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CAREER DECISION-MAKING OF HIGHER EDUCATION
PROFESSIONALS OF PHILIPPINE DESCENT: THE UNTOLD STORIES OF
AN ASIAN PACIFIC ISLANDER COMMUNITY

by

Grace Abenoja Bagunu

A dissertation submitted in partial fulfillment
of the requirements for the degree of

Doctor of Philosophy

August, 2017

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TITLE OF DISSERTATION: CAREER DECISION-MAKING OF HIGHER
EDUCATION PROFESSIONALS OF PHILIPPINE
DESCENT: THE UNTOLD STORIES OF AN ASIAN
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ABSTRACT

Using a critical race theory (CRT) framework and a narrative and phenomenological methodology, this study explored the career decision-making of professionals of Philippine descent along the higher education career pipeline in the United States. The stories of these professionals create a counter-narrative to the stereotypes of Asian and Pacific Islanders (APIs) in higher education. The career pipeline in higher education has remained relatively homogeneous, especially at executive levels of administration. Statistics show that APIs make up less than 1% of all college presidents, of that 1%, less than a handful identify as Filipinx.

This statistic alone does not completely tell the whole story of Filipinx individuals in higher education because the data reported on faculty, staff, and administrators is aggregated, which means more than 48 ethnic identities are included in the API racial categories. Research on aggregated populations may mask the diverse experiences that exist between various ethnic subgroups. This study disaggregated the API racial groups to look specifically at a sample of Filipinx professionals and their experiences along the higher education career pipeline. As higher education becomes increasingly diverse at the student level, there is a greater need for there to be representation at all levels of the higher education career pipeline.

This research is the first of its kind to account for and explore career decision-making experiences of Filipinx higher education professionals. This qualitative study looked at career decision-making through a life course perspective using semi-structured interviews of 20 Filipinx higher education professionals at various career life stages. The participants are professionals in higher education who have worked at least five years in

colleges and universities. The collected stories of these professionals shed light on the importance of disaggregating research data to share stories that have yet to be told, explore how Filipinx individuals choose a career in higher education, and identify factors that support career advancement thus diversifying the higher education career pipeline up to the college presidency.

Key Words: Higher Education, Student Affairs, Academic Affairs, Career Decision-Making, Vocation, Philippine, Filipino, Filipina, Life Course Perspective

DEDICATION

This dissertation is dedicated to the people in my life who continue to believe in me, support me, and give me opportunities to reach my highest potential. It is on the shoulders of my ancestors who came before me that I am able to do this work authentically and with a grateful heart. It is also dedicated to the storytellers who speak their truth so that others might find a deeper understanding of our human experience.

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To my dissertation committee, who walked so graciously alongside me throughout this process, I could not have imagined a more distinguished panel of scholars to challenge me and teach me. To the chair of my committee, Dr. Christopher Newman, from day one believed I could do this work when I did not believe it myself, understood what I was capable of doing and gave me the freedom to make it happen, and challenged me to grow into a scholar-practitioner. To Dr. Zachary Green, who knew he would be on this journey with me before I could even ask, who challenged me to rise above and live fully in my authentic self. To Dr. Cheryl Getz, who saw my growth in my teaching and my graduate assistantships and modeled what it means to have self-care. To Dr. Dina Maramba, who paved the way so that I might be able to do this specific type of research, as a scholar, a woman of Philippine descent, and a role model in higher education.

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CHAPTER 1: INTRODUCTION

People have been emigrating from the Philippines to the United States for decades; some came to voluntarily work as farm laborers while some came to pursue higher education (Guyott & Posadas, 2013). Those who came here were focused on earning enough money to send back to the Philippines or to learn how to be doctors, lawyers, businessmen, teachers, or engineers and to bring that knowledge back to the Philippines (Posadas & Guyott, 2013). The United States acquired the Philippines after the Spanish-American War, which opened the doors for mass immigration. Now, immigrants from the Philippines are the third largest ethnic group in the United States. Despite the sizable presence in America for at least three immigrant generations, Filipinx¹ Americans are underrepresented in higher education (Espiritu, 2005).

As the United States population becomes more diverse, the trend is that more diverse populations of students are attending colleges and universities across the country (United States Census Bureau, 2014). The population of students in higher education is becoming more racially and ethnically diverse and the demographics of those earning degrees is shifting (Burke, 2013; Kim, 2011; Ryan & Bauman, 2016); However, higher education professionals along the career pathway, especially upper-level administration, to the college presidency remain relatively homogenous (American Council on Education [ACE], 2012, 2013; Cook, 2012; June, 2008, 2015; Kirwan, 2008; Knight, 2011; Perrakis, Campbell, & Antonaros, 2009; Stripling, 2012; Turner, 2007). There is not only

¹ The term Filipinx is used to be gender inclusive rather than only using the masculine form Filipino when referring to people of Philippine descent. The plural form used for this term is Filipinxs. Unless it is a direct quote, the term Filipinx will replace the terms Filipino or Pilipino used by the author.

a need to diversify the career pipeline in higher education but also to tell the stories of those who have decided to pursue this career field. This includes the context around the decisions made and the impact of culture and organizational systems on career decision-making. Stories of career decision-making in higher education are often shared informally and passed down anecdotally from professional to professional. Historically, stories about careers in higher education have been told from the perspective of those in the dominant culture. However, hearing the narratives of professionals of color can help other people of color who may not know that a career in higher education is a viable option. These narratives may also help those who are in the field of higher education to promote a more diverse pool of candidates. Finally, sharing these narratives gives voice to the various experiences that have influenced an individual's career pathway, specifically for Asian Pacific Islanders (API) of Philippine descent, who have very little representation in higher education.

Several studies have been published on people of color attaining faculty roles (Lopez, 2014; Maramba & Nadal, 2013; Stanley, 2006) as well as women on the pathway to the presidency (Carter, 2009; June, 2015; Kane, 1998; Knight, 2011). A few studies looked at career development of Asian Americans (Fouad, Kantamneni, Smothers, Chen, Fitzpatrick, & Terry, 2008; Leong, 1985, 1991; Leong & Chou, 1994; Tang, Fouad, & Smith, 1999); however, only one study explored the career decision-making process of Asian American professionals in higher education, specifically of those who have left the field (Nguyen, 2016). Some of these studies focus on career development along a pathway and others explored the factors that help to promote or hinder the attainment of various roles and careers. While some published literature examines API professionals

along the career pipeline as an aggregate (Gin, 2013; Kobayashi, 2009; Ono, 2013; Saigo, 2008), few have disaggregated to share the stories of professionals from various ethnic subgroups. Museus and Maramba (2011) stated there is a need to disaggregate the research on APIs because of the diversity that exists between ethnic groups. The purpose of this study is to share the career decision-making through the life course journey of higher education professionals of Philippine descent working in colleges and universities in the United States.

Background

Higher education in the United States has been around for several centuries, starting with some of the first known colleges like Harvard University, University of Pennsylvania, and the College of William and Mary. The first United States institutions of higher education were created to educate men, more specifically, White men affiliated with Christian-based religions (Solomon, 1985; Thelin, 2011). The faculty and administrators of these institutions have historically come from this same sector of the population. As higher education has expanded across the country, more colleges have opened their doors to women and people of color. These institutions have grown to serve a wider population, and as the population of the United States has become more diverse, there has been a change in the population of college going students (Ryan & Bauman, 2016). While faculty, staff, and administrators in higher education are slowly becoming more diverse, the demographics of higher education professionals are more homogeneous people advance to the college presidency (Kirwan, 2008).

For example, as of 2012, 74% of college presidents in the United States were male and 87% of college presidents were White/Caucasian (ACE, 2012). Women only

constituted 26% of college presidents, and presidents of other racial groups are broken down as follows: 5.9% Black/African American, 3.9% Hispanic, 1.5% Asian American, and less than 1% Native American/other (ACE, 2012). The lack of racial and gender diversity in the college presidency should be a concern for higher education stakeholders. Not only does the position of president lack parity, many executive-level administrative positions and tenured-professor positions along the pipeline lack representation of the student population attending today's colleges and universities. This disparity in representation at all levels of the organization may be an indicator that something is happening for white men along the pathway to the presidency that is not happening for women and professionals of color in higher education.

Careers in higher education have not always been accessible to women and people of color. White men historically have run institutions of higher education in the United States (ACE, 2012, 2013; Cook, 2012; June, 2008, 2015; Karabel, 2006; Kirwan, 2008; Knight, 2011; Stripling, 2012; Turner, 2007). Understanding the historical context and how to navigate the career pathway from entry-level positions in higher education all the way up to the college presidency can be difficult for professionals of color since a smaller percentage have made it up the ladder. The stories of higher education professionals and the decisions they make are often only shared anecdotally at professional development opportunities to inspire and encourage other professionals to pursue a career along the educational pipeline.

Despite the smaller number of people of color successfully making it up the career ranks in education, there is much to be learned from those who have successfully navigated a career in higher education. To look at disaggregated numbers, the percentage

of minoritized groups for professionals who make it to the highest levels of administration are even smaller (Davis, Huang, Lee, Yamagata-Noji, & Suzuki, 2013). These statistics show that of the higher education professionals of color, 1.5% of presidents, 2.4% of chief academic officers, and 2.8% of deans identify as API. Moreover, reports have shown a decline in the number of APIs who now make up less than 1% of college presidents (ACE, 2012, 2013). Agbayani (1996) found that Filipinx professionals, in faculty and executive-level administrative positions in higher education in the State of Hawai'i is the lowest compared to other ethnic groups despite having one of the largest Filipinx population in the United States. Some research has been done on those professionals who have made it to the presidency (Davis et al., 2013; Turner, 2007; Wilking, 2001), including a dissertation on Asian community college presidents (Phan, 2013) and an article in the Chronicle about why there are so few Asian college presidents (Ono, 2013); however, few of those studies include API presidents and none disaggregate the ethnic identities in order to better understand similarities and differences among API racial identities.

Statement of the Problem

The problem with the lack of racial diversity of higher education professionals may be rooted in systemic issues, such as access; However, that perspective alone does not take into account the role that context, personal and professional relationships, and the individual play in the career decisions of professionals who are people of color. In addition, studies on racially diverse professionals have been limited to broader aggregated groups rather than disaggregated ethnic identities. Several authors have stated that grouping diverse ethnic populations into an umbrella racial group may be

problematic because it masks the uniqueness of the more than 48 ethnic subgroups that fall under API racial categories (Leong & Serafica, 1995; Pak, Maramba, & Hernandez, 2014; Yi & Museus, 2015). The United States census collects data on Asians and Pacific Islanders as separate racial identities, and these two larger umbrella groups tend to be spoken of as a homogenous identity despite the diverse ethnic subgroups that fall under the broad category of API. These subgroups include but are not limited to people from East Asian countries (China, Japan, Korea, etc.) Southeast Asian countries (Vietnam, Cambodia, Philippine Islands, etc.), Indian subcontinent (Nepal, India, Sri Lanka, etc.), and the Pacific Islander peoples (Guam, Samoa, Fiji, etc.)

The United States Census Bureau (2014) reported API individuals make up approximately 5% of the country's population and, of those that go to college, 3% hold a doctoral degree. The model minority myth serves to perpetuate the stereotype that all APIs are doing well in higher education and attaining degrees at a higher level than other minoritized groups; however, some studies have looked at the student experience of these groups in higher education (Nadal, Pituc, Johnston, & Esparrago, 2010). Pak et al. (2014) wrote a report on APIs in higher education that looked at the aggregated racial group and their experience in higher education.

Furthermore, in the United States, individuals of Philippine descent are the third largest API ethnic group (United States Census Bureau, 2014). According to the National Center for Educational Statistics (NCES, 2013), Filipinx people are the fastest growing ethnic subgroup. Statistically, 51% of Asians are earning bachelor's degrees, which is a higher percentage than the average of all race and ethnicities (NCES, 2013). The same dataset shows that 15% of APIs are earning bachelor's degrees. These numbers do not

accurately represent all ethnicities, because the large datasets masks other 47 ethnic subgroups that fall under the API racial category. Furthermore, out of the total degrees conferred in 2014-2015 academic year, API degree attainment rates were at 5.2% earned associate's degrees, 7.4% earned bachelor's degrees, 6.9% earned master's degrees, and 12.2% earned doctor's degrees (NCES, 2016). There is a need to disaggregate the data and research specific ethnic subgroups that fall under the API umbrella.

While understanding the trends on students' college-going data, it is equally important to understand the pipeline for professionals who are working in colleges and universities in the United States. The disaggregation of racial categories is beginning to happen for diverse populations of students, and as the academe continues to develop the research agenda, disaggregating the data needs to be done for professionals who work in higher education institutions in the United States. Leong and Serafica (1995) argued that grouping Asian Americans into one group masks the intragroup differences on educational and occupational attainment. Chun (1980) argued that though the model minority myth exists and that in some situations an ethnic group may appear to be successful, the reality is that this stereotype hides inequities that some Asian Americans experience in the United States job market.

According to Buenker and Ratner (2005), several "factors contribute to the chronic invisibility of Filipino Americans" (p. 119) and being an underrepresented population in higher education is one of those factors. Higher education professionals of Philippine descent are a fraction of the racial ethnic minorities whose experiences have gone unseen due to the veil of the model minority stereotype. It is not that these professionals do not exist, they do. However, the research on Filipinx professionals in

higher education has been focused on the experiences of students not higher education professionals. The stories of Filipinx professionals who choose a career in higher education are typically only shared anecdotally from one professional to another. Searching a number of databases² using a variety of search terms³ revealed a gap in the literature related to career decision-making of higher education professionals of Philippine descent from the entry level positions all the way up to the top administrative position, the college presidency. This means that the stories about the career journey for professionals in higher education of Philippine descent still remain untold in the academic literature.

Purpose of the Study

The purpose of this study is to explore the career decisions of professionals of Philippine descent using the life course perspective (LCP) in order to share the narratives of this unseen community in higher education. The LCP is a multidisciplinary theory that analyzes the lives of individuals in structural, social, and cultural contexts (Elder, 1994). Typically used in health research, this perspective sheds light on the various systems at play when an individual makes a career decision. This study sought to understand how Filipinx professionals in higher education make career decisions along the pathway, from entry-level positions up to the college presidency, and how those decisions are made in the context of their life experiences. In order to understand the parallel process and reduce researcher bias in the study, journal reflections, analytical memos, and field notes were documented from my own experience as a Filipinx professional in higher education,

² Educational Research Complete, ERIC, PsycINFO, EBSCO, ProQUEST

³ Career decision-making, higher education, faculty, student affairs, leadership, life course perspective, Filipino, Philippines

and the ways in which the context of my life has influenced my own career decisions. These are offered as a final narrative for the research.

Research Questions

There are several research questions (RQs) that this study sought to answer. The qualitative nature of this study was aimed at collecting and sharing the narratives of higher education professionals of Philippine descent, specifically how they (a) make career decisions in the (b) context of their life course, and what (c) factors influence their decisions to (d) persist and (e) advance in higher education as a career field. The following research questions guide this study:

RQ1. How do higher education professionals of Philippine descent make career decisions?

RQ1a. What factors, if any, influence their initial career decisions in higher education?

RQ1b. What factors, if any, influence their decision to persist with a career in higher education?

RQ1c. What factors, if any, influence their decision to advance in a career in higher education?

RQ2. What impact do historical events, such as 9/11 or the recession, have on career decisions?

RQ3. To what extent, if any, did institutional context influence a higher education professional's ability to make a career decision?

RQ3a. Do other's opinions influence the individual in the career decision-making process?

RQ3b. Does institution policies and procedures influence career decision-making?

RQ4. In what ways does conducting this research shape my understanding of how I make career decisions as a higher education professional of Philippine descent?

CHAPTER 2: LITERATURE REVIEW

Five major areas of the literature were initially identified for this study: career decision-making or vocational development theory, higher education professional career pathways, historical context of Filipinx people in the United States, APIs in higher education, and critical race theory (CRT). Career decision-making, vocational development, and higher education professionals career pathways literature revealed several factors that influence career decisions. Literature on Filipinx individuals in higher education focused primarily on the student population rather than the faculty or staff populations. The historical evidence of Philippine immigration to the United States was limited to a few textbooks on various immigrant populations. In searching for literature related to career decision-making of higher education professionals of Philippine descent, there have been no published articles researching this population in the United States to date. In an attempt to gather more information about Filipinx people in higher education, a broader search was conducted to include Filipinx people outside the United States as well as API as keywords in the search engine. Finally, because of the nature of this research of a minoritized population, the final area of literature reviews is related to CRT. There is extensive research on race, especially in the context of higher education. Each of these areas will be explored in more detail here.

Historical Context

Immigration Patterns of Filipinx People to the United States

The history of Filipinx people in the United States dates back to as early as 1587 when Spanish ships sailed into Morro Bay, CA, and men served on ships under Spanish

colonial rule. For three centuries, the islands now known as Philippines were considered a colony of Spain (Ocampo, 2016). Oral history shares that some of the first settlers in the United States actually came up through Mexico and into the Louisiana territory and settle there in order to escape Spanish enslavement. Espiritu (2005) explained that there is little evidence to explain the presence of these “Manilamen” in the Louisiana bayou, but it is believed that these settlers were escaping from Spanish ships ported along the Atlantic coast. Guyott and Posadas (2013) claimed that

At least one surviving photograph from the 1890s illustrates shrimp-drying platforms and Philippine-style houses on stilts in Manila Village, a settlement on Barataria Bay in Jefferson Parish, where as many as 300 “Filipino Cajuns” lived uncounted by the United States census. (p. 347)

Some of the first immigrants to the United States from the Philippines came as early as the 1870s as sugar cane laborers or sometimes as students settling in Hawai’i or along the West Coast of the mainland, including California and Washington (Guyott & Posadas, 2013; Ocampo, 2016). The majority of these immigrants were male, single, and young, and they took the place of the Chinese and Japanese labor workers when the government restricted immigration from these countries (Ocampo, 2016). Some Filipinos⁴ were recruited into the United States Navy and in 1907 the navy no longer required enlisted men to be a citizen, so more Filipinos were recruited to serve and earned citizenship for their service thus increasing the number of Filipinos in the United States.

Guyott and Posadas (2013) discussed the first students to come to the United States were high school students from different regions of the Philippines to receive

⁴ The terms Filipino and Filipinos in this context is used because only men were recruited as laborers and Navy servicemen during this time.

“training in professions and to learn American ways that they might bring back to the homeland” (p. 350). These professions included engineering, medicine, education, agronomy, and law, and American teachers in the Philippines promoted schooling in the United States. This educational pathway was seen as a way to be successful since many who participated in the *pensionado* scholarship program in the early 1900s had visible success when they returned to the Philippines. However, a portion of these “school boys” lacked sufficient funds to pay for schooling and would then become laborers in service-related work such as dishwashers, cooks, drivers, or farm workers (Guyott & Posadas, 2013, p. 350). Filipino farm workers were experiencing racism despite their education, English language proficiency, and assimilation into American culture.

In the 1920s and into the 1930s, Filipinx students traveled to the Midwest to attend public colleges and universities, some working night shifts with the United States postal service to make money while going to school during the daytime (Guyott & Posadas, 2013). By 1935, immigration from the Philippines decreased significantly and the Tydings-McDuffie Act granted the Philippines independence, which made the Philippines a commonwealth for 10-year period prior to decolonization. The Filipino Repatriation Act of 1935 encouraged Filipinx immigrants to return to the Philippines with a one-way ticket, but only a small percentage took up the offer (Guyott & Posadas, 2013). During World War II, Filipinos were drafted to fight in the war alongside United States soldiers in hopes of gaining their independence from Japan. In 1946, veterans were eligible to become United States citizens since during the commonwealth period Filipinx immigrants were considered aliens and not citizens (Guyott & Posadas, 2013).

The next wave of Filipinx immigration to the United States happened after the war and was a result of several factors, including legislation that allowed for Filipinas⁵ to immigrate as brides or nurses (Posadas & Guyott, 2013). Filipinx immigrants continued to come to the United States as students at colleges and universities; however, large portions of immigrants were health care professionals: doctors and nurses. Those who immigrated as educated professionals from the middle class benefited from the establishment of an American educational system established during the United States colonial period in the Philippines (Ocampo, 2016). Posadas and Guyott (2013) discussed the legislation that impacted the number of immigrants who were able to travel to the United States for work, stating, “the 1976 Eilberg Act required immigrants arriving under occupational preference to have a job waiting for the or for their profession to be certified as in short supply by the Labor Department’s ‘A’ list” (p. 921), which applied primarily to physicians. Nurses did not face the same restrictions and some doctors in the Philippines chose to immigrate to the United States as nurses in order to make more money to send back to the Philippines.

With government restrictions to immigration making it more difficult to migrate to the United States, some immigrants from the Philippines chose to remain in the United States beyond their student or tourist visa. These individuals stayed as undocumented or would find other means of obtaining papers that would allow them to find work in the United States. Posadas and Guyott (2013) described the diversity of perspectives among Filipinx immigrants during the Marcos era, including a sense of obligation to the family, which was different from the American value of individualism. Some immigrants

⁵ The terms Filipina/Filipinas are used here because the individuals who came to the United States as brides or nurses were all women.

assimilated differently into United States culture. Newer immigrant generations held onto the traditions and cultural values of the Philippines, while older generations were accustomed to the American values.

By the end of the century, a desire to learn the Philippine history, culture, and language resulted in universities offering classes and identity-based student organizations producing Pilipino Cultural Night (PCN) programs. Ocampo (2016) stated, “PCN story lines typically explored such themes as immigrant assimilation, intergenerational conflicts, discovering one’s roots, racial discrimination, and family dynamics, often culminating in some epiphany of cultural embrace” (p. 159). Immigration waiting lists continue to be a long and slow process, yet Filipinx immigrants are among the largest immigrant groups in the United States (United States Department of Homeland Security, 2015; Ocampo, 2016; Zong & Batalova, 2017). The difference between the different immigrant generations will be explored further in this literature review.

Immigrant Generations

As Posadas and Guyott (2013) explored the historical journey of Filipinx immigrants to the United States, the waves of migrants from the late 19th century to current times have produced multiple generations of immigrants from the Philippines. Tuason, Taylor, Rollings, Harris, and Martin (2007) conducted a qualitative study to explore Filipinx-American identity for those who were born in the Philippines compared to those who were born in the United States. Their study found that first-generation immigrants, those who were born in the Philippines and immigrated to the United States, expressed their identity differently from second-generation immigrants, those who were born in the United States to parents who emigrated from the Philippines. As it relates to

identity, first-generation Filipinx-Americans tended to describe themselves as Filipinx first and only American by circumstance of living in the United States, whereas second-generation Filipinx Americans reported both identities and having to combine and/or navigate both cultures. In regards to navigating their identity in the United States, the study showed that Philippine-born participants reported needing to assimilate to the people in the United States culture by “learning how to be more assertive, independent, and expressive” (Tuason et al., p. 368). This study also found some commonalities between the two immigration generations: “both groups identify values such as family orientation, hospitality, politeness, and respect as the Filipino elements of their identity and efficiency, punctuality, and expressiveness as the American elements” (p. 369).

In a chapter on Filipino Americans, Espiritu (2005) stated:

A good proportion of Filipino Americans belong to the professional middle class. They are doctors, nurses, engineers, accountants, lawyers, and teachers. A sizeable number are computer assembly workers, cannery workers, farm laborers, home caregivers, government employees, and hotel and restaurant workers.

Minority Status

In the seminal work of Ogbu and Simmons (1998) on autonomous, voluntary, and involuntary minorities in the United States, the author identified different minority statuses, which included (a) autonomous minorities; (b) voluntary (immigrant) minorities; (c) refugees, migrant/guest workers, undocumented workers, and binationals; and (d) involuntary (nonimmigrant) minorities. Ogbu and Simmons (1998) stated, “There are no nonwhite autonomous minorities in the United States” (p. 164). Since their study was on people of color, this minority status was not included but was defined as a small group

different from the dominant culture but not completely oppressed by it. Examples that the author gave were Amish, Jews, and Mormons. People of color, including those who identify as Filipinx, mostly occupy the other statuses; However, Ogbu and Simmons (1998) clearly stated that status is not race- nor ethnicity-based and that there are general differences between minorities who are categorized as voluntary and involuntary, which include different cultural models of United States society. This is exemplified in the experiences of Filipinx people in the United States, and the degree to which their cultural model guides their beliefs and behaviors in the dominant culture.

Voluntary minorities are those immigrants who move to the United States for a better life because there are more opportunities available compared to their home country. Ogbu and Simmons (1998) stated descendants (second, third, fourth generation, and so on) are also considered voluntary minorities. Many of the contemporary Filipinx immigrants who came after the war would fit into this minority status. There are also a number of immigrants from the Philippines who fall into Ogbu and Simmon's second minority status of a refugee, migrant/guest worker, undocumented worker, or binational because they came to the United States as laborers with the intent to return to the Philippines or they chose to study in the United States and did not return to the Philippines. For a time, many of these Filipinx people were given the status as United States nationals and could freely move between the two countries.

The third category of minorities that Ogbu and Simmons (1998) introduced is the involuntary immigrant, which includes the Philippines because of colonization by Spain and the United States, because this status is defined by the fact that these minorities were brought to the United States against their will or they were forced to become part of the

United States. The historical colonization of the Philippines and the immigration patterns of Filipinx people to the United States offer opportunities to explore how one ethnic identity experiences the three different minority statuses in the United States. Ogbu and Simmons (1998) studied how each status is defined by the behaviors and beliefs of a minority group, how a minority group behaves in the dominant culture, and the impact that may have on academic achievement. This study found voluntary immigrant minorities have a positive attitude toward United States society and see learning English and American ways as additive characteristics. This is in contrast to involuntary minorities who see assimilation through education as a threat to their minority identity and an imposition of white culture. Involuntary minorities are mostly ambivalent to education because it is seen as a key to success while on the other hand seen as a White institution that cannot be trusted.

Assimilation and Acculturation

Ocampo (2016) argued that some Filipinx immigrant experiences might be more like the Latinx immigrant experience because of their shared experience with Spanish colonization and the historical immigration patterns that coincide with both populations to the United States. After the Philippines moved from a Spanish colony to an American colonization, the United States, under President McKinley, initiated what Ocampo (2016) referenced as the *benevolent assimilation* of the Philippines in order to pacify the resistance of the United States government. Guyott and Posadas (2013) described this period as the time when teachers were sent to the Philippines to teach the “uncivilized” occupants the English language and American ways of education and capitalism. Ocampo (2016) also argued:

Americanization of the Filipino people was hardly the United States Government's only objective with the Philippines. . . . The United States capitalized on the agricultural riches of the Philippines, transforming the islands into a mass producer of sugar. . . . By colonizing the islands, American industries would have not only new opportunities to trade with China, but also the chance to expand their consumer base by forcing millions of Filipinos who lived on the islands to purchase goods manufactured in the United States. (p. 21)

In an effort to integrate Filipinx people into American culture, many were sent from the Philippines to be educated in the United States to learn a profession and then return to the Philippines to bring back American values and ways of knowing. During American rule of the Philippines, Filipinx people were not American citizens but were considered United States nationals, which allowed them to circumvent the immigration restrictions of Asian countries and freely migrate between the United States and the Philippines. This immigration legislation led to the assimilation of Filipinx people into the American labor force, and later, they would join military forces to fight alongside Americans, not as citizens, but as United States nationals.

The Filipino laborers worked alongside the Mexican laborers in farm fields and even combined forces to establish the United Farm Workers of America, one of the largest union organizations for farm workers in the United States. Filipinos took their place at the bottom of the American social hierarchy, facing racism and classism while in the United States, and many were not recognized with American citizenship until after Philippine independence (Ocampo, 2016). Since the American education system had been established in the Philippines, Filipinx people have been considered desired foreign

workers because of their English language proficiency and American-based training.

Ocampo (2016) argued that the Spanish and American colonization also contributed to the assimilation of Filipinx immigrants through Catholicism, and this identity has also contributed to a shared identity with the Latinx immigrant experience.

In a qualitative study on Filipino-Americans, Tuason et al., 2007 found differences in identity development between individuals who were born in the United States compared to those who were born in the Philippines. These differences indicated there have been some unique characteristics that can be attributed to how first-generation and second-generation immigrants assimilate into the American culture. Tuason et al. (2007) found that United States-born Filipinx people expressed their identity as having to straddle the middle space between both cultures, sometimes not defining their identity until later in life. This was different than Filipinx people born in the Philippines, who stated their identity without hesitation, the United States part of their identity was based on their circumstance of being in the United States and not strongly related to their identity expression. This study could explain why Filipinx born in the Philippines may not assimilate to American culture as much as those who were born in the United States. Espiritu (2005) offered in his chapter that even though Filipinx people have acquired strong English language proficiency, there seems to be a divide for Filipinx individuals to fully assimilate into United States culture.

Telles and Ortiz (2008) explored the experience of Mexican American racial identity and assimilation to the dominant culture. The authors found that three types of social capital were significant predictors of Mexican American education. These three experiences included (a) children's exposure to professionals, (b) weekly church

attendance, and (c) parent communication with schools. Telles and Ortiz (2008) stated, “Mexican American children with more educated parents do better than those whose parents have less education” (p. 133). Their findings showed that Mexican Americans who immigrated as children and studied in the United States had higher-level degree attainment than their subsequent immigrant generation counterparts, those who were third- or fourth-generation immigrants were less likely to reach higher education compared to first- or second-generation immigrants. This is inconsistent with assimilation theory that states that subsequent generations would have compounding positive gains towards social capital. Telles and Ortiz (2008) found that the participants in their study believed that the exposure to professionals had a high predictive value on educational success, but found that a large percentage of first-generation Mexican American immigrants are in blue collar jobs (77%) compared to those in professional or administrative (white collar) positions. Their work speaks to the importance of seeing professionals of the same race as professionals in career fields, and that visibility may impact the success of Mexican American children in reaching higher levels of education.

