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Barriers Faced By Hispanic Women In Higher Education Institutions In The State Of Illinois

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Barriers Faced by Hispanic Women in Higher Education

Institutions in the State of Illinois

(TITLE)

BY

Zoraida Irizarry

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Abstract

The purpose of the present study was to ascertain the perceptions of Hispanic women concerning barriers to their career advancement to faculty and administrators in higher education institutions in the state of Illinois. Specifically, attention was given to issues of national origin, mentoring relationships, education, gender, culture, socialization, socioeconomic status, and financial compensation.

Qualitative one-on-one interview were conducted with six Hispanic women who were faculty and directors of departments at state universities. The interviews were tape recorded, transcribed into computer files, and coded to identify themes.

The findings of the present study revealed that most of the factors, excluding those dealing with gender affected most women in similar way as they moved up the career ladder. Most of the participants said that gender did not affect them in their career goals except on the issues of salary disparity and other compensations. Some of the barriers, such as socioeconomics, educational opportunities and mentorship were identified to have been factors in the pursuit of career advancement for the participants. The participants offered suggestions to facilitate careers advancement for Hispanic women faculty and administrators. For example, more money allocated to their departments to be able to publish their research work. The participants also suggested the recruitment of more Hispanics women to be able to have mentors, to socialize, thus elicit and share ideas for the creation of pleasant and innovative work environments.

Dedication

This work is dedicated to Elizabeth Daisy, Agnes Margarita, and Miriam Ahine.

Thank you is a small word but carries my heartfelt appreciation to my daughter Elizabeth, who many times attended classes with me and helped me with her computer skills. To Agnes, for always being so positive and supportive by helping baby-sit her little sister while I attended classes. Thanks for accompanying me on the tour of historically black colleges and universities. To my oldest daughter Miriam, who on few occasions visited my classes and participated. You may not be aware that you have been an inspiration for me. You were all part of this endeavor.

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TABLE OF CONTENTS

Abstract.....	i
Dedication	ii
Acknowledgments.....	iii
Table of Contents	iv
Chapters	
I. INTRODUCTION	1
Statement of Problem.....	2
Significance of Study	3
Sample Population	3
Research Questions	4
Research Methodology	4
Limitations of the Study.....	4
Definitions of the Terms	5
II. REVIEW OF LITERATURE	7
History.....	7
Statistical Demographics.....	7
Immigration Patterns and Motives	10
Mexican.....	10
Puerto Ricans	10
Cubans.....	11
Hispanic Population Growth and its Significance in Education	11
The Civil Rights Movements and Hispanics.....	13
Hispanic Women in the Work Force	15
Gender	16
History and Disparity in the Work Force	16
Educational Mobility	19
Educational Attainment	20
Mentoring Relationships	21
Support Systems	22
Hispanic Cultural Values.....	23
Barriers to Advancement	25
Isolation	25
The Glass Ceiling	27
Socioeconomics Constrains	29
Antagonistic Attitudes	30
Lack of Basic Skills	31
Current Status of Hispanics	32
Conclusion and Resolution to the problems	34
Retention and Attrition	35

III. METHODOLOGY	36
Methods of Data Collection	36
Treatment of the Data	37
IV. FINDINGS	38
General Profile	38
Individual Profile	39
Research Question #1	44
Gender	44
Mentorship	48
National Origin	49
Education	51
Socioeconomics	54
Financial Compensation	55
Culture	57
Socialization	59
Research Question #2.....	61
V. DISCUSSION, CONCLUSIONS, RECOMMENDATIONS AND CONTENT SUMMARY	65
Discussion	65
Recommendations for Practitioners	69
Recommendations for Future Researchers	69
Conclusions	70
Content Summary	71
References	74
Appendix A: One-on - One Interview Questions	80
Appendix B: Demographics Information of Participants	83
Appendix C: Informed Research Participation Consent Form.....	85

Chapter I

Introduction

“The Puerto Rican women in the United States then are caught between two forces. On one hand, she is entrapped within the bleak economic and political powerlessness affecting the Puerto Rican population in general. On the other hand, she suffers from the socialization of sex heroes which causes her to have guilt feelings about the fulfillment of her potential and its expressing in a society which looks down its aquiline Anglo nose at her and her people.”
Lourdes Miranda King, 1982

Throughout American higher education women typically hold administrative positions as mid-level administrators or managers in marginalized departments (e.g., minority affairs, budget office). While many of these positions might be considered “dead end”, due to the fact that marginal department chairs are not often recognized as “core” to the operation of the university, their presence in faculty and administrative positions deserves close scrutiny. Since the 1990s, Hispanic women have been present in higher education institutions in record numbers. However,

little is known about the educational mobility of women, and even less about minority women’s mobility. Until recently, the educational career paths of women were not considered an important topic of research, and most studies, both quantitative and qualitative, focused on male subjects (Holland, & Eisenhart, 1990; as cited in Gándara, 1995, p. 91).

The literature pertaining to Hispanic women in higher education is limited. For example, the Illinois Latino Council on Higher Education produces one of the few journals that exclusively feature research on Hispanic issues. Aguirre and Martinez (1993) wrote *Chicanos in Higher Education: Issues and Dilemmas for the 21st Century*.

This text is one of the most often cited works despite the fact that it is 15 years old. According to Herrera (1980) “the most adequate means of achieving visibility in academics and dissemination of information about Hispanic concerns is publication in journals and participation in professional organizations” (p.7). For “Hispanic scholars who best know the problems, these means are curtailed because the traditional journals and organizations have not adequately provided for presentation of issues concerning Hispanics” (p. 7). Recent studies pertaining to the Hispanic population have focused on mentoring relationships (Gándara, 1995); education attainment (Rendon, Justiz, & Resta, 1988; Aguirre, & Martinez, 1993); gender (Seller, 1981); population demographics (Benson, 2003), the glass ceiling (Turner, & Myer, 2000), and discrimination, cultural values, ethnicity and personal economic status (Glazer-Raymo, 1999) all believed to hinder advancement. For women, forces/factors influencing advancement appear to be negative; women do not hold most of the top level administrative positions in the workplace (Feminist Majority Foundation, 1991; U.S. Department of Labor, 1991 in Gorena, 1996). The review of the literature for the present study presents a broad-based perspective of the status of women in the workforce from a general to a more narrow focus on Hispanic women in higher education administration.

Statement of the Problem

The problem addressed in the present study included barriers to leadership positions in higher education institutions for Hispanic faculty and administrator women. Specifically, attention was given to issues of national origin, mentoring relationships, education, gender, culture, socialization, socioeconomic status, and financial compensation.

Significance of the Study

The significance of the present study was its contribution to the paucity of literature regarding the experiences of Hispanic women in higher education, specifically, their attainment of faculty and administrative positions. To date, there appear to be limited studies conducted on this topic in Illinois institutions of higher education. Data on the current status of Hispanic women faculty and in administrative positions at two state universities was cumulated and analyzed. The identification of specific barriers affecting Hispanic women in their pursuit of leadership positions at each of the aforementioned institutions and coping strategies employed by these Hispanic women for advancement were explored.

Sample Population

This study consisted of qualitative interviews with six Hispanic women. The participants were selected on the basis of the following criteria: race/national origin, location, gender, and service in a higher education administrative or faculty position at an institution of higher education in the state of Illinois for at least two years. The fact that there is not enough in-depth research on strategies employed by Hispanic women aspiring to rise in majority male dominated roles such as upper level administrative positions in higher education institutions has lead the researcher to study the phenomenon.

Research Questions

The following research questions guided the present study.

1. How do the variables of gender, national origin, culture, socialization, education, socioeconomic status, and financial compensation affect Hispanic women seeking career advancement in higher education institutions?
2. What professional and/ or personal skills or coping mechanisms are employed by Hispanic women seeking professional career advancement in higher education?

Research Method

Data for the present study were collected using face to face interviews. Initial interviews lasted approximately one hour. The researcher served as the research instrument. Approximately twenty open-ended questions were used to solicit participant responses. The interview questions were developed from items noted in the literature and suggestions from peers and other individuals with knowledge of the experiences of Hispanic women in higher education.

Limitations of the Study

The study had the following limitations. First, the women interviewed for the present study were all employed at institutions of higher education located solely within the State of Illinois. Second, the women included in the present study comprised the entire population of Hispanic women at the selected institutions. Participants' experiences while working in the selected higher education institutions may not reflect the same issues as those of other participants working in urban, more cosmopolitan, and

larger state universities or private institutions. Time and location were also limitations, as the number of women who fit the profile for inclusion in the present study was very small and the researcher's deadline for completion of the current research project was limited.

Definitions of Terms

1. Acculturation is the degree to which one experiences cultural change toward the majority culture (Najera, 1997).
2. Chicano/a is the term for men and women, respectively, of Mexican decent (Aguirre & Martinez, 1993).
3. Hispanic is a person of Cuban, Mexican, Puerto Rican, South or Central American descent or other Spanish culture or origin regardless of race (Nieves-Squires, 1991).
4. Institutional discrimination is where actions taken against minorities and women are embedded in the practices and policies of the institutions that exist to serve the community (Min Gap, P., 2005).
5. Latino and / or Hispanic are broad, inclusive terms that refer to Americans of Mexican, Central American, South American, and even Spanish decent (Tatum, C.M., 2001).
6. "Leadership is the process of influencing human behavior so as to accomplish the goals prescribed by the organizationally appointed leader" (Prince & Associates, 1985, p. 7) as cited in Komives, Woodard, and Associates (1996).
7. Middle level administrative or middle management positions generally carry the titles of assistant, associate, assistant director, etc. (Young, 1990).

8. Upper level administrative or middle management positions generally carry the titles of dean, provost, chancellor, department chair, vice or director (Young, 1990).

Chapter II

REVIEW OF LITERATURE

History

Hispanics have been part of the North American population since the discovery of the new world. "Within the group called Hispanics are peoples of diverse ethnic origins. Hispanics do not necessarily regard themselves as a single group because their attachments are to their specific national origin" (Guisepi, 2007, p. 1). The indigenous Mexican-American populated the south west of North America before the territory was ceded to the United States during the Mexican-American war in 1848 (Aguirre, & Martinez, 1993). Afterwards, the population continued to grow in the United States through immigration. The ethnic face of North America began to change along with its culture. The nation began to encounter challenges such as new waves of immigrants from Latin American countries. Currently, the representation of Hispanic women in higher education is disproportional when compared with other groups of women in the general population. Hispanic women are underrepresented specifically in leadership positions within higher education institutions across the nation. This is also reflected in many Illinois colleges and universities.

Statistical demographics

Statistically, Hispanics came to the United States from several countries. According to Seller (1981), between 1820 and the mid-1970's, over forty-six million immigrants entered the United States, thirty-five million from Europe, eight million from Latin America, Canada, and the Caribbean, two million from Asia, and half a million from Africa, Australia, and elsewhere. Among the new immigrants were women who came to the United States to escape the economic, political, and religious oppression that

all immigrants faced in their native lands, but many also came to escape forms of oppression unique to them as women (p. 5-6).

Benson (2003) described how population demographics changed within a few decades.

The Hispanic population has been growing at a faster rate than the non-Hispanic population for decades. Between 1980 and 1990, it increased by 53 percent, in comparison with only 6.8 percent for non-Hispanics. Between 1990 and 2000 it increased by nearly 58 percent. Thus, the dramatic rate of growth is attributed to increased birth rates and rises in level of immigration since 1990. In 1998, there were 84 births per 1,000 Hispanic women from the ages 15 to 44 years old, making Hispanic women the group with the highest fertility rate among all racial and national origin groups (p. 217).

“In 2000, Hispanics numbered approximately 35.3 million people and composed approximately 12.6 percent of the total U.S. population of 281 million” (Benson, 2003, p. 212).

