues of racism or inclusion were brought to the leadership's attention, sending a clear message that the racist or exclusionary behavior or practices have no consequence at the university. The finding related to demoralizing micro-aggressions align to CRT's second tenet that focuses on how Eurocentric and traditional institutions are challenged toward creating an objective, race-neutral, and equal opportunity educational system (Comeaux, 2013). In this finding, the Latina faculty described hostile racist remarks or actions made towards them to humiliate or offend them. The findings of this

qualitative case study suggest that systemic racial oppression contributed to the underrepresentation of Latina faculty.

The second theoretical framework used to help focus the discussion on barriers that affect Latina faculty in achieving tenure in higher education is OIB theory. The three main components of OIB theory include a commitment from top leadership to foster inclusion, the ability of employees to influence organizational decisions, and fair/equitable treatment from management (Sabharwal, 2014). In comparing the research findings with the OIB theory, the Latina faculty experienced an exclusionary academic environment in many respects. The findings identified the leadership's lack of action and accountability did not support inclusionary practices within the university, leading Latina faculty to feel isolated and marginalized. This finding also described the perception from Latina faculty that the management did not promote fair and equitable treatment of all employees. This lack of fair treatment was also apparent in the finding of the white male-oriented culture. Another finding identified Latina faculty as feeling excluded from established university networks and little to no offering of mentoring, demonstrating little peer support from most colleagues within their respective departments. Overall, Latina faculty identified feeling excluded from actively participating in departmental and university level leadership, research, and decision-making opportunities. The five findings of this qualitative case study confirm the two theoretical concepts supported in the literature.

Implications of the Findings for Practice

Five main findings emerged from the analysis of eight Latina faculty responses to the research questions about their experiences and barriers they encountered when pursuing a tenured position at a four-year university in the southeast area of the United States. The five findings described an exclusionary academic environment that created barriers to the increasing of representation of Latina faculty. The eight Latina faculty were confident in their abilities and actively worked to overcome the barriers they encountered as they struggled to adapt to the high demands of a tenure-tracked position as a minority and often as a mother to young children. The five findings provide insight into the lived experiences of Latina faculty, add to the body of knowledge on this topic, and provide a starting point to make recommendations for practice.

The first finding describes organizational exclusionary practices that exclude Latina faculty from actively participating in departmental and university level leadership, research, and decision-making opportunities. This finding suggests the need for the university to reconsider how minority faculty perceive the organizational culture. Like many other universities, the university in this case study has a diversity officer and has used diversity hiring strategies to increase diversity representation, but has failed to integrate Latina faculty, like other minority faculty, into the mainstream culture. The university should work towards creating a campus environment that represents a microcosm of the total society (Nica, 2013). Working toward inclusion and integration of diverse faculty and the mainstream or traditional university culture can help to empower Latina faculty, make them feel valued, and use their creative talents as an important part of the university's faculty and leadership.

The second finding identified a white male-oriented culture where the university's resources and opportunities were primarily directed towards white males, with the exception of a few white females. This finding demonstrated a need within the university's policies and practices to be more gender-neutral, eliminate diversity hiring labels, and allow for more flexibility in scheduling and dependent care issues. All of the Latina faculty described the leadership of the university as predominately male. Six of the eight Latina faculty reported their hiring as a

diversity hire. The diversity hire label led to a perception of Latina faculty as incompetent or breaking competency standards to accommodate minority faculty. This perception of diversity hires set a tone that minority faculty, like Latinas, were not equally qualified or credentialed to hold tenured positions as their white male peers. Elimination of the diversity hire label can help decrease negative perceptions of Latina faculty by their peers. Lastly, seven of the eight Latina faculty identified the lack of policies or support from the university in addressing dependent care issues. The university should use work-life policies that are not targeted towards any gender, allowing both men and women to care for their familial responsibilities equally.

