Spring 5-2016

Paths to Leadership of Native Hawaiian Women Administrators in Hawaii's Higher Education System: A Qualitative Study

Farrah-Marie Gomes
University of Nebraska-Lincoln, farrahtimkoa@gmail.com

PATHS TO LEADERSHIP OF NATIVE HAWAIIAN WOMEN ADMINISTRATORS

IN HAWAII'S HIGHER EDUCATION SYSTEM: A QUALITATIVE STUDY

by

Farrah-Marie Kawailani Gomes

A DISSERTATION

Presented to the Faculty of

The Graduate College at the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Philosophy

Major: Educational Studies

(Educational Leadership and Higher Education)

Under the Supervision of Professor Marilyn L. Grady

Lincoln, Nebraska

May 2016

PATHS TO LEADERSHIP OF NATIVE HAWAIIAN WOMEN ADMINISTRATORS

IN HAWAII'S HIGHER EDUCATION SYSTEM: A QUALITATIVE STUDY

Farrah-Marie Kawailani Gomes, Ph.D.

University of Nebraska, 2016

Advisor: Marilyn L. Grady

The purpose of this study was to obtain a deeper understanding of the pathways to leadership for Native Hawaiian women administrators at the University of Hawaii by exploring and describing the experiences along their education and employment journeys. Eight Native Hawaiian women administrators shared the supports and challenges they encountered along their education and employment journeys, provided advice for Native Hawaiian women aspiring to be leaders, and suggested ways that the University can facilitate the development of more Native Hawaiian women leaders.

Using methods consistent with qualitative research, this narrative study utilized semi-structured interviews, field notes from the interviews and observations, and document review of curriculum vitaes, publications, and presentations. Critical Race Theory in Education served as the theoretical framework for studying the construct of educational administration leadership by women of color. Each journey was different, yet emergent themes converged to provide a rich understanding about the education and employment journeys of these women.

Analysis of the data using open and axial coding revealed three themes: Key Relationships, Personal Characteristics, and Social Justice. Findings suggest key relationships begin with family as foundation. Mentors as well as peers and colleagues provided education and career support along the journey. Embracing opportunities as presented and actively pursuing professional development were critical for continuous

advancement. Being Native Hawaiian strengthened the position of these women for career advancement options within the University system. Gender combined with race further bolstered the position of these women. Despite the challenges of navigating the labyrinth to leadership being experienced by some, all women persevere because of a responsibility (kuleana) they feel they have to Hawaii and its future.

DEDICATION

I dedicate this dissertation to my paternal grandparents. They were an amazing couple who loved me unconditionally, supported me in everything I did, encouraged me to reach for goals beyond my own belief and imagined a future for me that was full of hope…for myself, my family and my community. It was Grandma's dream that I would get my doctoral degree and I promised her that I would. After she passed, I realized that it was time for me to make good on my promise. Papa watched me work tirelessly to balance work, family and school. He passed before I was able to finish. He gave me the last bit of encouragement I needed to cross the finish line.

In honor of my Grandma Sandra.

Emelia "Sandra" Bailado Gomes

(February 18, 1936 – November 7, 2007)

She believed in giving back to the community.

She was a leader and fought for what she thought was right.

She demonstrated exceptional work ethic, even during retirement.

My contributions to the community are a tribute to my beloved Grandma.

In memory of my Papa Tony.

Antone Gomes, Jr.

(September 3, 1931 – May 20, 2015)

He loved the simple things in life.

He didn't know how to say no – I get that from him.

He was a great listener, always knowing more than he led on to knowing.

We need more men like my Papa, who aren't afraid to support strong women.

ACKNOWLEDGMENTS

There are many people to thank for their contributions to this project. My dissertation journey was lengthy and filled with many twists and turns. The love, support and encouragement I received along the way helped me to finally cross the finish line.

I thank God first for it is through Him that all things are possible. I am not a very religious person, but I am very spiritual. I believe that God will never let me endure something that I can't handle and this project shows how my faith in Him has allowed me to achieve this accomplishment. My greatest strength came from God in the darkest times and the weakest moments along the journey.

Several people knew that many years ago I started a doctoral program and realized that it wasn't a right fit for me or my life at that time. I made a promise to myself that I would one day go back and get my degree. After my son was born, life had new meaning and as he entered school, I decided it was time that I do the same. Koa Kawika, I thank you for being the biggest inspiration along my journey. Among many other things, you often gave me reason to pause and refocus on the big picture and what the important priorities are in life. You and your dad have such a weird way of keeping me grounded.

Tim, you have been amazing through this entire journey. While I justified it as bonding time, the amount of time you spent time with Koa doing what big and little boys love to do really was your way of giving me the time and space that I needed to get this project done. You created opportunities where I could invest large chunks of time into the project and spend hours away from home studying only to pop right back into our lives in such a seamless manner. For all of your love and support, I am forever indebted to you.

To my colleagues from the University of Hawaii and the University of Nebraska at Lincoln, thank you for being my sounding board. I gleaned valuable insight and feedback from our informal discussions. I extend my heartfelt appreciation for your interest in my project and for your encouragement. I also appreciate your passion and dedication to your role in higher education.

To Dr. Tania Reis and Dr. Kathy Najjar, thank you for your mentorship through this project. Being over 3,000 miles away from campus had its challenges. I could always rely on you for moral support. I knew that you were just a Facebook message away.

I am thankful for those who support the higher education pursuits of students through generous donations and establishments of scholarships. For the first two years of my project, I received and am grateful for scholarship support from the following:

Thank you to my committee members, Dr. Barbara LaCost, Dr. Dixie Sanger, and Dr. Kent Mann. I appreciate the time you took to listen, review and provide feedback on my project. I am grateful for your enthusiastic support and guidance along my journey.

To my advisor, Dr. Marilyn Grady, I am indebted to you for the belief you had in me from the start of this journey. You always held me to high expectations of excellence. You asked for more and somehow got me to give more even when I didn't think there was more to give. You challenged me in ways that only you could do successfully. You are truly an inspiration!

TABLE OF CONTENTS

List of Appendices

CHAPTER 1

INTRODUCTION

The literature on women and those of ethnic minorities serving in higher

education leadership has continuously increased over the years. Still, there are education

and career experiences that have not been shared by Native Hawaiian women

administrators in higher education, a population of underrepresented individuals whose

stories have yet to be told. As a Native Hawaiian female in a leadership position in the

State of Hawaii's only public higher education system, I have come to realize that while I

am not alone, there are only a few other Native Hawaiian women like me in executive

leadership positions at the University of Hawaii. This has led me to question why this is

so and what can be done to rectify this.

My career path to leadership in higher education does not follow the traditional

path of a higher education administrator who worked up to the position through the

faculty ranks (Glover, 2009), nor does it follow the education model of someone who

pursued an advanced degree with the objective to obtain an administrative position within

the higher education field. Instead, I was recruited by the University of Hawaii at Hilo

more than nine years ago to assist with the establishment and oversight of an education

center in a rural community near my hometown. The institution was looking for someone

who would work with the university and community to develop the center, physically and

operationally. Without my knowledge, a representative on the center's community

advisory board who was aware of my education background and work experience

recommended that the administration reach out to inquire if I was interested in becoming

the center's founding director. After two months of discussion and deliberation, I started

as a casual hire for the institution before securing the permanent Executive and Managerial (E&M) position two years later.

Perhaps it is because my path to leadership was unplanned that I am particularly interested in this topic. Of special interest is whether an unplanned path to leadership is shared by other Native Hawaiian women administrators in higher education in Hawaii and if not, what did other Native Hawaiian women administrators in higher education do as part of their preparation for educational administration leadership.

Background of the Study

The University of Hawaii (University) was founded in 1907 as a land-grant institution. The University system is comprised of 7 community colleges, 2 baccalaureate universities and 1 research university. Governance of the University is vested in a 15-member Board of Regents (BOR). The BOR has statutory authority in all areas of system policy, budgeting, programming, evaluating, and governance.

Chapter 4-1 of the BOR policy establishes the University system's common mission of which a section reads:

As the only provider of public higher education in Hawaii, the University embraces its unique responsibilities to the indigenous people of Hawaii and to Hawaii's indigenous language and culture. To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history, and culture.

University System Offices provide coordinated support for the ten campuses across the state. A portion of the University System Offices mission statement as indicated in the *University Reference Guide* reads:

On behalf of the Board of Regents, the University of Hawaii System ensures that higher education in the State of Hawaii affords improvement in the quality of life and the social, economic, and environmental well-being of its citizens, particularly those who in the past have been less well served, including Native Hawaiians.

Earlier this year, the University released *University of Hawaii Strategic Directions 2015-2021* to guide the priorities for achieving outcomes directed by the BOR. The four strategic directions specified in the document include Hawaii Graduation Initiative (HGI), Hawaii Innovation Initiative (HII), 21st Century Facilities (21CF), and High Performance Mission-Drive System (HPMS). Each strategic direction includes a goal, action strategies with corresponding tactics, and productivity and efficiency measures.

The Hawaii Graduation Initiative goal outlined in the document is to increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students and those from underserved regions and populations and preparing them for success in the workforce and their communities (pg. 1). Notable tactics for this strategic direction include reducing gaps in college completion for Native Hawaiians, low-income and underrepresented groups as well as improving and stabilizing student support services for Native Hawaiians, veterans, returning adults and part-time students. The productivity and efficiency measure that

these tactics are in place to address is the enrollment to degree gap for Native Hawaiian students.

The High Performance Mission-Drive System goal outlined in the document is to ensure the University's ability to provide a diverse student body throughout Hawaii with affordable access to a superb higher education experience in support of the institutional mission of the university, which includes commitments to being a foremost indigenous-serving university and advancing sustainability. One of the action strategies for this goal specifically focuses on services and programs for Native Hawaiians. The action strategy reads:

> UH aspires to be the world's foremost indigenous serving university and embraces its unique responsibilities to the indigenous people of Hawaii and to Hawaii's indigenous language and culture. To fulfill this responsibility, the university ensures active support for the participation of Native Hawaiians and supports vigorous programs of study and support for the Hawaiian language, history and culture. In addition to the Native Hawaiian student success agenda within the Hawai'i Graduation Initiative, the following tactics align with the thematic areas set forth in *Hawaii Papa O Ke Ao*, UH's plan for a model indigenous serving university.

Hawaii Papa O Ke Ao includes comprehensive recommendations from a Model Indigenous-serving University Task Force that convened from 2011-2012. In the opening comments of the plan, University President at the time, MRC Greenwood, stated:

> It is incumbent on Hawaii's only public institution of higher education to both educate Hawaiian youth of our islands to prepare them for productive lives, and

continue to play a key role in preserving and perpetuating the culture that exists no where else on earth. It is a gift and an obligation of which we are keenly aware of.

The three thematic areas of the plan are Leadership Development, Community Engagement, and Hawaiian Language and Cultural Parity. One of the characteristics of a model indigenous-serving institution outlined in the plan is that there will be Native Hawaiians holding leadership roles in the University administration. Goals two and three of the Leadership Development thematic area directly address this characteristic. Goal two is to prepare faculty and staff of Hawaiian ancestry to assume leadership positions within the University and in their community, while goal three is to ensure Native Hawaiian values are practiced at all levels of institutional decision-making (p. 6). Objectives under goal two include researching, defining, implementing and expanding leadership development programs across the system as well as formalizing and institutionalizing commitment at all levels to ensure Native Hawaiians are in decision-making roles at every level. Objectives under goal three include developing and expanding system-wide training programs in Hawaiian values for all levels of faculty and staff as well as formalizing commitments of all University institutions to include Native Hawaiian values that impact decision-making.

Goal two from the Leadership Development thematic area of the plan is used as one of the tactics for the HPMS strategic direction that specifies preparing more Native Hawaiians to assume leadership roles within UH and the community. It is straightforward that the productivity and efficiency measure that these strategies and tactics are in place

to address is the number of Native Hawaiian employees (faculty/staff/administrators) and graduate assistants employed at the University.

Statement of Problem

An inquiry to the University Data Governance Office yielded the result that to date, while there has not been a University of Hawaii President of Native Hawaiian ancestry before, there have been Native Hawaiian males in the positions of Vice President at the system level and Chancellor at the campus level. Unfortunately, Native Hawaiian women have not yet been able to break through the level past Vice Chancellor as there has not been a Native Hawaiian female Chancellor at the campus level or Vice President at the system level.

According to the United States Census Bureau (2010), women in Hawaii represent 49.9% of the population. As for race, 10.0% of the population reported being 'Native Hawaiian and Other Pacific Islander alone', while a total of 26.2% reported being 'Native Hawaiian and Other Pacific Islander alone or in combination with one or more other races.' Based on the way the US Census Bureau collects data on race, specifically in how Native Hawaiians are combined with Other Pacific Islanders, it is not possible to get an accurate account for what percentage of the population in Hawaii is actually Native Hawaiian alone or in combination with other races.

At the University of Hawaii, Fall 2014 census data indicated a total of 57,052 students enrolled across all 10 campuses (University of Hawaii, 2014). More than half (56.9%) of the students reported being female. Like the US Census Bureau, the University of Hawaii allows students to report as many races as they wish. However, the University also separately captures data specific to Hawaiian ancestry. In the Fall 2014

census, 23.8% of students reported being of Hawaiian ancestry (University of Hawaii, 2014). This percentage of students is close the percentage of people who responded being Native Hawaiian and Other Pacific Islander alone or in combination with one or more other races on the US Census.

In terms of faculty and staff at the University of Hawaii, Fall 2014 census data indicated a total of 10,318 faculty and staff employed (University of Hawaii, 2014). Like the student population, more than half (53.7%) of the faculty and staff reported being female. Unlike the student population though, only 10.6% of faculty and staff reported being of Native Hawaiian ancestry.

The University of Hawaii has several categories for classifying employees. Executive and Managerial (E&M) staff are hired by respective campuses or the system and confirmed by the UH Board of Regents (BOR). Fall 2014 census data indicated a total of 215 executives employed. Of those executives, 46.0% reported being female, while 15 (7.0%) reported being of Native Hawaiian ancestry (University of Hawaii, 2014). Of the 15 executives who reported being Native Hawaiian, nine were women. This means that in total, only 4.3% of the University Executive and Managerial staff are Native Hawaiian women. That group of women served as the pool of potential participants for this research study.

As the data shows, the percentage of Native Hawaiian administrators in higher education remains disproportionate to the percentage of Native Hawaiian students enrolled in higher education and in the community. The percentage gets more disproportionate when focusing on Native Hawaiian women leaders in the same context. This, coupled with the mission statements and strategic directions set forth by various

units of the University of Hawaii focusing on serving the Native Hawaiian population, makes it worth studying the factors that influence the paths to leadership for Native Hawaiian women administrators in Hawaii's higher education system since as Dixon (2005) stated, university leaders should reflect the different cultural and ethnic groups that make up their school populations.

Purpose of the Study

The purpose of this study was to obtain a deeper understanding of the pathways to leadership for Native Hawaiian women administrators at the University of Hawaii by exploring and describing the experiences along their education and employment journeys.

Although women now earn the majority of all advanced degrees in the United States (Calizo, 2011), few women persist to positions of leadership within higher education (Baumgartner and Schneider, 2010). For many women, the path to administration is not clearly documented and charted in a predictable manner. It appears that the specific and individual needs of minority women go largely unnoticed and remain unaddressed, which may contribute to the low numbers of minority women in higher education administration in 2016.

Native Hawaiian women traditionally have been included in ethnic categories with Pacific Islanders or Asian Americans. No specific studies exist that primarily focus on the leadership paths of Native Hawaiian women in the field of higher education. This study builds on findings from studies of other minority women leaders in higher education by exploration of the factors that influenced the path to leadership of Native Hawaiian women administrators at the University of Hawaii.

This study provides a summary of the status of Native Hawaiian women leaders in the higher education environment in an attempt to highlight where these minority women were successful in breaking into the higher education environment and where more attention is needed to help bring equity to representation of Native Hawaiian women in the field.

Significance of the Study

The significance of this study is twofold with potential implications for Native Hawaiian women aspiring for career advancement and for institutions interested in supporting and promoting Native Hawaiian women leaders within the higher education environment. By understanding the factors that influence career advancement to positions of educational administration, Native Hawaiian women can better prepare themselves for leadership positions when they become available. From an organizational perspective, institutions of higher education seeking to support and promote Native Hawaiian women leaders will be interested in the factors that influence career advancement, which they can facilitate through more systemic and structured approaches.

Overview of Methodology

This qualitative study utilized a narrative methodology to obtain information from 1-hour to 2-hour recorded personal semi-structured interviews with eight Native Hawaiian women administrators employed at the University of Hawaii. The University Data Governance Office helped identify potential participants for the study since gender and ethnicity are confidential characteristics.

Once IRB approval was granted, a letter of introduction to me and the study (Appendix A) was sent via email to all potential participants. I followed up with a phone

call to two individuals who had not responded within the requested two-week period. The

phone call script is attached as Appendix B. Semi-structured interviews served as the

primary data collection tool for the study. Interview questions are attached as Appendix

C. Prior to beginning any interviews, participants were required to complete the Informed

Consent Form (Appendix D). I served as the primary research instrument to collect data

through the semi-structured interview questions. To ensure clarity and effectiveness of

the Interview Protocol (Appendix E), I first pilot tested the interview questions and

process with the two female members of my advisory council.

Throughout the research process, the anonymity of the participants was closely

guarded. All data was stored in a locked file cabinet in my office. The audio files of the

interviews were shared only with a professional transcriptionist. I will retain all audio

files, field notes, and corresponding forms for five years after study completion, at which

time all materials will be destroyed and erased.

To ensure internal validity, all participants were invited to review and confirm the

accuracy of their interview transcripts. For external validity, I built in an external audit to

the study. The role of the external auditor was to examine whether or not the findings,

interpretations, and conclusions drawn were supported by the data. Since the external

auditor should have no connection to the study, I requested this service of a private

consultant with demonstrated proficiency in conducting qualitative research and with a

track record of evaluating research studies involving Native Hawaiian participants.

Research Questions

The research questions for the study were answered through a qualitative

narrative methodology as explained in Chapter Three. Research on the topic of women

leaders in higher education has been conducted among African Americans, Hispanics, and Asian American women. Similar findings have resulted from those studies focusing on women of color as leaders in higher education, which suggested that the supports that benefit women of those ethnic minorities may also have similar benefits for Native Hawaiian women. I sought to address this issue.

The central research question guiding the study was:

How do Native Hawaiian women administrators at the University of Hawaii describe their experiences leading to higher education administration?

The sub-questions for the study included the following:

1. Where did Native Hawaiian women administrators find support for obtaining positions of higher education administration?

2. What were the challenges Native Hawaiian women experienced on their path to higher education administration and how did they overcome those challenges?

3. In what ways, if any, did gender influence the career paths of Native Hawaiian women higher education administrators?

4. In what ways, if any, did race influence the career paths of Native Hawaiian women higher education administrators?

5. What role, if any, did the University of Hawaii have in the development of Native Hawaiian women leaders?

Organization of the Study

The dissertation is organized into seven chapters. The first chapter includes the introduction and background of the study, statement of the problem, purpose of the study, significance of the study, overview of the research methodology, limitations of the study

and organization of the dissertation. Chapter Two includes a review of the literature on historical and socio-cultural contexts for women in higher education. A review of literature pertaining to Critical Race Theory is also included in Chapter Two. The rationale for use of qualitative methods and narrative inquiry, along with the research questions, role of the researcher, selection of participants, data collection and data analysis are discussed in Chapter Three. Chapter Four outlines ethical implications of the study and presents Theme One. Chapter Five presents Theme Two while Chapter Six presents Theme Three. Chapter Seven focuses on discussion of themes that emerged from the findings, summarizes the study and provides recommendations and implications for future research.

Summary

This chapter provided the context for a qualitative research study aimed at obtaining a deeper understanding of the pathways to leadership of Native Hawaiian women administrators at the University of Hawaii by exploring and describing the experiences along their education and employment journeys. I presented background of the study, a statement of the problem, and the purpose and significance of the study. I also provided an overview of the research methodology, limitations of the study and explained how the dissertation is organized.

CHAPTER 2

LITERATURE REVIEW

Women in this country were historically denied the same rights and privileges as men, including the rights to vote, own property, earn a college degree and join a union (Carriuolo, 2003). Although women have made significant progress in a variety of areas during the last few decades, women still struggle to secure positions of leadership within the higher education environment.