In 1996 the U.S. Census Bureau predicted that Latinos and Asians would account for more than half the growth in the population of the United States every year for at least 50 years. The result is, and will continue to be, a great and ongoing change in the ethnicity of the United States. While the rate of general population growth will shrink over the next 50 years, the rate of growth of the Hispanic population will actually increase (Benson, 2003, p. 218).

Benson (2003) identified three major groups that have traditionally dominated Hispanic membership among the U.S. population, Mexican-Americans, Puerto Ricans, and Cubans.

Mexican Americans, who numbered 20.6 million in the 2000 census and comprised about 58.5 percent of the Hispanic population of the United States; Puerto Ricans, who numbered 3.4 million in the United States and 3.8 million residing on the island of Puerto Rico itself, and comprising about 9.6 percent of the total U.S. Hispanic population (Note: "Puerto Rico became a possession of the United States in 1899, and Puerto Ricans were granted U.S. citizenship in 1917"); Cubans, who numbered 1.3 million and comprised 3.5 percent of the total U.S. Hispanic population. Together, these groups account for 29 million individuals or 10.4 % of the total U.S. population. It was estimated that by the year 2005, Hispanics (i.e., Cubans, Latinos, Mexicans, and Puerto Ricans) would have become the largest recognized minority group, surpassing the African Americans (p. 218).

Furthermore, Rodriguez (2000) stated, "by the year 2010, Latinos alone would comprise 13% of the total U.S. population" (p. 212). Additionally, Benson (2003) projected "by the year 2050, the Hispanic population is predicted to make up 24.5 percent of the total [U.S.] population, making the Hispanic population almost half the size of the non-Hispanic white population" (p. 212). As a result of Hispanic population growth, their numbers are reflected in increased enrollments at universities and colleges all over the nation, including rural Midwestern higher education institutions.

In the state of Illinois alone, there are 1,774,550 Hispanics or people of Latino origin (Population Division, U.S. Census Bureau, 2004). Given the aforementioned forecasts in growth it is important that the state's higher education administrators, faculty and others so affiliated recognize the importance of addressing issues related to the

ascension of Hispanic women to the upper ranks of college and university faculty and administration.

Immigration Patterns and Motives

Mexicans

According to Benson (2003), immigration patterns to the United States are different for Mexican Americans, Cubans, and Puerto Ricans. "Mexican Americans are individuals whose national origin is within the United States if their ancestors lived in the South West, before the Mexican war" (Guisepi, 2007, p. 1). Benson further asserted:

[t]he number of people who migrated to the United States from Mexico was small prior to 1900. After 1900, Mexican immigration began to increase. The factors that stimulated emigration from Mexico were the Mexican Revolution, poor economic conditions, and a rapid increase in the size of the population. The primary factor that draws Mexican immigrants to the United States today is the nation's demand for cheap labor (p. 216).

Puerto Ricans

"Puerto Ricans enjoy a different status from other Hispanics in that they are citizens of the United States by birth, whether they were born in their homeland or in the Unites States" (Guisepi, 2007, p. 1). While Puerto Ricans were granted citizenship in 1917, Puerto Rico itself became a possession of the United States in 1899 as a result of the Spanish-American War (Guisepi, 2007).

The pattern of migration from Puerto Rico to the United States is different from that of either Mexico or Cuba. Thus, Puerto Ricans who migrate to the United States are not considered immigrants in the same sense as Mexicans and Cubans. Prior to 1940, Puerto Ricans did not immigrate to the United States in large

numbers. After World War II, the economy of Puerto Rico began to deteriorate, and migration to the United States increased and has been constant ever since. In 2000 there were nearly as many Puerto Ricans living in the United States (3,406,178), as there are living on the island of Puerto Rico (3.8 million) (Benson, 2003, p. 217).

Cubans

According to Benson (2003),

[t]he motive for Cubans to migrate to the United States was one of its kind. Prior to 1959, the number of Cubans who migrated to the United States was very small. In 1959, Fidel Castro overthrew the Fulgencio Batista dictatorship, declared Cuba a socialist state, and began implementing measures that outlawed private property and individual accumulation of large amounts of wealth. Many Cubans fled Cuba and immigrated to Florida. This was the first wave of Cubans to migrate, and the majority was educated professionals and skilled technicians. A second wave of Cubans migrated to the United States in 1980. Unlike the first wave, most of these immigrants were from the poorer classes and were not as welcome or as well treated (p. 216).

Hispanic Population Growth and its Significance in Higher Education

According to the 2000 U.S. Census Bureau Report, the Hispanic population in the United States was comprised of 35.3 million people and composed approximately 12.6 percent of the total U.S. population of 281 million (Benson, 2000, p. 212). "Hispanics are younger than the non-Hispanic population" (Benson, 2000, p. 220). While Hispanics under the age of 18 make up more than 35 percent of the Hispanic population, 17.1

percent of the total population of individuals is less than 18 years old in the nation, making Hispanic teenagers the nation's largest group of minority teens by far (Benson, 2000, p. 218).

The fertility rate for Hispanic women in 2000 was 47 percent higher than the overall average. Benson (2000) further pointed out that

Hispanic women were responsible for about 1 in 5 births in the United States. A study carried out in 2001 by the University of California, Los Angeles, found that the majority of children born in the state of California in 1998 were Hispanic [of the 521,265 births reported that year nearly half, or 57.5 percent, were Hispanic]. Mexican Americans have the highest birth rate of the three largest U.S. Hispanic groups, followed by Puerto Ricans and then Cubans (p. 219 - 220).

According to the U.S. Census Bureau (2000), the Hispanic population in Illinois was 1,530,262 or 12% of the total state population. Mexicans comprised the largest proportion at 1,144,390; Puerto Ricans numbered 157,851, Cubans were 18,438 and other Hispanics 209,583. However, despite such a Hispanic population explosion in the U.S., their numbers are poorly reflected in higher education, including Illinois institutions. Touchton and Davis (1991) wrote: "Women are found to occupy fewer positions than men at every level of higher education administration and women administrators are found to be clustered in lower level positions and receive lower salaries than men" (p. 6) as cited in Gorena (1995). These statistics are quite alarming due to the fact that a nation that has the majority of its population with low academic achievement could affect adversely the progress and the future of the U.S. nation. It is for these reasons that higher

education institutions must recruit and retain Hispanic students, and particularly women in faculty positions or as administrators.

Civil Rights Movements and Hispanics

Not only did African Americans and white Americans participate during the 1960's civil rights movement but Hispanics also played a major role during this era. Their contribution to the movement included advocacy for equality and social justice.

Some of the greatest contributors included César Chávez, Rodolfo "Corky" Gonzales, José Ángel Gutiérrez, and Reies López Tijerina as acknowledged major leaders of the 1960s' Mexican-American Civil Rights Movement. José Angel Gutiérrez was the fire brand civil rights leader of the 1960s and 70s who succeeded in making a minority-based political party a reality in Texas and various other states. In 1970, Gutiérrez led La Raza Unida Party to stunning victories in Crystal City, Texas and surrounding communities, with Mexican Americans winning all contested seats on the city council and school board, seats held for decades by Anglos. Additionally, Gutiérrez, along with César Chávez, Reies López Tijerina and Rodolfo "Corky" Gonzáles of the Chicano movement, "made national calls for militancy and unity, penned nationalist manifestoes and forced political and educational reform at national and regional levels" (Gutierrez, 2001, p. 15).

According to Aguirre and Martinez (1993),

[t]he Civil Rights Act of 1964 prohibited discrimination on the basis of race, color, religion, or national origin in voting rights, places of public accommodations, and employment. It also established procedures whereby authorities would consider grievances, extended the life of the Commission on Civil Rights, established the Equal Employment Opportunity Commission to investigate discriminatory employment practices and the Community Relations Service to help resolve community disputes alleging discrimination, and

empowered the Department of Justice to undertake legal proceedings to bring about social improvement (p. 20).

President John F. Kennedy issued Executive Order No. 10925 and President Lyndon B. Johnson issued Executive Order No. 11375. Together, these executive orders were designed to ensure that people were treated fairly without regard to race, creed, color, or national origin. These executive orders called for employers receiving federal government contracts greater than \$10,000 to practice affirmative action and equal opportunity. Universities, on the other hand, were to create "written affirmative action policies, disseminate institutional policies, appoint Equal Employment Opportunity officers, collect and analyze data relating to women and racial and ethnic minorities, develop mechanisms to correct deficiencies and submit annual reports to the Office of Civil Rights in the U.S. Department of Health, Education and Welfare" Aguirre & Martinez, 1993, p. 136).

As Komives (1996) described,

Title VII prohibits discrimination on the basis of race, color, or national origin. The provisions of Title VII apply only to employment. They prohibit discrimination on the basis of race, color, national origin, sex or religion in business with fifteen or more employees. Title IX, (U.S. Code, Vol. 20-20, secs. 1681-1686) applies specifically to education and educational institutions. It prohibits discrimination on the basis of sex. Each of these statutes has specific implications for student affairs, and racial discrimination is clearly prohibited in any form and has been condemned when proved in courts (p. 20).

Earlier, Herrera (1980) detailed the status of Hispanics in higher education and the hurdles toward advancement that must be overcome.

The status of Hispanics in the academic hierarchy has remained essentially unchanged in the past decade despite affirmative action efforts, as these individuals at postsecondary institutions have seen little improvement in terms of inclusion or retention. At the critical levels of advancement to tenured positions, retention can be easily measured, and the under-representation of Hispanics at senior levels becomes more apparent. Of the meager portion of Hispanic positions, Hispanic females hold conspicuously fewer positions than males, as indicated by the following ratios: at the full professor level, six male to one female, and, at the associated and assistant levels, three males to one female. Often the practice of rotation, of allowing Hispanics to occupy none-tenure positions and replacing them in a few years with other Hispanics, can keep Hispanic names on the faculty list of institutions for affirmative action purposes, but it never allows these individuals to advance to stable and influential positions such as tenured professors (p. 7-12).

Hispanic Women in the Work force

Benson (2003) described how Hispanic women have been instrumental in the labor force and in the growth of the economy of the United States.

In 1999 there were 64.9 million women in the civilian labor force in the United States; 6.1 million of those women, or 9 percent, were Hispanic. Hispanic women participated at a rate of about 53 percent. The labor force participation rate of Mexican-origin women was 54.6 percent; White and Hispanic women

participated at 59.6 and 55.9 percent, respectively. Hispanic-origin women are gradually narrowing the participation gap between themselves and their white counterparts. The Bureau of Labor Statistics predicted that the numbers of Hispanic women in the labor force would grow from 5.7 million in 1998 to about 8.5 million in 2008- the largest recorded increase in labor participation among all female racial groups (p. 220).

Glazer- Raymo (1999) also described the disparity women faced in the work force. Of this large group of Hispanic women in the work force, few occupy positions of leadership. Though their contributions are massive, their wages and ranks are the lowest.

In the 1970's and early 1980's, liberal feminists believed that the numbers of women and minorities entering the work force would automatically make organizations more equitable and enlightened. It soon became apparent, though equal opportunity employers hired and promoted more women, their actions resulted only in a thin veneer of women's equality (p. 141).

Gender

History and Disparity in the Workforce

Roberts and Harris (1972) addressed gender discrimination in higher education specifically. "Women have been present in college student bodies in significant numbers through most of this century, and even though their performance on tests of intellectual ability tends to be better than that of men, women are second-class citizens in higher education" (p. 14). Almost 25 years later Gándara (1995) wrote, "Women tended to decide to go to college earlier than their male peers. As a group they were always more academically-oriented than the males" (p. 92). Both researchers concluded that the

impact of gender barriers, gender bias, and gender discrimination are hurdles that Hispanic women must learn to overcome in order to survive in a dysfunctional learning environment.

Gender has always been an obstacle in creating an environment of disparity and inequality for women in higher education institutions and in the work force in the United States. "The differences between women and men's roles at home and in the workforce in general were reinforced by women's differential and inferior access to education" (Seller, 1981, p. 7). According to Seller (1981), "Early twentieth-century Americanization programs for men offered instruction in industrial skills, civics, and English; but parallel programs for women, fewer in number, were usually limited to American-style domestic skills, and [pots and pans] English" (1981, p. 7).