The third finding described demoralizing micro-aggressions towards Latina faculty from white faculty. The entire Latina faculty reported having to endure various forms of prejudiced comments from their peers and at times their leaders. This finding reveals the need for the university to consider how non-minority faculty perceive Latina faculty, and other minority staff, to ensure the identification of misconceptions, biases, stereotypes, and other forms of offensive behaviors, and the development of strategies to correct inappropriate comportments. Holding faculty accountable when these micro-aggressions occur can help to establish that the university's leadership will not tolerate these types of behaviors.

The fourth finding identified the university leadership's lack of action and accountability to address diversity and inclusion challenges. The university leadership has the responsibility to set the pace for the whole university of how diversity and inclusion will be used and valued. The university's board of trustees, president, and provost must proactively take action to address diversity-related conflicts and implement innovative practices that promote inclusion, integration, and a positive work environment for all faculty. The university's leadership should consider assessing the faculty's perceptions of diversity issues and create a system-wide institutional strategic plan in response to the identified diversity issues and as a path towards a goal of integration (Mor Barak, 2013; Wilson, 2015). This strategic plan should have accountability measures for the university president, provost, diversity officer, and extend to expectations for departmental deans and faculty members. Another implication for practice related to this finding is to provide the university leadership with training and support to help manage differences between groups and would move the organization towards more appreciation and integration of diverse groups into the core culture of the university.

The fifth and final finding described the lack of support networks and mentoring to help guide Latina faculty in the pursuit of tenure. All of the participants identified the need to connect with others. All of the participants emphasized having support outside of their department to help cope with the stress of the tenure process and to find a safe space where they felt supported. As many Latina faculty are the first to attend college, they are at a greater disadvantage in accessing social and cultural capital, especially networks that are predominately white-males (García & Henderson, 2015; Gasser & Shaffer, 2014). Each participant identified the importance of having support to endure the challenges they encountered. The need for supportive networks and mentoring is apparent. Department and university leadership should be supportive of networks and mentoring responsibilities towards Latina faculty and by Latina faculty towards others.

Significance of the Study to Leadership

This qualitative case study adds to the body of knowledge on leadership by providing findings that identify barriers to the underrepresentation of tenured Latina faculty within the context of organizational inclusionary or exclusionary practices. These findings support the need for higher education institution's leadership to reassess the use of diversity management

practices, their effectiveness, and whether they promote inclusion and an integrated workforce. The university's leadership has a responsibility to its faculty, students, and the larger community to actively develop and effectively implement organizational inclusionary practices to promote unity among a highly qualified, diverse, and committed faculty. The contribution of the findings towards leadership applied from three perspectives included: university leadership, departmental leadership, and women in leadership.

University Leadership. The five findings support the need for the university's leadership to take more action in creating a more inclusive academic environment. As the Latino population is expected to continue to grow in the United States, the university's leadership must actively prepare to address the growing and specific needs of Latino students. Having culturally competent faculty, both minority and non-minority, will benefit the university in successfully preparing all students for the global market. The use of strategic planning tools that effectively address inclusion and diversity issues will support the university in transitioning away from a quota system with some diversity representation with little integration, towards an integrated campus at the student and faculty level.

The research findings revealed that all eight of the Latina faculty described the feeling of under-appreciation from the departmental and university leadership in their skills, scholarship, and service offered to benefit the school, the students, and the larger community. The university's leadership must reflect on whether their challenges in managing diversity issue originate from challenges in the heterogeneity of the workforce or the inability of the management team to "fully comprehend its dynamics, divest themselves of their prejudicial attitudes, and creatively unleash the potential embedded in a multicultural workforce" (Mor Borak, 2013, p.2). University leaders need to take action to develop an organizational approach that values individual differences and allows for differing points of view to be supported, respected, and integrated into the core of the organization and its overall organizational strategy (Mor Barak, 2013; Sabharwal, 2014; Stevenson, 2016). Global organizations have led in moving away from a nationalist perspective where new employees must assimilate into the prominent culture towards a more pluralistic approach that incorporates different individuals at all levels of management and permeate the organization (Stevenson, 2016). University leaders should follow global organizations lead in moving towards a perspective where different individuals are valued and integrated into the organization. Adding the experiences of the eight Latina faculty to the literature can help university leaders reflect on how exclusionary practices affect Latina faculty, bringing a higher level of awareness to the barriers that contribute to the underrepresentation of tenured Latina faculty in higher education.

