NEGOTIATING A SENSE OF PLACE:
A STUDY OF HISPANIC FACULTY IN
PREDOMINANTLY WHITE UNIVERSITIES

A dissertation submitted to the
Kent State University College and Graduate School
of Education, Health, and Human Services
in partial fulfillment of the requirements
for the degree of Doctor of Philosophy

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August 2008

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NEGOTIATING A SENSE OF PLACE: A STUDY OF HISPANIC FACULTY IN

PREDOMINANTLY WHITE UNIVERSITIES (454 pp.)

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Universities across the nation continue to experience shortage of minority faculty

to meet the needs of an increasingly diverse student population. Beyond recruiting for

diversity, institutions face the challenge of retaining and ensuring that minority faculty

members are successful members of the academic community. The purpose of this study

is to explore the phenomenon of Hispanic faculty experiences, their perceptions of

support and barriers and how they negotiate their sense of place at two predominantly

White universities.

Ten Hispanic faculty who represented diverse ethnic groups, disciplines, gender,

and faculty ranks were selected for the study. A mixed method approach was used to

obtain and organize data to answer the overarching question: How do Hispanic faculty

negotiate a sense of place in an environment where they are a minority? The Curriculum

Vita Analysis focused on the records of productivity, tenure status, and their longevity.

The Sociogram focused on participants' relationships with critical stakeholders, essential

in establishing a sense of place within the academe. The open-ended interviews focused

on participants' perceptions of factors that promote and limit their sense of place.

The findings of this study revealed that the participants have contributed over 100 publications and 231 presentations to the academic communities they represent. On the average, tenured faculty were slightly higher than the untenured faculty. Participants rated the importance of their relationships with critical stakeholders higher than the current levels of their relationships with these stakeholders. It appears that participants used productivity to gain legitimacy and utilized relationships strategically to negotiate a sense of place. While all the participants were conscious of their heritage, they provided different reasons for their consciousness. Factors promoting a sense of place include positive relationships, effective mentoring, support and acceptance of scholarship, granting of tenure, involvement and participation in institution's activities, recognition of heritage, and affirmation of unique contributions to the university. Factors that limit a sense of place include alienation, lack of recognition, and lack of institutional support. The study concludes with a set of recommendations, which includes the need to shift paradigm from minority faculty retention to focusing on developing faculty's sense of place.

ACKNOWLEDGMENTS

A task of this magnitude could not have been accomplished alone. I stand on the shoulders of those who have supported me throughout this long and arduous journey. First, I would like to say thank you to my family: my daughter Gabrielle for enduring my nights away from home; Mom and Dad for your unwavering support and for instilling the value of hard work in me. You taught me that I could accomplish anything that I set out to do. Most importantly, you taught me to be proud of my rich culture and heritage and to remember that to much is given, much is required. To my brother, Eddie, thank you for your support. My gratitude goes to my sister, Ceci, for inspiring me to write about educational issues affecting the fastest growing minority group in the U.S. I hope that your story as well as the stories of others in this document will serve as a "call to action" to higher education administrators as well as provide a useful tool to young Hispanic faculty who wish to survive and flourish in academia, especially in predominantly White institutions.

To my dissertation committee: Dr. Joe Ortiz, Dr. Joanne Dowdy and Dr. Susan Iverson. Thank you all for your patience, guidance and wisdom. To my dissertation director, Dr. Steve Michael, without you, this would not have been possible. Thank you for pushing me, even when I was pushing back and for providing me those "reality checks" when I needed them the most. Thank you for your inspiration and for making my dream into a reality.

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CHAPTER I

BACKGROUND OF THE STUDY

In order for the academe to strengthen its diversity, the representations of faculty

of color must be improved (Turner & Myers, 2000). Although institutions of higher

education are enrolling more minority students than ever, they are still failing to diversify

their faculty (Moody, 2004a). Examples of evidence date back to the World War I era

where there were only a handful of African American faculty appointments at White

universities and for most of the century that followed the Civil War where Blacks

virtually were excluded from teaching positions in White colleges and universities

(Turner & Myers, 2000). Since then, a significant number of events within the higher

education environment led to the appointment of minority faculty at White colleges and

universities. In spite of this, there has been a pattern of underrepresentation as measured

by census data that permit an examination of underrepresentation by race, age, gender

and nationality and its various sub-groups (Turner & Myers).

Furthermore, there is a demographic shift taking place in higher education.

Hispanics are among the largest minority and yet, one of the most underrepresented

groups in the academe (U.S. Census Bureau, 2007). The increasing population of the

Hispanic community has led to institutions of higher education educating learners who

traditionally have been excluded. This development leads to a variety of issues that

higher education professionals have not previously experienced, but can no longer

overlook. The reality is that institutions are faced with educating majority groups along

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with the growing minority groups that have different needs and challenges. Internal and external pressures on higher education have intensified to such a level that many university leaders are exploring how to reshape their institutions to be more responsive to its increasingly diverse population (Harvey & Valadez, 1994). The demographic base available to colleges and universities to recruit and develop professional talents needed by society has been altered forever (Hale, 2004).

The literature shows the disparities of Hispanic faculty members within higher education. This disparity continues to be problematic since Hispanics are the largest minority in the 21st century (U.S. Census Bureau, 2005). According to National Center for Educational Statistics (NCES, 2003), Hispanics represent 3% of all full-time instructional faculty in degree granting institutions. Instructors and lecturers of Hispanic heritage make up 5% and 4%, respectively. The percentages decreased in the category of assistant or associate professor to 3% each and the full professor category at 2%.

The majority of Hispanic faculty are concentrated at the lower rungs of the academic ladder. For example, in a study conducted by Turner and Myers (2000), in 1989, White males accounted for 75.2% of all 34- to 43-year-old men with M.A. or Ph.D. degrees and represented 88.9% of all individuals identified as faculty (Turner & Myers, p. 71). However, Blacks, American Indians, and Hispanics within the same age groups were severely underrepresented. Also, American Indians, Asians, and Hispanics from early-career to mid-career age groups of 24 to 33 were underrepresented (Turner & Myers, pp. 72-73). Generally, it is in these age groups that faculty begin to move into tenure track or mid-level positions within academia. Turner and Myers concluded there

were not enough minorities at the mid-career level to improve their representation in top

academic positions in the immediate future. Furthermore, he stated, that any optimism for

improvement rests on the unrealistic assumption that the pattern of early drop out will not

change in the short term (Turner & Myers, 2000, pp. 73-74).

As of July 1, 2004, the U.S. Census Bureau estimated 41,322,070 Hispanics in the

United States not including Puerto Rico (U.S. Census Bureau, 2003b). The one-year

growth rate of 3.6% was the largest of all population groups. Additionally, Hispanics

accounted for 14.1% of the population (not including Puerto Rico) with a growth rate of

57.9% from 1990 to 2000, making Hispanics the fastest-growing population group in the

U.S. (U.S. Census Bureau, 2005). In 1999-2000, Hispanics represented 11.1% of the

nation's high school graduates; earned 9% of all associate's degree, 5% of first-

professional degrees, and 3% of doctoral degrees (Digest of Educational Statistics, 2002;

NCES, 2003).

According to the U.S. Census (2000), the Hispanic population is predicted to

increase from 282.1 million in the year 2000 to 419.9 million in 2050. According to

Ortiz-Silva (2004), the most useful way of looking at the underrepresentation of Hispanic

faculty is to consider the disparity that exists between the percentage of Hispanic faculty

and the percentage of Hispanics in the total U.S. population. Underrepresentation can

also be looked at by considering the percentage of Hispanic residents living within the

state where the college or university is located. The percentage of Hispanic high school

graduates within the state may also be compared to the percentage of Hispanic faculty

(Ortiz-Silva).

Inequalities and ethnic differences still exist even in the 21st century. The growing number of students of color is the primary reason that racial diversity must work in higher education. Students of color must be able to identify with some of their professors to improve their level of success. Also, emerging groups, including Hispanics and African American first generation college students, provide a series of unique challenges to leaders in higher education. Because minority groups tend to have different socialization and value systems, they can view the institution as hostile whereas members of the dominant group may view it as friendly (Hale, 2004). Without higher education leaders' awareness of this phenomenon and willingness to take deliberate steps to remove the socio-political, economic, and psychological hurdles, the impact facing these minority groups will worsen, which in turn will have a negative impact on the larger society. Evidence shows that minority youths who dropped out of school have a high probability of being incarcerated.

Inequalities among Hispanic students eventually translate into the underrepresentation of Hispanic faculty within higher education institutions. Although the numbers of Hispanic higher education faculty are increasing, they still lag far behind those of their White colleagues. According to the American Council on Education's (ACE) Minorities in Higher Education 20th Annual Status Report (2005), Whites hold more than 87% of the highest academic positions as compared to African Americans (8.9%) and Hispanics (3.2%) in 1999. For minority doctoral students, it has become evident that their representation in academic programs is pitifully small in many fields (ACE, 2004). This is especially an issue when it is noted that enrollment in doctoral

programs opens up opportunities for minorities to enter academia notwithstanding other obstacles.

Other disturbing trends affect underrepresentation, including the move away from need based students to merit based financial aid at both the federal and state levels and the rapid increase in tuition costs at public institutions driven by the cuts in state appropriations. Additionally, the increase in merit aid and the competition to get the "best students" as defined by high grades and test scores and has a direct effect on both access and completion rates among minorities (ACE, 2004).

Many colleges and universities, particularly the most prestigious and selective ones, have initiated affirmative action programs or "racial preferences" in admissions aimed at increasing the number of underrepresented racial and ethnic groups. This has contributed significantly to progress towards increased diversity over the last 30 years (Cole & Barber, 2003). However, the attack on affirmative action in states like California, Texas, Florida, and others where recent Supreme Court decisions have preserved the ability of selective institutions to consider race among other factors in admission decisions has also influenced the n umber of minorities entering higher education institutions (ACE, 2004). Today, with race based scholarships under scrutiny, affirmative action losing support, and efforts to achieve diversity and equity in higher education being contested, there is an urgent need to re-examine minority faculty issues including recruitment, retention, and development of faculty of color in the academic workplace (Turner & Myers, 2000). According to Turner and Myers, "such developments

are modern day manifestations of the historical legacy excluding racial and ethnic groups from full participation in education and in the economy" (p. 19).

As a Hispanic female and part-time faculty member in a predominantly White university, I have discovered a phenomenon in the literature that has stimulated my interest and compelled further investigation. The phenomenon involves the plight of Hispanic faculty in higher education. I found myself discouraged, amazed, and shocked with studies that depict the negative experiences of Hispanics. Even as an undergraduate student, I struggled with finding Hispanic faculty mentors who could relate to my cultural issues as a Hispanic student. As a graduate student, the need for mentors who can relate to students' experiences on campus became clear to me. Considering the growth of the Hispanic population, I noticed the disparities in Hispanic faculty members in my undergraduate and graduate institutions, both of which are predominantly White. In addition, my sister, who is a professor at a predominantly White university in another state, tells stories of her struggles with underrepresentation and isolation of Hispanic faculty. Hence, many, including myself, continue to wonder about the experiences of Hispanic faculty members in predominantly White universities.

Purpose of the Study

In response to the paucity of literature on Hispanic faculty experiences on predominantly White campuses, the purpose of this study is to explore the phenomenon of Hispanic faculty experiences, their perceptions of support and barriers and how they negotiate their sense of place at two predominantly White universities: University A and University B.

The intent of this descriptive study is to uncover and describe the experiences of Hispanic faculty at predominantly White universities. This study represents the descriptive interpretive qualitative research design, and the methodology used to explore Hispanic faculty experiences and perceptions of barriers and constraints within predominantly White universities. Specifically, I describe Hispanic faculty perception of barriers and constraints within their institutions and find their balance and negotiate for success within their environments.

This study will contribute to the void in the literature on Hispanic faculty perceptions of barriers and constraints which specifically influence their sense of place. Also, I hope it will create a forum for synthesizing the voices of Hispanic faculty regarding their experiences in the academy, which may assist in building bridges for Hispanics in higher education. Moreover, internal and external pressures on higher education have intensified to such a level that many university leaders are exploring how to reshape their institutions to be more responsive to its increasingly diverse population (Harvey & Valadez, 1994). This study will contribute to the dialogue and offer strategies for Hispanics attempting to enter academia.

<div align="center">Need for the Study</div>

Undoubtedly, higher education leaders face an enormous challenge in their effort to recruit faculty members of Hispanic heritage. As mentioned earlier, even when predominantly White universities are eager and willing to attract and recruit this group of faculty, the limited graduation rates from elementary to high school and from undergraduate to graduate schools hamper their success.

It makes sense, therefore, that universities would concentrate their efforts on retention of the very few Hispanic faculty they are able to recruit. It also makes sense to expect that efforts would be made to ensure the success of this group of faculty. After all, it is a waste of institutional resources when efforts and resources have been expended to recruit Hispanic faculty only for the faculty to stay for a short period of time at the institution. Evidence suggests that retention of minority faculty continues to be a serious challenge in many higher education institutions in the nation. Given this revolving door situation, it behooves higher education researchers to explore factors that contribute to attrition and limited success among Hispanic faculty.

The central aim of this study is to investigate how Hispanic faculty members develop a sense of place in an environment where they are a very tiny minority. The National Trust for Historic Preservation defined "sense of place" as "those things that add up to a feeling that a community is a special place, distinctive from anywhere else" (Stokes, Watson, & Mastran, 1997, p. 192). To have a sense of place is to have a sense of connection with the immediate environment, to have a sense of belonging to the community, to have a sense of attachment with values and vision of the institution. Alienation is minimal where there is a strong sense of place.

<div align="center">Sense of Place</div>

In summarizing "a sense of place", these questions will serve as a guide in understanding how "a sense of place" has been used in the literature:

(a) In what various disciplines is the concept of "a sense of place" used? (b) How is the context of "a sense of place" used in each of these disciplines? (c) What are

the dimensions and different aspects of "a sense of place" as used in these different disciplines? (d) Which aspects of all of these will I be using to serve as a context for my study?

The concept of "a sense of place" spans diverse academic disciplines ranging from Education, Biology, Sociology, Environmental Education, Geology, Geography, Art and Architectural, and Public Administration. The term **"**sense of place" can be conceived as a multidimensional construct representing beliefs, emotions and behavioral commitments concerning a particular geographic setting. This view can better reveal complex relationships between the experience of a place and attributes of that place than approaches that do not differentiate cognitive, affective and cognitive domains (Jorgensen & Stedman, 2006).

According to Shamai and Ilatov (2005), sense of place is constructed by underlying the structures of power. Sense of place includes people together and excludes the 'other'. "Those who belong to a particular place are distinguished from those who do not; and while the latter may be excluded from that place, the former are expected to conform to its conventions." (p. 468). The authors state that sense of place is a holistic concept comprised of two main components: 1) interactions among family, friends, activities and traditions, culture and power relations and 2) the scenery of the place, its climate or geological value. Thus, a sense of place is a combination of both the physical (environmental) and personal/social interactions in the place (Shamai & Ilatov, 2005).

Dillon's (2006) notion of 'place' in which people express their creativity in its many different manifestations, including the influence of place on, place as a location for and place as an expression of literature, drama, poetry, art, crafts and especially music. In this view, place is a human construct, not a totally independent reality. When people encounter a new place, they try to make sense of it and at the same time they become involved with it. They review what they know about the place, or need to know about it, in order to interpret it. They make comparisons and associations with other places and other experiences. They engage with the new place through all the senses. They respond, or react, to it.

Personal construct psychologists, using approaches derived from Kelly (1955), describe processes such as 'construing'. Construing involves thinking, feeling and reacting; it has cognitive, affective and dimensions and thus provides a means of establishing how individuals experience the world and make sense of those experiences (Dillon, 2006).

In social science theory, "sense of place" is used as an umbrella concept for manifold people–place relations. A few studies exist, mainly in the field of leisure sciences, that examine tourist–place relations with the concept of sense of place (Hummon 1992; Hay 1998; Stedman 2003). These studies explain that for tourists, visited places can be as deeply meaningful as for locals, notably as symbols of important experiences or because of the places' restorative value. But empirical studies focus mostly on defining the constituents of sense of place, or on the strength of place relations. Stedman's (2003) quantitative study in northern

Wisconsin demonstrates that sense of place is not just based on social

constructions, but also on some material reality, i.e. on concrete landscape

characteristics. Hay (1998) found in a survey study on Banks Peninsula, New

Zealand, that the sense of place of local Maori people is deeply rooted, whereas

the sense of place of tourists is rather superficial, due to different residential status

and thus different ancestral and cultural connections. Social relationships are

relevant to the sense of place of both locals and tourists.

"Sense of place" can be defined as a relationship to place, a dialectical way

of thinking of and experiencing a biophysical and cultural place (Deer, 2002). In

recent years, environmental education programs have often included 'sense of

place' in their curricula, assuming that if children care about one place in

particular, they will eventually care about the environment in general (e.g., Lane-

Zucker, 1997; Leslie et al., 1999; Orr, 1993; Pyle, 1992, 1993; Sobel, 1993,

1997/98, 1998; Traina & Darley-Hill, 1995; Turner, 1997).

Authors write about a sense of place and the importance of nature in

children's experiences (Basso, 1996; Feld & Basso, 1996; Hough, 1990; Low,

1992, Pena, 1998; Relph, 1976) and planners and geographers discuss the

importance of preserving and developing a sense of place for community

prosperity and preservation (deGroot, 1992; Forman & Godron, 1986; Hart, 1997;

Jackson, 1994; Moore, 1986; Perkins, 1988; Relph, 1976; Sago!, 1992; Spin,

1984; Tuan, 1978; Usner, 1995; Watson, 1997). A sense of place is to try to

uncover what it is about a sense of place that really matters. For without this understanding, creating or preserving a true sense of place is not possible.

 Frumkin (2003) states that: "Some places are romantic, and some places are depressing. There are places that are confusing, places that are peaceful, places that are frightening, and places that are safe. We like some places better than others. Then he asks, How do we know what makes a good place?"

Shamai & Ilatov (2005) state that dealing with the concept of sense of place is a complex task because it is not just a formal concept awaiting precise definition. Although sense of place resists a simple definition, I have shown that there can be different ways of explaining and probing the concept.

I have chosen to use "sense of place" within a cultural context in order to understand Hispanic faculty members' perceptions of their own sense of place by looking at their individual consciousness, ethnic heritage, productivity and relationships within predominantly white institutions using three tools: participant interviews, sociogram and CV analysis. These all contribute to faculty sense of place because it is the currency that must be used to be successful within academe.

An examination of sense of place of Hispanic faculty becomes critical because the literature of higher education identifies many challenges that minority faculty members encounter in predominantly White institutions. Examples of these challenges include racism, marginalization, invisibility, devaluation, prejudice, and a sense of disconnection with the institution. In essence, the

institutional climate is not always perceived as supportive, affirming, and empowering by members of minority faulty groups.

However, in spite of these challenges, some minority faculty members survive the climate, while others actually thrive in the same environment. How is it possible that some faculty of Hispanic origin fail whereas others survive? How is it possible that some thrive whereas others are merely surviving? Could the answers to these questions lie in how the Hispanic faculty members perceive their institutional environments? Could it be that Hispanic faculty members who succeed differ from those who do not in terms of the strategies they adopt to negotiate their sense of place within this environment? How does this group of faculty find a home in a predominantly White university for their scholarship and their humanity?

These questions describe the central struggle of this study—a struggle in the mind of a researcher who yearns for illumination about the micro world within a macro universe, illumination about personal adaptation to and confrontation with the dominant paradigm and culture, and illumination regarding private strategies and sources of strength necessary to survive in a seemingly "unfriendly" environment.

<div align="center">Research Questions</div>

In response to the central purpose of this study, the following questions guided the research process:

1. How do Hispanic professors develop a sense of place within predominantly White institutions?

2. How do Hispanic faculty describe the climate of their institutions especially in relation to institutional support and barriers?

3. What strategies do Hispanic professors use to survive in predominantly White institutions?

4. What recommendations do Hispanic faculty members provide to beginning faculty members who desire to excel in predominantly White institutions?

These questions served as a guide for data collection, analysis, and discussion of the findings of the study.

<p style="text-align:center">Significance of the Study</p>

Why study faculty? Green (1989) stated that "faculty are the core of the institution" and it is imperative that the academe attempts to enhance diversity so that representation and the well being of faculty of color be strengthened. Institutions will continue to fail in their efforts to recruit and retain Hispanic faculty until they are familiar with the perceptions of Hispanic faculty themselves.

It is critical that a study of this type leads to an examination of Hispanic faculty perceptions and strategies that are essential to their success. To be successful (a) Hispanic faculty need to understand themselves and their academic institutions. Both Hispanic faculty and the institution need to know what works and what does not and why. This is useful for future Hispanic faculty in the pipeline; (b) Institutions need to know about how their environment is perceived by different segments of the institutions. They need to

search for ways to change the environment to enhance Hispanic faculty retention and success; (c) A study of this nature is critical because it uses the voices of Hispanic faculty themselves; and (d) Its contributions to the literature in an area that is scantily represented.

Definition of Terms

Hispanic: According to the Office of Management and Budget (OMB), a Hispanic or Latino is classified as a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic or Latino" (OMB, 2006).

Latino/a: Latino is the direct Spanish translation of the word Latin. In the United States, Latino (and sometimes the feminine form Latina) refers to a person of Latin America, especially Hispanic heritage. Some Latinos do not consider themselves Hispanic, especially if they are of indigenous Amerindian or African descent, whereas others consider themselves Hispanic, especially if they are of Spanish or European descent; therefore, Latino/a is the preferred term (U.S. Bureau of Census, 2007).

Subgroups: Groups that are geographically represented under the Hispanic umbrella such as Puerto Ricans, Mexican/ Chicanos, Columbians, Peruvians, Cubans, and so forth. These sub-groups differ in their migration patterns and socio-economic backgrounds (U.S. Bureau of Census, 2007).

Underrepresentation: The basis from which underrepresented minority groups are calculated:

- Percentage of minority faculty compared to their percentage in the general population

- Percentage of minority faculty compared to their percentage in the national pool of qualified individuals

- Percentage of minority faculty compared to the expected availability ("fewer in a particular job group than would reasonably be expected by their availability")

- Percentage of minority faculty compared to their representation in the appropriate civilian labor force which may be geographically determined (Turner & Myers, 2000).

Turner and Meyers measured minority representation by the ratio of the percentage of faculty who are minority to the percentage of the relevant population who are minority.

<div align="center">Assumptions</div>

Assumptions are embedded in every major study of this type. The assumptions pertinent to this study are presented below.

1. Hispanic faculty may provide assistance to other Hispanic faculty members in overcoming barriers to advancement.

2. Hispanic faculty will respond openly and candidly to probing questions about their lives in their institutions.

3. Hispanic faculty are the best ones to talk about what can make them succeed; they can build rapport with each other.

4. This study will give voice to Hispanics and through their voice discover what is unique and what is common or expected in the literature.

5. It is assumed that a sense of faculty productivity can be derived from faculty CV and that their productivity plays some role in their retention.

6. In addition, it is assumed that how minority faculty members negotiate their sense of place is different from how majority faculty members negotiate their sense of place at predominantly White universities.

In summary, given the growing demographics of Hispanics and the challenges that face them, a study of this type is critical in developing strategies and recommendations for institutions and new Hispanic faculty members to adopt as they enter academia. The next chapter will provide a literature review to further validate the need for the study.