Seller (1981) also described the domestic nature of most Hispanic women's work outside the home.

Women took jobs in traditional women's occupations, domestic service or needlework and clothing manufacture fewer than men. Typically too, their wages were lower. In the "famous 1913 *Protocol in Dress and Waist Industry Report*, victories were won largely through the efforts of militant women workers, whereas labor and management reserved the highly skilled job of 'cutter' at \$27.50 a week for men only". The jobs of 'finisher', 'examiner,' and 'sample maker,' paid \$9.50, \$11.50 and \$13.00, respectively, were reserved for women" (p. 7).

Another example of the disparity and inequality of how women were treated and how they struggled in the educational system was revealed in Holland and Eisenhart's

(1990) study as cited in Gándara (1995). Holland and Eisenhart concluded that gender relations seemed to be an issue to bother the women the most, due to the fact that the authors questioned why “ males are in the privileged position” (Holland & Eisenhart, 1990, p. 227). In the study, it appears that the women used various methods (e.g., avoidance or lack of acknowledgement) to cope with gender relations, and sexual attractiveness to succeed and achieve their career goals.

Gándara (1995) also conducted a study in which the educational experiences of twenty-three women, both African American and white, were researched. These women were selected for the study because all were headed for careers in science”. What was discovered at the end of the study was that the schools that “emphasized romantic relationships with men as the route to self-worth and prestige caused the women to lower their ambitions and fear alienation from all forms of social and psychological support” (p. 91).

Myers and Turner (2000) also examined women’s unforeseen beliefs in higher education and the work place. Fourteen female faculty members described gender as well as racial bias in their academic work place. They perceived that their success as faculty members was hampered by being both minority and female. One Latina stated, “Women of color leave at a higher rate from this institution. They have a higher leave rate and are less likely to get tenure” (p. 105). The fact that women leave higher education institutions due to the lack of support and unpleasant work environment experiences remains a painful tragedy.

Educational Mobility

Educational mobility for Hispanics has been slow and challenging. “Although education is not the only road to social mobility, it has become increasingly important as the primary avenue into the middle class for underrepresented groups” (Gandara, 1995, p. 3). In “The disproportionately low representation of Hispanics in higher education throughout the nation is the product of several circumstances: extremely high drop-out rates before high school graduation, inadequate preparation for continued study, and the tendency for many college-eligible Hispanics to eschew four-year institutions” (California Post secondary Education Commission, 1986; Rumberger (1991) as cited in Gándara (1996, p. 92). Furthermore, according to Veir, Ryan and Groce, (1993), “standardized tests such as the GRE clearly favor Anglo students, thus placing the minority applicants at a disadvantage for admission into programs that require a certain level of score on the GRE examination” (p. 77).

According to Aguirre and Martinez (1993), “Another reason for heavy attrition of Hispanics students at four-year colleges is attributed to “failure to integrate in the life and routines of the college campus” (p. 61). Also, Aguirre and Martinez (1999), and Turner and Myers (2000) agreed that Chicano faculty members “are unable to develop networks that could alter the perceptions whites hold of them” (p. 61). Another factor that could hamper the educational mobility of Hispanic women is the “recent attacks on affirmative action thus, making it more difficult for Latinos to access a college education” (Valverde, 2002 p. x, Myers, 2000).

Education Attainment

Benson (2003) described the current educational status of Hispanic Americans and contrasted their attainment with non-Hispanic whites.

Among Hispanic Americans ages 25 and older, 57 percent have graduated from high school, while 88.4 percent of non-Hispanic whites have graduated from high school. While 10.6 percent of Hispanics hold bachelor's degrees, 28.1 percent of non-Hispanic whites have them. The number of Hispanics who had less than a ninth grade education was 27.3 percent, while for non-Hispanic whites that figure was only 4.2 percent. Cuban Americans are primarily a middle-class population with relatively high levels of education, occupational status, and income. Mexican Americans are primarily a working-class population holding blue-collar occupations and have lower levels of education and income. Generally, Puerto Ricans rank in between Cubans and Mexican Americans, but are closer to Mexican Americans than Cubans in terms of their educational attainment, occupational status, and income. In 1996, an estimated 54,000 Hispanics aged 25 and over had Ph.D.s; 71,000 had professional degrees, such as medical or legal degrees. An estimated 573,000 held advanced degrees, including master's degrees as well as professional degrees and Ph.Ds (p. 219).

The National Center for Educational Statistics (2002, October) projected the following outcome statistics for women in higher education.

That by 2012 women will receive 59% of all bachelor and master's degrees awarded. Also, according to the National Center for Educational Statistics website (nces.ed.gov/pubs/2002/digest2002/ch3.asp, July 10, 2003), women held nearly

half (47.5%) of the executive, administrative, and managerial positions in United States higher education in 1999. Nonetheless, only a handful of Ph.Ds, MDs, and J.Ds were awarded to Latinas in the 1970s. Hispanic women earned only 0.006 percent of all doctoral degrees awarded in 1979, although Latinas comprised approximately eight percent of the population at that time (Primary Source: Carter, D., & Wilson, R. 1991), *Ninth annual status reports on minorities in higher education*) Washington, D.C: American Council on Education, Office of Minorities in Higher Education (Benson, p. 92).

Mentoring Relationships

The importance of mentorship to Hispanic women in higher education institutions is crucial to their mobility, retention, and ascension to leadership positions. However, according to Herrera (1980), "The problem of low professional ranking among Chicano scholars results in the majority occupying non-tenure, junior positions and having few established mentors to aid them in the socialization process" (Acevedo, 1979; Valverde & Ramirez, 1977, p. 9).

Further deepening the disadvantages faced by Hispanic women in educational systems is the fact that when they were in high school counselors and teachers did not encourage them to take courses that would prepare them for four-year university careers. Instead, they were encouraged to take vocational preparatory courses and counseled to attend a two-year community college (Gándara, 1995). Holland and Eisenhart's (1990) study of twenty-three women revealed "these women were placed in vocational or non-college preparatory classes" and often the women had to "fight their way out of this track, either by arguing with counselors or signing herself up for classes she was not slated to

take” despite the fact that they were such outstanding students (As cited in Gándara 1995, p. 93).

Gándara (1993) reported that, frequently, the women in her study cited much less encouragement from people outside of the family than did the men. Hispanic women were also less likely to have mentors than their male counterparts. “Sixty percent of the males cited a teacher or some other adult outside of the family as having had a major impact on setting their educational goals in their pre-college years; only 30 percent of the females reported having had such an experience” (p. 93).

Although the women did not find many mentors outside of the home, they usually received considerable support from their families. On the whole, parents encourage their sons and daughters similarly, but they were more specific with their sons about the kinds of roles to which they might aspire. For example, men were more often directed toward a particular career goal, whereas women were simply encouraged in the abstract to do well “so you don’t have to depend on anyone”. For both men and women, mothers were most often cited as the parent influence on shaping their educational goals (Gándara, p. 94).

Leal and Menjivar (1992) concluded in their study that “Latina women and Latin American women in higher education do not spontaneously network or mentor each other” (p. 102).

Support System

According to Herrera (1980),

Socialization to graduate school could be facilitated, encouraging development of relationships with faculty, by providing funds for research, graduate assistantships

for student and faculty interested in working on Hispanic related research.

Bringing nationally recognized Hispanic scholars in academe as consultants on a periodic basis would aid development of morale and at the same time initiates the socialization process into the profession by expanding the communications network at the national level. Incentives for professors, such as release time from teaching duties and a research stipend for their own work, would insure that their positions are enhanced as well as those of the students (p. 11).

According to Glazer-Raymo (1999), "there is a need for administrators to create a campus culture of support for women faculty, women mid-level administrators, women clerical staff, and women graduate students, including teaching assistants" (p. 205).

Hispanic Cultural Values

When Hispanics immigrated to the United States, they brought with them their heritage and cultural values. Although Hispanics are very proud of their cultural values and heritage, in many occasions it hinders their goals and dreams to obtain a career in leadership in higher education. For example, they would have to "forego some of their heritage and culture in order to assimilate, to the Anglo American culture. Those who have acculturated to the Anglo American life style are said to have done so when they have acquired the language and values of the culture" (Negy & Woods, 1992, p.1).

Hispanic women are raised with different cultural values than Anglo-American women. Specifically among these differing cultural values,

Chicana women were "raised in strict, authoritarian homes where few opportunities were provided to socialize outside of school." Growing up under these circumstances inhibits the opportunity to assimilate to the dominant

culture, and therefore allowing a better integration into the higher education system (Gándara, 1995, p. 92).

To add to the cultural hurdles of Hispanic women seeking a career in higher education institutions is the fear that parents feel when their daughters decide to pursue a college degree and go away from home. Solomon (1985) also proffered that Hispanic “Parents feared that education might make their daughters unfit for future roles as submissive wives” (p.14). Glazer-Raymo (1999) wrote about the negative effects of cultural barriers.

Cultural barriers encourage conformity and discourage mentoring, teamwork, and diversity. Traditionally, women are thought that they prefer to teach rather than do research. On many occasions that is attributed to the myth that they do not have the time to conduct research because they are raising children or because their work may be rejected by traditional publishers. Because most institutions of higher education and publishing companies are led by men, women find themselves powerless when they must rely on male leadership to bring about recognition for their scholarly capabilities (p. 199).

Turner and Myers (2000) described the influence of another cultural barrier when they stated: “The curriculum within higher education is based on the Eurocentric view. Latino history, voice and heroes are absent in the curriculum... This negation of culture spills over to Latino faculty scholarship within academe” (p. 32).

Greater inclusiveness and acceptance of ethnicity is crucial if racial bias is to be removed in higher education. The acceptance of race and ethnicity as salient issues is critical to promoting the inclusion of diverse voices in higher education.

We believe it is true that the ugly bias of racism disappears by changing one mind at the time, but we are also convinced that institutional intervention and expectations are absolutely crucial in creating the environments in which the existence of racism can first be acknowledged and then can become intolerable (Turner & Meyer, pp. 226- 230).

Barriers to Advancement

In 1980 Hispanics in the U.S. numbered 12 million, of which approximately six million were female (U.S. Department of Commerce, 1979). "The question in 1978 was asked, "Why is it so few Hispanics, especially women, participate in higher education, or as faculty members, and administrators? What are the barriers that preclude advancement for this group more astringently than for most minority groups [National Board of Graduate education" 1976] as cited in (Herrera, 1980, p. 7)

Aguirre and Martinez (1993) responded to this question, suggesting that the institutional relationship between Chicano faculty and administrators in academe places them in a situation of relative isolation referred to as "*barriorizacion*" (p.61). According to Aguirre and Martinez (1993) and Myers and Turner (2000) Chicano faculty feel constrained by institutional demands that prevent them from participating in institutional sectors that are closer to mainstream decision-making. In essence, they are often peripheral participants in academia and thus unable to develop networks that could alter the perceptions whites hold of them (p. 61).

Isolation

"Not only do these isolations take place at public colleges and universities but also at private institutions of higher learning" (Landers & Jacobs, 1996, p. 3). It appears

that administrators of private institutions, seminaries, and Christian colleges and universities are reluctant to create programs for Hispanics. "Perhaps this is one of the reasons most of the programs to train Hispanics are found in state institutions of higher learning where the government, not the student, pays for most of the cost of such programs (Landes, & Jacobs, 1996. p. 3).

During Meyers and Turner's (2000) research, a group of female African Americans were interviewed and they voiced the following concerns: "how they don't get promotions like the guys" and; "I don't think that's just unique to this campus. I think that's kind of an epidemic across the United States" (p. 61).