Departmental Leadership. The eight Latina faculty identified times where disconnects existed between the university's leadership diversity goals and the department leadership's application of the leadership's direction. Department chairs often must put into practice the strategies towards the university's goals. The Latina faculty shared various examples acknowledging some talk or effort towards diversity and fair treatment, but often found department leadership to not support the efforts or manipulate diversity initiatives towards the department's interests, without addressing detrimental effects towards the Latina faculty or the university overall.

One example of the misuse of diversity hiring is to add at least one Latina or other minority faculty to the department for the sake of increasing diversity without a real appreciation of the individual, leading to the feeling of tokenism, isolation, and marginalization (Mor Barak, 2013; Sabharwal, 2014; Stevenson, 2016). The Latina faculty spoke about feelings of isolation and many addressed issues related to tokenisms when required to fill in the diversity slot at

committee meetings without an appreciation of their voice as an equal at the table. The Latina faculty also reported having additional duties in mentoring or advising a larger percent of the minority students, leading to a higher service responsibility than their non-minority peers and causing hardship in balancing teaching and publishing responsibilities. Having only one minority professor within a department or college to address all minority-related issues is overwhelming and unrealistic for Latina and other minority faculty, particularly at this study's university (personal communication, April 13, 2017) that has a student population of 47% non-white. Departmental leaders must consider the racial demographic of their departments and seek to hire more diverse faculty to meet the need of their department and student populations, helping to distribute the responsibilities associated with a highly diverse student population. Like the university leaders, departmental leaders must also work towards creating an environment that incorporates each of their employee's feedback and take action to proactively address diversity challenges at the department level.

Another example included transferring already tenured Latina faculty from other universities to the university in the case study without tenure to receive the "diversity" funding from the university administration fund. This practice required the Latina faculty to undergo the tenure process a second time, while tenured White colleagues with similar or lower credentials from other universities transferred with tenure. The "diversity" funding apparently had limitations for diversity hires to undergo the tenure process, regardless if they had already successfully achieved tenure at another university. The Latina faculty were essentially demoted to benefit the department financially, leading to diminishing perceptions of the Latina's experience and scholarly capabilities. The university leaders must have checks and balances in place to address this detrimental department level practice or consider the use of diversity funding in a way that will support Latina faculty in the tenure process without diminishing their identity. A third example is receiving support from the university's leadership on Latino initiatives but then lack support from the departmental leadership and their peer faculty towards activities that benefit or support Latina faculty, Latino students, or the Latino community at large. These insights help to bring awareness of the responsibility for the university's upper and middle management structures to be aligned in their support of diversity and inclusionary practices and initiatives. The university's diversity goals and strategies must have accountability measures in place to address the effectiveness of diversity and inclusionary practices at all levels, especially at a departmental level.

Women in Leadership. The five findings add to the body of literature on women in leadership. The eight Latina faculty identified barriers to the advancement of women, and more specifically Latina women, into a leadership positions at the university. The Latina faculty described challenges with simply seeking promotion in rank to full professor, despite managing academic programs, million dollar grants, and notable publications in top rank journals that were similar or higher than white males who achieved full professor or leadership roles with lower ranking portfolios or experience. Many of the participants perceived leadership positions as reserved for white males, with a few exceptions for white females. None of the Latina faculty identified any Latina in any of the top 30 leadership roles at the university administration level and noted at most a possible two to three full rank professors at the university with over 300 full professors, under the national average at 1%. The underrepresentation of Latinas in leadership or full professor rank demonstrates the poor advancement of Latinas at this university.