Theoretical Framework

Although Feminist theory and Womanist theory might be appropriate for use in this study, the construct of educational administration leadership by women of ethnic minorities appears to be equally suited for study through the use of Critical Race Theory (CRT). As Hooks (2000) explained, there is a growing need to look at women's lives within the context of race and class. Ashby-Scott (2005) also suggested that race and class cannot be excluded as one looks at the history and present culture of the United States. Solorzano and Yosso (2002) justify the role of CRT as a framework that foregrounds race and racism in all aspects of the research process and challenges the separate discourses of race, gender, and class by showing how these three elements intersect to affect the experiences of people of color. Additionally, the framework focuses on the racialized, gendered, and classed experiences of people of color by viewing their experiences as sources of strength.

Critical Race Theory

Critical race theory (CRT) is a theoretical framework that was originally developed by scholars as a response to racial oppression in law and society. Critical

Legal Studies (CLS), which questioned the objectivity and neutrality of the law, (Brown, 2003) did not take race into account. In the mid-1970s, individuals concerned about the slow pace of racial reform in the United States started looking for new approaches to better understand the subtleties of racism. These individuals were concerned that the civil rights movement of the 1960s had stalled and many of its gains were being rolled back (Delgado and Stefancic, 2000).

CRT examines the role that race plays in the judicial decision making process. Early studies using CRT revealed that people in power designed laws and policies that were supposed to be race-neutral but still perpetuated racial and ethnic oppression (Howard-Hamilton, 2003). Villalpando and Bernal (2002) suggested that CRT emphasizes the importance of viewing policies and policy-making in the proper historical and cultural context to deconstruct their racialized content.

Key tenants of CRT as set forth by Delgado and Stefancic (2001) include:

1) Racism persists as a common and central component of U.S. society. In a sense, racism is normal in American society.

2) Race is socially constructed. The social world, with its rules, practices and assignments of power and prestige, is something that people construct. Ladson-Billings (2004) share that CRT seeks to label and talk about the daily, ongoing realities of racism and expose how racism is operationalized to privilege whites and disadvantage others. This is based on the idea that white elites will tolerate or encourage racial advances for people of color only when such advances also promote white self-interest.

3) Race and racism intersect with other forms of oppression to perpetuate marginalization. While CRT focuses on how the role of race perpetuates social inequalities, it also emphasizes how race intersects with other subordinated identities. While CRT does not include social class and gender as part of its framework, Hiraldo (2010) acknowledges that one cannot think about race, class, sexuality or gender independent from one another.

4) The voices and experiences of people of color play an essential role in explaining racial dynamics. CRT uses storytelling in which writers analyze the myths, pre-suppositions, and received wisdoms that make up the common culture and it is through these stories that a culture constructs its own social reality.

Critical Race Theory in Education

Starting in the mid-1990s CRT was extended for use as a theoretical, methodological, and analytical framework to assess inequity in the field of education (Ladson-Billings, 1998; Solorzano, 1997, 1998; Tate, 1997). Ladson-Billings and Tate (1995) explained how CRT was applied to research in education as an alternative way of viewing educational institutions and the challenges experienced by people of color within those organizations. Solorzano (1998) added that CRT in education challenges the traditional claims of the educational system and its institutions to objectivity, meritocracy, color and gender blindness, race and gender neutrality, and equal opportunity. In this way, Solorzano (1998) defined CRT in education as a framework that challenges the dominant discourse on race and racism as they relate to education by examining how educational theory, policy, and practice are used to subordinate certain

racial and ethnic groups. In the field of education, administrators need to be aware of the rooted racism that exists and how that relates to the structure of the organization.

Solorzano and Yosso (2002) further defined CRT in education as a set of basic insights, perspectives, methods, and pedagogy that seek to identify, analyze, and transform those structural and cultural aspects that maintain subordinate and dominant racial positions. They also developed five elements that highlight the adapted framework:

1) Intercentricity of race and racism with other forms of subordination

2) Challenge to dominate ideology

3) Commitment to social justice

4) Centrality of experiential knowledge

5) Transdisciplinary perspective

According to Cooper, Massey, and Graham (2006), all five elements help to legitimize the life stories, experiences, and realities of people who for too long were deliberately silenced. Hiraldo (2010) suggested that utilizing all five different, but interconnected, tenets can help reveal racial inequity.

Jain (2009) credited CRT for giving voice to women leaders of color in a community college setting and provided a venue for their multifaceted experiences to be recognized. According to Howard-Hamilton (2003), methods used to awaken the consciousness of disadvantaged groups are exposure to microaggressions, creation of counterstories, and development of counterspaces. Counterstories come out in CRT when marginalized groups tell previously untold stories based on experiences that challenge the discourse and beliefs of the dominant group. Counterstorying, therefore, is used to cast doubt on existing ideas held by majority group members. Santamaria (2013)

demonstrated how CRT was used to carry theory into practice as leaders of color shared racialized accounts of their leadership experiences and the ways in which their racialized identities affect their leadership practice. In a similar way, CRT in education will be used as a point of reference throughout the research study.

Women in Higher Education Leadership

The literature shows that although women have made up a large part of the American workforce since the 1970s, careers and institutions are still structured in ways that privilege white men with stay-at-home wives who handle the child-rearing and household responsibilities (Acker, 2000). Despite this finding, the status of women has continuously improved since they first began enrolling in universities and colleges, many of which were dominated by males, in the mid-nineteenth century (Cooper, et al., 2007). Within the last quarter of a century, women have enrolled in college at higher percentages than males at both the undergraduate and graduate levels (Gappa, 2008). Additionally, women have been obtaining college degrees at a faster rate than males at all of the degree levels. In 2010, women earned 62% of all associates degrees and 57% of all bachelor's degrees (Aud et al., 2012). At the master's and doctoral level, education degrees were awarded at high rates overall. Education degrees were earned by 77% of women at the master's level and 67% at the doctoral level. On this issue, women administrators in higher education appear to be more likely than their male counterparts to hold a doctorate and it is most likely to be in education (Cook, 2012).

In the field of higher education, scholars tend to provide a census of the number of women in leadership positions for the purpose of affirmation action (Gardiner, et al., 2000). Overall, women are more prevalent at senior-level administrative positions in the

community colleges than in 4-year institutions, yet continue to be disproportionately represented in both the 4-year and 2-year college sector as presidents (Townsend & Twombly, 2007). Although the percentages have risen steadily since the American Council on Education (ACE) began its survey and tracking of this information in the 1990s, women still account for just 26% of college presidencies and 14% of minorities (DPE, 2013). Despite out-achieving men in terms of enrolling in degree programs and earning advanced degrees, women are still also underrepresented in the U.S. higher education presidency (Song & Hartley, 2012).

In looking at the institution type, from 1986, public two-year institutions have witnessed significant increase of 26 percentage points in the proportion of female presidents, while the proportion of female presidents at public BA/MA, public doctoral, and private doctoral institutions also increased considerably from 16 to 21 percentage points (Song & Hartley, 2012). During this same period of time, minority presidents also increased in representation across all types of higher education institutions. Public BA/MA institutions have the highest proportion of presidents of color, while the share of non-white presidents tripled in public doctoral institutions (Song & Hartley, 2012).

This information is presented separately by gender then by ethnicity since there is an absence of specific information about minority females in senior leadership roles within the higher education environment.

Examining the path to leadership for women in higher education is a first step in the process of better understanding the multiple factors impacting the disproportion of women leaders in this field. Women at 4-year schools were 15% more likely to follow a linear career path, while women at 2-year schools were more likely to follow a non-linear

career path (Glover, 2009). This supports the finding that women administrators in higher education got there by a traditional career path of establishing themselves as scholars, teaching and/or guiding students in research, and by rising through the ranks over the years. Of the women in administrative positions, 75% have experience as faculty members and have spent more time than their men counterparts in the classroom or lab (Cook, 2012).

In a study of eight minority women in higher education administration, women had much to benefit from mentors in developing needed leadership qualities that include involvement, encouragement, inclusiveness, support, integrity, authenticity, sensitivity, compassion, and kindness (Flanagan, 2002). A specific recommendation from that study included engaging in mentoring relationships, learning communities, fellowships, and other developmental activities.

The characteristics displayed by minority women administrators in higher education indicate that these individuals are more likely to hold a doctoral degree and have spent a considerable amount of time in the classroom or lab. This suggests that institutions are increasingly selecting leaders with a great deal of senior executive experience in higher education (Cook, 2012). This approach is a concern since it appears to limit opportunities for younger leaders, women, and people of color.

As more women, especially minority women, complete their personal academic journeys, they find the transition into the administrative pipeline filled with feelings of alienation and marginalization. The data presented in this literature review highlights the progress that women have made toward increasing their presence in senior administrative roles within the higher education environment. The data further supports the notion that

there is much that can be done to help improve the path to leadership for women. As more research is done and data is made available, it has become apparent that there are specific strategies that can be deployed, especially for women of color, in support of their quest for a position within administration in the higher education environment.

Although it may appear that women in senior and faculty positions are slowly closing the gender gap, the potential pool from which many women senior administrators emerge still indicates that more leadership development, mentoring, and networking are needed to increase the representation of women administrators, especially for women of color (Glover, 2009). Multiple studies have cited strong support for more mentoring to facilitate the path to leadership for minority women.

Additionally, there are many benefits associated with having women of color as administrators in higher education. June (2007) stated that having administrators who are women of color sends a clear message to students and faculty that the institution values women and people of ethnic minority. Kaopua (2013) suggested that additional messages include that the institution is striving to achieve gender equity and racial diversity, provides a positive role model for female students and faculty of color, and signals a strong paradigm shift within the academy that promotes conversations about policies, procedures, and processes to remove barriers to women of color.

African American Women Leaders in Higher Education

There are many factors that may influence the career advancement of African American women administrators in higher education. No single factor has been proven to decrease or increase advancement opportunities for African American women serving in administrative roles (Bailey, 2008). In a study highlighting the experiences of five

African American women, it was important for women to gain as much experience as possible either on their jobs or through community service to help develop their leadership skills. Six recommendations provided in that study include advice for women to obtain a doctoral degree, obtain a variety of experiences to help develop leadership skills and abilities, take on additional responsibilities at work to demonstrate your ability to manage multiple tasks, develop relationships with supervisors and people on campus who hold powerful positions, take advantage of professional development opportunities to augment leadership skills and expand professional networks, and give back by serving as mentors to others (Choates, 2012).

A separate study of six African American female higher education administrators revealed six themes that included mentoring having positive impact on participants, multiple mentoring relationships being vital to participants' career success, race and gender similarities not being requirements for effective mentoring relationships, participants experiencing informal mentoring relationships most commonly with senior white male colleagues, informal mentoring relationships yielding the highest career success benefit for participants and mentoring having been helpful at various career stages for participants (Clayton, 2009).

For African American women administrators, merit is not enough. In a case study of an African American upper-level female administrator at a research university, career success was attributed to her high level of education, extensive preparation, strong work ethic, sacrifices, and learning to read an organization's culture (Cook, 2012). Although the first four factors are at the core of achievement ideology, developing the ability to

read the organizational culture is what the participant stated enabled her to surmount the challenges she was faced with and be able to progress in her career.

Reading organizational culture has been described as the ability to align personal career aspirations with organizational goals (Cook, 2012). Although this is an important ability to possess, it is especially essential and important for African American women who are so often isolated and left in marginalized positions that they find it difficult to distinguish the organization's philosophy from their own. As such, it is also important that African American women are politically aware of the operation of race and gender in their specific organizations. Although Cook suggested that African American women can reach out to support women on their way up and they can serve on boards and committees that influence policies and procedures limiting full participation by women and academics of color, it is also important to note that departments and universities can pair women of color with key individuals who can provide academic and social mentoring. Additionally, colleagues are encouraged to collaborate with African American women on research and publishing opportunities as they can serve as advocates for diverse leadership styles. It is clear that the role of mentoring remains a significant factor for career development and advancement for African American women (Choates, 2012; Clayton, 2009; Cook, 2012).

Asian Pacific American Women Leaders in Higher Education

Asian Pacific American (APA) women leaders share similar experiences of African American women. A narrative study of APA women in higher education leadership found that identity and being cannot be separated from leadership and that APA women feel an ethical responsibility to carry on their legacies of leadership

(Almandrez, 2010). However, a particular challenge in this situation was that images of leadership can and do change over time.

In a separate study of ten Asian women senior-level higher education leaders, critical incidents appear to be a useful method for understanding both the professional and personal lives of Asian women leaders in higher education. Three themes that emerged from the study and which interacted to simultaneously shape organizational views and philosophies included women's strength through adversity, women taking no ownership for success and women persisting in their pursuit of excellence (Ideta, 1996). In the study, the day-to-day organizational experiences were perceived to be critical to participants and further supported the need for mentors as a support system for women in higher education leadership. Women in the study also reported widely varying perceptions of their degree of organizational fit, underscoring the need to recognize diversity within individual ethnic groups.

Additionally, to nurture the leadership development of Asian American women and to prime the pipeline for future leaders, the wholeness of women's lives should be supported (Ching and Agbayani, 2012). Although the study specifically targeted Asian American women aspiring to a leadership position, it is likely that this recommendation would benefit the broader category of women in general.

A recent study used CRT as the framework for understanding Asian American and Pacific Islander (AAPI) populations in higher education. The CRT lens was used to make suggestions for future policies and programs that might better address the AAPI population. In that study, Teranishi et al. (2009) used the tenet of taking account of the AAPI voices to better understand their individual experiences as a way of better

understanding their reality. They used the tenet of interest convergence to examine the underlying presumptions and reasoning behind policies and decision-making. They used the tenet of social justice to identify elements of the education system that is perceived to be oppressive to shareholders who might be well served by engaging in conversations that challenge dominant institutional discourses and the assumptions that are foundational to those discourses.

Teranishi et al. (2009) suggested that AAPI leadership in higher education is essential for leadership, insights, and skills to globalize collegiate studies and help in understanding diversity. They suggested beginning with the talent of those in the AAPI population that already exists on respective campuses. This requires institutions to identify potential leaders among the AAPI population as well as improve the educational and career pipelines for AAPIs into leadership positions in higher education administration. Ultimately, this could be a catalyst for bringing more AAPI educators and policymakers into leadership positions. An additional benefit is that the presence of AAPI leaders in higher education is a key factor for dispelling and replacing the myths about AAPI students so that the education system and broader society can fully develop and engage these students.

Native Hawaiian Women Leaders in Higher Education

Since 2013, there have been two dissertations published about the experiences of Native Hawaiian women in Hawaii's higher education system. This may be the beginning of a trend to focus attention on leadership development and career experiences for Native Hawaiian women. Before sharing some of the findings from the two recent publications,

it is important to note that in 2005, there was another dissertation that focused on women's leadership from a Native Hawaiian perspective.

In a qualitative ethnography study using grounded theory, Lee (2005) explored Native Hawaiian leadership through the lives of six women. The model that resulted was based on the concept of Native Hawaiian leadership through the ohana, a collective body that nurtures and transfers knowledge of culture, tradition and values to its members. The five themes that emerged from that study included the importance of family in their development as leaders, naʻau pono where leadership is pursued to address injustice, integration of Native Hawaiian values in leadership, role of mentoring in their development, and venue and strategy for their leadership.

Importance of family included family of birth and/or early life experiences, support and role of immediate families and the role of the extended family in the community. Naʻau pono was described as the deep sense of social justice that drove the community leaders to get involved in land issues, education, housing, social services, environmental protection, preservation of culture, Native Hawaiian rights and sovereignty issues. Integration of Native Hawaiian values was made possible from having those values, ideas, beliefs, attitudes, and principles transferred to them within the framework of the family through words and actions. Mentoring was seen as a very critical aspect of leadership development in which the relationship enhanced the individuals' growth and advancement. Venue and strategy included opportunities to organize events, participate in informal and formal community endeavors, and engage in the political arena. The findings of this study helped get the conversation started about

issues that Native Hawaiian women face as they pursue career advancement and leadership development.

In a qualitative narrative and arts-informed study using Poststructural Feminism Theory and Indigenous Theory, Kaʻopua (2013) examined the experiences of nine tenured instructional Native Hawaiian women faculty at the University of Hawaii at Manoa. The three themes that emerged from the study included Pohaku Hoʻokeʻa (Barriers), Mana Wahine (Innate Female Power), and Pono (Indigenous Authenticity).

The women experienced multiple barriers on their journey to achieving tenure, many of which mirrored the issues found in the literature relating to women of color and Indigenous women. Institutional barriers included racism and sexism, patriarchy, residual issues of colonialism, oppressive university politics and power, androcentric tenure process, tokenism, Western and Native Hawaiian cultural tensions, and issues regarding Indigenous research, while personal barriers included issues pertaining to death and loss, Native Hawaiian identity, class, gender and family care. The Native Hawaiian women in the study exercised innate strength and power to overcome these obstacles and through Indigenous authenticity, were able to remain true to their Native Hawaiian culture and values. They developed and strengthened relationships, engaged in mentoring, integrated Native Hawaiian values and culture and found a way to follow the recipe for promotion and tenure while remaining true to their native culture. The implications for practice suggested developing mentoring networks for women and creating a welcoming environment for Native Hawaiian women.

Using the ʻAʻaliʻi Ku Makani and Hoʻailani frameworks, Lipe (2014) explored ways that the University of Hawaii at Manoa could be transformed into a Hawaiian place

of learning based on the individual and collective stories shared by eight Native Hawaiian women employed there. The ʻAʻaliʻi Ku Makani framework focuses on the cyclical nature of transformative processes and the conditions in which those processes occur within Indigenous and Native Hawaiian contexts, while the Hoʻailani framework serves as a holistic model for individuals to be grounded and engaged in core Hawaiian values, concepts, and processes. In combination, these frameworks demonstrate how Native Hawaiian women can become empowered and fearless to fulfill their responsibilities to Hawaii and the people of Hawaii. These frameworks were put forth to assist in the guiding of institutional practices, leadership and policy.

Although the study was focused on transforming an individual campus into a Hawaiian place of learning and not specifically on leadership development of Native Hawaiian women, it is important to note that some implications of this study have a direct link to leadership. Lipe (2014) explained how the underrepresentation of Native Hawaiians is most pronounced in the University of Hawaii at Manoa's executive administrative leadership with only two Native Hawaiian executive administrators. Since this team makes many of the important decisions for the campus, it is critical for the roles of Native Hawaiians to be re-defined and re-imagined. Among multiple recommendations put forth from this study are the hiring of more Hawaiians across the campus and having more Hawaiians become policymakers.

Barriers

The characteristics displayed by women administrators in higher education indicate that these individuals are more likely to hold a doctoral degree and have spent a considerable amount of time in the classroom or lab. This suggests that institutions are

increasingly selecting leaders with a great deal of senior executive experience in higher education (Cook, 2012). This approach is a concern since it appears to limit opportunities for younger leaders, women, and people of color.

Along the path to leadership, women face barriers in higher education, which impede their career progression. One of the strongest barriers faced remains "good old boys network" and "work-life balance" (Glover, 2009). In addition to the gender and ethnicity data presented earlier, there is some data available for marital status of presidents. Not surprising, a difference in presidents' marital status is apparent. Of the Council of Independent Colleges (CIC) presidents in 2011, 89% of male presidents reported that they were married compared to only 65% of female presidents (Song & Hartley, 2012). Of the female presidents, 25% reported having never been married. Looking outside of the CIC, the proportion of married female presidents is even lower than married male presidents at public institutions. It is ironic, based on the information presented, that although women are less likely to marry and have children, they are more likely to have taken time out from their careers or worked part time to make time for family care of some sort (Cook, 2012).

In reviewing the path to leadership, women appear to get to the presidency position from a variety of positions in student, business, and development affairs with more situations of women securing the position without coming from within the higher education environment (Kane, 1998). Women's career paths are distinctly different from men's and warrant more research and attention.

As African American women administrators are more concentrated in two-year institutions, it is clear that women in that position are not able to move immediately to the

presidency at four-year institutions (Kane, 1998). It also appears that those African American women who come from the public sector are more successful in moving to the presidency. These are two additional factors contributing to success for African American women administrators in higher education.

Barriers to career progress for African American women engendered by race and gender bias may continue to impede the progressive flow of this population into executive level senior leadership positions in universities (Clayton, 2009). Additionally, as one population of minority women, Asian American women experience many of the same challenges of race and racism unique to being women of color (Ching and Agbayani, 2012).

Summary

As more women, especially minority women, complete their personal academic journeys, they find the transition into the administrative pipeline filled with feelings of alienation and marginalization. The data presented in this literature review highlights the progress that women have made toward increasing their presence in senior administrative roles within the higher education environment. The data further supports the notion that there is much that can be done to help improve the path to leadership for women. As more research is completed and data is made available, it has become apparent that there are specific strategies that can be deployed, especially for women of color, in support of their quest for a position within administration in the higher education environment.

Although it may appear that women in senior and faculty positions are slowly closing the gender gap, the potential pool from which many women senior administrators emerge still indicates that more leadership development, mentoring, and networking are

needed to increase the representation of women administrators, especially for women of color (Cook, 2012). Multiple studies have cited strong support for more mentoring to facilitate the path to leadership for minority women.