According to Nieves-Squires (1992), "what emerges is a pattern of alienation of Hispanic women in higher education not only from the institutions itself but from each other as well" (p. 102). This factor deprived women of networking and thus in effect creating barriers amongst themselves. This isolation of Hispanics also precludes a network of peers and the intellectual stimulation that results from association with a group of like-minded professionals; often informal communication networks available to mainstream scholars are not as readily available to them. This professional *isolation* limits the informal exchange of ideas, knowledge of available jobs and funding sources, and development of professional contacts in funding agencies. Isolation from informal associations is a major barrier to Hispanic, male-dominated as well as Anglo women's groups (Herrera, 1980) to advancement as shown by Brown's (1979) study of women in science research.

The Glass Ceiling

The glass ceiling has been identified as another barrier Hispanic women deal with when pursuing advancement in higher education careers. According to Glazer-Raymo (1999),

The Glass Ceiling Act, sponsored by Senator Bob Dole, was enacted in 1991 as Title II of the Civil Rights Restoration Act (p. 143). What is kind of ironic is the fact that when women complained to the EEOC of gender bias and discrimination, the people assigned to the investigations were white male executives and middle-level supervisors. Glazer and Raymo (1999) wrote: "the EEOC had a backlog of ninety-six thousand complaints. The commission assigned responsibility to white male executives and middle-level supervisors for supporting a series of obstacles or multiple glass ceilings to block the access of women and minorities to the top" (p. 143). In modern universities in 2002-03, 53% of academics on the lecture grade were women, but only 30% of these were department heads (BBC News, UK Education, Glass ceiling traps academics, 2004). This report also stated that women were paid less, were more likely to be employed on a casual basis and continue to occupy the more junior grades. Additionally, Sally Hunt, of the Association of University Teachers, reported that women were less likely to be described as being active in research (BBC News, 2004). Again, according to Glazer-Raymo (1999),

In Fortune 2000 industrial and service companies, women, almost all of them white, accounted for only 5 percent of senior managers (Glass Ceiling Commission, 1995, p. iii-iv). These data led the Feminist Majority Foundation to predict that on the basis of the current rate of progress, it

would take women in the workplace 475 years to reach equality with men. Part of the problem derives from the low number of women in the executive track (p. 142).

Glazer-Raymo (1999) stated that "Latina women of these campuses believe they are victims of Tokenism, are generally perceived as affirmative action candidates, and are expected to represent the interest of Latina students (p. 56)". Klenke (1996) supported the hurdle represented by the glass ceiling metaphor.

The glass ceiling is a useful metaphor to suggest why so few women, despite their credentials and accomplishments, attain leadership positions, why they do not appear to move up the organizational hierarchy as rapidly as men, and why they tend to be faced with more stringent promotion requirements than their male counterparts (Klenke, 1996. p. 171). The glass ceiling graphically describes the relative scarcity of women leaders through the entire social structure. As one woman told these researchers "At the top of the pinnacle the glass ceiling is very, very high and discrimination becomes difficult to prove" (p. 143).

When women make it to the presidency of a university it becomes news in major magazines. Glazer-Raymo (1999) said that:

When Judith Rodin was appointed the first woman president of the University of Pennsylvania, this landmark event was announced on the first page of *The New York Times* Home Section (O' Neil, 1994) with the caption "In an Ivy League of Her Own" (p. c. 1). ... "Buried in the middle of this breezy feature story was an account of her two decades at Yale University, where she served as provost and was also a contender for the

presidency. Her intellectual achievements included twenty grants totaling nearly \$30 million, 203 academic articles, 64 book chapters and 10 academic books. When Ruth Simons became president of Smith College, the news angle was her African American heritage as "the great-great-granddaughter of slaves. So began her journey to the presidency from a cotton farm in East Texas where her parents were share-croppers and she was the youngest of twelve children" (Rimer, 1995, p. B 8), as cited in Glazer-Raymo, 1999, p. 147).

It is disappointing that the media would focus on Ruth Simon's heritage and past history rather than her intellectual achievements and administrative talents.

Socioeconomic Constraints

The 2000 census revealed that socioeconomic success for foreign-born Hispanics in the United States depended on the country of origin. "Mexicans tended to be at the bottom of the education, income, and occupation scales among foreign-born Hispanics, although Puerto Ricans in some areas fared worse than Mexican Americans" (Benson 2003, p. 217).

Despite the rapidly increasing population and strong economic participation, Hispanics are not gaining the leadership power and influence necessary for improving the social condition of their communities in the United States now and the future. To the contrary, most Hispanic communities, especially those located in eastern and western states, are characterized by high levels of unemployment, increasing poverty, strong gang activities and, unfortunately, increasing involvement of Hispanic youth in criminal acts (Landes, Foster & Jacobs, 1996,

p. 1).

Aguirre and Martinez (1993) found that “Studies of community colleges located in the borderland areas of Texas, Arizona, and California have shown that Hispanic students (mostly Chicanos) have a desire to transfer but that several social and institutional factors mitigate their doing so” (Rendon, Justiz, & Resta, 1988). For example, “Faculty, counselors, and other personnel tend not to encourage transfers of students to a four year institution” (p. 40). On many occasions, social factors such as poverty and unemployment set limits on changing residence further away from local community colleges and paying higher educational costs at universities.

Antagonistic Attitudes

The scarcity of Hispanic academicians poses several problems that hinder professional advancement. Demands on campus of faculty members sensitive to Hispanic needs, as well as demands for their services by the Hispanic community, may overload these academicians with responsibilities (Herrera, 1980, p. 9).

Lack of Publications

The lack of publications by Hispanics in the traditional academic journals poses two barriers: “the lack of visibility” ... and “lack of recognition of productivity” (Herrera, 1980, p. 10).

In earlier work, Caplan and Nelson (1974) wrote,

Individual and group differences, often perceived as culture bound, have traditionally been cited as accounting for the low scholastic achievement of Hispanics. The focus on cultural “disadvantages” as a means of approaching the education of Hispanics has been a deterrent to accessibility of quality education at

all levels and has been, itself, a major barrier. ... "blaming the victim," has often been utilized by social scientists in relation to minorities (Caplan & Nelson, 1974, p. 8).

Lack of Basic Skills

Adequate preparation at all levels is blamed for the lack of basic skills required for college work and is responsible for the high attrition rate and low enrollment of Hispanic students in higher education. Antagonistic attitudes (Middleton, 1980) and lower expectations by educators at all levels also limit development of skills (Miranda, 1979). In addition, according to Herrera (1980), the admission practices of graduate schools and lack of support systems, such as adequate orientation and peer networks, contribute to the effectiveness of the screening-out process of graduate schools with regard to Hispanics (p. 8).

Stereotypes about abilities and performance pose barriers to educational opportunities as well as to professional advancement. While women seek to change these stereotypes and to release and encourage developed potential, Hispanics and other minorities face greater socioeconomic barriers and prejudice; in addition, they must develop potential through education. Changing their image is indeed a difficult task for Hispanic women as they are confronted by the stereotype, perpetuated by social scientists, of the dedicated, self-sacrificing women totally without aspiration or initiative to do anything other than reproduce, a view that persists even after research indicates the contrary (National Board on Graduate Education, 1976; in Herrera, 1980, p. 8).

There is an ethnic / gender blaming process for the lack of progress depending on whether Hispanic women are viewed as Hispanic, or whether they are viewed as women.

The effects of the barriers faced by Hispanic women are consistent with the under representation of these academicians and their male counterparts at institutions of higher education. Comprising a fraction of two minority groups, themselves faced with institutional biases, Hispanic women and their concerns are often overshadowed and overlooked; in the women's group, these are viewed as Hispanic concerns, and in the Hispanic, male-dominated groups, they are viewed as women's concerns (Herrera, 1980, p. 9).

Current Status of Hispanics

In 2004, the latest years for which statistical data have been published, there were a total of 371 Hispanic women employed in fulltime faculty and administrator positions at all public institutions in the state of Illinois. There were also only 55 Hispanic women employed in part-time faculty and administrator positions at all public institutions in the state of Illinois during this same year. The statewide population of Hispanics during this same year was 1,774,551 (up from a high of 1,543,958 in 2000) (IPEDS 2004-2005)

Unfortunately, the general status of Hispanics in higher education appears to have changed little over the past several decades.

The statistics reported only begin to indicate the dismal status of Hispanics in higher education; the actual situation as it is experienced needs further description. The resistance of Hispanics in academe and their low professional status are barriers that intensify the problems of becoming an integral part of an academic institution. Limited experience as graduates working with other

academicians accounts for many Hispanic's lack of knowledge about informal activities and university procedures necessary to becoming socialized into the academic community (Herrera, 1980, pp. 7-12).

Turner and Myers (2000) reported twenty years after Herrera that minority persons remained under-represented both in graduate school and in faculty positions after graduate school.

There is ample evidence of substantial under - representation of Blacks, Hispanics and American Indians along virtually every part of the pipeline toward faculty positions; under presentation among college graduates in science and engineering fields and in non-professional fields; under-representation in graduate school enrollment; and under representation in Ph.D.s received. There is no doubt that increasing the supply of minority faculty will require increasing stocks and flows along the pipeline (p. 185).

Middleton (1980) supported Herrera (1980) and drew similar conclusions. "The review of barriers to educational and professional advancement of Hispanics as a group and Hispanic women, in particular, substantiates the statement that Hispanics in institutions of higher education do indeed have a long way to go" (p. 11). Middleton emphasized that the conventional wisdom of suggesting that all anyone in American needs to do is work hard enough and they will be successful does not recognize Hispanic culture. "To insist that this group or any other group attempt to progress by emphasizing individual-centered variables is to ignore the total social ecology of Hispanics and the impact the situation-centered variables have on such attempts" (p. 11).

It is axiomatic that in order to increase the graduate numbers at the doctoral level, there must also be an increase in graduate school enrollment that is dependent on successful completion of undergraduate degrees, further dependent on undergraduate enrollment, thus continuing to form an education ecological pyramid. Therefore, efforts must concentrate on increasing the initial baseline as well as the parameter of the pyramid at every level by alleviating situational barriers such as inadequate development of skills at the high school level. Active, vigorous recruitment of Hispanics supported by competent guidance and tutorial programs would increase enrollment at the undergraduate level and also decrease the attrition rate (p. 11).

Conclusions and Resolutions to the Problems

Not only is active recruitment and financial support needed at the undergraduate level, that active recruitment, financial, and social support is also necessary at the graduate level.

The orientation or guidance needed at this level by Hispanics and other minority groups to higher education should be based on a support system model, focused on an enrichment approach, that provides the experiences and knowledge not available through traditional course work; such information has been available to individuals from groups whose socioeconomic status has provided post graduate contact with others in the experience, or the sometimes called *hidden curriculum of the middle class* [emphasis in the original]. The support system

could be initiated at the university level, having a centralized core of activities, with subsystems implemented in the colleges within the university to meet demands of the different disciplines (p. 11).

Retention and Attrition

According to Boykin (1986), to “study the elimination of poverty, is not within the direct domain of instructor or school social workers” (p. 8). Two issues were extrapolated from the study. First, the participants recognized that education reduced the likelihood of poverty in the future. Retention efforts should seek to increase the awareness of the community that education potentially reduces poverty. More specifically, Perez and De La Rosa Salazar (1993) said, “Many schools districts with a majority of students of color have limited resources for improving the teacher pool and acquiring high-tech hardware and expertise” (p. 189).

Through the recognition and the affirmation of students and their involvement in activities that remove structural and social barriers in the educational system, teachers and social workers will witness the reduction of the attrition rate of students of color and an increase in the level of their achievement (Boykin 1986, p. 9).

The literature review above supports the conclusion that with the help of teachers, the community, financial and technical resources students would likely stay in school and pursue higher education. The task will not be easy, but the consequences of not making the effort are catastrophic to both persons of Hispanic heritage and to the overall American society.