The Latina faculty described prevalent ideals of leadership as still masculine within the university's culture, noting that some of the women in leadership positions adapted masculine traits similar to their male mentors to fit in the male-oriented culture. Some Latina faculty

described feeling perplexed in how to behave to be perceived as a leader, rejecting a masculine prototype and lacking a female model to follow. Ideals of leadership should continue to be challenged by women. The university leadership must assess how it views the prototype of leadership at the school and works towards breaking down stereotypical male ideals of leadership. One step would be to promote and hire more equally qualified women of different backgrounds into leadership roles at the university administration, departmental, and rank level. Additional strategies should include proposed practices previously mentioned to address each finding in an effort to create a more inclusive academic environment for women and racial minority faculty.

Recommendations for Future Latina Faculty

The findings of this qualitative case study hold implications for Latina women seeking to become a tenured faculty professor at a four-year university. The entire tenured Latina faculty who participated in this study described learning to navigate the challenges associated with attaining tenure. Each Latina faculty explained how their persistence and interest to fulfill their goal and serve as a professor made them relentless against challenges they encountered. The Latina faculty stressed the important part supportive networks or a mentor had on their success. Many of the participants recommended more than one mentor to support the different areas of growth needed to be efficacious in the multiple roles a professor must enact. Other recommendations made by the Latina faculty were to actively engage in professional or informal associations whether by academic discipline, identity sharing groups, or other interests to help keep balanced and recharged against the challenges associated with academic life. Many Latina faculty described a vital drive in their role was their love of teaching and helping to guide all students to higher achievements. This drive serves as a reminder to aspiring Latina faculty to ensure that faculty life is the right fit when pursuing a tenured faculty position in higher education. Aspiring Latina faculty should have confidence in their identity, abilities, and the skills that have helped them to achieve their doctoral degrees. Future Latina faculty seeking tenured positions should proactively use the resources available through their university and other networks to help them become the strongest and best candidates they can be.

Recommendations for Future Research

With the complexity of diversity issues, the growing global market is requiring businesses and organizations to address how integrated diverse populations are in their organizational structure, operations, and culture. The change in how organizations thrive with a diverse workforce and the findings from this research study support the need for future research to further explore and examine best practices and real solutions to diversity and inclusion challenges in higher education. Recommendations for future research include:

- Repeating the same study with tenured Latina faculty in other areas of the United States, or in a private or for-profit university to further explore the experiences of Latina faculty at other universities. A variation to this recommendation could include a quantitative approach further testing the organizational inclusive behavior theory among various universities. This proposed quantitative study could help to establish organizational practices that need elimination or improved further to remove barriers for Latina faculty to achieve tenure more proportionately to student populations.
- Further exploration on how cultural intelligence as a key competency can benefit leaders in creating an inclusive organizational culture within higher education. The critical race theory provided a framework to discuss race relations. Similar to the importance of emotional intelligence in leadership, exploring cultural intelligence in a

qualitative study among leaders in universities with highly diverse students or in an urban setting could provide additional best practices for universities around the world.

- A study focused on workplace bullying among diverse groups of faculty can help to examine the effects of demoralizing micro-aggressions on faculty and the impact on students. A quantitative research methodology would provide a design to examine workplace bullying in a larger sample. As communities in the United States continue to grow with diverse populations, identifying best practices or detrimental behaviors in higher education could help to sustain an integrated and strong faculty.
- The findings of this study also indicate a need to examine best practices and challenges for universities as they transition to Hispanic Serving Institutions status. As Latino student populations continue to grow in different areas of the United States, a qualitative multi-case study could examine multiple universities with Hispanic Serving Institution status and how they have managed to integrate Latina faculty and serve the needs of Latino students.
- Another approach to examining the effects of representation of Latina faculty in higher education includes a quantitative study from the student's perspective. This proposed study could examine perceptions from non-minority students compared to perceptions from minority students. The results of this proposed study could support additional representation of Latina faculty in higher education.
- Lastly, another recommendation for future research includes a study that proved too ambitious for a dissertation but may critically inform on the possible detrimental effects of underrepresentation of Latina faculty in higher education. A quantitative study could examine the effects that underrepresentation of Latina faculty may have on the low-educational attainment of Latina students. This proposed quantitative study could provide insight as to why Latinos are the largest minority but the highest college dropouts when compared to other ethnic groups. The results of the study could help to address challenges that Latina students encounter and how Latina faculty can support higher educational attainment among Latinas.