Furthermore, Zhou and Bankston (1998) explored the experience of immigrants from Vietnam and how they manage the cultural dissonance that comes from being raised with Vietnamese values in a Western culture that contradicts those values. Like Filipinx families, Vietnamese children are expected to maintain a close relationship with family and show respect to familial authority figures. This conflicts with the value of independence and individual thinking that is expected in the dominant culture in the United States. Zhou and Bankston (1998) discussed the challenge that second-generation Vietnamese immigrants face in having to navigate the divide between what American

culture values (materialism and independence) and Vietnamese culture values (parental authority and strong commitment to family). The authors found that “adolescents adapt to American society to the extent that they are not assimilated into it” (p. 228). This means that those Vietnamese children who achieve academically are the ones who maintain their Vietnamese cultural values and ties to their community rather than assimilating into American culture of disadvantaged youth. The authors offer that future research might look at what it means to be American for immigrant populations, and the ethnic stratification that comes from disaggregating the research on various immigrant populations. In order to study immigrant adaptation, it is important to look at the individual’s social system and how the people around the person influences how they respond to opportunities in America.

Leong and Chou (1994) found in their study that Asian Americans who are less acculturated may choose, and be encouraged by their parents to pursue, a career that traditionally other Asians Americans have been successful at and possibly avoid workplace discrimination. Discrimination in the work force might be lower pay, lower performance evaluations or fewer promotions, and those who are able to assimilate into the dominant culture experience less resistance while moving up the career pipeline (Leong & Chou, 1994). Tang et al. (1999) found that Asian Americans with higher levels of acculturation are less likely to choose a career in a traditional discipline, and the authors found that “acculturation and family background play an important role in Asian American’s career aspirations” (p. 153) and cautioned counselors to consider:

If a client is less acculturated, which may be indicated by lack of knowledge about United States culture, lack of access to career information, and less

competence with the English language, simply encouraging them to challenge the stereotypes will endanger them to experience low self-esteem. . . . Counselors also need to address the family background issues with their clients by recognizing the conflicts the clients have experienced with their families and within their traditional cultures. (p. 153)

Their study recognized the impact that assimilation has on Asian American career development and affirmed Leong and Chou's (1994) findings.

Ocampo (2016) argued the experience of Filipinx individuals may be more like their Latinx counterparts rather than other Asian American subgroup ethnicities, and while there are some experiences that are similar to Vietnamese, Chinese, or Korean experiences the slight differences are enough to warrant further study by disaggregating research for the API subgroups (Leong, 1991; Tang et al., 1999; Zhou & Bankston, 1998). More research on the assimilation and acculturation of Filipinx individuals may offer more contexts into the differences and similarities within and between Filipinx people and their other ethnic counterparts. Despite having been in the United States for over a century and not having a language barrier since the majority of Filipinx people are fluent in English, Filipinx Americans remain invisible in America (Espiritu, 2005). This finding speaks to only one form of cultural capital that Filipinx Americans hold. The next section explores the different types of cultural capital for people of Philippine descent in the United States.

Cultural Capital

Communities of color, while facing racism and systems of oppression in the United States, have power or capital that is exhibited in various forms. Espiritu (2005)

argued that Filipinx Americans lack the economic strength due to low numbers of entrepreneurs, educational attainment being an underrepresented population in colleges and universities, and cultural cohesiveness due to lack of a collective identity. It is possible that though Filipinx Americans have been able to assimilate to the United States with English language proficiency, it is not enough cultural capital to overcome being seen as a perpetual foreigner. Yosso (2005) identified six types of cultural capital: (a) aspirational, (b) linguistic, (c) familial, (d) social, (e) navigational, and (f) resistance. Aspirational capital is defined as “the ability to maintain hopes and dreams for the future, even in the face of real or perceived barriers” (p. 77). Buenavista (2013) found that students still had college attainment aspirations despite the fact that their parents were underemployed in the United States. Filipinx students “consider higher education as the main pathway toward achieving the unrealized socioeconomic mobility of their parents” (Buenavista, 2013, p. 254). Yosso (2005) described linguistic capital as the positive experiences that come from being able to communicate in more than one language or medium and can include translating for parents in situations where they do not understand the language. Familial capital is the wealth that comes not only from one’s immediate nuclear family, but also from one’s extended family and even between families. Social capital is defined by the “networks of people” made up of peers or community members with resources for support (Yosso, 2005). Navigational capital refers to the ability for people of color to move in and through institutions, like colleges and universities that are historically places of racial systemic oppression. Finally, resistance capital is defined by Yosso (2005) as the knowledge and skills that are gained from resisting various forms of inequality, including knowledge passed down from

generation to generation. Cultural capital stems from the methodology and framework of CRT and how communities of color overcome systems of power and oppression by developing narratives that are centered in their experiences. CRT will be explored further in the next section.

CRT

CRT stems from the work of critical legal scholars (Crenshaw, 1988) and legal research (Matsuda, 1991), where Derrick Bell has been coined the “movement’s intellectual father figure” and has been expanded upon by other activists and CRT scholars (Delgado & Stefancic, 2012; Taylor, 1998; Vue & Newman, 2010). This critical lens was brought out around the Civil Rights Movement in response to discrimination that was happening in the legal system in the United States. Crenshaw (1988) stated these critical scholars “attempted to analyze ideal ideology and discourse . . . and expose the ways in which legal ideology has helped create, support, and legitimate America’s present class structure” (p. 258). The basic tenets of CRT state that racism exists and there is an inherent bias towards Whites over Blacks (Crenshaw, 1988; Taylor, 1998; Vue & Newman, 2010), but literature has shown CRT also applies to other communities of color (Yosso, 2005). There are also arguments that race is a social construct used to differentiate people of color, and that empowering these voices to share their stories will counter the negative stereotypes of these individuals (Taylor, 1998). Delgado and Stefancic (2012) stated the CRT movement is “activists and scholars interested in studying and transforming the relationship among race, racism, and power” (p. 3). Furthermore, Crenshaw (1988) argued that “the only situation which powerless people may receive any favorable response is where there is a political or ideological need to

restore an image of fairness that has somehow been tarnished” since those who are being oppressed and stereotyped in a negative way still operate in the dominate system that seeks to maintain the negative stereotypes to maintain power (p. 271). CRT has been brought into the educational context and other academic disciplines such as sociology and health care (Delgado & Stefancic, 2012; Solórzano & Yosso, 2002).

Solórzano and Yosso (2002) argued that using a critical race as a methodology “offers space to conduct and present research grounded in the experiences and knowledge of people of color” to understand the experiences of people of color along the educational pipeline (p. 23). The use of counter-stories can build community, challenge established belief systems, provide insight into those who are at the margins, combining the individual stories within the context of reality can create a richer illustration of life compared to one story alone. Delgado and Stefancic (2012) stated that in the legal setting there are preconceived notions of communities of color and CRT authors use “counterstories to challenge, displace, or mock these pernicious narratives and beliefs” (p. 49). How CRT applies to the educational setting is discussed by Roithmayr (1999), referring to educational standards of demonstrated ability on a national scale where “education scholars are using CRT to demonstrate that these standards may in fact be a form of colonialism, a way of imparting white, Westernized conceptions of enlightened thinking” (p. 5) onto students of color. Yosso (2005) offered her perspective on CRT in education as a “theoretical and analytical framework that challenges the ways race and racism impact educational structures, practices, and discourses” (p. 74). Mari Matsuda has been named as one of the founding mothers of CRT by Roithmayr (1999) and asked the field of education to integrate the counter storytelling as a methodology of qualitative

research. CRT found its place in the academe, and soon Latinx and Asian scholars were producing literature that worked to counter the stereotypes of these communities of color.

Asian CRT

Chang (1993) expanded CRT to the Asian American community, also known as AsianCrit, to address racism experienced by a specific racial group, including the model minority myth and nativistic racism, or nativism. Delgado and Stefancic (2012) discussed the role of Asian critical thought alongside Latino critical thought, the need to oppose an English-only propensity for scholarship, and the need for assimilation to the dominant culture. Choe (1999) discussed the importance of contextualization in CRT as a “process of deconstructing in order to reconstruct the portrayal that reflects the complexity of Asian Americans’ lives” and that “the limited documentation of significant historical events perpetuates existing perceptions in addition to silencing oppositional voices” (p. 206) contributes to the continued oppression of Asian Americans throughout history. She goes on to state, “critical race theory seeks to expose the complexity of Asian American voices and to unmask the stereotype that lumps all Asians together as one *Oriental* voice” (p. 207).

Model minority myth. The model minority myth emerged in the mid-1800s when Chinese immigrant workers were praised for the superior work they performed compared to their Black counterparts. It re-emerged in the 1960s during the Civil Rights Movement when Japanese Americans were used as an example of how working hard can overcome the challenges of racial oppression. Yi and Museus (2015) explained how this myth still persists to this day and described it as the “most pervasive stereotype of Asian Americans” (p. 1). Rodriguez-Operana, Misty, and Chen (2017) note that Filipinx

American adolescents who identified as Asian American were more likely to internalize the model minority stereotype, and gender differences exist where Filipina girls experience and are possibly more aware of how the model minority stereotype impacts them more than their Filipino boy counterparts. Leong and Serafica (1995) discussed the role that the model minority myth plays in masking the intragroup differences in educational and occupational attainment for various ethnic subgroups of Asian Americans. Teranishi's (2010) seminal work on Asian American and Pacific Islander students in higher education debunks the negative stereotypes like the model minority myth and reveals a more nuanced view of APIs attending colleges and universities in the United States. Delgado and Stefancic (2012) discussed how AsianCrit writers have used CRT to counter the notion of the "perfect minority group" and to bring light to the diversity of experiences among Asian American subgroups.

Nativistic Racism. A bias that many Asians experience in the United States is the perspective that they are immigrants or visitors of this country, perpetual foreigners, even though there are a number of generations of Asian Americans. Chang (1993) argued that this racial bias was detrimental to the Asian American position in American society. It has been well documented that early Filipinx settlers in the United States arrived in the country as early as the 19th century, and as one of the fastest growing immigrant populations (United States Census Bureau, 2014), Filipinx Americans are not always seen as native to the country. Ladson-Billings (1999) suggested, "one of the places to begin understanding CRT is to examine how conceptions of citizenship and race interact." Ladson-Billings specifically refers to property rights of owners, where historically in the United States, property ownership was afforded to Whites only. This

created a power dynamic in which people of color, based on the social construct of race, did not hold equal rights, and this historical precedence may be the root of where race and citizenship in the United States intersect and how nativistic racism or nativism plays out in different contexts today.

CRT and AsianCrit literature has emphasized the importance of disaggregating the research for races, including the larger umbrella category of API, which encompasses a diverse population of ethnic subgroup identities (Liu, 2009; Solórzano & Yosso, 2002). In his book, Ocampo (2016) discussed the panethnic divergence, or unwillingness to identify as Asian American for many Filipinx people in the United States, stating:

Although Filipinos acknowledged that most people categorized them as Asian, there were a plethora of other experiences that prompted them to question this. Viewing race as a culturally based identity, many explicitly disidentified from Asian Americans, asserting that popular constructions of the panethnic category failed to describe their own experiences as Filipinos. (p. 102)

This lack of identity as an Asian calls to question the inclusion of individuals of Philippine descent into the larger Asian racial group. Ocampo also explored why Filipinx people chose Pacific Islander, and participants stated because they were not Asian and there was no other option, or that the Philippines are islands in the Pacific. Ocampo's research found that some Filipinx people had not self-identified as Asian or Pacific Islander, and further emphasizes the importance of disaggregating the API racial umbrella in conducting research.

A Critical Look at API Higher Education Professionals

The literature is limited when searching for Filipinx professionals working in higher education. Suzuki (2002) argued that aggregated data of Asian Americans in the United States has concealed the diversity that exists for this population (p. 25). In order to dispel the model minority stereotype, research has suggested the API umbrella masks how the approximately 48 ethnic subgroups are performing in higher education (Leong, 1991; Liu, 2009; Ng, Lee, & Pak, 2007; Suzuki, 2002; Vea, 2013; Yi & Museus, 2015; Yu, 2006). However, there are still several studies that look at higher education professionals and their career experiences as aggregated groups.

In reviewing literature on API professionals, several studies looked at career development (Chung, 2008; Fouad, Kantamneni, Smothers, Chen, Fitzpatrick, & Terry, 2008; Mella, 2012; Suh, 2005; Wilking, 2001; Wong, 2002), the “bamboo” or glass ceiling that professionals face when attempting to move up the career pipeline (Hyun, 2005; Khator, 2010; Lee, 2002; Lum, 2008; Phan, 2013; Wong, 2002), the harmful impact the model minority stereotype has on API professionals in higher education, and why it is a myth for most ethnic subgroups of APIs (Mella, 2012; Neilson, 2002; Ng et al., 2007; Wong, 2002).

Fouad, Kantamneni, Smothers, Chen, Fitzpatrick, and Terry (2008) found that there are seven domains of influence on career choice, including (a) family, (b) culture, (c) external factors, (d) career goals, (e) role models, (f) work values, and (g) self-identity. The authors of this study suggested some core questions that could be asked in a qualitative interview in order to understand the career development process of APIs in the United States. This study researched 12 Asian Americans in various career fields, some

of whom were in education, but it was not limited to any specific career. In addition, the small sample was extremely diverse in various demographics such as gender, ethnicity, and age, which made it difficult to generalize the findings to all Asian Americans.

In a publication on APIs in higher education, Suzuki (2002) wrote that students and faculty are well represented; however, this was aggregated data and he argued that some Asian American subgroups were not represented and their experiences in higher education have gone unseen as an impact of stereotyping through the model minority myth. Research has shown there are challenges that come with studying the aggregated API population because of the masking effects that come from clumping many diverse ethnic subgroups into one racial umbrella.

Filipinx People in Higher Education

In an attempt to understand the experiences of higher education professionals of Philippine descent, a literature search⁶ was conducted and the result of this search produced scant literature on higher education professionals. Most of the literature that emerged was related to the pursuit of higher education as a student. Espiritu (2005) referenced Agbayani (1996), stating, “Filipino Americans remain severely underrepresented in higher education, especially as professors and administrators” (Espiritu, 2005, p. 118). Due to the limited scholarly work on Filipinx professionals in higher education, an additional search was broadened to include literature conducted outside of the United States; Furthermore, the search included literature for studies conducted on aggregated populations of API. This section will attempt to make sense of the literature that already exists for this population of higher education professionals.

⁶ using the following terms: Filipino, Filipina, and Philippine along with the terms: higher education, faculty, student affairs, student services.

Filipinx Students

Current literature on Filipinx individuals in higher education has been limited to the student experience in colleges and universities in the United States (Besnard, 2003; Buenavista, 2007, 2010, 2013; Buenavista, Jayakumar, & Misa-Escalante, 2009; Castillo, 2002; Leong, 1985, 1991, 1993; Maramba, 2003, 2008; Ocampo, 2016; Ong & Viernes, 2012; Surla & Poon, 2015; Veal, 2013). One early study conducted in 1981 looked at Filipinx and American student perceptions of teacher effectiveness with students from Hawaii with a large Filipinx population and students attending universities in the Philippines (Bail & Mina, 1981). Bernardo (2010) and Cura (2015) explored decision-making of people in the Philippines, which will be explored further in this chapter. Many studies look at the intersectionality of their identities and how that impacts the way Filipinx students experience life in college. In Buenavista et al. (2009), the authors discussed the liminality of Filipinx students because many second-generation immigrant students are attending college, but they could be viewed as first-generation college students because their parents lack knowledge of the United States higher education system. This ambiguous space between two identities is what the authors claim as liminal space that impact the identity construction of many Filipinx college students.

Some studies looked at Filipinx combined with other Asian subgroup identities. For example, Surla and Poon (2015) studied Filipinx and Southeast Asian students and the impact of social influences on the choice of college through a photograph elicited interview method. This study showed the influence of family and social networks on the choices these high school students were making about college as well as the importance of the context in which these decisions were being made.

Much of the literature that has disaggregated API students, specifically studies Filipinx students, has attempted to expose the disparity among API subgroups that the model minority myth has masked. Ong and Viernes (2012) found that United States-born Filipinx students are earning bachelor's degrees at a lower rate than other United States-born Asians; However, foreign-born Filipinx individuals who have immigrated to the United States are achieving bachelor's degrees at higher rates compared to other Asians, but this is not the same for graduate degrees, where foreign-born Filipinx students are earning degrees at a lower rate than other Asians in graduate programs. A recently published book on Filipinx Americans edited by Maramba and Bonus (2013) provided a large platform for the research on Filipinx students to be accessible to the masses. Included in that book is a chapter from Buenavista (2013) where she shared how all the participants in her study indicated that their educational attainment was motivated by familial obligation rather than individual endeavors. Vea (2013) argued the importance of disaggregating the API racial categories to understand the experience of Filipinx college students and to dispel the model minority myth. Ocampo (2016) dedicated an entire chapter of his book *Latinos of Asia: How Filipino Americans Break the Rules of Race* on the collegiate experience of Filipinx students in a study of Filipinx Americans. In this chapter, the author explored how these students make sense of their own identity and experience in college compared to other racial groups, including other Asian ethnic groups. While more could be discussed and shared on the research findings of Filipinx college students, this study focuses on the career decision-making. Multiple searches yielded literature on educational attainment, very few chapters and articles focused on the

experiences of higher education professionals of Philippine descent. That literature will be explored in the next section.

Filipinx Faculty, Staff and Administrators

Literature on Filipinx professionals who work in higher education is few and far between. Agbayani (1996) found that Filipinx people in Hawai'i are underrepresented in all levels of higher education, including faculty and administration. Another study looked at the experience of Filipinx faculty in the academe in the United States (Maramba & Nadal, 2013). It is in this study that the authors argue there is a need to disaggregate statistical data. Filipinx instructors are not well represented along the tenure track faculty career pathway. This dissertation will be the first to inquire into Filipinx professionals across divisions within higher education to further expand on the work started by Maramba and Nadal.

Filipinx Identified People Outside the United States

One of the earliest published dissertations on Filipinx professionals in higher education used both quantitative and qualitative research methods to assess male Filipino college professors in the Philippines (Lim, 1986). This study found that the participants developed in a similar way and experienced the influence of family and authority figures in their lives and careers. The limitation of this study is that it was conducted on all male participants, which limits the findings to this subgroup of Filipinos in higher education working in colleges and universities in the Philippines.

Guzman and Hapan (2013) conducted a phenomenological study on 12 Filipinx academic deans at medical technology schools in the Philippines. They found that there are four types of relational roles displayed by academic deans: (a) *truth seeker*, a mirror

of value-driven persona; (b) *opportunity provider*, a platform for people-centered persona; (c) *authoritative leader*, a model of power-oriented persona; and (d) *reflective practitioner*, a compass of goal-driven persona (Guzman & Hapan, 2013). This study provided taxonomy for relational roles that academic deans portray as leaders in organizations and could inform the way these individuals make decisions in these roles.

Bernardo (2010) studied college students in the Philippines and their perceptions of parental control over their academic behaviors and how their perceptions influenced the decisions made in school. This study found that accepting parental authority on college coursework decisions had a positive relationship to achievement, whereas academic achievement in the learning process came from the rejection of parental authority and the personal autonomy: “In the Philippines, it is not unusual to find university students enrolling in and completing majors which they have little or no interest, and they are actually chose by their parents” (p. 273).

Career Decision-Making

Some of the original literature on career decision-making is rooted in vocational psychology starting from the pioneer in vocation or career counseling, Frank Parsons, whose book was posthumously published in 1909. In a review of the original text, Baker (2009) discussed Parson’s vocational counseling that made choosing a career about the personality traits and skills that an individual has that fits with a particular career field. The critique of Parson’s work is that it focused on the individual’s traits and that it does not take into account other factors that might impact career choice. Donald Super (1953) was the first psychologist to introduce vocational counseling, which includes context and developmental stages of career development. Careers are built on the vocational choices

that an individual makes at a given time in their lives. Super (1953) introduced the five stages of occupational development, which include (a) growth, (b) exploration, (c) establishment, (d) maintenance, and (e) decline as part of his theory on vocational development. Savickas (2002) expanded on Super's 10 propositions of vocational development to create the career construction theory that adds career development is cyclical and that individuals can adapt and grow based on the context and the individual's own career experience.

Early studies on self-efficacy and career choice identified some theoretical models for career decision-making and acknowledged the external factors that influence vocational discernment (Lent, Brown, & Hackett, 1994; Lent, Brown, & Larkin, 1984; Lent & Hackett, 1987). Specifically, how an individual's belief in their ability to do a job impacts their future career choices and actions. Lent et al. (1994) offered a model that applies to choices made in both the academic and career decisions, specifically a social cognitive theory of academic and career interest, choice, and performance. Their work was based on the social cognitive work of Bandura (1989), which stated self-efficacy is dynamic and can change based on the interactions with others, behavior, and context.

In a study on career decision-making difficulties, Gati and Levin (2014) found theory-based career decision-making assessments can be utilized and could be helpful for career counselors when doing face-to-face counseling sessions (p. 103). Career counselors can help clients better by understanding the emotional and personality traits that influence decision-making in a client's career. "Career decision-making requires gathering information about one's preferences and abilities and the various occupational alternatives and training tracks, as well as the subsequent processing of this information"

(Gati & Levin, 2014, pp. 99-100). The literature related to career decision-making across disciplines using assessments is expansive; however, the literature on decision-making that looks at the individual's understanding of their career in higher education is limited.

Career decision-making is critical for individuals at all levels of the career pathway, from deciding to pursue a career in higher education to aspirations of moving up into executive level administration, including the presidency. For women, career decision-making has shifted since the women's liberation movement, and the expectations for women as mothers and wives look different as gender norms shift and more women are focusing on their career (Giele, 2008). The central focus for many women is their education and career. This is seen in the rising number of women who are attending colleges and universities and earning bachelor's degrees (United States Census Bureau, 2014), and women are going into the work force at higher rates, making up almost half of those employed in the United States (United States Department of Labor, 2011). However, women are not moving up the career pipeline to the presidency at the same rate men are filling these positions. Statistically, women are less likely to be tenured faculty and fewer achieve the college president position (ACE, 2012; Cook, 2012; Knight, 2011).

Part of making career decisions is the concept of choice. Kahneman (2003) discussed the ways in which individuals make choices and that there are three major topics to consider: heuristics of judgment, risky choice, and framing effects. This article offers a model for cognitive functions using two different systems, one that is fast and the other slow. In popular press, Gladwell (2007) wrote on the power of decision-making without thinking but rather choosing based on information that is quickly accessible by

the individual. This understanding of how an individual makes choices is similar to that of Kahneman's system 1 intuition, which is a faster more instinctual way of making a decision. Sunstein and Thaler (2012) wrote a book on choice architecture and how individuals can design choice environments that make it easier to make important life decisions, including career choices. In a similar way, career counselors employ techniques that assist clients through their difficult career decisions. These are also techniques that can be utilized by mentors and faculty members to advise practitioners and students who are considering moving up the career pipeline in higher education.

The career decision-making literature that focuses on trait-based assessments may be limited in understanding the career choices that individuals make. Similar to the critique of early leadership theory based on traits, this way of understanding an individual's career choices may be outdated and insufficient. While personality and other career assessments may provide a window to understand career choices, a narrative approach to career decision-making could provide a more holistic picture of the individual's journey in their career. Like later theories of leadership, the incorporation of context into the meaning making process is a way to better understand the multi-dimensional, multi-layered experience involved in making career decisions.

Vocational Discernment

Through a survey of university professors, Thompson and Miller-Perrin (2008) established a definition of vocation, which stated that a vocation in the broadest sense is a calling to act and serve in a way that gives life meaning, purpose, and direction (p. 102). This definition includes both personal and professional actions and is not narrowly defined in terms of formal ministry, but rather influences all parts of one's life including

personal relationships and a career (Thompson & Miller-Perrin, 2008). The role of faculty as mentors to students fits the definition of a vocation because of the service to students and the profession in higher education. Authors of this study also found that life events and mentors played an important role in shaping their calling to be a career professor (Thompson & Miller-Perrin, 2008).

Stages of Vocational Development

Super (1953) developed a theory of vocational development, which included the five stages that an individual moves through in the development of their career over their lifetime. These five life stages include: (a) growth, (b) exploration, (c) establishment, (d) maintenance, and (e) decline. Growth is characterized by three sub-stages: fantasy, interest, and capacity in which children up to the age of 14 fantasize about different jobs or careers, role-play, and build skills related to their interests. The second stage is the exploration stage where young adults ages 15-24 begin to take on jobs that allow them to explore work that is of interest or that begins to fit their needs or abilities. In the establishment stage, individuals ages 25-44 have found a career where they have found success and believe they can advance along the career pipeline. The fourth stage of vocational development is the maintenance stage where individuals ages 45-64 must continue to work to stay competitive with the younger generation of employees entering the career field by gaining new skills through professional development. The final stage, decline or disengagement, is characterized by the decline of work-related development and thoughts of retirement for individuals above the age of 65. One of the critiques of Super's theory of vocational development is that it does not take into account the context

in which individuals must make these decisions, and it may not apply to individuals with a more collectivistic decision-making orientation.

Super (1990) identified nine roles that individuals hold over the course of a lifetime. These nine roles are shown in the Figure 1 in a rainbow configuration with the five stages of vocational development. The roles include: (a) child, (b) student, (c) leisurite, (d) worker, (e) citizen, (f) spouse, (g) homemaker, (h) parent, and (i) pensioner.

Career Construction Theory

Career construction theory (Savickas, 2002) is a theoretical framework for understanding how individuals construct meaning in their vocation and how career decision-making is a process. This theory was grounded in and expanded upon Super's (1953) 10 propositions in vocational development theory, including the five life stages, and shifts the theory to a constructivist and contextualist view of career development (Savickas, 2002, p. 154).

Super's propositions of vocational development demonstrate the idea that the individual creates several constructs about careers and these constructs are influenced by the structures that exist in the environment of the individual (see Table 1). Career construction theory has stated that career development happens in five stages: growth, exploration, establishment, management, and disengagement and that an individual's career maturity can be measured by how they are able to move through each of the stages of career development (p. 156).

Vocational self-concepts are defined by the individual's construction of their own self-perception and are developed early on in a person's life (Savickas, 2002). Super (1953) referred to people's vocational self-concept as their own perception of the characteristics that contribute to their career identity.

Figure 1. The life-career rainbow: Nine life roles in schematic life space. Adapted from "A life-space, life-space to career development" by D. E. Super, 1990 in D. Brown, L. Brooks, & Associates (Eds.), *Career Choice and Development* (2nd ed., pp. 197-261).

Parents and role models shape an individual's self-concept, which includes work performed as a student (Savickas, 2002). The importance of context and the interactions between the individual and the environment create a social network that influences the individual's self-concept. If this is the case, the career decisions of higher education professionals are not only influenced by early interactions between parents, school teachers, and other role models, but also the cultural value placed on these roles in society.

Finally, Savickas (2002) introduced the five stages of career development and the developmental tasks associated with each stage. The five stages of career development include growth, exploration, establishment, maintenance or management, and

disengagement. In an attempt to help higher education professionals move through the five stages, authority figures or counselors might want to promote developmental tasks associated with each stage of vocational development. This inquiry could help professionals explore the process of career development over their lifespan rather than just focusing on single moments in time. The vocational maturity of an individual is determined by their ability to move through each of these stages and accomplishing tasks associated with each stage (Savickas, 2002).

Table 1

Super's 10 Propositions of Vocational Development

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1. People differ in their abilities, interests, and personalities.
 2. They are qualified, by virtue of these characteristics, each for a number of occupations.
 3. Each of these occupations requires a characteristic pattern of abilities, interests, and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.
 4. Vocational preferences and competencies, the situations in which people live and work, and hence their self-concepts, change with time and experience (although self concepts are generally fairly stable from late adolescence until late maturity), making choice and adjustment a continuous process.
 5. This process may be summed up in a series of life stages characterized as those of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into (a) the fantasy, tentative, and realistic phases of the exploratory stage, and (b) the trial and stable phases of the establishment stage.
 6. The nature of career pattern (that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual parental socioeconomic level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.
 7. Development through the life stages can be guided, partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of the self-concept.
 8. The process of vocational development is essentially that of developing and implementing a self concept: it is a compromise process in which the self concept is a product of the interaction of inherited aptitudes, neural and endocrine makeup opportunity to play various roles, and evaluations of the extent to which the results of role playing meet with the approval of superiors and fellows.
 9. The process of compromise between individual and social factors, between self concept and reality, is one of role playing, whether the role is played in fantasy, in the counseling interview, or in real life activities such as school classes, clubs, part-time work, and entry jobs.
 10. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values; they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play the kind of role which his growth and exploratory experiences have let him to consider congenial and appropriate.
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Note. Adapted from Super, 1953.

Based on the work of Super (1953), Savickas (2002) expanded on the five life stages to include developmental lines. The first stage of career development is growth, which is usually in childhood through early adolescence. This is the stage when individuals are developing their self-concept. Rooted in developmental psychology, Savickas (2002) utilized four developmental lines: concern, control, conception, and confidence, when looking at stages of development in career construction. He found that secure attachments to authority figures foster orientation and optimism, whereas insecure attachments may increase anxiety and fear in career exploration. See Table 2 for Savickas's (2002) 16 propositions of career construction theory.

Exploration is the second stage of career development that encompasses late adolescence to early adulthood, and it is the time that the individual begins to explore occupations that match their developing self-concept. "This information seeking behavior provides experiences and expertise for dealing with the three vocational development tasks that move an individual from occupational daydreams to employment in a job: crystallization, specification, actualization" (Savickas, 2002, p. 172).

The third stage of career development is establishment. This stage occurs between the ages of 25-44, where the goal of this stage is to "affect a cohesion between the inner and outer worlds" (Savickas, 2002, p. 178).

Table 2

Savickas' 16 Propositions of Career Construction Theory (Savickas, 2002)

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1. A society and its institutions structure an individual's life course through social roles. The life structure of an individual, shaped by social processes such as gendering, consists of core and peripheral roles. Balance among core roles, such as work and family, promotes stability, whereas imbalances produce strain.