Additionally, to nurture the leadership development of Asian American women and to prime the pipeline for future leaders the wholeness of women's lives should be supported (Ching and Agbayani, 2012). Although this study specifically targeted Asian American women aspiring to a leadership position, it is likely that this recommendation would benefit the broader category of women in general. A holistic approach to leadership is consistent with the CRT concept of examining how race intersects with other parts of one's identity and not treating each as independent from one another.

On a more global level, to further advance the pipeline of qualified diverse candidates to key leadership positions in higher education, we need to challenge some of the cultural norms we take for granted in the field (Ching and Agbayani, 2012). This recommendation will take time to gain momentum and, like the previous suggestion, has potential to benefit the broader category of women in general. Challenging the cultural norms as suggested aligns well with a commitment to social justice, which is one of the elements of CRT in education.

CHAPTER 3

METHODOLOGY

Although the literature review revealed that the number of women of color in senior administrative positions in higher education is slowly increasing, no studies on the topic have been conducted on Native Hawaiian women as a separate ethnic category. Therefore, in this research study I explored and described the paths to leadership of Native Hawaiian women administrators in Hawaii's higher education system.

In this chapter, I present the rationale for using qualitative methods and a narrative methodology to explore the research questions of the study. Next, the research questions, role of the researcher, and selection of participants are described. The data collection and data analysis processes are then presented. In the final section of the chapter, I describe the limitations of the study as a result of the methodology chosen.

Rationale for Use of Qualitative Methods

One way to explore the paths to leadership of Native Hawaiian women administrators in Hawaii's higher education system is to document the education and work experiences that they perceive to have influenced their career trajectory. Examining the life experiences of current executive women leaders is important for gaining an understanding of what facilitated their career advancement and leadership development as much as it is important for understanding what barriers they faced and what strategies they used to overcome those challenges. A qualitative research design was chosen to guide the study because it allowed an exploration of how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences (Merriam, 2009).

Researchers identify five characteristics as key to understanding the nature of qualitative research. In focusing on the process, Merriam (2009) explained that qualitative researchers attempt to understand how people make sense of their lives based on how they interpret their experiences. Hatch (2002) added that qualitative researchers use the lived experiences of real people in real settings to understand the perspectives of those living through those experiences. This is consistent with the epistemological approach presented by Creswell (2013), where subjective evidence is assembled based on individual views and it is through this process that knowledge becomes known. The interview questions for this study were purposefully written to elicit feedback from participants about their life experiences and what those experiences meant to them.

The second characteristic of qualitative research is that the principal data for qualitative research are gathered directly by the researchers (Hatch, 2002). Creswell (2013) stated that qualitative researchers collect data themselves through examining documents, observing behavior, and interviewing participants. Merriam (2009) added that since understanding is the goal for qualitative research, the human instrument, which is able to be immediately responsive and adaptive, would seem to be the ideal means of collecting and analyzing data. One shortcoming for this methodology is the potential bias of the researcher and will be addressed in more detail in the next section on the role of the researcher.

A third characteristic of qualitative research is that the process is inductive, as opposed to deductive methods that set out to test certain hypotheses. In this regard, the purpose of qualitative research is to understand, rather than predict and control an event (Pinnegar & Daynes, 2007). The inductive process as explained by Merriam (2009)

includes the gathering of data to build concepts, hypotheses, or theories and is further supported by Hatch (2002) who stated that qualitative research does not start with a null hypothesis to retain or reject. Often, a qualitative study is completed because there is a lack of theory to explain a certain phenomenon. In this case, I proposed the study because although there is literature about women of color as leaders in higher education, there is no literature available to describe the paths to leadership for Native Hawaiian women administrators in higher education.

A fourth characteristic of qualitative research is that it involves rich, descriptive data. About qualitative research being richly descriptive, Merriam (2009) explained that words and pictures rather than numbers are used to convey what the researcher has learned about a phenomenon. Hatch (2002) added that qualitative data are objects or detailed descriptions that cannot be reduced to numbers without distorting the essence of the social meanings they represent. Bogdan and Biklen (2007) stated that qualitative researchers take the richness of the data collected and report that data as closely as possible to the form in which they were recorded or transcribed. As the Hawaiian culture is deeply rooted in oral history traditions, the reporting of data in a format as close to and as accurately and detailed as possible to the original intent in which it was shared will be important. The data analysis section of this chapter includes an explanation of how participants were given an opportunity to ensure the richness of their stories were captured and interpreted appropriately.

A fifth characteristic of qualitative research is that it is naturalistic. Creswell (2013) stated that qualitative researchers often collect data in the field at the site where participants experience the issue or problem under study. Bogdan and Biklen (2007)

explained that going to the particular setting allows the researchers to better understand the context of study. For this reason, all data collection was completed on the campuses where participants worked.

This study was about description and explanation rather than projection and prediction. Additionally, the approach for the study allowed me to identify the experiences and relevant meanings as shared by participants while uncovering the themes and contexts that accounted for the lived experiences of the participants. In examining and applying the unique characteristics of qualitative research, I determined that qualitative research methods were an appropriate mode of inquiry for the study, which set out to explore the paths to leadership of Native Hawaiian women administrators in Hawaii's higher education system.

Narrative Inquiry

According to Creswell (2013), narrative can be the phenomenon being studied or the method used in the study. If it is the latter, as was the case in this study, it begins with the experiences as expressed in lived and told stories of individuals. Atkinson and Delamont (2006) stated that narratives are social phenomena created within social situations and expressing skills, knowledge and understanding. Bold (2012) added that narrative in research is central to human experience and existence, providing opportunity to share the nature and order of events at particular times in history and stated:

Researchers of social contexts usually choose to interview people when they are interested in their lives: their experiences, their emotions and their thoughts about their situation. Life history research is an excellent example of using an interview

for purposeful inquiry to find out the impact of past events on people's lives (p. 96).

Based on these descriptions, narratives can help us make sense of our experiences and the world around us. An important part of the narrative process is that first-person accounts of experience constitute the "text" of this approach (Merriam, 2009). Therefore, the key to narrative research is the use of stories as data. Reissman (2008) added that narrative research allows the researcher to have a dialogue with participants as the method through which stories are collected. Through the interview process, participants were asked to reflect on their lives and share stories about their paths to leadership. It was through these stories that I was able to identify themes that were similar across all participants.

Conducting the study with participants of Native Hawaiian ancestry required awareness of cultural practices associated with storytelling and oral history traditions. Storytelling in indigenous societies carries theoretical and cultural meaning (Perkins, 2007). These needed to be considered and factored into the process for making sense of the stories that were shared by the participants since as part of the narrative process, researchers may use elements of storymaking from an indigenous perspective to make meaning from experience (Benham, 2007). Overall, the use of storytelling aligned nicely with a life history approach since, according to Goodson and Sikes (2001), life history research can be a potent medium for the voices of marginalized groups, like those of the Native Hawaiian women in this study, giving us access to their lives which may be lived more privately than publicly.

Additionally, Creswell (2013) outlined several defining features of narrative studies. The following features were included in the study: a) narrative researchers collect stories from individuals about individuals' lived and told experiences, b) narrative stories tell of individual experiences, c) narrative stories are gathered through many different forms of data, d) narrative stories are often heard and shaped by the researchers into a chronology although they may not be told that way by the participants, e) narrative stories often contain turning points or specific tensions or interruptions that are highlighted by the researchers in the telling of the stories, and f) narrative stories occur within specific places or situations. Based on the components described in this section, narrative inquiry was well suited for the study.

Research Questions

The research questions of the study were answered through a qualitative narrative methodology. Research on the topic of women leaders in higher education has been conducted among African Americans, Hispanics, and Asian American women. Similar findings have resulted in a variety of those studies focusing on women of color as leaders in higher education, which suggested that the supports that benefited women of those ethnic minorities may have similar benefits for Native Hawaiian women. This study sought to address this issue.

The central research question guiding the study was:

How do Native Hawaiian women administrators at the University of Hawaii describe their experiences leading to higher education administration?

The sub-questions for the study included the following:

1. Where did Native Hawaiian women administrators find support for obtaining

positions of higher education administration?

2. What were the challenges Native Hawaiian women experienced on their path to higher education administration and how did they overcome those challenges?

3. In what ways, if any, did gender influence the career paths of Native Hawaiian women higher education administrators?

4. In what ways, if any, did race influence the career paths of Native Hawaiian women higher education administrators?

5. What role, if any, did the University of Hawaii have in the development of Native Hawaiian women leaders?

Role of Researcher

Since I served as the primary instrument for data collection and data analysis (Merriam, 2009), it was particularly important for me to fully understand my role in the study. One major component that narrative researchers must be mindful of is the relationship between the researcher and the researched, which includes consideration of cultural, contextual and personal views as expressed by Hyden (2008).

In the context of the study, I reminded myself about my identity as a Native Hawaiian woman leader in Hawaii's higher education system. Bold (2012) recommended that in situations where the researcher plans to conduct a study in his/her own organization, then one must constantly be sensitive to their own vulnerabilities, alongside those of their colleagues. I sought out an advisory council of three individuals to help me remain objective throughout the study. Two of the individuals are women, one is Native Hawaiian and both were in senior leadership positions. The other individual is a Native Hawaiian male in a mid-level leadership position in the University system.

I was guided by a firm understanding of the research design and acknowledged that I needed to exercise good listening skills, objective observations, and critical analysis techniques. Merriam (2009) explained that an important role of a narrative researcher is to be a good listener and an effective communicator. This was especially critical for capturing the true essence of the stories that the participants shared with me. One way to ensure this was to recognize my biases and not allow my own assumptions and beliefs to interfere with how I collected and analyzed the data for the study.

As a Native Hawaiian woman leader in higher education doing research on Native Hawaiian women leaders in higher education, I had first-hand and personal knowledge of cultural and political issues surrounding the issues of education and leadership in our community. I used my background as a Native Hawaiian woman to bring the cultural practices, traditions, and values of the Native Hawaiian community to the context of higher education.

Selection of Sample

The University system has several categories for classifying employees. Executive and managerial (E&M) staff are hired by respective campuses or the system and confirmed by the UH Board of Regents (BOR). These are the only positions that require BOR confirmation.

The main criteria for participation in this study were being Native Hawaiian, female, and currently serving in an executive and managerial position in the University system. At the time of the study, the University system had a total of 215 executives employed. Of these executives, 46.0% reported being female, and (15) 7.0% reported

being of Native Hawaiian ancestry (University of Hawaii, 2014). There were nine

executives (4.3%) who reported being both female and of Native Hawaiian ancestry.

Since gender and ethnicity are confidential pursuant to Hawaii Revised Statutes

92F-12(14), I solicited the assistance of the University Data Governance Office to obtain

consent for disclosure of the potential participants' names. All individuals on the list

agreed to have their name disclosed to me. However, since I am one of the individuals on

the list of nine, the potential pool of participants was actually eight.

Merriam (2009) stated that purposeful sampling is based on the assumption that

the researcher wants to discover, understand, and gain insight and therefore must select a

sample from which the most can be learned. Patton (2002) added that the logic and power

of purposeful sampling lies in selecting information-rich cases for study in depth. Based

on these descriptions, purposeful sampling was used to select the sample for the study.

A letter of introduction to me and the study (Appendix A) was sent via email to

the eight identified Native Hawaiian women administrators. The letter requested their

participation and a response via email within a response window of two weeks. Within

that two-week period, I received responses indicating willingness to participate from six

of the women. I followed-up with phone calls to the two individuals who did not respond

within the two-week period. The phone call script is attached as Appendix B. When

contacted by phone, the remaining two individuals agreed to participate. These efforts

resulted in a study population of eight participants.

Data Collection

Semi-structured interviews served as the primary data collection tool for the

study. Bold (2012) described semi-structured interviews as usually having a set of

questions that guide the interview rather than dictate its direction and allows the interviewer to maintain focus, while allowing the flexibility to ask further questions to clarify points raised by the interviewee. A copy of the interview questions can be found in Appendix C.

Since the executive women in the study had busy schedules, I wanted to have an understanding of each individual to better inform the questions I asked during the interview. As part of the invitation letter, I requested a copy of their most current and comprehensive resume/curriculum vitae. Five participants provided their curriculum vitae, while the other three acknowledged the request but did not provide the material. I was able to find biographical information for the three remaining participants from their respective unit websites. I also conducted Internet searches to gather other professional information about each participant, which included published articles, presentations, articles, and media references that provided an external perspective on each executive's practices. These additional documents were examined along with the interview data as part of the data analysis procedure. According to Creswell (2013), the procedures for implementing narrative research include the collection of information about the context of the stories shared by the participants.

Participants were given the opportunity to designate when and where they wanted their interview to be conducted. Six of the interviews were conducted in the private offices of the executives, while the other two were conducted in a meeting room on the University of Hawaii at Manoa campus. Two of the interviews were conducted on Hawaii Island where I reside, while the other six interviews were conducted on other islands and required air transportation.

As indicated in the letter of introduction, all interviews were expected to last between 1.5 to 2 hours. However, the range of interviews was 55 minutes to 1 hour and 20 minutes with an average of 1 hour and 10 minutes. Prior to each scheduled interview, I sent participants a copy of the Informed Consent Form (Appendix D). Before starting each interview, I reviewed the Informed Consent Form and obtained the participant's signature on the form. I reminded the participants that the Informed Consent Form included permission to audio record the interview and offered to answer any questions before I started the interview. I initiated the interviews based on the Interview Protocol (Appendix E).

Having previously conducted interviews, I acknowledged how easy it could be to get lost in the interview process. Therefore, I formatted and used the Interview Protocol for the purposes of taking field notes during the interviews. According to Bogdan and Biklen (2007), field notes serve as the written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting on the data in a qualitative study.

All interviews were audio recorded then transcribed by a professional transcriptionist. To ensure confidentiality for all participants, the transcriptionist signed a Transcriptionist Confidentiality Statement (Appendix F). I reviewed each transcript, comparing it against notes that I had taken during the interviews. To ensure anonymity of the participants and to protect them from potential harm, any names or references to people or places that might expose the identity of the participant were replaced with pseudonyms.

Since the transcriptionist I hired was from Nebraska and not completely familiar with Hawaiian names, I especially focused attention on ensuring the Hawaiian names of people and places in the interviews were accurate. After auditing the interviews, I emailed a copy of her respective transcript to each participant. I asked each participant to review her transcript and inform me of any inaccuracies or information that she would like to redact, then sign the Interview Verification Form (Appendix G) to indicate authenticity of the transcript. Within a week, I received signed interview verification forms from seven of the eight participants. Two participants requested minor edits to better clarify what she was attempting to articulate. The eighth participant requested edits on a hard copy of the transcript and sent back the signed interview verification form along with the hard copy.

Data Analysis

An important role of the researcher pertaining to data analysis includes ensuring confidentiality of participants in the study. Bold (2012) stated that one key principle of ethical research that the Economic and Social Research Council (ESRC) expects is that the confidentiality of information supplied by research participants and the anonymity of respondents must be respected. The University system employs individuals on ten campuses and at the system level. Referring to a specific position would compromise the anonymity of the participants, especially since half of the positions held by the participants in this study are the only position of its kind in the entire system.

Initially, participants were going to be asked to select a pseudonym that she would like all of her responses to be linked to. However, in reviewing the high profile of the

participants, I decided against the use of pseudonyms and refer to the women as objectively as possible by number.

In the qualitative data analysis process, the researcher attempts to identify themes that are common between the participants based on responses to semi-structured interviews and additional documents reviewed. In this study, the use of a narrative tradition of inquiry provided an opportunity for participants to explain their experiences in detail. This then allowed me to code the data, develop themes and share the findings with rich descriptions based upon the experiences shared.

I hand coded the interview transcripts using two methods for open coding. Auditing all of the interviews before sending them to the participants for verification provided me the opportunity to become familiar with the information within the interviews. By reading through more than 130 pages of the interview transcripts, I gained an in-depth understanding of the raw data. With the key research question and sub-questions in mind, I then read the transcripts a second time, which allowed me to reduce the amount of raw data that I was working with. Merriam (2009) explained that assigning codes to pieces of data is the way to begin to construct categories. Therefore, open coding was used to assign codes to demographic data as well as to emerging patterns of responses. Working through the codes, I then looked for trends and similarities in the pattern of responses. Once common codes were grouped together, I developed a theme around the essence of those codes.

Axial coding was used next to reassemble the data that was fractured during the open coding process. According to Creswell (2013), open coding allows the researcher to examine the data from the interviews and documents for categories of information

supported by the text, while axial coding builds a story to connect those categories.

Through constant reviewing, comparing, grouping, and clustering, I narrowed all of the

recurring data and patterns into three themes. Figure 1 illustrates the initial categories and

thoughts I had during the axial coding process.

Coding Chart

```
                    ┌─────────────────────────────┐
                    │   Personal Characteristics  │
                    │                             │
                    │  • Embrace Opportunity      │
                    │  • Professional Development │
                    │  • Race                     │
                    │  • Gender                   │
                    └─────────────────────────────┘
                                 ⇩

┌──────────────────┐        ╭────────────────────╮        ┌──────────────────┐
│ Key Relationships│        │  Significant       │        │  Social Justice  │
│                  │        │  experiences       │        │                  │
│  • Family as     │   ⇨    │  along the         │   ⇦    │  • Glass Ceiling │
│    Foundation    │        │  education and     │        │  • Responsibility│
│  • Mentors       │        │  employment        │        │    (Kuleana)     │
│  • Peers and     │        │  journeys of       │        │                  │
│    Colleagues    │        │  Native Hawaiian   │        │                  │
│                  │        │  women             │        │                  │
│                  │        │  administrators    │        │                  │
└──────────────────┘        ╰────────────────────╯        └──────────────────┘
```
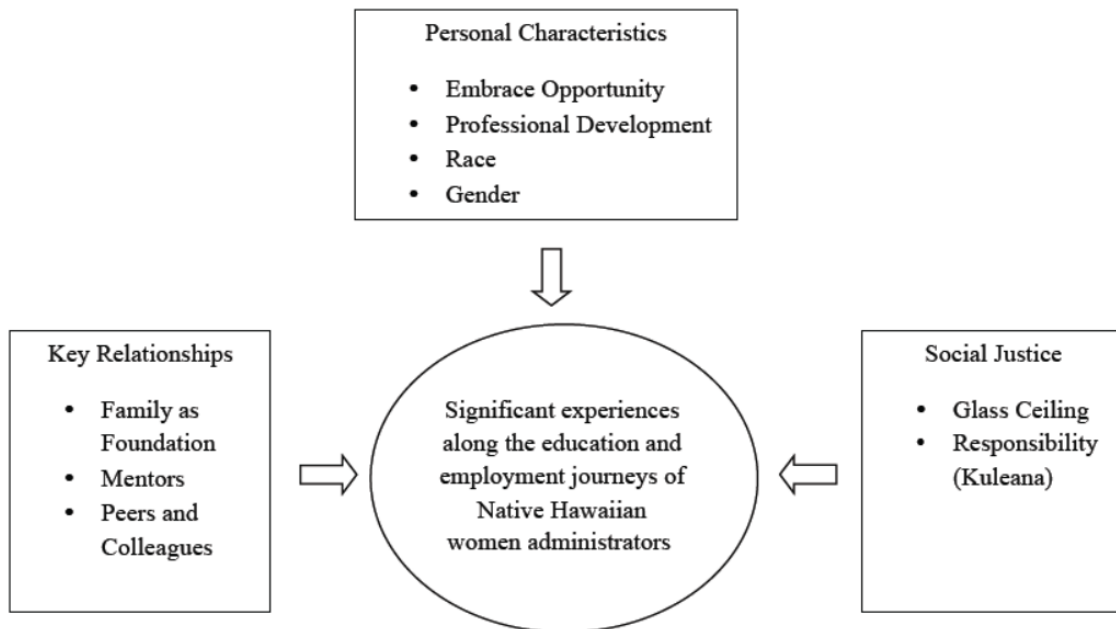
Figure 1

Validation Strategies

Creswell (2013) outlined eight validation procedures for the qualitative research

process. Member checking is one of the validation procedures where the researcher

shares the written transcript with the participants and asks for their feedback on the

credibility of the findings and interpretations. Merriam (2009) emphasized the

importance of member checks because it is the single most important way of ruling out

the possibility of misinterpreting the meaning of what participants shared. I used member

checking for the review of all transcripts.

Five additional validation strategies that were used include clarifying researcher bias, rich and thick description, peer review, external audits, and triangulation. Creswell (2013) indicated that clarifying researcher bias from the outset of the study is important. As previously mentioned, clarifying my bias was essential for the study since I am a Native Hawaiian female executive in the University system. Being part of the study's target audience means that I have a direct vested interest in the results of the study. I remained mindful of my role throughout the study. This meant not letting my own individual thoughts and experiences influence the study. This was especially critical for the development of interview questions and the interpretation and discussion of the results. I consulted with my advisory group prior to developing the interview questions, immediately after completing all interviews, and upon initial analysis and interpretation of the data.