Chapter III

Methodology

Data for the present study were collected using naturalistic inquiry. The reasons why this approach was the most appropriate for the present research was that it allowed the Principal Investigator (PI) to observe research participants in their “natural environment” (Guba, 1981). According to Smith (1981), “naturalistic research can be described as the study of the empirical world from the viewpoint of the person under study” (p. 585). Using naturalistic inquiry also allowed the expression of the voices of participants who shared their stories during one-on-one interviews. The current study contains an extensive review of literature that had as its primary subject issues of institutional inequality and variables affecting Hispanic women in their pursuit of career positions at higher education institutions in the state of Illinois. The issues were grounded in how Hispanic women negotiated oppressing barriers affiliated with their work environment. Utilizing a life history interview approach facilitated better understanding of the dilemmas and experiences faced by Hispanic women in their work environments.

Methods of Data Collection

Specific steps taken during the collection of data included: 1) obtaining permission from the Eastern Illinois University IRB to conduct the study (Appendix A); 2) A phone call or e-mail message sent to request participation; 3) the presentation of a Statement of Informed Consent for participant signatures; 4) providing a list of research questions to interviewees prior to their actual interview sessions; 5) including a statement

of what will happen to the data (i.e., transcribed audio/video tapes); and 6) a follow up e-mail sent after 2-3 weeks to non-respondents to the initial Introduction letter requesting participation in the research project. Finally, via e-mail a transcript of their interview was provided to participants for their review and comments, for clarification.

Treatment of Data

Data were analyzed according to the basic tenets of naturalistic inquiry. Emerging themes were identified and individual responses reported either anonymously or in the aggregate (i.e., without attribution to a single individual but as representative of the general sentiment of all members of the population under study). All findings were reported in narrative format. Each participant was assigned a pseudonym for representation in the study.

Chapter IV

Findings

This chapter outlines the findings of the interviews conducted for the present study. A purposefully selected sample of six Hispanic women faculty and mid-level administrators from mid-western universities were identified by acquaintances, the offices of the president and human resources on each campus and through a snowball sampling method in which one individual identified another that fit the criteria for inclusion in the present study. Using qualitative methods (Patton, 2002), the participants were interviewed in their office work area. The women in the present study were interviewed regarding the barriers of gender, socioeconomics, financial compensation, culture, national origin, education, socialization, and how these issues affected them in their pursuit of a career in higher education. The interviews were taped recorded, transcribed into files, and themes were identified for each research question.

Profile

Hispanic Women Higher Education Faculty and Administrators

(Fall 2007 - Spring 2008)

General profile

In responding to various items in the interview, the respondents provided personal and other information regarding barriers and their impact on their career advancement in higher education. The information from various items were categorized and summarized to reflect the participants individual and within group commonalties. The women selected fit the following general profile: Hispanic heritage, female gender, having served in an

administrative or faculty position at an institution of higher education in the state of Illinois for at least two years.

In addition, the participants in present study were Hispanic descendants of or from Latin American countries. Specifically, two of the participants were descendants of Mexican ancestry, and one each from Perú, South America, Argentina, Cuba and Puerto Rico. Three of the participants were married with children, two were divorced with no children and one was single with no children. Most of them came from working families with very limited financial resources. At the time of the current study, the six participants worked at two public universities located in rural areas of the state. Four of the women were faculty with terminal degrees and the other two worked in administrative positions as administrators of a specific department. Five were from families that provided very little financial support. Most participants' education was financed by a combination of sources including scholarships and work that paid for most of their tuition and room and board. The typical number of persons in their family of origin was from five to seven members. Four of the participants' fathers held blue collar jobs while their mothers were homemaker/housewives or worked in service jobs such as seamstress, cafeteria cook, or clerk. The participants' parents may have been born in the Caribbean Islands, Mexico or South America and they may have come to the United States for financial reasons. Spanish was their first language and was the language of preference in their parents' home.

Individual Profiles

Maria is a first generation Mexican immigrant who grew up in the Mid-west of the United States and chose not to have children. She said: "You know, at this point

of the game, if I choose to have a child, it would have a significant and drastic effect on my career". She is one of three siblings and the only one who attended college. Though her parents were not able to support her financially, they always encouraged her to get a college education. She was able to succeed despite the lack of monetary support from her parents through Fulbright scholarships. Once she graduated with an undergraduate degree in accounting, she was able to work as an auditor. However, she believed her chances at working in the upper levels of administration in higher education institutions are limited due to the fact that she does not have a terminal degree.

Agnes is also a first generation descendant of Mexicans who enjoys working as a faculty member at a university. The road to get where she is today was not without hurdles. She explained:

I do know that I didn't get a solid K-12 education, so I'm playing 'catch-up.' I took the GRE four times; each time cost \$ 60-70 dollars. I had a lot of barriers when I started out.

On many occasions, Agnes had to fight her way to enroll in college preparatory courses while in high school: "You know my high school counselor would not put me in college prep classes because they thought that I would fail".

Like Maria, Agnes also came from a financially deprived family who encouraged her to study and do her best in school. Also, like Maria, she focused on a career and missed her chances at having children. Agnes said:

Now that I am trying to figure out, well if I have kids, when am I going to have them? How am I going to do this? You know, well, maybe after tenure. But the

problem is that I am going to be, what, 37-38 by the time I get tenure. I don't want to have kids when I am 37-38, you know.

Nevertheless, Agnes was happy with her career choices because she is able to work with students doing research and publishing her work.

Aida is a Ph.D. faculty member at her university. She grew up in Argentina, South America, and has made Illinois her permanent residence for now. She is married and has two children. Aida chose at one point not to engage in a face to face interview due to a "lack of time" on her part. The reason she chose not to interview face to face was she prepared to read the questions, thus giving her more control of her answers. It appeared that she came from an affluent family that supported her financially on her education. I also felt a sense of frustration from Aida that stemmed from the fact that she has a doctorate degree and yet does not have tenure.

I have the highest educational degree in my area. I have published a lot in respected journals, yet politics is interfering with the proper assessment of my merits. I am one of the only non-tenured or non-tenure track Ph.D.s in my department. Nevertheless, she enjoys working as a faculty member, writing and publishing, and does not aspire to work in administration.

Elizabeth is also a faculty member who is a first generation descendant of Cubans. Unlike Miriam, her parents were factory workers, and did not have the financial means to support her during her college career. Like Miriam, Agnes and Maria, Elizabeth was able to obtain a merit scholarship that paid for her college education. She comes from a family with strong Latin culture and values. When she decided to go to college, her parents were

very hesitant to let her go too far away. However, she was able to convince them that she would be fine at a college far away from home.

Elizabeth also echoed the same feelings as Miriam, Agnes and Aida, that as a faculty member she enjoys working with students, doing research and publishing and is not interested in working in administrative positions. Elizabeth said:

I don't think I would become an administrator. Oh, because I think, for me, teaching is sort of my own. In other words, what I have learned is how to make teaching and learning fun. So, to me, teaching is really important. Oh, especially communicating with the students. That's the level that I value more than anything else.

Miriam was more fortunate than Maria, Elizabeth and Agnes because her parents were both professors when she was growing up. As a child, she was able to travel to Europe and attended schools in different countries. Miriam was born in Perú, South America, but has made the United States her permanent residence. She said:

I did receive a lot of support both financial and moral during my university studies. Through my graduate college years, I was able to secure outside financial support.

At the time of interview, she enjoyed working as a professor, doing research and publishing and did not aspire to move into administrative positions, although she has a doctorate degree and is well qualified. She echoed the same feelings as the other faculty members interviewed for the present research.

I am not interested in administrative positions for now. I am interested in research and I love teaching. I think that research and teaching are very interconnected. I

have realized in the last years, however, that it is important to participate in the administrative world inside the university as well. For that reason, I have been on committees, been chair of committees, I am now a senator of my department, etc. I accepted those positions, but a position like a dean, chair of the department or head of department, those kinds of positions will take me away from research and the classroom. Those I am not willing to give up right now, not yet. Perhaps some day. But right now, not yet.

Iris grew up in Puerto Rico and has made the "mainland" (U.S.) her permanent residence. Unlike Miriam, Agnes, Aida and Elizabeth, Iris works in an administrative position at her university. She works as an academic counselor and also creates programs conducive to student recruitment and retention. As a college student she also secured financial resources through scholarships and work. At the time of this study, she enjoyed her job working with students but would like to some day to work in administration higher up the ladder, as an administrative leader where she can be more involved in the decision making process. Unfortunately, the lack of a terminal degree may prevent her from achieving this goal; she only has a master's degree.

In general, some of the common characteristics of these Hispanic women were their drive, perseverance, and determination to obtain a college degree. In general these women appeared to be very assertive, independent with strong courage and determination. For example, when Iris explained how she balanced the demands of her job and family, perseverance was very obvious:

When the demand becomes, you know the emotional and psychological demands that your children endure are the consequences of not having a big community.

We were talking the other day; you know. You have to act like “*la tia, la prima*”, You know you are everything to the kids. We don’t have the extended family that I had, you know, we have to try to do it all!

Research questions # 1: How do the variables of gender, national origin, culture, socialization, education, socioeconomic and financial compensation affect Hispanic women seeking career advancement in higher education institutions?

Gender

The variable of gender seems to be an important factor that affected several of the women’s pursuit to career advancement. Because these women often experienced “tokenism and the glass ceiling” (Glazer-Raymo, 1999), it was important to obtain their responses to issues regarding gender and ethnicity, and how they perceived themselves.

Agnes for example, said:

There’s more demand on me because of what I represent to sit on the committees, to sit in their division meetings and help.

These women perceived themselves as women that must represent both their gender and ethnicity because that is what society expects of them, and therefore more responsibility, pressure, and work is placed on them. Iris echoed the same sentiment as Agnes.

So, I have to be twice as prepared, twice as strong and extremely aware and be deliberate, you know, and strategic while some other people can relax a little bit.

When asked how she dealt with gender stereotyping, especially when managing tasks dictated by male supervisors, Miriam responded,

Well, I usually stand my position, you know, and, if I have to repeat myself more than once, then I will do it. So, I just try to find ways to still get my thoughts across.

Miriam continued saying that when she attended committee meetings the men tend to talk about sports events and not talk about the purpose of the meeting or issues. She felt many times that the men ignored her input to the issues planned for the meeting and instead they “goof off” with irrelevant conversations. Miriam expressed her frustration thus, saying

Here, the big thing is the basketball, the football games. I like sports, but I do not follow sports. This happens many times, because there are more males in the room. Although, some women also follow the games. I am not saying that women do not follow the games, but usually it will be a male that will make a sport-related comment. Something that is done in football, something that is done in basketball, and I am totally left out of the conversation.

Aida said that she was once asked by a male supervisor when her daughters were in school so that he could schedule staff meetings. Specifically, she described his question as condescending:

I strongly resented it because none of my female supervisors had scheduled meetings based on my daughters' schooling. Maybe he thought he was liberal. He came across as sexist. I do not expect concessions based on my gender or my daughters.

Maria said that she handled gender stereotyping with style when she said,

In the beginning, having to work with predominantly white males, if those kinds of situations came up, I kind of ignored it and just did what I was asked. Only if I wasn't, you know, gender specific, I would respond accordingly, just like a male counterpart. I never allowed that to influence things that I was going to do in order to get ahead in my job. I address a lot of things with humor and so I get my point across by saying something intelligible, you know, and laughing after. So it kind of breaks the tension if that was there. If their reasoning for doing what they were asking me to do was for intimidation purposes, a lot of times you can break that kind of environment by just showing what I have up here [Pointing to her head, meaning brains] you go with your intelligence and people respect that.

Elizabeth, on the other hand, handled gender stereotyping differently than the other participants and her response was:

I tend to not do anything about it and just keep quiet and let it slide.

The reason that she handled these situations like that is because of the way she was trained as a child.

That's also been a hard one for me, because my mother always told me never to rock the boat, never complain, never challenge anything just keep quiet, do your job, and don't draw attention to yourself.