2. Occupations provide a core role and a focus for personality organization for most men and women, although for some individuals this focus is peripheral, incidental, or even non-existent. Then other life roles such as student, parent, homemaker, “leisureite,” and citizen may be at the core. Personal preferences for life roles are deeply grounded in the social practices that engage individuals and locate them in unequal social positions.
3. An individual’s career pattern—that is, the occupational level attained and the sequence, frequency, and duration of jobs—is determined by the parents’ socioeconomic level and the person’s education, abilities, personality traits, self-concepts, and career adaptability in transaction with the opportunities presented by society.
4. People differ in vocational characteristics such as ability, personality traits, and self-concepts.
5. Each occupation requires a different pattern of vocational characteristics, with tolerances wide enough to allow some variety of individuals in each occupation.
6. People are qualified for a variety of occupations because of their vocational characteristics and occupational requirements.
7. Occupational success depends on the extent to which individuals find in their work roles adequate outlets for their prominent vocational characteristics.
8. The degree of satisfaction people attain from work is proportional to the degree to which they are able to implement their vocational self-concepts. Job satisfaction depends on establishment in a type of occupation, a work situation, and a way of life in which one can play the types of roles that growth and exploratory experiences have led one to consider congenial and appropriate.
9. The process of career construction is essentially that of developing and implementing vocational self-concepts in work roles. Self-concepts develop through the interaction of inherited aptitudes, physical make-up, opportunities to observe and play various roles, and evaluations of the extent to which the results of role-playing meet with the approval of peers and supervisors. Implementation of vocational self-concepts in work roles involves a synthesis and compromise between individual and social factors. It evolves from role playing and learning from feedback, whether the role is played in fantasy, in the counseling interview, or in real-life activities such as hobbies, classes, clubs, part-time work, and entry jobs.
10. Although vocational self-concepts become increasingly stable from late adolescence forward, thus, providing some continuity in choice and adjustment, self-concepts and vocational preferences do change with time and experience as the situations in which people live and work change.
11. The process of vocational change may be characterized by a maxi cycle of career stages characterized as progressing through periods of growth, exploration, establishment, management, and disengagement. The five stages are subdivided into periods marked by vocational development tasks that individuals experience as social expectations.
12. A minicycle of growth, exploration, establishment, management, and disengagement occurs during transitions from one career stage to the next, as well as each time an individual’s career is destabilized by socioeconomic and personal events such as illness and injury, plant closings and company layoffs, and job redesign and automation.
13. Vocational maturity is a psychosocial construct that denotes an individual’s degree of vocational development along the continuum of career stages from growth through disengagement. From a societal perspective, an individual’s vocational maturity can be operationally defined by comparing the developmental tasks being encountered to those expected, based on chronological age.
14. Career adaptability is a psychological construct that denotes an individual’s readiness and resources for coping with current and anticipated tasks of vocational development. The adaptive fitness of attitudes, beliefs, and competencies—the ABCs of career construction—increases along the developmental lines of concern, control, conception, and confidence.
15. Career construction is prompted by vocational development tasks and produced by responses to these tasks.
16. Career construction, at any given stage, can be fostered by conversations that explain vocational development tasks, exercises that strengthen adaptive fitness, and activities that clarify and validate vocational self-concepts.

Note. Adapted from Savickas, 2002

The fourth stage of career development is maintenance or management, and individuals are midlife to retirement age at this stage. These individuals have decided to stay in their occupation; however, in present day context, the concept of staying in one place of work until retirement is slowly diminishing. Because of this new occupational tendency to change organizations or career fields, Savickas (2002) has renamed this stage of the career constructionist theory to management.

Finally, disengagement is the final, fifth stage of career development which includes retirement for those above the retirement age. The career decisions of higher education professionals using the career construction theory and movement through the life stages could help to better understand occupational process in this field.

In 2009, Savickas et al. published a study that looked at the life-designing model for career intervention that can be applied to career counseling. This model could be applied to assisting higher education career professionals on their career development up the pipeline to the American college presidency. The life-design model presumes that there are five areas: ecological contexts, complex dynamics, non-linear causalities, multiple subjective realities, and dynamical modeling, that career counselors or advisors can use to analyze and help individuals make meaning of their career choices. Savickas et al. (2009) designed a model that takes into account that vocation development is based on the individual and their context, which makes career development dynamic and emergent for each person. Career counseling then needs to be co-constructed with the individual in order to make the best decision based on their ever-changing lived experience. This type of career counseling is more about the process of career decision-making and less about the choice, or career event, that an individual makes along their career pathway: “The

intervention model for life designing relies on stories and activities rather than test scores and profile interpretations” and helping someone through this process is iterative and based on multiple variables rather than one outcome variable (Savickas et al., 2009, p. 246).

One of the major critiques of career construction theory is the lack of diversity because it is based on the early work of Super (1953) and other vocation psychologists who did the vast majority of their research on men in the workforce since at that time a lot of women were homemakers. One way to address this critique would be through the exploration of the theoretical applicability of career construction theory to a diverse population of workers, specifically women and people of color working in higher education. Career decision-making from a career constructionist theoretical framework requires more information gathering and processing, which is similar to Kahneman’s system 2 reasoning thinking. Kahneman (2003) characterized this type of thinking as slow, effortful, rule-governed, and controlled.

Some of the critiques of early career decision-making or vocational development theories are that they do not take context into consideration or that the theories emerged from studies in more individualistic cultures. Savickas et al. (2009) attempted to develop a model that incorporated context and the individual’s experience, including their interactions with authority figures. One of the challenges to career development theory is that there is not a singular way to account for different cultural experiences and how they impact career decision-making. The next section addresses the work of Leong and his colleagues who looked at Asian Americans and the factors that impact career decision-

making, which is most relevant to this study and understanding how an ethnic subgroup of APIs make career decisions.

Career Decision-Making of Asian Americans

Leong (1985) published one of the first articles reviewing research conducted on APIs and career development, and his work set the foundation for understanding how Asian Americans develop their careers. Leong found that there was little published research on Asian American career development, and the articles that were published were conducted on Chinese and Japanese participants and their career interests. The research also showed the role of culture, assimilation and acculturation, and societal or cultural barriers have on career choice and aspirations. In a comparative study on career development and occupational values between White American and Asian American students, Leong (1991) found that Asian American students differed on decision-making styles. Asian Americans used a more dependent style of decision-making compared to White American counterparts. In addition, Asian American students significantly valued extrinsic motivators such as earnings and status or prestige as well as security for the future compared to White American students (Leong, 1991). These differences in decision-making styles may be due to the differences in the lived experiences of Asian Americans studying in the United States compared to White Americans. Leong (1991) argued that the differences could be due to an inherent bias in the instruments used for the study since they were developed from research on White Americans that did not include participants from various communities of color. Leong and Chou (1994) found that discrimination has an impact on career choices, including choosing a stereotypical or traditional career in order to avoid the glass ceiling along the career pathway. Leong and

Serafica (1995) explored the impact of stereotyping careers for Asian Americans, specifically careers in the sciences. Tang et al. (1999) conducted a quantitative study on the factors that influence Asian American career choice, including acculturation, family involvement, and self-efficacy. Their work builds upon the early work of Lent et al. (1994) and explored more specifically how self-efficacy as well as external factors impact Asian American career decision-making.

Fouad et al. (2008) identified seven domains of influence on career choice, including (a) family, (b) culture, (c) external factors, (d) career goals, (e) role models, (f) work values, and (g) self-identity. The qualitative study of 12 Asian Americans found that familial influences, specifically family expectations, had the most impact on career decision-making. This section will go into more depth on the seven domains of influence that were identified by Fouad and his colleagues.

Family influence is the first of the seven domains identified as influential factors in career decision-making of Asian Americans. Fouad et al. (2008) defined family influences as “the extent to which the individual’s family of origin and current family affected career decision-making,” and family expectations included “to be a success, to do well in school and gain a strong education, to work hard, and to choose a medical career” (p. 48). They found that there was a tension that frequently showed up between the individual’s interest and the expectations of parents and other family members, which continued later into adulthood. This is consistent with early studies on communities of color, which found that the career decisions of Asian Americans are influenced by the pressure from their parents (as cited in Leong & Chou, 1994). Fouad, Kim, Ghosh, Chang, and Figueiredo (2016) discussed career decision-making in two countries, the

United States and India, and assessed the relationship between family influences on career decision-making and the constructs of family obligation, work volition, work values, calling, and occupational engagement. Fouad et al. (2016) argued that family influence is different because the role of family across cultures varies. This quantitative study used the Family Influence Scale (FIS) and found there to be a relationship between family influences on the decisions made about work, specifically, that informational support, financial support, family expectations, and value and belief, are similar across the two cultural groups. In addition, Fouad et al. (2016) found that participants who feel they have an obligation to family also perceive that family has influence on their career decision-making. The authors of the study suggest that research be conducted on racial and ethnic minorities in the United States in order to better understand how family influences career decision-making.

Another domain, closely related to family is culture. Fouad et al. (2008) articulated that culture, whether it is a conflict between dominant culture and the culture of origin or the cultural values and expectations showed to have an impact on career choice. The authors indicated that this domain of navigating between two cultures as a life-long process of integrating both cultures into a “both-and” rather than an “either-or” (p. 55). Leong and Chou (1994) found ethnic identity was a factor that influenced career choice and strongly identified individuals may have been discouraged to consider a career field when they did not see role models who looked like them, or they might have been more motivated to pursue a career in order to break stereotypes. External factors included the social structures of race, ethnicity, and gender and the underrepresentation in their choice of career. Financial support was included in this domain. Fouad et al. (2008)

articulated the career goals as the enjoyment of the work and how that perception influenced career choice. Discrimination was also included in the domain of external factors and this was found to be a factor in career choices for Asian Americans in earlier studies (Leong, 1991; Leong & Chou, 1994).

Fouad et al. (2008) found that the presence of role models is another domain that influenced career choice for Asian Americans. Role models served as examples for individuals exploring careers as well as providing emotional support for Asian Americans. Telles and Ortiz (2008) referred to this network of role models and advisors as *social capital* where participants in their study showed to have more educational achievement when indicating that they knew a doctor, lawyer or teacher while growing up. Ogbu and Simmons (1998) emphasized the importance of role models for minority students to look up to and who are successful in terms of their academic and financial achievement. This availability of role models shows up in a career in education as well, and some participants in this study retold their story of how a mentor or a role model played a significant role in helping them achieve academically as well as in their career. Fouad et al. (2008) stated that Asian Americans in their study saw educators and other famous Asians as role models who played an influential role in their career development.

Work values were another domain that Fouad et al. (2008) identified as an influential factor in the career choice of Asian Americans. Work values, like career goals, derived from an individual's belief that they could excel in a particular line of work. Other values that are included in this domain include the importance of salary and the motivation to do something that would help others. Finally, the domain related to personal characteristics, interests, and skills was identified as being influential in the

career decisions of Asians, including the notion that personality not only influenced career decision-making, but also career advancement (Fouad et al., 2008). Leong and Chou (1994) found that Asian Americans who were less acculturated were more likely to choose a career based on family desires rather than their own interests, and that more acculturated Asian Americans were able to navigate the dominant culture in order to move up to more prestigious career opportunities. The role of assimilation and acculturation in addition to the factors that influence career decision-making could provide more contexts for how Asian Americans make career choices. Family, culture, external factors, career goals, role models, work values, and self-identity were the seven domains that influenced the career choices of Asian Americans and the authors stated that one of the limitations to their study was that it did not take into account the variant experience of an individual born in their ethnic country of origin compared to someone of the same ethnicity born in the United States (Fouad et al., 2008). Leong (1991) argued that researchers should explore the subgroups that fall under Asian American in order to better understand the differences and similarities between ethnic groups; For example, in his study, he could have looked at Chinese compared to Koreans. The challenge to research findings that only look at aggregated data is the bias that the experiences of all API ethnic subgroups experience career decision-making in the same way.

Poon (2014) conducted a study of Asian American second-generation immigrant, undergraduate students regarding their career choices. The participants of the study were an aggregated mix of East Asian, South Asian, Southeast Asian and Filipinx students. The study found that family desires, perceived labor market inequalities, racial isolation in atypical fields and peer networks influence their career decisions. Poon (2014)

suggested colleges and universities could provide services that support these undergraduate students when negotiating career choices, including educating parents about a variety of career choices available and programming that might address the concerns of discrimination and economic instability, possibly through mentoring programs. The next section explores career decision-making of a specific subgroup of the umbrella racial identity group of Asian: Filipinx higher education professionals.

Decision-Making of Filipinx Professionals

There is no research available on the career decision-making of higher education professionals of Philippine descent. The literature that does exist on decision-making focuses on the academic decisions that Filipinx students make and decisions related to healthcare (Bernardo, 2010; Cura, 2015; Ocampo, 2016). Similar to the findings of the above study, Ocampo (2016) reported Filipinx college students experienced the influence of family on educational decisions, such as what major to choose or where to attend college, and the familial obligations were a priority over school obligations. There is also a distinction in the population of study, since many of the decision-making studies related to Filipinx individuals have been conducted in the Philippines. Fouad et al. (2008) suggested there might be differences in the experiences of Asians born in their country of origin compared to those who were born in the United States. Several other studies have shown that many Filipinx families have influence over an individual's decisions (Root, 2005), including health decisions (Cura, 2015) and educational decisions (Bernardo, 2010; Ocampo, 2016).

Context Matters in Career Decision-Making

Ecology of Human Development

Psychologist Urie Bronfenbrenner proposed a way of understanding human development through the lifespan, and the relationship the individual has with the environment in which it grows. This theory of development is known as the ecology of human development. Bronfenbrenner (1977) defined this theory with two ways. First:

The ecology of human development is the scientific study of the progressive, mutual accommodation, though the life span, between a growing human organism and the changing immediate environment in which it lives, as this process is affected by the relations obtaining within and between these immediate settings as well as the larger social contexts, both formal and informal, in which the settings are embedded. (p. 514)

The second definition is that “the ecological environment is conceived topologically as a nested arrangement of structures each contained within the next” (p. 514). The systems are represented in Figure 2. Bronfenbrenner states that an individual is uniquely intertwined with the environmental systems that they are surrounded by. Those systems include the microsystem, which consists of family, classmates, colleagues, or other relevant people in the individual’s life. These individuals interact in the Mesosystem with the institutions that exist in the Exosystem, such as education, work, and government. In the Macrosystem exists the cultural norms and values that exist for the individual and that the system that underlies all the others is made up of time.

Figure 2. Ecology of human development. Adapted from “Toward an experimental ecology of human development” by U. Bronfenbrenner, *American Psychologist*, 32, pp. 513-531.

Bronfenbrenner’s theory offered a framework for looking at an individual in context over time. While used primarily in health care fields, this model for human development can be used as a way to categorize the different systems that exist in an individual’s life span, including career decisions. No studies have been conducted in the field of higher education related to this theory and career decision-making.

Life Course Perspective

The life course perspective (LCP) was developed out of Bronfenbrenner’s ecology of human development and is a lens through which the study of human behavior is understood in the context of the individual and the relationship the individual has with each of the systems in its environment. Typically used in health-related fields to track the

impact of an individual's health in relationship to context and historical events, this perspective has only been applied in higher education in one published dissertation looking at women (Hartzell, 2015). There are many ways to view how humans make decisions in their lives. The use of LCP as a lens to view career decision-making is to attempt to provide a more comprehensive view of the way higher education professionals make career decisions in the historical and developmental context of their lives.

Higher Education Career Pathways

In searching for literature about the career pathways that higher education professionals can take to come into the field and move up the pipeline, research has been conducted on the experience of women, especially women of color. However, little research has been done specifically on higher education career decision-making from entry level all the way up to the college presidency. Though a few articles did look at the pathway to senior administrative positions (Drumm, 2006; Jackson & Harris, 2007; Neilson, 2002), other articles focused on the career choices of faculty (Fugate & Amey, 2000; Timmons, 2012), and literature on faculty development was focused on the graduate student experience, specifically doctoral degree programs (Austin, 2002; Golde, 2004). Most of the research done on career choice in higher education has been on master's degree seeking students in higher education student affairs programs (Brown, 1985; Hunter, 1992; Linder & Winston Simmons, 2015; Taub & McEwen, 2006). One study looked at mid-level professionals' intentions to leave the profession (Rosser & Javinar, 2003). A recent doctoral dissertation looked at attrition of API entry-level student affairs professionals and their reason for leaving their career in higher education (Nguyen, 2016).

Academic Affairs

In a qualitative study on the career pathways of community college faculty, Fugate and Amey (2000) found community college faculty had a diverse set of pathways to their first teaching assignment. Additional research along the academic affairs pathway includes studies conducted on the graduate student experience. Austin (2002) conducted research looking at graduate preparation programs as a means of socialization for faculty ranks. Literature on socialization states that individuals' understanding of a faculty career begins in graduate school not during the first faculty position. This study found "important aspects of this socialization process include observing, listening, and interacting with faculty, interacting with peers, and interacting with family and personal friends" (Austin, 2002, p. 104). Research was conducted surveying over 4,000 doctoral students about the career preparation in doctoral programs for aspiring faculty (Golde, 2004). Findings from this study found that doctoral students had higher expectations for their preparation than what was given by the program.

While the faculty track is a more traditional pathway to the American college presidency, there has not been a lot of research focusing on career decision-making of faculty. Research about the barriers along the presidency (Brown, 2005; Dancy & Brown, 2011; Lum, 2008) and the key factors that promote faculty up the higher education pipeline (Batra, 2001; Dancy & Brown, 2011; Freeman & Kochan, 2012; Golde, 2004; Haley, 2012; Jackson & Harris, 2007; Turner, 2007) are published. These are factors that challenge and support individuals along the academic pathway; however, these studies are not specific to the decision-making process. Timmons (2012) researched the decision-making of African-American faculty members at predominantly Caucasian institutions in

the United States and found that character, dual marketing, balance, and detour under pressure were all factors considered in their career decision-making. One critique of this study is that all the participants came from one type of institution, so the sample may not represent the experiences of other African American faculty members at other institution types.

Student Affairs

One of the earliest pieces of literature looks at the development of graduate degree programs for student affairs professionals (Brown, 1985). Furthering the understanding of career choice, there is a qualitative study of first-year master's degree students considering a career in student affairs (Hunter, 1992). This study found that 22% of students were employed as undergraduate students in a student affairs department and decided to pursue a career in student affairs. Students who saw practitioners in student affairs during their experience as an undergraduate student were exposed to the career field, which implies the important role each student affairs professional plays in the recruitment of individuals to the career field (Hunter, 1992).

Furthermore, Taub and McEwen (2006) did a similar study of graduate students in master's degree programs in student affairs and found that 46% of respondents found out about a career in student affairs during their junior or senior year in college. Like the previous study, information about a career in student affairs was obtained from professionals who were already working in the field, and the study showed that 80.3% of the respondents were encouraged to enter the profession by student affairs practitioners in the areas of residential life and student activities. The participants in this study were mostly White women, which is representative of the population of practitioners in the

field of student affairs. The limitation of this study is that it lacked the ability to examine the factors that attract people of color into the career field.

Continuing to build on the research of previous studies, Linder and Winston Simmons (2015) article looked at the recruitment of students of color into a career in higher education student affairs and graduate degree programs that prepare student affairs professionals for a career in colleges and universities across the United States. The authors found that involvement as an undergraduate student and mentoring influenced a student's decision to pursue a career in student affairs. The study also found that students choosing a master's degree program in higher education student affairs "emphasized a commitment to diversity and social justice as influential in their decision-making process" (p. 420) in addition to having faculty and staff role models. The authors of this study used CRT as a framework for exploring the experiences of students of color in a graduate degree program for a career that has historically been filled by White practitioners.

A study of mid-level student affairs practitioners' perceptions of job satisfaction, morale, and their intentions to leave their current position revealed some of the factors that influence the persistence of student affairs practitioners in the career field (Rosser & Javinar, 2003). This study found that these professionals felt the gender make up of student affairs was balanced, but the racial and ethnic diversity was not, and that the high turnover in the career field is a concern (Rosser & Javinar, 2003). One study looked at Asian Pacific American student affairs professionals and the characteristics of those individuals and the factors that impact their career mobility (Suh, 2005). In a dissertation by Wong (2002), the author looked at the current state of APIs in higher education and

their highest career aspirations in student affairs. Most recently, Nguyen (2016) focused on the attrition of API professionals in entry-level student affairs positions and why they chose to leave the field of higher education.

While studies on student affairs professionals are insightful and help to understand the experiences of some API professionals in higher education, there is still a gap in the research related specifically to career decision-making. The current body of literature has only looked at APIs as an aggregated racial group, which masks the experiences of the ethnic subgroups that fall under the API umbrella.

Conclusion

CRT invites the academe to counter the narrative that Whites are superior to people of color and that underrepresented, minoritized or marginalized groups can be successful at navigating the dominant discourse. It is through “powerfully written stories and narratives” that Delgado and Stefancic (2012) stated we “may begin a process of correction in our system of beliefs and categories by calling attention to neglected evidence and reminding readers of our common humanity” to affirm the narratives of those individuals who have been marginalized (pp. 49-50). In education, the importance of sharing the unique narratives of minoritized groups that promote the positive stories rather than the deficit model of sharing is key to re-writing the stereotypes. AsianCrit aims to show the diversity that exists among Asian Americans and Pacific Islanders while also demystifying the model minority myth and address the racial bias of being the forever foreigner.

While some literature exists on the decision to pursue a career in higher education, the extent to which the research has explored the career decision-making along

the career pathway leading up to the American college presidency is limited to mostly studying graduate students pursuing a career in higher education. There is a fair amount of literature that looks at the career pathway to the presidency through the academic affairs route from doctoral programs to the tenured faculty; however, there is scant literature that looks at the career decisions of student affairs practitioners beyond the graduate degree program experience. Additional research that explores the experiences of higher education professionals along the career pathway may help to better understand why practitioners choose higher education as a career, stay in the career field, and how they navigate and make decisions along the way.

Super (1990) established a vocational development theory that Savickas (2002) expanded on to create the career construction theory that states there are developmental tasks associated with the five stages of career development, including growth and exploration, which help an individual develop vocational maturity. Implementing a research study that looks at the career development of higher education professionals through these stages may shed light onto the career journey into, through, and possibly out of a career in higher education. Career construction theory offers a framework for looking at the vocational narrative of higher education professionals. Understanding the narratives of higher education professionals and their decision-making processes along the career pipeline in higher education would be helpful to practitioners and faculty who could encourage a more diverse pool of individuals to consider a career in higher education and support those individuals who have already chosen this field to continue to move up the ladder to executive level positions leading up to the college presidency.

This literature review seeks to create a foundation of knowledge and understanding of the current state of professionals of Philippine descent working in a career in higher education, identify a theoretical framework for understanding career decision-making, and shed light on the gap in scholarship related to career decision-making for Filipinx professionals along the career pipeline in higher education. Future research using career decision-making and the career pathways to the American college presidency may help to offer more strategies for mentoring and advising a more diverse pool of professionals to consider moving up in higher education using a non-traditional pathway through student affairs.

CHAPTER 3: METHODOLOGY

This study uses both a narrative inquiry and phenomenological inquiry. The emphasis on the stories collected through semi-structured interviews is what drives the narrative inquiry. Merriam and Tisdell (2015) stated, “the key to this type of qualitative research is the use of stories as data” (p.34), and the authors further argued that a phenomenological approach underlies all qualitative research because it is the “study of people’s conscious experience of their life-world” (p. 26). Using a CRT framework, this study looks to provide a counter-narrative to the stereotypical careers that are ascribed to Filipinx people. Roithmayr (1999) stated that Mari Matsuda called for the use of CRT and the use of counter-storytelling as a qualitative research methodology “to evaluate the impact of policy on the disenfranchised and disempowered” (p. 5). Taylor (1998) stated that critical research that empowers people of color to share their stories counters the negative stereotypes. Critical inquiry is an attempt to challenge and analyze existing power dynamics in hopes of changing the current structure of power to those who are oppressed or marginalized in society.

This qualitative study gathered data through the stories of career decision-making for a sample of higher education professionals of Philippine descent working at colleges and universities in the United States. These stories are counter-narratives to the negative stereotypes that are ascribed to Filipinx people in the United States and the challenges that come with being a marginalized population in higher education. The methods used here are intended to give a platform through storytelling for these marginalized voices to be heard.

The use of qualitative research methods, such as a reflective mapping activity using the life/career map and semi-structured interviews, allowed for the collection of participants' stories in multiple forms. Because this study looked at a marginalized population in higher education, specifically professionals of an ethnic subgroup of API at various developmental stages in their career and in varying contexts, a narrative inquiry approach provides a space for professionals of Philippine descent to share their unique stories related to the decisions they made during their career in higher education. According to Merriam and Tisdell (2015), narratives or stories are popular sources of data for qualitative research.

Information was collected from a demographic survey, which used to determine what qualitative criteria could be used to select a sample of participants (see Appendix A). This survey provided demographic information as well as identified interested participants for the qualitative study. Participants were asked to complete a *life/career map* documenting the major career decisions in their life along with significant personal and historical events that occurred at the same time, informed by the life course perspective. This part of the study collected more specific information regarding an individual's structural, social, and cultural context, using a life course map design (see Appendix B and C). This document was then used in the third and final phase of the study where I conducted semi-structured interviews, which were conducted through video, phone or in-person.

The interviews were conducted using what Kvale and Brinkman (2009) called a semi-structured life-world interview, which attempts to understand a phenomenon through the lived experiences of individuals. In this study, the participants, higher

education professionals of Philippine descent, were asked through semi-structured interviews using an interview guide (see Appendix D) about a specific phenomenon, career decision-making. Their individual stories are shared in Chapter 4 as a way to describe their career decisions from their perspective. This qualitative method of inquiry provides “privileged access to people’s basic experience of the lived world” (Kvale & Brinkman, 2009, p. 29). The experience of interviewing participants and listening to their stories has been an honor and a privilege as the researcher. My hope is that their stories will empower others to share their lived experience as professionals in higher education.

Research Site and Participant Selection

The participants in this study are all higher education professionals of Philippine⁷ descent currently working in colleges and universities in the United States. Restricting participation to higher education professionals in the United States ensured that participants’ decisions were based on the policies and procedures that exist in the American educational system defined by the United States Department of Education. While each region and state may have different regulations, the overall experience of working in higher education in the United States maybe more similar that different.

Sampling

A convenience, snowball sampling process was used to solicit participation in the study. Since there is not a comprehensive database of higher education professionals of Philippine descent, email and social media platforms were used to reach out to all individuals in the higher education professional population. A survey, created in Qualtrics, an online assessment tool, was sent electronically to various higher education

⁷ Philippine descent is self-identified by the individual and can apply to those who were born in the Philippines or have at least one biological parent or ancestor who was born in the Philippines.

professionals' listservs and groups through email and social media platforms in an attempt to reach as many higher education professionals as possible. Specifically, Facebook and Twitter were the primary social media platforms used to distribute the links to the survey. Links were posted to specific groups related to higher education, including but not limited to NASPA, ACPA, Student Affairs Professionals, Asian Pacific Islanders Knowledge Community, Women of Color in the Academe, and Pinxys in Higher Education. In addition, the information about the dissertation study was included on a personal website with a dedicated page that included details about the study. Access to listservs and social media platforms were readily available through my established relationships and professional network, because of my current role in higher education and my positionality as an insider to this community. In addition, having the links available on my personal website added to the accessibility of the survey to a broader audience.

Participants who were reached through email or social media were encouraged to invite their colleagues to participate in the survey. This snowball attempt led to emails being forwarded to additional mailing listservs that I was not a member of as well as inclusion in newsletters and social media posts from other higher education colleagues. Reminders were posted through social media and reminder emails were sent to previous recipients of the initial survey links. In an attempt to solicit additional participants, I presented at a regional conference in November to student affairs professionals. This presentation shared findings from a pilot study on career pathways in the Philippines, and I promoted the survey to the session attendees as well as other conference attendees at various conference meetings.

The demographic data collected in the survey served as a basis for understanding the overall make-up of those who completed the survey and to seek respondents interested in participating in the study. The survey stayed open for three months until January 2017 in order to maximize the number of completed surveys. Collected survey data was considered complete if at least 90% of the survey was submitted. Based on this criterion, 95 completed surveys were collected and 87 met the criteria of being a higher education professional of Philippine descent. The 87 eligible surveys were reviewed for demographic information and revealed who self-selected into the semi-structured interview portion of the study.

Establishing a Directory of Filipinx Higher Education Professionals

Furthermore, in an attempt to begin to establish a directory for higher education professionals of Philippine descent, a Google form link was distributed using the same email and social media outlets. The directory was made available to those who contributed their information to the database and the directory is currently still collecting information. Access to the directory will be given to those who participate in the directory. Participation in both the survey and the directory were voluntary and individuals could complete both, neither, the survey, or the directory. Since two different platforms were used to collect data, there are no direct linkages between the two databases, and participants in the study cannot be linked to the participants who provided information for the directory. At the time of publication, 106 individuals have joined the directory. This director could potentially indicate the total population of Filipinx professionals working in higher education, and for the purposes of this study, provided a

reference point to the percentage of participants in the study compared to the known population.

Criteria for Participation in Interviews

A purposeful, criterion sampling was used to select participants who met a particular set of criteria based on the results of the survey conducted in the first phase of the study. The selection criteria included participants who have worked in higher education for a minimum of five to seven⁸ years, self-identify as being of Philippine descent, and indicated interest in telling their story. Based on the demographic information collected through the survey, 20 participants were selected as a cross-section of representation to participate in semi-structured interviews. Their years of experience, gender, and geographical location were all considered when selecting participants for this study.

The criteria for participating in the semi-structured interview portion of the study included being a Filipino professional in higher education for at least five to seven years and they had to have made at least two decisions about their career in higher education. The criteria of five to seven years was used because professional associations, such as NASPA, define new professionals from zero to five years in the field and most higher education institutions award tenure to faculty between five to seven years. Out of the 87 eligible for the study, 22 participants completed the life/career map. All the participants in the semi-structured interview completed a life/career map in order to reflect deeper on the connections and meanings related to their experience of making career decisions throughout their career.

⁸ The criteria of seven years is based on the number of years to achieve tenure and is two years beyond the classifications that national associations in higher education use to identify new professionals (0-5 years).

Twenty-two participants submitted a map and were asked to schedule an interview time during the month of March or the beginning of April. Two participants submitted their map after their interview. Twenty participants completed the map before their interview, and the map was used to help participants reflect on their career decisions. Two participants were not interviewed because of limited time and availability. Maps completed prior to the interview served as a primer and the document was provided to participants during the interview so each participant could reference it. This seemed to save time by reducing recall time of the various career decisions that were made along their career pathway in higher education.

Participants

The participants in this study were asked to complete a survey (See Appendix A) to collect demographic information and additional information about their career in higher education. A total of 87 surveys were completed in their entirety. From those completed surveys, 79 participants self-selected to participate in the study further and of the 79, there were 22 who completed a life/career map (See Appendix C), and a total of 20 participated in a video or in-person interview.