Summary and Conclusion

This qualitative case study explored the lived experiences of eight Latina faculty to determine if they were affected by factors that contribute to barriers in the underrepresentation of tenured Latina faculty at a four-year university in the southeast area of the United States. The narrative form of the qualitative case study was fundamental in providing a research design that captured the Latina faculty's perceptions and experiences of challenges and supports they encountered as they worked towards attaining tenure.

Chapter 5 provided a discussion centered on the five findings from the research study. The five findings included: organizational exclusionary practices against Latina faculty at the university; white male-oriented culture where resources are used to benefit white males; demoralizing micro-aggressions towards Latina faculty from white faculty; the university leadership's lack of action and accountability to address diversity and inclusion challenges; and the lack of support networks and mentoring to help guide Latina faculty. These findings described an exclusionary academic environment, where the Latina faculty often felt insulted, isolated, and underappreciated with little to no opportunity to advance or contribute equally to the university.

A discussion on the implications for practice addressed how the findings supported the need for practices that can eliminate barriers in the underrepresentation of tenured Latina faculty in higher education. This chapter reviewed how the findings confirmed the two theoretical

frameworks used in the study and suggested the significance of the study to leadership. Recommendations for future Latina faculty and future research identified key ways the findings can help encourage Latina faculty and provided direction to further expand the body of knowledge on this topic.

This qualitative case study contributed to the literature by addressing the various reasons higher educational institutions need to actively remove barriers that negatively affect Latina faculty seeking tenure. I hope that university administrators will look to this study to gain insights on the experiences of Latina faculty seeking tenure to create a more inclusive organization for all faculty. The five research findings demonstrate the importance of this study for Latina faculty and the Latino community as a whole, establishing the need to continue to explore and examine this phenomenon.

APPENDIX A

INSTITUTIONAL REVIEW BOARD: EXEMPTION

Institutional Review Board

16400 N.W. 32nd Ave., Miami, Florida 33054

Proposal Approval Form

St. Thomas University

PRINCIPAL INVESTIGATOR(S): John Sienrukos

PROJECT TITLE:

Contributing Factors to the Under-Representation of Latina Faculty in Higher Education

In accordance with St. Thomas University policy and national guidelines governing the ethical use of human participants in research, the university Institutional Review Board certifies that the above stated project:

- ☒ being exempt from full review was peer reviewed by the IRB under the expedited review process and in its original form was
- ☐ was revised according to suggestions made by the IRB to the investigators and was
- ☐ being subject to a full review by the IRB was

REVISION REQUESTED ON

PROJECT APPROVED ON 01/20/2017

DISAPPROVED ON _____

A follow-up progress report should be submitted to the IRB by one year from the date of approval. Investigators may request continuation of a project using the IRB project submittal form and procedure.

Human Subjects are adequately informed of any risks:

Signature:
Chair, St. Thomas University IRB

Date: 1/27/2017

APPENDIX B

EMAIL TO POTENTIAL PARTICIPANTS

Hello Dr. [REDACTED],

My name is [REDACTED] and I am a doctor of education candidate from St. Thomas University in Miami. I am conducting a research study that explores the experiences of Latina faculty in higher education. I have been referred to you by Dr. [REDACTED] at [REDACTED]. She has identified you as a potential participant for the study. I would like an opportunity to set up a time with you to explain in more detail what the research is about and how your participation could provide first-hand knowledge about the challenges or supports encountered to achieve tenure as a Latina professor. Please let me know if you would like to learn more about this study and I would be happy to answer all of your questions.

Please note that your identity would be kept completely confidential throughout this study.

I look forward to hearing from you soon.