On the other hand, it appeared that Iris did not have gender stereotype problems at her present work because she was aware of things like that happening. She explained that she was very cautious about who she worked for when searching for a job.

My boss is a fantastic woman now, you know. Actually, it was intentional; I really wanted to work with a woman. So, when I was searching for another

position to work, I made the decision to work under a female's leadership and I really wanted to know who I was working with, you know. I knew of my dean before I came here. So, when you think about gender issues you know they are everywhere in our culture; not only in your immediate supervisor but the administration and various committees here at the University, that are led by males.

Gender also played a role when it came to the influence friends, family and significant others had on these women's careers. For most of them, gender did play a role as to their choices of their career. When asked to what extent friends, colleges, and significant others influenced career choices, Maria said that friends influenced her character and that eventually helped her in her career choices.

So, being a Hispanic from the Mid-west, it was definitely important to have that, I want to call it mentality, all about doing the right thing, you know, and that correlation to ethics. Both of my friends are mid-westerners and, in fact, so were the folks that I met in Arizona when I was there for a number of years. The majority of them have been raised on a farm. So again, you know, it's that attitude about doing the right thing and being ethical and what not. So yea, I guess they have played a part.

Elizabeth, on the other hand, did not talk about friends influencing her career choices but insisted she was influenced mainly by colleagues and women school teachers.

In high school, it was women but there were no Latino women. So, I knew in eighth grade my teachers supported me. It was really wonderful. My teachers were all women.

However, because Miriam comes from an academic environment, her support system experiences were a little different than those of Elizabeth, Agnes, and Maria.

I will say that mainly my family and my father influenced me. My father was in academics, in linguistics and literature.

Iris responded in the same assertive manner as Miriam when she proudly reflected on her mother's employment area (at university) when she said:

My mom worked at the University of Puerto Rico. I got a lot of encouragement, emotional, psychological, and spiritual support from my family.

Gender also played a role in how these participants perceived themselves as Hispanic women working in predominantly Caucasian environments. Elizabeth felt very self-conscious of who she was and how she was perceived:

So, when I came here I felt self-conscious and I didn't want my students to know

I was Latina. I didn't want anyone to think that I got the job because I was Latina.

Nevertheless, Elizabeth said that she has overcome those stigmas with her job experiences and gained confidence with her career accomplishments. "I feel different now".

Mentorship

Mentorship appeared to be gender related as it influenced the participants in their pursuit of their careers in higher education. The majority of them said their mentors were female friends or teachers other than their family members. For example, when asked who are/were their role models/mentors (e.g., Hispanic women, white men) Maria, Miriam, and Elizabeth each identified Caucasian women. Elizabeth's comment was representative.-

It was women all along who pushed me through, to apply for scholarships; who nominated me for awards.

Iris, Agnes and Aida on the other hand said that a combination of men and women served as mentors during their college careers, such as their fathers, boyfriends, teachers and counselors. Aida, Miriam and Agnes said that their fathers were their most influential role models. As Agnes said; "In some ways, my father was kind of a role model".

Elizabeth said a male junior high teacher had a strong influence on her development.

Ah, there was one man in junior high who was incredibly supportive and he made me realize that could think.

Miriam similarly responded.

Well, I started in Peru. I would say my father was my mentor because he was a professor too. But then, when I came to United States as a graduate student, it was actually a woman. I wasn't looking for a male, female, or Anglo or Hispanic, I was looking for what was the best and it ended up to be a woman and she was a very respected professional in her field.

Aida reflected on her women teachers during her childhood in Argentina.

Perhaps my strongest models were my school teachers in Argentina who were powerful and successful women and also mothers.

National Origin

The participants in the present study came from different Latin national origins. Specifically, they came from Peru, Argentina, Mexico, Cuba and Puerto Rico. Their national origin did not appear to have any affect on these women's status or success or interpersonal relationships in their places of work. The one exception was Miriam, who

on one occasion was a member of a committee at her university and experienced discrimination because of her place of origin.

The Latino studies program was created. The *Casa Latina* was created and many things were done. This committee was supposed to evaluate and give recommendations about what things had not been done yet. Putting aside all that, what I did find was that I ended up being discriminated against inside of this committee. I felt that I was being discriminated. Why? Not because I was a woman, not because I was Hispanic, but because I was not born in this country. So, I was not considered a Latina. I was a Latin-American professional who had come to the U.S.

Nevertheless, the study participants were all very proud of their national origin and eager to share their college and growing up experiences. They all expressed the fact that they have heritage and cultural values unique to them that make them a stronger person and therefore have the strength to combat adversity in their work environment. Iris expressed what her youth in Puerto Rico meant to her.

The fact that I grew up in Puerto Rico has given me the morals, strength to know who I am and be confident. I picture my own-self. I am extremely comfortable in my own skin so that's how I reflect and move around my world. For some people, probably, I am the first Puerto Rican they have ever met.

Agnes reflected her pride in her national origin when she said,

To be honest with you, growing up in Los Angeles, I had been mixed. I was sure that growing up in Los Angeles, I would be more assimilated than maybe in other communities around here.

On the other side of the spectrum, it appeared that Aida and Elizabeth had negative feelings about being recognized as descendants from a Latin country. For Aida, the factor of national origin didn't seem to have much effect. Her response seemed very simple when she said: "To tell you the truth, I do not have much time to think about this. I just try to do my best". Aida however, felt that her national origin has prevented her from getting tenure and her sense of frustration was obvious. Aida said, "I have the highest educational degree in my area. I have published a lot in respected journals, yet politics is interfering with the proper assessment of my merits".

Elizabeth seemed to be afraid of her national origin being recognized by her students and did not want anyone to know she was a descendant of Hispanics.

When I came here, I felt self-conscious and I didn't want my students to know I was Latina. I didn't want anyone to think that I got the job because I was Latina. Again, that stigma that people would think that I was [an affirmative action hire] hired because of my ethnicity and culture, instead of because I qualified to do the job.

Elizabeth strongly expressed her pride in being a descendant of Hispanics as the interview progressed. She said that eventually, once she gained seniority on her job and felt confident, her national pride emerged from within her.

Education

For all participants, education meant many things. For example, it meant independence, the ability to challenge, to prove themselves to society and family, and proving that Latina women can obtain a career and be self sufficient without the need of a

husband and their parents' incomes. For example; when asked to what extent did educational attainment make a difference or affected their ability to advance in their careers, Maria's response and Elizabeth's responses were representative of them all.

Maria said; "Definitely, it has helped me a lot". Elizabeth expanded Maria's comment.

Education made me more independent, in more of a sense of self and it gave me a voice that was different from the pressures put on me as a woman, a Latino woman.

Iris supported the importance of Maria's and Elizabeth's connection to their ethnic origin.

"My ethnic origin] has served me extremely well here, especially being a Puerto Rican from Puerto Rico and really understanding where are the political land mines".

Education also provided a means to go away from the environment they grew up in and to break away from deeply rooted family traditions. Elizabeth's response was typical of the group.

I think that if I had not moved to college, I probably would've ended up living in Miami getting some kind of "job", I don't know what kind of a job but maybe some kind of office job and probably, you know, getting married and having children even though that was not something that felt natural to me to do because I wanted to do something with myself. When I finished college, my parents came to my graduation and they expected me to go back to them. I said "No!" That was very difficult. My father, I thought he was going to die or he would kill me, but I said I can't [go back with them].

Education has also made a difference in the participants' lives as to obtaining a professional career or satisfaction. For example, Elizabeth said, "So, if I haven't gotten an education, I probably would not have become a professional."

Education has also facilitated employment for these Hispanic women. For example, Agnes said; "I think that I feel like a Latina woman who has higher education, there is a benefit for departments to hire me".

Also, regarding education, were their experiences as good role models. Education gave some of these women the ability to serve not only the universities where they worked but also their community. For example, Miriam said,

Outside of the university, I belong to the bilingual dual language committee of the local school district. I have always kept very close contact with the schools and I have had close contact with the bilingual school in town. I do it because I love it.

Education has given the participants opportunities to meet other Hispanic women.

When asked "do they interact with or relate to other Hispanics," Maria responded,

Yes, I used to spend a lot of time with "LASO" the Latin American Student

Organization and their faculty advisor, but we haven't been in contact for a while.

Finally, most of the participants said that the lack of Hispanic women at their university limited their chances of meeting other Hispanic women. For example, Iris lamented: "It is something that is very difficult here because we are so few Latinas."

Socioeconomics

Growing up in a poor Latino neighborhood was not an easy task for some of the participants who grew up in major cities such as Los Angeles and Miami. These

participants had to struggle with the financial constraints that come with living in big cities with very little resources for minority communities, including Hispanic neighborhoods. Most of these participants' parents worked in low paying jobs such as factory work and servitude. For them, as students and aspiring to attend college, it was very crucial to excel in the classroom grade wise in order to earn scholarships. The participants were well aware of the financial constraints of their families and communities. Thus, being able to succeed in the classroom meant a chance to move away to different environments and obtain an education and enjoy better social and economic lifestyles. The socioeconomic aspect of their families was important to the participants. When asked how much financial and/ or moral support they received from family members while attending college, Agnes responded with tears in her eyes and a degree of anger. Choking back tears, she shared the value of her boyfriend's support to her.

My main support system came from outside of my family. It wasn't until my father saw me excel at what I did that he realized [yeah, my daughter is going to be more than I anticipated]. My boyfriend was the support system I needed when I didn't get it at home; he had kind of decided to go to school. He was going on to get his P.H.D. It was like he kind of really helped me be myself in my identity. Because you know, when you don't see anyone else trying to be a professor, it's kind of like you don't think that's normal to you and it's not in your grasp. He was there helping me move beyond. I had two teachers who were involved in the speech and debate teams. They were coaches and they really kind of supplemented my education, where it would have been easy for me to quit but they were the ones I would go to pick me back up.

Regarding financial support, Elizabeth and Agnes shared the same family circumstances. They really did not receive any financial help from their families because they had very little to give. Both had parents who worked in factories all their lives. Socio-economic factors affected the participants positively by making them more determined to excel in classes and qualify for scholarships. The participants were grateful of their socio-economic up-bringing because it served to motivate them to accomplish in their academic and career goals.

Financial Compensation

The issue of financial compensation has always been a problem in higher education institutions; especially when dealing with women's salaries. As Glazer-Raymo (1999) stated,

Although affirmative action has made it possible for women to aspire to leadership positions in higher education, two troubling trends affecting the experience of many women faculty are having a negative impact on women administrators: the increase of part-time employment and the persistence of salary disparities (p. 154).

The present study also confirmed these issues, as some of the women experienced salary disparities. When asked if they were receiving equal pay with their male counterparts for performing the same duties, most of participants were not sure whether their salaries were equal pay for equal work. Other participants knew for certain that their salaries were less than the salaries of their male counterparts. For example, Maria said: "When I first started, the salary that I came in at was much lower than the departing professional that was in this position."

Elizabeth responded with uncertainty. "I am not sure, I think so. I think the union tries to do that. They are very good about that, I think so." Agnes said: "I don't know. I know that my counterparts are getting better jobs." Miriam said, "I know and realized there is a problem there. Other departments receive research funds every year. Our department doesn't give us that".

It appears that historically, as well as recently, there has always been salary discrepancies between women and men for equal work. However, women have tried to fight for their share of salaries. So, on the question of what coping and or interpersonal skills are employed by Hispanic women seeking professional career advancements their responses were encouraging and courageous. Maria said that when she first started at her job, women's salaries were much lower. However, she later talked to her supervisor and worked out a pay raise that both she and her supervisor were comfortable with doing.

I would promise to do the following things and gave him ten goals that I would achieve within a year and I would expect to see an increase of at least 10%. I achieved those goals; he gave me the 10% raise which I agreed to.

Maria's coping mechanism was the ability to prove her character, qualifications and capabilities in order to prove that she was worthy of a salary increase. Iris described a similar experience when she negotiated her salary with assertiveness and diligence when she started working in her current job. The person she replaced was making more money than she. Iris also said that in order to ask for a salary increase she took on more responsibility and a greater work load.