These 20 participants represented a cross-section of higher education professionals who identified as Filipinx. They worked in all types of institutions in various sized cities in multiple states across the country. This sample spans the career pipeline from entry-level to senior-level positions in higher education and vary in length of time in the profession. Some participants would be considered new professionals because they had been in the field for five years while one participant had recently retired from the profession during the time I was completing the research for this study.

One important piece of demographic information to note is that all participants in this study had earned graduate degrees at the master or doctoral levels. While the study did not restrict participation from anyone who works in higher education, the sample is limited to professionals who work in student affairs administration, faculty or staff in academic affairs, and executive-level administration. Pseudonyms were created and assigned to the participants in order to conceal their identity. Participants' real names were replaced on all documents and audio files, and a master key was created and password protected to ensure confidentiality. To get a better understanding of the participants, Table 3 shows the demographics of the participants who participated in the semi-structured interviews and completed a life/course map. A more detailed description of each of the participants and their stories is in Chapter 4, however, a snapshot of the participants is provided here for purposes of understanding the diversity of the participants in this study.

Based on the demographic information collected in the survey, participants ranged in age from 28 to 74 with the average age of the participants being 42. A majority of the participants identified themselves as female ($n=12$) compared to the 40% of participants who self-identified as male ($n=8$). This is consistent with demographics of higher education professionals where more women are employed. The participants in this study vary in immigration status, where half of the sample identifies as second-generation, which means that their parents were born in the Philippines. First-generation immigration status means that the participants themselves were born in the Philippines and either immigrated to the United States at an early age, which some would consider 1.5-generation, or they immigrated later in life. Only one participant identified as being a

third-generation immigrant, who was defined by their grandparents being born in and emigrated from the Philippines and their parents were born in the United States. All of the participants had earned at least a master's degree ($n = 7$) with the majority having earned a doctoral degree ($n = 13$). While this is an industry standard for administrators and faculty who work in higher education, this may not be representative of all staff, including administrative and classified staff, which will be discussed in the limitations section of this chapter.

Table 3

Participant Demographic Information

Name	Age	Sex	Immigration Status	First-Generation College Student	Highest Degree Completed
Abigail	74	F	First Generation	No	Doctoral
Amelia	30	F	First Generation	No	Master's
Andie	38	F	First Generation	Yes	Master's
Becca	45	F	First Generation	No	Doctoral
Bonnie	45	F	First Generation	No	Doctoral
Bruce	34	M	Second Generation	Yes	Master's
Cade	41	M	Second Generation	Yes	Doctoral
Cat	35	F	Second Generation	No	Master's
Diana	44	F	Second Generation	Yes	Doctoral
Ellie	40	F	Second Generation	Yes	Master's
Jane	33	F	Second Generation	No	Master's
Jerry	60	M	Second Generation	Yes	Doctoral
Larry	47	M	Third Generation	No	Doctoral
Marko	53	M	First Generation	Yes	Doctoral
Penny	44	F	Second Generation	No	Doctoral
Sam	34	M	Second Generation	Yes	Doctoral
Sandra	34	F	Second Generation	No	Doctoral
Sierra	44	F	First Generation	No	Doctoral
Stone	28	M	First Generation	Yes	Doctoral
Tim	31	M	First Generation	No	Master's

All of the participants who participated in the interview portion of this study completed a life/career map with instructions (see Appendix B) that asked them to

identify decisions they had made in their career and mark them on a map indicating the year and age of that decision. Participants were asked to rate how high or low the importance of that decision was in their career. They were also asked to indicate any historical or life-changing events that occurred at the time of each career decision. This map was then used as a primer that could be referred to during the semi-structured video or in-person interviews. The interviews lasted approximately one hour and were audio recorded and professionally transcribed for analysis purposes.

Data Collection

In a narrative inquiry design, Merriam and Tisdell (2015) underscore the importance of collecting data using narrative interview methods in order to empower participants to tell their own story. Prior to scheduling these interviews, participants were asked to complete a life/career map reflecting on their career pathways and the decisions that they had made in their careers. This activity was used as a primer for the interviews to reduce recall time and encourage participants to think about the context and importance of their career decisions. A survey collected demographic information in order to determine criteria for selecting participants to tell their stories. The demographic information collected from participants included social identities they hold, such as race, gender, marital status, as well as their education and career roles and aspirations. Demographic information collected also provided a picture of the geographic diversity of the group as well as the various departments where professionals of Philippine descent are employed. Beyond demographic information collected, additional questions asked about career decision-making (See Appendix A).

During the second phase of the study, all 79 self-selected participants were invited to draw a life/career map (See Appendix B & C) that best represented their career decisions along the pathway into higher education. Using the LCP helped highlight the reasons professionals of Philippine descent chose to pursue a career in higher education as an alternative pathway to the expected or socialized career pathways in medicine, law, engineering, business, or military. Choosing a career in higher education for some individuals may have been difficult, especially when it was a course of action that was an uncommon or unexpected pathway. The life/career map gave participants the opportunity to articulate the various career decisions they have made in their higher education journey and the context in which each decision was made, including significant historical and personal events. Of the 79 participants who were asked to complete their life/career map, 22 submitted a map to be used during the semi-structured interviews. Some self-selection bias may be present due to the number of participants being lower than the number eligible to move to the next phase of the study. This may be for several reasons as the map asked participants to recall experiences from their past, the timing of asking for this information might not have been convenient, or the participants may have chose not to complete this portion of the study.

Finally, data was collected through voice recorded in-person or video semi-structured one-on-one interviews using an established interview protocol (See Appendix D). The life/career map was used as a point of reference that allowed each participant to recall a specific decision and share more information regarding the context of that career decision. The interview was semi-structured in order to allow the participant share

specific and significant career decisions while also allowing for the researcher to ask follow-up questions for clarification and to gather more detailed information.

Simultaneously, as a researcher, I kept detailed analytical memos and journal reflections in order to understand how conducting this research informed my own learning along the way. Merriam and Tisdell (2015) named the importance of calling out research bias, especially during narrative inquiry, so that the researcher can listen to a participant's story as objectively as possible. My own story is included in Chapter 4 as a way to not only name my own lived experience and reflect upon my bias as the researcher, and also to give readers context to my inquiry. I also researched my own experience in real-time, and I believe this "MEsearch" is a valuable part of this study.

Data Analysis Procedures

An analysis of the documents was used to postulate preliminarily interpretations of the information presented through mapping career decisions for higher education professionals of Philippine descent. The map was reviewed to ensure that participants had made at least two career decisions in student affairs and had been in the field for at least five years. All of the participants who submitted a life/career map were eligible to move to the interview phase of the study. The primary purpose of the life/career map was to evoke deeper conversation in the semi-structured interviews of this study. Interviews were conducted in-person and through video web platforms and audio recorded for transcription and analysis. The interviews were professionally transcribed from the recordings and they were then I reviewed the transcripts for accuracy. Transcriptions were printed as well as organized in an electronic document to be analyzed and coded. A combination of in vivo and descriptive analysis of the interview transcripts was used as

an iterative process towards understanding the career decisions experienced by the participants in the study.

Reliability and Validity of the Transcriptions

The transcriptions, while accurately translated the interviews into concrete words, do not completely convey all the data that was used to discover the emergent themes these narratives represent, the emotion in the tone or in the retelling of these stories were deeply rooted in these individual experiences. Kvale and Brinkman (2009) argued that transcriptions are just translations of the interview and that some things get lost in translation between the oral to the written interpretation. Due to the loss of meaning from transcriptions, audio recordings were used to not only record the stories themselves, but also to record the way in which these stories were told. The audio recordings captured the tones, pauses, and emotions that were shared by each participant. In addition, all the interviews were conducted in-person or through a video platform that allowed for the facial expressions, body movements, and eye contact to be available for interpretation.

Since a third party vendor initially started transcriptions, these transcriptions were reviewed for accuracy and corrected to ensure the translations matched the audio files. Once a transcription file was received, I would listen to the audio recording of the interview alongside the typed document and make any corrections or filled in any blanks that were not heard by the transcriber. This process not only gave me the opportunity to ensure that the transcriptions were appropriate representations of the audio files and, as much as possible, accurately relayed the story shared by the participant. Kvale and Brinkman (2009) argued that a truly objective translation from oral to written does not exist when looking at the validity of a transcription. In an attempt to be sure that the

transcriptions were accurate representations of the oral narrative, a review of all the transcriptions alongside their audio files and my notes from the interviews were combined to ensure that the transcriptions were valid for coding.

Coding

In order to use the narratives as data, in the most objective way possible, the audio files and subsequent transcripts were coded using in vivo and descriptive coding in the first cycle of coding. According to Saldaña (2013), in vivo coding using the exact word or phrase to honor the participant's perspective, and descriptive coding summarizes in a word or a phrase the basic topic of the narrative. Using both types of coding methods were helpful in discerning the various codes that were emerging from the participants' stories. "A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and or evocative attribute for a portion of language-based or visual data" from "interview transcripts, participant observation field notes, journals, documents" that link the data to a meaning (Saldaña, 2013, p. 3). The codes from this study came from the participants' interview transcriptions and audio files that best represent their individual experiences as professionals of Philippine descent as well as their collective experience in higher education.

Pattern coding was then used to find thematic codes from the narratives. Saldaña (2013) stated that second cycle pattern codes are explanatory codes that aid in finding emergent themes that could be used as a meaningful unit of analysis (p. 210). Once the emergent themes were identified, the process of analyzing the data was focused on the most frequently coded data points.

Analysis of the Interviews

The analysis of each interview happened while the interview was being conducted, then again when I reflected on each encounter after the interview, it was further analyzed as each transcript was reviewed for reliability and validity, and finally analyzed from the transcription and audio files. Kvale and Brinkman (2009) stated, “the analysis of an interview is interspersed between the initial story told by the interviewee to the researcher and the final story told by the researcher to the audience” (p. 193). The authors further argued that using a narrative approach to the analysis allows the researcher to tell the story based on the interviewee’s responses during the initial interview. For studies using narrative inquiry, Merriam and Tisdell (2015) recommend a method called *horizontalization* be used to interpret the data; Horizontal analysis of the transcripts allows the data to tell its own story. The analyses of all the participants were formulated into their own individual narrative as well as a collective narrative, which is presented in Chapters 4 and 5.

In order to assume accuracy of the data gathered, I asked participants if the summaries of their career decisions were accurately represented. This member checking was used to ensure that the analysis through coding of the transcriptions was accurate and representative of their experience as much as possible. This involved asking some of the participants if my analysis of their experience was correct. Triangulation was used to “build evidence for a code or theme from several sources or from several individuals” (Creswell & Plano-Clark, 2011, p. 211-212). The analyses were triangulated with a document analysis of each individual’s life/career map that represented their life course perspective. To increase the trustworthiness and reliability of the findings, I asked two

Analysis of Researcher Reflections and Memos

An analysis of the interview reflections and memos was conducted to look for themes in the analytical memos that were recorded after different segments of the study, especially after the semi-structured interviews were completed. Merriam and Tisdell (2015) stated the importance of thinking about biases when analyzing data. Writing reflections throughout the research process helped me become aware of my own biases during the collection and analysis of the data. A word cloud was created to analyze the document for words most frequently used in order to determine if there was congruence or incongruence in the reflections and the data collected from the interviews.

Figure 3 is the representation of the word cloud that was created when analyzing the collective memos. In analyzing the word cloud, I see where my own focus and reflections of each interview or data collection process was more focused on the participants professional experience, which makes sense based on the purpose of the topic of research. I wonder, though, if this lens might have kept me from diving deeper into the more personal experiences related to their career decision-making, because my reflections largely focused on the professional interactions at work and with colleagues. I am curious about why the word “time” seems to be equally present to the word “professional” and how those two words impact my own lens and processing of the data. Possibly, these words are more about my own experience in higher education rather than those of my participants, and yet time in the profession does have a significant impact on the way in which people make career decisions. The use of the word cloud as part of my analysis of the study was helpful in that it corresponds to the purpose of this study.

Timeline/Phases

The research timeline consisted of two parts, the life/career map activity where participants were asked to draw their map using the instructions and template (See Appendix B and C) provided to them electronically. Participants were asked to complete their map and submit an electronic version to me prior to their semi-structured interview. Two participants submitted their map after their interview because of the scheduling of their interview and their desire for more time needed to complete the document. The instructions on how to draw the life/career map were sent out via email in February 2017. Participants were given until the end of the month to complete the life/career map. This map was used as a point of reference, and an attempt to dive deeper into the context of how the participants' career decisions were made. All of the maps were submitted by the beginning of April for additional analysis.

Semi-structured interviews were scheduled throughout the month of March. Some interviews were conducted in-person at a conference I attended in San Antonio, Texas, while other interviews were done through different video chat platforms. In order to ensure that the data collected and analyzed is represented accurately, the participants were asked to review their specific narrative summary. If any portion of the summary did not clearly portray their story, an adjustment was made to the summary before finalizing it in Chapter 4. An auditing process was implemented by asking other education professionals to review the narratives. This auditing process sought to ensure that the positionality of the researcher did not harm the authenticity and accuracy of the data. The auditing and member checking process was conducted in April and May in order to finalize the results of the study.

Throughout the study my intention was to write research and analytical memos as well as reflective journaling in order to understand my own role and impact throughout the study. This work was intended to increase the validity of this work throughout the process and is addressed in more detail in the following section. A portion of the study is an attempt to understand the reflexivity of my researcher role and the participants in my study. I recognize that my positionality inherently has an impact on the subject matter, and in an attempt to reduce the subjectivity of the research; the reflective component is included as data that informed the findings of the research.

Validity

Kvale and Brinkman (2009) argued that validation does not occur at one given moment in the research process but in seven stages as a continual process throughout the study. In an attempt to be as truthful as possible with the narratives, I took as many precautions to increase the validity of this study at multiple stages of the research. Member checking for accuracy, intentional design, interviewing techniques that build trustworthiness, and auditing of interpretations were used to ensure that this study examined what it intended to study. I wrote research reflections through analytical memos throughout the research process to capture information that would reveal any reactions or misinterpretations during the data collection or analysis of the data to ensure validity. While this term *validity* is argued to be a term that can only be used in quantitative studies, Kvale and Brinkman (2009) stated that social science research could be valid when looking at the “quality of craftsmanship during an investigation, on continually checking, questioning, and theoretically interpreting the findings” (p. 247). This study has been designed and implemented in a way that honors the narratives of the

individuals and holds the researcher accountable to the interpretation and co-authorship of those stories

Limitations of the Study

This study has some limitations such as the participants' self-selection to participate in the study, which may have skewed the data towards professionals who were willing and had the time to complete multiple portions of the study. To expand on this, participants who chose to participate in this study may have had some qualities about them that make this study and findings difficult to generalize to the greater population. At each step in the study, a participant had to self-determine their continuation in the study. Since not all the participants eligible for the study completed all phases, selection bias may inadvertently omit the stories of a particular subsection of the Filipinx experience.

In addition, the sample was obtained through a convenient, snowball sampling that may not be representative of the entire population of higher education professionals of Philippine descent. Because there is no formal organization or comprehensive directory for this population, it was difficult to determine if the sample is representative of the entire population of Filipinx professionals working in higher education. A separate database to create a directory of these professionals was developed in order to get a better understanding of the population; however this database, which is also limited by self-selection to be added, is just the beginning to know more accurately the higher education professionals of Philippine descent working in North America. The limited data available on the population of Filipinx professionals in higher education and the limited sample size of this study does not permit the findings of this study to be a conclusive explanation of the overall experience of this population. This study is a start to the exploration of the

experiences of a sample of this population, and it must be used with care and caution so as to not generalize the findings to the experiences of others. Furthermore, the limitation of this study is tied to the unique experience of each participant and how individuals developed their life course perspective. The relatively small sample of interviews serves only as examples available to explore for this population. While this means that the findings of this research may not be generalizable to the larger population of professionals this study seeks to understand, the results show some consistent commonalities among the participants. The results of this study are not intended to create another blanket statement or stereotype of higher education professionals of Philippine descent, but rather to create a platform for these narratives to be heard individually and as a collective.

The participants self-identified as being highly educated and the entire sample had earned a graduate degree, either a master or doctorate degree, which may mean the stories shared could only apply to the experiences of higher education professionals who have experienced graduate-level education. This limitation shows up in the number of faculty, administrators and staff who participated in the study and the limited number of hourly workers that participated in the study. Future studies might want to consider alternative ways of gathering data from classified or administrative support staff in higher education. In addition, this study does not include a narrative for a Filipinx professional who has made it to the top position in higher education, the college presidency, and that story is still left untold in the literature. This limitation will be explored in Chapter 6 in consideration for future inquiries.

Finally, this study may be limited by my role in higher education and the lens through which I have conducted this research. As the researcher, I am an insider and a member of the population I am studying. This was helpful in recruiting participants to be part of the study since several participants knew about my research topic prior to the study and indicated interest in participating. The limitation may be more present in the analysis and interpretation of the data collected. As much as possible, this research was conducted in a way that reduced the impact of my positionality on the methodology, analysis, and findings of this research. The use of analytical memos and reflections was an attempt to document how my positionality might show up throughout the research process. An auditor was used to make sure that the interpretations were not a result of my positionality. This auditing process was instrumental in ensuring similarities and differences were addressed between the observations of the auditor and any observations and interpretations in the analysis of the transcriptions by the researcher. This test of validity was conducted by an auditor familiar with a career in higher education with an identity that was not reflected in the sample of the participants in this study. While the positionality of the researcher is identified as a limitation of the study, there may also be some benefit to the study.

Positionality

As someone who identifies as a higher education professional of Philippine descent, a second-generation immigrant, and currently in a position to be making decisions about my career, it was necessary for me to take as many precautions to limit my influence on the data collection process while also using my positionality to maximize the data collected. I have worked in higher education since 2001, and my pre-

existing relationships with many higher education professionals of Philippine descent was helpful in not only recruiting these professionals to participate in the study, it also helped to expand my reach to other Filipinx professionals who I did not already have an established connection with in the field. This demographic information about myself was not stated explicitly at each interview or in the recruitment material for the study, but my ethnicity can be observed by seeing me. This could be seen because all but one interview was conducted in person or through a video communication platform. In addition, my role in higher education organizations and access to listservs and social media platforms provided me the space to solicit participation in the study, which may have created a sense of belonging and trust with participants because of my positionality.

Since there was a shared a common connection of ethnic identity and career pathway, many of the professionals I did not know were willing to speak to me candidly about their career journey without having to spend too much time building rapport. This was helpful in building the trust needed in a short amount of time so that the truth of their experiences and career decisions were shared with me and then shared with a broader audience. Not only did my identity and status aid in building rapport with participants, I used my physical presence as a tool for building trust through my communication skills.

In observing my own engagement, body language, and nonverbal communication with each participant of the study, I recognized my ability to maintain a consistency in the qualitative method of interviewing in that I asked the questions in the same tone. This consistency was reflected in both in-person interviews as well as in the phone and video interviews. I also recognize that for participants who I knew prior to their interview, some appeared more comfortable with sharing their stories and even related back to a shared

experience in our career pathways. This was not the case for participants with whom I had no prior interaction with, however, I did not observe much difference in the depth of sharing from these participants. My body language and nonverbal communication skills during the interview created a safe environment for participants to share their stories.

My positionality as an insider also provided me with access to social media groups and pages as well as contact information for higher education professionals where I was able to post or email the recruitment letter (See Appendix E) to potential participants. I was also able to present at conferences for student affairs professionals like NASPA and ACPA as well as at a racial identified professional development conference for Asian Pacific Americans in Higher Education (APAHE). As a participant and presenter at these conferences, I was able to promote the research study in-person to potential participants attending various sessions. Many of my colleagues knew my research topic and continued to encourage and support me throughout the process, some even willing to participate or share the opportunity with others who they knew in higher education. These relationships and connections came not only from those who identify as Filipinx, but also colleagues who were not API and understood the importance of this research.

My identity as a female higher education professional of Philippine descent, and a second-generation immigrant is important to note as a researcher, but it is not to be forgotten as an important aspect to be studied. While it is important to be mindful of my positionality as a researcher, this study has created a space for my experience in this career journey to also be part of the collective narrative. Further explanation of my own

identity and experiences as a Filipinx higher education professional will be presented in detail as a final narrative in the next chapter.

CHAPTER 4:

Participant Narratives

The purpose of this study is to share the stories of professionals of Philippine descent along various points in their higher education career pathways. This chapter will provide a more detailed picture of the participants' experiences and the decisions they have made in their career in higher education. The analysis of their narratives will be done in a chronological story line. "Narratives provide a powerful access to the temporal dimension of human existence" (Kvale and Brinkman, 2009). Their stories speak to their unique experiences as Filipinx professionals, and they create a collective tapestry of the lived career journey in higher education in the United States. Their stories not only serve as a counter-narrative to the stereotypes of Filipinx people by telling their stories of success out of failure, perseverance, and purpose.

Abigail

As a first-generation immigrant from the Philippines, Abigail's journey started out with her father wanting her to be a lawyer, but she did not want to be a lawyer. Instead, Abigail received a scholarship to attend school in the United States. It was here that she completed both of her graduate degrees, doing her dissertation on students in higher education. Abigail did not know student affairs and had no intention of doing student affairs work or staying in the United States. Abigail noted that around this time immigration laws were changing and there was an influx of immigrants from the Philippines. She saw a need for supporting immigrant children and started a tutoring program that supported students of immigrant families to do well in college. This is how her career in student affairs began.

Her first position in higher education was to build this program to continue to support children of immigrant families. It was in building this program that Abigail garnered support from external stakeholders, which turned out to be the start to her political work in the local community. The program moved from academic affairs to student affairs, and was always at risk of being cut, so she used her political connections to support the program. Abigail knew that the program would be supported by the administration in student affairs and eventually it was permanently housed in an office in student affairs that was established to support other marginalized populations of students attending the university. This is also how Abigail eventually earned tenure at the university and would stay in this role and continue to advocate on behalf of not only immigrants, but also those who identified as LGBT, women, and people with disabilities, to name a few.

Abigail stayed in this position for many years until the office was institutionalized, because it was no longer on the chopping block to lose funding or stature in the university. She had built the department up to be a priority at the university when it was not yet a standard to support minoritized groups at the institution. She stayed active in the local politics and chose to stay at the institution in this role because she felt she was doing the work she wanted to do. Abigail did not seek the title, but aimed to continue to do the work needed to support these groups. Prior to retirement, Abigail's title was changed to give the position status in executive-level management, which had now become the standard practice in higher education. Her decision to retire was based on the security of the department and creating space for others to take up the work and improve on what is being done for students.

Amelia

Amelia is a first-generation immigrant and a first-generation college student who learned about student affairs during her undergraduate experience working on campus in transition programs and residential life. She also got involved in a Filipinx-specific student organization. After graduation, Amelia chose to teach English abroad because of the economic downturn in the United States; She still did not see student affairs as a lucrative career path, but knew she enjoyed teaching and helping students.

Being abroad, Amelia encountered some interactions that challenged her understanding of her Filipinx identity and how the context in another country, including the Philippines, impacted how she was seen as an Asian, as a Filipinx, and as an American. Upon returning, Amelia realized how her interests were related to higher education and she wanted to find work with college students. Her experience at her undergraduate institution helped her to get a job at her alma mater and in the city where her partner lived. These were the factors that she considered when looking for a permanent job after having worked abroad.

Amelia was a new professional in student affairs who has the desire to continue to move up and knew that getting a Ph.D. would be necessary for her to advance at the university. Amelia also wanted to find a career path that would open up opportunities within or outside of student affairs. She had a desire to do work around diversity and helping campuses understand how to value different perspectives in an American context. Similar to Abigail, Amelia had a desire to work to advocate for marginalized populations in the university setting and helping others understand their own identity in the global context.

Andie

Andie originally planned to go into public relations when one of her professors said she needed a back-up plan. She admitted to being an overinvolved student, including orientation and student activities among many other things. She said to her advisor that she did not know what she would do for a back up. Her advisor asked her if she had thought about going into student affairs. Andie at that point decided to go to graduate school and pursue a career in student affairs. She decided to go to school in the Midwest and moved away from her community on the West Coast. After graduate school she took a job in a small town at a small college, and the lack of diversity and social network took a toll on her health. She decided to look for a different job in a bigger city with a more diverse population. Andie expressed her desire to not be the token Asian but to be in a place where people would understand and appreciate her culture. Her decision to leave her next job was less about the job and more about her supervisors, and she chose to leave that job for another job where her supervisor was extremely supportive of her work. She had been given additional opportunities since she had proven herself at the university, but some organizational challenges and supervision proved to be more difficult than she wanted to deal with, plus she was homesick and wanted to return to the West Coast.

The job she started at a public institution ended up being the wrong fit, and she had some difficulties with another supervisor who was not supportive of the way she was advising the student activities board. She left that institution and ended up starting a job at a for-profit institution. The challenge with that job was that it became very numbers driven rather than student driven, and then her husband shared an opportunity at the

institution he was working at that Andie could apply for. Andie shared that this was a big turning point in her career because it changed her trajectory in her career journey and she moved away from student affairs to academic affairs. She ended up getting a job working in academic advising. Andie enjoyed the work and personal life balance that was not there for positions in student affairs. However, at one point the supervisor changed and some similar challenges showed up. At the time of the interview, she was still healing from the lack of support from a supervisor in her past. The importance of the supervisor in Andie's career was impactful in her career pathway and her choice to move into academic affairs, which was not what she expected where her career would be when she first started in the field. Andie decided to look for another role in academic advising. She loved what she is doing at the time of the interview. She felt she had a supervisor in a diverse community that supports her work and personal life balance.

Becca

Becca was a first-generation immigrant whose parents wanted her to go to medical school, and she did for one semester before realizing that it was not something that she wanted to do, deciding to change her career pathway to counseling. This led to her applying for a job in advising at a two-year college, and because of her identity, she found herself advising international students as well as other marginalized student populations. Like Abigail, Becca found herself in student affairs and advocating for students' needs in college. She felt pride in helping students who might not have otherwise gone to college. A big chunk of her career was spent in this role. However, unlike Abigail, Becca made the decision to take a position with a more prestigious title at a private college. This was not the best institutional fit for Becca, but she admitted the

title and institution looked good on her resume, and her parents who could be proud of her achievements recognized this achievement. This approval was bittersweet as it took a title at a prestigious school to gain recognition of her accomplishments in her career even though she had already been successful in her career and had earned four degrees up until that point.

Becca grew up in a predominantly Black-and-White community and experienced many environments in higher education where she was the only non-Black minoritized student or staff member. She spoke about being the “token Asian” in most contexts and how that helped her in some situations, but made her feel even more marginalized in many of these spaces. She had been told by a mentor that she needed to get a doctorate degree in order to move up in the field of higher education and she received institutional support to finish her degree while working full-time to support her family.

Becca spoke to the challenges of her intersectional identities and the responsibilities that pulled at her that made it challenging to continue her career at the institution. She experienced the pull of her responsibilities to take care of her father, provide for her son, and manage her family’s expectations around her separation and eventual divorce while trying to navigate an organizational culture that forced her to choose between her personal family expectations and her professional career expectations. At the time of the interview, Becca was searching to find the next step in her career pathway that would allow her to continue to advocate for others and be in a place that is supportive of her familial responsibilities.

Bonnie

Bonnie was a first-generation immigrant who got involved in student affairs during her undergraduate education when she was involved in a Filipinx student organization and had a student job in orientation. After she graduated she followed her initial career plan of doing international work in developing countries and started working at a nonprofit organization that worked with immigrants and refugees. Less than a year after graduating, Bonnie received a call asking her to come back and work in a temporary position at the university with the office where she was employed as a student. She decided she liked the people she worked with and would go back to working in higher education.

While working temporarily, she was encouraged by her peers to go back to school to get her master's degree if she planned to move up in a career in higher education, so she completed her degree. Also, during this time, Bonnie applied and was hired for a full-time position in the same office and asked her supervisor about additional opportunities to continue to develop as a professional, but there were no opportunities for upward mobility in the office. Bonnie then decided to apply for a new job at a different university and decided to apply to doctoral programs and ended getting both. She did a short time in the new role before going off to get her doctorate.

Bonnie shared that when she was deciding on her next career move, she had to take more into consideration because she now had a family to think about and geographical location was a factor because they wanted to be close to family. She ended up choosing a job that was close to family and provided financial security. Bonnie's

career has been a consistent journey of upward mobility and she continues to look for opportunities to develop and grow in the profession.

Bruce

For Bruce, his career pathway as a second-generation immigrant was a traditional pathway in student affairs. He started off being involved in his undergraduate institution, working on campus and getting involved in student organizations. He landed an entry-level position in student affairs before earning a graduate degree and used the educational benefits to complete his master's degree. As Bruce finished his degree, he experienced first-hand how the economic downturn left him without a job. This forced him to look at other geographic locations outside of Southern California for the next opportunity in his higher education career.

This led to the opportunity to move from a large public institution to a private university in the South, and Bruce felt that the family-like culture was the right environment for him to continue to grow as a student affairs professional. He was recently promoted at his current department and he has been supported by upper administration to earn his doctorate degree so that he could continue to rise up the ranks in the field. He had mentors along his career pathway that had always encouraged him to get the graduate degrees that will help him to be promoted in higher education.

Bruce talked about the support he received from his parents. His parents did not have expectations for him to have a specific career but rather to find a career that was fulfilling and paid the bills. He also believed he received a lot of support from supervisors and executive-level administrators at his institution for giving him professional development opportunities and supporting his educational goals. His goal was to move to

executive-level administration in student affairs and believed he would need a Ph.D. or Ed.D. to achieve that career goal.

Cade

A child of immigrant parents, Cade was born and raised in the United States, where the expectation was to do well in school to be competitive in a white America. He was a product of private education though his parents did not know the education system in the United States. The expectation from his parents was to go into engineering and he chose to go for a degree in business, but in the end, his parents just wanted him to be successful and happy. However, during his undergraduate experience he realized he did not like business, and a resident director encouraged him to look at student affairs as a career since he had been a resident assistant as an undergrad. Cade, like Bruce and others, started working full-time in student affairs before earning a master's degree because, at that time, it was not a requirement to have a graduate degree to do an entry-level position. He worked while going to school and took advantage of the benefit of a paid graduate degree. Going to school and working in the Northeastern part of the country was deliberate because it was close to family and his girlfriend who would eventually become his wife.