As part of the biographical narrative approach, each participant's story was analyzed in terms of the importance and influence of a variety of factors that Merriam (2009) stated could include gender and race, family of origin, life events and turning point experiences, and other people in the participant's life. The use of rich, thick description as a way of reporting the findings of the study was another validation strategy implemented for the study. Through the use of rich, thick description, I aimed to capture the essence of what the participants shared in a way that would lure readers in to their experiences and provide the reader with an opportunity to best understand the experiences explained by the participants. Creswell (2013) indicated that rich, thick description also allows readers to make decisions regarding transferring information to other settings based on the shared characteristics detailed in the data.

My advisory group provided peer review for the qualitative research study. Creswell (2013) stated that peer review provides an external check of the research process. As another validation strategy and while keeping me in check with my biases, the peer review group asked questions about methods, meanings, and interpretations as was necessary to ensure the highest level of validity for the study. During the course of the study, I had the opportunity to present preliminary findings at two professional conferences. At both conferences, I presented about the paper and answered questions from the audience. I also received valuable feedback at both conferences about additional literature that is peripherally related to the topic of leadership development of Native Hawaiian women.

An added layer of validity that I built into the study was an external audit. According to Creswell (2013), the role of the external auditor is to examine whether or not the findings, interpretations, and conclusions are supported by the data. The role of the external auditor was to examine whether or not the findings, interpretations, and conclusions drawn were supported by the data. Since the external auditor should have no connection to the study, I requested this service of a private consultant with demonstrated proficiency in conducting qualitative research and with a track record of evaluating research studies involving Native Hawaiian participants.

Triangulation using multiple sources of data is the last validation strategy that was used in the study. According to Merriam (2009), triangulation involves comparing and cross-checking interview data collected from different people. Creswell (2013) added that in triangulation, researchers make use of multiple and different sources of data to provide corroborating evidence to shed light on a theme or perspective. Bogdan and Biklen

(2007) emphasized that the use of multiple sources to confirm the validity and credibility of the evidence is also important for providing a fuller explanation of the phenomena. Triangulation was used to search for convergence among the multiple sources of data to form themes within the study and included the use of a comprehensive literature review, transcripts from semi-structured interviews, field notes from the interviews and observations, and document review of curriculum vitaes, publications, and presentations. Triangulation also occurred through verification of transcripts of the audiotaped conversations by the participants.

Summary

In this chapter, the rationale for conducting qualitative research and using a narrative methodology were presented. I described the research questions, role of the researcher, and selection of the sample followed by the data collection and data analysis processes that were implemented. The chapter concluded with an explanation about the multiple validation strategies that were used.

CHAPTER 4

Theme One: Key Relationships

In this chapter, I describe the ethical implications for maintaining participant anonymity throughout the study. A summary of demographic data for the aggregate sample is provided. I present an outline for reporting the findings, which includes the three themes that emerged from the interviews. The first theme is presented in this chapter.

Ethical Implications

The eight Native Hawaiian women who participated in the study were in permanent or interim executive and managerial positions within the University system. Disclosing their specific positions would compromise the anonymity of the participants, especially since half of the positions held by participants were the only position of its kind in the system. In other situations, anonymity of the participant would be difficult to maintain based on the special population of the University constituency that the participant works with. Additionally, and as part of their life stories, the details of their education and employment journeys were difficult to describe in a way that did not disclose enough information for readers to deduce who the participants were.

To remain true to the narrative methodology, I needed to balance the sharing of the experiences as expressed in lived and told stories of these individuals with maintaining the anonymity of their identity (Creswell, 2013). I did this by incorporating the results of the interviews within the themes that emerged through the data analysis coding process, which is consistent with the idea that narrative study happens within the boundary between experience and theory (Clandinin & Connelly, 2000).

Participants

Based on the criteria for inclusion in the study, all participants were Native Hawaiian, female, and serving in an executive and managerial position in the University system. The age of participants ranged from 33 to 61 with an average age of 51. Length of time that the participants were in their position ranged from 1 year to 26 years with an average of 7 years. Length of time that the participants were employed in the University system ranged from 7 to 31 years with an average of 14 years.

Five (62.5%) participants graduated from a Hawaii private school and one (12.5%) participant graduated from a Hawaii public school, while the remaining two (25%) participants graduated from high schools on the United States continent. One participant holds a Bachelor of Business Administration degree and was pursuing her Master's degree. Three participants hold Master's level degrees, with one of the participants having two Master's degrees and another participant pursuing her Ph.D. The other four participants hold doctorate level degrees of an Ed.D., Ph.D., or J.D.

Overview of Themes

In coding the participants' interview transcripts, there were three recurring themes, each with a set of sub-themes that are described in detail in this and the following two chapters. Theme One of Key Relationships includes sub-themes of Family as Foundation, Mentors, and Peers and Colleagues. Theme Two of Personal Characteristics includes sub-themes of Embrace Opportunity, Professional Development, Race, and Gender. Theme Three of Social Justice includes sub-themes of Labyrinth to Leadership and Responsibility.

Theme One: Key Relationships

Each participant's education and employment journey included several key relationships along the way. The most prominent types of relationships noted by the participants included those with family members, mentors, and peers and colleagues. These individuals have supported the participants in various ways over the years. These key relationships during the course of the participants' lives gave context to their career path and their current positions in the University system.

Family as Foundation

All participants mentioned at least one immediate family member in her interview. Parents, grandparents and spouses were among those members mentioned most frequently. The number of times these types of relationships were mentioned per interview ranged from 4 to 47, with an average of 16. Parents were sometimes used as a unit, while mother or father was also mentioned separately based on individual experiences.

Participant One

One participant noted how her education and employment journeys had few barriers due to the strong support she felt like she always had from her parents.

> You know I felt very supported along the way by my parents. They never directed me on any certain path, but they talked to me about my goals and aspirations, and helped me with my confidence level and thinking that I could do anything in this world.

When there were challenges, this participant described how her parents worked together to ensure that her needs were met.

> Tuition at the time that I was going to college was within our means. If we didn't
>
> have enough money, my mom would get scholarships from the civic clubs and her
>
> Portuguese club. My mom was very resourceful and every little bit helped. Then
>
> my dad helped support me with food.

This participant did not have to deal with issues of housing and transportation due to a relationship that she had with her grandmother.

> During all the years while I was a student in college, I got to live with my
>
> grandmother just 2 miles away from college. I was very close to my grandmother.
>
> In fact, that's one of the reasons why I eventually came back from Maui to take
>
> my current job because my grandma was already in her 80's and I wanted to be
>
> able to spend more time with her because otherwise, I only saw her 2 or 3 times a
>
> year.

In thinking back to all of her years in college as a student and employee, this participant acknowledged the work ethic of her dad and the organizational skills of her mom as critical elements to her success. "I had a stable family environment to help me through all this," was the way she summarized the multiple contributions that she received over the years from her parents and grandmother.

Participant Two

A second participant spoke about the value of work ethic that she attributes to her parents and the attitude that she has developed about that work ethic.

> I like to think that I have a good work ethic. I get that from my parents, mostly my
>
> dad. I work my ass off to do a good job. There were times in my previous job
>
> where I felt underappreciated. And I just kind of said screw it, whatever. I'm

going to do my job because that's important to me and I don't know if that

attitude helped me get to where I am, but it probably didn't hurt.

Participant Three

A third participant reflected all the way back to her childhood and how her mom

moved their entire family from one part of the island to another area that had more and

easier access to educational opportunities. Although her parents did not go to college, this

participant referred to her parents as "just the brightest people ever" because of the way

they engrained the value of education in their children.

> They always raised us to know that we were going to go to college. It was never,
>
> ever a choice. After my father passed away when I was 3 years old, my mom
>
> became a single mom to 5 girls, which is again part of my leadership I think.

This participant also spoke about how important it was for her family to do things

together as much as possible when she was growing up. This is something that she now

continues with her family.

> As a Hawaiian leader, I try to include my family in as many things as possible.
>
> My kids come with me on a lot of the things I do. If we do stuff on the weekends,
>
> they're with me. Even my husband, if we're doing workshops or things like that,
>
> he's with me. I also go with him to his work events when it's appropriate. Doing
>
> things as a family is important to us.

Participant 4

A fourth participant explained how her family supported her education by

allowing her to board at a local private school on the island of Oahu, while they

continued to live on one of the other islands.

Living away from home wasn't always easy on me and having their youngest

daughter living on another island wasn't always easy on my parents. But

education was huge for them, so they made the sacrifices necessary to support my

education. My dad got an Associate's degree, but that's the highest level degree

attained within my nuclear family in terms of higher education. That's why they

are always very supportive of and pushing me to get more, be more, do more.

First it was don't stop with a Bachelor's and then it was don't stop with a

Master's, so they are happy that I'm finally now in a program to get my Ph.D.

Participant 5

A fifth participant shared about the role that her parents had on her upbringing.

While acknowledging that her mother had a strong influence on her, she noted that her

father is her greatest influence.

Amongst his family, he was considered a leader. My skills and my values come

from my father. I feel lucky that I had him as a role model. I had very few

challenges growing up. Part of it again, is my father's influence. He says "no can"

is not an answer. There is always a way to solve anything. You shouldn't back

down on your principles.

On the interplay between race and gender that is discussed later, this participant

shared how her father's early influences convinced her that neither topic should be an

issue in determining what she could accomplish.

He told me that as a female, people are going to believe that you cannot do things

and he basically said that you can. It was clear to him that gender had no bearing

and he was going to make sure that his daughters didn't believe that gender was

going to be an obstacle. There is also a stereotype of Hawaiians that we aren't

very smart. My dad encouraged us to read a lot because that's how we get to

know the world. So I read a lot, which goes against that stereotype of Hawaiians

that my dad tried to help me overcome.

Participant 6

A sixth participant described how her father was her primary caregiver and how

he supported her moving multiple times between the U.S. continent and Hawaii to pursue

different education and employment opportunities.

I always had a special relationship with my father. That was always really

important, to have my father there for my entire journey. He was a working class,

salt of the earth, tell it like it is, caring individual. And because my mother died

when I was 6, he was sort of my backbone. He passed away in 2006, so he wasn't

alive to see me come home and take this position. My grandparents were also

important to me, but the single most important relationship is the one with my

dad, in particular.

Participant 7

A seventh participant was born in Hawaii, but raised most of her life on the U.S.

continent. She explained that since she was born in Hawaii, there was a longing to

eventually move home. This was something that she talked to her grandmother about

often, so when the opportunity arose for her to take a position in Hawaii, it wasn't a very

hard decision for her to make. The position that she was being hired for served the same

field of expertise that she was fulfilling on the continent. The only difference is that the

beneficiaries of the services would now be those in Hawaii, which has long been a

mission she wanted to fulfill. Her move, however, required some adjusting within her family unit.

>I came back for the mission. I had a pretty nice setup in _____, but I decided that this was my calling and this is what I needed to do. My youngest son only had one more year of high school. I told my husband they want me to start sooner than my son's graduation and I asked him if he would be okay with that while I'm gone. And he was. So I moved here by myself for the first 8 months.

The way her husband responded to the situation was no surprise to the participant. She explained that he was her strongest supporter all along her education and employment journey.

>I have an extremely supportive husband, who never once felt that he wanted me to be a stay at home mom. No matter how hard the road got, he kept saying you can do this. I would have to say he is probably my mainstay.

Once in Hawaii, this participant found continued support from her grandmother who was overjoyed that she had finally moved home. However, her mother was also there to remind her about why the move felt like the right thing to do at the right time.

>One of the things that I found coming back and my mother told me this from the get go is, "you are part of Hawaii, so this is where you belong and also the reason why you feel so comfortable here is because this is you."

Participant 8

An eighth participant expressed a high level of discomfort talking about herself and her accomplishments throughout the interview. She attributed much of that

discomfort to "going against the way that I was raised" and provided a detailed explanation about what she meant.

> I have to give credit to my mom and my dad. My mom is Chinese in the most Chinese way. She's your classic Chinese - stoic, doesn't let you show emotion, but always overachieving. So every time I would achieve a job, it would always be, "so when are you going to be the boss?" It seemed like never enough, but I've now since learned, it's not that it's not enough, it's just that she believes so much in me, that she's constantly looking for the next best thing for me because she believes that I'm deserving of that. So that's my mom and maybe where I get the overachieving from. And my dad is Hawaiian German, so he puts us up on a pedestal because his education only went up to the 10th grade then he dropped out so that he could help his family with 16 kids. He's the guy that has respect, honor, care, and compassion for others. So you know, you put those two together. I kind of was destined to do things.

When talking about her path to leadership, despite feeling well accomplished, this participant did not feel comfortable referring to herself as a leader.

> I'm sure it's my mom and dad influencing me. They're very humble, so again you don't toot your own horn, and so to call myself a leader, it's very uncomfortable. Here's how I look at things. If I can do my part and if that means I have to be in the front of the line instead of the back of the line, I'll do it. And if that means I have to be in the back of the line, I'll do that too. It's all about the goal, not where you stand or the credit for doing anything. So yes, credit to my parents for raising me the right way.

Mentors

Similar to familial sources of support, all participants mentioned at least one mentor who had a significant impact on her education and employment journey. Most participants mentioned multiple mentors who made an impact at different times in their lives. High school teachers, college professors or advisors, and supervisors or bosses were among those individuals mentioned most frequently.

Participant One

For the first participant in the study, her current position is the third job that she's had in her career and the job that she intends to retire from. In the history of the University, she is only the third person to serve in her current position. Her previous positions were held on another island and she considers her bosses and supervisor in those positions as mentors for helping her set a solid foundation for her career.

> My first boss was Judge _____. He hired me on the steps of the State Capitol, literally right after he interviewed me right there. I really must have had some qualities that he liked. My next boss was Mayor _____. He was in jeopardy of losing positions if he didn't fill them so he looked at my resume and offered me a position in Parks and Recreation. He told me that since I went to law school, he knew I could do the type of paperwork required of an administrator and number two, he knew I was a scholar athlete in college, so I knew sports and recreation. My supervisor in that position was _____. He was a gentleman and he was into church, a man of God. From him, I learned how to work with people, treat people, and relate to people. At that time, early in my career, I needed improvement in those areas.

Going into her current position many years ago, this participant found similar types of support from her new boss in a different department of government. As it pertains to professional development, which will be discussed in more detail later, this participant credits her boss for the mentorship he provided her from the very beginning.

> We went to our first annual convention in January 1990. That was an eye opener for me, I never saw so many white men gathered in the sample place in my life. But that was how our department functioned at the time, very white male dominated. So I'm sitting there among a couple thousand people and I remember wondering where are all the women? Over the years, through his mentorship, encouragement, and support, I continued going to the convention annually and was able to slowly meet more women in my field.

Having been active in school and sports from a very early age, this participant recalled interactions with teachers and coaches dating back to high school and how that influenced her education and employment journey.

> In high school I had a couple of really great teachers. They were my motivation for going to college because I was wanted to be a teacher. Even though I didn't become a teacher, I now understand that teachers are coaches and coaches are teachers. I have good role models for helping me understand this. My high school volleyball coach was a surfing champion who also paddled canoe, just finished her Master's degree at UH about five years ago and raised four sons. From her, I learned that women could and should coach. So she's a role model of mine along with Dr. Donnis Thompson and Patsy T. Mink, two women whose pictures I always keep in my office as a reminder of how far we've come as women.

Participant 2

A second participant chose to focus some of her responses on the mentorship that she received in her last two positions with the University. In the earlier position, she worked as manager on a college level grant-funded program and shared why she considered her supervisor, PI for the grant, a great mentor.

> She hired a lot of good people and she was always very supportive of whatever we wanted to do. Those of us who worked for her were almost all women. Whatever we wanted to do, we could do it. We had a lot a confidence in our skills and what we could do, and part of that was because we knew _____ had our back. If we screwed up, she would help us out. She would always say just take this, you can do it, just go run with it. That was really key in developing my style.

For the past six years, this participant has served in the same position, but under two different supervisors. She has learned a lot from both individuals in the position who had very different management styles.

> My first supervisor assigned me to work on a big international project. I would attend the committee meetings and we were put in charge of recruiting and training volunteers. I did a really good job and the people on the host committee told _____ that I did a really great job. I guess I showed that there are people at the university who can get the job done. She was very pleased that I did such a good job representing the University that she started assigning me to higher level projects. She gave me a raise and started having me do more stuff. She was a great boss in that way. She was a really good mentor. She always kept her head held high. I really respected her because of her personal background. She made it

and I admired the strength that she had to get to where she was. I didn't realize it at the time, but she did mentor me in that I am who I am, I know what I can do, I know generally what I can't do or what I don't want to do, I know I have weaknesses, but I do focus on my strengths. So she was very key.

In terms of her current supervisor, this participant explained how she previously worked with her incoming supervisor on executive searches and other system-wide projects so they were familiar with each other. Then, when he got the permanent position and had the option of selecting the person to serve in this participant's current position, he asked her to stay on and she agreed. Acknowledging that they had very different styles of leadership, this participant has learned a lot about her own leadership style from the mentorship of both supervisors in her current position.

Participant 3

A third participant spoke about four mentors during her time with the University. The first of these mentors was instrumental in her decision to pursue her Ed.D. several years ago.

It was my counselor who actually influenced me to go to the program. She wrote my letter of recommendation and when I doubted that I could do it, she told me I could. She told me straight, I'm going to write you a letter and you'll be fine. Going into the program, I still didn't feel like I was competent enough to do it but she believed in me all the way.

Through her counselor, this participant was introduced to an administrator on another campus who took the time to talk with the participant, bring her along to select meetings, and recommended that she look for a Title III program to work with as a way

of gaining experience and exposure in the field of higher education. Up until that point, the participant was undecided on whether she wanted to pursue a degree specializing in the K-12 or higher education field. This recommendation resulted in the participant finding a Title III position and determining that in fact, she wanted to work in higher education. About this process, the participant shared:

> It was amazing to watch and observe people like _____. Just being around her and attending meetings with her and being a part of high level discussions for Native Hawaiian student policies were so valuable. Even the common core discussions were interesting, to see how we are trying to create things to bridge the gaps between K-12 and higher education.

> A few years after earning her degree, this participant secured an executive

position within the system when she was referred by an administrator who knew she had the skills necessary to get the job done. A search was not required to fill the interim position, so the referrals received were very valuable in the decision-making process. The participant shared how she did not feel completely ready to take on the duties of the position, but now that she has been in the position for more than a year is comfortable and more confident in her ability to execute the full scope of duties associated with the position.

> I was referred by _____ and had the full support of _____, the person leaving the position. I even had commitment from him that he'd provide me whatever training and support I needed because he was still going to be in the system, just in a different position. When Chancellor _____ called to talk to me, I still wasn't sure I wanted to do it. I kept thinking I'm not ready, I'm still a baby in this. I'm

not at that level yet. The outgoing person called me after that and assured me that

I would be fine. It was through his encouragement that I agreed to try out the

position. So it was _____ first recognizing something in me that prompted her to

recommend me for the position, then _____ convincing me that I could do it.

They have both been great in mentoring me along the way.

In her current position, this participant has had the opportunity to work with an

Asian American woman leader on the same campus. She acknowledges how fortunate

she is to work with this individual, especially in terms of what she has learned as it relates

to race, which will be elaborated on later.

We have these discussions about race and how she once told me that she always

knew that as an Asian American woman, she would always have to be humble

among other Asian American women in order to allow them to take a leadership

role. She's actually stepping on the side to let other women lead. I have a lot

more that I want to learn from her.

Participant 4

Like the first participant, this participant recalled mentors from as early as her

high school years. She described how her first mentoring experience may be responsible

for what has resulted in her current career path.

While I was in high school, I enrolled in French language and one of my dorm

advisors who was also a Hawaiian language teacher, told me that as a young

Hawaiian, especially with family that's been a part of the Hawaiian language

movement, I had a responsibility to take Hawaiian language. I explained how the

classes were all full, then somehow she got me in as a last minute add, which then

altered my course forever. Otherwise, I would have been taking French, Spanish, or Japanese. And I might have made different choices. So that alteration in courses combined with my choice to attend the University and pursue studies in the Hawaiian language and culture is what heavily influenced me landing in my position today.

Throughout her college years, this participant received a lot of support from her professors and their affiliates in community organizations that support the college. Community engagement is a large component in this participant's position as well as the long-term vision of the unit that she oversees. About this part of the process, she commented, "There are a lot of people who continue to be a close group of advisors and I really could not operate in this position without that kind of support."