That [pay increase] comes with a price to me. You know, I have, I think, some of the things that I really worked extremely hard for, so I am not making any

mistakes while my counterparts, you know my white counterparts, don't. They can ask silly questions, for example, but I feel that I cannot ask the same questions, you know. I have to do all the research and come to the meetings knowing exactly what I am going to say. So, I have to be twice as prepared, twice as strong and extremely aware and deliberate, you know, and strategic while some other people can relax a little bit.

Culture

The Hispanic population in the United States has a rich culture with strong religious and family values. The ethnic culture of each woman in the present study played a significant role in their lives, as well as serving as the bedrock of support and strength for them to finish high school, go on to obtain a college education and secure a job in higher education.

It was evident that culture plays a big role in the ability of these Hispanic women to adapt and communicate with their fellow co-workers with a clear understanding. For example, Miriam said, "Sometimes I would need to stand my position, and if I have to repeat more than once what I said, then I would do it. So, one must just try to find ways to get one's thoughts across."

Maria, however, had a different perspective on how her culture affected her during her college years. She wanted to set an example for her nieces and therefore she strived to accomplish her goals. Maria did not allow her cultural background to interfere with her educational accomplishments. When asked what the motivations were for her accomplishments, she declared the following.

I wanted to make sure that especially the girls knew that because of our being Hispanic we're in a sexist kind of culture that we can break away from and still manage to have everything we want and have family closeness. It does not have to be a male dominated culture.

The Latin culture sometimes makes parents fear the prospect of seeing their daughters leave home for college; thus defying the traditional norm for them where women are not easily allowed to move away unless they were married. Moving away to attend college was a big issue for this study's participants and their families. Most of the participants had strict cultural family ties and found that their only escape was to go to college far away from their home town or even out of state. They felt that by going away to college they would have more control and power over their lives, even if it meant breaking cultural barriers. For example, Elizabeth said, "My mother didn't want me to leave Florida and she wanted me to go to the University of Miami because it was near by, and I could live at home."

Elizabeth received a Fulbright scholarship to a university in New York so she left, knowing that she was breaking cultural barriers and at the same time worried that her parents would not be happy with her decision.

When I finished college my parents came to my graduation and they expected me to go back to them, and I said no. That was very difficult, I thought my father was going to die or he would kill me.

Agnes echoed the same sentiments as Elizabeth regarding what motivated her to achieve her educational accomplishments.

I think it was because I wanted to get out of the same old things. I wanted to get

out of the traditional. You know, family tradition, like my mom was the care giver, homemaker, she went to work and I saw she was miserable. So, I did not want to be in that misery. I always had this one thought that I needed to create a happy life for myself.

Socialization

This research took place at universities located in the Midwest where the Hispanic population is relatively small. Therefore, the participants voiced their concerns of very little socialization in their work environment. The majority of the participants described the inconveniences of not being able to socialize and meet people with which to share Latin cultural experiences at the universities they work. For example, when asked, do you interact with or relate to other Hispanics, Maria said that she did not, but that when she was at another campus in Arizona she socialized with other Hispanics because there were many Hispanic organizations. "I was heavily involved in Arizona because there are so many of them to choose from". Socializing for Elizabeth was inconvenient because of the lack of Hispanic co-workers in her area of work. Elizabeth's sentiment supported Maria's when she said, "I haven't socialized very much, but I did in [my former city] when I was living there."

Instead of reflecting on current circumstances, these participants reminisced about the days when they went to college. They talked about the important roles their friends played during their school years. For example, Maria said that she grew up in the mid-west in the middle of farm land and most of her friends also were raised on a farm so the right ethics were instilled in them. She said they acquired attitudes of doing the right thing and being honest:

In general, Maria seemed well adjusted and socialization did not seem an issue to her during her college years. However, once she started to work at her current university she had issues with socialization. Her complaint was similar to those of the other participants. When asked, have you ever experienced antagonistic behavior towards you or issues affecting Hispanic women at your institution, Maria said,

No. Antagonistic behavior yes, but not because I'm a Hispanic woman. [The pressure is with] issues, business issues, that don't have anything to do with the fact that I'm a Hispanic woman.

Iris also shared the same feelings about antagonistic behavior as did Maria.

Not towards me. You know, I have seen issues in our campus that had been extremely painful to the [Hispanic] community.

Agnes said she had not experienced any direct confrontations. "Ah, not overtly so because people know what to say, you know." However, Agnes talked about her experience with a little frustration when she talked about entering her PhD program. For the first time she was given a lot of opportunities and was invited to get involved in very important programs but once she showed leadership and raised issues, she noticed that the environment became some-what antagonistic.

I went to a very prominent program, you know, run mostly by all white men and at some point I became the squeaky wheel. All that stuff, I don't want to deal with. And as a result, I did not get nominated while the first couple of years I got all kinds of stuff. You know, the last few years that I was there I did hear of more opportunities.

On the other hand, Aida seemed bitter about her experience with antagonism at her place of work. Many of the participants were not able to socialize because there were not enough Hispanic men or women working at their campus. So that made socialization with other Hispanics difficult. Most of them, instead, submerged themselves in their work in order to fill the void of not having Hispanic friends.

I don't know any Latinas here at [my university]. The truth is, I haven't gone out of my way to look for them and I know there are women here who are Latinas so, to socialize is very difficult. So, it is nothing that I think about anymore.

Iris echoed the same feelings as Elizabeth.

You know sometimes I feel, it is more of a social isolation, more of a cultural isolation. We used to, a couple of Hispanic ladies, and I, meet for lunch and talk but that died down because there was not enough time and not enough ladies to come and get together during the lunch hour so we stop going.

Research question #2: What professional and/ or personal skills or coping mechanisms are employed by Hispanic women seeking career advancement?

An area where women had to apply their professional skills as well as their coping mechanisms is salaries disparities between them and their male counterparts. It appears that historically, as well as recently, there has always been salary disparities between women and men for equal work. However, the women in this study tried to fight and negotiate a fair share of their salaries and compensation. On the question of what coping and or interpersonal skills are employed by Hispanic women seeking professional career advancements in higher education institutions, their responses were encouraging and courageous. For instance, Maria said that when she first started at her job as an auditor,

the salary offered to her was much lower. However; she later talked to her supervisor and worked out a salary package proposition where she would get a satisfactory salary. Maria explained that she approached her supervisor with determination and optimism.

I would promise to do the following things and gave him ten goals that I would achieve within a year and I would expect to see a salary increase of at least 10%. I achieved those goals; he gave me 10% which I agreed.

Maria's coping mechanism was her ability to prove her qualities, qualifications and capabilities to her supervisor and convince him that she was worthy of a salary increase. Iris echoed a similar experience as Maria when she negotiated her salary with assertiveness and diligence. When she first started working in her current job, the person that she replaced was making more money than she. She said that in order to ask for a salary increase she took on more responsibility and more work load as a means to cope and negotiate a fair salary. She responded, laughing as she talked.

Ha, ha, that is a good question. Ah, you know I have not checked on that. But that is something that you will also see with women, with Latino women you know in terms to being able to negotiate their work. I think that we have a long way to go, you know. I am working on that though. So, when I interviewed for this position I came from Wisconsin, Madison. As I said before, you know, they explain that the structure of salaries is lower, and then they gave us this range. So it is luck, you know.

It appears that Miriam was very confident and well prepared, that she did not have any difficulties negotiating her salary when she was hired as a faculty member. She said: "I do know I negotiated a very nice deal."

When it comes to coping mechanisms and how Hispanic women deal with them, some women can be very creative. Iris expanded on her response to the question.

I think that in order for me to continue to be as healthy as possible, I operate on good faith, you know. I assume good faith. Assume good faith on the part of my colleagues, I am very cognizant of all of the their stereotypes, you know, of what people might think you know and you are or you are not as a result of your gender or your class, race or ethnicity. I have, I thought some of the things that I really worked extremely hard for so, I am not making any mistakes while my counterparts, you know, my white counterparts, don't have [to be concerned with] can ask silly questions, for example, but I feel that I cannot ask the same questions. I have to do all the research and come to the meetings knowing exactly what I am going to say, you know. So, I have to be twice as prepared, twice as strong and extremely aware and deliberate, you know, and strategic while some other people can relax a little bit.

Another coping mechanism that Iris utilized that she hoped would eventually help her career advancement was taking the lead at committee meetings.

If you are going to bring forth those issues, you have to be very strategic on how you do that. My way of doing it is, I just ask questions, you know.

Another professional mechanism and skill that the participants have learned to cope with in their effort to advance in their career goals is to get along with non-Hispanic women.

When asked how a lack of significant numbers of Hispanic women at your institution affected you or your work performance, the participants answered in very similar ways.

Aida, Maria, Agnes and Iris echoed the same sentiments as Miriam when she said,

I think it is not so much of Hispanic or not Hispanic origin. I mean there can be many Hispanic women but we don't all share the same experience, so it doesn't mean anything that because we are Hispanics we share something. No, we don't, we might not. I think it is more an issue of gender I guess. I think I have more in common with other women because they are women than because they are Hispanic necessarily. So I could have things in common with other Hispanic women or have nothing in common with Hispanic women. And, instead, could have more things in common with other non-Hispanic women, just because they are women, so but I wouldn't put it on ethnic terms.

Elizabeth echoed the same feelings regarding her work performance and the lack of Hispanic women in her department, although, at times she wished she had some Hispanic women to share conversations.

It would be nice to know people who spoke Spanish. To know people that I could share with that part me that would never be able to share with an American. So it hasn't affected me very much.

Chapter V

Discussion, Conclusions, Recommendations and Content Summary

Discussion

A review of the data and study findings suggested that the Hispanic women participating in the present study appeared to be no different than other women in their perceptions of factors that may positively influence or hinder advancement in higher education. This finding was supported by the literature from which the factors included in this study were drawn. Most of the factors, excluding those dealing with gender, affected most women in similar ways as they moved up the career ladder. Most of the participants said that gender did not affect them in their career goals except on the issue of salary disparity and other compensation. The literature review confirmed the same outcome as Glazer-Raymo (1999) said:

Almost three decades have elapsed since equal employment mandates were expended to higher education, and yet women have managed to earn only a small proportion of presidencies, vice presidencies, and deanships (p. 157).

Some of the barriers such as socioeconomic status, educational opportunities, and mentorship, were identified to have been factors in the pursuit of career advancement for the participants. For example, the literature review revealed that Hispanic women's participation in the labor force has increased dramatically. However, their salaries and other compensation did not equal those of their male counter-parts although they were doing the same duties. Interviews with participants in the present study and the literature revealed similarities. According to Nieves-Squires (1992), overall women's salaries in academia were 83% of male salaries. In addition, the longer women have been employed,

the smaller their salary is likely to be in relation to men's salaries. Women's average salaries were still almost \$4,500 less per year (p.78). Iris' experiences as an administrator at her institution were similar. When hired, she replaced a Caucasian man and was aware that she was paid less than he and that her duties were greater than his. In other words, she was getting paid less than the man she replaced although she was required to do more work and had more responsibilities. Myers (1999), "suggested that several studies pointed out that faculty of color often have different demands placed on their time and energy than what is expected from white faculty members" (p. 28).

Socioeconomics played an important part in these women's career experiences. For example, Miriam is a professor who does extensive research and likes to publish her work. She expressed her distress to the fact that it was a struggle for her to secure funding to do research and publish due to the lack of departmental cooperation. However, she is aware that other faculty members from other departments at the institution get money and approved grants to conduct research and publish their work. The literature review contained similar situations (Brown, 1979; Herrera, 1980). Miriam said she does not have access to journals from outside the U.S., "because it is very expensive to get those journals". Echoing the same sentiment, Elizabeth said: "my area of scholarship is renaissance literature, so it is all English literature. Oh, there aren't many magazines or journals in this country that publish in Spanish."