CHAPTER II

LITERATURE REVIEW

In this chapter, a comprehensive review of the literature is presented. The purpose of the literature review is to avoid unnecessary duplication, to identify variables that may influence the problem, to identify promising procedures and instruments, and to limit the problem. In this study, the literature illustrates the importance of the struggle to increase Hispanic representation within predominantly White institutions. The literature review also indicates the lack of research and gaps on this topic. The terms *Hispanic* and *Latino* are used interchangeably to reflect the new terminology in the standards issued by the Office of Management and Budget in 1997 that was implemented on January 1, 2003 (U.S. Census Bureau, 2000). For purposes of this research, I consistently used the term *Hispanic*.

Existing data show that institutions are struggling to increase their Hispanic faculty pool (NCES, 2003). Increasing the pool of Hispanic faculty is necessary in order to respond to the changing demographic needs of students. Institutions have tried to address this problem in various ways using strategies such as: (a) Affirmative Action as mandated by the federal government and (b) various methods for recruitment and retention using strategies such as mentoring. However, part of the problem is a lack of understanding of the worldview of Hispanic faculty members. Furthermore, the voices of

Hispanic faculty are scantily represented in the literature that addresses the issue of minority faculty retention.

Although many studies have looked at the barriers to higher education and factors that contribute to student attrition within institutions (Astin, 1975a; Terenzini & Pascarella, 1977, 1978, 1980; Tinto, 1975, 1987), relatively few studies specifically examine these problems among Latinos. Although the dropout rate is a significant deterrent to graduation of Latinos in higher education, other factors also play an important role.

Noted among the contributory factors to the underrepresentation of Hispanic faculty in higher education is racism. Hale (2004) described racism as "a disease ingrained in the fabric of American Society. Racial prejudice becomes racism when one group has control over another group" (p. 5). Historically, minority groups such as Blacks, Latinos, Asians, and Native Americans have been victimized by racism in the United States. As a result, affirmative action policies were proposed as a way to end racism with the hope of making substantial positive gains in the areas of minority contracting, employment, and admission of students to colleges and universities.

Within the academe, many higher education policies are set by boards of trustees and key administrators. These leaders develop policies that govern for flexible admission policies, support services, financial aid packages to underrepresented students, and other programs that support the climate for minority students. Additionally, institutional leaders develop hiring practices, curricula, and mentoring programs, the aims of which are to generally influence participation rates of minority groups (Hale, 2004).

In 2002, one of every four persons (24.3%) living in poverty in the United States is of Hispanic origin (U.S. Census Bureau, 2003b). Participation in higher education for other minorities such as African Americans and American Indians is dismal at best. Low representation rates for people of color among tenure-track and tenured faculty ranks follow this pattern, and it is clear that exclusion continues to be the theme (Turner & Myers, 2000).

There are many potential benefits to diversity. Ethnic diversification among students suggests that successful efforts are being made to overcome the educational and financial disadvantages that have prevented African American, Latino, and Native American students from taking full advantage of the opportunities that come with an education (Cole & Barber, 2003).

With a diversified student body comes the expectation of a diverse faculty that will teach this body and be sympathetic to their special needs. Having the representation of African American and Latinos on faculties roughly proportionate to the representation of students and the ability of minorities to fill faculty positions in all fields would suggest that long term discrimination is being abandoned and recognized. Additionally, it is believed that the academic performance of minority students will be enhanced if minority faculty can serve as role models to these students (Cole & Barber, 2003).

Demography

The demographic data of the United States is changing. It is now widely predicted that before the end of the 21st century, the minority population will constitute the majority, a development that is largely attributed to the continuing astronomical increase

in Hispanic population (U.S. Census Bureau, 2000). According to the Office of

Management and Budget (OMB), a Hispanic or Latino is classified as a person of

Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or

origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic

or Latino" (OMB, 2006). The term Hispanics refers to a group of Americans who share a

common language and origin, but who come from diverse nations and backgrounds. The

three largest Hispanic subgroups are: Mexican-Americans, Puerto-Ricans, and Cuban-

Americans, with Central and South American immigrants growing steadily. These sub-

groups differ in terms of their migration patterns and socioeconomic backgrounds.

Cuban-Americans have the highest levels of education, whereas Mexican-Americans, the

largest Hispanic sub-group, have the lowest. Puerto Ricans and Central/South Americans

fall in between both groups (Moreno, 1998).

According to the United States Bureau of the Census (2000), 281.4 million

residents were counted in the United States (excluding the Commonwealth of Puerto Rico

and the U.S. Island Area), of which 35.3 million or 12.5% were Hispanic (see Figure 1).

Mexicans represented 7.3%; Puerto Ricans represented 1.2%, Cubans 0.4%, and

other Hispanics 3.6% of the total population making one out of every eight persons in the

country a Hispanic (U.S. Census Bureau, 2000). The Hispanic population in the United

States increased from 22,354,059 in 1990 to 35,305,818 in 2000—a 57.93% increase—

making them the largest minority group (U.S. Census Bureau, 2000).

For the year 2000, the U.S. Census Bureau reported Hispanic individuals of

Mexican descent increased by 52.94% from 1990 to 2000. During that same period,

Puerto Ricans and Cubans increased by 24.87% and 18.94%, respectively. Interestingly the population of Hispanics from Central and South America and other parts of the world almost doubled during the same time. It is predicted that the nation's Hispanic and Asian
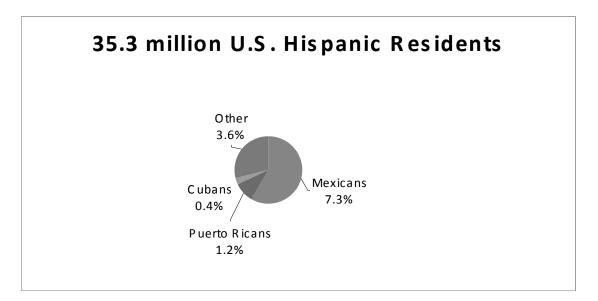
Figure 1. Demographic representation of Hispanics in America by sub-groups

populations will triple over the next half century. Overall, the population is predicted to increase from 282.1 million in the year 2000 to 419.9 million by 2050.

Most Hispanics are concentrated in the following states: California, Texas, New York, Florida, and Illinois with almost one-third living in California and one-fifth living in Texas making up almost one-half of the Hispanic population. There are Hispanic individuals in almost every county in the United States with the exception of a few in some northern and southern states (U.S. Census Bureau, 2000). Although many, especially in the business sector, perceive this as an opportunity, a growing new market,

and in the political arena, a growing new voting bloc, others are of the view that the new population presents some challenges to the traditional institution.

Educational Attainment

The gap in educational attainment continues to be pronounced for Latino Americans where only 10.6% of the Latino population holds a bachelor's degree, compared with 28.1% of the non-Latino population (Therrien & Ramirez, 2001). Among the subgroups, there is a considerable difference in educational attainment of bachelor's degrees: Mexican origin, 6.9%; Puerto Rican origin, 13%; Cuban origin, 23%; Central and South American origin, 10.6% (Therrien & Ramirez).

The U.S. Census Bureau (2000) has reported that the educational attainment levels of Hispanics with a high school education influence the ability of Hispanics to attend higher education institutions. The education gap begins long before students start to think about college. According to the National Assessment of Educational Progress, 41% of White students are proficient in reading by the 4th grade, compared to 15% of Latino students. By the 12th grade, a point by which a significant number of students have already dropped out, only about one-fourth or 26% of Hispanics have achieved proficiency in reading, compared with almost one-half or 47% of White students (NCES, 1999, 2003). Ultimately, between one-third and one-half of all Latino students who begin school in the U.S. drop out of high school and fail to receive a diploma (Orfield, Losen, Wald, & Swanson, 2004; Rumberger & Rodriguez, 2002). Educational attainment, as reported by the U.S. Census Bureau (2000), indicates that the Hispanic population, age 25 and over, have attained less education than their non-Hispanic White counterparts.

Twenty seven percent have less than a 9th grade education compared to 4.2% among non-Hispanic Whites (4.2%); 15.7% have not completed high school versus 7.3% for non-Hispanic Whites; 27.9% have diplomas compared to 34.1% Whites; 29.1% have more than a high school education compared to 54.4% for non-Hispanic Whites. These numbers are staggering. According to Rodriguez-Villadares (2002),

> Students who drop out are faced with a life of functional illiteracy; significantly lower earnings; double the rate of unemployment than for graduates; four times the likelihood of ending up on welfare than for high school graduates; and being at higher risk of becoming a criminal. Fifty percent of the state prison inmates are high school dropouts . . . at best, the lack of education condemns people to a life of menial jobs and poverty. It can sentence them to a life of welfare, unemployment, or crime. (p. 36)

According to Orfield et al. (2004), the number of jobs offering livable wages for individuals without high school diplomas grows smaller each year. In 2001, the unemployment rate for dropouts 25 years and over was almost 75% higher than for high school graduates (7.3 vs. 4.2%). Approximately two-thirds of all state prison inmates have not completed high school (Orfield et al.).

<center>Socio-economic Status</center>

Given the relationship between education and socio-economic status, institutions of higher education need to prepare for the influx of lower-income students so that graduation is a reality. The U.S. Census Bureau (2000) estimates that high school dropouts will earn $270,000 less than high school graduates over their working lives.

Census data also show that the gap between high school graduates and dropouts has grown over the last 20 years.

The publication, *The Sixth Edition of Knocking at the College Door* (McGlynn, 2004c) shows in the publication family income data in the 2006-07 school year indicating that 16% of public high school graduates will come from families earning less than $20,000 a year. The same holds true for families earning over $100,000 per year; and 68% of all students will come from families with annual incomes ranging from $20,000 to $100,000. The West will see the highest growth rate among low-income students. The Northeast will see the most growth in the top-income group (McGlynn).

Among full-time, year-round workers in 2002, 26.3% Hispanics and 53.8% non-Hispanic Whites earned $35,000 or more. Mexicans were reported as earning the lowest proportion among people who earned $35,000 or more. Additionally, 12.4% Hispanics and 31.8% non-Hispanic Whites earned $50,000 or more. Mexicans lagged behind with only 10.6% in this category (Ramirez & de la Cruz, 2003).

Although most immigrants move to the United States for economic reasons, Hispanics continue to fall behind non-Latino Whites in economic attainment. According to Torres (2004) among full time, year-round Latino workers, only 23.3% earn $35,000 or more.

The percentage of people living at or below the poverty level is another indicator of economic attainment. Among U.S. Hispanics, 25.8% of Puerto Ricans live under the poverty level, the largest among U.S. Hispanics (Torres, 2004). There is a significant difference between U.S Hispanics and U.S. Latino non-Whites (22.8% and 7.7%,

respectively), living below the poverty level, which indicates the continued economic

struggle of Hispanics in the United States (Therrien & Ramirez, 2001). According to

Cole and Barber (2003), as of 1996, of the total undergraduate student populations,

10.8% were African Americans, 8.3% were Latino, 6.0% were Asian, and 1% other.

College completion rates for Latino immigrants are an indicator of future

economic advantage. The occupational distribution of Hispanics can be characterized as

"low paying, less stable, and more hazardous occupations" (Cordova & del Pinal, as cited

in Gross, 2004, p. 64). Hispanics employed in managerial or professional specialty

occupations are only 14.2% as compared to 35.1% of non-Hispanic Whites coming from

the same occupational group (Ramirez & de la Cruz, 2003). This data contributes to the

literature that shows the existing presence of continuing education and economic barriers

for Latin Americans. Moreover the projected growth of the Latino workforce and Latino

underrepresentation in higher education may indicate a future gap in readiness for an

increasingly technical labor force.

The struggle to integrate one's career aspiration within a society historically

bound by barriers to educational access, economic resources, and political opportunities

requires attention to factors that influence how Hispanics are underrepresented within the

academe.

Hispanic Dropout Rate

According to the report "*Losing Our Future: How Minority Youth Are Being Left

Behind by the Graduation Rate Crisis,*" only 50% of all Black students, 51% of Native

American students, and 53% of all Hispanic students graduated from high school. Black,

Native American, and Hispanic males fare even worse: 43%, 47%, and 48%, respectively (Orfield et al., 2004).

Undergraduate Hispanics have a very high dropout rate from primary and secondary education. Their high school dropout rate is 43% as compared to 11.6% for Whites and 21.1% for African Americans (U.S. Census Bureau, 2000). These percentages are more than double the rate for African Americans and four times the rate for Whites. Hispanics not only have higher dropout rates than other ethnic groups, but they tend to drop out earlier than other groups. Whereas dropout rates have decreased about 40% for African Americans and Whites combined, between 1972-1999, only a 15% decrease has occurred for Hispanics during the same period.

According to Brown, Santiago and Lopez (2003), policymakers argue that cutting the dropout rate of Latino youth should be the top priority for improving Latino advanced educational attainment. "Without plugging this hole in the educational pipeline for Hispanic students," they argued, "we will never substantially increase Latino enrollment in higher education" (Brown et al., p. 41). They further emphasize that "any action strategy to increase the college-going rate for Latino students must include efforts to increase the numbers who graduate from high school and ready to pursue Bachelor's degrees" (p. 41).

The authors (Brown et al., 2003) emphasize high school dropout rates as masking the fact that the Latino community is also making progress in higher education. What is more disturbing to them is the fact that the media focuses on high school dropouts and that limited public attention is given to Latino education achievement. This reinforces

two bad habits: (a) focusing on deficits when talking about Hispanics and the invisibility

of Latino high achievers; and (b) to rely exclusively on the deficit model diverts attention

from the real accomplishments that can be the foundation for national strategies to ensure

Hispanic intellectual achievement at the highest level (Brown et al.).

<div align="center">Ohio Graduation Rates</div>

In Ohio, graduation rates of 70.7% remain slightly better than the national

average. However, the racial gaps in graduation rates are among the highest in the nation

standing at 32.7 for Hispanics, 36.3 for Blacks and 53.5 for Native Americans (Orfield et

al., 2004). The authors illustrate this in Table 1. The authors indicated that the graduation

rates were extremely low in high minority districts consistently standing between 20 and

40%. The district data remain consistent, as the graduation rates are consistent in majority

minority populations.

There are a total of 3.2% of districts in Ohio considered majority minority. The

more segregated districts include the largest cities such as Cleveland, Columbus,

Cincinnati, Toledo, Akron, and Dayton. Ohio's 2002 performance report identified 12

school districts in a state of "Academic Emergency" where 10 of the 12 districts were

above Ohio's average Black enrollment and most were from high poverty urban school

districts (Orfield et al., 2004).

Table 1

Ohio Graduation Rates by Race and Gender

Ohio Students as Reported	All Students	Female	Male
Ohio Students (CPI)*	70.7	73.8	67.0
By Race/Ethnicity American Indian/AK Nat. Asian/Pacific Islander	22.4	-	-
Hispanic	43.2	45.5	32.7
Black	39.6	45.6	32.4
White	75.9	78.2	72.3

*CPI: Cumulative Promotion Index. Developed by the Urban Institute and considered the most accurate of all the methods for estimating graduation rates

Barriers Associated With Latino Dropout Rates

Many barriers have been associated with possible reasons why Hispanics continue to drop out at a rate almost 2.5 times higher than other ethnic groups. These barriers include inequity in school financing, school segregation and poverty, underrepresentation of Hispanics among school personnel, lack of multicultural training for school personnel, lack of bilingual and English as a Second Language programs, low expectations of school personnel, language proficiency, misplacement of students in special education classes, testing and assessment, underutilization of technology, parental involvement and lack of school safety.

English language ability is an important indicator for the likelihood of dropping out of high school among Hispanics. Unlike most White and African American dropouts, Latino dropouts overall are not proficient English speakers. Almost 40% of Latino high school dropouts, including recent immigrants who never attended U.S. schools, do not speak English at least "well" (Fry, 2003).

In 2000, about 86% of Hispanic 16- to 19-year-olds either spoke only English or spoke English at least well. The 14% Hispanic 16- to 19-year-olds who have poor English language skills have a very high dropout rate. About 60% of these youth are high dropouts. Among Latino youth with fluent English skills, about 15% are high school dropouts (Fry, 2003). Individual barriers include academic expectations and performance, accelerated role taking, generational status and acculturation, pregnancy, drugs and unsupervised environments as parents work multiple low wage jobs (Fry).

Brown et al. (2003) described most Latino students as, "first-generation college students, low-income, have a less academic high school education than their peers and enroll in community colleges" (p. 41). They continued by adding:

A large number of Hispanics in higher education are also nontraditional students. They are older, work, attend college part time, and often caring for family-all characteristics that influence the decisions Latino students make in participating in and completing higher education. (p. 42)

Language has also been responsible for some of the gaps in educational attainment. Dr. Kenneth Yglesias, President of Golden West College in Huntington Beach, California, stated, "one of the first things schools must do to meet the demands of

this growing Hispanic population is to collapse the language barrier" (in Lane, 2002, p. 30). One of the ways of meeting the needs of this group is by hiring faculty and staffs that can help Spanish-speaking students overcome language barriers. Not all students have the same needs. Some students need both intensive English immersion and remedial education, whereas others just want to learn English for a job (Lane).

It is important to meet the needs of diverse student bodies in our institutions throughout the United States. Dr. Bill Wenrich, Chancellor of the Dallas Community College District, is quoted as saying, "The success of the American workforce will be determined by extending the franchise, so they (Hispanic students) have the language, the skills. If we can't do that, we are going to leave America short" (in Lane, 2001, p. 30).

Hispanic Undergraduates in Higher Education

The number of Hispanic undergraduates in higher education is projected to increase dramatically by 2015. It is estimated that Hispanics will comprise 2.5 million of the 16 million students, which reflects a 73% increase, up from 1.4 million students in 1995 (Mellander, 2004b, p. 10).

Projections are that those students preparing to go to college, dubbed as "Generation Y", will expand and strain undergraduate enrollment to 16 million by 2015 Mellander, 2004b, p. 10). This will be an increase of roughly 2.6 million more students from a 1995 base of 13.4 million college students (Mellander, 2004b, p. 10). This group when compared to the baby boomers reveals that the vast majority of this group will come from minority sectors. A full 80% of the added enrollment will be from minorities: African Americans, Hispanics, and Asian/Pacific Islanders (p. 10).

Minority undergraduates will outnumber White students at colleges in the District of Columbia, California, Hawaii, and New Mexico. Texas will be split almost evenly between White and minority students as the year 2015 approaches, with minorities as a group becoming the majority on Texas campuses soon thereafter. Five states—California, Texas, Florida, New York, and Arizona—will account for more than 50% of the overall enrollment gains (Mellander, 2004b, p. 10). The failure to continue their education at 4-year institutions will have a significant impact on future earnings.

Advances made by Latinas are evident in degrees conferred. Throughout the 1980s, approximately 16% of 18- to 24-year-old Latinas who enrolled in college remained. In the 1990s, Latina women's participation in college steadily increased, and by the year 2000, 25.4% of Latinas in this age group enrolled in college. On the other hand, Latino males experienced a much slower enrollment increase with 15.3% in 1990 to 18.5% in 2000 (Gonzalez, Jovel, & Stoner, 2004). According to Cooper (2005), there is a dramatic increase in Latina presence in the academy that should prompt dramatic increases in Hispanic females in faculty positions; however, in most cases Hispanic males outnumbered their female counterparts.

Cooper (2005) stated that Hispanic females outpaced their male counterparts when it came to undergraduate and graduate degrees. In her article, Cooper listed the states with the most Latinas as full-time faculty. The eight states that led the way with new Latina faculty hires included: Texas with six schools; Florida with four; California and New York with three each; New Jersey, Minnesota, Arizona, and Colorado each with one school.

When comparing the types of degrees received by Hispanics in the 1999-2000 academic year, Hispanics accounted for 9% of associate degrees, 6% of bachelor's degrees, 4% of master's degrees, 3% of doctorates, and 5% of first professional degrees (NCES, 2003), a significant increase from the early 1990s. NCES also reported that during the same academic year, the most popular fields of study in which Hispanics had bachelor's degrees were: business, social sciences/history, psychology, and education. Master's degrees were in education and business, and doctorate degrees were in education and psychology. Although these statistics may seem encouraging, the fact still remains that Hispanics lag behind other ethnic groups in completing college. In fact, the number of Hispanics completing college has not increased since 1990, although the number for other groups have.

NCES reports that in 2000, 10% of Hispanics ages 25 to 29 had completed a bachelor's degree or higher. In comparison, 34% of Whites and 18% of Blacks in this age group had completed a bachelor's degree. Similar proportions of Hispanics (0.7%) and Blacks (0.6%) in this age group have earned a first-professional degree, and more Hispanics (0.5%) have earned doctorate degrees than Blacks (0.3%). Over 1 in 4 Whites (28%) have at least a bachelor's degree, whereas about 1 in 10 Hispanics (11%) and 1 in 6 Blacks (17%; NCES, 2003).

According to the Ohio Board of Regents, in 2001, Hispanics comprised only up to 2% of Ohio state-supported college and university undergraduates as compared to 18% Black/non-Hispanic and 80% White. When broken down by University main campuses, Hispanic undergraduate students comprise no more than 2%.

Additionally, more than one-quarter of Hispanics 25 years and older had less than a ninth-grade education. Only 4% of non-Hispanic Whites have so little education. More than 20% of the non-Hispanic White population has at least a bachelor's degree. But only one-tenth of the Hispanic population has earned a baccalaureate (Orfield et al., 2004; Rumberger & Rodriguez, 2002).

Young Hispanics that obtain a General Educational Development (GED) or some other form of high school equivalency are also less likely to complete their degree (Fry, 2002). According to Ganderton and Santos (1995), Hispanics' failure to obtain post-secondary education represents a major obstacle to their economic improvement and to their increasing participation in the work force, which suggests a decline in the level of education among workers in the United States. As a result, understanding the post-secondary experiences of Hispanics and their propensity to complete college programs is vital.

Table 2 represents obstacles encountered by Latino students in their quest to attend and obtain their bachelor's degree (according to a Pew Hispanic Center Report; Fry, 2004). According to Fry (2004), Latino students do not even pursue admission to selective schools even though nearly 30,000 Hispanics graduated from public school in 2000, translating into 10% of the graduating class. Eight percent of students taking the

Table 2

Percentage of Latinos Who Say That Each of the Following is a Major Reason Why They Do not Go to College or Fail to Finish College if They Start

The cost of tuition	77%
A need to work and earn money	77%
Receiving a poor high school education	58%
People feel that they do not need a college Degree to be successful	48%
Discrimination	40%
Staying close to their family instead of going away to school	33%

*Source: Pew Hispanic Center/Kaiser Family Foundation National Survey of Latinos: January 2004 (conducted Aug-Oct 2003)

SAT I that year were Hispanics indicating that these students are not even taking the necessary steps to be admitted to selective colleges and universities. The playing field for Hispanics still is not level. A wide disparity exists between minorities and their White counterparts in the number and percentage of college enrollments and college graduates. Hispanic Americans will account for only 13.1% of undergraduates with 18.9% being between the ages of 18- to 24-year olds by the year 2015. The percentages are lower for African American youth who are projected to comprise 14.5% of all 18- to 24-years olds and will account for only 11.9% of undergraduates by 2015 (Mellander, 2004b).

It is also important to note that these statistics translate into 250,000 African Americans and 550,000 Hispanic American students that will be missing from college campuses. Additionally, Hispanic men lag the farthest behind in college graduation rates. As the principal provider of the family, the inability to finish college will adversely affect future Hispanic generations (Mellander, 2004b).