After completing his graduate degree, Cade went on to work in student activities at a private institution. At that time, technology use in higher education was starting to become a trend that student affairs practitioners were using to engage students and Cade became a leader in the field of technology in student affairs. As he moved up in his career, Cade returned to a large public institution closer to family where he worked to earn an Ed.D. and has continued to work his way up the career pipeline into the executive

level ranks in student affairs. Cade has career aspirations that include the college presidency and recognizes his desire to continue to make a difference in the academe, through his work as a practitioner and by publishing scholarly work that contributes to the field of higher education.

Cat

Cat is the child of immigrant parents from the Philippines who, like many of the other participants, started as a student worker on campus. It was her boss in her on campus job who encouraged her to look into a career in student affairs. She thought she might teach math, but she was about to graduate during the time of the economic recession. Cat decided to go back to graduate school to get her master's degree instead. After finishing her degree, Cat decided to move across the country to be closer to her partner and she took a job working with faculty. She felt like a "fish out of water" in this new city, because she moved away from family and a large Filipinx community to a place where there were very few APIs, let alone other Filipinx people.

After a few years, Cat felt that working for the faculty member was difficult, even to the point that this supervisor might have been keeping her from being promoted at the university. That was the final straw for Cat and she decided to return home; the work environment was negatively impacting her personal life and she was feeling homesick. Her goal was always to return home and to be closer to family. She moved back and struggled to find the right fit for a job in higher education and even contemplated leaving the field after a couple of bad experiences. At the time of the interview, she was working in student affairs and appreciated the work environment because everyone seemed to enjoy their jobs. Her parents had supported her decision to work in higher education,

though she thought if she had followed a more traditional path of engineering, like her brother, or continued with her teaching credentials that her career journey might have been more linear. Cat was looking to her next steps in her career and wanting to find work that would utilize her skills as a project coordinator or manager.

Diana

Diana, like other stories, started working on campus as an undergraduate student and had originally planned to go into law but was discouraged to pursue a law degree. At one point, after having worked in residential life as a resident advisor, her supervisor told her about a career in student affairs and going to graduate school. Since she had missed the deadline for applying to graduate school, she decided to take a gap year and applied for a job that did not require her to have a master's degree. They then told her that if she wanted to stay in the job longer that she would need to apply for the graduate program.

After two years, the university went through some organizational changes and Diana started to look for a new job. She admitted that she has not interviewed well, which may have contributed to her not getting rehired by the university. Eventually, Diana found a position back at her alma mater and earned her doctoral degree along the way. She planned on staying in that position longer, but a university called her about another position back on the East Coast. She was recruited to the university, but less than a year later her supervisor who encouraged her to take the job ended up leaving the university. Though this was not an ideal situation, Diana felt that she had the freedom to do what she needed to do to build her staff and her professional skills that would prepare her for executive level management. She was eventually promoted to run a new office for equity and diversity.

She had been recruited to a school in the Midwest and had hopes of eventually going back to the West Coast in a higher executive-level position in higher education. Diana had always been open to the opportunities that have come her way and believed that there was power in someone believing in you, being a champion for you, a sponsor. Many professionals in higher education have sponsored Diana along her career pathway and she attributed that sponsorship to how she has gotten to where she was at the time of the interview.

Ellie

Ellie was a first-generation college student and born in the United States to parents who emigrated from the Philippines. Her parents did not understand how the American education system worked, so she relied on her peers who helped each other through the process of how to go to college. During her time in college, Ellie worked on campus as a resident assistant and got involved in academic advising. It was her boss who told her that she could do student affairs for a living. When she graduated, like Bruce and Cade, she landed a job without her master's degree. She began her career in residential life at a private college that was going through a transitional time, which she found professionally challenging and decided to quit the job after a little over a year in the position.

Ellie then decided to go to graduate school and moved from one coast to the other coast to earn her master's degree, then ended up in the Midwest for her next career step. Ellie experienced some challenging times around her identity, including feeling like a token Asian because being outside of California meant people saw her as an Asian and not as someone of Philippine descent. She spent several years in the Midwest before she

decided to move to be closer to family. Ellie decided to move back to the West Coast when her grandmother became ill, and she took a job at a small private institution that was going through some restructuring and financial instability. Similar to her first job in the field, the challenge of working in this environment was enough for Ellie to consider her priorities and chose to quit this job for her own well-being. She found an advising position working with faculty where she stayed for six years doing a blend of student affairs work in an academic affairs unit. Her decision to leave that job was about family. Her partner had encouraged her to move closer to family since their parents were helping with childcare and they were starting to get older. At the time of the interview, she worked in student affairs at a public institution and was contemplating a doctoral degree and her next steps in her career, possibly going back to academic affairs.

Ellie shifted her focus to family when she moved back to the West Coast to be closer geographically to family and to take care of ailing family members, but was in a place where she felt her family situation was in a good place. Her parents have been supportive of her returning to school even though they still do not fully understand what she does in her career. As she considered the next phase of her journey, Ellie still kept in mind the role and relationships she has had in her family and how that had her geographically bound, but she knew that her life and her career belongs close to family.

Jane

Like other narratives in this study, Jane started off in orientation as an undergraduate student. During a study abroad trip, she met up with a mentor who worked in student affairs who encouraged her to consider going to graduate school and work in higher education. Her mentor even helped her work on her applications for graduate

school and after she returned from abroad she began work on her master's degree. At the time that Jan graduated, the economic recession hit and she was advised to take any job she was offered because funding was being cut, and before she could get an offer for a position she interviewed for, the funding for the position was cut. It would be months before she would get a call and a job offer. Since public institutions were hit hard with the recession, Jane started to look at private institutions for financial job security. That's how she ended up where she was at the time of the interview, working at a private university in academic affairs.

During this time, Jane was promoted several times and still had aspirations for executive-level management positions in the academy. Jane's parents have been very supportive of her career, even though they did not know what she did. Her partner had been very supportive of her career and educational goals, including working on her doctoral degree. Jane also participated in a leadership development program specifically for APIs in higher education. She believed that the mentorship she received from mentors and leaders in the field have helped her to see her potential for upper-level administration. Jane believed working in higher education had allowed her to be a professional and a mother. She felt like her institution had been very supportive of her growth and development in the field while also having the time to raise a family.

Jerry

Jerry was a second-generation immigrant and grew up with parents who went to college in the United States and understood the importance of higher education. He was very involved in college, but it was not until one of his classmates and co-worker in an on campus job told him about going into a graduate program for student services. Then Jerry

looked into graduate degree programs before getting a job in higher education. Before starting a master's program, he tried going into the banking industry but did not like it as much as education. He called it his "calling."

Early on in Jerry's career he jumped around every year or two in order to build his profile for a job in higher education. His experience included many aspects of student affairs at both 2-year and 4-year institutions. Jerry was location bound since he had a family to take care of and they were not willing to move around the country. For example, instead of going to get his doctoral degree in another state, he stayed at home to work on his doctorate degree while working full-time. He stayed in one area and proved himself in the field until he was promoted to executive-level management. At the time of the interview he was making career decisions to finish out his career at his current institution.

Larry

Larry was the only third-generation Filipino in this study and he spoke to his experience of being the son of parents who were both educated and well known in the Filipino community. He was inspired by both of his parents' work in education and he attributed the start of his career in higher education to his childhood when he would go to conferences with his parents. He did his bachelor's degree in elementary education and a master's in counseling. Larry did his practicum at a local community college, and that was the start of his personal career in higher education.

Larry realized he could find job security in a tenure track position and he worked on his doctoral degree while working full-time and raising a family. He struggled with the pull of wanting to be there for his family and needing to complete the dissertation,

and he said the peer pressure helped so that he could eventually finish his degree. He called them his “Filipino study group” and they continued to support each other as they moved up in their respective career pathways. He valued wellness and making time for his family, so while he had aspirations for moving up the career pipeline, he has focused on making sure he has the time to be with his family. Maybe in the future he would look to move up the ladder and help mentor other Filipinx professionals and students.

Marko

Marko was a first-generation immigrant from the Philippines and started working in higher education in residential life during his graduate education in the Midwest. A supervisor encouraged him to apply for a full-time position in residential life, which was what he did when he returned to the West Coast. Marko originally wanted to have a career in the Foreign Service, but when jobs in that field were not working out for him, he returned to working in student affairs. This pathway took him back to the Midwest where he worked building a multicultural center and was an advocate for all students of color.

Marko was encouraged to get his Ph.D. in higher education policy and worked with large data sets researching Native American college students at predominantly White campuses. It was also during this time that his mentors were grooming him to develop his skills and move up in his career. Despite being discouraged early on in his career, Marko was at the point where he could continue up the ranks along the student affairs pipeline or make the leap to executive-level administration and land a job somewhere as the chief diversity officer. Marko believed in this role he could make systemic policy change that would help students. The support he received landing the

chief diversity officer role had been encouraging and he was looking for his next steps in the field. At the time of the interview, the president at his institution believed he could be a college president, though he still has not decided if he wants to go down that pathway.

Penny

Penny was the daughter of immigrant parents and started working in higher education at a private school knowing that she really wanted to work with people. As a Filipinx, it was expected of her to be a nurse or to go into accounting, and it upset her to know that people would assume that she was a nurse because of her identity. She was encouraged by a peer to consider going to graduate school, and once she started she realized she found something she liked and wanted to continue to work in higher education. Penny worked full-time at the university, which had the benefit of a paid education, so she finished her graduate degree while working as a professional in the field. Colleagues encouraged her to stay at the university in order to take advantage of the educational benefits that were changing for future employees.

She ended up getting a job in academic affairs before she finished her master's degree and excelled in her role in academic advising. Penny went immediately into a doctoral program because her peers and others were telling her not to wait. They encouraged her to go. She knew that in order to make it to the college presidency she would need a doctoral degree. That next role for her gave her a lot of professional development to prepare her for the manager role she has currently. At the time of the interview, the college presidency was not the end goal anymore, possibly an associate or assistant dean level instead, but she was very happy where she was working. She built her team and she enjoyed the people that she worked with and the support of her supervisor.

Penny participated in a leadership development program for APIs so that she could learn as much as she could from other API professionals. Penny had colleagues that helped her to progress in her career, but she had not had a mentor or sponsor who helped her along the way. Her peer group served in that role of supporting one another; Like Larry, it had been her classmates and colleagues who encouraged her to apply for jobs or to move up the pipeline and achieve more along her career journey. Like many others stories, Penny's mom had no idea what she does for work, and yet despite not having full support of her mother, she has continued to grow in the profession and strive for opportunities to overcome challenges. Next steps for Penny were to continue to do the work she was doing for the next few years and then possibly thinking about the future at another institution or possibly retirement sometime in the near future.

Sam

As a first-generation college student and a son of immigrant parents, Sam's journey was not unlike many of the other stories that have been included in this study. Sam was involved in his undergraduate campus; he had an on-campus work-study job and was involved in a college transition program. He did not see higher education as a career field and did an engineering internship as a stepping-stone for a career in engineering. Sam wrestled with what his career pathway would be—stick with engineering or shift to working in higher education. It was a peer who told him about a full-time position he should apply for in the same transition program that he was part of in college and he ended up getting an interim position that turned into the start of his career journey in higher education.

His mentors were mostly in higher education and they encouraged him and supported him in his journey. He was encouraged during his undergraduate degree to consider going to get a Ph.D. and become a professor, and working on campus meant he was seeing others who had made a career working at the university. A break-up is what gave Sam the push he needed to leave the West Coast and find a graduate program outside of his comfort zone and head to the Midwest. At this time, Sam experienced the economic recession and he had a few exit strategies if he struggled with getting a faculty role. Sam went on to earn his Ph.D. and made the switch from student affairs to academic affairs by landing a lecturer position, which eventually opened up an opportunity to be a full-time faculty member. Like Marko, Sam had supportive mentors who helped him navigate the higher education system as a faculty member, which was what he was doing at the time of the interview.

Sandra

Sandra had a traditional career pathway in higher education for faculty. It started for her when she took a class her first year in school and that professor became her mentor and encouraged her to go on to graduate school. Sandra eventually got accepted into a graduate program that would have required her to move away from her family, which was a difficult decision to make because of the things that were going on in her family. Through her graduate teaching experience she realized how much she liked teaching college students and wanted to pursue a tenure-track professor position. On top of trying to finish her dissertation, she was also trying to plan a wedding and teaching as an adjunct faculty member at another school.

After graduation, there were no tenure-track faculty positions available, and so she hustled to find work and took on more than one adjunct faculty role. With a growing family, she knew she needed to find work to help support her daughter and husband who were ready to make a transition in his career. She was able to land a full-time interim role at the same school she graduated from for her doctoral degree, which led to a permanent position that she had been in until most recently when she was offered a promotion and would be transitioning into that new role in a tenure-track position. As she moved into this next phase of her career, Sandra was well aware of the role that mentors and sponsors played in her career development and getting her where she was.

Sierra

Sierra's story is similar to other narratives in that it starts with her involvement at her undergraduate institution including residential life and Greek life. She went on to do her master's degree in health science, but during an admissions job interview she was encouraged to consider a career in higher education. When she decided to start her doctoral degree she was going through a lot with working a full-time job and managing a family, so after her first year she took a break and restarted again a few years later. Her dissertation chair encouraged her to finish the degree after several years and he helped her to make the next step to move up. As a single mom, her parents played an integral role in helping her by taking care of her son for a month while she wrote her dissertation and helping to expose her son to Filipino culture. Her parents did not understand her career but were supportive of her career and her educational pathways.

She had aspirations to be a president or vice president of student affairs, and her career pathway has been made up of strategic moves that gave her more professional

development to prepare her for the next step. Once she finished the doctoral degree, she knew that she would have to find other opportunities to move up at a different institution in an administrative role in diversity. She left the South to move up the career pipeline in higher education in the Midwest. She talked about how difficult it was to be the only Filipinx in the South, and how important it was for her to share that part of her culture with her son. Sierra was looking to the next steps, possibly vice president positions at smaller schools, where her skills would be more transferrable and competitive compared to larger schools.

Stone

Stone was born in the Philippines and moved around a lot because he was raised in a military family. He was a first-generation college student and struggled with deciding what college to attend or possibly going into the military. Like other participants have shared, Stone was involved in orientation and residential life during his undergraduate years and fell in love with doing the work. He initially wanted to be a human resources manager, but thought he could do student affairs as a back up. As soon as he finished his bachelor's degree he went straight into a master's in business administration degree program and then decided to go directly into a doctoral degree in education leadership program. While finishing up his undergraduate degree, Stone continued to work in orientation and took a temporary full-time position in academic advising. After his first semester in graduate school, Stone started searching for a full-time job and he was able to get a position working with a grant to support students. It was an upper-level executive that approached him about a possible opportunity to go into academic advising

He talked about being in the right place at the right time for many of the opportunities that came his way. Stone did not try to explain his career to his parents or other family members who did not really understand the work that he does in higher education. His family wanted him to be a doctor. As a first-generation college student, his parents did not fully understand what the difference was between the different types of institutions. He also shared the strained relationship between his parents and him since he came out to them. They did not talk about his coming out, and he said his family dynamic was weird, but they are still proud of what he has accomplished. Stone was looking for the next steps in his career and has aspirations to be in upper-level administrator positions in order to have a greater impact on students.

Tim

Tim's story begins as a classified staff member at a community college. A first-generation immigrant from the Philippines, his parents wanted Tim to be an accountant and possibly help run the family business. He got a job in accounting and hated it but found a job where they taught him how to do websites and that led to him getting a job at the university working with technology. Tim spent many years working with faculty, assisting with technology in the classroom, and presenting workshops to help develop competency of various technology for teaching. This started his interest in going back to school so that he could teach at the community college level.

Tim chose to do a master's degree in teaching English as a second language because of his own experience learning the language, and his desire to find a tenure-track faculty position was supported by his boss, so he continued to work full-time while he completed his graduate degree. Tim talked about the impact of the recession that

influenced his decision to stay in his current position while working towards getting a more permanent position for job security. At the time of the interview, he had a tenure-track faculty position teaching English at a community college. He remained in close proximity to family who did not know exactly what his career work has been or the amount of work that has been required, but they understood that he taught.

Teaching in the community college system had been a rewarding job for Tim, and he was not sure what the next steps were in his career other than focusing on completing the process to get tenure. Tim noticed that there were not a lot of Filipinx professionals who were teaching that he could connect to and, even on the West Coast; he was the only Filipinx professional in his department and the only one in his family to work in higher education. He was looking for that community of higher education professionals of Philippine descent. Like Abigail, Tim recognized that he could be an advocate for his students who have experienced the struggle of learning a new language and living in the United States, and he used his time inside the classroom and volunteering his time outside of his work to help immigrants navigate the challenges of those who are learning English as a second language.

Grace

Finally, I offer my own experience and story as a higher education professional of Philippine descent as a narrative available for analysis and consideration as an individual story and as part of the collective story. Several times after conducting the semi-structured interviews and listening to the stories of the participants, the interviewees would ask me about my own journey into higher education. For one of those instances, I chose to keep the audio recording going to capture my own explanation of my journey as

a professional who has worked in higher education for 16 years. For consistency purposes, this narrative will also be written in third person.

Like many of the other narratives presented here, Grace started her career exploration during her undergraduate education. Like Becca, parental expectations influenced her initial career path. She went to her first school as a pre-med, microbiology major because her parents had expectations of her being a doctor, but after taking hard science classes, like chemistry, Grace realized that was not a subject area she enjoyed nor did she do well in. It was at this point that she asked an academic advisor what major to switch to that would eliminate organic chemistry as a required course. This led to her dropping out of college for over a year until, eventually; she transferred to another university to pursue a social science degree.

At her second university, she got involved in a Filipinx student organization. This led to a serendipitous meeting of student affairs professionals that led to Grace being asked to apply for a work-study job on campus. It was through her student employment that she was exposed to a career in higher education, by observing the professionals that worked in the student life office helping students plan programs and events, advise student leaders, and hold students accountable to a conduct code. As a work-study student, she assisted the office in various administrative tasks, and when her supervisor left her job, the director encouraged her to apply for a full-time position in the department. Grace took advantage of the educational benefits from working at the university and completed her undergraduate and master's degree while working full-time at the university. This gave Grace the opportunity to gain valuable work experience while completing her degree in educational administration.

Upon completion of her graduate degree, Grace completed a job search that landed her in Southern California where she worked in student activities and leadership development. She made the decision to make a lateral move in her career in order to make a geographical move and to live in a city where her sister could help her transition to living in a new state. This was an important factor in her decision to move, since being close to family was an important aspect of her job search. Grace excelled in the position, and after the first year in the job she had already implemented programs and services that had not been done before by her predecessor. This caught the eye of a colleague and she was approached to apply for another position in the university, and at the same time, her supervisor had left and she was asked to serve in the interim role and was encouraged to apply for the permanent position. While in the search process for both positions at the same time, Grace received an offer that provided some expanded responsibilities and an opportunity to build a new department, which she felt would help her career development more than continuing in the interim role in the same office.

Grace embarked on a new role that placed her in a more central role at the university, and this gave her the platform to demonstrate her skills and talents to a broader audience. This led to collaborations across the campus and in the community, which Grace believes contributed to her ability to do consulting work outside of her current role at the university. This notoriety increased when Grace's supervisor left her position, and she thought that she was being groomed to take on the director's job. Organizational changes created a new structure that eliminated the director role and merged the newer unit into another larger unit. This loss of upward mobility made Grace

question the need to stay in a position that was not increasing her level of responsibility or expanding her experience to include supervising full-time staff.

Grace's mentors encouraged her to continue her education to earn a doctoral degree so that she could move up the ranks in the student affairs career pathway. This led to her leaving her full-time position to start a Ph.D. program full-time. Having worked in student affairs for her entire career, making the switch to working in academic affairs opened other career options in higher education. Her graduate assistantship opportunities opened the door to teaching both undergraduate and graduate students and the opportunity to conduct research in higher education. While finishing her doctoral degree Grace had to make a decisions about the next steps in her career and whether to pursue job opportunities in student affairs or academic affairs.

At the time of her defense, Grace had two job offers to consider. One opportunity was a permanent full-time position in student affairs working as an administrator overseeing student activities, new student orientation, and leadership development programs. The other position was an interim position in academic affairs teaching communication and leadership through experiential learning opportunities while also being an administrator of an academic program for undergraduate student. The interim position lacked security since it was only a temporary position, but the job responsibilities expanded Grace's experience related to teaching and academic program responsibilities. This was also a 9-month appointment, which meant that Grace would have the summer time to work on continuing her research and writing as a scholar. The permanent position also provided an expansion of experience related to full-time staff supervision and administration of the student conduct code; however, the position was a

12-month appointment with orientations scheduled over the summer, which would not leave much time for research and writing. Grace's decision to accept the position in student affairs was influenced by the fact that her supervisor is a trusted mentor who assured her that this position would be a steppingstone to expand her job experience and launch her into the next level of administration. In addition, the job security and financial stability played a role in her decision to accept the student affairs position because she knew she would be paying educational loans from her doctoral degree program.

Untold Stories

While these stories are unique and illustrate the diversity of experiences of higher education professionals of Philippine descent, there are also some similarities and themes that emerged from these narratives. The narratives of these participants showed how education level impacts career pathways, how authority figures influence career decision-making, including the influence of family, and how microaggressions hinder Filipinx professionals from moving up the career pipeline, but how these individuals exercise leadership in the field to overcome these oppressive systems.

Lastly, there are many stories that are still left untold and the stories collected here are just grazing the surface of what professionals experience in the field of higher education. Additional research and follow-up could be conducted to further unpack the experiences of these professionals and to make greater meaning of their career decision-making experiences in higher education. There are also other voices that were not included in this study for various reasons, known and unknown, and there are ways to address this gap in participation that will be addressed in Chapter 6. The narratives presented in this study serve as a reminder that there are voices that are not given the

space to share and more work can be done to ensure that all voices can find a place to tell their story.

CHAPTER 5:

Research Findings

The initial research questions attempted to explore the factors that influence the career decision-making of higher education professionals of Philippine descent using the life course perspective and critical race theory. This research sought to investigate the experiences of Filipinx higher education professionals through stories collected from semi-structured interviews of 20 individuals working at various institutions across the United States. These stories offer a counter-narrative to the model minority myth and give more insight into the factors that influence career decision-making in higher education for Filipinx professionals. Some overall themes emerged from the data analysis of the transcribed interviews. These themes will be explored in more detail in this chapter. The purpose of this study is to explore how higher education professionals of Philippine descent make career decisions in the context of their life, and what factors influence their decisions to persist and advance in higher education as a career field.

Emergent Themes

The findings of this qualitative study support previous research on Asian Pacific Islander career decision-making. Professionals of Philippine descent in higher education are influenced by several factors, including family, culture, external factors, career goals, role models, work values, self-identity, and education. The impact of context, role, and time on career decision-making was also something that emerged from the research. Some overarching themes emerged from the data analysis of the transcriptions. This is not to say that others did not emerge from the process, and the additional themes could be explored in further research, which will be addressed in Chapter 6. For the purposes of

this dissertation study, the focus will be on the role educational level and authority figures have in career decision-making. How external factors like the economic system downturn in the United States prompted different career decisions and the American education system influenced career choices. In addition, the impact of life stages and role transitions in the career development process, which includes individual self-concept. Finally, how family and other authority figures play a role in the career decision-making process for Filipinx professionals in higher education. These themes brought up questions to consider and future analysis on the impact gender, age, and immigration status have in career decision-making. The fact that all of the participants identified as Asian Pacific Islander, and more specifically Filipinx, is a salient identity and is represented in their narratives. The importance of exploring these narratives and giving this population a place to voice their experiences is important to the CRT and AsianCrit work needed to dismantle the model minority myth for Filipinx people in higher education. This chapter will provide evidence for these overarching factors and how they played a role in the decision-making of higher education professionals of Philippine descent.

Participants

A total of 20 individuals completed a Life/Career Map and participated in a semi-structured interview that explored their lived experience as a Filipinx professional working and making career decisions in the field of higher education. This sample size offered a breadth of knowledge and experience across various career pathways in different geographic locations across the United States. In Table 3, the demographic information shows the age, sex, immigration status, first generation college student status, and highest completed degree of each participant. While this is not the full picture

of each professional's identity, these data points are helpful to understanding how these individuals compare to one another and to those who did not part of this qualitative study but did complete the survey.

Participants range in age from 28 to 74 with the average age of the participants being 42. Sixty percent of participants have self-identified as female (n=12) and 40% of participants self-identified as male (n=8). Ten of the participants stated they are second generation immigrants, which means that their parents were born in the Philippines and the participants were born in the United States. First generation status indicates that the participants were born in the Philippines and immigrated to the United States. Only one participant identified as being a third generation immigrant, which is defined by their grandparents being born in and immigrated from the Philippines and their parents were born in the United States. All of the participants had earned at least a Master's degree (n=7) with the majority having earned a Doctor's degree (n=13). The relevance of a graduate degree for higher education professionals of Philippine descent will be discussed more in this chapter.

Compared to the number of participants who completed the survey, this sample of professionals who participated in the interviews had slightly more males than females compared the larger survey sample. The sample was more balanced as it relates to immigration status. The survey data showed that of the 87 who participated, 17 stated they were first generation immigrants compared to second generation immigrants (n=58), third generation immigrants (n=2), and other (n=10). None of the participants in the qualitative study had a Bachelor's degree as their highest degree earned, whereas there were 10 in the survey data. This may be due to the criterion to participate in the

interviews as having been in the field for at least 5 years, which would rule out new professionals who may have only earned at Bachelor's degree at the time of the study. Nine of the 20 participants who were interviewed identified as first generation college students (45%), but the percentage of professionals who completed the survey was higher at 56% first-generation college student identified.

This sample of higher education professionals of Philippine descent represent an older cross-section of the professionals who completed the demographic survey, which is expected since the criteria for participating in the Life/Career Map and semi-structured interviews as that they had to have at least five years of work experience and have made at least two career decisions in the journey. These selection criteria omitted younger new professionals who might have had less than five years in the field and might currently be in their first job in higher education. Suggestions for future research to include new professionals will be included in the next chapter.

The following themes address the first research question: How do higher education professionals of Philippine descent make career decisions? The factors that influence Filipinx professionals' choices during their career in higher education include the factors that impacted their choice to enter the field as well as persist along the career pipeline. I will explore these emergent themes further in this chapter, including the impact that family and authority figures have on the career decision-making process, the context in which those decisions were made, and finally the impact that life stage and roles have on one's career choice.

Influential Factors of Career Decision-Making

The first research questions focused on the factors that influenced higher education professionals of Philippine descent as they made career decisions. Specifically, this study looked to determine: (1) How do higher education professionals of Philippine descent make career decisions? And what factors, if any, influence their initial career decisions, their decisions to persist, and advance in a career in higher education? In asking participants about the factors that impacted or influenced their career decisions, the seven domains that Fouad, et.al. (2008) stated have influence on career choice, include (a) family, (b) culture, (c) external factors, (d) career goals, (e) role models, (f) work values, and (g) self-identity showed up for many of the participants in this study.

Family

In this study, participants considered several factors in their career decision-making, and spoke candidly about the external factors that they considered in their process. Similar to previous research findings on the level of family influence on career decision-making, this study has found that family is a central factor to the career decisions of Filipinx higher education professionals. Becca spoke to the role that family played in career expectations for her and her siblings.

Both of my parents are very traditional Filipino. As immigrants, they're thinking back what are the careers that propelled us out of the Philippines, and offered the most financial security. I think that my parents were much like other Asian families. They're either going to be a doctor, an engineer, a nurse or a teacher. In my family, the expectation was that one of the six of us is going to be a doctor.

This family perspective influenced Becca to make some career decisions that were more about gaining her family's acceptance and emotional support rather than for her own professional development or other decision-making factors. She talks about a career decision where she took an assistant dean position at a private institution to prove to her parents that she made it after all her years in education.

I will be honest. It was sort of a glittery shiny thing. The title. To be able to say, after all those years in higher ed[ucation]. I was in the position of being an Assistant Dean. In all honesty, in all frankness, that was also the first time, my parents acknowledged my professional status. My parents finally acknowledged my work, and it gave them bragging points, to say, 'Our daughter is an Assistant Dean, at a private college.' I remember, that was the first time my mother called me, to ask me, what degrees had I earned.

Bruce also talked about the way his parents were proud of what he had accomplished by the title of his career position:

They love the fact that my title is associate director now, just being an Asian American, apparently, they love titles. They still have no clue what I really do, but they love the fact that they can say their son is an Associate Director. Ironically, I was lucky that my parents were supportive in me not going what is so-called 'traditional route' of what people who identify as Asian American in regards to doctors. I'm not an engineer. I'm not a doctor. I'm not a lawyer. I work in higher ed[ucation].

Jane expressed a similar sentiment to Bruce:

They've been super supportive. They don't know what I do. I think even to this day I have to explain to them. I think I just tell them I'm an advisor just because to tell them I'm an associate director of a master's program, I don't think it computes to them, they can't really wrap their head around it. So, if they just know I'm helping students at a college, that's all they care about.

The desire for family acceptance by Filipinx higher education professionals was present for many of the participants. Having the support of family to pursue a career in higher education is a factor that individuals consider when making career decisions, this includes looking for positions that have a prestigious title or are located at a college or university with name recognition.

Family factors also included relocating to be closer to family, for example, Ellie, after moving away from the West coast for school and jobs on the East coast and in the Midwest, decided to move closer to family when her grandmother was diagnosed with cancer. Similarly, Bonnie talked about how it was important for her growing family to be closer to her or her partner's parents, and she chose geographic locations that were closer to family and friends. Cade talked about staying on the East Coast and how that was important to him to be close to family:

I always knew I was going to stay...because my family was there and, at that time, my girlfriend was about to become my then fiancée...The decision was about family and friends, I could have done a national search. If I was single, I may have looked broadly, but because I was with someone pretty seriously, it narrowed down my search. It was my family and my partner at the time that really focused me on where I was going to search.

Cade also shared how his partner was also from the East Coast and they both decided they wanted to stay close to both of their families.

The impact of culture, in Becca's situation, was an extension of her family's expectations of what was an acceptable career.

As my parents had so many expectations placed on me to be the doctor in the family. But I think coupled with my decision to leave medical school and go into counseling as a profession; I still hear my father's words when I told him. He said, 'Counseling is not a profession. It's not something that we would do culturally. Why would anyone come to you as a professional in that field and talk about their problems? We don't do that.'