Another similarity between the participants' experiences was revealed during the interviews which coincided with the literature (Sellers, 1981) in the way that education was attained. Throughout most of the twentieth-century women were limited to "American style domestic skills" where as men were directed to more competitive,

challenging careers with the potential for better salaries in higher education institutions and in the labor force in general (Seller, 1981, p.7). Today, the same dilemmas exist as the women interviewed described similar incidents. Agnes said that when she was in high school her counselors would instruct her to take “*technical courses*” and less academically challenging classes which would have led her to industrial settings such as factories with lower paying jobs. Ultimately, this would have denied her the opportunity to attend college and obtain an advanced degree. She said: “You know, my high school counselors would not put me in college prep classes because they thought that I would fail”. She attributed these actions by her counselors to the fact that she was a Hispanic woman with no “intellectual capabilities to succeed in college”. Agnes found herself on many occasions challenging and demanding her counselors to put her in courses that would prepare her for a college education. Consequently, incidents like this prevent Hispanic students from attending college and being able to represent their ethnic group. To this phenomenon

Nieves-Squires (1992) said, “While the absolute numbers of Hispanic college students is increasing, the gains are not keeping pace with population increases” (p. 73).

Mentors were important factors in these women’s careers. For example, Iris, Agnes and Elizabeth said they were able to graduate from college because of the dedication and encouragement of their mentors. Their mentors guided, advised, and showed them the way through college. Agnes said that her mentor “understood my heritage, she understood what my experience was about, she honored that”. Miriam’s mentor was very influential on her career choices. She said “He really guided me because he was a professor, too”. The literature review also echoed the importance of mentorship.

Leal and Menjivar (1992) said, "...women, in general, have found effective grooming-mentor relationships to be particularly important to their upward career mobility" (p. 97).

Socialization was another factor that also contributed to these Hispanic women's career pursuits to advancement and leadership at their institutions of higher education. Many expressed the lack of Hispanic women at the institutions prevented their being able to socialize, network, and become members in organizations where they could have contributed ideas to make their campus more diverse. A sense of frustration was observed in some of the participants' when they talked about contemplating a move to larger cities where there was more diversity. For example, Elizabeth said "There is not enough of Hispanic women faculty that I know of in order for me to go out there and try to socialize with so I just work all the time". Agnes also expressed the same sentiment. She said "There is more demand on me because of what I represent to sit on committees, to sit in their division meeting and help. I plan to eventually move to a larger city where there are more Hispanics and diversity".

In all, the women in the present study appeared to have encountered most of the barriers and factors as presented in the literature review and thus contributed to their struggles to pursuing career advancement and leadership promotions in higher education institutions. Gorena (1996) said: "appropriate academic preparation including the acquisition of a terminal degree is perceived as contributing to advancement for women (Hispanic in particular) in higher education" (p. 4).

Recommendations for Practitioners

During the course of this research several ideas emerged which do not flow directly with the data but nevertheless relate to possible guidelines which may serve to help with problems that Hispanic women face as they pursued faculty and administrative careers in higher education at universities in the state of Illinois. They are presented here as recommendations for future action.

1. Provide mentorship for newly hired Hispanic women. This and other research have identified mentoring as an important component to the persistence and success of Hispanic women in higher education settings.
2. Provide support groups led by women to encourage the recruitment and retention of Hispanic women administrators.
3. Establish equality in salaries for women compatible to their male counterparts for similar job descriptions and duties.
4. Create committees or social clubs where Hispanic women can meet or interact to elicit and share ideas for the creation of more pleasant and innovative work environments. The ultimate benefit could be an increased sense of support and belonging among these women. This could result in increased retention of Hispanic women in both administrative and faculty.
5. Expand recruitment of Hispanic women in more authentically Hispanic publications.

Recommendations for Researchers

1. The researcher recommends studying a larger sample of Hispanic women.

2. Future researchers should not limit themselves to institutions in the Midwest but instead explore institutions with larger Hispanic populations across the nation.
3. Additionally, future researches should consider time and finance. A more detailed information and inclusion of more participants could be achieved if financial expenses are taken into account as travel and hotel accommodations necessary in order to include participants from far away locations.
4. Future researchers should narrow their study to Hispanic women working exclusively in administrative positions at institutions of higher education. Hispanic women in faculty positions should be studied separately from women in administrative positions.
5. Identify institutions with larger of Hispanic populations in order to increase the number of participants and to obtain more lived data.

Conclusions

Some of the uniqueness that was unexpected during the study was expressed by some of the participants that were not supported in the literature review. For example, some of the participants were so disturbed by the culture shock at their new work place that they denied their ethnicity and self identity. For example, Elizabeth said that she feared to be identified as a Latina at her work place by the students and co-workers, due to the stigma associated with Latin culture as her being “not intelligent enough” and not being well prepared to fulfill her duties as an educator.

I didn't want my students to know I was Latina. Again, the stigma that people would think that I was dumb because I was Latina. They didn't think that I was intelligent enough.

Agnes said that she does not like to be stereotyped or identified as a Hispanic due to the fact that most Hispanics tend to think that just because she looks Hispanic she must speak Spanish and be fluent since she has a doctorate degree.

I should speak Spanish but I don't. So even now I have students coming up to me asking me what certain Spanish words mean just because I am not white.

These women felt it was important for them to be acknowledged as Hispanic women, being major contributors to the students' learning processes and being assets to the institutions they worked for. The majority of them expressed a lack of support received from their intuitions and their need to acquire resources to make their jobs easier. For example, the lack of funds provided to conduct research and being able to publish seemed issues for the women in this study. Miriam expressed the general sentiment of all.

In departments of science, the salaries are much higher than in the humanities. So, the humanities have the lowest salaries on campus. This is a problem beyond gender. It has to do with disciplines and what the university sees as priorities. So, this is a different kind of problem. A fight that I know I am not going to win, so I am just not going to waste my time on it.

Content Summary

Some of the common characteristic that all the participants in the present study had include their concerns about the lack of Hispanic women at their institutions, their isolation due to the lack of Hispanic organizations to belong to, and the fact they felt that

their male counterparts were paid more money than they for similar work. All participants felt they had to be assertive and diligent when commanding leadership and wanted to be heard. They all also felt that the expectations imposed on their jobs were greater than those of their male counterparts. In all, it appears that in this male dominated world, Hispanic women have to fight for their share of leadership.

Certain themes emerged more frequently than others as the research progressed. As I interviewed individuals I found that Hispanic women working at institutions of higher education had commonly shared factors. The majority of the women were intelligent, driven and determined to achieve their career dreams regardless of financial constraints or family cultures in order to achieve their educational goals. Most of them said that they received very little financial assistance from their parents or other family members and they secured financial assistance through merit scholarships and work.

Another theme that was consistently mentioned was that they received more adversity towards them because of their gender and not because of their ethnicity. Most of them said that when they attended departmental meetings or organizational meetings males were in the majority and they tended to disrespect and devalue them as colleagues. They thought that men were not accustomed to working with Hispanic women who were bright and had strong leadership characteristics.

Another theme that surfaced was the importance of mentorship and support groups. The moral support and encouragement of family members and friends during their college years were strong the driving forces behind their individual success. Fathers, mothers, teachers, and significant others, offered the participants support through encouragement as well as personal example. Often these family members were hard

working fathers and stay at home moms who always provided basic needs and a loving stable home environment, verbal encouragement, and ultimately were the sources of sound advice.

From the point of view of this researcher, the presence of good family and acquaintance support was one of the most important components of these women's success.

Throughout the history of the United States, women, especially Hispanic women, have often "experienced feelings of isolation, alienation, and adversity as a result of their gender (Nieves-Squires, 1992. p.96). However, the women in the present study appeared to have conquered most of these barriers as they pursued careers and leadership advancement in higher education.

The majority of them had to make hard decisions and choices. To some, it was a debate on whether to pursue their dreams of an academic career or get married and have children or risk being ostracized by family members with strong traditional values. Most of them chose to pursue a career and forgo the joy of having children due to the fact that by the time they finally finished their career they believed they would be too old to have children. On the other hand, those women who chose to be a "super mom" and decided to have a husband and children always felt guilty that they had to deprive their family and children of their attention, and often times missed out on the joy of being with their children when they were very young. In conclusion, for some of these women, the price they paid to have an education and successful career is immeasurable. However, for the most part, the majority of these Hispanic women seemed happy and content with their life choices.

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APPENDIX A
ONE- ON- ONE INTERVIEW QUESTIONS

Appendix A:

One-on-One Interview Questions

1. How much financial and/or moral support did you received from family members while you were attending college?
2. How much did your friends, colleagues, significant others influenced you in your career choices?
3. How do you deal with gender stereotyping, especially when managing tasks dictated by male supervisors?
4. How do you perceive yourself as a Hispanic woman working in a predominantly or traditionally all Caucasian environment?
5. To what extent does educational attainment make a difference or affect your ability to advance in your career?
6. Who are your role models/mentors (e.g., Hispanic women, white male)?
7. Do you interact with or relate to other Hispanics? If so, in what capacity and how often?
8. Are you actively involved in Hispanic organizations? If so, please share their names and purposes.
9. What was the motivation for your accomplishments?
10. Where do you see yourself working in an administrative position in the next five years?
11. What is the highest administration position you plan to achieve?
12. How has your pursuit for career achievement affected your personal life (i.e., marriage, having children, etc)?

13. Are you getting equal pay with your male counterparts for performing the same duties?
14. In what ways have you felt a sense of isolation from peers with regard to the communication of work related information in your department?
15. Do you get to publish Hispanic issues in your area of expertise? Can you share the titles of your publications or journals in which they appear?
16. How does the lack of significant numbers of Hispanic women at your institution affect you or your work performance?
17. Have you ever experienced antagonistic behavior towards you or issues affecting Hispanic women at your institution?
18. Is there anything about your experiences in higher education administration or your professional career that you would like to share and about which I have not asked you specifically?

APPENDIX B
DEMOGRAPHICS OF PARTICIPANTS

Appendix B

Demographics of Participants

Table I

Demographics of Participants

<u>Name (pseudonym)</u>	<u>Job Title</u>	<u>Marital Status</u>	<u>Highest Degree Earned</u>
Maria	Auditor	Divorced	Master's
Agnes	Professor	Single	Doctorate
Miriam	Professor	Married	Doctorate
Elizabeth	Professor	Divorced	Doctorate
Aida	Professor	Married	Doctorate
Iris	Dean	Married	Master's

APPENDIX C
INFORMED RESEARCH PARTICIPATION
CONSENT FORM

Appendix C

Informed Research Participation Form

My name is Zoraida Irizarry, and I am a graduate student in the Department of Counseling and Student Development at Eastern Illinois University. You have been asked to be a participant in my master's thesis research on barriers faced by Hispanic women in institutions of higher education. If you chose to participate, you will be asked to participate in a one- to-two hour personal interview with me.

There are no foreseeable risks or discomforts associated with this study, other than what is normally associated with telling someone you do not know about your experiences as a Hispanic woman working at an institution of higher education in the Midwest. The benefits you may receive from this study are minimal, although the knowledge gained from this study may contribute to a better understanding of the experiences of Hispanic women faculty and or administrators at institutions of higher education.

Excerpts from this interview may be included in the research report, but your name and identifying characteristics will be kept confidential. Your participation in this study is completely voluntary. You are free to not answer any question at any time, and you may end the interview at any time.

If you have any questions concerning any aspect of this project, you may contact Zoraida Irizarry principal investigator at 348-3846, email at zirizarry@eiu.edu. or Dr. Wallace thesis chairman at 581-2400 or email at jawallace@eiu.edu. Thank you for your willingness to participate in this study.

Your signature below indicates that you have read the above material and agree to participate in the current study and interview process. Your signature also indicates that you consent to being audio taped during the interview.

Participant Signature

Date

Participant Printed Name

Date