Barriers for Latino Undergraduates

Many Hispanic students experience culture shock, loneliness, frustration, and disappointment in an environment they believe does not support their cultural beliefs and practices. Students who live on campus are more socially engaged and integrated into college life, which fosters a better sense of belonging. Hispanic 4-year undergraduates are more likely to reside with their parents than their White peers. Almost half of Hispanic 4-year students reside with their parents when compared to less than one-fifth of their White peers (Fry, 2003). Often, there are few Latino students present on campus, hindering their ability to form peer group support systems, an important aspect of Latino culture.

Ganderton and Santos (1995) found that increasing the capacity of the individual or family to finance educational investments increases the probability of both enrolling in and completing college by a larger amount for Hispanics and Blacks than for Whites, targeting a greater need for financial aid. The authors recognized that other supporting policies are needed that would increase minority participation such as enrollment and retention.

Fry (2004) indicated that a major reason for Hispanic undergraduates being less educated than their White counterparts has to do with the college they initially attend. Because colleges differ in both size and scope, Fry indicated that Hispanics tend to go to a certain type of college. Fry further stated that Latino college students often enter less selective colleges and universities than their White peers due to their level of academic preparation. Fry (2002) found that Latino/as are far more likely to be enrolled in community colleges than any other group in America. He stated that between 40 and 55% of Hispanic undergraduates attend 2-year colleges. Fry further stated, "Latino undergraduates are never just students. They have a work life; they're more likely to live at home, they juggle more, they have a more complicated set of responsibilities, making it much more difficult to concentrate on their studies" (p. 42).

Even among the best-prepared Latino students, 60% attend non-selective colleges compared to 53% of Whites. Institutions that provide an open door admission policy attract 16% of well-prepared Latinos compared to 12% of Whites. This has some serious implications due to the fact that the literature shows that college selectivity is an important determinant of college completion and that selective institutions have better prepared students, which yield higher graduation rates.

Kane (as cited in Fry, 2004) found that there can be as much as a 3% increase in the likelihood of graduating if a student enrolls at more selective institutions. He also stated that the effect of selectivity is about the same for minority and non-minority college students. Additionally, the lack of Hispanic faculty nationwide poses some problems for Latino students, at all institutions. Latino students often encounter

discrimination and prejudice and misconceptions about them by faculty, administrators, and other students.

Due to the lack of a Latino support system, Latino students often feel isolated and alone during their first year in college. Considering the unique impact that racism has on Latino students due to being phonetically different, coming from lower socio-economic backgrounds, or speaking with a Spanish accent, many in the college environment remain oblivious to the fact that both overt and covert racism does exist and are aimed at Latino students. According to Ortiz (2004), student services personnel should be well connected with first-year individual students, services, and organizations that serve Hispanic students to build a relationship of trust and reciprocity.

Student services personnel who address the unique needs of Latino students often find themselves in effective working relationships with Latino faculty, staff, and student organizations that can cut across organizational structures and reporting lines. Staff should practice due diligence in seeking out locations of covert and overt racism rather than awaiting students to bring it to their attention. These acts can occur in the classroom, residence halls, advisors' offices, and student government meetings or in the community. In understanding Latino students' unique needs, student services personnel can help connect new students to various networks at a time when they need them the most, develop a student's sense of self-efficacy, as well as develop defensive mechanisms that can help them to succeed in college (Ortiz, 2004).

According to Astin's (1993) study of student outcomes and how college environments affect them, it was indicated that next to peer groups, faculty represent the

most significant aspect of the student's undergraduate development. Among other things, the sheer amount of interaction between the individual student and the faculty has widespread effects on student development. Given that Hispanics at most 4-year universities have limited opportunities to form similar peer group relationships, have limited access to other Latino faculty, and often face prejudice and discrimination from other faculty and students, these findings may have significant implications for Hispanics even though Hispanics were not specifically addressed in this study.

Fry (2003) stated that attendance at less selective institutions may bring about other consequences that may dampen the student learning process and development of new skills. Although more difficult to measure, there is a correlation between undergraduate student body quality and college quality.

Chapa (2005) indicated that race plays a major role in American social life and the educational system. It is essentially a major factor when students decide which school they want to attend. They look at the quality of the schools and how the teachers treat the students as well as how their peers treat them. Historically, many African Americans and Hispanics were segregated to inferior public educational facilities and as a result have never gained equal footing in terms of educational opportunities (Chapa).

Chapa (2005) further noted the linkages between school segregation and adverse learning and achievement outcomes in a study that shows a correlation between segregation and negative educational outcomes. At the secondary level, as segregation increases, the dropout rate rises. As a result, the number of college prep courses offered,

percentage of those taking college entrance exams, the average college entrance examination, as well as college admission scores all decline.

<div align="center">Hispanics in Community Colleges</div>

The literature identifies Hispanics today as typically being first-generation college students, with a lesser academic high school education than their peers, and enrolling in community colleges. They are concentrated geographically in a small number of states and institutions of higher education (Brown et al., 2003).

Although factors like financial and family problems and poor academic preparation are considered the main barriers to minority student success in college (Boser, 2003), enrollment in community colleges negatively impacts degree attainment. Although community colleges serve as an entry point for Latinos to postsecondary education, research indicates that students who enroll in community colleges often attend on a part-time basis, prolong their college education into their mid 20s and beyond, and have gaps in their attendance. Such factors cause the incidence of transfer to 4-year universities to decrease (Fry, 2002). Attachment to family, community, and economic need appear to be associated with high enrollments in 2-year institutions as well.

Many youth enrolling in community colleges do not complete a postsecondary credential. Fry (2004) stated that small percentages of both Whites and Hispanics complete associates degrees and vocational certificates. Latino college students significantly trail their White peers in finishing bachelor's degrees. One explanation for this besides the lack of academic preparation is the relatively low rates of full-time

enrollment. Less than half of young Hispanics in 2-year colleges pursue their education on a full-time basis over the entire academic year, well below the rate for Whites.

McGlynn (2004c) stated that Black and Hispanic students who start their education at the community college level are less likely to earn a bachelor's degree within six years than their White and Asian peers. The author cited the following factors that account for these finding: (a) Black and Hispanic students who begin their education at 4-year institutions come from a higher socioeconomic status and are better prepared to do college level work; (b) those attending community colleges are more likely to live at home with their families. Hispanic students at home are expected to contribute to the family earning pot and more often work full- or part-time jobs than their Hispanic cohorts at 4-year institutions; (c) Hispanic community college students are most likely to be enrolled in college part time, a risk factor in degree completion; (d) community college Hispanic students tend to be non-traditional students who have had gaps between high school and college versus the traditional 18- to 24-year-old university student that reaps the greatest economic benefit from earning a college degree; and (e) community college Hispanic students often get side tracked into a job providing short term economic success rather than transferring to a 4-year institution (McGlynn, 2003).

Many Hispanics experience difficult academic situations and therefore may not feel they have as many choices for higher education as other groups. The largest percentage of U.S Hispanics (44%) begins their higher education experience in a community college. This trend seems to be more prevalent among Central and South

Americans students (not including Mexicans; 41%) than among Puerto Rican (31%) or

Cuban American (31%) students (Fry, 2002).

Hispanics who attend 4-year universities face additional barriers. Once they have

overcome financial and family issues, Hispanics beginning at 4-year predominantly

White campuses find themselves confronting additional barriers than those attending

community colleges and HSIs (Hispanic Serving Institutions). Many young Hispanics are

delayed in pursuing their educational pathway. Statistics show that 19% of Hispanics

waited more than a year after high school graduation to start college, compared to their

White counterparts (12%). Delayed enrollment is more prevalent in 2-year institutions

where statistics show that more than 40% of young Hispanics delay their enrollment

when compared to 32% of White 2-year students.

The delayed timing of Latino undergraduates undercut their success in college. It

is associated with the diminished likelihood of completing a bachelor's degree.

According to the U.S. Department of Education:

> A key finding was that the odds of earning a bachelor's degree or higher changes
>
> when entry into postsecondary education is delayed . . . Furthermore, the longer
>
> students delayed their entry into postsecondary education, the lower their average
>
> levels of educational attainment. (NCES, as cited by Fry, 2004)

Other reasons for delayed timing include more family responsibilities than their

White peers. They are twice as likely to have children or elderly dependents, and more

likely than Whites to be single parents. Additional family responsibilities are persistent

risk factors that hinder their completion of a degree (NCES, 1995a).

Hispanic Serving Institutions (HSIs)

Over 50% of all Hispanics enrolled in higher education are in two states: California and Texas (NCES, 2001). Over 40% of Latino students are enrolled in approximately 220 institutions identified as Hispanic Serving Institutions (HSIs; NCES, 2000). Most Latino students enroll in HSIs, "degree-granting public or private institutions of higher education eligible for Title IV funding in the United States and Puerto Rico in which Hispanics comprise 25% or more of undergraduate full-time equivalent enrollment" (NCES, 2003, p. 96). Title IV of the Higher Education Act (HEA) governs the federal student financial aid program.

According to NCES, in 1999, HSIs accounted for nearly one-half (45%) of the total Hispanic undergraduate enrollment in colleges and universities, nearly the same proportion they accounted for in 1990 (46%). These figures show that the existence of HSIs has barely improved Hispanic enrollments in colleges and universities. There are 220 HSIs in the United States and Puerto Rico. About three quarters are 2-year institutions, and most are public. Of these, 30% (66 institutions) are in California, serving almost 130,000 undergraduate Full Time Equivalent (FTE) Hispanics (Brown et al., 2003).

Although HSIs were not created explicitly to serve Hispanics (except in Puerto Rico), they are located in communities that have high concentrations of Latino students. These attributes create an opportunity to aim resources, services, and information about opportunities for higher education at large members of Latino students throughout the K-16 educational pipeline (Brown et al., 2003).

According to Dolan (2005), the demand for higher education is expected to grow by 714,000 students between now and 2010 when approximately two-thirds of these new enrollments will attend a community college as an initial entry point into higher education. The largest projected enrollment will be concentrated in five southern California counties; half the growth of the state will be in 15 of the 72 community college districts. Dolan also noted that the projected growth in high school students will be mostly minority and 80% Hispanics, an increase of 11% over the start of the decade.

Dolan (2005) is of the view that increases in Hispanic enrollment is being driven by both population growth and by increasing proportions of the population enrolling in colleges and universities. For example, in 1980, Hispanics represented 4% of those enrolled in colleges and universities compared to 2000 when they comprised 10% of total enrollment. Projected increases in high school graduates and community college enrollment rates are anticipated to increase by 2010 in California. In his estimation, this represents an enormous growth of students in the history of California.

Dolan (2005) referred to this growth as a "hidden tidal wave" of almost 1 million 18- to 24-year-old Californians without a high school diploma that "will demand far more from society than they return to it, unless community colleges play a significant role preparing them for jobs in today's knowledge-based economy" (p. 26). Figure 2 illustrates the author's point.
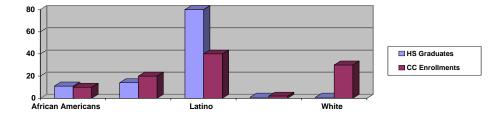
Figure 2. Increase in Latino College enrollment

Source: California Department of Finance, Demographic Research Unit, www.dof.ca.gov: CPEC, www.cpec.ca.gov as cited by Dolan, 2005, p. 26.

Hispanics in Academe

The image of a pipeline frequently is used to describe the links between the availability of faculty of color, the training of minority graduate students, the accessibility of undergraduate education for minorities, and the success of minority students at the elementary and secondary school levels. The presence of "leaks" in this pipeline provides one explanation for underrepresentation and assumes that the main issue is one of supply, and that the solution is to increase the number of doctoral students of color (Turner & Myers, 2000).

Interest in Hispanic faculty members as a group in U.S. higher education is a relatively new phenomenon. The literature on African American faculty, their successes, and their challenges in American higher education is extensive. To that extent, an empirical investigation of the latter becomes a necessity.

Historically, the mid-1960s, a period characterized by the civil rights movement, showed slow progress characterized by continual debate. In 1961, less than one percent of faculty at predominantly White institutions was African American. The G.I. Bill grants following World War II provided the impetus to diversify the student body. This generation of educated minorities provided the majority of minority faculty and administrators recruited into predominantly White institutions during the years of 1964-1967 (Wilson, as cited by Washington & William, 1989, p. 7).

By 1979, African Americans represented 2.3% of the faculty at predominantly White institutions (Harvey & Valadez, 1994). Despite the lack of advances for women and minority faculty and administrators at predominantly White institutions, the changes were significant, albeit small. The significance lies in the fact that Congress and the federal government recognized the existence of exclusionary laws and policies and were critical in creating an atmosphere where these issues could be more fully explored (Harvey & Valadez).

In an article written by Dovidio, Gaertner, Niemann and Snider (2001), the authors examined the implications of personal group dimensions for better understanding racial and ethnic stigmatizations. In this article, majority and minority group members were examined in terms of roles of perceptions of group boundaries and social identities of the group members and attitudinal responses and behavioral intentions within educational settings.

The authors looked at senior minority faculty at colleges and universities in 1993 and identified 4.4% Blacks, 4.2% Asians, and 2.1% Hispanics. Among junior faculty

(described as having less than seven years of experience), 5.4% were Black, 7.7% were Asian, and 3.0% were Hispanic (Dovidio et al., 2001). In general, minority faculty members were reported as being very conscious of their race or ethnicity and felt stigmatized. The study showed that faculty satisfaction with their job and quality of life at predominantly White institutions is significantly lower for faculty of color than for White faculty members. Unfortunately, the implementation of affirmative action programs left all minorities and professionals with a legacy of tokenism—a difficult stigma to dispel.

<center>Elements Influencing the Workplace Environment</center>

According to Turner and Myers (2000), there are less visible, subtle slights and exclusions of racism. Conflict and lawsuits filed by faculty of color contesting tenure and promotion decisions are now a vehicle in which one can see that racism still exists today. The authors pointed out that the mere legal challenges, whether successful or not, are signs of continuous racism in academe. According to Reyes and Halcon (1991), the fact that there is a lack of perception of racism in the academy does not mean that it does not exist. Minorities know that racism is real within the academe and is well documented.

The diverse representation of racial and ethnic groups in the larger societal context is not reflected in academia. Unfortunately, there is little racial diversity among those who occupy the upper echelons of the educational pipeline as well as those in charge of developing and implementing educational policies. Students on campus pay for the underrepresentation of these groups as well. With the absence of minority faculty, students do not have anybody that can relate to them (Reyes & Halcon, 1991). The authors revealed that minority scholars were excluded from full participation in the

academy although historical accounts of their exclusion are almost entirely absent from the standard histories of the United States and American education. The legacy of segregation and exclusion continues today, handed down through generations.

Weinberg, (in Turner & Myers, 2000) documents incidents of racism against African Americans and also includes some discussion on the plight of Mexican Americans, American Indians, and Puerto Ricans in academic settings. Regarding the early experiences of minority faculty in White academia, he stated, "White academia ensured its ignorance by excluding eminent minority scholars from university faculties" (p. 4). Not only were minorities excluded from faculty and academic discourse, their work was also not included in scholarly works.

Turner and Myers (2000) further stated that the works of early scholars from other minority groups were often unpublished and unrecorded. Olivas (1988) wrote that the history of exclusionary employment has created learning environments that are citadels of segregation.

The discussion of race in the academy has gone on for many years. Blauner (1972) addressed the sociological context of institutional racism contending that a broader more sociological definition of racism "focuses on the society as a whole and on structure relations between people rather than on individual personalities and actions" (p. 277). He saw "the University as racist because people of color are and have been so systematically excluded from full and equal participation and power—as students, professors, administrators and particularly, in the historical definition of the character of the institution and its curriculum" (pp. 277-278).

The work of Blauner (1989) suggests indicators that might be observed daily to assess inclusiveness of departmental climates for people of color. He has documented a historical legacy that exists for minority groups that excludes them from full participation in the academic environment.

Thomas and Asunka (1995) in their 1992 study took an in-depth survey of faculty who were employed for a minimum of one year at a large research university in the Southeast. They addressed questions regarding women and minority faculty; how faculty are distributed by race and gender; the experiences, perceptions, status, and quality of life for them; the factors associated with job satisfaction; and the extent of turnover and persistence among women and minority faculty at the institution. Although the findings of Thomas and Asunka's findings showed relatively good conditions regarding job satisfaction, work environment, and overall quality of life, the data showed that salary inequity was a major concern for a significant proportion of women and Asian Americans. Additionally, receiving respect from colleagues was a significantly greater concern for females than male faculty. Finally, low representation of women and minority faculty coupled with high turnover rates for these groups when compared to males and Whites suggested a clear need to continue to increase the enrollment and retention of women and minorities at the university.

Nature and Extent of Minority Faculty Underrepresentation

Aguirre (1995) asked the question, "When do minority faculty have a meaningful presence in academe?" When they are not treated as strangers in academe? In this author's view, minority faculties are put in a meaningful context in the academe "only

when the academe needs them to legitimize its own response to an issue or decision involving a minority person. As a result, minority faculties are institutionalized as 'shape changers' in academe" (p. 18).

According to Moody (2004a), minority faculty must often cope with complex interpersonal dynamics within their majority departments and campuses that bring disadvantages. Additionally, minorities find their hard work counts for far less than the same credentials and hard work of the majority. Moreover, in order to earn their doctorates and become professors, many minorities have had to withstand psychological and intellectual harm disproportionate to that suffered by majorities. According to Reyes and Halcon (1991), Hispanics have been surprised to learn that earned doctorates have not translated into equal access or benefits even at the highest levels of the educational ladder where even the most educated are expected to behave fairly and treat others equitably. Instead, what Hispanics discover is that the same discriminatory practices generally encountered at the lower end of the educational pipeline are also present in academia, albeit with various disguises.

A common explanation for the lack of Hispanics in academia is that the pool of Ph.D. candidates is very small, and proportionately this is true and statistics support this. However, the inability to gain access to faculty positions for unemployed or underemployed Hispanic PhDs in institutions of higher education is growing (Reyes & Halcon, 1991). What becomes eminently clear is that no matter what comparator is used, African Americans, American Indians, and, to a lesser extent, Hispanics are consistently underrepresented as faculty of colleges and universities.

According to NCES (2002), as of 2002, Hispanics earned 4.6% of all master's degrees in the U.S. The top three master's degrees earned by Hispanics are in education, business, and public administration. In the same year, Hispanics earned 3.4% of all doctoral degrees granted in the U.S. The top three doctoral degrees earned by Hispanics are in education, psychology, and biological/life sciences.

The turning point affecting the appointment of minority faculty at White colleges and universities was *Adams v. Richardson* in 1973 where the NAACP Legal Defense Fund challenged the segregated dual system of higher education and the underrepresentation of minority faculty, staff, and students in White institutions in southern states. Later the underrepresentation of minorities in intuitions of northern and border states was found to be equally inequitable. The mandate of *Adams* was to dismantle the segregated, dual system of education and to increase the percentages of minority faculty, administration, and students. As a result, states implemented measurable plans to increase minority presence at public institutions of higher education (Turner & Myers, 2000).

Although minority hiring increased between 1973-1977, African American faculty numbers decreased between 1977-1983 in most states covered by the *Adams* decision (Wilson, 1994). As a result, for the first time, states felt threatened by federal action and in response made concerted efforts to hire minority faculty. In the 1970s, it became a legal issue, fought and won in the courts as a vestige of illegal segregation and institutionalized discrimination (Turner & Myers, 2000).

In the 1970s, there was a pattern of low employment of minorities at White institutions, and it was a past legacy of blocked opportunities. As these opportunities became unblocked, minority employment grew. But these faculty members strive to maintain their identities and resist assimilation. According to Washington and William (1989), representation of African American and Hispanic faculty increased until 1976 and then dropped from about 4.4% to 4.0% between 1977 and 1984 for African Americans and from 1.7% to 1.4% for Hispanics. By the 1990s, controversy grew as to whether minorities were really underrepresented because non-native born faculty and Asian faculty were included in calculations; it gave the appearance of overrepresentation (Turner & Myers, 2000).

According to Erlach (2000), the educational process ceases at the secondary school level. The numbers continue to decrease as one looks at Hispanic participation through the graduate levels. Erlach stated that for many Hispanics, a total of 10.9 years is needed after the bachelor's degree is conferred in order to complete the Ph.D.

It is the field for which these groups are underrepresented that changes according to the basis of comparison: According to the U.S. Department of Education, 33% of the full time regular instructional faculties in institutions of higher education are employed in science and engineering fields. Blacks, Hispanics, and American Indians, who accounted for about 6% of all faculty, comprise less than 3% of engineering faculty and 3.5% of natural science faculty. Together, African Americans, Hispanics, and American Indians account for about 3.7% of science and engineering faculty. Thus, science and engineering fields are severely underrepresented by this subset of minority faculty. At the doctoral

level in these fields, the underrepresentation of minorities is lower (Turner & Myers, 2000).

According to Martinez and Martinez (2003), of 68,000 bachelor's degrees in engineering in 2002, 3,300 went to Hispanics, 3,400 went to African Americans and 300 went to Native Americans. Combined, these groups made up 10.7% of the engineering baccalaureates in 2002. These groups, which comprise more than a quarter of the U.S. population, are still severely underrepresented in engineering and related professions accounting for only 7% of the total scientific and engineering workforce.

Interestingly, McGlynn (2004c) stated that although community college teachers are paid less, they seem to be more satisfied with their salary and fringe benefits than public university teachers, teachers at public and private 4-year colleges, and slightly less satisfied than their colleagues at private universities. The main issue was that community colleges supported faculty research better than larger institutions. Community college faculties often experience a more egalitarian campus atmosphere and felt like they are treated fairly.

Erlach (2000) stated that changes are needed for the reversal of Hispanic underrepresentation in the professorate; however, currently, little is known about this group and its status across universities has largely been unassessed.

Executive Order 11246 and Higher Education

On September 24, 1965, Lyndon B. Johnson issued Executive Order 11246, which ordered all government contractors to comply with affirmative action policies, seeking to ensure the termination of occupational segregation by race mandated by Title

VII of the Civil Rights Act of 1964. Opposition to racial preferences is based on the

belief that this system of admission or hiring violates the rights of White individuals who

are protected under the Fourteenth Amendment, which guarantees everyone equal

protection of the law regardless of their race, and Title VII of the 1964 Civil Rights Act,

which stated: "No person in the United States shall on the grounds of race, color, or

national origin . . . be subjected to discrimination under any program or activity receiving

Federal financial assistance" (Cole & Barber, 2003).

The goal of affirmative action is the fair representation of ethnic groups at all

levels of the academe meaning that the proportion of African Americans and Hispanic

populations should equal their proportion in the national population (Fleming, Gill, &

Swinton, as cited by Washington & William, 1989). The definition of equity is based on

the proportion of the total African American and Hispanic populations and not on the

proportion of African American and Hispanic college graduates (Washington &

William).

Executive Order 11246 required federal contractors, including universities

contracting with the federal government, to ensure that all employment applicants be

treated without regard for their race, creed, color, or national origin. In 1973, the

American Association of University Professors endorsed affirmative action in faculty

hiring and charged the professorate with promoting diversity to remedy past

discriminations (Turner & Myers, 2000).

In *Hopwood v. Texas* (1996), the U.S. Court of Appeal for the Fifth Circuit held

unconstitutional a University of Texas Law School admissions process that targeted

percentages of Mexican-Americans and African American students. According to Chapa (2005), the *Hopwood* Case ended the affirmative action program when it declared that affirmative action in university acceptance policies was unconstitutional. In his opinion, this has helped to contribute to the low numbers of Hispanics in academia, leaving discrimination in institutional hiring and promotional practices within institutions.