Within the organization, this participant received a lot of support from administrators and her predecessor. There appears to have been intentional mentoring initiated by her predecessor.

I guess he saw something in me and he worked with me for three years before he left the organization. He took me to conferences and brought me in on strategic planning meetings, even though I was just a regular staff member at the time. He also took me into the community to help facilitate community discussions around our unit. When he left, he felt assured that I would be able to assume his position.

Similar to participant two, this participant worked under two supervisors in her current position. Both of these supervisors provided some form of mentorship to the participant.

My first supervisor, she gave me a lot of opportunities. Because she was female, I think she gravitated toward helping to develop other female leaders on our campus. She gave me a lot of exposure and threw me into conversations and situations, knowing that I could be there and handle the conversation, but being right alongside, to help guide me through those conversations if I needed help. That was a huge support for me. I feel like there has been such a heightened awareness of getting more females into positions of leadership, but I'm also aware that that is not a widely shared sentiment. My current supervisor, he is a large part of the reason why I decided to go back for my Ph.D. He encouraged me to think about the degree a few years ago and he was very supportive when I told him last year that I had decided to finally apply to the program.

Over the course of her career, this participant has received strong support from the University and community members. In thinking about the general role of mentors and how they have served her, she shared, "If I had to sum it all up, I'd say that there are mentors out there who want to identify local leaders. And they are willing to provide whatever support they can to help advance us in our careers and in our opportunities."

Participant 5

Similar to participant 4, this participant recognized that she was fortunate to have lots of people like college professors who saw leadership potential in her early on. One of her first mentoring experiences is one that has had a lasting duration.

My mentor was Dr. _____ who was a professor and director of a Minority Biomedical Research Program that I participated in. That was a key program for me when I was going to college. Dr. _____ was extremely passionate about

getting Hawaiians and other underrepresented students into the biomedical/health profession. It was through his effort that I was fortunate enough to participate in this program. I consider him to be my mentor because he basically told all of us in the program that we all have a reason to be the leaders of our community. He played a strong role in my leadership development. Even after graduating, I kept in contact with Dr. _____ and consulted with him occasionally when I needed help or advice.

When she first became employed at the University, this participant quickly noticed how there were not many Native Hawaiians on the campus. She explained what it was like for Native Hawaiians during the early years of her career.

When I came to campus, _____ was one of only about 3 Native Hawaiians working on the campus in a leadership role. Early on, he recognized the underrepresentation of Native Hawaiians on the campus and started efforts to bring them together. Just being able to bring us together to have a collective voice on issues impacting Native Hawaiians was really quite pioneering way back when because there were few programs for Native Hawaiians, few Native Hawaiians at the University, and few role models for Native Hawaiians. I consider _____ to be a mentor because he initiated some efforts that I have since picked up on and continued.

Over the years, this participant served in three executive positions, two separate interim appointments and one permanent position. The decisions to appoint her to the positions were made under different administrations although the conditions leading to each were similar in nature.

In the situation leading up to my first interim appointment, I believe I took a leadership role because I spoke out against how our unit was being treated. The administration conducted a search for a permanent position and when no selection was made, the chancellor asked people if he had to put someone in the position, who would they recommend. I was only one of the names recommended and I guess after he interviewed us all, he made me the offer. At that time, because we had all bonded together while we felt that we were leaderless and rudderless, I think it provided an environment that I felt I had a lot of support from the people within the unit. In my appointment to the permanent position, I was one of several people that the chancellor interviewed again. I have to admit that I never expected it this time around. I think part of it was that he was looking for someone who has institutional history, someone who has had a leadership role on the campus, and someone who can communicate well with all factions of the university, on-campus and off-campus community. In being appointed to the multiple positions over the years, I have felt supported by the administration. My supervisors have provided flexibility for me to lead. I have grown tremendously through the mentorship that I have received from my supervisors in my different positions.

Participant 6

A sixth participant commented on the diversity of her mentors.

All along the way there have always been key mentors, both male and female, people of all kinds of colors. It's been the relationships that have taught me a lot. And I still have those mentors in my life right now. There's a handful that are still alive actually. And when I got into higher education, it's been my students. Many

of them have gone on to be administrators, faculty, endowed chairs, principals, superintendents, and leading teachers.

Participant 7

A seventh participant shared about how her former boss was in higher education almost his entire life on the U.S. continent then moved to Hawaii and while he was here, encouraged her to also join the unit. After getting into the unit, she recalled how the dean of the unit became one of her greatest mentors.

> Dean _____ is probably one of my most supportive and greatest mentors and teachers. He helps me be a better person. It was actually watching him that led me to believe that I needed to go back to school and learn how to be a kinder, gentler person, and to know more than just the numbers or more than just how to get work done. He taught me that it's about who you interact with and how you interact with them to get them to do what you need done that's important. He also believes in a team-based model, not a single person trying to conquer the world.

Another mentoring relationship has provided a lot of inspiration to this participant. That inspiration did not come from the specialized content area of the unit, but rather about leadership in general.

> The other person who is an inspiration and mentor to me is Dr. _____. Maybe because she is so Hawaiian, that to me she represents everything that Hawaiians need to be and should be in leadership. She serves on many community boards and is a leader in graduate education in our field. She's an amazing individual who has done some exceptional teaching and is always helping others learn. She's such an inspiration to me because she is always willing to help others. I appreciate

her most because of the sisterly advice that she often provides to me. I have

learned so much from her simple questions like, "how about trying it this way?"

Through her work in the unit, this participant has had recent direct working

contacts with University President Lassner. Their work on similar projects in the system

and community has resulted in a relationship where this participant looks up to President

Lassner as a mentor.

President and I first met when I first came to the University and he was still in his

previous position. When he became president and perhaps because he knew what

I was able to do, he started bringing me in to more system related type activities.

He's appointed me to search committees that normally people in positions like

mine aren't invited to participate on. He's introduced me to people in higher level

leadership and involved me with those individuals at the president's level.

Because of President Lassner, I recently met with members of the Governor's

cabinet on an important community issue that is currently facing our state. I've

also got to meet some prominent members of the business community through

President Lassner's affiliation.

Participant 8

Benefits of mentoring impacted the eighth participant directly in terms of two job

opportunities and indirectly through participation in a system-wide professional

development program, which will be further elaborated on in the next theme.

One of the professors at one of the community colleges called me up and said,

"Hey, do you do want to cover a _____ research and writing class because you

did well in that class?" I said sure thinking how hard could it be. Then it became a

hobby to teach. That professor recognized my potential and is partially responsible for my entry into higher education. At that point, I formed a goal for myself to one day teach at the ____ school because I wanted to give back. Then sooner than I expected, I was being offered a position in the unit. The dean dangled a carrot in front of my face by offering a position that he was in the process of creating. So I worked in that position, under the mentorship of the dean, helping to better define the position until the associate dean decided to leave. Then they needed a space holder and because I was there and already working with the outgoing employee on a lot of career development and professional development projects, he asked me to be interim, which was an honor for me. I didn't know it was coming.

Peers and Colleagues

Similar to the other two sub-themes in this chapter, all participants mentioned at least one peer and/or colleague who had a significant impact on her education and employment journey. Most participants mentioned multiple relationships that were key at different times of their life. Friends and casual acquaintances were among peer members mentioned most frequently. Co-workers within their unit and across the system as well as business and community members were among those colleagues mentioned the most frequently.

Participant 1

Many of the decisions associated with the education and employment journey for the first participant in this study involved consultation and discussion with several of her very close lifelong friends.

As part of my networking, there are some high school classmates who I am in constant contact with. We all went to college and have our own careers in different fields. One of these friends allowed me to live with her for my first year out of college. Four of us played volleyball together. They are from Waianae, Kaneohe, and Waimanalo and they're Hawaiian, Portuguese, and Japanese. Over the years, we realized we get our strength from our diversity. When we have a problem, we reach out to each other to get different perspectives on the issue. This has served us well for decades.

In addition to her peers from high school, this participant also has several peers from college who have supported her along her journey. She describes this as her friend's circle.

The women in my friend's circle are my closest friends today. They always encourage me. They're behind me no matter what. I need that. We refresh and replenish each other and our goals. Our common bond is to strengthen each other and whatever our goals may be. Some women in my friend's circle are my professional girlfriends. One is in Seattle, another is in California. I met them through my career. I have about 6 or 7 close friends, that's all I need because these strong female friends are there for me through thick and thin. They don't judge me. They only support me. They may question me as a way of helping me. I am so fortunate that I had these women in my life for all these years.

Participant 2

Another participant spoke about how she was referred to her current position by colleagues who were aware of her abilities and the vacant position.

When my supervisor was hired here, I got a call from a couple of colleagues. One was working at the system level and another one was working in a campus level program. They asked me if I would apply for the vacant position. I had no idea what that meant. When the position was first described to me, I thought I could do the job, so I accepted an interview as a way of trying to better understand the full scope of duties. I met with my supervisor and she liked me, so she said that she'd be willing to figure out the full scope of duties as we go. That's how I got hired. It was really due to my connections with people who thought that I would be a good fit with the supervisor that I am in this position today.

Participant 3

Not being selected for a position at one of the community college campuses resulted in valuable feedback for this participant. The reason for non-selection and a recommendation from the dean to apply for a posted position on another campus provided the participant with helpful tips for future advancement.

The dean of the unit called me to let me know I didn't get the position. She told me that despite having my doctoral degree, the reason I didn't get the job was because I didn't have any higher education experience. This convinced me that I would need to work my way into an executive position because my degree was not going to be enough. I took that as an opportunity to really learn and to grow, and to surround myself with the right people in higher education. To help me with this, I made sure to connect myself well with other Hawaiian leaders in higher education. I landed a position in a Title III program and used my dissertation data to get really involved in the Native Hawaiian financial aid community. I have

really good support from people in the Native Hawaiian community that I reach out to continuously. Some, but not all, of these individuals are from our system. I constantly bounce ideas off these individuals to see if it's something worth putting effort and energy into. So I have learned from an early time that in order to be a very effective Native Hawaiian leader, I must surround myself with other Native Hawaiian leaders. That type of support continues to be very valuable to me.

Participant 4

For another participant, living away from home and being a boarder on a high school campus taught her a lot of independence. About that enriching experience, she shared:

I learned a lot about living with and being around my peers all the time. I appreciated that experience and that camaraderie. The support that I got from my peers has resulted in some of my peers being the best of my friends until today.

Throughout her college years, this participant received a lot of support from her professors and their affiliates in community organizations that support the college. Some of the support noted by this participant came in the form of opportunities provided.

As a student, I got the opportunity to plug into different live scenarios and situations in the community and participate actively in that. I not only interned, but I also had paid positions for facilitating relationships with other indigenous communities and other native Hawaiian communities throughout the state and indigenous communities throughout the nation. Some of this even happened on an international scale. As I think about those experiences, they really exposed me to a global perspective on issues facing our native and indigenous communities.

Participant 5

For this participant, the path to leadership started in high school where she was involved in student clubs, resident hall life, and athletics. She acknowledged the high school for making leadership opportunities available to all students. Her involvement in extra-curricular activities continued after high school where in college, she became President of the Hawaiian Club and along with her peers, was very active on issues that related to higher education for Native Hawaiians.

> I look back at the time when I first came to the University. We were a smaller organization. There were few Hawaiians and we had to support each other because if we didn't support each other, it made it difficult for all of us. We had a really strong support system for each other. That was really a critical time. Other Native Hawaiians who happened to be here formed a really strong bond and we were the ones who helped to ensure that everyone was supported, nurtured, cared for. So we actually helped each of us do that in whatever role we were in. That was critical.

Participant 6

Going to professional conferences, creating networks, and working with people outside of your comfort zone and outside of your discipline area are things that another participant says has helped her along her education and employment journey.

> Building strong networks of reciprocal support is extremely important. I've been successful here because of my networks. I can make phone calls or text peers and colleagues across the globe. Having key people here in Hawaii that I can text or call is just as valuable, too.

Creating networks is something that this participant recalls has been attempted in different formats over the years. One such example is the Women Leaders in Higher Education (WLHE) group that meets monthly and has presentations on topics of leadership for women. This is similar to another effort that a previous female vice president of the system initiated while she was with the University.

> Once a year, there was a gathering for women leaders in the University. Leaders were encouraged to bring someone along with them. Bringing women in different positions together in an informal way and on a regular basis allows women the time and place to network with each other, something that isn't normally made available as part of the day-to-day operations of the University. I met many of the colleagues that I communicate with regularly at some of these gatherings.

Participant 7

Another participant shared how two people within her unit were instrumental in her success in the unit.

> The person who I give credit to for getting me here didn't actually bring me here because he wasn't involved in the decision-making process. He merely convinced me to apply, but I wouldn't be surprised if his support had some weight in the final decision in some way. The other individual is someone who works for me. She really embraced me as her new boss. She helped me learn more about what happens on the inside, where I should be cautious and where I don't need to be. I trust her with every bone in my body. Even though she is a direct report to me, I view her as a colleague. Without her shepherding me through those first few years, I'm sure I would have been completely lost.

Participant 8

The eighth participant received a phone call one day from a colleague that she used to work with in another government agency. The purpose of his call was to inform her of his intentions to vacate his position with the University and express his thoughts about her fit for the position.

> He had called me up because I worked with him at the _____ office before. He said he was looking to leave so the position was going to open up and he thought I'd be great, but he also thought that I'd hate it. I was intrigued by his comments, so I looked into it then told him that he was right, I hated the description. Lucky for me, the job description changed before the vacancy was posted and more substantive work was added, so I applied for this position. Thanks to my colleague's referral, after almost a year, I was successful in securing the position that I'm in today.

Summary

This chapter began with a description of the ethical implications for maintaining participant anonymity throughout the study. I provided a summary of demographic data for the aggregate sample. I introduced the three themes that emerged from the interviews: Key Relationships, Personal Characteristics, and Social Justice. Findings for the first theme of Key Relationships, including the sub-themes of Family as Foundation, Mentors, and Peers and Colleagues, conclude this chapter.

CHAPTER 5

Theme Two: Personal Characteristics

In this chapter, the theme of Personal Characteristics is presented. The findings that contributed to the emergence of this theme and the corresponding sub-themes of Embrace Opportunity, Professional Development, Race, and Gender are described. A summary is provided at the end of the chapter.

The eight Native Hawaiian women described events and situations that highlighted their personal characteristics. Those characteristics have strengthened the leadership potential of these women. Each participant's education and employment journey was impacted by how the participants reacted to those events and situations. The most prominent personal characteristics noted by the participants included embrace opportunity, professional development, race and gender.

Embrace Opportunity

All participants shared at least one event or situation where she embraced an education or employment opportunity that was presented to her. Some of those opportunities were briefly mentioned in the mentor theme as opportunities for participation in development programs or career advancement. In some cases, embracing an opportunity involved taking a risk, which some participants expand upon in the following section.

Participant 1

Perseverance and resilience are two words that this participant learned at a conference she went to. In thinking about her path, she shared, "All I had to do was go to school and do my very best. I look at my students now and the issues they have to deal

with. Asking myself what I can do to help is the least that I can do." While this explains why she does what she does in her program, it also provides context for understanding why she focuses on setting goals, having a plan, and knowing how to recover if things do not go as planned.

> I have become very good at identifying challenges and barriers. I know my strengths and weaknesses. My strengths stem from my passion, what I am interested in. This is what helps me overcome my challenges and barriers. From playing volleyball for many years, I learned that I have 5 seconds to recover and get ready for the next serve. I've learned to forget the mistake or error and move on. I can't focus on what people might be saying. I have to let it go in on one ear and out the other. The best tactic I learned is to not let people get me down because my biggest barrier can be other people.

Opportunities present themselves continuously through the challenges and barriers that the students in this participant's program face. She embraces the opportunity to work with the students, individually and collectively, in developing goals and plans for themselves as a way of building their perseverance and resilience. Creating goals and a plan "helps students chart their way" and "keep moving in the right direction."

This participant spoke with a high level of confidence throughout her interview. She provided responses with extensive details and examples. She was articulate and comfortable in her element. It was therefore, no surprise when she added that building confidence is one of the other key components of the program she oversees. She explained, "All we need is confidence and we can do anything. I have to constantly

remind myself and my staff that we can't teach this to our students without first displaying this ourselves."

Participant 2

In the family theme, one of the examples provided explained how this participant embraced the opportunity to continue doing exceptional work and demonstrating the work ethic instilled in her by her father, despite not receiving appreciation for her effort. In the mentor theme, one example highlighted how this participant embraced the opportunity to develop her leadership style under a mentor who encouraged her to take projects and run with them. In another example, this participant embraced the opportunity to work on a big international project. She was rewarded with a raise and provided with more substantive work after demonstrating that she had the skill and ability to represent the University well on large-scale projects.

After moving to Hawaii to study, this participant realized that there are a lot of Asians in Hawaii. She embraced the opportunity to remain in Hawaii to work, which has left a positive impression on her.

> Just the fact that there are a lot of Asians here means that I look like everyone
> else. I'm not the shortest person in the room. I'm not that stereotypical, smart,
> nerdy Asian kid in a room of white kids. That did boost my confidence a lot. So
> it's possible that studying and working here at the University did boost my
> confidence a lot more than if I had stayed in _____.

Participant 3

In the mentor theme, several examples were provided on how this participant embraced opportunities by pursuing her education and accepting a career advancement

offer. At the encouragement of one of her mentors, she applied and got accepted to an Ed.D. program. Upon completion of the advanced degree and some time working in a Title III program, she was offered an interim position for which she is now applying for the permanent position.

> I felt like I wasn't ready for the interim position. I was barely in the position for a year. I would not have accepted if _____ didn't call me and assure me that he thought I could do it. Now that I've been in the position for this long, it's finally starting to feel right, like it's a good fit.

> In a prior position on another campus and before getting married and having any children of her own, there was a decision that had to be made regarding two positions. There was only enough funding for one position. The participant took the initiative to meet with the individual in the other position to discuss the situation. After they both validated each other's position, she made the bold move to say, "You have kids, so let's institutionalize your position." There was a lot of risk associated with this decision, especially since she did not yet have another job lined up. However, she embraced the opportunity to do what she felt was right for her colleague, looked forward to exploring other options, and soon thereafter found work with a non-profit that works closely to support the higher education goals of Hawaii.

Participant 4

In the mentor theme, several examples were shared about how this participant embraced opportunities to engage with community under the guidance of at least two mentors. In the peers and colleague theme, additional examples were provided about how this participant had the opportunity to participate in paid and unpaid positions working

with indigenous communities. Through the International Student Exchange Program at the University, she took advantage of an opportunity to study abroad in New Zealand.

> Studying abroad in New Zealand gave me exposure to international communities. I was able to learn how other indigenous communities deal with issues of preserving and advancing native languages. I attribute all of that to my education opportunities here at the University.

In her current capacity of program oversight, this participant shared about a time when there was an investigation in her unit. Staff morale was negatively impacted and the momentum that the program had built was starting to slow. The actions put forth by this participant demonstrate how she embraced the opportunity to build a stronger team.

> How I chose to overcome that was to build closer relationships with my team, so that we all got to know each other better. The growing opportunity for me on that one was I had to put on my "I got it together" face. Although challenged to my core, I could not retaliate. Instead, I needed to figure out ways to rebuild the team and to help them all see the importance of Native Hawaiian leadership. I packaged and delivered a message that this is where we're going as a team; you're either on board or you're not. We haven't completely returned to 100% yet, but we're almost there.

The program that this participant oversees is hitting a milestone of being under University administration for ten years. She is embracing this time as an opportunity to reflect and regroup on foundational conversations and strategize on ways to build a stronger program for the next ten years.

Participant 5

In the mentor theme, several examples were presented about how this participant embraced opportunities to serve in interim positions when immediate vacancies occurred. Additional examples of embracing opportunity exist from times when this participant was still in high school and how that translated to getting more involved in the community.

My high school made leadership opportunities available to all students. It was really up to the students to take the initiative to participate. I believe the potential for leadership exists in all organizations and it's really the will of the individual. First of all, it's having the interest and having the ability, then taking the initiative. From way back then, I took advantage of all kinds of opportunities because I consider myself to be self-motivated. I've always wanted to do something for my community and one way to do that is to take on leadership roles, so I look for organizations that I think have the same mission and vision than what I'm seeking and that's how I decide what opportunities to pursue based on what fits my interests.

Part of deciding what opportunities to pursue includes doing some research and asking the right types of questions. "Having a critical thinking mindset and asking what I can do to help makes the decision-making easier for me." Some situations are more complicated and complex than others. However, this participant believes in embracing even challenging opportunities.

You really need to take the risk to take on roles and responsibilities that you probably thought you would never want to do. To be a leader, you really need to become well-rounded in any position that you assume so even something that

could be construed as not important could be very important. You have to be willing to learn. Learning is part of the process.