It is not common practice in Philippine culture to talk about problems to a professional, and Becca's parents did not see counseling as an acceptable professional career choice. The cultural dissonance of living in an American culture that seeks help while being raised in a family where the culture of sharing your problems with someone outside of the individual is not common practice. Second generation immigrants may experience this more because their parents still uphold the traditions and culture of their home country and their children are navigating the world in another country. Culture was not only a factor that influenced some participants' decision to pursue a career in higher education, but also in their decision to persist and advance in the career field. Jane talks about the cultural expectations that may ask her to choose between advancing in her career and her responsibility to her family.

I'm going to come across that juncture and I can't just ignore the fact that this could be good for me, but also for my career and everything like that and my

family. Because of the whole, you know, again maybe it's like the Filipino or the Asian culture in me saying, 'You don't do that. Don't disrupt your homeostasis or your home life for your selfish career.'

This also came up for Jane after hearing a successful Asian American woman in higher education talk about having to negotiate her responsibility to her family and her desire to be a vice president. This is connected to the next factor, which is the influence role models have on career decision-making.

Several participants shared the impact that having a role model had on their initial discovery of a career in higher education. In Jane's case, it was a mentor from her undergraduate experience who encouraged her to apply for graduate school after teaching abroad.

She was really pivotal or influential in terms of helping me choose certain schools. So, she told me 'you seem like you would really love that.' If it wasn't for [her] I would not even know what the first step would be in terms of how to apply or how to even ask for a letter of rec[ommendation]. But she was awesome in that way. I applied to a bunch of schools, and I ended up coming here in a higher ed[ucation] program.

Some participants shared how much a role model helped them to advance in the career field, speaking specifically to mentors and sponsors that not only advised them on how to move up in the field, but also helped to promote them along their career pathway. Marko shared how influential sponsors have been and continue to be in his career. He recounts a coffee meeting with one of his mentors.

She said to me you have a knack for higher education. You have the respect of your students. You have the respect of your peers. You are now doing consultancies within higher education. I was now actually doing more consulting work to support my portfolios...I think you should stay in higher education and if you do it right you will become a vice chancellor or some executive management position.

Ten years after that conversation, Marko is now in executive level management and reports to the university's president. Marko talked about the support he receives in his current position to help prepare him to move up in the field.

My current president said to me last year during my annual evaluation 'we need to start looking at things that you can do so you eventually can become a president of a small university, if you ever want to go down that path.' I don't know if I want to go down that path, but to have my current supervisor say you have that potential speaks volumes.

Self-identity is another domain that Filipinx higher education professionals spoke to as it relates to their career decision-making. Becca talked about going to medical school and struggling academically, "As an Asian it was hard to ask for help, to anyone, to admit that I was really genuinely struggling, especially struggling academically." This led her to question becoming a medical doctor and she decided to quit medical school. She identified more with the characteristics and skills of being a counselor,

You need to be reflective and introspective and thoughtful with the person that is with you. To be caring with the person that is with you. So all of those things that

I felt like I did exceptionally well and came very naturally to me, came together in my decision to pursue a degree as a counselor.

For Becca, the decision to be a counselor to students came from her experience in the medical field and realizing her skills were more suited for counseling. Her assertion also relates to another factor identified by Fouad et al. (2009) as work values. *Work values* are related to finding work that uses a person's natural abilities to do meaningful work.

Becca share how her decision was influenced by the work values of counseling:

That's always been something that's just been apart of who I am and how I connect and interact with people. So that's where that decision came out of. It's just something that was naturally there. You want to do something professionally that you do well in. That makes you feel good and you can see where you're contributing and helping others to be better at who they are.

External factors such as a social life had an impact on Andie's work satisfaction.

"There was no social network for me, everyone was either married with kids or faculty. That was the first year that for my birthday I did nothing. I didn't have any friends, so I didn't do anything." She talks about the lack of a social life and the negative physical and emotional impact, so she decided to find another position in a city that offered more opportunities to be social. "I was so sad there...I think I got Bell's palsy. I am getting teary just thinking about it...I can't live like this. I need a city and a Chinatown."

Marko also spoke to the external factors that have influenced his decision to move up the career ladder in higher education. At a point along his life/career map, he spoke about a time when a supervisor told him he would not be promoted because he lacked a

graduate degree in education. It was at this interaction that prompted him to find a job in the Midwest.

I thought, well, I'm not going to advance here; I might as well go somewhere else. I thought, at the time, that the Midwest experience would be roughly equivalent to what I was doing at the West coast institution, but it ended up being substantially more responsibility than even a dean would have. In the end my budget, I, at one time was supervising a quarter of a million dollars in student activities fees. So, it was a very good move on my part to go to the Midwest even though I was not expecting to.

Sam spoke about why he found his way into his current position, "It wasn't so much about I wanted to go into higher education, it was more about I wanted to be in the type of work environment where I could make an impact on people's lives and share my experiences." The goal of wanting to help people was the determining factor for choosing to pursue a position in higher education even though that was not his initial career choice. Lastly, Larry spoke specifically about his career goals, and how their initial entry into a career in higher education was influenced by his goal of working to help students and how his goal is to support faculty and staff.

For me it's just making an impact on others. The big difference for me that in my previous roles as an advisor you are on the frontline with students. Now, I am more on the frontlines with faculty and staff, our entire college. I find the same joy in looking for the same things. Motivating others to be the best that they can be, but now it's no longer students it's motivating the faculty and the staff, for them to do the best job that they can do.

Larry did not have aspirations to move into executive levels of administration, but found that his current role in middle management gave him the opportunity to do the work that he enjoys most: motivating others to be their best.

The findings related to how Filipinx professionals make career decisions showed that the majority of career decisions are made after taking into consideration external factors such as family expectations, Philippine culture, role models, and influential authority figures. Some internal factors that influence career decision-making include job satisfaction, professional career goals, and self-identity. Each of these factors may have a positive or negative impact on the decision-making process. One factor that was not explicitly discussed by Fouad, et al. (2008) is the role of educational attainment, specifically a graduate degree, which may be related to having a career in higher education. This factor will be explored more in the next section.

Education

Role of educational attainment on career decision-making. Fouad et al. (2008) found seven domains that influenced career decision-making; however, an additional factor emerged in this study that Fouad and his colleagues did not find in their research on Asian Americans, which is in the importance of degree attainment. Specifically, the expectation of higher education professionals to have at least a Master's degree if not a Doctoral degree in order to have a career or advance up the pipeline to the college presidency. Since their career is in the field of education, this may be an expectation that is career field specific and not unique to Filipinx professionals. However, this difference may be related to the cultural value and impact of United States colonization in the

Philippines. This discrepancy will be discussed here as well as in the next chapter as it may have implications on future research.

One participant, Becca, discussed how education was an important aspect of her development. “Well as a Filipino, education was very important. As a first-generation immigrant coming to the United States in the seventies, my parents always said education was all they could give us. We were a working class family.” Becca goes on to say that in order for her to move up she would need to continue her education. “There is no way that I will ever be successful to the level that I was capable of without those three letters behind my name.” This perspective of what she needed to move up the career pipeline is what motivated her to pursue her doctoral education.

This experience demonstrates the value of education that may be part of the Filipinx culture after the colonization of the United States in the Philippines. The American educators opened the door for Filipinx people to study in the United States and bringing that knowledge back to the Philippines established the value of education as a means of making more money. The early generations of immigrants from the Philippines were working and studying in the United States and sending money back to their families. The United States was a place of opportunity and Becca’s parents valued the importance of education along a pathway to success.

The participants in this study demonstrated how education played a role in their career decision-making. From Marko’s encounter with a supervisor who told him he would not be promoted because he didn’t have a degree in education to Sam being told that he would need to get a Ph.D. in order to become a professor, the importance of education in career development was part of the equation. Fouad and his colleagues did

not find this to be an influential factor in their study, but more than half of the participants in this study alluded to the need for a certain level of educational attainment in order to advance in the field. In addition to educational attainment as a factor that influences career decision-making, the findings in this study support theories on vocational or career development that states career decision-making is influenced by the different life stages and roles an individual is in and the transitions between those stages and roles. The experiences of Filipinx professionals when they were undergraduate students or graduate students were influential later in their life when they were asked to make decisions about their career.

Undergraduate Employment and Involvement. All of the participants in the study completed their undergraduate degree, and most of them talk about their experience at their undergraduate institution as having some influence on their decision to pursue or explore a career in higher education. Jane talked about how her involvement in orientation kept her in school.

I did orientation. I was like an orientation advisor. So, I think after having been more exposed to student affairs that kind of solidified, okay, I'm going to stay. I'm going to tough it out...it's actually a great place here.

Later she goes on to talk about how that was a spring board into other involvement in college and how she met her mentor who later encouraged her to consider a career in student affairs.

Andie shared her experience with the programming board advisor who suggested student affairs as a career alternative to public relations. Since she was involved as a Resident Advisor (RA), programming board member and an orientation leader, she self-

identified as an overinvolved student, but did not realize all of her experience was related to a career in student affairs until her advisor mentioned it to her as an option. Bruce talked about his initial career goals and how it switched after he got involved in college.

I became one of those involved students...I was going to be a math and science elementary school teacher and through my student teaching I realized I can't deal with little kids. It was just one of those things where I said, 'it was great, but...' I really had such a great undergraduate experience. I started asking around, 'how do you do this?' My dean of students and assistant dean talked about student affairs, 'why don't you do this?'

Bonnie talks about how she was looking for a job during her college years,

When I was a junior, that summer, I applied to be an orientation counselor and I did it, not for the career, it was more for a summer job., a work study job opened up the following fall, I was senior then, my fourth year, in the office that oversees orientations, which is student group advising. So, I was work-study student, working in that office, so I would advise the student group at the peer level.

After Bonnie graduated she got a job working for a non-profit, but less than a year later, the office that she worked for as an undergraduate student called her about an opening.

My old work called me and said, 'Hey do you want to come back,' because I love that office and I still kept in touch with my boss. She's like, 'well it's not a career position, it's like a temporary position and it's administrative assistant to what they called the dean of students back then it was the director of student activities. So, I took it, you know, I gave up my career job to helping at a nonprofit, and I am like let's take the chance, I miss helping college students.

Amelia talked about the various jobs she held during college that allowed her to get experience not only in engaging student learning on the academic side, but also engaging students in the social aspects of campus life.

So, one of the biggest things I did was work with Summer Bridge, the transition program, and I didn't actually participate in Summer Bridge, I was invited to go but I couldn't go because the dates. What I did with Summer Bridge was a discussion facilitator, I did the training for about a month and learned the material, the readings and the curriculum. Then, facilitated the discussions, sort of like a TA type of a role, to help the students basically learn how to adapt to a university level course and participate in a discussion, not for the sake of getting the right answer but to develop their critical thinking. I really liked having that kind of like a leadership position, but it was also like a job. Then from there, I became a resident advisor and I would say that was probably the biggest involvement I had in the university life on campus, so I moved back to campus, I had been living off campus my third and fourth year and then my fifth year I was an RA and then moved back on campus. I was an RA for the summer after my fourth year and during my fifth year. That's when I learned a lot more about student affairs and the way those offices function, what services they provide, and I still at that point hadn't considered that as a career path, but I enjoyed working with other students and being actively involved in more of like the social life of the campus, not just the academic side. I saw that as a nice complement to the university experience for students, and I thought, 'you know, this is what I like doing too.'

Diana shared how she was involved as an RA and while talking to her supervisor about not really wanting to go to law school she was exposed to the profession of student affairs.

I was an RA, not unlike a lot of people, as an RA, I did that for two years and I thought I wanted to go to law school and that was my major...I talked to my supervisor and said, 'Gosh, I wish I could just be an RA forever.' She said, 'What do you think I do for a living?' and then she told me there's this field called student affairs.

Jerry talked about how he learned about a career in higher education from a peer he worked with during his undergraduate experience.

Never knew that there was a profession called Student Affairs, was always active in co-curricular stuff from intermediate high school and college. I think I got aware of the profession when a good friend of mine, as we were getting ready to graduate with our bachelor's in May before spring commencement, he came up to me and he was mentioning to me that he was going off to get his master's to study something called college student services and it was a first time I ever heard that there was a name to this profession.

Then Jerry shared that he had an opportunity to work on his graduate degree in education and he left his job at the bank to pursue a career in higher education. The experiences of the participants in their undergraduate education had an influence on their awareness of higher education as a career field and the role of mentors and sponsors in encouraging these individuals to consider a career in higher education. This leads to the next factor that emerged from the narratives of the participants, the impact of a graduate level degree

in education and the importance of a graduate degree to advance in a career in higher education.

Graduate Level Education Since every participant had a masters or doctorate degree, it is evidence that a graduate level education is key to a career in higher education, specifically for professionals in academic affairs and student affairs in administrative staff, faculty, and executive level administrative positions. One participant talked about how his experience in graduate school is what led to his career in higher education.

Originally I was not planning to be in higher education. I went to do my master's in Chinese studies, and then they asked me to become a programming grad[uate] assistant at one of the residence halls. The year after that they asked me to be a hall director I've been in higher ed[ucation] ever since.

Unlike many of the other participants in the study, Marko's experience began in graduate school. This led to decades of work in higher education in different functional areas and divisions to develop his skills. His aspirations to move up the career pipeline to executive level administration positions, including the college presidency, were part of his decisions to pursue a career in higher education.

Several of the participants named the importance of having a graduate degree in order to move up in the field. Amelia talked about her next steps in her career and looking into doctoral programs.

I was looking into potentially Ph.D. programs or doctorate level kind of work, depending on, again, what I would like to do next, because I know in order to

advance in higher education that is helpful. I think, too, I have that background in research and theory, and I have completed my master's.

Sierra talked about her journey and one of the most critical decisions in her career was deciding to pursue her doctorate.

I think the biggest one was getting the doctorate, because I think it's one of those things you think about it and you're getting pressure to do it. It's like 'OK. I have to do [it] when I'm ready to do it.' and so, I think it was finally committing to do it. I just knew that I didn't want to be in the space where I started applying for these jobs that required or preferred it and that was the one thing I didn't have.

Sierra talked about her ability to gain more experience to do the job and be a vice president, but she felt that as a woman of color, she needed to have the degree to get the job. Amelia's interest is in doing research and looking at educational policies.

If I wanted to stay and advance in the university setting, one track I could think of is a dean level, and I know that they would definitely require an advanced degree.

I don't know that I want to become a teaching profession, but administratively, I know that it's required there at that level of a position. I think it would definitely open up more career opportunities and open up more options for me to consider.

During Bruce's interview he indicated that he knows that to move up the career pathway he would need a terminal degree.

My next goal is to apply for a Ph.D. program, work through it, be the associate director for a couple of years...my biggest thing is in the next five years, I know it's an aggressive timeline, to have an Ed.D. or Ph.D. behind my name and then start searching for my next career stop in my life.

Sam talks about his work in student affairs and how that exposed him to faculty and his career aspirations now included teaching. He understood that he would have to go back to school for a doctoral degree, and he said:

But then as I was working with faculty and they would do panels and realizing, ‘Oh, I like teaching!’...so I was able to see myself in the classroom and realizing that I like teaching. Seeing that becoming a professor could be a route to do that, but also selfishly, because it one of the highest degree and I want to be the top at whatever pathway that is. I just knew to teach college meant Ph.D., but also, it’s the highest degree, so there is some prestige to that.

However, this was not always the case, in the past, many of the participants in this study were able to obtain their first full-time job in student affairs without a master’s degree. Cade reflected back on his first career job in higher education.

So, back in the 90s, it wasn’t a requirement that you had to get a master’s to work in an entry-level position like hall directors or student activities, that wasn’t really a thing until probably the turn of the century. I was able to work full-time professionally and I didn’t want to commit to a graduate program until I knew for sure that I wanted to do it, because it was a big decision.

Finally, Bruce shared how he got his first job in residential life before he went to graduate school, “I got lucky because I was at the tail end where they were hiring people without masters’ degree, so I became a member, entry-level student affairs professional, which allowed me to go back for masters’ in higher education.”

The emphasis on getting a master’s or doctoral degree shifted over time and some of the participants recognize how earning a graduate degree was necessary to be

promoted, especially for positions in upper level management or for faculty positions. Cade shared that prior to being promoted into executive level management, his vice president encouraged him to go back for his doctorate, “my Ed.D. is in leadership and I started that right before I was promoted into my current role.”

Educational attainment as a factor that influences career decision-making has been demonstrated in the experiences of the participants in this study. The experiences from their undergraduate education and involvement as well as the learning and mentorship that comes from graduate education informed each individual as they were making decisions about their career. It is not a surprise for the field of education that attainment is a factor; however, it is interesting that this factor did not show up in previous studies. This may be unique to the experience of higher education professionals of Philippine descent because of the colonization by the United States and the influence of the American values on the importance of education. One potential reason this did not show up in the study that Fouad and his colleague conducted might be due to the fact that not all Asian Americans in that study have a history of immigration to the United States after having been colonized.

The Role of Authority Figures in the Career Decision-Making Process

There are several roles that authority figures occupy in relationship to a Filipino professional in higher education. For example, early stages of career construction tend to happen at an early age, usually during childhood, and parents, and older siblings, play significant roles in helping the child develop and grow to understand what it means to have a career. The Philippine culture values family, and the narratives of participants are consistent with the value and importance of family. Parental authority figures may lack

knowledge or understanding of a career in higher education, which may influence their children to consider only professions that they hear about from their mothers and fathers or other authority figures in their family. As an individual gets older, teachers and mentors or advisors begin to influence the exploratory stage of the career journey. Once in the career field, supervisors and upper level administrators in higher education take on a more prominent role along the career pipeline in helping the professional maintain and advance in the career field, and this role could last into retirement.

Parental Authority Figures Career Expectations

In listening to the role parents take up in the career decision-making process, Abigail speaks to how her father's expectations influenced her career choice, including her major in her undergraduate school, "my father wanted me to be a lawyer, and so I went to undergraduate in political science, but I really didn't want to be a lawyer." Marko has a similar exchange with his mom, who said to him, "you need to retake that the law school exam again. You would be such a good lawyer." Even after Marko had completed his Ph.D., his dad said to him, "you need to do a law degree or an MBA." Becca spoke to the expectations put on her and her siblings by their parents to pursue specific career fields:

Both of my parents are very traditional Filipino. As immigrants, they're thinking back what are the careers that propelled us out of the Philippines, and offered the most financial security. I think that my parents were much like other Asian families. They're either going to be a doctor, an engineer, a nurse or a teacher. In my family, the expectation was that one of the six if us is going to be a doctor.

The above quote illustrates the traditional thinking of Filipinx parents' career expectations of their children, including the stereotypical fields of medicine, engineering, and nursing. Teacher was included in this quote, but it refers to the traditional teaching role in elementary and secondary school or what is known about teaching in the faculty or professor role. This sentiment did not apply to all the participants; however, Becca shared her experience telling her parents she was not going to complete medical school. She originally went to medical school for one semester and decided she would rather go into counseling. She goes on to say, "Both of my parents are very traditional Filipino" and "in my family, the expectation was that one of the six of us was going to be a doctor. My parents had so many expectations placed on me to be the doctor in the family." This pressure initially meant going to medical school to become a doctor, but when she shifted careers, she chose to get a doctorate in another profession, counseling, and pursued higher education as her career.

Sam had a similar experience to Becca, but with him it was about engineering, My family definitely had a role to play as well, it was surprising maybe because my parents knew I wanted to be an engineer and they never pressured me. I was maybe self-directed so I never felt the pressure to be an engineer. It was something that I wanted to do, but then when I told my parents that I was thinking of taking a different job in different career field, they started to worry about that and even after I was doing well in the student affairs position my parents still were wondering if that was going to be temporary and I would go back to a career in engineering. I think a large part of that wasn't so much the field

itself, but more about income. I think for them, the idea that I'm just finding a good paying job or where they don't have to worry me.

Sam is now in a more traditional faculty-teaching role, which his parents seem to have a better understanding of his career in higher education.

Then there is the parental lack of knowledge about a career in higher education beyond being a student or the traditional teaching role, in which Bruce shares an exchange with his parents, "They still have no clue what I really do." Sierra is not a professor, but that is what her dad says, "She's a professor, she teaches in the university." Sierra's reaction to that is, "but you know just for them to be able to say you work at a university...that's a big deal." Another participant, Cade, shares what he thinks his parents think about his career choice, "I think they're very proud. They still don't know what I really do, I think on some level, they get it, now I'm teaching a class for the first time in like ten years here." Bonnie says, "You know, they just know where I work now, they don't know the career, they just know where I work, and they know I just work in a university." Jane talks about how her parents are supportive despite not knowing what she does in her career, "they were just--they were super supportive--the whole time even if they didn't really understand what I wanted to do." Cade experienced something similar, stating, "I think they're very proud. They still don't know what I really do."

This lack of understanding, to some degree, can be attributed to the lack of experience in higher education in the United States for parents who have emigrated from the Philippines having earned a degree outside of the United States or who are not college educated. Participants who indicated they were first-generation college students spoke to the lack of understanding about college life. This identity and the characteristics of a first

generation college student and immigrant mentality were salient for many of the participants. Amelia talks about being the oldest child in an immigrant family.

When we immigrated here, having to figure things out on my own because I didn't have parents who knew the education system or what classes I should be taking or how to apply for college. I had to look for that information. I had to make those choices and decisions for myself.

Ellie shares how her parents don't have experience with education in the United States and what they think she does for her career, "he still thinks of a teacher. I don't know why he thinks that I'm a teacher. But they really don't know. But I am one of the first in my family to go to college." This perspective may have been heavily influenced by the colonization of the Philippines by the United States, which brought the first wave of educated Filipinx people to the United States to study specific professions that would civilize and stimulate the economy in the Philippines. The notion that education in the United States is a pathway for success and financial stability stemmed from the immigration trends in the 1950s and 1960s. Cade was not the first in his family to go to college, but his parents did not understand the education system in the United States.

I had a great educational experience that I was surrounded by folks who supported me, who mentored me, who were able to provide that scaffolding that I did not have from my parents. My parents only knew education from the Philippines; they did not know American education.

Cade's parents understanding and experience of education was in the Philippines and their lack of knowledge about the American education system made it difficult to support his educational and career exploration. This is one example of how immigration status

may be a factor in the way in which Filipinx individuals are able to make career decisions.

Lastly, the lack of understanding about a career in higher education also plays into the lack of value or pride parents have in the career choice unless the title is prestigious. Bruce continues his statement about his parent's lack of understanding with an affirmation of his career choice only when he reached a prestigious title, "They love that fact that my title is associate director, being an Asian American, apparently they love titles. They still have no clue what I really do but love the fact that their son's an associate director." Becca talks about when her mother's interest changed once she reached an upper level administrative position in the institution.

It was a glittery shiny thing, the title. To be able to say after all of those years in higher ed[ucation], I was in the position of being an assistant dean. In all honesty, in all frankness, that was also the first time my parents acknowledged my professional status. My work was finally acknowledged by my parents and it gave them bragging points to say, 'our daughter is an assistant dean at a private college' and I remember that was the first time my mother called me to ask me what degrees I had earned.

She later remembers when she graduated with her doctoral degree, before her father passed, he changed a chemotherapy session to see her graduate and he expressed that he was finally proud of her. She reflected on that moment:

He said, 'we finally have a doctor in the family!' and it was one of those bittersweet moments. Okay, you finally accept me for a title, maybe this will help you accept me as a person, or the things that I have accomplished professionally,

things that you are not aware of, because you haven't seen it [or] because it didn't fit your line of sight of what you thought I needed to...accomplish. So, in some ways getting a doctoral degree did help validate it, but it did bring up a lot of those cultural conflicts, identity conflicts, that I will always wrestle with.

As a result, Becca still grapples with that cultural dissonance between what her parents value and what she has accomplished in her education and professional career goals.

Amelia shared that her family knows she works with students, but does not fully understand the scope of the work, "Lola, my grandma, she still thinks I'm a teacher, you know I tell her 'oh, I'm not exactly a teacher, but I work with students.'" As for her parents, Amelia says, "my parents have visited me here, they know I live on a college campus and I'm in charge of students, but they don't really know what that looks like." As an immigrant family who did not go to school in the United States, not only did Amelia have to navigate learning how to go to college in a different country as a first-generation college student, but also navigate a career where the authority figures in her family do not understand the work that she does in higher education.

Not all of the participants had parents who expected them to go into the traditional career fields. While they might not have understood a career in higher education, many parents were supportive of any career. Their hope for their children was to be successful, for some that meant making enough money to provide for their family, for others it was about finding a job that made them happy. Cade said his parents "just wanted me to be successful and happy."

The role of parents as authority figures early on in life can influence the career decisions as individuals get older and continue to explore possible career fields. The

impact of these expectations can have a lasting impact not only in the growing stages of career development, but also in the exploration, establishment, and maintaining stages of career construction. If a parent is unaware or lacks understanding of a career field, they are less likely to encourage their child to consider that career and may unknowingly discourage them from pursuing that career field; however, in this study, the participants expressed open-mindedness from parental figures on a career in higher education. This shows that parental figures influence on career decision-making includes their lack of knowledge and a willingness to be open to a new profession as long as there is opportunity for success in the career field.

Professional Authority Figures

Several participants talked about the role that peers, supervisors, mentors, and sponsors played in the career decision-making process. Before she even knew that student affairs was a career, Ellie's supervisor when she was working as a resident assistant told her that she could do this for a living. Jane also shared how her mentor in her undergraduate involvement encouraged her to consider student affairs as a career and even helped her navigate the graduate school application process. Andie recalled a professor telling her in class that she needed a back up plan in case a career in public relations did not work out.

I was the overinvolved student at school and I was telling my program board adviser, I was like, 'I don't know what to do if I go into public relations, I'm conflicted, what if I start working for a company that I didn't agree with and I was thinking like the most outrageous scenarios. She said, 'well, have you ever thought about student affairs.'

That's when Andie realized that there was another career available to her in higher education since she had been an RA, served on the programming board, and worked as an orientation leader. Sam reflected on his early decisions about what career to pursue and the mentors who exposed him to student affairs as a student worker.

As an opportunity came up and talking with others, most of my mentors, as it turned out, were in student affairs. Getting some of their perspective, but not even really seeing work in the field of higher education but more in terms of quality of life. The kind of work I could be do, so realizing that this could be an opportunity where I feel valued, but also excited to go into work and to be able to make an impact. It wasn't so much that I wanted to go into higher education, it was more wanting to be in the time of work environment where I could make an impact on people's lives and share my experiences.

Cade talked about the importance of mentorship and sponsorship.

You don't advance enough in the field without mentors, you don't advance in the field without a core group of people that you can pick up the phone and go, 'Listen, here's the situation, am I crazy? Did I not handle it right? Tell me what I did wrong.' I think mentors have been a key part of my development, and I think mentors/sponsors, there are many people who sponsored me too.

He goes on to say more about sponsorship,

I don't know how people think it just happened serendipitously or because you're worth it or because you've worked hard. That's cute, but that's not actually how the world works in student affairs. You've got to have people willing to speak on your behalf and pull you up.

Marko's mentor sat down with him over coffee, he reflected on the impact of that moment.

She said to me you have a knack for higher education. You have the respect of your students. You have the respect of your peers. You are now doing consultancies outside of higher education. I was now actually doing more consulting work to support my portfolios. And she said, if you want to, you have now established yourself where people are familiar with your work. I think that you should stay in higher education, and if you do it right, someday you could become a vice chancellor or an executive management level professional.

To this day he thinks back to what that supervisor said to him and how he has achieved that level in his career.

Bonnie spoke to the important role of a peer in conjunction with her mentor convinced her to apply for a job that he felt she would be good for:

[A] guy I met at a conference, we were both completing our doctorate at the same time, he remembered me and he told me about the job and I said 'No, I'm not interested' but he went through my mentor, he said she would be perfect for this job, you should ask her to apply. So, I applied.

In this specific case, Bonnie shared how she was encouraged to consider a role even though she didn't believe it would be the right job for her, but it met the geographic criteria in her job search. Bruce states, "I have great people and great supervisors that gave me opportunities to grow [since] I have been here. I am still learning and I am still growing." Sam talks about two supervisors in graduate school who supported him.

I had two advisors in graduate school and I thank both of them not just for getting me through the program, but also figuring out how to navigate the profession, whether it was becoming a professor or something somewhere else within academia. I appreciate that they were both helpful and supportive.

One participant talked about her struggle to be supported in her career and not having a mentor or a sponsor early in her career, the chair of her dissertation committee was supportive of her work during her degree program, but she didn't have anyone that she would consider a career mentor. Becca states,

When they are talking about this mentor or that sponsor and how they were able to progress professionally, and sitting back, I'm like, 'I've never had a mentor or a sponsor' and I reflect on that. I'm not sure that people in leadership are looking to mentor or sponsor an Asian person.

Becca connects this to her identity as an Asian, which is not always seen by others as a person of color or a minority that needs help in their career. This is concerning in that Becca's identity as a first generation college student and immigrant to the United States already tells her that she should not stand out by asking for help and then her assumption that people in positions of power and authority do not see her as someone who needs help. This may be why we do not see a lot of Filipinx professionals up the higher education career pipeline. A discussion around this finding and of future research suggestions will be provided in Chapter 6.

Authority figures along the career pathway in higher education can play an influential part on the decisions that individuals make about their career. These figures not only help an individual progress and develop in a career in higher education, but also

create barriers or speed bumps along the career pathway. This final section will explore the challenges that higher education professionals face when authority figures slow down career progress or have a discouraging influence on Filipinx professionals.

The Career Roadblocks Created by Authority Figures

Half of the participants in this study referred to some roadblocks or challenges that an authority figure in their career created along their higher education career journey. An example of how an authority figure acted as a roadblock in the career of one participant is illustrated by Marko's storytelling of their experience in higher education, "she said she would never hire me as an assistant dean because I didn't have a master's in ed[ucation]. So, I'm not going to advance here I might as well go somewhere else." Andie reflected on a negative experience with a past supervisor, "It's amazing how someone can have such an impact and not even realize that they're impacting your career in that critical moment." Jerry shared one of the reasons why he quit a job along his career journey was because of a supervisor.

I left because there was a change in my supervisor again and the supervisor...took a different view of what student affairs should be about...and she was a little different in her approach with administration and again, rather than me resist something new, if I don't get along or if I cannot support, I'll remove myself from the environment or the situation, so that's what I did.

Marko shared a story from early in his career when he chose to sign a petition in support of LGBT colleagues and the director said, "you all should be trying to find a new job because I'm not going to support LGBT causes." So, Marko decided to go on the job market to find another job.