In an analysis of affirmative action theory and practice for African American and Hispanic faculty in predominantly White, 4-year institutions of higher education, Washington and William (1989) examined higher education before affirmative action and showed the statistics on the presence of African American and Hispanic faculty before World War II. They described Hispanics as being "nearly invisible in academia." By 1900, Mexican Americans were permitted to attend the few existing "Mexican" schools and with the exception of a minority of wealthy Mexican Americans, educational opportunities did not exist (Wilson, as cited by Washington & William). In 1900, the University of Puerto Rico was established as a normal school and began to offer college instruction in 1920. However, before 1945, Hispanics were enrolled in few Catholic colleges (*Educational Record*, as cited by Washington & William.)

Bayer, as cited in Washington and William (1989), reported a national survey of college faculty in 1972-73 that shows that from about 1,500 faculty self-identified as Mexican Americans or Chicano, around 600 were in community colleges.

African Americans were excluded from participating in the academy from the 1600s to the mid 1800s. In 1865, there were less than 30 African Americans who had graduated from a college or university in the United States, marking the close of the civil

war and eventually the emancipation from slavery (Weinberg, as cited in Washington & William, 1989).

Those refusing to accept African Americans included prestigious institutions such as Princeton University and Brown University, whereas Harvard Medical School accepted only three African Americans in 1850. They were later expelled due to the insistence of White students and faculty (Weinberg, as cited in Washington & William, 1989).

During the 1840s and 1850s, two colleges accepted African American students: Oberlin College, comprising about 4 to 5% of their enrollment, and Antioch College. Oberlin College graduated about one-third of the 13 African American per year that graduated from northern colleges and universities between 1876 and 1900 (Weinberg, as cited in Washington & William, 1989).

The main reason for the underrepresentation of minority faculty at predominantly White institutions was not because of the lack of qualified applicants but rather because of discrimination practices such as employment quotas with ratios of 100 to 0, which sparked affirmative action programs (Weinberg, as cited in Washington & William, 1989).

. Records show that in 1936, there was a sizable amount of African Americans with PhDs, By 1950, 72 of 1,051 White colleges and universities surveyed employed African American professors, most of whom were visiting instructors for one term or year. By 1958, there were 200 full time African American faculty members at predominantly White colleges and universities, and by 1961, the number stood at 300. By

1960, African Americans comprised 3% of faculty in the United States and were represented in historically African American schools. Between 1968-69, the percentage fell to 2.2% of the total. By 1972-73, African Americans comprised 2.9% of all college and university faculty in the nation. By 1976, the percentage rose to 4.4% (Weinberg, as cited in Washington & William, 1989).

Issues related to diversity remained visible throughout the 1980s over the notion of quotas where women and minorities were hired over qualified White males no matter their qualifications. Recognizing the unfairness of hiring an unqualified individual reinforced many stereotypes within society and within colleges and universities that continued to demand a greater commitment to minority and women (Harvey & Valadez, 1994).

Since then, there has been a substantial amount of opposition to the implementation of affirmative action in higher education. Blackwell (1989) saw the opposition to affirmative action in higher education as a complex and subtle phenomenon, in that verbal support is often inconsistent with institutional behavior. He cited a number of means in which affirmative action in faculty recruitment is subverted including transmitting negative signals during the interview process, failing to include minorities on search committees to review curricula vita of applicants, having no tenured minority faculty on search committees free to voice opinions without fear of reprisal, and continuing to use White male networks as a primary recruitment tool for faculty positions.

According to a report by ACE (2004), institutions that have responded to prohibitions on affirmative action by admitting a percentage of the top students in each high school is a poor substitute for affirmative action. It stated that it "perpetuates the *de facto* segregation of our public schools without addressing the underlying factors accounting for inconsistency in school quality" (p. 2). Factors accounting for such differences include: differences in property taxes among wealthy and poor school districts and differences in proportions of high-risk students accounting for differing levels of resources.

Cole and Barber (2003) suggested one way in which universities would be able to achieve racial and ethnic diversity of its faculty without resorting to the use of racial preferences in hiring. They suggested an alternative route to increase the number of high-achieving African Americans, Latino, and Native American college graduates with equivalent academic skills of White and Asian college graduates, and who decide to select academia as a career, and suggest policies that might increase these hiring pools.

Cole and Barber (2003) further suggested that the challenge is to increase the minority pool of candidates for academic positions to such an extent that those candidates will be available for "openings at all levels of the higher education hierarchy, from the elite research universities seeking highly productive scholar-teachers to those in four-year and two-year colleges demanding good teaching skills" (pp. 4-5).

Chapa (2005) argued that affirmative action programs are needed to increase Latino representation in higher education. In his definition, Chapa noted that:

Affirmative action rests on the principle that "prohibiting discrimination is not enough to bring about increased economic and educational opportunities for the victims of past and continuing unequal treatment. Moreover, because these programs were intended to help overcome past discrimination based on race and national origin, they were also intended to explicitly consider race and national origin in bestowing their benefits. It is exactly this inherent feature of affirmative action that has caused the controversy and has proved to be the aspect most vulnerable to successful legal and political attacks. (p. 184)

As an alternative, Chapa (2005) proposed that universities use percent plans where universities are mandated to admit a fixed percentage of high school graduates in their state. Chapa stated that percent plans work as seen in the Texas 10% plan and they are less subject to lawsuits than traditional affirmative action. Chapa further stated that minorities would still be underrepresented; however, there is nothing else being proposed that has the likelihood of doubling the proportion of minorities admitted to a selective university.

Top 10% plans such as in Texas, also referred to as H.B. 588, took effect in 1988, two years after a district court decision banned the use of affirmative action in college admission. Opponents of the bill assert that the plan gives unfair advantage to graduates of underperforming schools instead of giving underqualified minority students an advantage. Supporters of the plan say that there have been increasing levels of diversity as well as an increase in the geographic diversity of college students at Texas flagship

universities such as University of Texas at Austin and Texas A &M College Station that used race sensitive admissions prior to 1996 (Campbell, 2004).

Niemann and Dovidio (1998) explored the relationship between the issue of affirmative action perceptions and the satisfaction of racial and ethnic minority faculty members. The authors further examined organizational climates that go beyond affirmative action commitments and predict satisfaction of minority faculty in academe. In their analysis, four main themes emerged: Affirmative action that was seen as being willingly pursued by their department was positively related to satisfaction; as a result of faculty perceiving the department as supportive, minority faculty experienced a more "healthy environment" as well as feeling more confident in their work performance; mentoring activities contributed greatly to the healthy environment by creating more positive impressions of the climate of the department and contributing to the faculty's self confidence; and fourth, although different groups have different values and preferences leading to diverse reactions to various types of assistance, there were basic commonalities across groups which include lower levels of self-doubt and stronger perceptions of support from one's department.

<center>Minority Faculty Demographics</center>

Unfortunately, there have been no substantial gains in the percentages of minorities at predominantly White institutions. Statistics show that opportunities for Hispanics in academia have increased, albeit slowly, over the years. Across the country, institutions of higher education are engaged in diversity efforts. However, this diverse population is not well represented within the academy, especially for Hispanic faculty

members, to meet the changing demographic needs of students on campus. In light of the rapid demographic shift, the number of Hispanic faculty members are not proportionally increasing at the same rate when compared to their White counterparts across institutions of higher education, especially predominantly White institutions (Moody, 2004a).

Research shows a severe underrepresentation in minority faculty in the academic workplace. The root causes have been associated with excessively high barriers to minorities' entry into and success in the professoriate (Moody, 2004a). Once hired, there may be little incentive for them to stay. Major trends that emerge from the literature include pipeline (educational) issues, recruitment, retention, and impact of minority representation on campus.

Higher education institutions are confronted with the challenge of retaining Hispanic students until graduation. More importantly, higher education institutions have to respond to the curricular challenges presented by the growing Hispanic population. There have been long struggles to broaden the canon, diversify the faculty, and make the university a place of relevance for a wide variety of students. To respond to the many challenges and opportunities associated with the increasing number of Hispanic students in higher education, higher education leaders are seeking to increase the number of Hispanic faculty in all disciplines. The presence of Hispanic faculty on campuses may help provide assistance to student recruitment and retention. This group of faculty may assist in culturally appropriate advising and in the development of Hispanic studies programs.

Olivas (1988) characterized the presence of Latino faculty in higher education as the "single most important key to any hope for increasing Latino access" (p. 6). He contended that Latino faculty remain at the border, due to the historical legacy of racism toward Latino populations. Olivas pointed out that departments attribute the absence of Latino faculty, in large measure to the lack of qualified minority candidates for faculty openings. However, he challenged us to examine the track records of those departments granting doctorates to Hispanics to see if they are part of the problem or part of the solution. Olivas noted that the "consumers are also the producers; why don't they see their responsibility to graduate more Latino doctorates" (p. 7).

Hispanics, though still a small percentage of faculty members, have been making considerable gains in terms of overall faculty positions. Between 1975 and 1977, the total number of Hispanic faculty members grew from 6,323 to 6,842. Two years later, the numbers only grew by 67 (6,842 to 6,909). A total of 439 Hispanics received PhDs in 1978-79. Despite the growth, the total number of faculty positions held by Hispanics between 1975-1979 was stagnant. Proportionally Hispanic representation increased by 0.4% in 1979 (Wilson & Melendez, as cited in Washington and William, 1989).

In 1979-1980, Hispanic faculty numbers increased 260.4% overall. In full professorships, Hispanics gained by 149.8%; in associate professorships, 119.8%; and lastly instructors and lecturers, 116.4% (Gardner, 2004a, p. 40).

In the 1980s, the number of Hispanic full professors made some small gains. Since 1981-82, minorities increased by 4%, with more gains coming from minority women. Although Hispanics made few gains in the area of full professorships, they

showed significant increases in associate professorships (6.1%) and assistant professorships (7.2%; Gardner, 2004a).

According to Duarte (2005), a record number of minority women received their doctorate degrees between 1996-1997. The number of women earning a PhD in 1997 was 52% higher than in 1989 and 20% higher than in 1993. However, the payoff was less than desired considering the majority was overrepresented in the arts and sciences and underrepresented in engineering, computer science, and physics, which males continue to dominate. Unfortunately, research shows that these women are not entering leadership roles as college presidents, female deans, and department heads.

Gardner (2004a) stated that between 1997-98 and 1999-2000, minority faculty numbers increased by 8.3%, whereas Whites gained 2.5%. Minority women faculty increased by 10.6%; minority men by 6.9%. Recently (1999-2000), Hispanic faculty members' numbers rose by 11.7%. Women increased by 15%, although the majority of Hispanic faculty were men. In the year 1999, Hispanics comprised 3% of all full time instructional faculty n degree granting institutions. Five and four percent were instructors and 3% each were assistant or associate professors and 2% full professors (NCES, 2000).

An October 1996 publication of HACU, *The Voice of Hispanic Higher Education*, reported, "While Hispanic full-time faculty employment increased by a reported 62% over the past decade, the nation's fastest growing minority group still accounts for less than 3% of all full time faculty" (p. 1). Consequently, HACU is urging minority student-faculty mentoring programs to encourage Hispanic students to pursue faculty careers. The

report also reports that the tenure rate among Hispanic faculty showed a 4% decline from 1983-1993.

The literature stated that another contributing factor to the low numbers of Hispanics in higher education is the fact that only 4.2% of PhD Hispanics-1,157 of 27,300 were awarded in the year 2000 according to the *Doctorate Recipients from the United States Universities: Summary Report 2000*, Chicago: National Opinion Research Center. The literature showed that a contributing factor related to the low number of doctoral recipients is high school completion as well as where they are going after finishing high school. Primarily, Hispanics attend public institutions with the majority going to 2-year colleges—almost 60%. Though community colleges are a gateway to postsecondary education, the transfer rate to 4-year institutions by Hispanics is fairly low (Gardner, 2004a).

Just over 10% of full time undergraduate professors are faculty of color, according to the report "*Diverse Student Bodies, Diverse Faculty*" (Antonio, 2003). The report stated that the factors accounting for the low number of Hispanics employed in higher education are: today's climate of opposition to diversity, too few Hispanics in the PhD pipeline, too little outreach by institutions, and too few efforts to retain Hispanic faculty once they are hired. The author also stated that in the late 1960s and early 1970s there was a social movement in higher education to increase the African American participation. However, the goal to increase the Hispanic population was not that widespread due to anti-affirmative action climate; as a result, the number of Hispanics in academia is low (Gardner, 2004c).

According to Gardner (2004c), the majority of Hispanic academics teach at public institutions, 37% versus 25% at private institutions, and 45% are employed at 2-year community colleges. Gilroy (2003) wrote that three out of five instructors at community colleges were part-time faculty that teach 60% of all classes at 2-year institutions. These figures may vary depending on academic disciplines where the rates can range. This is attributed to the fact that part-time faculty usually teach the highest percentage of introductory courses.

Education and Psychology (20% and 17% respectively) were the most popular fields in which doctoral degrees were conferred in the 1999-2000 school year. When compared to the national average, Hispanics were less likely to earn their doctor's degrees in engineering or related technology fields (7% and 12%) and physical sciences/sciences technology (6% and 9%; NCES, 2003).

Hispanics earned 1,270 doctorates, African Americans earned 1,708, and Asians earned 1,350. The figure for combined minority doctorates is 20% higher than in 1998 and 64% higher than in 1993 (Gilroy, 2005).

A study of 30 predominantly White schools conducted by Cole and Barber (2003) indicated that the proportion of African American and Hispanic faculty is below that of undergraduates, whereas the proportion of Asian and White faculty is above that of undergraduates.

In terms of doctoral degrees conferred by degree-granting institutions, sorted by sex, race, ethnic group, and major field of study, the majority of female Hispanic graduates received their degree in the fields of Education (307), Psychology (276), and

Biological and Biomedical sciences (173), whereas Hispanic males graduated in the fields of Education (109), Psychology (83), and Engineering (81). White females far outnumbered Hispanic females graduating in the field of Education (4,746), Psychology (3,684), and Biological and Biomedical sciences (3,072). (Digest of Educational Statistics, 2002).

In addition to the uneven distribution by field, African American Ph.D. recipients are older and more likely to be enrolled part-time when they begin their graduate studies and take significantly longer to attain their degrees than Whites, presumably for financial reasons (National Advisory Committee on Black Higher Education, as cited by Washington & William, 1989).

Even though statistics show that the availability pool for African Americans and Hispanics with doctoral degrees is in a crisis, the distribution across fields is still problematic. Even when the availability pool was somewhat larger and faculty hiring was on the rise, African American and Hispanic academics did not receive faculty positions at predominantly White institutions in proportion to their representation in the total pool of PhDs. Even in the fields with larger pools such as education and social work, few African Americans or Hispanics have been hired (Washington & William, 1989).

Minority Faculty Salaries

In terms of salary, the average base salary of full-time faculty at a Tile IV granting institution as of 1998 was $54,370, compared to $57,000 for White faculty, $50,360 for Black faculty, and $82,800 for Asian/Pacific Island faculty. American Indian/Alaska Natives were low at $48,090. Hispanic females who were full time

averaged $46,890 versus their Hispanic males counterparts at $58,990 making women earn roughly 79 cents to the male dollar. Those earning more than $80,000 per year made up only 5.4%, whereas 15.1% were men in this same category. The average salary for women in 1992 equaled $43,990 whereas males made $53,130 (Hixson, 2005).

In an article written by McGlynn (2004b), she cited a survey by the American Association of University Professors (2002-2003) that indicated the average pay of full professors at doctoral universities was $97,910. For academic institutions offering various master's programs, the average full time professor salary was $75,334. For colleges that grant bachelor's degrees, the salary for the same rank was $69,598, and for community colleges, the average full-time professor was $65,608 (p. 18).

<center>Minority Faculty Barriers</center>

Faculties at most institutions are evaluated using three criteria: scholarship, teaching, and service. Each criterion weighs differently depending on the institution (Baez, 2003b). At research focused institutions, greater value is placed on scholarship whereas non-research institutions stress teaching. The "catch-22" of being asked to serve on more committees than White faulty members, particularly when minority issues are involved along with a heavy workload, places additional stress on minority faculty to balance their time to conduct research and tenure review (Turner & Myer, 2000). According to Tierney and Bensimon (1996), minority faculty are burdened because they feel a sense of obligation to serve their racial and ethnic groups. Unfortunately, this obligation becomes an unreasonable expectation for faculty of color.

Baez (2000) stated that faculty of color struggle with the balancing act of having to provide service with other promotional and tenure criteria, ultimately reducing their opportunity due to excessive service demands. The reason for the struggle stems from having the desire to take advantage of opportunities that will enable them to share in diverse perspectives as well as become more visible on campus. Unfortunately, majority faculties are the "gatekeepers" and can grant membership to anyone they so choose, but they lack a true commitment to achieving equity for ethnic minorities (Reyes & Halcon, 1991).

Minority faculty often feel that the commitment of higher education to faculty diversification is shallow at best. It appears that the experiences of minority faculty reflect a feeling that their recruitment was only part of the numbers game needed to meet university compliance reporting requirements. Unfortunately, few reap the benefits of becoming respected members of the academy in the academe (Williams, 1994).

In terms of the recruitment and the search process for minority faculty, Mickelson and Oliver (1991) found that faculty and administrators at predominantly White colleges and universities falsely assume that only "qualified" minority candidates can be found in graduate programs at elite research institutions. The search process is often based on this assumption resulting in minority doctorates from non-elite graduate programs not even making the short list.

Vargas (2002) stated that most studies on faculty of color do not distinguish between native-born and foreign-born professors largely because the data collecting instruments used by colleges and universities do not distinguish between both groups.

Vargas further noted this practice is useful for institutions if they are to comply with demands for more representation of native-born minorities. However, the fact still remains that minorities, especially minority women, continue to be severely underrepresented on the academy. The author stated that few women of color teaching in institutions of higher education are likely to be transient adjunct or part-time instructors hired under short-term contracts that move from one campus to another..

Decisions about hiring minorities as well as promotion and tenure practices are often based on what Reyes and Halcon (1991) called "hairsplitting" practices. This refers to the practice of "making highly subjective and arbitrary judgment calls that frequently result in favor of whites over minorities" (p. 176). Because minorities have had the opportunity to serve on many search committees, they have learned that the final decision is not necessarily based on the "best qualified" candidate, but often because the candidate is the "best fit." Many times the chosen candidate may be second or even third choice. The "best fit" rule, according to the authors, is the most significant barrier to access for minority candidates.

According to Hale (2004), the reason for a general failure to diversify lies typically in the culture and practices typically associated with faculty hiring. Faculty search and selection are considered to be privileged activities that occur at predominantly White institutions and faculty demand the right to select their own colleagues. As expected, their allegiances are usually within their disciplines and to their professional organizations, with little attention paid to anyone or anything outside of their own worlds. For example, typical faculty searches at predominantly White campuses are very closed

and private, even though they appear to be public. Culture and practices associated with faculty searches continue to be largely unchanged and yield the same outcomes.

One thing that could help create an environment that would induce minority faculty to stay is a diverse community on campus. According to Gardner (2004a), research suggests that faculty of color at campuses with diverse student bodies are more comfortable with the academic and social culture of their campuses and more satisfied with their jobs than their counterparts who teach at less diverse institutions. According to this author, minority students make a difference by serving to provide a community for the minority faculty. It is important to remember that the faculty and student worlds are not separate, and each influences the other (Gardner, 2004c).

Dr. Anthony Lising Antonio, assistant professor of education at Stanford University (as cited by Gardner, 2004), laid out four propositions showing how student diversity affects the experiences of faculty of color: racial diversity in the student body reduces the isolation experienced by faculty of color; it helps to broaden the range of what is taught and how new opportunities are developed for collaboration; it reduces the possibility of denial of tenure or promotion because of race or ethnicity; and it reduces expectations placed on faculty of color to handle minority affairs.

Dr. Daryl Smith, professor of education and psychology (In Gardner, 2004c), Claremont Graduate University, defined diversity in four dimensions: (a) access/success for historically underrepresented students; (b) campus climate—how it facilitates (or does not facilitate) diversity in race and ethnicity, gender, religion and sexual orientation; education and scholarship—what are we teaching and how? What kind of knowledge is

valued? (c) to what degree the curriculum reflects the diversity of social issues and institutional aspects of diversity; and (d) who we are, in our leadership, policies, and practices. According to Smith, in order to retain minority faculty, institutions must develop a campus climate supportive of diversity. To this end, the institution should be able to connect with pockets of the community, in order to gauge what is attractive to prospective minority faculty.

In order for an institution to be truly diverse, a university needs to build a critical mass of minority faculty, recruiting and retaining enough people to be a visible presence, making real commitment at the institutional level forms the leadership to the faculty—a climate evaluating diversity rather than giving it lip service. (Gardner, 2004c)

Experts suggest several ways to go about creating and retaining a diverse faculty. One method according to Dr. Caroline Sotella Viernes Turner, professor of leadership and policy studies, Arizona State University (as cited by Gardner, 2004c), is to "grow" its own. She suggested that a university groom its graduate students to become faculty, a very untraditional approach to the tradition of institutions not hiring their own students.

Dr. Smith (In Gardner, 2004c) suggested using a different approach to the usual search procedures such as putting an ad to look for people, getting to know them, so when a position becomes available, a diverse pool of applicants will be available. Additionally, taking a second look at minority candidates who have excelled at a college that may not be considered elite and getting to know their mentors is another viable option for institutions.

Faculty also recognize their power and when it comes to minorities, they often choose not to exert that power, justifying to themselves that it is beyond their control. Oftentimes, departments choose to "pass the buck" when it comes to minority hiring, so that no one is held accountable. However, the majority seem to have no problems in making concerted efforts to engage in price wars when the presence of a candidate enhances and meets the institutional needs (Reyes & Halcon, 1991).

Aguirre (1987) pointed to disturbing organizational practices that may limit the participation of Latino faculty at departmental or program-chair levels while fostering their participation in more visible but peripheral minority service activities. The author described these activities as "organizational logic" that channel faculty into a limited-opportunity structure in academia that may have negative consequences for the career mobility of senior and junior Latino faculty.

Still, other factors that contribute to the low number of Hispanics in academia include discrimination in institutional hiring and promotional practices. According to Gardner (2004c), diversity among Hispanic faculty members have not been growing because those who do the hiring have not been committed to it. Getting minority scholars a second round of interviews is very difficult because their work may not be in mainstream journals and the issues that they may want to address may not fit mainstream journals. Interviews sometimes are conducted to bring in the person they already want.

According to Gardner (2004c), institutions feel that once they have hired one underrepresented minority, their obligation has been fulfilled. Institutions may also claim that they cannot find any or enough minority scholars when all they have done is place an

ad in a newspaper or journal instead of making a concerted effort to network with minority professional groups. Faculty members tend to be overburdened with being assigned to numerous committees and serving as the outreach person for minority affairs and in essence charging them with the responsibility for the diversity of the institution.

According to Gardner (2004c) the most common reported problem by faculty of color was their sense of isolation. Occupational stress including different demands placed on their time and energy than what was expected from White faculty members emerged as another problem for faculty of color.

Turner and Myers (2000) believed that although an important part of the solution, the barriers that hinder the recruitment and retention of faculty of color still are not addressed within academia. As a result of several studies, the authors identified many institutional barriers to the recruitment, retention, and the development of faculty of color including issues of campus environment for faculty of color, reevaluation of hiring, tenure, and promotion policies and practices.

Turner and Myers (2000) explained the causes for underrepresentation to be an array of factors ranging from a shortage of qualified applicants for faculty positions to the existence of institutional barriers that prevent minorities from being hired. Among the factors with a direct impact on faculty supply are the number of PhDs and wages in academia versus wages in the public sector. After extensive research, Turner & Myers found that market wages had influence on the underrepresentation of minority faculty in higher education.