Thank you,
[REDACTED]

Doctoral Candidate
St. Thomas University

APPENDIX C

PARTICIPANT CONSENT FORM

INFORMED CONSENT & CONFIDENTIALITY: PARTICIPANTS 18 YEARS OF AGE AND OLDER

Dear [REDACTED],

My name is [REDACTED] and I am a student at the St. Thomas University working on a doctoral degree. I am doing a research study entitled Contributing Factors to the Underrepresentation of Latina Faculty in Higher Education. The purpose of this proposed qualitative case study will be to explore the lived experiences of underrepresented Latina faculty in a four-year university in the southeastern area of the United States in order to evaluate reasons for underrepresentation.

Your participation will involve actively answering the interviews questions honestly and to the best of your ability for the duration of the interview which can be for 1 to 2 hours. All interviews will be video and audio recorded, and transcribed. Your participation is completely voluntary at all times. The intended sample size will be of 10 to 12 Latina Faculty. You can decide to be a part of this study or not. Once you start, you can withdraw from the study at any time without any penalty or loss of benefits. The findings of the research study may be published but your identity will remain confidential and your name will not be made known to any outside party.

In this research, there are no foreseeable risks to you. Any reference to information provided by you will be coded and your identity will remain anonymous. There is no cost to you to participate.

No payment or financial incentive will be provided to participate in this study. Although there may be no direct benefit to you, a possible benefit from your being part of this study include new strategies or practices may be adopted at your institution as a result of the findings from this study. The information found might help further the literature available on factors that contribute to the underrepresentation of Latina faculty and provide new recommendations to address this problem.

If you have any questions about the research study, please call me at [REDACTED] and [REDACTED]. For questions about your rights as a study participant, or any concerns or complaints, please contact St. Thomas University Institutional Review Board via email at [REDACTED].

As a participant in this study, you should understand the following:

1. You may decide not to be part of this study or you may want to withdraw from the study at any time. If you want to withdraw, you can do so without any problems. Please notify [REDACTED] at [REDACTED] or by email at [REDACTED].

2. Your identity will be kept confidential. A coding system will be used to identify your responses, for example, P1 or P2. All information will remain in a locked cabinet in the researcher's home. All identifying records will be destroyed after five years after the dissertation defense.
3. [REDACTED], the researcher, has fully explained the nature of the research study and has answered all of your questions and concerns.
4. If interviews are done, they may be recorded. If they are recorded, you must give permission for the researcher, [REDACTED], to record the interviews. You understand that the information from the recorded interviews may be transcribed. The data will be coded to assure that your identity is protected.
5. Data will be kept secure. All information will be kept in a locked cabinet in the researcher's home. All identifying records will be destroyed after five years after the dissertation defense. The data will be kept for five years, and then destroyed. All documents will be shredded before disposal. The data will be deleted from memory drive and a magnet used to wipe any data before the physical destruction of the device.
6. The findings of this study may be published.

"By signing this form, you agree that you understand the nature of the study, the possible risks to you as a participant, and how your identity will be kept confidential and anonymous. When you sign this form, this means that you are 18 years old or older and that you give your permission to volunteer as a participant in the study that is described here."

☐ I accept the above terms. ☐ I do not accept the above terms. (CHECK ONE)

Signature of the research participant _____ Date _____

Signature of the researcher _____ Date _____

APPENDIX D

INTERVIEW QUESTIONS

1. Please share your thoughts on the organizational and societal factors that may contribute to the underrepresentation of tenured Latina faculty? Please explain:
2. Tell me about your experience in obtaining tenure?
3. Are you aware of organizational or non-organizational (personal) barriers to increasing tenured Latina faculty in higher educational institutions?
 - How did you handle any challenges as you worked towards tenure?
 - Please describe any organizational, informal or social support that helped you.
4. Was mentoring available, tell me about your experience?
 - How do you believe mentoring or the lack of mentoring affect Latina faculty in achieving tenure?
5. Do organizational inclusionary practices (feeling valued and integrated) or the lack of these practices affect Latina faculty's perception of the higher education administration and the organizational culture?
6. How do Latina faculty perceive their influence on students?
 - How important do they believe their influence is?
7. What are your thoughts on leadership and women?
8. Is there anything else that you would like to share with me about your experience?

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