While these are just a few examples of how authority figures can influence the career decision-making of higher education professionals, these stories were not as prevalent throughout the interviews. This may be a result of self-selection for the study and the criteria that these individuals had chosen to stay in higher education as a career. The selection bias could be one reason why participants did not share more stories related to career roadblocks. Chapter 6 will explore how future studies might address this limitation of the study.

Life Stages of Career Development

Since the professionals in this study have shared their narratives about their journey in the career field, they have demonstrated the later life stages from establishment to maintenance, and for one, even, retirement. Many of the new professionals have talked about the way they established themselves in the field, including Amelia, who struggled to find a job in higher education after going abroad to teach English and then wanting to come back to work in higher education. Amelia knew she wanted to have a career in education based on her experience in college and teaching abroad. “I like working with students and that was something I saw as a common thread in all those varied experiences is really working with students and that interpersonal connection.”

It was not long after her return from working abroad that Amelia landed her first full-time position in higher education. As a new professional, she is still in the early part of the establishment stage of her career and still shows signs of some career exploration within the field of higher education.

I don't want to set myself on one path that doesn't lead to various options. I like that I have been open to opportunities and adapt to something that I think I could do. I'm still trying to keep those options open. Right now, what I can think of is a student affairs career, but I'm open to other work that isn't directly within student affairs, if that opportunity is available.

Stone talks about his career choice and he has a back-up plan.

Well I mean business is always my backup plan, it's my emergency parachute, I guess. If I want to switch it out, but I think, for the most part it's great! I think definitely I found my calling, my purpose.

This indicates that he is still in the early stages of his career construction, but seems to be establishing himself in this career.

Those who have reached at least a mid-level position in higher education talked about the way they were thinking about maintaining their career in the field. Part of this maintenance includes professional development in order to continue to build upon their skills to move up the pipeline. Bruce talks about the benefits that come from mid-level positions that will help him to be a better assistant dean or vice president.

I find value in those missteps or stumbles along the way that you get by being these mid-level positions, so that I can draw from experiences that when I'm a director...I could at least have a framework to tackle situations that I may have and then learn new experiences that will help me to be the assistant dean to the dean of students to an AVP or a VPSA. It's those experiences that make you better qualified.

Finally, one of the participants reached the stage of retirement during the course of the study, and talked about her experience in the field and her decision to retire almost 10 years after she was eligible to retire:

I could have retired at sixty-five, but the state can't have age limits so I could still be in my old job, but I think I actually didn't want to wear out my welcome. I've seen a number of older people on campus who I think should retire, but also, I did want to set the stage for younger API's to take the lead and go in new directions.

Another participant shared that he is already starting to think about retirement and the decision to continue working in student affairs instead of going to work for the chancellor, Jerry said, "I've got maybe six or seven more years in my career and then I'm going to retire. I'd rather spend my time working with my student affairs colleagues."

Professionals in this study clearly demonstrated their diverse experiences in higher education and have made several career decisions along the way through these various stages of career construction. From these decisions, each of these professionals have taken into consideration several factors in order to make their career choices, many of these factors stayed consistent through each of these stages of career development.

Systems Level Influence on Career Choice

Bronfenbrenner (1977) offered a theory for human development that looked at the different systems that surround an individual and influence their growth. This theory can also offer a way to understand the systems that influence an individual's professional development, including career decision-making along the pipeline. Some examples of how participants described the various instances or circumstances that influenced their career decisions will be explored further in this section. Some of the data presented here

offer an explanation for research questions two and three that ask about the impact of context and historical events on career decision-making.

Microsystem

Several examples of how the microsystem influenced the participants' career decisions including Sandra's interaction with her mom:

I have to say that to my mom's credit, she's not a very emotional person, but to her credit, she pulled it together. 'No, you shouldn't put things on hold for us, you know. And if you want to do this, you should do this.' She came with me open house. I was very honest with her, 'I don't know if I should go. I feel like I should say home.' And she's like, well, you could just try it. She's like, go for the first quarter and if you don't like it you can always come home.'

The microsystem is made up of several relationships that are close to the individual, including a peer interaction like when Jerry shared how a classmate exposed him to a career in higher education.

Mesosystem

The mesosystem is the system where the microsystem and the exosystem interact and influence one another. For many of the participants, as first-generation immigrants, the education system in the United States was different than the system in the Philippines. One participant shared her experience with not knowing about how higher education worked in the United States and she couldn't get help from her parents to navigate the system:

First generation, my mom went to school in the Philippines. And my dad didn't go. He went to a trade school. He was in the army. He kind of went down that

path. We don't know this whole thing about going to college lesson, what's an SAT? Luckily, I had a lot of friends in high school that were fellow first generation students. Luckily, we were just kind of guiding each other, we were nerdy, and we all went to colleges.

Even second generation immigrants talked about how even though their parents went to school in the Philippines, coming to the United States and trying to navigate college was similar to how someone in the United States who didn't have parents who attended college would experience going to college as a first-generation college student. There may be some cultural dissonance that exists in the mesosystem where what a parent understands about education from the Philippines is not what exists in the American education system.

Exosystem

The institutions that exist in the exosystem include the educational institution and the economic system in the United States. The higher educational system, from its inception, was built for White, Christian men. As higher education has opened its doors to women and people of color, the institution remains relatively the same with policies and procedures. Stone shared how "elitist" higher education can be to others outside of the academe whom do not have a doctoral degree. Abigail talked about the challenge immigrants have to face when attending school in a country they did not grow up in, especially if English is not their first language. She recalls why she started a program to help Filipinx youth:

I did that because the Filipino immigrant children were being beaten up and actually killed. We had a couple of the kids stab each, other local Filipinos

stabbing immigrant Filipinos. I also was not used to seeing Filipinos treated as second rate citizens, because I grew up in the Philippines where everybody was a Filipino, I was not used to seeing any Filipino treated second rate and here, the immigrant Filipinos we are really not well represented in anything, like higher education or good jobs. But now for example, I think through union organizing and through politics, I think Filipinos have been able to move up, and yet we haven't done well in higher education, we are still extremely under represented.

Her statement speaks to the challenge of Filipinx immigrants to navigate coming to a new country and being seen as unequal, then having to navigate a system that was not built for Filipinx immigrants to be successful.

The economy had an impact in almost all of the participants journey in higher education, Andie talked about the difficulty of doing a job search while the country was in a recession, “So that was a tough year because that was also when the recession hit and it was hard to get a job.” Bruce shared that he was laid off as part of the economic downturn. Tim talked about his desire to want to work full-time as an instructor, but then just as he was finishing his master’s degree the recession hit. “I wanted a full time position, tenure track, as much as possible, but that was rare at the point. We just got out of the recession. I knew I was probably going to be working part-time, adjunct teaching.” It would take Tim two years to get a full-time tenure track position teaching English.

Amelia talks about at first not knowing what to do after she graduates, possibly going to graduate school, but felt that her career path was uncertain and the recession had her worried about finding a job.

I think the really big thing that happened was I graduated in 2009, that was when the economy crashed and it was the recession. So there was a lot of uncertainty in the job market especially for recent grads, and so my friends and I felt like we had limited options compared to a couple of years before that. The options I looked at the time were grad school and I was planning on going into, I wasn't sure but like, a more academic focused, like a history program or thinking about teaching English abroad.

Amelia went on to say that teaching English abroad was an experience that helped her look into education when she returned to the United States. "I came back and thinking I want to pursue something related to education, something international maybe, but I didn't really think of those two things as connected until I started looking at those opportunities more and like higher education." The roles of external factors at the system level have a high impact on the career decision-making of Filipinx in the United States.

Macrosystem

Becca tells a story of how the values in her parents' macrosystem don't necessarily align with the values of the dominant culture she grew up in, and how that cultural dissonance influenced the decision she made to change her career.

As my parents had so many expectations placed on me to be the doctor in the family, I think coupled with my decision to leave medical school, and go into Counseling as a profession, I still hear my father's words when I told him. He said, 'Counseling is not a profession. It's not something that we would do culturally. Why would anyone come to you as a professional in that field and talk their problems? We don't do that.' For him, it was a huge cultural dissonance in

understanding that it was even a possibility, that it was even socially acceptable.

Also financially, that is not a stable choice. It's not something he knew or was familiar with culturally.

This might be one of the limitations of Bronfenbrenner's theory in that the macrosystem for an immigrant from the Philippines includes their home culture and the new culture that exists in the United States. The cultural dissonance has to be navigated by the individual, which could be stressful to manage when needing to make critical decisions about their career. How does the macrosystem incorporate two cultures that exist for one individual or rather the liminal space that is created in between two cultures that creates a third culture unique to the individual.

The Role of Failure in Career Decision-Making

The role of failure came up in many of the narratives. Some failures resulted in choosing a career path in higher education while other failures meant success in other areas in the field. Andie talked about a situation that happened in a job when she returned back to the West Coast and she felt like she failed as an advisor to the programming board, and that experience caused her to leave student activities to go work in academic affairs. "I would say [it] definitely pushed my career in a different way that I never thought about. I never would have thought to do academics at all but I feel like it's a better fit for me now."

In the case of Becca, she talks about not being able to successfully complete medical school and the embarrassment that came from dropping out of medical school.

As an Asian it was hard to ask for help to anyone, to admit that I was really genuinely struggling, especially struggling academically. Those were all the

decisions that made it so uncomfortable for me to be in medical school. That was the most depressing six months of my life. To cry and admit that I wasn't smart enough, or strong enough, or anything enough, to survive that environment, to survive that experience, I know I couldn't do it. That was really hard to accept that I couldn't do it. That was not the place to be whole, to feel driven about what I could capably do, successfully compete, I couldn't do it. There was a lot of embarrassment that came from that for a very long time.

Through that experience, Becca realized that this helped her to find her path,

I went down that road because I needed to experience what was not the right path and learn to accept that and find where I am meant to be, to make my most positive contribution to humanity in the time that I have here.

She uses her own personal experience to help her students find the right fit and where they are meant to be to leave a legacy.

Bruce talked about being laid off, but did not see it as a negative factor:

Thinking back on it, a lot of people would have said that was the pain point, me, getting laid off, but at that entry-level position I was already looking, my mentors encouraged me to spread my wings. Though, yes, it sucked, it was a tough situation, but I landed on my feet because I already had applications in the rings. I had options. I had work experience, and I had my master's degree that opened up doors.

In Bruce's case, he did not see it as a failure, but it was a failure to keep his job, and his situation did influence his decision to look elsewhere for work and consider moving away from home to find that next step in his career.

Several of the participants spoke to failure and the impact that has on their career. Some participants saw failure as a positive thing that would help them to strive to do better. There were even sentiments of failure as a necessary means for growth and leading to future successes. Failure was not spoken to by all of the participants, but Abigail shared that it isn't about the failure, but what you do with it, "I've dealt with a lot of failures and a lot of success. For both of those and it's not the success or the failure it is what you do with it." It is the action after the failure that matters, and this is what makes these individuals leaders in higher education. This only touches the surface of failure and the influence it has on career decision-making on higher education professionals of Philippine descent since there could be some connection to the goal of immigrant families is to find opportunities for success in a new country.

Role Transitions Through the Life Stages

As it relates to the career construction theory developed by Savickas (2002) based on the work of Super (1980), their theory states that there are five stages to vocational development. See Figure 3.

Stage	Ages	Characteristics
Growth	(0-14)	Development of self-concept
Exploration	(15-24)	Trying out different careers
Establishment	(25-44)	Entry-level skill building
Maintenance	(45-64)	Professional development to move up
Disengagement	(65+)	Preparing for retirement

Figure 3. Stages of Vocational Development

Participants in the study would mostly be categorized under the later stages of career development, from Establishment to Disengagement. Under those life stages there exists nine roles, and participants in this study occupy the roles of child, student, leisurite, worker, citizen, spouse, parent, homemaker, and pensioner. Similar to previous research, this study showed that career decisions are influenced by the role the individual occupies, especially if it is near a point in their life stage where they are navigating between one or more roles or transitioning into a new role. For example, Cade talks about his girlfriend, soon-to-be wife and how that influenced his decision to find work in a specific geographic location. In his transition into the spouse role, Cade was influenced by the needs of his partner as well as his own desire to stay close to family. Another example of where role transition influenced career decision-making was in the decision for Ellie to quit her job knowing that she would soon be transitioning into the spouse role because she eventually would be moving to be closer to her partner. This career decision was influenced similarly to Cade in that they were both navigating their roles as child, working, and spouse, but different in that Ellie made the decision to leave a job whereas Cade's decision was about accepting a job in higher education.

For the participants in the study who are early in their career, many of them are navigating the role of student and worker in entry-level positions. Stone spoke to his decision to look for the next position that would expand on his skills set and give him more experience in the field. For Cat, she is continuing her professional development through certificate classes in order to move from administrative assistant jobs to coordinator positions in higher education. The participants who are in the Establishment

stage of their career have to navigate the transition between being a student to being a worker, which can be difficult to manage. Stone talks about having a back-up career:

Well, business is always my backup plan. It's my emergency parachute, in case I want to switch it up, but I think for the most part it's great. I think I have found my calling and purpose in life. It's something that I am comfortable with, something that I feel valued and appreciated in, it's something that I am considered by my co-workers and supervisors that I am good at. It's a blend of finding a job that gives you high job satisfaction.

In his statement, he refers to having fall back career in case this one in higher education doesn't work out as he is discovering his own capabilities and how he is accepted in the field by authority figures and peers.

Only two of the participants in this study fell into the Disengagement life stage of career development. Amelia, recently retired, spoke about her decision to leave the profession in order to make room for the next generation to take her place.

I'm seventy-four, I could have retired at sixty-five. Somebody sued so that you can't have an age limit. I could still be in my old job, but I think I actually didn't want to wear out my welcome. I've seen a number of older people on campus who I think should retire, but also I wanted to set the stage for younger APIs to take the lead and go in new directions.

She spoke about her role as a citizen and having the desire to spend more time doing political work due to the politics impacting her state and country. Her decision around ending her role as worker and picking up more responsibilities in her role as citizen was influenced by the context, social and political, that surrounded her.

Being a Filipinx Person in Higher Education

This study asked higher education professionals of Philippine descent to share their story. While not a study that looked solely at identity, race and ethnicity were categories used to disaggregate the participants from the Asian Pacific Islander (API) racial umbrella to their specific ethnic Filipinx identity. Their ethnic identity showed up in their stories of career exploration and making meaning of their experiences in higher education.

Ethnic identity would sometimes be very salient, but because having an immigrant identity is also a part of their lived experience, some participants had to navigate the intersectionality of being from two geographic locations with two different cultural values or perspectives. Amelia shared how she was thinking about her own identity as a Filipinx American immigrant when she visited the Philippines before figuring out what she wanted to do with her career after teaching English abroad.

In college, I was very secure in my identity as a Filipin[x] American...in the Philippines I am Filipin[x]. My family would constantly pull me in and push me out of the category when it was convenient for them. So coming back to the United States and really thinking, like questioning, 'okay, so yes I'm Filipin[x] American in the United States context, but what am I in the Philippine context and then when I'm in Korea or China or a third country. They all view me differently too.' So, yes, I was kind of thinking about all of those things.

Amelia's immigrant identity of being between two countries and having to make sense of what it means to be Filipinx was something that Amelia had to process along with her exploration of what she would do in the next steps of her career. Amelia was not alone,

other participants had to navigate the immigrant identity and the impact of that identity on their decision to be a higher education professional.

In some cases, it was not only about ethnicity, but also a lack of representation as an Asian or Pacific Islander as a person of color. Becca talks about being the only one in her doctoral program, “In the doctoral program and in my professional experience. It's still very poignant to me that I was the only non-African-American minority in my doctoral program.” She felt like she was the only API to be pursuing a doctorate in her program and she expressed to me how excited she was to meet me and know that there are others in the field.

Being Immigrants or Descendants of Immigrants to the United States

The immigrant identity was salient for many of these professionals. It came up in implicitly and explicitly in every conversation without prompting during the interview. Some professionals were born in the Philippines and immigrated to the United States and would be considered first generation immigrants or 1.5 generation if they immigrated at a very young age and grew up mostly in the United States. Half of the participants in this study identified as being second generation, which meant they were born in the United States and their parents were born in the Philippines and immigrated to the United States. One participant identified as being a third generation immigrant, so his parents were born in the United States and his grandparents are the ones who immigrated to the United States.

One participant, Becca, speaks about coming from an immigrant family and having to navigate higher education without really knowing everything about the system:

Part of our experience coming to the United States, the whole immigration experience, is we were supposed to assimilate. We weren't supposed to stand out. Asking for help meant that we would be standing out, that we would be calling attention to ourselves for something that we are weak at, that we could not do. That was not something that was acceptable, because you weren't supposed to be seen as incapable.

This immigrant identity and personal experience of navigating higher education gave her authority on the subject matter. In her first counseling career in higher education she became the liaison for international students and has used her positionality to advocate for others who might need help making their way through college. Becca's way of helping students showed up in many of her jobs in higher education, for example, her role as the assistant dean, she created a workshop to empower first generation college students, domestic and international, to learn the language and understand the education system, which turned into a support group that helped them navigate college, affirm their identity, and create a sense of family at the university that could support their educational goals.

Abigail, like Becca, also identified strongly with helping immigrants, it was the sole motivation for applying for grants to start a program that would tutor immigrant children and help them go to college. The immigrant identity fueled the work of Tim when he talks about teaching English.

I actually share with them my own language experience; I told them beforehand that I am not looking for whatever you think perfect English sounds like...so I teach them strategies. I also had to do these strategies to help me learn the

language. I make it a point to share resources as much as possible because I wish I had known of at least one student service like the writing center.

Being an immigrant comes with its own set of challenges when having to navigate two different cultures, the home country culture of the Philippines and the culture in the United States. The experience of immigrants from the Philippines and navigating the United States. Despite coming to the United States and becoming the third largest immigrant population in the country, Filipinx Americans still face challenges navigating the dominant culture and its systems. The model minority myth is used to mask what is happening for Philippine immigrants and their children because most of the research looks at Asians and Pacific Islanders as an aggregated racial group. While Critical Race Theory (CRT) and AsianCrit offer us is another lens by which to look at the experience of minoritized groups in the United States. In Chapter 6, there will be more discussion on the importance of disaggregating in future research of API higher education professionals.

Conclusion

The findings presented in this chapter only begin to uncover what is on the surface of what the data has to offer. Further analysis of the data may reveal deeper levels of meaning and more answers to these research questions. Additional questions may arise from listening to the narratives of higher education professionals of Philippine descent, especially those narratives that are not represented in this study. In addition, the stories of Filipinx higher education professionals shed light on the factors that influence the career decisions of this particular group of people. The decisions of professionals may be useful in helping to encourage a more diverse pool of candidates to consider a career in higher

education, and provide employers a better understanding of how professionals of Philippine descent make career decisions.

Filipinx higher education professionals make career decisions with several factors that influence their decision-making process, including family expectations and responsibilities, encouragement and affirmation from authority figures, experiences in college that expose them to the field, educational attainment of a graduate degree, and their own self-concept or belief in themselves as a professional in the field. Context does matter in these decisions, the immigration history in the United States and the current political climate, economic influx like the recession, and the education system are all examples of how the context surrounding the individual impacts career decision-making. Finally, the impact of the model minority myth and how the lack of disaggregated data masks the challenges that face Filipinx professionals may be experiencing along the career pipeline.

CHAPTER 6:

Discussion

This qualitative study explored the career decision-making of 20 higher education professionals of Philippine descent working in colleges and universities in the United States. The participants in this study were asked to complete a questionnaire regarding their career decisions and it collected demographic information to better understand how the individual self-identifies. This information was used to ensure that the sample for this study represented a diverse cross-section of the overall population of professionals in higher education who identify as Filipinx. In addition, the data related to gender was used to explore the dynamic differences and similarities among higher education professionals. While there was not an explicit bias or difference in the experiences of male and females professionals, future research with a larger sample size might have produced more comparable results across intersectional identities, including gender. Further research would be required in order to not any gender specific differences in the way career decisions are made for higher education professionals of Philippine descent.

Participants who met specific criteria and who self-identified their willingness to continue to semi-structured interviews were asked to complete the Life/Career Map. The interviews gave participants the opportunity to freely share their stories, while also allowing the researcher to inquire into more detail based on their narrative. From these interviews, several themes emerged from the data. While the discussion here will not encompass all the findings of the research, it will offer a broad as well as in depth discussion of additional research opportunities. This chapter will explore the implications of these findings and offer recommendations for future research.

The career decisions of higher education professionals of Philippine descent in this study shared a counter narrative to the stereotypes that have defined the Filipinx immigrant experience. Critical Race Theory (CRT) provides a framework by which we are able to look at the way in which individuals of a particular race or ethnicity experience the world in the context of a dominant culture. This study offers a unique look at how Filipinx higher education professionals decided to pursue a career in higher education rather than one of the expected career fields associated with Filipinx immigrants and their descendants. In addition, the work of the study shatters the model minority myth that is pervasive in most Asian Pacific Islander communities, that .

Career decision-making for Filipinx professionals are influenced by their educational experience in college, authority figures, including family, and the context in which those decisions are made. This is consistent with previous research by Fouad Kantamneni, Smothers, Chen, Fitzpatrick, & Terry, (2008) and Poon (2013) that showed the role of family having an impact on career decision-making. Similarly, many of the participants talked about their career goals and other external factors, while identity was interwoven throughout the narratives on career decision-making. There was one domain that was not expressed by Fouad et al. (2008) that emerged from the narratives of the participants of this study, and that factor was the importance of educational attainment. The participants in this study believed that earning a graduate degree was an important factor in their career development and their graduate education played a role in their career decision-making throughout their career. While this may be a result of the self-selection bias of these particular participants, it may be a result from the limitations of

this study. Future research would need to explore the role of education level in their career decision-making of higher education professionals of Philippine descent.

The participants in this study articulated the various stages of career decision-making through their diverse experiences in the field of higher education. The majority of the participants were in the middle life stages of career development. This may have been due to the selection bias of those who chose to volunteer their time to participate in the study. While only a quarter of the stories shared their experience with decision-making during the exploration and establishment phases, many of the participants were in the maintaining stage of their career construction, and only a couple were close to or have reached the retirement stage. This study may indicate that Filipinx professionals in higher education have not been in the career field for long and are still working their way along the higher education career pipeline.

In addition, the stories of higher education professionals of Philippine descent expressed how the factors that influence their career decision-making were consistent over time, and as their role transitioned or another role was added along their career lifespan the influences compounded making the career decision more complex. Using Bronfenbrenner's theory of ecology and Super's vocational development theory to make sense of these factors, this study explored the role of family and how the context around the individual influence career choices throughout their career in higher education.

Identity and Career Decision-Making

One of the findings from this study is the impact of one's identity on career decision-making. For participants in this study, being an immigrant or coming from an immigrant family does influence career decision-making on multiple levels. From the

family expectations of success in the United States to working in higher education to providing services for immigrants attending colleges and universities, the identity of being an immigrant in the United States impacted the career decisions of these higher education professionals. First, whether a participant was born in the United States or in another country, there was some level of identification with being an immigrant or from an immigrant family. For some, this identity comes from first-hand experience in the immigration process to the United States or for others, this identity comes from their parents or grandparents. This desire to take advantage of the opportunities that are afforded to them in the United States that was not available in the Philippines and to honor the sacrifice that family members made to immigrate to another country.

Another impact of this immigrant identity comes from the societal expectations, or what AsianCrit writers talk about as a subtle microaggression, nativistic racism. This notion that someone who looks or identifies as Asian is not from the United States puts the label on them as a foreigner or not from this country. This perception on the Filipinx experience in higher education shows up as an external pressure to conform to the American cultural norms and assimilate quickly in order to be successful in an American education system. This includes taking on jobs in careers that were deemed essential to a civilized society by the dominant culture.

The colonization of the Philippines and the immigration history of people from the Philippines to the United States sets the stage for what careers are acceptable for Filipinx Americans. As a child, the messages were about finding a successful career as a doctor, nurse, lawyer, engineer, or teacher. This may be rooted in the experience of early emigrants from the Philippines who came to the United States to learn these professions

and return back to the Philippines to develop the country. The first generation and second generation immigrants in the study spoke about hearing these messages from their parents or other Filipinx elders. The impact the colonizer mindset that put a higher value on certain career fields shows up generations later in the number of Filipinx individuals we see in the healthcare profession. Future research may want to look at comparing the career decision-making of those individuals who chose more traditional careers in the health sciences compared those who decided to pursue a career in less known fields.

The level of depth at which the American values have become ingrained in the values of Filipinx Americans can be seen in the stories that participants in this study have shared. This aspect of identity related to immigration generation and status may not be unique to the immigrants from the Philippines. There are other minoritized groups that have been colonized by Western countries or have immigrated to the United States, but the experience of Filipinx immigrants includes both colonization and immigration. The Mexican American experience might be the most similar to the Filipinx American experience, and a comparative study to look at the impact these two experiences have on those who identify with the experience of acculturation and assimilation.

While immigration generation is only one aspect of an individual's identity, in this study that focused on a specific ethnic identity, it was at the intersection of many identities that created richness to each participant's narrative. This intersectionality of identity includes gender and socioeconomic status. While this study did not dive deeper into gender beyond the identification of male and female, it was interesting to note the participants naming some gender roles and expectations in the decision-making process. Future analysis of this data and additional research may reveal a more colorful picture of

how one's gender identity impacts the choices one makes in their career. The role of financial stability showed up in many of the participants experiences, and while it was not explicitly asked about, the way participants shared the need to take care of their family is data to be explored in the future to better understand how socioeconomic status plays a role in how one makes career decisions. Quite a number of participants stated the economic recession in 2008 had an impact on their career decisions, which speaks to the role economic systems play in career decision-making and how decisions are not made in a vacuum but rather in life's context. In many cases, individuals discussed the system of education was one avenue for navigating difficult financial environments while also providing educational development that opens doors for a more financially stable way of life. This pursuit of happiness and security starts with the value of education.

Education Level Opens Career Doors

Not only did many of the participants speak to the importance of their bachelor's degree college experience as being an influential moment in their career development, but they all also mentioned their decision to go to graduate school. The importance of a graduate level education along the career pathway in higher education was evident in each of these professional's story. All the participants in the study had earned a master's or a doctoral degree and spoke to the importance of earning a graduate degree along their career pathway. Those who indicated that they were interested in an executive level position stated that a doctoral degree was absolutely necessary in order to move up the career pipeline.

This collective characteristic of graduate education may be a product of selection bias and a limitation of this study. It may also be something to take note of since the

choice to pursue a career in higher education requires that you have some exposure to the field as a career option. A future study may want to consider researching Filipino identified workers who are not in faculty or administrator roles in higher education, but rather ask classified or support staff about their career decision-making process. This study also specifically looked at career professionals who purposefully chose a career in higher education and did not look at professionals who were new, less than five years, to the field. Another study could seek to find how potential or new professionals who have yet to pursue a graduate degree but are making career decisions and whether or not the factors that influence their decision-making process are similar or different than those who have completed their graduate education.

What this study indicated was the role education played in opening doors in the career field of higher education. In order to increase the diversity of the professionals in higher education, encouraging and supporting undergraduate students to consider attending graduate school is one way to diversify the pathway. Graduate school is a gateway into a career in higher education. The opportunities for individuals to land a staff position without a graduate degree are quickly dwindling, and *master's degree required* is becoming the standard in student affairs positions. Faculty positions have always required a graduate degree to teach in higher education, master's degree at the community college level and a doctoral degree at the university level. Graduate degrees may be the way to increase the number of Filipino professionals in the higher education career pipeline. A more longitudinal study of Filipino individuals and their journey into education, through education, and after education might provide more insight and

evidence for the role the education system plays in career development and decision-making.

In addition, graduate programs need to be mindful of not only admitting diverse students, but also supporting them during the academic career. This support may be financial as well as academic support for graduate students. Many Filipinx college students are first-generation and may need continued support transitioning from undergraduate to graduate schoolwork. Many of the participants in this study shared the challenges of navigating the collegiate experience and career exploration because their parents may not understand the higher education system in the United States or understand the work that is expected in graduate level coursework. The lack of understanding by the individual or their parents may also be tied to their experience as an immigrant or their inability to attend college because of financial insecurity. So the impact of identity, including educational level, can be a factor that influences career decision-making. The model minority myth often times masks the imposter syndrome that exists for many Filipinx people who feel as though they do not belong in college because they are having to navigate systems where they do not see a lot of people who share their identity. This could be explored further in the narratives collected from the participants in this study.

Lastly, graduate schools may want to consider supporting graduate students in their career establishment by creating student support services for the job market. Many participants shared how they would learn from peers or mentor relationships what they needed to do to be promoted in the field. Graduate students could benefit from more formalized career preparation that would expose students to career opportunities in higher

education, including faculty and administrative roles. Career services centers at colleges and universities focus primarily on the undergraduate student experience with career exploration. These centers could support graduate students in the career exploration and establishment phases of career construction. This service may continue to be a growing need as first-generation college students enter graduate level education in the United States. Studying the effectiveness of career preparation programs for graduate students would be beneficial to graduate schools looking to attract future students as well as graduate future higher education professionals who are prepared for the workforce.

Furthermore, future research could explore the number of Filipinx undergraduate students who go onto graduate school compared to those who go straight into the work force and whether or not those students are aware of a career in higher education. A possible study of undergraduate student who participate in programs like the NASPA Undergraduate Fellows Program, geared towards developing a diverse pool of undergraduates and preparing them for a career in higher education. Other studies related to career decision-making of current graduate students, recent graduates, and new professionals in the field of student affairs or higher education may help to better understand how Filipinx graduate students make career decisions in the profession.

Authority Figures Role in the Career Decision-Making Process

In almost every story, higher education professionals of Philippine descent spoke to the role that authority figures played in their career decision-making process. Authority figures in the stories of higher education professionals of Philippine descent fell into two categories: familial and professional. This suggests that parents, supervisors, mentors and sponsors can all play a role in the decision-making process for Filipinx professionals in

higher education. Future research to explore the extent to which these authority figures play a role in the decision-making process could be helpful in the early stages of vocational discernment, starting with parents during childhood.