Participant 6

Part of being a leader is having to make difficult decisions. While serving as a principal in another state for a short period of time, this participant allowed her faculty to deliver instruction in multiple languages. Although faculty were happy because test scores improved, by state law, instruction was supposed to only be taught in English. Embracing the opportunity to teach in a way that students would learn meant that this participant's school was not in compliance with the law.

> I felt the school was very vibrant, but because I was doing something against the law, well it ended up being a combination of seeing the writing on the wall and being fired I guess. But you know what? That tested me as an educational leader in terms of making decisions that are all about good learning and teaching with integrity. That taught me how to live with myself in terms of making good decisions that are learner focused, that go beyond all the personalities and the agendas, the political agendas. And really, really working to understand how to make important good decisions, and then how to live with it. That experience helped me to build my sense of integrity, knowing how to make good decisions and believing that no matter what, I'll be okay, I'll land on my two feet.

Similar to participant one, this participant spoke about the quality of resilience. In looking at the challenges that she has faced and how she has overcome them, many people have questioned her about her resilience. Embracing the opportunity to be resilient and depend on herself has led this leader on a grateful and gracious path.

Because my mother died when I was very young, I grew up having to be very

self-sufficient and responsible for myself and my brother, who was younger than I

am. And I think I learned at a very young age how to be resilient and depend

upon myself, and be grateful. I learned gratefulness and I learned graciousness.

Learning to be grateful and gracious in your life just makes you resilient and in

the end, you heed the call. Being grateful and gracious in life means that one

needs to learn to speak truth through love to power.

Participant 7

In the mentor theme, one example highlighted how this participant embraced the

opportunity to move to Hawaii to take a position in the University. The move to Hawaii

included an expanded role to what she was already comfortable and performing in ____.

I was already doing the type of work required where I was, but on a smaller scale.

This position in Hawaii required me to take on the added responsibility of also

overseeing the campus operations, not just a single unit. I looked at the

opportunity as my way of making a meaningful contribution to my profession and

to the people of Hawaii.

This participant felt confident in her ability to carry out the job duties, which is

why she embraced the opportunity to join the University. About her level of success, she

commented, "It's the drive that's in the person that makes the difference. And I think if

you were to ask my husband about what got me to where I am, he would probably say the

same."

Participant 8

In the mentor theme, examples of how this participant embraced job opportunities were presented. In providing a summary about her various employment positions in the past, she mentioned, "It's funny because ever since I got to this position, I've realized that I've prepared all my life for this position because I'm finding that I'm using every single skillset that I've learned in my past careers."

In discussing her education and employment path, this participant noted that for her, it was never about how much she could develop professionally or add to her resume.

I put the concerns of others as a priority over my own because I never sought these things for my own personal development as primary. I always looked at an opportunity and went, 'Wow, that's neat. How can I help?' And as a result of that, doors open and opportunities happen.

One of the opportunities that she shared was a teaching assignment in exchange with another school in Japan for five weeks. Most recently, she returned from Asia after responding to an opportunity for participants in the system.

You just have to try. I saw the opportunity to teach in Japan come through and I put in my application. I had one interview and that was it. Of course, you have to do your homework. You can't just throw your dart because you're probably going miss. But you do your homework and really check in with yourself. Ask yourself is this right for me and am I looking at it the right way? What worked for me, the rudderless ship, is that I always look for opportunities that sing to my heart. And, I'm not afraid to throw my name in a hat.

On becoming a leader, this participant shared that she never planned to be a leader. While her path has led to leadership opportunities, her intentions were more focused on how she could help others.

> I never did anything with the vision of becoming a leader. I did it because I wanted to help. I really believe in that saying of the more you give, the more you get. From my upbringing, I was taught that you don't think about yourself, you think about others then the world opens up for you because there's so much need out there. So there's always going to be opportunity and you have to be open-minded to the opportunities because there's a lot of things that are wrong with this world, but there's also a lot of things that are right.

Professional Development

Seven of the participants explained the value of lifelong learning and the impact that continued education has had for them. Each of those participants described at least one leadership-related professional development program or activity that she participated in on her recent education and employment journey. Some of the programs included leadership or fellowship programs and advanced degree programs in their field of study. Other activities included conferences, conventions, seminars, and workshops.

Some of the details for the types of professional development opportunities pursued are specific and could potentially disclose the identity of participants. Therefore, responses in this section of the chapter are not linked to particular participants.

Two participants are in advanced degree programs, one completed her degree within the last ten years and while another is not active in a program, she has completed all of the formal coursework for the degree.

One participant expects to receive her Masters within the next few months. This participant thought back to when she announced that she was going back to school to her immediate supervisor.

I remember when I told him that I was going back to get my Masters, he and my husband had the same question; why? You don't need it. You've made it. You understand that. And while I did, I said no, I think I need to know how to approach better. It's not just about the bottom line or getting the job done or doing it well, it's about how to get the job done better.

Another participant is pursuing her Ph.D. For her, the University was where she obtained her undergraduate and first graduate level education before becoming an employee. She was quick to acknowledge, "This University trained me academically, but it also gave me opportunities professionally to take on leadership roles." Over the years, she has participated in internships and paid positions through the college as well as a total of five fellowship programs. Two of the fellowship programs were focused on her area of study, one was focused on indigenous leadership, and the other two were focused on a combination of personal and professional development concepts.

I never sought out these things on my own for my own interests. But I was open and willing to go for the opportunity. For almost every fellowship, I got a call or email from someone telling me I should apply. So I did. These fellowships have been hugely and tremendously valuable to me. I have learned to be more confident in how I lead in my content area as well as how I lead diverse networks of people. These programs have helped me determine what I'm good at and what I'm not good at so I can focus attention on developing in those areas. In some of

the fellowships, I was part of a cohort with people who were attorneys, financial advisors, and other government officials, so the fellowships helped to open up my world to different sectors of our community and different people in our community at pretty influential levels.

Another participant went back to pursue her Ed.D. in educational leadership after working in the field of education for more than a decade. One of her mentors encouraged and assisted her in applying, while another mentor provided her with ongoing support throughout the program. As a way of determining if higher education was the concentration area that she wanted to pursue, another mentor took her under her wing and brought her in on meetings and higher level discussions.

I was thankful for _____'s willingness to share different administrative situations and scenarios with me. From those experiences, I was able to determine that I wanted to go into the higher education concentration. Despite all the support I had going into the program, it was still intimidating and I cried on the first day of class because I couldn't believe what I was doing to myself. I'm so glad now that it's over because I really did learn a lot.

At two different times along her journey, another participant started Ph.D. programs. Both programs were in the area of Education Administration. She has completed all coursework and stated, "I'm basically ABD because life goes on and other things have taken priority."

For another participant, attending an annual convention in her area of study was something that she started doing with her mentor when she was first hired into her position. In addition to attending the annual convention, this participant also gained the

support of her mentor to join another professional development organization specifically for women in their field of study.

> I'm still a part of that organization and I've also brought on more of the women in my department. That's an important thing we have to cling on to. If we have a national convention every year, we have to be a part of it because we are still in a male dominated field. We need that kind of support. I've gone to almost every single convention except when I had baby number 3, when I let my assistant go in my place instead. Being a part of this national organization has been an important part of my development over the years, in developing confidence, knowledge, and networking.

Two participants shared about professional development leadership programs that they attended. For the first participant, in almost every job that she held, there has been leadership for women events. There was always some kind of seminar or workshop that she went to or got sent to. In addition to those types of events, a few years ago, she was selected to participate in the University President's Emerging Leaders Program (PELP).

> _____ came to me about the President's Emerging Leaders Program. I didn't know what that was. But she identified me, so she's one of those that influenced me with leadership. And then, she really approached me about how it was a really good way to build a network at the University. So I threw my name in the hat and I got it and I loved it because it did build a network. And it opened my eyes to the sense of purpose about the system and to the very core and success of this community and how important that is here locally and globally.

Another participant attended a similar type of leadership development program through The Big Ten Universities. The application process is competitive and a large amount of material is covered in the program.

> The program teaches about higher education across state boundaries. We learned about different policies and different social, historical, and economic situations. We were dealing with national and international postsecondary dilemmas because it was the Big Ten. I learned a lot from that program.

Race

There were mixed findings for race. Six of the participants felt that race, being Native Hawaiian, influenced their education and employment journeys in some way. The other two were unsure whether an actual connection existed. Similar to the examples provided for professional development above, some of the responses may provide information that enables readers to deduce the identity of participants. Therefore, the responses relating to race in this section of the chapter are not linked to particular participants.

Four of the participants who felt that race had an impact on their education and employment journeys shared how their race is closely connected to their content area.

> I'm going to be real candid. I think being Native Hawaiian and being local from this island definitely influenced my selection to this position. I say that because of the bigger community context surrounding my field on this island. Having to work with partners who come from outside of Hawaii and work with the local community on the educational and cultural components, bridging those gaps of communication is difficult sometimes, even for me as a local girl. I think the

University knew that having a Native Hawaiian in this key position would be in the best interest for all of us.

Another participant shared how her race has always influenced her desire to give back and to make a difference, some of which will be expanded upon more in the Social Justice chapter next.

I am proud to be Hawaiian and I want to do what I can for my Hawaii. That's the biggest way that my race has influenced my career path. I didn't make a path to be in my current position, even though it existed, I just wanted to do my best for my Hawaii really. That's where it all came from. And I think that's why I went from private into government because that's helping out my community on a much broader basis. I get much more meaning that way. What I need to be doing is helping out my community.

A third participant explained the impact that race had on her leadership development and ultimately why she chose her current career path.

I chose this career path because I am Native Hawaiian and I wanted to make sure that my priority was on Native Hawaiian students. Because of my blood quantum, I wanted to make sure that my work in higher education was focused on financial aid and making sure that Native Hawaiian students get to college. My race influenced my role in working with low income, first generation students. Many of them were Native Hawaiian. The work that the system is doing around Hawaii Papa o Ke Ao and some of the community colleges are doing with Achieving The Dream, shows me that our efforts are paying off. I know that I had a voice in that,

in those arenas because of my background, because of my leadership role, and how I got here.

A fourth participant shared how her teachers and coaches were Hawaiian so they taught her to take pride in being Hawaiian. Their efforts were focused on building more well-rounded Hawaiian leaders. "I do what I do today because it's important for us to have more Hawaiians excelling academically and athletically here at the University."

One participant who felt that race had an impact on her education and employment journey shared how being Native Hawaiian on the U.S. continent provided her with experiences that prepared her for transitioning back to work in Hawaii.

I used my race to have a voice at the table. Some people might say that's not a good thing, but we needed a voice and so I was there. I did that with a national organization to get myself in. I became a part of the committee on the study of women for that organization then I founded a committee that focused on minority scholars. That's an example of how I used my race to get in to an organization and influence positive change because there weren't any Native Hawaiians at that level. That then led to me becoming editor for that organization's journal. It was not only my skillset because I really had to work hard to get to that place where people felt that I had the capacity and the skills to do the job.

The final participant who felt that race had an impact on her education and employment journey shared how race mostly mattered when she decided to take her position in Hawaii.

On the mainland, my race didn't have any impact on my career path. But it absolutely helped here. One of the goals of the chancellor at the time I was hired

was to hire more Native Hawaiians in leadership positions. So when my dean told

the chancellor that he had a Native Hawaiian with my experience who wanted to

come back to the islands, I don't think she even thought twice about not

supporting him in my hire.

The other two participants did not feel that their race had an impact on their

education and employment journey. The first participant acknowledged not initially being

aware of the opportunities for Native Hawaiian women in the University's workforce.

Part of it was that I just didn't know what was out there. I didn't know what kind

of jobs were here, I didn't know what there was. Maybe if I'd been more with it,

my path would have been different. If I had been more aware of the need for

Native Hawaiian women at higher levels in the university, maybe I would have

tried earlier to move up. Knowing where I am now, I realize how important my

role is for the University. I joke that they need Native Hawaiian women in my

unit, so they can't get rid of me. Truth is that I can do the job and the fact that I'm

a Native Hawaiian woman does not hurt at all. In terms of my job security, I

know that if I screw up and if I don't do a good job, my boss would get rid of me

in a second so I don't take any of this for granted.

The final participant thought that some of the perceptions of Native Hawaiians in

the community contribute to the way people think about Native Hawaiians. She cautioned

about these misperceptions.

Lots of time, the perception of your physical feature as a Hawaiian and how you

behave can lead people to believe you are less intelligent than you are. The other

stereotype I hear all the time is that the reason you're able to do what you're

doing is because you went to Kamehameha. Kamehameha has its advantages, but sometimes people think that's the only reason why you're able to be successful. A certain quality of the education provided by Kamehameha has definitely had a large influence on my life, but I still believe that what matters most is what you do with your education. Race is a part of who I am, but not all that I am.

Gender

Similar to race, there were mixed findings for gender. Only half of the participants felt that gender influenced their education and employment journey. Three participants were convinced that gender did not play a role in her journey, while one participant was not sure if gender had any role in her journey. For the same purposes as stated in the race section, the responses relating to gender in this section of the chapter are not linked to particular participants.

One of the participants who felt that gender had an impact on her education and employment journey shared how her gender is often associated with the function of her position.

Interestingly, I feel that in my role my gender has helped. In our system, mostly women are in this position. This position has always been one of nurturing and one of support for students, so I feel that as a woman, people kind of expect that you'll work your way up to this position.

Another participant who felt that gender had an impact on her education and employment journey shared how gender has helped her secure positions.

I've used my gender to get what I needed. I will admit that. In one institution, they offered to hire me under the minority EEO category and I never hesitated. I

said fine because I was thinking to myself that I just wanted to get in then I would be able to show them that I am better than the regular hire they hired right next to me. And I made sure to work friggin' hard to prove that I had a skillset that's valuable and impactful.

Another participant explained how the chancellor wanted to build up more female leadership on her campus, so that worked out to her benefit.

I feel like there's actual commitment to growing and mentoring female leadership on our campus. I also feel like there's already a lot of female role models and some female leadership to draw from here. In the Hawaiian community, I have a lot of female role models and mentors. Coming out of the world as a student on this campus and now professionally, I've always been used to seeing females in positions of leadership and decision-making here, so maybe that's more of a normal for me. Being a female on this campus has worked toward my advantage without even knowing it.

Four participants did not feel that gender had an impact on their education and employment journeys. Two of those participants were raised to believe that gender should not be an obstacle and they gave credit to their parents for instilling that in them. One of them shared how her father said that, "as a female, people are going to believe that you cannot do things and he basically said that you can. It was clear to him that gender had no bearing and he was going to make sure that his daughters didn't believe that gender was going to be an obstacle."

Another participant was the youngest child in her family and explained, "I'm the youngest in the family, so of course I would be a brat and not follow the rules. I give

credit to my mom and dad because I was brought up to be myself. Because I am a woman I am going to go do what you don't think a woman would do."

The final two participants were unsure about any connection between gender and their education and employment journey. One of them said, "I would like to think if I was a male I'd be doing the same thing." The other one commented, "I honestly do not know. My boss was known for hiring mostly women and she was really good at developing strong women because she was a strong woman herself, but I don't think she hired me because of my gender."

For several of the women in the study, separating race from gender as it pertains to potential influence on their education and employment journey was difficult.

I think the global challenge is being female in a male dominated industry, especially in administrative levels. Then being indigenous in addition to that. You can either carry it like a chip on your shoulder or you can let it give you insight on who you have to deal with and you take that as information on how to then cope and move forward.

Summary

This chapter began with a description of theme two, Personal Characteristics, those attributes that have strengthened the leadership potential of the women in the study. Findings from the interviews that resulted in this theme, including the sub-themes of Embrace Opportunity, Professional Development, Race, and Gender, conclude this chapter.

CHAPTER 6

Theme Three: Social Justice

In this chapter, the theme of Social Justice is presented. The findings that contributed to the emergence of this theme and the corresponding sub-themes of Labyrinth to Leadership and Responsibility (Kuleana) are described. A summary is provided at the end of the chapter.

Solorzano and Yosso (2002) described CRT in education as a set of basic insights, perspectives, methods, and pedagogy that seek to identify, analyze, and transform structural and cultural aspects that maintain subordinate and dominant racial positions. One of the key tenets of CRT in education is a commitment to social justice. The Oxford Dictionary (2014) defines social justice as justice in terms of the distribution of wealth, opportunities, and privileges within a society. Two social justice themes that emerged from the participant interviews were the labyrinth to leadership and a sense of responsibility. These themes are presented in this chapter.

Labyrinth to Leadership

Carli and Eagly (2001) described the glass ceiling as a "metaphor for prejudice and discrimination". According to Eagly and Carli (2007a), it is time to abandon the glass ceiling metaphor that implies a rigid barrier that blocks women from the top echelons of power. Baumgartner and Schneider (2010) described the glass ceiling as an artificial barrier that prevents qualified individuals from advancing upward in their organization into high-ranking positions. Blake-Beard (2001) explained that barriers may exist in different forms and are often based on attitudes held by individuals or organizations. In line with this, Eagly and Carli (2007a) suggested that the traditional glass ceiling effect

has been reconceptualized to that of a labyrinth, which more succinctly encapsulates the decisions and pathways that women must navigate to attain success. The labyrinth to leadership is described as a complex maze filled with barriers and roadblocks that "captures the varied challenges confronting women as they travel, often on indirect paths, sometimes through alien territory, on their way to leadership" (Eagly & Carli, 2007b). In discussing their education and employment journeys, some of the participants acknowledged being aware of or having experienced the glass ceiling effect at one point in their careers. None used specific reference to the leadership labyrinth, although characteristics of the labyrinth are evident in their stories.

One of the participants who is in a formal degree program actually did research on the glass ceiling effect for her undergraduate studies. Her studies, which were conducted prior to the release of Eagly and Carli's research on the labyrinth to leadership, focused on the effect for women in general and women in executive positions.

As an undergraduate student, I remember it wasn't a gender thing. It's the drive that's in the person that makes the difference. And I think if you were to ask my husband about what got me to where I am, he would probably say the same. Except now, I'm in Hawaii and in an executive position and for the first time, I am seeing the glass ceiling effect play out right in front of me.

Another participant explained that while she was on the U.S. continent, she was a colleague with one of the current chancellors in the University system. She noted how she was being groomed to actually go up the ranks to take a chancellor or vice president position and if she were still on the continent, she might actually be in one of those positions. However, being here in Hawaii, she found herself up against some obstacles.

As a woman, a Native Hawaiian woman, and with the disposition I have, I see the ceilings everywhere. I have found that at my stage right now, going into CEO and president positions in education, it's a combination of my gender, my race, how people want to look at it, and my disposition. That's very scary for people. And I can now actually see the glass ceiling. I see it because in Hawaii, I am being pigeonholed into a particular space, which I'm really good at, by the way. I'm really good at doing what I do in that space. So I'm going to fight this because I've always had that kind of fight in me to do that. We need to get a Native Hawaiian woman through that glass ceiling. Women are lining up. When a Native Hawaiian woman becomes chancellor, VP, or president, that's a big sign.

According to Eagly and Carli (2007a) and as evidenced by the women in this study, women are finding their way to leadership positions. A complex labyrinth has replaced the absolute barriers that the women still refer to as the glass ceiling effect. How the women navigate this labyrinth tells a new story of women in leadership roles (Eagly & Carli, 2007a).

Responsibility (Kuleana)

Many of the participants mentioned a sense of responsibility to Hawaii, its people and its future. Two of the participants used the Hawaiian term "kuleana," which Pukui and Elbert (1986) defined as a right, privilege, concern, or responsibility. Lipe (2014) described kuleana as nurturing and sustaining the life of different entities in specific ways depending on given roles. The examples shared by the participants give additional context to understanding the education and employment journeys of the Native Hawaiian women in the study.

Three of the participants shared their perspectives from an instructional background. For one participant, teaching in a private school and having students who did not think they could go to college was what convinced her that she needed to do something to help. After receiving her doctoral degree more than a decade ago and working in higher education since then, she has started to see slow changes.

I feel like we're finally helping Hawaiians. I know we have a far way to go, but small changes like being allowed to put the words Native Hawaiian in our mission statement show that we are making a turn for the better. Then Achieving The Dream happened and I got to see that in the performance objectives, we were looking at Native Hawaiian student success specifically. I've just seen such growth in actually understanding the role that Native Hawaiians play, and the role that we play as an indigenous serving institution. I'm happy, I'm very proud of it. And again, we have a long way to go, but we're much farther than we were. We've made some progress since I did my dissertation ten years ago. I finally feel like I belong here now.

Another participant explained that she did not have intentions of teaching in higher education; and, it was not until she was in her profession that the possibility of teaching at the college level arose.