Turner and Myers (2000) explained the duality of differences in analyzing this phenomenon of the undersupply of minority faculty. On one continuum, there is a lack of qualified minority faculty in the pipeline. On the other, the market competition for talented minority scholars may undermine recruitment to faculty positions, specifically in the area of science and engineering. According to the authors, strategies such as affirmative action undermine the supply problem and discourage "preferential treatment" including salary premiums for minorities.

Faculty of color find that research on minority issues is not considered legitimate work, particularly if articles are published in journals that are not considered mainstream (Turner & Myers, 2000). Due to consistent exclusionary practices within institutions of higher education, Verdugo (1995) described such institutions as "segregated citadel(s)" (p. 101).

Garza (1993) conducted a national study of 238 Latino faculty and found that 40% of the Chicano and Puerto Rican faculty in his study felt that colleagues devalued their research, particularly if it related to their own racial/ethnic group; 44% felt that research by Chicanos and Puerto Ricans was generally seen as inferior within their departments. According to these respondents, the top three reasons for the denial of tenure for many Latino faculties were department politics, racism, and insensitivity to their research interests.

Faculty of color report that colleagues expect them to be less qualified or less likely to make significant contributions in research. The belief that hiring one person of color in the department is enough furthers the feeling of isolation (Garza, 1993).

Opp and Smith (1992) made the proposal that institutions should cancel positions when people of color are not in the candidate pool. Other recommendations include state incentive programs developed to target funds for enhancing minority faculty recruitment, minorities hired as chief academic administrators of institutions, and minorities appointed to board of trustees of institutions.

Opp and Smith (1992) recommended that institutions establish healthy environments within their own departments, which include positive administrative leadership, institutional recognition of the unique challenges and contributions of minority faculty through reward systems and in making personnel decisions, create supportive environments for teaching, create intellectual diversity and seek active mentors and colleagues who recognize issues of diversity and understand university processes, and give encouragement to minority faculty members emphasizing the three Cs: cooperation, collaboration, and community.

Harvey and Valadez (1994) stated that minority faculty members become victims of revolving doors unless things are put in place at an institution to nourish them. Once recruited, institutions should do more for their minority faculty than putting them in a classroom. Unless welcomed and made to feel like a valued member of society, they will end up becoming casualties.

Yet another recommendation for recruitment is provided by Mickelson and Oliver (1991) stating that institutions not limit their recruitment efforts to the elite universities but to schools of all rankings by casting their nets more widely as well as having more post-doctoral training programs at elite universities to address biases in hiring practices.

Reyes and Halcon (1991) described typical examples of racism within the academe. The authors grouped them into categories such as "type-casting syndrome," tokenism, the "one-minority-per-pot syndrome," "brown-on-brown" research taboo, and the "hairsplitting concept" (p. 173). The "one-minority-per-pot" syndrome refers to the reluctance of institutions of higher education to hire more than one minority faculty per department. This unwritten policy puts limits to minority hiring and faculty diversification (Reyes & Halcon). The "brown-on brown" research syndrome refers to the practice of devaluing research on minorities when minority researchers undertake it. Minority topics are often met with disapproval from White academics who are usually the ones that are sitting as judges rating the quality of their research and publication and perceive it to be narrow in scope and lack objectivity (Reyes & Halcon).

According to Reyes and Halcon (1988), institutional racism involving minority faculty is generally covert and "often masked by adherence to a mystical academic meritocracy regarding professional qualifications that subtly favors whites" (p. 168). Padilla and Chavez (1995) further described covert racism in their book, *The Leaning Ivory Tower*, which portrays the professional lives of 15 Latino faculty. The authors described faculty as feeling excluded, isolated, and alienated in their experiences. One of the feelings captured by a Latino faculty is seen below:

> I am struck by my lived contradiction: To be a professor is to be an Anglo: to be a Latina is not to be an Anglo; to be a Latina is not to be an Anglo. So how can I be both a Latina and a professor? To be a Latina professor, I conclude, means to be unlike and like me. Que locura! What madness! (p. 74)

The Latino faculty members contributing their stories and voicing viewpoints previously unexplored in the literature on higher education explores these questions and contradictions in greater depth. These faculty members strive to maintain their identities and resist assimilation. The importance of networking and mentoring is mentioned several times in these essays as key components of their individual progress.

According to Anderson (1985) there is a double standard for women. Rank and salary are important measures if faculty professional success and administrators rely on students' perception. Her research reveals that gender and ethnicity matters a great deal. Providing mentoring opportunities for junior faculty is one of the more widely discussed aspects of academic life. Tierney and Bensimon (1996) divided mentoring into the categories of formal and informal because "they differentiate between those aspects of socialization that occur when both parties acknowledge that mentoring is taking place, and when one or both parties may be unaware of it" (p.52).

According to Tierney and Bensimon (1996), formal mentoring takes place when the mentee mentions the mentor by name. Typically, it is either a senior professor or someone in his or her department who would assume the responsibility of taking on this mentee but is often very limited. According to some of the interviews in the authors' study, respondents noted the following regarding their mentors:

> "I was assigned one person . . . but it was very stilted." "Really not much help."
> Another said: "The kind of mentoring that we're talking about takes bonding, and
> to just assign somebody usually is a disaster, or at least a minimal of support." A

third person stated, "I have never asked for advice. It shows weakness, and I won't do that." (Tierney & Bensimon, p. 53)

The authors further stated that the challenge for mentoring is the ability to match the recipient's needs with the provider's strengths.

Torres and Rollock (2004) argued that

Ethnic minorities develop their own group-specific theories and strategies to deal with their new environments and these theories and strategies are grounded in and characteristic of their traditional cultures and experiences resulting in greater distress not only if the skills and methods they use for cultural transitions do not produce success in the mainstream but also if these approaches are inconsistent with those sanctioned by their traditional group for achieving success in the new mainstream. (p. 2)

To summarize, when speaking to the issues of supply and demand for African American and Hispanic faculty, Exum (1983) pointed out that demand is usually related to both scarcity and desirability. Although there is no argument regarding the scarcity of African American and Hispanic faculty, the issue of how high they are valued at predominantly White institutions remains in question.

The academe needs to do a better job of recruiting and retaining Latino(a) faculty members to serve as role models for Hispanic undergraduate students and the process of enhancing Hispanic academic success should begin at the elementary school level. Academia needs to be better prepared in the recruitment and retention of Latino(a) faculty members that can serve as role models for Hispanic undergraduate students. They

must reward good teaching and diversify their faculty. Rewards, tenure, and promotions should hinge on good teaching.

Counting Hispanics

Counting Hispanics generally includes analyzing U.S Census and EEOC data and separating the data to identify White non-Hispanics, Black non-Hispanics, Asian non-Hispanics, and Hispanics. This permits computation of mutually exclusive, collective sets of race and ethnicity labels (Turner & Meyers, 2000). Turner and Myers (2000) stated that computations generally exclude persons who are not U.S. residents. Faculty with resident visas are counted in whatever racial or ethnic category in which they fall, regardless of national origin.

Turner and Myers (2000) compiled data using the U.S. Equal Employment Opportunity Commission on full-time employed faculty and computed percentages of faculty accounted for by race in various states. Using the 1990 published census reports, they also computed the percentage of faculty to the percentage of persons in the general population for each racial group as defined by the group faculty representation. The general patterns show that severe underrepresentation exists among Blacks, Hispanics, and American Indians across selected Midwestern states including Illinois, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, and Wisconsin.

Turner and Myers (2000) had four conventional explanations for minority faculty underrepresentation: (a) Chilly Climate: describes the dominance of a White male culture that undervalues contributions of minorities; (b) Turnover: the inability for institutions to promote and retain faculty due to inadequate mentoring programs, tenure and promotion

process and other institutional conditions that stifle minority development; (c) Pipeline issues: deals with the view that minorities are poorly represented due to lack of qualified minorities and doctoral candidates; and (d) Market forces: related to pipeline issues proposing that the lack of doctoral candidates and the weakness of academic wages relative to wages in competing occupations. There is an argument that increased wages in other sectors of the economy drive talented minorities out of the academy.

In summary, the literature provides a clear description of the significant challenges and barriers that Hispanics face as they enter higher education institutions. It is critical that these challenges and barriers be addressed in order to increase Hispanic faculty representation within higher education institutions. The next chapter will further explain the methodological approach to the study.

CHAPTER III

METHODOLOGY

Design

The research design I have used for this study is best described as a mixed method that uses a three-pronged approach: (a) curriculum vita (CV) analysis; (b) a Sociogram approach using quantitative ratings; and (c) qualitative interviews using a phenomenological approach. According to Yin (1989), "The research design is the logical sequence that connects the empirical data to a study's initial research questions and, ultimately to its conclusions" (p. 28). Therefore, research methodologies are logical tools for generating desired data that answer research questions.

The purpose of this study is to explore the phenomenon of Hispanic faculty experiences, their perceptions of support and barriers, and how they negotiate their sense of place at two predominantly White universities: Institution A and Institution B. As stated by Marshall and Rossman (1989) phenomenological studies rest on the assumption that there is an essence to shared experiences that can be structured and narrated. These shared experiences of Hispanic faculty are the focus of the study.

The Mixed Method Approach

Johnson and Onwuegbuzie (2004) defined mixed methods research as "the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study" (p. 12). When

combined together correctly, quantitative methods are given a greater ability to reveal relevant truth and enhance the accuracy and the usefulness of the findings.

The goal of mixed methods research is to draw from the strengths and minimize the weaknesses of both in a single research study and across related studies of points in the middle area (Johnson & Onwuegbuzie, 2004). The mixed method approach makes methodological triangulation possible.

For this study, the Triangulation Design-Convergence Model was used. Creswell (1999) noted that the Triangulation-Convergence model draws valid conclusions about a research problem. The convergence model represents the traditional model of a mixed methods triangulation design (Creswell). In this model, the researcher collects and analyzes quantitative and qualitative data separately on the same phenomenon and then the different results are converged (by comparing and contrasting the different results) during the interpretation. Researchers use this model when they want to compare results or to validate, confirm, or corroborate quantitative results with qualitative findings. The purpose of this model is to end up with valid and well-substantiated conclusions about a single phenomenon (Creswell).

The Triangulation design has a number of strengths and advantages, including efficiency whereby both types of data are collected during one phase of the research at roughly the same time. Each type of data can be collected and analyzed separately and independently, using the techniques traditionally associated with each data type. This lends itself to team research, in which the team can include individuals with both quantitative and qualitative expertise (Creswell, 1999).

Typically, the Triangulation design (see Figure 3) is challenging because efforts and expertise are required, particularly because of the simultaneous data collection and the equal weight that is given to each data type. These challenges can be addressed by forming a research team that includes members who have both quantitative and qualitative expertise or having researchers who have this expertise on graduate committees, or by training single researchers in both quantitative and qualitative research.

The Convergence Model, according to Creswell (1999), has other challenges that include what to do if the quantitative and qualitative results do not agree. These differences can be difficult to resolve and may require the collection of additional data (Creswell).

Population

The Hispanic faculty as a whole constitutes the population of interest in this study. According to the U.S. Department of Education, National Center for Education Statistics (2002), in 1999, Hispanics comprised 3% of all full-time instructional faculty in degree granting institutions in U.S. higher education. Hispanics are not a homogeneous racial group. Therefore, Hispanic faculty form many ethnic and racial groups in the U.S.

Sample

According to Creswell (1989), the purposeful selection of participants represents a key decision point in a qualitative study. However, Creswell suggested a more narrow range of sampling strategies for phenomenological studies. The author suggested that "criterion" sampling works best when individuals studied represent people who have

experienced the phenomenon. As a result, all individuals must meet this criterion

(Creswell, 1989). Purposeful sampling makes cases for study (e.g., people, organizations,

etc.) and are selected because they are "information rich" and illuminative or bring useful

manifestations of the phenomenon of interest; sampling then, is aimed at insight about the

phenomenon and does not make empirical generalizations from a sample to a population

(Patton, 1990). To locate individuals who were "information rich," I selected two

institutions where Hispanic faculty could be found. The selection of these two

predominantly White universities is based on convenience. However the two represent

major public universities in Ohio with Hispanic faculty members and provide a good

opportunity to collect data about Hispanic faculty experiences.

Demographic Survey

A demographic survey was used to collect demographic information about

participants such as age, Hispanic sub-group information, tenure status, and years at

current institution (see Tables 3 and 4).

Participant Selection

Although there are several dozen Hispanic faculty at the two universities, only

five Hispanic faculty from each institution were selected. For the purposes of this study,

the following criteria were used to select participants: Professorial Rank and National

Origin. Table 5 provides summary data of participants.

Data Collection Guide and Instrument

The phenomenological part of the study utilizes qualitative data. Whereas a list of

questions was generated from the relevant literature, the study was open to further

Table 3

Institutional Profile

University	Institution "A"	Institution "B"
Date Established	1870	1910
Enrollment	22,636*	34,491*
Classification of Institution	**Main Campus** RU/H: Research Universities (high research activity)	**Main Campus** RU/H: Research Universities (high research activity)

*Fall 2005

Table 4

Student and Faculty Population by Race

	Institution "A"		Institution "B"	
Race	**% Student Population**	**Faculty Population**	**% Student Population**	**Faculty Population**
Native American	0.3%	0%	0.3%	0.02%
Asian Pac Islander	1.9%	3%	1.9%	0.06%
African American	11.9%	10%	11.9%	0.04%
Hispanic	1.1%	1%	1.1%	0.02%
White	77.7%	73%	77.7%	80%

* All tenure/tenure track faculty demographics 2005; Institution A: $N = 764$; Institution B: $N = 865$

Table 5

Demographics

Participants	Institution	Age	Ethnicity	Tenure Status	Years since Tenure	Years before Tenure	Years at current institution	Name	Accent	Physical Appearance
A	A		Spanish	Yes	1		6	N	N	N
B	A	34	New Mexican	No		3	3	Y	N	Y
C	A	64	Mexican	Yes	1		7	N	N	N
D	A	45	Colombian	No		5+	1	Y	Y	Y
E	A	55	Spanish	Yes	5+		18	N	Y	N
F	B		Argentinean	Yes	>1		7	N	N	N
G	B	59	Mexican	Yes	5+		18	Y	Y	N
H	B	49	Costa Rican	No		3	3	Y	Y	Y
I	B	55	Puerto Rican	Yes	3		6	Y	Y	N
J	B	47	Puerto Rican	No		5+	3	N	N	N

questions that may emerge during the interview process. The list of the questions can be found in Appendix A. The Sociogram used by Michael and Hyun (2002) was adapted to suit the need of this study.

<div align="center">Data Collection Procedures</div>

As required by Kent State University, I sought permission and received from the Institutional Research Board (IRB). After that, I contacted the Offices of Diversity of the two institutions to obtain a list of Hispanic faculty members. The list was reviewed based on the criteria for participant selection. I sent a letter of invitation to potential participants. Ten potential participants were contacted and nine agreed to participate. Another Hispanic faculty member was contacted to replace the one that declined. Once a participant agreed to participate, I made arrangements for an on-site interview and requested each participant complete a consent form. Interviews were tape recorded, and participants' CVs were collected after each interview.

Bogdan and Biklen (2003) described interviewing as:

A purposeful conversation, usually between two people but sometimes involving more, that is directed by one in order to get information from the other. In the hands of the qualitative researcher, the interview takes on a shape of its own. (p. 95)

Although the interview was a conversation between the researcher and the participant, the conversation was semi-structured to yield specific data of interest. As the researcher, I ensured that an empathetic stance and the essence of neutrality took place during the

interviews in order for me to seek a vicarious understanding without judgment by showing openness, sensitivity, respect, awareness, and responsiveness (Patton, 1990).

Curriculum Vita Analysis

The first aspect of methodology I used in this study was a curriculum vita analysis. Faculty curricula vitae are a rich source of data that portray their productivity, or lack of it, and their priority and academic interests. To the extent that faculty productivity serves as a means of acceptance in academia, an analysis of the curriculum vita becomes an indirect data source for understanding faculty experiences in these institutions.

For this study, the CV Analysis served as another method of generating data to answer the question of each participant's achievements with regards to publications, teaching, and service. I carried out the analysis to ascertain faculty productivity. The CV analysis summarized data based on the year that participants obtained their terminal degrees, the number of publications and presentations per year, the level of service activities, and the summary of professional awards obtained.

Sociogram

As stated earlier, a strong sense of place entails connection with the environment, especially with members of the community. In essence, a study of a "sense of place" is a study of relationships with members of a particular community. A Sociogram is a useful tool for participants to rate their relationships. In this study, a Sociogram was used to analyze Hispanic faculty's perceptions of the quality of their relationships with internal and external administrators, colleagues, and staff. There are several definitions of a Sociogram.

Michael and Hyun (2002) described a Sociogram as a diagram depicting their subjects' social relationships. Their study measured participants' perception of their relationships with critical stakeholders within a community. Their Sociogram used an 11-point scale to measure participants' Current Social Assets (CSA) and Desired Social Assets (DSA). See Appendices B and C.

To illustrate the organization of the collected data, Table 6 provides a logical arrangement that categorizes faculty relationships. First is a relationship that is high in

Table 6

Category of Faculty Relationships

Importance	Nature	Degree	Interpretation
1. HIR	Positive	Strong	An ideal relationship that **supports** a "sense of place"
2. HIR	Negative	Weak	An ideal relationship that **negates** a "sense of place"
3. MIR	Positive	Strong	A moderate relationship that generally supports a "sense of place"
4. MIR	Negative	Weak	A moderate relationship that does not generally support a "sense of place"
5. NIR	Positive	Strong	A relationship that uses resources unnecessarily
6. NIR	Negative	Weak	A relationship that is unnecessary

Note. HIR=Highly Important Relationship; MIR=Moderately Important Relationship; NIR=Not Important Relationship

importance (HIR) and is positive and strong. This will be an ideal relationship that supports faculty members' sense of place. Second is a relationship that is high in

importance but weak in degree. This relationship is acknowledged to be important; however, the actual relationship is negative in nature. This category constitutes an important relationship that negates a faculty member's sense of place. Third, is a relationship that is moderately important (MIR) and is positive and strong in nature and generally supports a faculty's sense of place. Fourth is a moderately important relationship that is negative and weak and does not generally support a faculty member's sense of place. Fifth is a relationship that is not important (NIR), but is positive and strong. This category uses resources unnecessarily since the relationship is deemed by the faculty member not to be important to them. Sixth is the category that characterizes the relationship as not important that is also negative and weak in nature. This relationship is also unnecessary to the faculty member.

<div align="center">Phenomenology</div>

According to Patton (2002), phenomenology means "to describe one or more individuals' experiences of a phenomenon" (p. 40). As an approach within sociology, phenomenology has roots in the philosophical viewpoint of German mathematician Edmund Husserl. Phenomenology has been used in the social and human sciences, psychology, nursing and health sciences, and education (Creswell, 1989). Husserl emphasized that researchers search for the essential, invariant structure (or essence) of the underlying meaning of the experience with an emphasis placed on the intentionality of consciousness where memory, image, and meaning come into play in both the outward and inward consciousness (Creswell, 1989). "Phenomenology is a movement in philosophy that has been adapted by certain sociologists to promote an understanding of

the relationship between states of individual consciousness and social life" (Orleans, 2000).

Phenomenological data analysis is processed through the search for all possible meanings, the analysis of statements, and the methodology of reduction. Additionally, I used bracketing or the setting aside of all prejudgments in my experience and used my imagination, intuition, and universal structures to obtain a picture of the experience (Creswell, 1989, p. 52).

> Phenomenology commences with an analysis of the natural attitude. This is understood as the way ordinary individuals participate in the world, taking its existence for granted, assuming its objectivity, and undertaking action projects as if they were predetermined. Language, culture, and common sense are experienced in the natural attitude as objective features of an external world that are learned by actors in the course of their lives. (Orleans, 2000)

Moustakas (1994) placed more emphasis on bracketing out preconceptions and developing universal structures based on what people experience and how. However, Moustakas and others including Tesch (1990), Giorgi (1985, 1994), and Polkinghorne (1989) reached a consensus regarding the general procedural issue when using phenomenology and cautioned researchers to use it as a general outline. According to Polkinghorne, researchers should develop plans of study that are appropriate in understanding the phenomenon at hand. The major procedural issues provided by Creswell and how this study responds to the guidelines are summarized in Table 7.

Table 7

Researcher Guidelines

Creswell (1989)	Researcher Compliances
"The researcher needs to understand the philosophical perspectives behind the approach, the concept of studying how people experience the phenomenon" and understand it "through the voice of the informants" (Field & Morse, as cited in Creswell, 1989).	As a doctoral student of Hispanic heritage, I understand intuitively how Hispanic faculty experiences an institution.
The research questions reflect the lived experiences of the individuals. The questions should be written in a way that explores the meaning of the experience (Creswell, 1989, p. 54).	The research questions are deliberately designed to elicit meaning behind experiences that are personal and private.
The researcher collects data from those who have experienced the phenomenon under investigation typically through detailed interviews and supplemented with researcher self reflection and previously developed descriptions from artistic works with informants ranging in number from 5-25 (Polkinghorne, as cited in Creswell, 1989).	I went directly to Hispanic faculty to obtain data about their experiences.
Data analysis for a phenomenological study begins with original protocols that are divided into statements or horizonalization where units are altered into clusters of meanings. The transformations are then put together to form general descriptions of the experience looking at the textural description of what was experienced and the structural description of how it was experienced. This approach may vary by adding personal meanings to the experience (Moustakas, 1989).	As explained further in this chapter, analysis entails data reduction that led to natural description of experiences .
The phenomenological report provides the reader with an increased understanding of the essential, invariant structure (essence) of the experience, recognizing that a single meaning of the experience exists. In other words, all experiences have an underlying structure such as grief (Creswell, 1989).	Chapter 4 and 5 provide clearer understanding of Hispanic faculty experiences at predominantly White institutions.

There are challenges to conducting a phenomenological study. For example, it requires the researcher to understand the philosophical tenets of phenomenology. Additionally, the participants chosen for the study must have experienced the phenomenon. Thirdly, the practice of bracketing by the researcher may be difficult; and lastly, the researcher must find a way to present his or her personal experiences in the study (Creswell, 1989).

Since the purpose of this study is to explore and seek to understand the meaning of Hispanic faculty experiences, their perceptions of support and barriers, and how they negotiate their sense of place at predominantly White universities, the phenomenological design is most appropriate in understanding Hispanic faculty's lived experiences.

Creswell (1989) stated that phenomenology has influenced mainstream research while remaining an identifiable movement within the discipline of sociology.

> The greater acceptance of intensive interviewing, participant observation and focus groups reflect the willingness of non-phenomenological sociologists to integrate subjectivist approaches into their work. The study of constructive consciousness as a method of research has broadened and strengthened the standing of sociology in the community of scholars. (Aho, as cited by Creswell, 1989)

Patton (2002) provided major characteristics for qualitative data collection. In his description of qualitative data, Patton (1990) describes it as an observation that yield detailed, thick description; inquiry in depth; interviews that capture direct quotations about people's personal perspectives and experiences. In my study, I draw on the

personal experiences and engage with participants so that I have direct contact and get close to them, the situation, and the phenomenon under study. It is important that I relate my personal experiences and insights to this part of the inquiry as they are critical to the understanding of the phenomenon.