Parental Career Expectations

Since many higher education professionals of Philippine descent are immigrants or children of immigrant parents, their parents may not fully understand a career in higher education. Some parents expected their children to be doctors or lawyers, while others did not have specific expectations for their career. Despite having chosen a career in higher education, almost every single participant referenced the stereotypical jobs expected by Filipino families. In the end, most Filipino parents just want their children to be happy, successful, and financially stable. However, this study looked at professionals who chose a career in higher education, a career not known to be lucrative. Future studies on Filipino professionals in other fields, specifically medicine, law, and engineering, might be helpful in comparing how parents' expectations played a role in their career decision-making. Another perspective that might be interesting to study would be looking at the influence of parental career expectation on career decision-making of professionals who have left the field of higher education or who chose another career path altogether.

Supervisors Influence on Career Decisions

In some cases, Filipino higher education professionals shared how their supervisors played a role in their career development, both negatively and positively. Some supervisors were very supportive of career advancement and offered mentorship or sponsorship for professionals during the time that they worked for them or even after they had moved on to other roles in higher education. It was evident by the number of

professionals who talked about a supervisor in their undergraduate educational experience that opened their eyes to a possible career in higher education. These supervisors played a positive role in the career exploration and establishment of Filipino professionals early on in their higher education career journey.

However, this was not the case for all professionals in the field. Some Filipino professionals experience supervisors who were not as supportive along their career journey, either by not promoting them or giving them opportunities to develop their professional skills. In some cases, this lack of support helped to fuel or motivate these individuals to achieve more in their career to prove these supervisors wrong. This might not have been the case for other professionals who have left the field of higher education. Future research may want to look at the role supervisors played in influencing the career decisions of higher education professionals of Philippine descent who have left the field. The influence of supervisors on career decision-making is only one aspect of professional authority figures, and further research may want to explore other relationships with authority figures in the work environment, including peers, as influences on career decisions.

Influence of Mentorship or Sponsorship

Along the same lines as work supervisors who positively support career advancement, many higher education professionals of Philippine descent spoke to how supervisors became mentors or sponsors for them along their career pathway. Mentoring relationships have been known to be helpful to professionals in all career fields; however, the role of a mentor in careers, like higher education, where a particular ethnic group is not well represented in upper level executive positions, is essential to helping

professionals move up the career pipeline. Sponsorship of professionals along the higher education career journey may be needed more than ever as less than one percent of Asian Pacific Islanders and only a handful of Filipinx professionals have made it up the pathway to the college presidency. Future studies looking at cross-race or cross-ethnic mentor or sponsor relationships and their effectiveness of supporting higher education professionals of Philippine descent up the ranks in the academe.

Becca spoke to her identity as a first generation college student and immigrant to the United States, and what she was taught about not asking questions because it will expose weakness. She also expressed her concern with not having a mentor or a sponsor in her professional career and assumed it was because people in positions of power and authority might not see her as someone who needs help and mentorship in a female dominated field. Future research that explores help seeking behavior of first-generation college students, including graduate students, of immigrant families and their propensity for not asking for help or displaying a need for a mentor might be crucial in better understanding how higher education professionals and institutional services might better serve this population of students and staff in higher education.

Future studies could look at the role of authority figures including parents, supervisors, mentors and sponsors, in the career decision-making of higher education professionals of Philippine descent. One could compare those who chose to stay in the career field of higher education as well as those who have left the field to pursue an unrelated career field. Another possible study might include those individuals who chose a career that is encouraged by Filipinx parental authority figures to see what factors

emerge related to career decision-making for professionals in the medicine, law, engineering, or the military.

A Model for Understanding Career Decision-Making

For most individuals in this study, the influence on career decision-making comes from individuals closest to them like their peers, parents, mentors or sponsors.

Bronfenbrenner's Systems of Ecology Theory offers a limited way to describe the relationship between career choice at the individual level and the influence of other systems; however, it does not account for the cultural dissonance that occurs at the macrosystem. The influences of these systems seem to stay consistent over time, which speaks to the decision-making tendency of individuals being a constant at least through the career stages of life. These findings are similar to what Savickas and Super found in theories on career development through the life stages and the Life Course Prospective builds upon the work of Bronfenbrenner. The model shown in Figure 4 illustrates how the individual moves through the various life stages and transitions into the various roles throughout their lifetime. As they progress through each stage, there are factors that influence their own understanding of who they are and the career they choose.

For example, as some of the participants in this study indicated, the first messages they received about careers came from their parents and the expectations of a successful career in specific fields. These expectations are rooted in the experience and identity of being an immigrant to the United States and the influence of colonization in the Philippines. As the individual enters the education system, the influence of teachers and advisors as well as peers begins to shape their knowledge and understanding of career options and possibilities. These influential factors are coming from the dominant culture,

some of the values and ideals already accepted by those Filipinx families assimilating into American culture. It is also during these periods of development that the individual's identity begins to be shaped and formed. This identity is being formed amidst cultural dissonance, definition and transition between roles, and the context or environmental factors that are surrounding the individual. This identity formation may lead some individuals to choose a major and an educational institution based on these initial career influences. These influences from authority figures, including family, are strong for individuals of Philippine descent, and are reflective of the culture. This interaction that happens between the authority figures influence on the individual's choices as they enter the educational system is most critical in the career development journey. Their undergraduate and graduate school experience impacts the choices they make about their career. This may be because the individual moves to a stage in their life where their decisions have the most impact on their own identity and understanding of their role in the world. This stage of their career development provides a shift from the exploratory nature of work to a stronger identification with their life's purpose and the maintenance of their career through retirement.

Immigration generations may be differentiated by the level at which each of these factors are influencing the individual. The small sample and lack of third generation immigrants in this study failed to call out any stark contrast between the three generations and the factors that influenced their career decision-making. Future research and analysis may reveal a shift in the influential factors of career decision-making. Larry's experience as a third generation Filipinx American and his choice to pursue a career in education was strongly influenced by his parents because they were both educators. This is

consistent with the other generations of Filipinx professionals; however, because his narrative is the only example of a third generation immigrant it does not represent that experience of those in the population of the same immigration status. It would be interesting to explore the depth to which immigration identity changes the career decision-making model of Filipinx professionals in higher education.

Figure 4. A Career Decision-Making Model for Higher Education Professionals of Philippine Descent

This study was the first of its kind to look at career decision-making of higher education professionals of Philippine descent through the life course perspective,

ecological systems of human development and career construction theory. Future research on this population of professionals may want to look more closely at the cultural dissonance that exists at the Macro system level for the Filipinx professional in higher education while trying to navigate systems developed by and for the dominant culture. Based on this study, I believe that individuals who have to navigate two cultures and make decisions in a new culture while being influenced by family members grounded in a different culture can be challenging for professionals of Philippine descent. The immigrant experience may be different for each generation, and as more new professionals enter the field of higher education, the messages they received may be different than those of an earlier immigrant generation. Despite the cultural differences, these higher education professionals of Philippine descent navigated the career pipeline in order to pave the way for future professionals. The stories shared here are indicative of Filipinx professionals' abilities to navigate the road less traveled and exercise leadership along the way to change the career opportunities for future professionals.

Professionals of Philippine Descent

The purpose of this study was to look at the career decision-making experiences of higher education professionals *of Philippine descent* rather than the aggregated Asian Pacific Islander (API) racial category or professionals from all races. While the findings did not specifically discuss the Filipinx identity explicitly, it was evident by the narratives that the participants thought about their identity when reflecting back on the decisions they made along their career pathway in higher education. Future research needs to include studies that disaggregate the API racial umbrella to uncover the other stories of

ethnically diverse professionals higher education or possibly look at the different generations of professionals and compare their experiences with making career decisions.

Final Thoughts

The purpose of this study was explore and better understand how higher education professionals of Philippine descent make career decisions. By listening to the diverse life course perspectives of Filipinx higher education professionals from entry-level positions all the way up the career ladder to executive level administrations, the narratives of these individuals give voice to an API ethnic group that has not been told before. These findings will be helpful to individuals who are considering a career in higher education as well as those in the field who are looking for ways to diversify the career pipeline. The results of this study could be used to inspire individuals of Philippine descent to pursue higher education as a career or potentially encourage current Filipinx higher education professionals to consider the possibility of moving up in their career to positions along the pathway to the college presidency.

A secondary product from this study is a better understanding of where Filipinx higher education professionals in the United States work, such as the type of institutions, geographic locations, and the type of positions they occupy.

A possible final product could be the beginnings of a comprehensive directory of higher education professionals of Philippine descent working at colleges and universities in North America. This research attempted to shed light on the importance of disaggregating research on API higher education professionals and the factors that influence a specific ethnic identity group within that aggregated racial umbrella to make career decisions to explore, establish and maintain a career. Since there have been no

published studies on all the disaggregated population of professionals that fall under the API racial umbrella, the findings of this study answer some questions regarding Filipinx professionals in higher education, and this study raises more questions about this population. Future research on disaggregated populations may yield more findings that support this research and unanswered questions generated from this study.

Significance of the Study

This research seeks to fill the gap in literature regarding the career decisions of higher education professionals of Philippine descent along the career pathway from entry level to the executive level administration. The study was conducted in order to better understand how specific professionals of color articulate their life course perspective through a Life/Career Map, and how significant personal and historical events influence decision-making in their careers. This study seeks to emphasize the importance of and encourages future research to disaggregate subgroups that fall under the racial API umbrella. The use of a narrative inquiry and phenomenological method of qualitative inquiry offers the fields of education, psychology, vocational development, and leadership new knowledge on how higher education professionals of Philippine descent make career decisions in education. These stories illustrate the diversity of experiences as well as some of the collective experiences that impact and influence the career decisions of Filipinx professionals working in United States colleges and universities.

This study has had an impact on my own process of making decisions about my career in higher education. As I transition from being a doctoral student to a full-time professional in higher education, I am aware of the various influences, like family expectations and educational level, have on my own process making decisions about my

career. As my role of student is formally coming to an end, there are also some considerations about what career step is best for me to move up the higher education career pipeline, including how titles and positionality of the career role impact upward mobility. I have always had aspirations to move up the career pathway to the college presidency, and as I make my next transition, it is important that I recognize the influence that my parents, mentors, and peers have on my decision to pursue a new job in higher education. The results of this research have opened my eyes to the role that authority figures, life career stages, and educational attainment have on my pathway to the college presidency.

Implications for Further Research

This study scratches the surface on the narratives of higher education professionals of Philippine descent. More research and analysis of these and other narratives in the Filipinx community can be an important step towards understanding the lived experiences of higher education professionals in the United States. The untold stories of staff that were not represented in this study, including those who just started in the profession and those who have made it to the college presidency, would provide two different perspectives to a career in higher education. Furthermore, the fact that this study did not include a large number of voices of classified staff should be addressed in future studies on this population of Filipinx professionals in higher education.

A dissertation study by Nguyen (2016) looked at Asian Pacific Islanders who left the profession as new professionals in the field and some of the factors that influenced their decision to leave. A future study on new professionals and their decision to enter and persist in the field would be helpful in discerning why Filipinx professionals choose

this career and the factors that help them to decide to stay in the profession. This study could focus more on Career Construction theory's early stages, including growth, exploration, and establishment since many of the participants in this study were in the establishment and maintenance stages of career development. Additional exploration of roles and transitions between roles through the life course might offer some insight into the impact that role transition plays in career decision-making.

Since education level and attainment was a factor that participants in this study spoke to, it might be helpful to understand the experiences of undergraduate and graduate students who are exposed to a career in higher education and the ways they can be supported in their career decision-making. Looking at programs geared toward undergraduate students pursuing higher education, like NASPA's Undergraduate Fellows Program (NUFP) or ACPA's Next Gen program, might be an excellent place to start to understand what undergraduate students consider when making the decision to pursue student affairs as a career field.

This chapter offered several opportunities for additional research related to the findings of this study. First, future research studies could look at the experiences of Filipinx graduate students and their exposure to and preparation for careers in higher education. Researching graduate programs in higher education and the career preparation that is provided in various master's degree programs could help to identify best practices for helping graduates make career decisions that would increase their persistence in the field as they transition from student to worker. Understanding the factors that help new professionals out of graduate school might be helpful in ensuring that the field has a base of diverse professionals to promote up the career pipeline.

Second, authority figures play a significant role in the career decision-making of professionals of Philippine descent and future research studies could look at the role of parents, mentors, and sponsors play in the career development of professionals in higher education as well as Filipinx professionals who chose other career fields such as medicine, law or engineering. It would be interesting to look at professionals in the careers that Filipinx parents are more familiar with to see if these professionals experience different influential factors in their career decision-making compared to those in professions that are less understood by authority figures.

Overall, this research encourages the importance of future research disaggregating the Asian and Pacific Islander racial categories to be more specific to the ethnic subgroups encompassed in the larger aggregated racial group. Future research may want to consider the role that ethnic identity and the lived experiences of those who have a more salient identification with their ethnicity as part of their research criteria. Disaggregating APIs based on ethnicity will further debunk the model minority myth stereotypes and provide space for the untold stories to write a new narrative on the various ethnic subgroups categorized as Asians and Pacific Islanders.

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APPENDICES

Appendix A

Career Decision-Making Profile

You will be presented with 39 statements referring to different facets of the career decision-making process. For each statement please mark to what extent you agree with it (7 – Completely agree, 1 – *Do not agree at all*).

Please circle the number that corresponds to the degree to which you agree with each statement.

1. I am concerned about choosing a major or an occupation.

Do not agree at all 1 2 3 4 5 6 7 *Completely agree*

2. I am usually thorough in gathering information, and do not merely make do with whatever is easily accessible.

Do not agree at all 1 2 3 4 5 6 7 *Completely agree*

3. After collecting the necessary information about the various alternatives, I analyze the characteristics of each one.

Do not agree at all 1 2 3 4 5 6 7 *Completely agree*

4. I am not solely responsible for the results of my decisions; fate and luck will affect my future career.

Do not agree at all 1 2 3 4 5 6 7 *Completely agree*

5. I invest a lot of effort in the decision-making process.

Do not agree at all 1 2 3 4 5 6 7 *Completely agree*

6. I tend to postpone my career decision.

Do not agree at all 1 2 3 4 5 6 7 *Completely agree*

7. Even after I have all of the necessary information, I need a long time to make a decision.

Do not agree at all 1 2 3 4 5 6 7 *Completely agree*

8. I Usually consider my choices and make my decisions **without** consulting others.

Do not agree at all 1 2 3 4 5 6 7 *Completely agree*

9. For difficult decisions, such as career decisions, it would make it easier if someone else made the decision for me.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

10. I consider it important to choose the option that will satisfy my family and close friends.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

11. I believe that I can find a perfect occupation that will satisfy all my desires and expectations.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

12. If I am not accepted for my first-choice major or training program, I will compromise and opt for my second choice.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

13. When I make a decision, I rely mainly on my intuition.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

14. I try to choose the option that is best for me.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

15. I prefer to make decisions **after** having thoroughly examined all possible alternatives.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

16. I usually make my decisions after comparing several characteristics of the alternatives.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

17. Factors outside of my control (like fate) will greatly influence my career choice and its outcomes.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

18. I immerse myself entirely in the decision-making process.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

19. I tend to put off my career decision-making.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

20. Even after I have collected the relevant information, it takes me a lot of time to make my final decision.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

21. I **do not** need to consult with others to make the right decision.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

22. I do not want to make the decision alone; I want to share the responsibility with others.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

23. I will eventually choose one of the options that will please the people closest to me.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

24. I am striving to find the occupation that will satisfy all my preferences.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

25. If I can't realize my first choice, I will be willing to compromise.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

26. When I need to make a choice, I tend to trust my instincts.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

27. It makes no difference to me what career I will have in the future.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

28. I try to collect **all** the available information about the occupations I am considering.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

29. I Usually compare the alternatives by considering their advantages and disadvantages.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

30. It really doesn't matter what I choose; destiny will influence my future career anyway.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

31. When I need to make a decision I invest a lot of time and effort in it.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

32. I tend to postpone the decision-making process as much as I can.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

33. When I get to the final stage of making a decision, I hesitate quite a bit.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

34. I Usually **do not** consult with other people when making my decision.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

35. I prefer that other people share the responsibility for my decision.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

36. The expectations of those closest to me are the most important factor in my decision.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

37. I believe that there is an occupation that will satisfy all my preferences and aspirations.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

38. If I am not able to enter a degree program in my chosen field, I will compromise and look for another one that is right for me.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

39. At the point of decision, I am Usually guided by my gut feeling.

Do not agree at all 1 2 3 4 5 6 7 Completely agree

Demographic Information

Q1 Growing up, most people hear about different careers and professions. Did your parents and/or guardians ever tell you about a career in higher education?

- ☐ Yes
- ☐ No
- ☐ I don't remember

Answer If Did your primary care givers ever tell you about a career in higher education? Yes Is Selected

Q2 What did your parents and/or guardians tell you about a career in higher education?

Q3 What is your highest level of degree earned?

- ☐ High School Diploma/GED
- ☐ Associates Degree/Certificates
- ☐ Bachelor's Degree (BS/BA/BSN or equivalent)
- ☐ Master's Degree (MS/MA/MBA/MFT/MSW or equivalent)
- ☐ Doctoral Degree (PhD/EdD/PsyD/MD/DDS/JD or equivalent)
- ☐ Other:

Answer If What is your highest level of degree earned? Bachelor's Degree (BS/BA/BSN or equivalent) Is Selected Or What is your highest level of degree earned? Master's Degree (MS/MA/MBA/MFT/MSW or equivalent) Is Selected Or What is your highest level of degree earned? Doctoral Degree (PhD/EdD/PsyD/MD/DDS/JD or equivalent) Is Selected

Q4 What school did you attend to earn your Bachelor's degree?

Answer If What is your highest level of degree earned? Bachelor's Degree (BS/BA/BSN or equivalent) Is Selected Or What is your highest level of degree earned? Master's Degree (MS/MA/MBA/MFT/MSW or equivalent) Is Selected Or What is your highest level of degree earned? Doctoral Degree (PhD/EdD/PsyD/MD/DDS/JD or equivalent) Is Selected

Q5 What year did you earn your Bachelor's degree?

Answer If What is your highest level of degree earned? Master's Degree (MS/MA/MBA/MFT/MSW or equivalent) Is Selected Or What is your highest level of degree earned? Doctoral Degree (PhD/EdD/PsyD/MD/DDS/JD or equivalent) Is Selected
Q6 What school did you attend to earn your Master's degree?

Answer If What is your highest level of degree earned? Master's Degree (MS/MA/MBA/MFT/MSW or equivalent) Is Selected Or What is your highest level of degree earned? Doctoral Degree (PhD/EdD/PsyD/MD/DDS/JD or equivalent) Is Selected
Q7 What year did you earn your Master's degree?

Answer If What is your highest level of degree earned? Doctoral Degree (PhD/EdD/PsyD/MD/DDS/JD or equivalent) Is Selected
Q8 What school did you attend to earn your Doctoral degree?

Answer If What is your highest level of degree earned? Doctoral Degree (PhD/EdD/PsyD/MD/DDS/JD or equivalent) Is Selected
Q9 What year did you earn your Doctoral degree?

Q10 If neither of your parents went to college, you might be classified as a first-generation college student. Would you consider yourself a first-generation college student?

- ☐ Yes
- ☐ No
- ☐ I don't know

Q11 Do you intend to pursue or are you currently pursuing any additional degrees or certificates?

- ☐ Yes
- ☐ No
- ☐ Other: _____

Q12 Do you intend to pursue a professional career position with a higher classification or title than your current career position?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Unsure (3)

Answer If Do you intend to pursue a position with a higher classification Yes Is Selected

Q13 What is the highest professional position you are interested in pursuing in your career?

Q14 What year were you born?

Q15 What is your gender?

- ☐ Male
- ☐ Female
- ☐ Transgender
- ☐ Prefer not to answer
- ☐ Other: _____

Q16 What is your race? (Check all that apply.)

- ☐ White
- ☐ Black or African American
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Native Hawaiian or other Pacific Islander

Answer If What is your race? (Check all that apply.) White Is Selected Or What is your race? (Check all that apply.) Black or African American Is Selected Or What is your race? (Check all that apply.) American Indian or Alaska Native Is Selected Or What is your race? (Check all that apply.) Asian Is Selected

Q17 Is your ethnicity of Hispanic, Latino, or Spanish origin?

- ☐ Yes, please indicate your specific ethnicity: _____
- ☐ No

Answer If What is your race? Asian Is Selected Or What is your race? Native Hawaiian or other Pacific Islander Is Selected

Q18 You have indicated that you are Asian, Native Hawaiian, or other Pacific Islander, please indicate your ethnicity from the box below. You may select more than one ethnicity by holding the control or command key while making your selection.

- ☐ Afghani (1)
- ☐ Armenian (2)
- ☐ Azerbaijani (3)
- ☐ Bahraini (4)
- ☐ Bangladeshi (5)
- ☐ Bhutanese (6)
- ☐ Bruneian (7)
- ☐ Burmese (8)
- ☐ Cambodian (9)
- ☐ Carolinian (10)
- ☐ Chamorro (11)
- ☐ Chinese (12)
- ☐ Chuukese (13)
- ☐ Fijian (14)
- ☐ Filipino (15)
- ☐ Georgian (16)
- ☐ Guamanian (17)
- ☐ Hawaiian (18)
- ☐ Hmong (19)
- ☐ Indian (20)
- ☐ Indonesian (21)
- ☐ Iranian (22)
- ☐ Iraqi (23)
- ☐ Israeli (24)
- ☐ Japanese (25)
- ☐ Jordanian (26)
- ☐ Kazakh (27)
- ☐ Kyrgyz (28)
- ☐ Korean (29)
- ☐ Kosraean (30)
- ☐ Kuwaiti (31)
- ☐ Laotian (32)
- ☐ Lebanese (33)

- ☐ Malaysian (34)
- ☐ Maldivian (35)
- ☐ Marshalllesse (36)
- ☐ Mien (37)
- ☐ Mongolian (38)
- ☐ Nepalese (39)
- ☐ Niuean (40)
- ☐ Okinawan (41)
- ☐ Omani (42)
- ☐ Pakistani (43)
- ☐ Palauan (44)
- ☐ Palestinian (45)
- ☐ Papua New Guinean (46)
- ☐ Pohnpeian (47)
- ☐ Qatari (48)
- ☐ Samoan (49)
- ☐ Saudi Arabian (50)
- ☐ Singaporean (51)
- ☐ Sri Lankan (52)
- ☐ Syrian (53)
- ☐ Tajik (54)
- ☐ Taiwanese (55)
- ☐ Thai (56)
- ☐ Tibetan (57)
- ☐ Tokelauan (58)
- ☐ Timorese (59)
- ☐ Tongan (60)
- ☐ Turkmen (61)
- ☐ United Arab Emirates (62)
- ☐ Uzbek (63)
- ☐ Vietnamese (64)
- ☐ Yapese (65)
- ☐ Yemeni (66)
- ☐ Other: (67)

Q19 What immigration generation would you consider yourself to be a part of?

- ☐ First-generation (born in another country and immigrated to the United States)
- ☐ Second-generation (born in the United States)
- ☐ Third-generation (parents born in the United States)
- ☐ Fourth-generation (grandparents born in the United States)
- ☐ Fifth-generation (great grandparents born in the United States)

- ☐ Sixth-generation and beyond (multiple generations born in the United States)
- ☐ Prefer not to answer
- ☐ I don't know
- ☐ Other: _____

Q20 In hopes of gathering more detailed information from survey participants, would you be interested in participating in a follow-up interview (approximately 30 minutes) related to your career pathway in higher education? If yes, you will be asked to provide your name and contact information at the end of the survey.

- ☐ Yes
- ☐ No

Answer If In hopes of gathering more detailed information from survey participants, would you be interested in participating in a follow-up interview (approximately 30 minutes) related to your career pathway... Yes Is Selected

Q21 Thank you for agreeing to share more information about your career pathway in higher education. Please provide contact information in the space provided. This information will be kept confidential and will only be used by the researcher to schedule a follow-up interview.

- ☐ Name
- ☐ Phone
- ☐ Email
- ☐ Address

APPENDIX B

Life/Career Map Instructions

Dear Participant,

Thank you for agreeing to participate in this groundbreaking study on the career decision-making process of higher education professionals of Philippine descent. I appreciate your willingness to complete the first phase of the study. You indicated that you would be willing to participate in Phase 2 of the study, which entails creating a Life/Career Map.

The instructions for creating your Life/Career Map are provided below. Please consider the “Social Meaning” or level of significance (high or low) of each point on your map based on how meaningful these events were along your career pathway. (See below for an example).

1. using the attached template, begin tracking your career decisions starting with your first job in higher education (internships, student positions, graduate assistantships, etc.) and ending with your current position.
2. Next, map significant life decisions/events that have occurred to date (birth, education attainment, parents’ divorce, moves, career mentors, marriage, loss of a parent, etc.).
3. Finally, pinpoint on your map any historical events or societal changes that occurred in your lifetime (civil rights movement, 9/11, economic recession, government shutdown, affirmative action, etc.). *Note: Several events have been provided for your convenience and it is not intended to be an exhaustive list.*

There are years provided in the boxes that run along the bottom of the map, please be sure to input your age at the time of a career decision or significant life event.

Finally, “Social Meaning” can be indicated on your map by placing the event along a continuum of significance from high to low. For example, your job as a Senior Orientation Leader had a high level of significance along your career pathway to becoming an Orientation Coordinator so the dot on your map would be towards the top of the box.

Mark on the map below the life and career decisions or events based on the level of significance or social meaning it had on your career journey.

Please indicate which of the following historical events had any significant impact on your life or career.

	9/11															
use the space below to write in additional life or historical events that had any significant impact on your life or career																
	<div>Parents Divorce</div> <div>Recession</div>															
Age																
Year	1945	1950	1955	1960	1965	1970	1975	1980	1985	1990	1995	2000	2005	2010	2015	2020

APPENDIX C

Life/Career Map

Mark on the map below the life and career decisions or events based on the level of significance or social meaning it had on your career journey.	
High Significance	<div>↔ Social Meaning →</div>
Low Significance	
Please indicate which of the following historical events had any significant impact on your life or career.	
use the space below to write in additional life or historical events that had any significant impact on your life or career	
Age	

APPENDIX D

Interview Protocol

Project: Career Decision-making of Higher Education Professionals of Philippine Descent

Date _____

Interviewer _____

Time _____

Interviewee _____

Location _____

Release form signed? _

Script/Notes for interview:

- [to participant] Thank you for your participation. I believe your input will be valuable to this research, and it helps United States understand the impact of our decisions in a career in student affairs.
- Confidentiality of responses is guaranteed
- Approximate length of interview: 30 minutes, six questions
- Purpose of research:
 - For higher education professionals, it is important to understand the career pathways to executive levels of administration in education.*
 - i. *What are the career experiences of higher education professionals along the pipeline?*
 - ii. *What are the cultural norms for education and career development?*
 - iii. *What are the motivations for going into a career in education?*
 - iv. *What are the factors that support moving up the career pipeline in higher education?*
 - v. *What are the challenges that higher education professionals of Philippine descent face in their career development?*

Research Questions:

- How do higher education professionals of Philippine descent make career choices?
 - What factors influence their decision to pursue a career in student affairs?
 - What factors influence their decision to persist in a career in student affairs?
 - What factors influence their decision to advance in a career in student affairs?

Methods of disseminating results: Conference presentations, journal articles, and feedback to participants

Interview Questions:

1. Tell me how you got started in higher education.

Response from Interviewee:

Reflection/notes by Interviewer:

Follow-up questions:

- a) Was there someone who influenced your career decision?
- b) During the year that you decided to pursue a career in higher education, did anything significant happen in your life?

Response from Interviewee:

Reflection/notes by Interviewer:

2. Tell me about at least one significant career decision you have had to make in your career?

Response from Interviewee:

Reflection/notes by Interviewer:

Follow-up questions:

- a) What else was happening at this time that may have had an impact on this career decision?
- b) What has happened in your life since that decision that has been impacted by the decision?

3. What factors supported this decision you made in your career?

Response from Interviewee:

Reflection/notes by Interviewer:

4. What factors challenged the decisions you made in your career?

Response from Interviewee:

Reflection/notes by Interviewer:

5. Why do you want to aspire to reach an executive level administrative position in higher education?

Response from Interviewee:

Reflection/notes by Interviewer:

Any additional thoughts to add or questions based on what we have discussed so far?

Response from Interviewee:

Reflection/notes by Interviewer:

Closing the interview:

- Thank the interviewee
- Reassure confidentiality
- Ask permission to follow-up and if they would like to receive feedback

APPENDIX E

Recruitment Message

Dear colleagues:

My name is Grace Abenoja Bagunu. I am a doctoral student in the Department of Leadership Studies in the School of Leadership and Education Sciences at the University of San Diego. I would like to invite you to participate in a study I am conducting for my dissertation. The purpose of this research study is to explore career decision-making of higher education professionals of Philippine descent.

Phase 1 of this study is a 10-15 minute online survey collecting your responses to the career decision-making difficulties questionnaire as well as preliminary demographic information. You will also be able to indicate your interest in participating in subsequent phases of the study, which is approximately 60 to 75 minutes and includes completing a Life/Career Map and a follow-up interview in-person or by a video communication application.

If you would like to participate in Phase 1 of this study, please complete the online survey using this link: [insert link here]. This study involves no more risk than what you might encounter in daily life. If you have any questions or concerns about this study, please feel free to contact me at (619) 839-9023 or gracebagunu@sandiego.edu or my faculty advisor, Dr. Christopher Newman, at (619) 260-4600 or cnewman@sandiego.edu. Thank you for taking the time to participate in this study. Please feel free to forward this research study to other colleagues who work in higher education

Sincerely,

Grace Abenoja Bagunu

Institutional Review Board Project Action Summary

Action Date: October 5, 2016

Note: Approval expires one year after this date.

Type: ☐ New Full Review ☒ New Expedited Review ☐ Continuation Review ☐ New Exempt Review
☐ Modification

Action: ☒ Approved ☐ Approved Pending Modification ☐ Not Approved

Project Number: 2016-10-032

Researcher(s): Grace A. Bagunu Doc SOLES
Christopher Newman Fac SOLES

Project Title: Career decision-making of higher education professionals of Philippine descent: The untold life studies of an unseen community

Note: We send IRB correspondence regarding student research to the faculty advisor, who bears the ultimate responsibility for the conduct of the research. We request that the faculty advisor share this correspondence with the student researcher.

Modifications Required or Reasons for Non-Approval

None

The next deadline for submitting project proposals to the Provost's Office for full review is N/A. You may submit a project proposal for expedited review at any time.

Dr. Thomas R. Herrinton
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