I didn't start out in education. I began in private practice then went into government. While private practice served me well, I wanted to do more for my community. Helping clients one at a time didn't give me the satisfaction that I wanted or was seeking in my work. Being able to teach and practice at the same time opened my eyes to the world of higher education. I always wanted to go back

and give back one day. It just came sooner than I expected. In government, you have to want to help others. I just wanted to do my best for my Hawaii really. That's where it all came from. And I think that's why I went from private into government because that's helping out the community on a much broader basis.

A third participant who works closely with students, but does not provide formal classroom instruction to them explained how she approaches her work.

I wanted to be a teacher, but ended up in another field so I found pleasure in coaching instead. Even though I didn't become a teacher, I now understand that teachers are coaches and coaches are teachers. As a coach, I want to pass on what I know to the next generation. I want to help people, our Native Hawaiian people. In my program right now, I have 450 students to support. It's awesome being able to help these students succeed.

Two participants spoke about putting the concern of others before their own and how many of their actions were guided by recommendations and opportunities that they received from others. Staying open to those recommendations and opportunities suited those participants well.

I put the concerns of others as a priority over my own because I never sought these things for my own personal development as primary. I always looked at an opportunity and went wow, that's neat. How can I help? And as a result of that, doors open and opportunities happen.

For another participant, putting the concerns of others before her own meant always remembering who the primary audience was for her program.

The primary audience is the local kids. And whoever is in this position needs to keep that as a focus, and needs to be able to relate and connect to the local communities. My job is to keep the opportunities coming in for our kids. I think my job is to work myself out of a position by helping the next generation of local leaders, not only come and take my position, but assume leadership roles within the university, and within the broader community.

To accomplish her goals, one of the topics this participant mentioned spending extra time and energy on was working more closely with the business and workforce development communities.

We are literally preparing the next generation of employees. So we should be trying to provide as many opportunities as we can to prepare that workforce. But if we don't have a connection to the workforce, and the opportunities surrounding the students that we work with, then I think it's hard. My staff and I have started to look at additional strategies for pulling that workforce component in. We have been putting extra effort into this area because we feel it's so important.

In developing a new program, another participant described that it was important for students to see Native Hawaiians in leadership roles so that as they graduate and move up the ladder, they were able to see early on how it all worked.

It was important that students could see how we operated as Hawaiian faculty, staff and students on the same campus. Our students are the same students who have taken on leadership roles at University campuses and in the community. Providing hiring opportunities for Native Hawaiian employees, even through student employment is important. We cannot leave it up to the University. We

have to take on that responsibility. The University will do it up to a point, but the University has to create opportunities for all people. The Hawaiians have to be able to create the opportunities for the other Hawaiians on this campus. We were the ones that went out and lobbied for more positions for Native Hawaiians and lobbied for more programs for Native Hawaiians. Then we got to hire more Native Hawaiians. That's one critical way that we've been able to develop more Native Hawaiian leaders.

On actually developing leaders, another participant commented that it's the responsibility of current leaders to "help students figure out how to be the leader they are, the leader that we know, and the leader that we're waiting for." She shared that one thing that she has found useful to students is increasing their global perspective.

Providing them with the opportunities of learning about higher education institutions and higher education policies in a global sense are really important. A global sense, if not a global experience, expands their view of education from multiple diverse global perspectives.

In addition to programs for Native Hawaiian students, participants also expressed the need for programs for Native Hawaiian faculty and staff members. One participant has developed a professional development seminar that she offers twice a year to help faculty and staff understand the campus and its policies, its procedures, and its culture. She also hosts a professional interdisciplinary seminar for faculty.

I think these kinds of programs that help people be good scholars, and help people develop to what they can be, are really important to institutionalize and shouldn't actually be supported at the department level with what little money we have.

Institutionalizing those learning opportunities are really important for
sustainability.

For another participant, joining the University provided her the opportunity to
give back to Hawaii in the medical field. She was aware that Hawaii is in need of more
experts in this field as well as better quality of care and services.

What I wanted to do was give back. As a Native Hawaiian, it's important for me
to give back. I've been mission based for so long in my career that coming back
here to help Hawaii was a way to honor my ancestors as well. It's really important
that healthcare improve here. Hawaii should at least have the healthcare that we
need, and by educating doctors we can move closer to that reality. The startling
thing about this is that if the doctors do what we call undergraduate medical
education and still stay here for their residency training, 85% of them will stay
here. That's the highest in the nation and that would be so good for Hawaii and
our students.

A general sentiment from all participants was that leadership development of
Native Hawaiians should start sooner rather than later. Working with Native Hawaiians
when they are students prepares them for the roles of leadership that exist when they
leave the University to take on workforce roles in society. One participant shared, "If we
can bring in the young ones early, to help out then we can expose them to opportunities,
and they too will become leaders." Another participant ended her interview by speaking
generally about leadership for Native Hawaiians.

We need the Native Hawaiian women and men. We need them in leadership.
Why? Because we have Native Hawaiian students and how are we going to be a

role model for them, the students that are our own community, if we're not in

leadership to show them?

As shared in the theme about embracing opportunity, another general sentiment

from participants in the study was that leaders need to be open to opportunity when it

presents itself. One participant drew a connection between opportunity and responsibility.

When it's your time, you know. Kuleana finds you when it needs to find you. It'll

look for you and seek you out when your leadership, knowledge, skills and talents

are needed. So always be ready. When it's your time, you'll know that kuleana

has found you and it's your time to step forward.

Summary

This chapter began with a description of theme three, Social Justice, which is

defined as justice in terms of the distribution of wealth, opportunities, and privileges

within a society. Findings from the participant interviews included the sub-themes of

Labyrinth to Leadership and Responsibility that conclude this chapter.

CHAPTER 7

Discussion of Findings, Conclusion and Recommendations

Discussion of Findings

Data analysis of the interview responses, field notes, and document review resulted in three themes: Key Relationships, Personal Characteristics, and Social Justice. When woven together within the context of Critical Race Theory in Education, these findings can be empowering for Native Hawaiian women aspiring to be leaders within the University of Hawaii system.

Key Relationships

The theme of key relationships included relationships with family members, mentors, and peers and colleagues as those individuals who supported the participants in various ways along their education and employment journeys. Family members provided a stable home environment through which a firm foundation of values and skills were instilled. Several of the values that participants provided examples for were work ethic, pride, respect, honor, care, compassion and humility. Skills that participants learned from their family members included goal setting, confidence building, being resourceful, and being organized. All women had at least one member of her family who was and/or remains supportive of her education and employment endeavors.

Mentors provided support to participants on varying levels. High school teachers and coaches were recognized for their early influence on participants' paths. College professors and advisors were credited for their assistance with navigating undergraduate and graduate experiences, including internships and research opportunities. Supervisors

and bosses encouraged participants to seek out and pursue formal and informal development opportunities, while also providing training and support of their own.

Peers and colleagues were considered influential people in the participants' lives because of the different perspectives they shed on various situations. Co-workers were able to relate with participants about issues that only insiders would be able to understand. They were also an excellent referral source often sending participants information about development opportunities on the campuses and within the community. Friends were valuable resources for participants as they were available for consultation from an outside perspective when needed. Participants described many of their peer and colleague relationships as lifelong in nature.

Personal Characteristics

The theme of personal characteristics emerged from the way participants responded to a variety of events and situations in their lives. These personal characteristics are attributes that have strengthened the leadership potential of the women in the study. Embrace Opportunity, Professional Development, Race, and Gender are the four characteristics that were revealed through the data analysis process.

All of the women spoke about at least one time when they had to make an important decision about an opportunity that was before them. Before making a decision, several of the women consulted someone they had a key relationship with as noted. Others described how they evaluated the situation and took a risk because there was little to lose. At least three of the women spoke about how taking advantage of an opportunity became a defining point in her career as it pertained to a job change or career advancement.

Pursuing professional development opportunities for the purpose of being better equipped to understand and manage the complexities of the rapidly changing higher education environment was important to almost all participants. Participants attended a variety of formal and informal programs including conferences, conventions, seminars, and workshops. Seeing the value in these types of opportunities, at least two participants have created development programs as they saw a need. Additionally, all participants shared how they encourage the students, staff or faculty that they work with to continuously engage in professional development opportunities.

Although not as profound as the other sub-themes, the findings for race and gender are important to note in the context of the study. Six of the participants felt that race, being Native Hawaiian, influenced their education and employment journeys in some way. Three of the participants are directly linked to the Hawaiian culture or language through their content area, which is why they felt their race combined with their education and experience positively influenced their path to leadership. Two other participants expressed that they intentionally chose their path because they wanted to be able to give back to their culture. This overlaps with the concept of responsibility or kuleana in the next theme.

In terms of gender, one participant explained how she felt her gender helped her secure the position that she is in since across the system, that position is most often times filled by women. Another participant explained how the administration of the campus was working to grow additional female leaders, so she was able to reap the benefit from those efforts. A final participant detailed how she has had positions offered to her based

on affirmative action hiring practices and which she has graciously accepted because she viewed that as a way to initially get into the system.

Social Justice

The theme of social justice is based on the Oxford Dictionary (2014) definition of justice in terms of the distribution of wealth, opportunities, and privileges within a society. The two sub-themes that emerged from responses provided by participants are experiences navigating the labyrinth to leadership and feeling compelled to perform well in their positions because they feel a responsibility to Hawaii and its future.

Much of the research about the glass ceiling has been reconceptualized to a labyrinth to leadership. For one of the women in this study, navigation of the labyrinth became even more personal when she was deemed not the most qualified for a recent career advancement opportunity. For another participant, pursuing a higher degree is the only way that she will be qualified for advancement in the future. Although Native Hawaiian women at the University have been making gainful strides in their careers, there still has not yet been a Native Hawaiian woman chancellor, vice president or president. Based on the feedback from the women in the study, they will continue to look for alternative paths to the top within the labyrinth.

The word responsibility is one of the definitions for the Hawaiian term kuleana. As is prevalent in the Hawaiian culture, participants mentioned a sense of responsibility to Hawaii, its people and its future. Giving back to the University for the education and experiences that one has already gained was a common response from participants. Giving back for the sake of being able to contribute toward educating the next generation of Hawaiians was another reason. Still, others felt a sense of responsibility or kuleana to

educate for the purpose of sustaining the land, language, traditions, practices, and other components of Hawaii's multi-faceted culture and heritage. This sub-theme was one of the most pervasive throughout the study as there were examples that crossed over with almost all other sub-themes.

Conclusion

The findings from the study are consistent with findings from other studies that examined leadership development in women of color. For African American women leaders, no single factor has been proven to decrease or increase advancement opportunities for African American women serving in administrative roles. The themes that emerged from this study suggest that this conclusion could also be made for Native Hawaiian women serving in administrative roles at the University.

In a study highlighting the experiences of five African American women, it was important for women to gain as much experience as possible either on their jobs or through community service to help develop their leadership skills (Choates, 2012). Based on the professional development sub-theme and the multitude of examples provided, this statement could also be applied to the participants in the study.

In a case study of an African American upper-level female administrator at a research university, career success was attributed to her high level of education, extensive preparation, strong work ethic, sacrifices, and learning to read an organization's culture (Cook, 2012). Findings from the key relationships and personal characteristics themes suggest that the Native Hawaiian women administrators in this study have many similarities in common with African American women administrators.

A narrative study of APA women in higher education leadership found that identity and being cannot be separated from leadership and that APA women feel an ethical responsibility to carry on their legacies of leadership (Almandrez, 2010). The Native Hawaiian women in this study shared similar sentiments. They shared how at times it was difficult to determine whether race and gender influenced their path, either individually or collectively, since they do not normally separate these factors from their being. More profoundly, the women have voiced their feeling of responsibility for carrying on components of their Native Hawaiian culture.

In a separate study of ten Asian women senior-level higher education leaders, critical incidents were examined to understand the professional and personal lives of Asian women leaders in higher education. Three themes that emerged from that study included women's strength through adversity, women taking no ownership for success and women persisting in their pursuit of excellence (Ideta, 1996). The women in this study share a similar pattern of findings, especially in terms of values they learned from family, continuing to embrace opportunities and professional developments, and persevering because of the responsibility they feel they have to others.

In another study focused on Asian American women, Balon (2004) found that negative images of this population may contribute to perceived glass ceilings to advancement and self-perception and that the Asian American leader has endured institutionalized racism in numerous subtle and overt forms, which has remained a significant factor in the curtailing of their leadership development. Findings from this study in the social justice theme suggest that not only are Native Hawaiian women leaders able to identify with this, but they are actually experiencing this effect as well.

In a qualitative narrative and arts-informed study, Ka'opua (2013) examined the experiences of nine tenured instructional Native Hawaiian women faculty at the University of Hawaii at Manoa and identified Pohaku Ho'oke'a (Barriers), Mana Wahine (Innate Female Power), and Pono (Indigenous Authenticity) as three themes. The Native Hawaiian women in the study exercised innate strength and power to overcome obstacles and through Indigenous authenticity, were able to remain true to their Native Hawaiian culture and values. They developed and strengthened relationships, engaged in mentoring, integrated Native Hawaiian values and culture and found a way to follow the recipe for promotion and tenure while remaining true to their native culture. The Native Hawaiian women in this study demonstrated some of the same qualities as those identified by Ka'opua. In particular, were the concepts of key relationships and the value of responsibility.

Based on the findings from this study, Native Hawaiian women leaders benefited tremendously from key relationships with their family, mentors, and peers and colleagues who supported them along their path to leadership. These women have a set of personal characteristics that has enabled them to embrace opportunity and engage in professional development activities, while being mindful that the decisions they make are highly influenced by their race and gender, who they are as Native Hawaiian women. Despite the challenges of navigating the leadership labyrinth that some of these women have and continue to experience, they are resilient and determined to persevere until they reach the top. They are committed to this collective goal, not for any one of them individually, but because of the responsibility they have to Hawaii and its future.

Limitations of the Study

The study included a number of limitations. First, the study had a qualitative narrative methodology design. Using this design limits external validity and makes it difficult to assess the impact the research has on situations outside the scope of the study.

The study strived to capture the experiences of Native Hawaiian female executives in higher education, specifically within the University of Hawaii system. In this regard, the study is limited in scope. As there are other institutions of higher education where Native Hawaiian women may be employed in leadership roles, it is important to remember that the findings of this study cannot be generalized to all Native Hawaiian women leaders in higher education. Additionally, the findings of the study should not be generalized to Native Hawaiian women leaders in other career professions.

The small sample size is another limitation of the study. As was explained in Chapter Three, the number of potential participants was eight. Although all eight women agreed to participate, that sample size is still too small to confidently generalize findings from the study to a broader population.

Finally, my characteristics may also limit the study. I am Native Hawaiian. I was born and raised in Hawaii. I am female. I am an alumnus of the University of Hawaii. I am now employed as an executive at the University of Hawaii. Many of these factors provide me with an insider's view of the intricacies and long-term perspectives relating to higher education administration in Hawaii. As it turns out, I shared similar backgrounds and beliefs with some of the participants. I also had similar experiences to those that were shared by some of the participants. I was mindful that this bias could influence how I

conducted this research and although I employed multiple validation strategies, it is important to recognize my bias as a potential limitation of the study.

Recommendations for Native Hawaiian Women Aspiring to be Leaders

The findings from the study provide a context in which Native Hawaiian women aspiring to be leaders can begin to plan a course for themselves. Participants of the study provided the following recommendations for up and coming leaders to consider.

It's all about relationships. Understand the importance of relationships that you have and how they contribute to your individual and leadership goals. Get to know other Native Hawaiians in the system. Watch them, connect with them, learn with them.

Acknowledge and be proud to be Native Hawaiian. Know the values that come from being Hawaiian, let those drive you and how you do things. Your heritage should not hold you back. It should leap you forward. Be prepared to take on opposition if/when your core Hawaiian values are challenged.

Learn about the system you're working in. Learn how things work, get involved, volunteer, attend events, meet people. Understand how to be a player in the system.

Be steadfast in your passion and know your aspirations. Develop a plan with clear goals to accomplish this.

Showcase your skills. Be proud of your accomplishments. If you can do the job, it is okay to let other people know that you can do the job.

Develop your network. You never know when you might need to call upon someone for his/her expertise.

Pursue professional development. Go to professional conferences, workshops and seminars. Work with people outside of your comfort zone.

Take risks. Give it a shot. Take on roles and responsibilities that you probably thought you would never want to do. This will help you become a well-rounded individual. Do not be afraid to throw your name in the hat.

Figure out how to be the leader you are. Others around you await the leader that we know, that we have been waiting for.

Obtain a global perspective, if not a global experience. Expand your view of education from multiple diverse global perspectives.

Think about how you can help others. Put the concerns of others as a priority over your own. The world will open up for you because there is so much need out there.

Be open-minded. There are a lot of things that are wrong with this world, but there are also a lot of things that are right.

Try new things. Expose yourself to different things that you have never been exposed to before because the world is changing so quickly around you.

Keep your options open. Do not just stay in your comfort zone. Look around, look beyond your job and what you are doing right now.

Recommendations for the University

The following recommendations provided by the participants are for the University's consideration, especially as it seeks to support and promote Native Hawaiian leaders as stated in its foundational documents.

Be proactive with programming. Develop a mentoring program based on Hawaiian values. Develop a program that teaches about the University system and its operations.

Implement Hawaii Papa o Ke Ao. Prioritize implementation based on the leadership thematic area.

Institutionalize professional development opportunities. Expand the President's Emerging Leaders Program to include more participants and content about different policies and different social, historical and economic situations. Incorporate global perspectives and experiences whenever and wherever possible.

Be more understanding of things like childcare. Allow employees to flex their schedules. Increase access to and/or provide childcare services.

Inform employees about available resources. Create a hub where information about professional development and leadership development programs can be available. Increase communication about such programs.

Recommendations for Future Research

Based on the findings of the study as well as the limitations noted, there are several recommendations for future research that could add to the literature in this field.

Definition of leader – The University's Human Resources classification of Executive and Managerial staff was used for the study. It is important to recognize that there are other Native Hawaiian women in leadership roles at the University who are also worthy of being included in the study. This includes faculty and staff members in Administrative, Professional, and Technical (APT) or similar positions.

Native Hawaiian women leaders in higher education institutions in Hawaii – In Hawaii, there are universities and colleges outside of the University of Hawaii system that might employ Native Hawaiian women administrators. Research with that sample might result in a study that is more inclusive of Native Hawaiian women administrators in the state.

Native Hawaiian women leaders in higher education institutions outside of Hawaii – The sample for the study included two administrators who previously had worked in higher

education institutions outside of Hawaii. A study that included a sample of Native

Hawaiian women leaders working in higher education from outside the State of Hawaii

would allow researchers to compare findings between the two samples to determine

whether working in/out of the state has any effect on the results.

Native Hawaiian women leaders in other government agencies in Hawaii – The

University is a State agency. A study with a sample of Native Hawaiian women leaders

from other government agencies would allow researchers to compare findings between

the two samples to see whether the University environment has any effect on the results.

Native Hawaiian men – A study with a sample of Native Hawaiian men leaders from the

University would allow researchers to examine the potential effect of gender on results.

Interview mentors for what they saw in participants – This study did not include data

from individuals identified as mentors by the participants. A study that includes mentor

participation would allow researchers to examine what traits or characteristics mentors

saw in the participants that resulted in their willingness to be a mentor.

<h2 style="text-align:center">Contribution to the Literature</h2>

The review of literature affirmed the need for research to further explore

leadership among the Native Hawaiian women population in a higher education setting.

Critical Race Theory in education is an emerging area of study that suits this research

topic well. The role of CRT in education and Native Hawaiian women in leadership is

unexplored. The findings of this study added to the limited body of knowledge regarding

the lived experiences of Native Hawaiian women leaders in Hawaii's higher education

system.

REFERENCES

Acker, S., Wyn, J., & Richards, E. (2000). Making a difference: Women in management in Australian and Canadian faculties of education. *Gender and Education, 12*(4), 435-447.

Almandrez, M. G. A. (2010). *History in the making: Narratives of selected Asian Pacific American women in leadership.* (Order No. 3416984, University of San Francisco). *ProQuest Dissertations and Theses,* 179. Retrieved from http://search.proquest.com/docview/741565286?accountid=8116. (741565286).

Ashby-Scott, T. M. (2005). Women of color leaders in higher education: Four portraits. *ProQuest Dissertations and Theses,*119. Retrieved from http://search.proquest.com/docview/240190409?accountid=8116.

Atkinson, P. & Delamont, S. (2006). *Narrative Methods.* London: Sage Publications.

Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., Wang, X. and Zhang, J. (2012). The condition of education 2012 (NCES 2012-045). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Retrieved November 19, 2013 from http://nces.ed.gov/pubsearch.