Data Analysis

CV Analysis

I requested all participants to have their CV available at the time of their interview and they all agreed. It turns out that faculty CVs varied considerably in their amount of details of their experiences and achievements. However, basic sections were common to all of them. For example, institutions attended, date of graduation, degrees obtained, schools attended, number of publications, number of presentations, tenure status, and awards, recognitions, and grants obtained almost always were present in each faculty's CV.

Information about teaching was limited to the number of courses taught and sometimes developed. A CV rarely contains information about quality of teaching. In analyzing the CV, a table was developed for the category that alludes to faculty productivity. In this way, it is easy to compare number of publications, presentations, and grants. The information presented was based on their tenure status.

Sociogram

The Sociogram can be analyzed in three main ways. Because a Sociogram is a product of ratings, it is possible to present the data as a table. For this study, participants rated their current level of relationships with critical stakeholders and the importance of

this relationship to them. Secondly, Sociogram data can be presented graphically to show differences between current level of relationship and importance. The third method of presenting Sociogram data is through a Sociogram web, which graphically depicts the numerical ratings of the relationships with the critical stakeholders.

Both the first and the second methods of presentation (which are a table of mean scores and graphic illustration) were used in this study. The graphs reveal the differences between current levels of relationships and levels of importance of relationships with the stakeholders. Also, each participant's ratings were presented graphically.

Qualitative Interview

The qualitative interview approach utilized the tradition of phenomenology. A phenomenological approach enables the use of the inductive analysis approach through which critical themes emerged from the data (Hoepfl, 1997; Patton, 1991). The goal was to present general as well as individual findings that helped to answer the research questions. Unique case orientation as described by Patton (2002), whereby each case was assumed to be special and unique, guided data analysis for the study. The immersion into the details and specifics of the data to uncover and explore important patterns, themes, and interrelationships guided by analytic principles comes into play.

Also, a deductive level of analysis using the elements of the interview protocol was employed to create categories from the data collected. Emerging themes and patterns that directly connected to the research questions helped in making specific decisions about where to go with the study. Additionally, I sought for alternative explanations using an inductive level of analysis by looking at contradicting data. For example,

participants were asked, "How conscious are you about your heritage within this institution?" The data obtained presented some contradictions regarding the level of consciousness. However, through inductive analysis, it became apparent that participants were describing different reasons or triggers of consciousness.

The whole phenomenon under study was understood to be a complex system where the whole is more than the sum of its parts, where I was reflective about my own voice that conveyed authenticity and trustworthiness with a balance that provided a greater understanding of the phenomenon (Patton, 1990).

As stated earlier, I collected data from those who had experienced the phenomenon under investigation typically through detailed interviews and supplemented it with my self-reflection (Polkinghorne, in Creswell, 1989).

Data analysis involves organizing what you have seen, heard, and read so that you can make sense of what you have learned. Working with the data, you describe, create explanations, pose hypotheses, develop theories, and link your story to other stories. (Glesne, 1998, p. 130)

After transcribing the audio recorded interviews, I looked for emerging themes in the data. Once emerging themes were identified, I then coded the data. The themes were categorized on index cards. The index cards were then further analyzed by triangulating other sources such as field notes and peer debriefing to make meaningful connections that translated into concrete themes.

Using Glesne's definition, I categorized and searched for patterns within the data and interpreted the data to make meaningful connections that translated into trustworthy

data transformations by using *description*, *analysis*, and *interpretations* (Wolcott in

Glesne, p. 149). This was part of the deductive and inductive coding processes.

According to Wolcott (in Glesne, 1998), *description* involves using field notes

and interview transcripts to stay as close to the data as possible so that the data speaks for

itself. The data zooms in and out so as to display details that compliment the purpose of

the study and places the reader in the context of the setting. Although field notes were

written at the point of interview, they were limited to data describing physical

appearance, accents, and the surroundings,

Analysis is the second category of *data transformation* according to Wolcott (as

cited in Glesne, 1998). This process includes identification of relationships among key

factors and placing them in a logical manner such as describing detailed coding schemes

and describing any irregularities in analysis. For example, the use of the interview

protocol provided a helpful guide in developing categories for the factors.

The third category as described by Wolcott (as cited in Glesne, 1998) is

interpretation and this happens "when the researcher transcends factual data and cautious

analysis and begins to probe into what is to be made of them" (p. 36). The strategies used

for data interpretation include using theory to provide structure, connecting with personal

experiences, extending the analysis, and exploring alternative means of presenting data.

These data transformations subsequently lead to comprehensive outcomes that make

connections and provide a deeper and greater understanding. Data transformation

procedures as described above guided data analysis for the study. For example, toward

the end of the analysis, I began to question the literature on faculty retention and the

limitations of mechanical strategies to "hold on to faculty" rather than cultivating an environment that is magnetic and naturally attracts them to stay.

Credibility and Trustworthiness

Guba and Lincoln (1991) suggested that for qualitative studies, it is critical that I demonstrate the credibility and trustworthiness of the study. In their seminal work during the 1980s, Guba and Lincoln substituted reliability and validity with the parallel concept of "trustworthiness," containing four aspects: credibility, transferability, dependability, and confirmability. Within these were specific methodological strategies for demonstrating qualitative rigor, such as the audit trail, member checks when coding, categorizing, or confirming results with participants, peer debriefing, negative case analysis, structural corroboration, and referential material adequacy (Guba & Lincoln, 1981, 1982; Lincoln & Guba, 1985).

Credibility

Staying on the field until data saturation occurs supports my credibility. Also, (a) Credibility counters distortions on the context, limits my biases, and compensates for effects of unusual or seasonal events; (b) Persistent Observations are where I pursued interpretations in different ways in conjunction with a process of constant and tentative analysis. I looked for multiple influences; (c) Triangulation is where I collected information from different events and relationships from different points of view. Triangulation requires me to ask different questions, seek different sources, and utilize different methods; (d) Referential adequacy addresses the types of materials that are available to document findings; (e) Peer debriefing requires someone outside the context

of the study who has a general understanding of the nature of the study to review

perceptions, insights, and analyses. The person may act as a "devil's advocate," test

working hypotheses, helps develop next steps or serves as a catharsis; (f) Member Checks

are used to ensure the source of the information and check both the data and the

interpretation. Members may assess the intentionality of respondents, correct errors,

provides additional volunteer information, put the respondent on record, and create an

opportunity to summarize (which is the first step to data analysis) and assess the overall

adequacy of the data in addition to creating individual data points (Guba & Lincoln,

1981, 1982; Lincoln & Guba, 1985).

As a doctoral student in higher education and also as an adjunct instructor at Kent

State University for the past five years, I have stayed long enough within academia to be

able to provide credible opinions about the academic environment, especially as it relates

to minority faculty. To better understand this impact, I have focused my attention to

relevant literature, attended relevant conferences, and engaged in relevant discourse all in

an effort to demonstrate prolonged engagement with the phenomenon under

investigation.

For this study, the use of phenomenological data, Sociogram data, and data

obtained from CVs was an effort at triangulation. Throughout this process, a Hispanic

faculty member who lives and works in another state and university regularly served as a

consultant to satisfy the requirement of peer debriefing. The coding processes provided

audit trails that documented interview data from summary of points, to themes, to

meaning making; for example, the audio taped interviews containing the data are

available for review, the transcripts from the audio tape are available, and index cards used as part of the data reduction process are available for independent examination. See Appendix L for pictures of the index cards.

<div align="center">Transferability</div>

Transferability is the extent to which the findings can be applied in other contexts or with other respondents. Most contemporary researchers view applicability in terms of generalizability and address the issue by focusing on those aspects of the inquiry that do not shift. The naturalistic researcher maintains that no true generalization is really possible; all observations are defined by the specific contexts in which they occur. The naturalistic researcher does not maintain that knowledge gained from one context will have relevance for other contexts or for the same context in another time frame. In a traditional study it is the obligation of the researcher to ensure that findings can be generalized to the population; in a naturalistic study the obligation for demonstrating transferability belongs to those who would apply it to the receiving context. Strategies for transferability include using thick descriptions in the data with sufficient detail and precision to allow judgments about transferability to be made by the reader; purposive sampling where the researcher seeks to maximize the range of specific information that can be obtained from and about that context by purposely selecting locations and informants that differ; dependability where there is evidence that if the study were replicated with the same or similar respondents (subjects) in the same (or a similar) context, its finding would be repeated, although replication is often not required in the

phenomenological study. However, both the CV analysis and Sociogram have been replicated.

Dependability

Lincoln and Guba (1985) stated that for dependability, an inquiry must also provide its audience with evidence that if it were replicated with the same or similar respondents in the same (or a similar) context, its findings would be repeated. Arguably, researchers must show that a study has quality, and it ought not to be necessary to demonstrate dependability separately. Additionally, overlap methods such as triangulation are taken to establish trustworthiness. Finally, an inquiry audit is performed as a way of examining documents and the process of inquiry. The inquiry auditor also examines the product—the data, findings, interpretations, and recommendations—and attests that it is supported by data and is internally coherent so that the "bottom line" may be accepted. This latter process establishes the confirmability of the inquiry. Thus a single audit, properly managed, can be used to determine dependability and confirmability simultaneously (Lincoln & Guba, 1985).
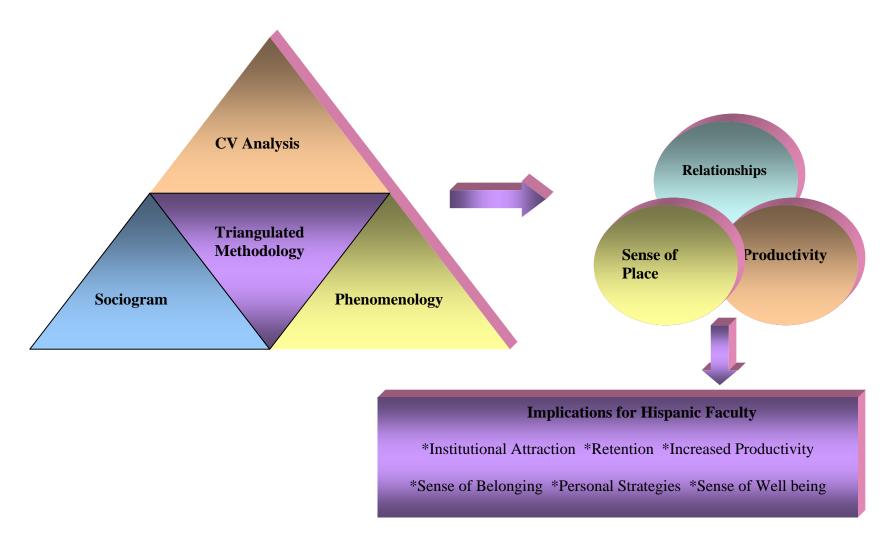
Confirmability

Confirmability is the degree to which the findings are the product of the focus of the inquiry and not of the biases of the researcher. Lincoln and Guba (1985) noted that Halpern (1983) suggested six classes of raw record data to be reviewed: (a) raw data such as recorded videotapes, written field notes, documents, survey results; (b) data reduction and analysis products which are write-ups of field notes, summaries, and condensed notes, theoretical notes such as working hypotheses, concepts, and hunches; (c) data

reconstruction and synthesis products which are themes that were developed, findings

and conclusions, and final report; (d) process notes including methodological notes,

trustworthiness notes, and audit trail notes; (e) material relating to intentions and

dispositions such as inquiry proposal, personal notes, and expectations; and (f) instrument

development information such as pilots, forms and preliminary schedules, observation

formats, and surveys.

Although this study did not set out to provide sweeping generalizations from the

beginning, a number of steps taken ensure that similar findings could be reproduced by

researchers in other settings. For example, the Hispanic faculty selected represented

typical Hispanic populations. They represented the wide range of faculty ranks, years of

experience, and ethnic/cultural backgrounds. Data obtained from participants were

carefully dissected and massaged, and analyzed to ensure that their central meaning was

not lost. In conclusion, there was nothing unique about how the study was conducted.

Therefore, adequate efforts were made to ensure process integrity for reasonable and

continuous transferability.

Conceptual Framework

Figure 3 provides an illustration of the major sections and factors relevant to the study. The triangulated methodology reflects the three research approaches which are: CV analysis, Sociogram and Phenomenology. These three approaches are aimed at generating data about respondents' relationships, productivity and sense of place. Faculty sense of place is expected to have impact on their retention, productivity, sense of belonging and well being.

Figure 3. Conceptual framework

Limitations and Delimitations of the Study

Interview methodology provides many advantages, but limitations also exist. Interviewees' choice of words, comfort level, and degree of truthfulness are largely outside the control of the researcher. Interviews may capture the spoken words, but capturing the unspoken words is a subject of research artistry. The use of the Sociogram is a snapshot rating of relationships that may be influenced by events, especially recent events that impact relationships. Also, faculty members do not follow the same pattern in developing their CVs. Some are elaborate whereas others are parsimonious. Gleaning data from CVs is thus a challenge.

First, the length of time in this study has implications that prohibit the researcher from exploring the phenomenon in greater depth. Could the researcher spend several years collecting data? Technically yes, but practically no. The dissertation has to be completed within a specified period; hence, the limitation of time. Although there are limitations to generalizing, studies show that qualitative studies can be transferable and replicable. Could more institutions be involved in a study of this nature? Yes, however resources provided limitations for the number of institutions involved. As a result, the study lacks the perspectives and experiences of Hispanic faculty working in Ivy League schools, private colleges and universities, as well as community colleges. Secondly, not all Hispanic faculty within each institution were included. Some faculty members were part-time faculty and non-tenure track. Hence, they were excluded.

Yet, another limitation may be apprehension on the participant's part due to the sensitive nature of the study. The participants may not want to participate due to their positions at their institutions and may want to protect their identity. Others may respond in a way that is favorable to me as the researcher.

Researcher's Role

My role as the researcher is to learn from participants, to report information that can affect the data, and to eliminate all possible biases to the fullest extent possible. I have experience with this issue and I am of Hispanic descent and am familiar with this population. In addition, I am a term instructor at Kent State University teaching Latino Studies. While this lends to my credibility, I also acknowledge the fact that this could potentially have some implications with respect to the issue of bias. In order to address and enhance credibility issues, the methods of reflection on biases, bracketing, and peer debriefing were used effectively. Several methods of triangulation were used and the study benefited from the guidance of seasoned researchers and faculty.

Summary

To understand Hispanic faculty's sense of place within predominantly White universities, a mixed methodology was used. This chapter documented the established research processes and procedures, and how the study complied with the requirements. Ten participants from two institutions were involved in the study. Although the original intent of the study was not to provide generalizations, efforts were made to ensure believability, integrity, and credibility. In spite of these efforts, limitations were inherent in the design and resource constraints necessitated deliberate delimitations.

CHAPTER IV

SUMMARY OF RESEARCH FINDINGS

Chapter 4 provides the summary of findings from data analysis. The chapter is organized into two sections: horizontal analysis and vertical analysis. What is hereby referred to as horizontal analysis is a set of analyses of aggregate data representing all the participants. Horizontal analysis enables a presentation of findings that compares individual participants against all participants on all the factors, themes, and variables derived from the study. For example, horizontal analysis enables the researcher to compare faculty productivity derived from the CV analysis, current and important relationships derived from the Sociogram, and factors that promote sense of place derived from a phenomenological interview.

A vertical analysis is a re-presentation of the data on an individual basis. Whereas the horizontal analysis is a story of many, the vertical analysis is the story of one—the story of the individual participant. For example, vertical analysis enables the researcher to present results of the CV analysis (productivity), current and important relationships derived from the Sociogram, and themes associated with the sense of place for each participant. In this way, the story of Professor A can be viewed completely and separately from the story of Professor B.

Findings From Horizontal Analysis

As mentioned above, the horizontal analysis is a presentation of the aggregate data of all the participants. Findings are organized under the three methods (CV Analysis, Sociogram, and Interview) used for the study.

Curriculum Vita (CV) Analysis: Productivity

In a sense, CV Analysis enables the assessment of participants' productivity over the years and an assessment of the role that productivity might play in the development of a sense of place within an academic setting. Table 8 presents the summary of aspects of participants' productivity and value to their institutions. Participants' curriculum vitas are a source of data for indicators of their activities within their institutions. Most of the participants did not include teaching or the quality of their teaching in their curriculum vita. Hence, data on teaching is not included in this analysis. Also missing is the amount of service and the quality of service to community. Of the 10 participants, one faculty who promised to provide his curriculum vita did not honor this promise in spite of repeated requests.

Eight of the participants had a doctoral degree, whereas two had an MFA (Master of Fine Arts) degree. The dates they obtained their final degrees ranged from 1986 to 2002. Three of the participants were in hard sciences (biology and physics). Two were in social sciences, and the remaining were in Arts. Of those in Arts, two taught Spanish and cultural studies. Most of the participants have obtained tenure, while three had yet to obtain tenure. Tenured faculty obtained their terminal degrees over 10 years

Table 8

CV Analysis-Productivity

Participants	Date Obtained Ph.D.	Discipline	Tenure Status	*# of Pubs	Pending Pubs	# of Presentations	# of Patents	# Grants/ Funded Research	Honors & Awards
A	1996	Biology	Tenured	11	4	19	0	6	0
B	2002	Sociology	Untenured	17	7	34	0	4	9
C	1998	Public Administration	Tenured	9	0	20	0	6	20
D	2001	Spanish	Untenured	2	0	17	0	1	5
E	MFA, 1998	Film Production	Tenured	6	0	**17	0	8 ($23,000)	4
F~	1996	English	Tenured	5	4	14	0	0	3
G	1986	Physics	Tenured	32		81	1	12 ($587,000)	3
H (No CV)		Biology							
I	1988	Spanish	Tenured	10	2	10	0	0	6
J	MFA, 1999	Fine Arts	Untenured	9	0	**19	0	2	6
Total				101	17	231	1	39	56

* Includes book chapters and book reports, **Exhibitions, ~Regional Campus Faculty

ago; the longest had his terminal degree about 22 years ago. Faculty yet to be tenured obtained their terminal degrees less than 8 years ago with the exception of one whose terminal degree was 11 years ago.

The number of publications produced by tenured faculty ranged from 5 to 32. Tenured faculty members had a total of 73 publications, an average of 10 publications per participant. The number of publications produced by untenured participants ranged from 2 to 17. Untenured faculty had a total of 28 publications, an average of 9 publications per participant.

The average number of publications among the science faculty was 21, the average number of publications among social science faculty was 13, and 6 among the arts faculty. Many of the participants had manuscripts at different stages of publication, ranging from in progress to in press. The number of publications pending ranged from 0 to 7. Only one of the untenured faculty had work pending publication. The majority of those who had work pending publication were already tenured faculty.

The number of presentations conducted by participants ranged from 10 to 81. The fine arts faculty's presentations were exhibitions. Between the two fine arts faculty members, the tenured faculty had 17 exhibitions whereas the untenured faculty had 19. The two science faculty had a total of 100 presentations (one had 81 whereas the other had 19), but both had been tenured although at two different institutions. The two Spanish faculty had a total of 27 presentations (an average of 13.5 publications). The two social science faculty (Sociology and Public Administration) had a total of 54 presentations with an average of 27.

Only 1 of the 10 participants had a patent. The number of grants or fellowships received ranged from 0 to 12. Most of the participants who obtained grants did not indicate the amounts on their curriculum vitae. Also, they did not always indicate the sources of these grants. Two participants indicated the amounts of grants received to date, which ranged from $23,000 to $587,000. All untenured faculty indicated they had received from one to four grants. Two of the tenured participants never received any grants.

The number of honors and awards received ranged from 3 to 20. Untenured faculty have received a total of 20 honors and awards with an average of 6. Tenured faculty have received a total of 36 honors and awards with an average of 7. In total, participants have contributed over 100 publications and over 230 presentations to their institutions. More than half a million dollars in grants have been obtained on behalf of their institutions and over 50 awards and honors have been received.

Individual Faculty Performance

Among the tenured participants, Professor G (a Physics Professor) appeared to be the most productive with 32 publications, 81 presentations, and over a half million dollars in grants. Professor F (a regional campus English professor) appeared to be the least productive among the tenured faculty (5 publications and 14 presentations). In comparing this faculty with the rest, differences in publication expectations between regional campuses and main campuses must be considered.

Professor B (a sociology professor) was clearly the most productive among the untenured faculty with 17 publications, 7 publications pending, 34 presentations, and 9

awards. Among the untenured faculty, Professor D (a Spanish professor) was the least productive with 2 publications, 17 presentations, and 5 awards. On the whole, the productivity of the untenured faculty compares very well with the tenured faculty members.

Summary of Findings on Productivity

1. The majority of the 10 participants have received tenure at their respective institutions. As suggested by several participants, the granting of tenure is an affirmation of a faculty's value to the university—an important element in the development of a sense of place in academic setting.

2. The productivity of those who were yet to receive tenure compared impressively with those who had received tenure. Unless there has been a shift in productivity expectations of the participant institutions (and there was no indication that that was the case), untenured participants were on their way to receive tenure, at least based on the levels of productivity. The lack of data on departmental and college variations on productivity prevents an authoritative conclusion regarding untenured participants' readiness for tenure.

3. The second most productive participant (Professor B) was untenured. This supports the conclusion that the untenured participants' productivity was comparable to their tenured counterparts.

4. The overall contributions of the participants in terms of publications, presentations, grants, and so forth, were high. Given the value that universities

put on these activities, it is to be expected that participants' contributions

would be valued by their institutions.

Sociogram

The results of the Sociogram exercise are presented in this section. Two sets of

ratings were presented to the participants. The first assessed the relative importance of

relationships with critical stakeholders to them. The second assessed participants'

perceptions of the current levels of their relationships with these critical stakeholders.

Table 9 provides the summary of participants' ratings of the importance of their

relationships and the current levels of these relationships with critical stakeholders. The

same data is presented as Sociogram webs that can be found in Appendix M.

Since relationships are crucial in developing a sense of place within any human

organization, participants were requested to rate their relationships with critical

stakeholders: deans, department chairs, program coordinators, clerical and administrative

staff, students, colleagues within the university, colleagues within participants' home

colleges, and colleagues within their home departments. According to Table 9,

participants' relationships with their deans range from *irrelevant* (0) to *highly important*

(5). However, participants' current levels of relationships with their deans range from

most highly negative (-5) to *most highly positive* (5). Relationships with chairs had higher

ratings than deans ranging from *irrelevant* (0) to *very highly important* (5). Participants'

current levels of relationships with their chairs also had higher ratings than those with the

deans ranging from *highly negative* (-4) to *most highly positive* (5).

Table 9

Participants' Ratings of the Importance and Current Levels of Their Relationships With Critical Stakeholder

Relationship	I/C	A*	B	C*	D	E*	F*	G*	H*	I	J
Dean	I/C	0/0	4/-4	2/3	4/3	4/5	4/5	0/-5	3/2	5/0	2/0
Chair	I/C	4/2	4/-4	5/5	5/5	4/5	2/0	0/-3	5/5	5/3	4/4
Coordinator	I/C	-	0/0	4/5	5/5	4/5	4/4	-	-	4/3	-
Staff	I/C	1/4	3/-4	3/5	4/5	4/5	3/3	4/5	-	3/3	2/3
Students	I/C	4/4	4/2	5/5	5/4	5/5	5/3	5/5	5/5	5/5	5/5
Colleagues (University)	I/C	5/3	2/0	4/4	4/4	5/5	2/0	5/5	4/3	3/0	4/3
Colleagues (College)	I/C	5/4	3/0	4/4	5/4	4/5	2/1	2/0	2/2	4/1	2/3
Colleagues (Department)	I/C	5/5	5/2	5/5	5/5	5/5	5/3	5/5	4/4	5/5	3/4

*Tenure faculty; I = Importance of Relationship; C = Current level of Relationship; Scales: Importance: 0 = Irrelevant; 1 = Little; 2 = Somewhat Important; 3 = Moderately Important; 4 = Highly Important; 5 = Most Highly Important

Current Level: -5 = Most Highly Negative; 0 = Neutral; 5 = Most Highly Positive

According to the participants, the importance of relationships with the program coordinator ranges from *irrelevan*t (0) to *highly important* (4), whereas the current level of relationships with coordinators range from *neutra*l (0) to *most highly positive* (5). The importance of relationships with clerical and administrative staff ranges from *little* (1) to *moderately important* (4), while the current levels of relationships with staff range from *highly negative* (-4) to *most highly positive* (5). With respect to the importance of relationships with students, participants' ratings range from *highly important* (4) *to most highly important* (5), while the current levels of relationships with students range from *somewhat positive* (2) to *most highly positive* (5).