Bailey, G. M. (2008). *Career advancement: A study of black American women administrators in higher education.* (Order No. 3320810, Capella University). *ProQuest Dissertations and Theses,* 119. Retrieved from http://search.proquest.com/docview/230690708?accountid=8116. (230690708).

Balon, D. (2004). *Racial, ethnic, and gender differences among entering college student attitudes toward leadership, culture, and leader self-identification: A focus on Asian Pacific Americans.* Retrieved from

http://drum.lib.umd.edu/bitstream/handle/1903/1776/umi-umd-
1754.pdf?sequence=1&isAllowed=y.

Baumgartner, M. & Schneider, D. (2010). Perceptions of women in management: A
thematic analysis of razing the glass ceiling. *Journal of Career Development*,
37(2), 559-576.

Benham, M. K. (2007). Moʻolelo: On culturally relevant story making from an
Indigenous perspective. In D. J. Clandinin (ed), *Handbook of narrative inquiry:
Mapping a methodology.* Thousand Oaks, CA: Sage Publication.

Blake-Beard, S. (2001). Taking a hard look at formal mentoring programs: A
consideration of potential changes facing women. *The Journal of Management
Development, 20*, 331-346.

Bogdan, R. & Biklen, S. (2007). *Qualitative research for education: An introduction to
theories and methods* (4th edition). Boston, MA: Pearson.

Bold, C. (2012). *Using Narrative in Research.* Thousand Oaks, CA: Sage Publications.

Brown, D. (2003). *Critical Race Theory: Cases, Materials, and Problems*. St. Paul, MN:
West.

Calizo, L. S. H. (2011). *A case analysis of a model program for the leadership
development of women faculty and staff seeking to advance their careers in higher
education.* (Order No. 3495367, University of Maryland, College Park). *ProQuest
Dissertations and Theses,* 249. Retrieved from
http://search.proquest.com/docview/923616401?accountid=8116. (923616401).

Carli, L. L. & Eagly, A. H. (2001). Gender, hierarchy, and leadership: An introduction.
Journal of Social Issues, 57, 629-636.

Carriuolo, N. E. (Winter, 2003). Recruiting and retaining women and minority faculty:

An interview with Joann Moody. *Journal of Developmental Education, 27*, 18-34.

Ching, D. & Agbayani, A. (2012) *Asian Americans and Pacific Islanders in higher*

education. Washington, DC: National Association of Student Personnel

Administrators (NASPA).

Choates, R. (2012). *In their own words: African American women narrate their*

experiences to leadership. (Order No. 3516385, State University of New York at

Buffalo). *ProQuest Dissertations and Theses*, 175. Retrieved from

http://search.proquest.com/docview/1029860319?accountid=8116. (1029860319).

Clandinin, D. & Connelly, F. (2000). *Narrative inquiry: experience and story in*

qualitative research. San Francisco, CA: Jossey-Bass.

Clayton, T. B. (2009). *The role of race and gender in the mentoring experiences and*

career success of African American female senior executive administrators in

higher education. (Order No. 3397579, East Carolina University). *ProQuest*

Dissertations and Theses, 374. Retrieved from

http://search.proquest.com/docview/305082335?accountid=8116. (305082335).

Cook, S. G. (2012). For black women administrators, Merit is not enough. *Women in*

Higher Education, 21(4), 13-14.

Cook, S. G. (2012) Women presidents: Now 26.4% but still underrepresented. *Women*

in Higher Education, 21(5), 1-3.

Cooper, J., Eddy, P., Hart, J., Lester, J., Lukas, S., Eudey, B., et al. (2007). Improving

gender equity in postsecondary education. In S. Klein (ed.), *Handbook for achieving gender equity through education* (pp. 631-654). Mahwah, NJ: Lawrence Erlbaum Associates.

Cooper, J. E., Massey, D., & Graham, A. (2006). Being "Dixie" at a historically black university: A white faculty member's exploration of whiteness through the narratives of two black faculty members. *Negro Educational Review, 57*(1/2), 117-135.

Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative approaches to research.* Upper Saddle River, NJ: Merrill/Pearson Education, p. 51.

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches.* Los Angeles, CA: Sage Publications.

Delgado, R. & Stefancic, J. (2000). *Critical Race Theory: The Cutting Edge.* Philadelphia, PA: Temple University Press.

Delgado, R. & Stefancic, J. (2001). *Critical Race Theory: An introduction.* New York, NY: New York University Press.

Department for Professional Employees. *DPE fact sheet. School administators: An occupational overview.* Retrieved from http://dpeaflcio.org/programs-publications/issue-fact-sheets/school-administrators-an-occupational-overview/

Dixon, C. D. (2005). *African American women in higher education administration: Their professional position and the relationship of professional socialization and systematic barriers in their career path.* (Order No. 3179070, Capella University).

ProQuest Dissertations and Theses, 123-123 p. Retrieved from http://search.proquest.com/docview/305357165?accountid=8116. (305357165).

Eagly, A. H. & Carli, L. L. (2007). Women and the labyrinth of leadership. *Harvard Business Review.* 9, 63-71.

Eagly, A. H. & Carli, L. L. (2007). *Through the Labyrinth: The truth about how women become leaders.* Boston, MA: Harvard Business School Press.

Flanagan, A. T. (2002). *Defining moments: The creation and impact of leadership values for women in higher education administration.* (Order No. 3058891, Eastern Michigan University). *ProQuest Dissertations and Theses, ,* 178-178 p. Retrieved from http://search.proquest.com/docview/305455962?accountid=8116. (305455962).

Gappa, J. (2008, July). Today's majority: Faculty outside the tenure system. *Change, 40*, 50-54.

Gardiner, E., Enomoto, E., & Grogan, M. (2000). *Coloring outside the line: Mentoring women into school leadership.* Albany, NY: State University of New York Press.

Glover, S. K. (2009). *An empirical study investigating the key success factors amongst women in higher education.* (Order No. 3389924, Lawrence Technological University). *ProQuest Dissertations and Theses*, 155. Retrieved from http://search.proquest.com/docview/305056610?accountid=8116. (305056610).

Goodson, I. & Sikes, P. (2001). *Life history research in educational settings: Learning from lives.* Philadelphia, PA: Open University Press.

Hatch, J. A. (2002). *Doing qualitative research in education settings.* New York, NY: State University of New York Press.

Hilardo, P. (2010). The Role of Critical Race Theory in higher education. *The Vermont Connection*, 31, 53-59.

Hooks, B. (2000). *Feminist theory: From margin to center.* Boston, MA: South End Press.

Howard-Hamilton, M. (2003). Theoretical frameworks for African American women. *New Directions for Student Services, 104*, 19-27.

Hyden, M. (2008). 'Narrating sensitive topics', in M. Andrews, C. Squire and M. Tamboukou (eds), *Doing narrative research.* London: Sage Publications.

Ideta, L. M. (1996). *Asian women leaders of higher education: Tales of self-discovery from the ivory tower.* (Order No. 9713953, University of Hawaii). *ProQuest Dissertations and Theses*, Retrieved from http://search.proquest.com/docview/304303112?accountid=8116. (304303112).

Jain, D. (2009). Critical Race Theory and community colleges: Through the eyes of women student leaders of color. *Community College Journal of Research and Practice, 34*(1-2), 78-91.

Kane, J. A. Type casting for women presidents – Of jobs and institutions. Retrieved from http://diverseeducation.com/article/8504.

Kaʻopua, H. (2013). *Tenure experiences of Native Hawaiian women faculty* (Order No. 3572430). Available from ProQuest Dissertations & Theses A&I. (1430294814). Retrieved from http://0-search.proquest.com.library.unl.edu/docview/1430294814?accountid=8116.

Ladson, Billings, G. & Tate, W. F. (1995). Toward a Critical Race Theory of Education. *Teachers College Record, 97*, 47-68.

Ladson-Billings, G. (1998). Just what is Critical Race Theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education, 11*, 7-24.

Lee, N. (2005). Exploring Na Wahine leadership from a Native Hawaiian perspective. Retrieved from *Indigenous Policy Journal* (ISSN 2158-4168).

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco, CA: Jossey-Bass.

Patton, M. Q. (2002). Qualitative research and evaluation methods (3rd edition). Thousand Oaks, CA: Sage Publications.

Perkins, U. (2007). Pono and the koru: Toward indigenous theory in Pacific Island literature. *Hulili: Multidisciplinary research on Hawaiian well-being, 4*(1), 59-89.

Pinnegar, S. & Daynes, J. G. (2007). *Locating narrative inquiry historically.* In D.J. Clandinin (ed), Handbook of narrative inquiry (pp. 3-34). Thousand Oaks, CA: Sage Publications.

Pukui, M. & Elbert, S. (1986). *Hawaiian dictionary*. Honolulu, HI: University of Hawaii Press.

Reissman, C. (2008). *Narrative methods for the human sciences*. Los Angeles, CA: SAGE.

Santamaria, L. J. (2013). Critical change for the greater good: Multicultural perceptions in educational leadership toward social justice and equity. *Educational Administration Quarterly, 50*(3), 347-391.

Smith, W., Altbach, P., & Lomotey, K. *The racial crisis in American higher education:*

Continuing challenges for the twenty-first century. New York, NY: State University of New York Press, 2002.

Social Justice. [Def. 1]. (2014). In *Oxford Dictionaries Online,* Retrieved September 24, 2014, from http://www.oxforddictionaries.com/us/definition/american_english/social-justice?q=social+justice.

Solorzano, D. (1997). Images and words that wound: Critical Race Theory, racial stereotyping, and teacher education. *Teacher Education Quarterly, 24*, 5-19.

Solorzano, D. (1998). Critical Race Theory, racial microaggressions, and the experiences of Chicana and Chicano scholars. *International Journal of Qualitative Studies in Education, 11*, 7-24.

Solorzano, D. G. & Yosso, T. (2002). Critical race methodology: Counter-storytelling as an analytical framework from educational research. *Qualitative Inquiry, 8*(1), 23-44.

Song, W. & Hartley, H. (2012). A study of presidents of independent colleges and universities. Retrieved from http://www.cic.org/Research-and-Data/Research-Studies/Documents/CIC_PresSurvey2012.pdf

Tate, W. F. (1997). Critical race theory: History, theory and implications. *Review of Research in Education, 22*, 195-247.

Teranishi, R., Behringer, L., Grey, E., & Parker, T. (2009). Critical race theory and research on Asian Americans and Pacific Islanders in higher education. *New Directions for Institutional Research*, *2009*(142), 57-68.

Townsend, B. & Twombly, S. B. (2007). Accidental equity: The status of women in the

community college. *Equity & Excellence in Education, 40*, 208-217.

University of Hawaii. (2012). *Hawaii Papa o Ke Ao*. Retrieved from

http://www.hawaii.edu/offices/op/hpokeao.pdf.

University of Hawaii. (2008). *Strategic outcomes and performance measures, 2008-*

2015. Retrieved from http://www.hawaii.edu/ovppp/uhplan/SOPM.pdf.

University of Hawaii. (2014). *University of Hawaii reference guide.* Retrieved from

http://www.hawaii.edu/offices/app/bor/uhreference2014.pdf.

University of Hawaii. (2015). *University of Hawaii Strategic Directions, 2015-2021*.

Retrieved from

http://blog.hawaii.edu/strategicdirections/files/2015/01/StrategicDirectionsFINAL

-013015.pdf.

Villalpando, O. & Bernal, D. D. "A critical race theory analysis of barriers that

impede the success of faculty of color." In W. A. Smith, P. G. Altbach, and K.

Lomotey (eds.), *The racial crisis in American higher education: Continuing*

challenges for the twenty-first century. New York, NY: State University of New

York Press, 2002.

UNIVERSITY OF
Nebraska
Lincoln

COLLEGE OF EDUCATION AND HUMAN SCIENCES
Department of Educational Administration

Letter of Invite

Mrs./Dr. _____
Campus
Department
Address

Dear _____,

My name is Farrah-Marie Gomes. I am a doctoral candidate in Educational Administration at the University of Nebraska at Lincoln. My dissertation will explore and describe the paths to leadership of Native Hawaiian women administrators in Hawaii's higher education system.

I am currently serving as the University of Hawaii at Hilo's Interim Dean for the College of Continuing Education and Community Service, while my permanent position is as the Director of the North Hawaii Education and Research Center. As an executive employee of the University of Hawaii, I have noticed how the number of women executives in our system is disproportionate to our student population. While the University of Hawaii strives to be an indigenous serving institution, I feel this may be difficult to achieve without more Native Hawaiians in key leadership roles across our system.

I am reaching out to you because I feel that you may have valuable information to contribute toward the topic of my dissertation. You were selected based on being a Native Hawaiian female in an executive and managerial position in the University of Hawaii.

Participation in this study is voluntary and will include a single interview, estimated to take between 1.5 to 2 hours. Additionally, I would like to request a copy of your most current and comprehensive resume/curriculum vitae.

I hope you will give consideration to this proposal. The interview can be scheduled at the day, time, and location that is most convenient for you. Please provide a response within two weeks from the date of this letter. Should you require additional information, I can provide you with a copy of the informed consent form and/or schedule a phone call to further discuss.

Sincerely,

Farrah-Marie Gomes
Ph.D. Candidate: University of Nebraska, Educational Administration

<u>Name and Phone number of investigators</u>
Farrah-Marie Gomes, MS   Principal Investigator   808-345-4190
Marilyn Grady, Ph.D.   Secondary Investigator   402-472-0974

141 Teachers College Hall / P.O. Box 880360 / Lincoln, NE 68588-0360 / (402) 472-3726 / FAX (402) 472-4300

NEBRASKA
UNIVERSITY OF
Lincoln

Telephone Script for Follow-Up

Hi, may I please speak with _____?

Aloha, this is Farrah-Marie Gomes. I am calling you today in follow-up to a letter of invite that I sent via mail and email approximately two weeks ago. The letter was an invitation asking for your participation in my dissertation study entitled Paths to Leadership of Native Hawaiian Women Administrators in Higher Education. Do you remember receiving my invitation?

If yes – Are there any questions that I can answer or concerns that I can clarify to help you decide on whether you'd like to participate?

If no – Can I please verify your email address? I'd like to resend my invitation to you. In the meantime, do you mind if I give you a quick summary of my letter while I have you on the phone?

I am a doctoral candidate in Educational Administration at the University of Nebraska at Lincoln. My dissertation will explore and describe the paths to leadership of Native Hawaiian women administrators in Hawaii's higher education system.

I am currently employed serving as the University of Hawaii at Hilo's Interim Dean for the College of Continuing Education and Community Service, while my permanent position is as the Director of the North Hawaii Education and Research Center. As an executive employee of the University of Hawaii, I have noticed how the number of women executives in our system is disproportionate to our student population. While the University of Hawaii strives to be an indigenous serving institution, I feel this may be difficult to achieve without more Native Hawaiians in key leadership roles across our system.

I am reaching out to you because I feel that you may have valuable information to contribute toward the topic of my dissertation. You were selected based on being a Native Hawaiian female in an executive and managerial position in the University of Hawaii.

Participation in this study is voluntary and will include a single interview, estimated to take between 1.5 to 2 hours. Additionally, I would like to request a copy of your most current and comprehensive resume/curriculum vitae.

I hope you will give consideration to this proposal. The interview can be scheduled at the day, time, and location that is most convenient for you.

Interview Questions

1.   Tell me about your educational journey from high school to your highest degree earned.

2.   Share with me the key career experiences that led you to your current position.

3.   What kind of support did you receive along your career path to leadership?

4.   Share any challenges you experienced along your career path to leadership and how you overcame those challenges.

5.   Do you feel that race influenced your career path and if so, how?

6.   Do you feel that gender influenced your career path and if so, how?

7.   What role, if any, do you feel the University of Hawaii has had on your path to leadership?

8.   What do you suggest Native Hawaiian women aspiring to be higher education administrators do to prepare themselves for those leadership positions?

9.   How do you think university programs and operations can support Native Hawaiian women on their paths to higher education administration?

UNIVERSITY OF
Nebraska
Lincoln

COLLEGE OF EDUCATION AND HUMAN SCIENCES
Department of Educational Administration

Paths to Leadership of Native Hawaiian Women Administrators in Higher Education

PARTICIPANT INFORMED CONSENT FORM

The interview you are being asked to participate in is being conducted as part of a dissertation at the University of Nebraska at Lincoln.

Purpose:
The purpose of this study is to explore the career pathways of Native Hawaiian women administrators in Hawaii's higher education system. The investigator will ask questions regarding your background, personal and professional experiences, and successes and challenges that you have experienced.

Procedures:
If you decide to participate in this study, you will be asked to meet in person with the investigator. The interview will take between 1.5 to 2 hours. All interviews will be audio-tape recorded, then a transcription of that recording will be produced. The investigator will also be taking notes during the interview. You will be given the opportunity to review the transcription and investigator's notes to ensure that your thoughts are accurately captured.

Benefits:
There are no direct benefits to you as a research participant. However, the information that you share may contribute to a better understanding of the career pathways of Native Hawaiian women administrators in Hawaii's higher education system.

Risks: There are no known risks or discomforts associated with your participation in this study.

Confidentiality: The information you share in the interview will be kept strictly confidential. The data will be stored in a locked file cabinet in the investigator's office. A transcriptionist and the investigators are the only ones who will have access to the audio recording of your interview. Only the investigators will have access to all other data you provide. All data will be kept on file for 5 years after the study is complete and will only be accessible to the investigators during that time. Your name and other personal identifying information will not be used in reports. Information obtained in this study may be published in scientific journals or presented at scientific meetings but the data will be reported as aggregated data.

Compensation: No compensation is available for participation in this study.

Opportunity to Ask Questions: You are encouraged to ask any questions concerning this study before the start of the interview. If you have any questions, please email Farrah-Marie Gomes at farrahtimkoa@gmail.com or via phone at (808) 345-4190.

Freedom to Withdraw: Participation in this study is voluntary. You can refuse to participate or withdraw at any time without harming your relationship with the investigator or the University of Nebraska at Lincoln. If you decide to participate, you have the option to skip any questions you do not want to answer or stop the interview at any time.

Consent, Right to Receive a Copy: If you agree to participate in this study, please sign below. Your signature certifies that you have decided to participate and have read and understand the information presented. You will be given a copy of this consent form for your records.

_____
Participant Name

_____   _____
Signature of Participant   Date

_____   _____
Investigator's Signature   Date

UNIVERSITY OF
Nebraska
Lincoln

Interview Protocol

Date _____ Location _____

Name _____

Title/Position _____

Campus _____

How long in current position _____ with University _____

Introduction

Thank you for taking the time to speak with me today. I am very interested in finding out your perspective on the topic of Native Hawaiian women leaders in higher education. For my study, I am especially focusing on examining the career pathway experiences of Native Hawaiian women administrators at the University of Hawaii. I have selected you for an interview because I feel that you can help contribute to a deeper understanding of this topic, so please feel free to elaborate on your responses today.

I will be recording and transcribing our discussion. You will have a chance to review the transcription, along with any notes that I take regarding my interpretations of what you say. It is important that my writing is reflective of what you mean. Do you have any questions before we begin?

1. Tell me about your educational journey from high school to your highest degree earned.	

2. Share with me the key career experiences that led you to your current position.	
3. What kind of support did you receive along your career path to leadership?	
4. Share any challenges you experienced along your career path to leadership and how you overcame those challenges.	

5. Do you feel that gender influenced your career path and if so, how?	
6. Do you feel that race influenced your career path and if so, how?	
7. What role, if any, do you feel the University of Hawaii has had on your path to leadership?	

8. What do you suggest Native Hawaiian women aspiring to be higher education administrators do to prepare themselves for those leadership positions?	
9. How do you think university programs and operations can support Native Hawaiian women on their paths to higher education administration?	

Transcriptionist Confidentiality Statement

I __Deb Altman__ (name of transcriptionist) agree to hold all information contained on audio-recorded tapes and in interviews received from Farrah-Marie Gomes, primary investigator for Paths to Leadership of Native Hawaiian Women Administrators in Higher Education, in confidence with regard to the individual and institutions involved in the research study. I understand that to violate this agreement would constitute a serious and unethical infringement on the informant's right to privacy.

I also certify that I have completed the CITI Limited Research Worker training in Human Research Protections.

__Deb Altman__   __8/12/15__
Signature of Transcriptionist   Date

__Farrah-Marie Gomes__   __8/12/15__
Signature of Principal Investigator   Date

UNIVERSITY OF Nebraska Lincoln

Interview Review Verification

I, _____, have received a copy of my interview transcript for the study

Paths to Leadership of Native Hawaiian Women Administrators in Hawaii's Higher Education System.

_____   _____

Signature of Research Participant   Date

Name and Phone number of investigators
Farrah-Marie Gomes, MS   Principal Investigator   808-345-4190
Marilyn Grady, Ph.D.   Secondary Investigator   402-472-0974