Participants' relationships with colleagues were in three categories: relationships with faculty across the campus, relationships with faculty or colleagues within participants' home colleges, and relationships with participants' home departments. With respect to the importance of relationships with colleagues across the campus, participants' ratings ranged from *somewhat important* (2) to *most highly important* (5), whereas the current levels of relationships with colleagues across the campus ranged from *neutral* (0) to *most highly positive* (5). The importance of relationships with colleagues within the college ranged from *somewhat important* (2) to *most highly important* (5). The current levels of relationships with colleagues within the college ranged from *neutral* (0) to *most highly positive* (5). Similarly, the importance of relationships with colleagues within the department ranged from *moderately important* (3) to *most highly important* (5), whereas the current levels of these relationships ranged from *somewhat positive* (2) to *most highly positive* (5).

Importance of Stakeholders' Relationships

According to Figure 4, the most important relationships to the participants are with their students. The importance of relationship with students was rated as most highly important with a mean score of 4.8. The second most important relationship was with colleagues within the home departments of the participants ($X = 4.7$). This was followed by the importance of relationships with colleagues within the college ($X = 4.3$), with their department chairs ($X = 3.8$), and colleagues across the university ($X = 3.8$).

The least important relationship with the participants was with their deans ($X = 2.8$) although the relationship with the deans was described as somewhat important. The importance of the relationship with program coordinators was rated equal to that with the deans with a mean score of 2.8.

The Current Level of Relationships

On the aggregate, participants' current levels of relationship with colleagues within their home departments had the highest mean score of 4.3. This was followed by the current levels of relationships with students and with program coordinators with mean scores of 4.0 and 3.7, respectively.

As indicated on Figure 4, participants had the lowest current levels of relationships with their deans ($X = 0.9$). This was followed by relationship with chair ($X = 2.2$) and with their colleagues within their college($X = 2.4$).

Comparison of Importance of Relationship With Current Levels of Relationships

As indicated by Figure 4, in most cases, participants rated the importance of relationships with critical stakeholders higher than their current levels of relationships
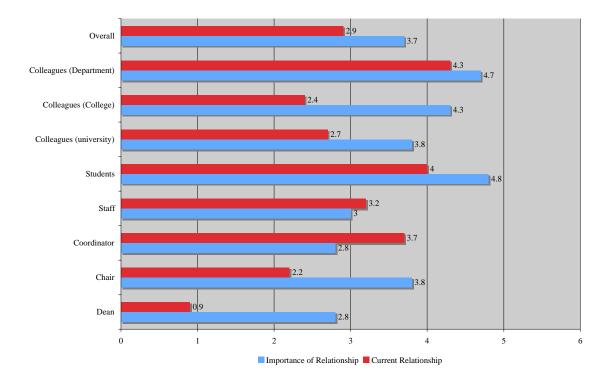
Figure 4. Importance/current levels of relationships

with these stakeholders. The only exceptions to this finding were the relationships with

program coordinators (2.8/3.7) and relationships with clerical and administrative staff

(3/3.2). This implies that participants felt their current levels of relationships with these

two groups of stakeholders were higher than their relative importance to them.

The relationships that presented the greatest challenge to participants were those

with the deans. The importance of relationships with deans, on the aggregate, was 2.8,

whereas the current level of relationship with deans was only 0.9. The distance between

importance and current level is 1.9. Another group of stakeholders that shared similar

characteristics was the colleagues within the college (4.3/2.4) with a gap or distance of 1.9.

Participants' Individual Relationships

Figure 5 provides the summary of the mean scores of individual participant's ratings of the importance of relationships with critical stakeholders and their assessment of their current levels of relationships with these stakeholders. As indicated by Figure 5, Professor G rated the importance of his relationships with critical stakeholders the lowest ($X = 3.0$), although this is, in fact, a moderately important rating. Professors B and J rated the importance of their relationships only slightly higher with a mean score of 3.1. Professor D rated the importance of his relationship the highest with a mean score of 4.6, followed by Professors E and I with mean scores of 4.4 and 4.3 respectively.

Professor B had the least favorable relationships among all the participants. Professor B's current level of relationship, on the aggregate, was negative ($X = -1$). This was followed by Professor G with a mean score of 1.7 for current levels of relationship. Professor E rated his current level of relationships the highest with a mean score of 5. This is followed by Professors C and D with mean scores of 4.5 and 4.4, respectively.

With the exception of two, all participants rated the importance of their relationships higher than their current levels of relationships. Professors C (4/4.5) and E (4.5/5) both rated their current levels of relationship higher than the importance of these relationships.
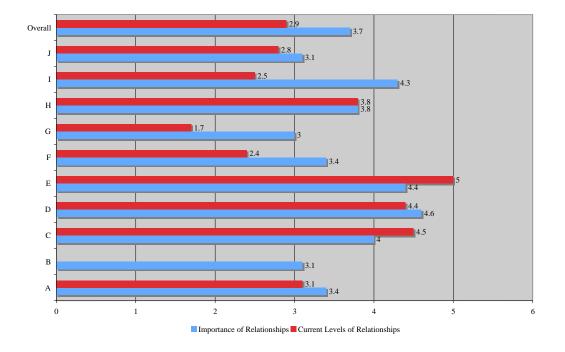
Figure 5. Participants' ratings of the importance and current levels of relationships

Professor B (3.1/-1) had the largest distance or gap (2.1) between the importance of his relationships and the current level of these relationships. Professor I (4.3/2.5) had the second largest distance (1.8) between the importance of her relationships to the current level of relationships.

As indicated in Figure 5, all non-tenure participants indicated that the importance of their relationships is higher than their current level of relationships with critical stakeholders. Among this group, Professor D (4.6/4.4) had the highest ratings of both importance and the current level of relationships as well as the closest distance between these two variables.

Summary of Findings From the Sociogram Exercise

1. Participants' relationships with their students are the most important to the participants in establishing a comfortable sense of place. All the participants put a high premium on their relationships with students.

2. Participants' relationships with colleagues are second most important to the participants in establishing a comfortable sense of place. Among colleagues, those within the home departments are the most important, followed by those within the home college, followed by those across the university.

3. In addition to the relationships with colleagues, participants' relationships with chairs were perceived to be important in establishing a sense of place.

4. Most participants indicated that their current levels of relationships with critical stakeholders were lower than the importance of these relationships to them. This implies that they perceived a need to work on their current levels of relationships and to raise current relationships to match the importance of these relationships.

5. One faculty (Professor B), in particular, indicated negative current levels of relationships overall. Given that this faculty was non-tenured, there is a reason to believe that this individual was struggling with his environment.

<div align="center">Sense of Place</div>

The central concern of the study is to gain insights into how participants develop a sense of place in an environment where they are a minority. Informed by the

phenomenological tradition, the study utilized an open-ended interview approach to invite the participants to share their inner thoughts about their consciousness of their heritage, about factors that trigger this consciousness, about their experience as Hispanic faculty at a predominantly White institution, and about the significance of their heritage in the institution.

Two factors came into play when Hispanic faculty described their sense of place at their institutions: (a) Consciousness and (b) Influence of their Heritage. These responses were a direct result from the following questions in the interview protocol (See Appendix J):

Awareness of Hispanic Background:

1. How conscious are you about your Hispanic heritage within your institution's community?

2. What factors in this institution raise your consciousness about your Hispanic background?

3. How would you describe your experience as a Hispanic faculty at this institution?

4. What is significant about your Hispanic background at this institution?

Benefits of Heritage:

1. How does your Hispanic heritage affect your service and institutional issues of concern to you?

2. How would you say the University benefits from your Hispanic heritage?

Table 10 represents a horizontal analysis of the participants' responses to
questions related to their own consciousness and the influence of their heritage. The
themes that emerged from these categories are described in detail below.

Table 10

Factors Involved in Developing Sense of Place

Participants	Consciousness		Heritage
A	Y	C1, C2, C4, C5	H1, H2, H3
B	Y	C1, C4, C6	H1, H2, H3
C	Y	C4	H2
D	Y	C1, C3, C4, C6	H1, H2, H3
E	Y	C1, C3, C4, C5	H1, H2
F	Y	C1	H2, H3
G	Y	C2	H1, H2
H	Y	C3, C6	H1, H2
I	Y	C4, C6	H1, H2
J	Y	C1	H1, H2

(C) Reasons for Consciousness

C1. Underrepresentation of Hispanics on campus

C2. Personal values and beliefs

C3. Immersion into the dominant culture

C4. Scholarship

C5. Situation dependent

C6. Being "different"

(H) Influence of Heritage

H1. Heritage is linked to scholarship, relationships & teaching

H2. Institution benefits from Heritage

H3. Heritage can be a burden or a blessing

Participants' Consciousness of Heritage

Awareness of Heritage

The question of consciousness of heritage was an attempt to explore participants'

awareness of their minority status within their institutions. This attempt became

necessary because of the diversity of the Hispanic people. Those who, for all practical

purposes, manifest the characteristics of the majority may, in fact, be spared the triggers

that other minorities experience. Hispanic faculty members who were conscious of their

background were also expected to use different strategies to negotiate a sense of place

from those who have no reason to be conscious of it. Therefore, participants were asked a

direct question regarding their consciousness.

As indicated on Table 10, all the participants responded in the affirmative

regarding the question of consciousness. A common response from participants was "yes,

I am conscious of my heritage at this institution."

CI: Underrepresented Hispanics on campus. Although all the participants

indicated they were conscious of their heritage and their status as a minority within their

institutions, they provided different reasons (triggers) for their consciousness. Table 10

provides a summary of the six themes that describe these triggers. C1 represents those who noted they were always conscious of their heritage because of the under-representation of Hispanic faculty and students in their institutions. Six out of 10 or 60% of faculty indicated this to be the case. Examples of extracts from participants' interviews describing this theme are provided below:

Professor A: The only ones [factors that raise my consciousness] are when I run into other faculty members or students that are Hispanic and those are the only times when it comes into play.

Professor B: **I became quickly aware of my minority status and ultimately here, a very White institution, it's on my mind, it's a daily awareness of being different at an ethnic level .** . . I'm the only one in the department, you see it in the classroom, you see it in the hallways, you see it in the staff, you see it in the administrative role, so it's pretty obvious.

Professor D: I guess it's because this is Ohio; diversity is not there even though apparently there is a huge Spanish-speaking community in Ohio so basically, it's invisible, you don't see it.

Professor E: There is no community within the university community in which I identify myself as one of the members, in this case being a Hispanic, so there is no sense of consciousness of a person who represents unless a particular situation comes about.

Professor F: We don't have a very large or largely diverse student population. I think if there were more Latino students here, then there might be more requests for faculty involvement . . . so it [consciousness] doesn't seem to come into play.

Professor J: I am aware that I am one faculty member of many Hispanic faculty members who are Hispanic. So just being that one minority in the group, I'm certainly very conscious of that.

C2: Personal beliefs and values. Two of the participants attributed their consciousness to their personal beliefs and values. Personal beliefs serve as triggers of consciousness of heritage and minority status. C2 captured these remarks.

Professor A: I can still be plenty aware of my heritage without the institution being aware of it all, in which case, the institution largely does not acknowledge.

Professor G: I'm conscious about my heritage because of my personal beliefs but it's not that the university makes me aware of that.

The belief is that Hispanic heritage is more than identifier to some; as a source of strength and values that guide daily living and serves as a direct life compass even in a situation where one finds himself or herself in a minority situation, was palpable in the voices and tones of participants.

C3: Immersion into the dominant culture. Three participants noted that their consciousness was often raised because of their immersion in dominant culture. The awareness of the dominant culture and its impact or effect on their heritage served as a

constant trigger for some of the participants. The following participants expressed this point in different ways:

Professor D: The fact that they perceive me more as a foreigner as a whole than being a Hispanic foreigner. It's more of the sense of I feel sometimes like the other, that sense of otherness that people come from a different country feel in their situation.

Professor E: Zero, there is nothing here that I identify with as being Hispanic.

Professor H: I am aware that I'm immersed in a different culture, and that I am involved in learning a lot about how things are done, you know, within this university.

C4: Scholarship. Two of the participants whose scholarship related to Hispanic issues observed that it was impossible not to be constantly conscious of their heritage. Also, those who have found ways to connect their scholarship and teaching with their heritage expressed this point of view. For example, the following participants stated:

Professor A: I guess in some sense, that heritage has influenced the fact that I am in an area of pure science that's not concerned as much with application or things like that . . . but for me, it's been a positive influence because I had that from my mother, but it's not something I see in the general populace of Hispanics.

Professor B: Well it does quite a bit [heritage influences scholarship]. I'm interested in alcohol use, alcohol substance abuse, alcohol abuse, alcohol related

violence, the construction of masculinity, all these different things, and I have been really interested in collecting data from Hispanics.

Professor C: My dissertation was the career advancement of Mexican-Americans in public administration . . . so my research was about Mexican-Americans and so I use that research in my classes, in my teaching now, to show ethnic minorities and women, what variables will influence their careers . . . and again I'm interested in the Latin American.

Professor D: [Hispanic heritage influences my teaching] both at the level of culture and at the level of methodology, and when you teach a language, you try to give students a sense of what the language is and that's the culture.

Professor E: [My Hispanic heritage influences my teaching] in somewhat an artistical aspect, I grew up with a sense of art because it's embedded in my culture . . . I saw how all that is a part of my personality and things so it's something that I learned in the classroom, it's something I grew up with, so architecture and painting and things like that.

Professor I: My Hispanic heritage has certainly influenced all of my research; moreover, the fact of investigating literature and culture from Spain, Latin America and Hispanics in the U.S.; furthermore I write and publish in Spanish only.

C5: Situation dependent triggers. Two participants remarked that they also become conscious of their heritage when situations trigger it. For example, Professor A said: The only [factors that raise my consciousness] are when I run into other faculty members or students that are Hispanic and those are the only times when it comes into play.

Also Professor E noted that: There is no community within the university community in which I identify myself as one of the members, in this case being a Hispanic, so there is no sense of consciousness of a person who represents unless a particular situation comes about.

Situations that may trigger consciousness include racial episodes on campus, celebration of heritage day, and personal connection with someone of similar background.

C6: Being different. Four participants noted that their consciousness was always raised because of their visible differences with the majority group. "Being different" is a powerful theme among those who manifest visible differences especially in looks, accents, and names. The following quotes from participants support this view.

Prof. B: **There's a lot of explaining sometimes to students and faculty, sort of wondering what I am and what I am not, assumptions that I'm totally fluent in Spanish when I'm OK but not essentially fluent, assumptions about what my background is. That's always very, very confusing**. Like if I say I'm from New Mexico they don't hear the 'New' part and they think I'm from Mexico, so that always takes some time to explain, who I am . . . not just students but in the

community as well. What are you? That question of having to identify myself and explain myself. And so the continual process of having to define myself for not only others but I guess myself . . . I find it offensive. I don't like it. I don't go around asking people what they are and so it's bothersome.

Professor D: **The fact that I think they perceive me more as a foreigner as a whole than being a Hispanic foreigner**. It's more of the sense I do feel sometimes like the other, that sense of otherness that people who come from a different country feel in their situation . . . people try to figure out where I am from.

Prof H: **There are things where I abstain from making opinions, not because of being Hispanic, but because of not being American**. There are things where, you know, I think, well, you know, I'm still a guest in this country and I'm not going to make an opinion or a statement about this. But that's not because of being Hispanic, but because of not being American. And sometimes it's hard to separate those two. You know, if there's a day when I become a citizen, I might be able to separate those, but right now, I cannot separate those two. So it's hard to say exactly where it's different. **But, you know, but you are aware that you are different, you know, you're always aware, and that you have a different life history and a different lifetime experience**. You are always aware of that and you have to—you know, I'm old enough that I can slow down and try to understand, you know, what experiences I had that people here have never

experienced. And that, you know, that's important that the—it's hard to explain but, you know, when you're living in a Third World country in general, you know, the levels of poverty and limitations and experience, sometimes you cannot understand how colleagues, and students, behave here. But then when you go and you think about, you know, it's things that they had never experienced, you can understand why they behave the way they do.

Professor I: **Once in a while you may find patronizing attitudes from some Whites . . . the first year, one person called me to his office because when I filled out an Incomplete form for one student, there was one statement that was ambiguous, and I think it was not a very important issue . . . It was my first time here**. And he got so mad. He called me at home. He made his secretary call me at home to give me a huge speech, telling me that, 'You don't understand anything!' And so, like, 'Do you understand this? You don't understand anything!'"

Influence of Heritage

If participants were conscious of their heritage what influence does it have or what benefits does it invoke? Three themes emerged from the data reduction exercise.

H1. Heritage is linked to scholarship, relationships, and teaching.

Professor A: **I think it does influence my teaching. It is very difficult for me to tell how. I think Hispanics tend to have . . . they develop rapport with their class.** There is much more interactions, there is much less distance. So that comes

from heritage, but it is very difficult for anyone to put a very clear delineation on what comes from heritage and what doesn't it. But I think that is part of it. And, you know, so I think that's the major—**the way in which I interact with students is much more personal, even when it is in a group context. And I work much more towards group cohesion . . .** I don't single students out and say, 'these are the students I'm teaching to,' which I know a lot of faculty do that I understand why that is, but I try to teach to the whole class all the time, **and I try to make it personal at the same time,** and I don't think that's something that comes easily for people who are not Hispanic. I think it comes naturally for a Hispanic.

Professor B: **Oh, quite a bit.** I mean I teach courses on social inequality, **I teach courses in, well, deviance and the way I teach deviance is teaching about what it means to be different and what it means to be marginalized, what are the consequences of that, where does it come from, so, you know, I use constant examples from the Hispanic literature, even some personal examples**, you know, what it means to have to explain yourself, right, to students and they sort of get it and, so yeah, it's quite instrumental. I discuss about where I came from and what it's like and compare and contrast, you know, context and that kind of thing.

Professor D: Foreign language classes are totally different. That is the culture inside the classroom. It is different from the culture outside the classroom. **It is**

more a sense of community and being comparative to being individualist and standing alone. Like what you do for a hundred in the class when you are taking notes, giving feedback to instructors through your clickers and PowerPoint. **Instead the foreign language classroom is very community oriented, peer and group work, you need to practice the language with somebody and you go a little bit deeper and you teach more things that are . . . seem to be kind of like additional but are part of the culture.** For example, *tu* and *usted*, when you use it, how you refer to people, how you can use somebody's name without using *usted*, you will still be at that respected hierarchy level . . . even my accent, because when I speak in Spanish, I have an accent from my region and then they would ask me: why do say *juvia* instead *lluvia*.

Professor E: If you go to church, for instance, I am Catholic, if you go to church, this church is in Spain, they [have] all these frescoes, and all this **and you're surrounded by art, so art is something you feel you are familiar with and talking about lighting and drama and all of that, so you know, it happens to be my area. I am not an engineer, I am not in sciences, but those are things that already, as a little kid, I was co-mingling.**

Professor G: I'm proud to be Hispanic, and I'm proud to be here also, no? I mean to teach here. So that helps me to bring down the relationship arrears that could be between students and faculty, no? And an instructor. Yeah.

Professor H: And I try to bring that international experience that I have into my classroom every time, every time, you know, I want to make them aware that this is the way things are done here, but this is the way things are done elsewhere. And I have some experience to that respect, not only Latin America but I spent some time in Southeast Asia as a biologist and, you know, I can talk to them about the differences in different parts of the world. But, you know, I think I use a lot of my background when I lecture.

Professor I: I think completely because all my research has to be with literature in Spain and culture and Hispanic culture and literature, so completely, and write just in Spanish.

Professor J: Well, I think that there are different approaches to teaching, and I think that when you—it becomes apparent when you're in a large institution like University "B", so you do have a good amount of faculty, whether they're full time or adjunct, and so you begin to see different teaching methods and strategies that people take. And I, over the years, have witnessed—and in my own experiences, you know, getting my different degrees, that I began, you know, to really understand that there are different approaches you can take, and I always have kind of thought that it was important to being more nurturing, whether that's being a woman or just having the type of upbringing of caring within my childhood, just sort of a Hispanic kind of approach to really loving and caring and sense of family.

H2. Institution benefits from heritage. Nine out of 10 participants indicated that their institution benefited from their Hispanic heritage. They indicated that what they brought to the institution was something of value in the area of diversity, collaborations, and name recognition. One participant indicated the only benefit for the institution is that they can check the affirmative action box. Relevant individual responses are provided below.

> Professor A: I think teaching quality and rapport with the students, that helps. It's not just the quality of instruction that they get but whether or not the students decide to stay on, whether or not they will continue on in a research field when they come out, what their attitude towards the department is, those are all influenced and of course every student we put out is an ambassador for the future. So I think that I benefit the university that way and also through service.

> Professor B: The research shows when you have a diverse student body, when you have a diverse faculty, it brings new ideas and experiences, new ways of thinking about problems, so I think it plays a huge role. I think the kind of research that I do is very much influenced by it and so it does contribute to it.

> Professor C: Probably only that I add to a diverse faculty. I think that's it.

> Professor D: They obviously can say they are open to other cultures . . . but also showing some support . . . and reaching out to the Spanish-speaking community who is not in the student body but out in the community at large.

Professor E: Oh there is, there is a president who is Mexican . . . that's what the university is all about, views from all over and its community in which you can freely exchange and share, and so a university should be international.

Professor F: They can check their box . . . and do I think I was hired because of the box I checked? I certainly hope not. But I don't know that there's any special advantage.

Professor G: It's like having an ambassador. When I go to my country, I like to promote the university down there. When I visit a university abroad, I talk about [this institution], about the benefits of working here and try to promote interactions . . . that's part of my heritage, I wouldn't do it if I were not Hispanic.

Professor H: I can help some of the graduates from Latin American countries in merging into the university. I can help in establishing relationships with other Latin American countries, Costa Rica and Nicaragua . . . I can help recruit grad students and retain students . . . so I think the university can gain from having me here.

Professor I: Being a Hispanic and being a native speaker and doing my job well can definitely give the students a good-quality preparation in the Spanish programs . . . Hispanics are really well prepared and they provide an excellent education and more authentic materials and information to the students, so I think

the students always appreciate excellence and more authentic materials and

information to the students . . . Now if the university creates relationships with the

community, for the increasing number of Hispanics in the area, having us would

really be beneficial.

Professor J: It would be whatever dialogue I could create outside of the university

and I think that the university would then certainly benefit from whatever

influence I could have outside of the university.

H3. Heritage can be a burden or a blessing. At least three participants indicated

that although they were conscious of their heritage, the heritage "thing" can be a burden

or a blessing. It could help or hurt. Extracts supporting this view are provided below.

Professor A: There's an advantage to having neutrality and not having people

treat you differently.

Professor B: I guess with colleagues it can harm or hurt. If it's with a colleague of

color, we can talk about it and we know where we're coming from and go back

and forth and joke and laugh. It could also harm it, if colleagues are White and

they don't necessarily know where I'm coming from . . . so I think it can harm

and it can be beneficial at the same time.

Professor D: I think that they accept more of my differences in the classroom

when it's me, rather than being someone else, so it actually helps being in the

field in which I am. It helps the fact that I'm Hispanic, it gives me face value, I'm more believable.

Professor F: I don't like to do it often, but every once in a while I will whip out the minority card and . . . it just shuts them up. But I don't know that that's a positive either . . . so I'll just disguise that.

Professor D's comment is particularly instructive. As a professor of Spanish, she saw her heritage conferring upon her a "face value" before her students and community. Because of her heritage, she also noted that she could invoke her culture in support of her instruction. After all, one who must teach ought to have a believable experience to teach.

Factors That Promote a Sense of Place

Participants were invited to reveal their inner thoughts about factors that promote their sense of place at their institution. As revealed in Table 11, nine themes emerged from the data collected from the participants.

Community Value of Scholarship

Three participants spoke directly about community value of their scholarship as a factor that promotes their sense of place. Community value speaks to being relevant to what counts or what is appreciated by the community. Participants who indicated that their community values their scholarship spoke enthusiastically and emotionally about how much they have been appreciated. Extracts from Professors C, D, G, and J support the importance of community value in negotiating a sense of place within an academic organization.

Professor C: I think that the quality of my work has been high quality. The quality

of my work has been high, and I think it is valued. I think the community

Table 11

Factors That Promote a Sense of Place

Factors that Promote Sense of Place	A	B	C	D	E	F	G	H	I	J
Community value of scholarship			X	X			X			X
University support/recognition of scholarship	X	X	X	X	X		X	X	X	X
Quality of relationship with students	X			X		X	X		X	X
Quality of relationship with colleagues	X	X	X				X	X	X	X
Promotion of cultural events and activities	X	X							X	
Effective mentoring		X		X				X		X
The granting of tenure	X									

(*table continues*)

Table 11 (continued)

Factors That Promote a Sense of Place

Factors that Promote Sense of Place	A	B	C	D	E	F	G	H	I	J
Increase the number of Hispanic faculty and students	X	X			X			X		X

Table 12

Factors That Limit Sense of Place

Factors That Limit Sense of Place	A	B	C	D	E	F	G	H	I	J
Lack of Hispanic faculty and students	X	X		X	X	X	X			X
Lack of acknowledgement of contributions		X					X	X		X
Having to explain one's background	X	X		X		X		X	X	
Pressure of promotion and tenure	X	X				X			X	
Alienation and disconnection from the community		X			X	X				X
Lack of promotion and dialogue/ cultural activities		X			X		X	X	X	
Disconnection between administration/department		X				X				X

Table 13

Strategies Used to Negotiate a Sense of Place

Strategies	A	B	C	D	E	F	G	H	I	J
Productivity (Producing valued works)	X		X		X		X	X	X	X
Relationship (Using relationships strategically)	X	X	X		X		X	X	X	X
Involvement (Participating in institution's activities)				X			X	X	X	

values what I do and what I have brought from the Southwest to the Midwest. I have abilities from the business sector, the private sector and the political sector that are valued, because I take that into the classroom as well, my political experience, my business experience, and that goes into the classroom with me, so I think it's valued.

Professor D: On that [community] side, they have been very open and cordial like 'we really appreciate you,' 'oh we would like you to come' and 'we'd be very pleased if you present something.'"

Professor G: **The overall community is very supportive of the activities that we do here**. Fortunately for the university, the type of facilities that we have to do the research that I'm doing is unique. There are very few places in the U.S., and I could count them with my fingers on one hand, that could offer similar type of services, but we are the only one that it's fully developed to offer all the services that the overall community.

Professor J: I've been able to actually be a presence here in [my city], and I think that my students, the older students, the more mature students, are aware of what I'm bringing to the table. So in that sense, certainly an acceptance or I'm certainly involved, and I've been asked to be involved to a certain degree within the art community.

University Support/Recognition of Scholarship

Community value of scholarship can be translated in many ways. The granting of

tenure is one; provision of resources is another. Yet, another way to demonstrate

community value is through recognition. Almost all the participants have something to

say regarding support and recognition of scholarship as a way of developing a sense of

place. Community value may be passive, but support and recognition are active

demonstrations of value. Participants used words such as "critical" and "important" to

describe how support and recognition of scholarship contribute to their sense of place.

Professor A: It's critical, I wouldn't be here, I wouldn't have stayed here if it

hadn't been for the fact that there's a lot of support both within my department

and across departments within my college for the type of scholarship I do, so it's

critical.

Professor B: A great experience was when I wrote a small grant and I got it and I

needed to recruit persons of color for my research and my Chair's response was

really great and that was one of the sort of only omens where the research was

supported, the idea was supported, it was valued, she understood where I was

coming from in collecting data from students of color, so that was one of the only

instances.

Professor C: I know I fit in well. I'm not made to feel different. My strengths are

appreciated. My weaknesses are tolerated. [Laughing] It's a good fit. It's a good

fit for me, and that's what every member of the faculty should look for, a good sense of place, a good fit within any institution that they seek to be hired in.

Professor C: There you go, that's a good one because I think it highly impacts. We have a great chair of this department, a young woman that I admire and respect tremendously. **She gives me great latitude, great support.** I couldn't ask for anything more. I mean it's just amazing, her ability to respond to what my needs are and to work with me. So yeah, the quality of relationships make you have that sense of belonging, and I definitely belong. I will leave when I want to leave, not because anyone's forced me out. No, no, I belong, as long as I want to be here.

Professor D: **For me, if I go over and beyond, whatever is expected of me, it is going to be recognized,** and that's very nice because you do a little bit more, doing things that are not usually done by other faculty, and that they recognize that you have done it. It's nice.

Professor D: So there's also at a higher level, like the Dean of Education, **she was very supportive of anybody who would help the College of Education in reaching out helping people, so there was some rather frequent level of communication between them and me** . . . so like an ambassadorship kind of position which has been quite nice.

Professor E**: I think they have been very gracious to me. Supportive . . . they appreciate**, I mean anything that is an award, they'll highlight . . . sometimes its good to have a little pat on our back . . . the university is proud if you're somewhere and somehow made a mark and the University's name appears in those places, they really appreciate that and they will make a note in a journal or in a magazine that I attended those things . . . I feel like I am supported.

Professor G: I mean I've had the support to do some things at the university. That support has materialized in some aspects of my productivity.

Professor H: I have never felt uncomfortable in here. I think that, in my department, people have been very receptive about having somebody from Latin America. **They have been very receptive and wide open to try different experiences, and I think that's one of the things that the department wanted to have when they hired me.** I actually take graduates and undergrad students to Costa Rica with me, and I am actually teaching a course in tropical biology that involved a three-week visit to Costa Rica. And, you know, students and faculty are very excited about that experience. And so overall, I feel welcome and I feel, a lot of support from the department head and the other staffs.

Professor H: They want to provide graduates and undergraduate students with an international experience. So I bring that opportunity into the department. And I'm not the only international faculty in this department, so that also shows that the

department is quite open to have, you know, people from other parts of the world in here.

Professor H: There are important things that help. **The first one is having the support of the department chair, and that gives you the confidence to do the things that you want to do. And also have a chair that allows you, gives you the opportunity to go and talk to him every time you need help, and every time you don't know exactly how to proceed. That sort of, you know, makes you feel more comfortable and, you know, having somebody who tutor you or guide you into the system**. I think that's very important, you know.

Professor H: I'm getting a lot of support from the department, from the Office of International Affairs. And in the past few months, the dean of the College of Arts and Sciences has also been very interested and he wants to go down with us if we do this workshop

Professor I: I'm very proud of being [at University B] faculty member, but I feel that I fit mostly in three units: the Spanish unit, Women's Studies, and the Spanish Coffee Hour.

Professor I: **I think they [institution] recognize your production, and especially for tenure and, you know, for ranks, they count . .** . They have a place downstairs in at least this department where they exhibit your books. But I

don't think that—if you're a great, great scholar, I think they have a nomination. But other than that, I don't think that there is a lot of recognition of what you do, or I don't think that many of them are reading anything that you write.

Professor J: **I'm constantly being asked to participate in many different ways**, so I never feel as though that's an issue, and there are always things to be done, and I'm involved in many, many, many aspects in the School of Art, and the range and the scope of influence is very broad. For example, right now I'm putting together—the first time I'm curating an exhibition, and it's going to be in the main gallery, and it's opening in September, so just the experience of putting—being asked to curate an exhibition and this kind of support I'm getting is great, and it's just been, you know, very challenging and a wonderful experience.

It was obvious that participants felt particularly connected with their units if and when they perceived active support and appreciation of their scholarship. A participant who noted that the department was "excited" about his scholarship also spoke with excitement in his voice, with broad smile and wide eyes. Almost everyone who felt supported actively manifested facial expressions of happiness.

Quality of Relationship With Students

Participants spoke at length about the importance of relationships, especially good relationships with their students. Many described their relationships with students as strong. In doing this, Professor G, for example, used his accent strategically to make

students laugh and connect with him. Some sought for ways to establish trust between them and their students. Others used their backgrounds to connect in special ways with minority students. Without a positive relationship with students, it was obvious that participants would not have felt comfortable in their environments. The extracts below are samples of participants' expressions of the nature of their relationships with their students.

Professor A: I think that's the major, the way I interact with students is much more personal, even when it's in a group context.

Professor F: We don't have a lot of Latino students but I think I tend to have a fairly strong relationship with minority students. Although that can be quirky, too, because I'm thinking of one student in particular with whom, you know, I had a fairly good rapport.

Professor G: **I can make jokes about my accent to my students and that keeps me in touch with my students.** They see that I'm not an untouchable but that I'm now a person close to them and that I'm subject to mistakes the same way they can make mistakes. I always tell them when I start my classes well, I'm not a U.S. citizen, I'm Hispanic and I'm proud to be Hispanic, and I'm proud to be here. I mean to teach here. So that helps me to bring down the relationship barriers that could be between students and faculty, and an instructor.

Professor I: It has been a positive experience, especially with my students, who take upper-level courses with me. The students who are pursuing the major or minor appreciate my being a native speaker, who can provide them with authentic and very knowledgeable material on Hispanic culture and literature.

Professor J: I'm just conscious of who I am and what I bring to the table in relationship to the students I encounter. **So when I encounter students who are minority students, whether they're Hispanic or whether they're African-American, I'm very conscious of them being in that environment, and what I can do to open up a dialogue with them and help them along, because I think that they have certain issues that may not be addressed by other faculty members. I can relate to them.**

Professor J: **Just sort of a Hispanic kind of approach to really loving and caring and sense of family, that I think that my interaction with the students is much more of a nurturing, open dialogue communication, so I'm always trying to get the students to be more open with me and feel that they can trust me.** I mean I think trust is a very important part of teaching. And the reason why I feel that way is because I've seen other faculty approach it differently where they are very critical and at times so brutally honest with the student that the student is just torn apart. And that's one method that I've seen people take and on many occasions. I've seen different faculty take, and sometimes you can show a strong hand, but I think that I like to take the approach of getting the trust of the

student because I think in the long run, if I have a closer relationship with that student, when I do have something critical to tell them that I think is very, very important, they're not going to take that lightly, and that because they're open to me, that when I do come in and say something that is very provocative, that it's going to have, in the long run I'm hoping, a positive impact.

Professor J: I think the students actually are more aware of anything, I mean because you develop—I develop, because of, again, this nurturing approach that I take, I have very, very strong relationships with my students, so they're very aware of who I am and what I do and what I bring to the table.

Professor J's emphasis on the benefit of her heritage to forming relationships with students was also instructive. By stating that "just sort of a Hispanic kind of approach to really loving and caring and sense of family," she illuminated how her heritage influences professor-student relationship. This loving and caring approach provided the context for the professor to be critical without being alienating.

Quality of Relationship With Colleagues

The second most important relationship is with their colleagues as evidenced in the interviews. Participants who felt connected with colleagues conveyed a sense of acceptance and camaraderie. Professor A alluded to the benefit that results from good interaction among colleagues. Professor B hinted at the value of critical mass or the presence of other minority colleagues and the contrast experienced when a minority faculty is able to connect with people in the department. Professor C spoke of love,

respect, treating each other as professionals, and establishing a healthy working

environment. Excerpts from participants to support their views regarding the importance

of relationships with colleagues as a means of establishing a sense of place are provided

below.

> Professor A: We're gaining notoriety, and we're gaining it because the faculty
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> interact well. We're gaining it because faculty talk about things and decide to do
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> things together to create cross-disciplinary interactions that you don't see in many
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> other departments. So it is an extremely good environment, and it's the reason
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> why I came here and, frankly it's the reason why I've stayed . . . This is actually,
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> in a lot of ways it's great because of the acceptance of the university for what I
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> do, so it's a great place.

> Professor B: There are two more persons of color in my department . . . we have
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> bonded quite a bit and I think that's the strongest bond I have in the whole
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> department is with another person of color and that's how I have a sense of
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> belonging and pride and awareness, we can commiserate and share about what it
>
> means to be different.

> Professor B: **It's been night and day since I made these connections with the**
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> **people in my department.** It makes me want to come, you know, and I feel like I
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> belong, and before that, I just wasn't coming on much because I could work at
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> home and I didn't have the connections that I needed, so. And, you know, there's
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> a relationship there. My productivity did go up when I started feeling connected,

you know. I guess feeling connected is related to valuing my own work and having a sense that others are valuing it, too, so I think there is a relationship between that.

Professor C: **Excellent. My relationships are excellent with everyone.** I've just been named the new faculty fellow for the senior vice-president in the provost's office, and so I'm one of I think four or five people throughout the university selected for that honor, and so I think I'm respected, but it's based on mutual respect, the faculty. Now, I'm not a Pollyanna. I don't love everybody equally. But for the majority of people that I come into contact with, we respect each other, we treat each other as professionals, and anytime you have that kind of mutual respect, you have a healthy working environment, and I think my working environment is very good and healthy.

Professor D**: At the department level, my peers have been totally, incredibly nice to me as both at a personal level, making me feel welcome** . . . so it's been enriching at the personal level, finding all of these people who are very nice, very welcoming, friendly and at the same time getting a sense of what being a tenured faculty is.

Professor D: **At the department level, there are two native speakers in the faculty and there are several native speakers in the student body, so you feel welcome, you feel part of this mini-community inside the department.** So it's

like home, you feel like its home . . . they are totally friendly, they are very, very

open . . . and your opinions are valued.

Professor G: **I feel that I belong to the university. I think that I'm regarded**

also as a member of the university, I really think I have some sense of

belonging or some sense of awareness that I'm here in this university . . . the

fact that some other faculty and administrators remember you, talk to you often,

when they approach you they remember your name, and they seem to care about

what you do and how you do things.

Professor G: I think I have good relationships with many faculty, faculty that see

that I care for their work and that I also see that their work is wanted, and that

keeps promoting a good relationship.

Professor H: **Well, within the department, I have good interactions with a**

small group of faculty, and I guess that's the case everywhere, you just, you

know. There are some faculty that are closer to you, not only in the work that you

do but also the way you think. And so, yes, I have good relationships with my

colleagues. And it's limited. And I am still to build links outside. I tried a little bit

during my first year. It didn't work all that well and I decided that I was going to

wait a little bit.

Professor I: **The good thing is I have quality relationships with mostly**

everyone in here, but the students, there is not a quantity that I have a lot, a lot,

but I think I get well with almost everyone here, and with my students. So I feel

well and especially with the chair that we have right now, I think I appreciate his

help, his way of doing this. So I think it's a really good relationship and that

makes me feel well. They made me feel welcome and accepted and that increased

my sense of value to the institution.

Professor J**: I have a great relationship with my colleagues. That's primarily**

the other faculty members. I have a really wonderful relationship with them,

overall. I mean, you know, [laughing] there's always one or two that—but for the

most part, I feel like I have a great relationship with the faculty.

Participants used affirming adjectives to describe their relationships with their

colleagues: good, excellent, incredibly, great, wonderful, and so forth. Professor G in

particular noted that relationships with colleagues were foundational to having a sense of

belonging to the university. It was important to be regarded as a member and a valuable

member for that matter.

Promotion of Cultural Events and Activities

Beyond having scholarship that is valued and relationships that are meaningful, a

few participants pointed out that to have a sense of place their institutions needed to

sponsor cultural events and activities that are relevant to their heritage.

Professor A: I think that it is actually advisable to have some explicit interactions

with Hispanics, that if the institution can support it, that promoting Hispanics, any

type of Hispanic activities that faculty and students can get together.

Professor B: Maybe more organized attempt to pull all Hispanic faculty that happen to be at a university together, maybe there can be a website somewhere, devoted for that sort of communal thing, that would be nice.

Professor I: Well, I think in my unit, because here is where we have the students and where I teach. And Women's Studies, because I feel part of that group. The issues that they discuss, I mean they make me feel very welcome. And the Spanish Coffee Hour because we have the students and also other people from the community attending the Spanish Coffee Hour.

Effective Mentoring

It appears mentoring goes a long way to facilitate the development of a sense of place within academia to Hispanic faculty. Almost every participant alluded to the importance of mentoring and how mentors helped them adjust to their new home. Below are examples from participants that support the claim that mentoring is an important tool in developing a sense of place.

Professor B: There's been some mentorship only recently with another faculty of color who's really been instrumental in doing that. Again, before that, that first year, was quite alienating, sort of figuring it out on my own.

Professor D: More like on a mentoring level, as a junior faculty, I've been working here for a year in this position, so I get a lot of 'Oh don't worry about that, go ahead and write your article and you have to publish' . . . you have the

publish-or-perish thing, so they basically explain to you, they explained to me,

'OK so this is what you need to do.'"

Professor H: I was, I would say, adopted by a faculty that showed me around and

told me what to do and what not to do. And then I had a lot of support from the

department head. Every time I needed to talk to him, his door was open.

Professor J: Yes. Here and there. A lot of things due most, you know, to a lot of

my own research, but yes, I have a mentor that I can connect with anytime.

The Granting of Tenure

Perhaps the ultimate demonstration of acceptance and value to an academic

community is the granting of tenure to a faculty. Professor A pointed out that the granting

of tenure indicated that the community values him and his scholarship:

Professor A: I just got tenure so they must value it pretty heavily.

Increase the Number of Hispanic Faculty and Students

Participants spoke about the importance of critical mass in developing a sense of

place. An environment where one stands as an island presents its own challenges and

discomfort. Participants expressed the need to increase the number of Hispanic faculty

and students as a way for expanding the minority community within their institutions.

Professor B noted his displeasure with the number of Hispanic students and faculty.

Professor E acknowledged the need for more role models for Hispanic students. Below

are extracts from participants that emphasized the importance of increasing the number of

Hispanic faculty and students:

Professor A: I probably interact with more, and in fact interact more with, people who in general come from immigrant backgrounds. I think there's more than that, if you're Hispanic, you want to be part of a community, and so I interact with people as a community.

Professor B: I'm the only one in the department . . . you see it in the classroom, you see it in the hallways, and you see it in the staff, you see it in the administrative role, so it's pretty obvious.

Professor B: My heritage obviously plays a role in my interest in insuring that there's diversity in the students, in the faculty. I'm not happy with the amount that there is now. The graduate students are largely White females. I don't think we have a single Hispanic graduate student in the department.

Professor E: I think it's good to have representation, with the populations of Hispanics, you need to increase their representation for the sake of role models . . . for the sake of others, the younger generation, and that is how you can bring Hispanics to the forefront.

Professor H: **I keep in touch with the Hispanic community in here**. I try to help graduates and undergrad students with a similar Hispanic background that are around, and I try to counsel them . . . I will probably have to say is how small the Hispanic community is here. And the other thing is, I don't think it's—since the community is so small, it's not—the culture is not well understood. You know,

everybody around here thinks about Hispanics as Mexicans, and that is a big difference. I mean, you know, Hispanic is a very diverse group, and Hispanics from South America are completely different from Mexican. So that's the first thing that really struck me. It tells you that they do not know how diverse Hispanics are.

Professor J: The universities know that we're the largest minority, as you were saying before, the statistic, and that there's a tremendous presence—whether or not there is in [this institution] yet, I don't know, but certainly—I taught in California for many years, and I also taught in the New York metropolitan area, and so I was dealing with a lot—a much larger Hispanic community there than here. There really isn't any—not that many students here. I come across one or two a semester, you know.

Factors That Limit the Development of a Sense of Place

If participants identified factors that promote their sense of place in academia, could they also identify factors that limit the development of a sense of place? Participants responded to this question and several themes emerged from the analysis of data. Not surprisingly, themes that emerged seemed to be the opposite of factors that promote a sense of place. This realization adds credibility to the themes or factors generated by the study for promoting a sense of place among minority faculty, especially Hispanic faculty. Themes that emerged include a lack of Hispanic faculty and students, a lack of acknowledgement of contributions or one's value, the feeling of being different

that warrants the need to constantly explain one's background, the pressure of tenure, alienation and disconnection, and a lack of cultural events. These themes and extracts to support them are presented below.

Lack of Hispanic Faculty and Students

Almost every participant spoke forcefully about a phenomenon that erodes a sense of place, the lack of Hispanic faculty and students. Professor A lamented the fact that there was no one else in the department but him; Professor B noted that the lack of Hispanic community was frustrating his work. Professor D assessed the condition of the state and noted the invisibility of the Hispanic community. Professor E could not find a community within the university with whom to deeply identify. The lack of Hispanic students prevents the need to request more Hispanic faculty according to Professor F. Below are extracts from participants that explained why they saw a lack of representation of Hispanics within the community as a hindrance to the development of a sense of place.

Professor A: It's really the lack of other Hispanics in my immediate environment . . . there's nobody else in our department who's Hispanic and that's the primary number, you know, those are the primary people you interact with.

Professor B: **I have been really interested in collecting data from Hispanics, but it's been difficult, I couldn't access the community, I couldn't access the population I needed** and there's restraints on campus in terms of timeline which kept me from doing it and so I'm going to have to focus on the population that I can find at hand. So I guess that's a frustrating experience. I do want to contribute

to the literature on Hispanics but I'm just having a hard time locating a population.

Professor B: **I think there's some alienation with looking at white students and sort of disconnect, misunderstanding of where we come from. I like it when students of color are in my class. It's really, really important to me**. And there generally are. There's always a minority, you know, maybe 4 percent or what have you. But I think it's really, really important I have diversity in the class, especially in teaching the courses that I teach, because I need those voices out there who more than likely will have a real understanding of where it is I'm coming from. So with students it's pretty important.

Professor D: I guess it's because this is Ohio, diversity is not there even though apparently there is a huge Spanish-speaking community in Ohio so basically, it's invisible, you don't see it.

Professor E: There is no community within the university community in which I identify myself as one of the members, in this case being a Hispanic, so there is no sense of consciousness of a person who represents unless a particular situation comes about.

Professor F: We don't have a very large or largely diverse student population. I think if there were more Latino students here, then there might be more requests for faculty involvement . . . so it [consciousness] doesn't seem to come into play.

Professor F: I think it was like the first or second year I was here and I had a very small class, and it was at least, you know, again, visual appearance. Very White . . I just don't know that there's much attention given. Again, it may be because of the physical appearance. **I guess for myself I'm interested in seeing more diversity of our student population.** I'm interested in encouraging people to think about diversity in ways that are other than just black and white, not sort of like literal racial terms here. We do have some Middle Eastern students, we have some South Asian students, not a lot, and there are a few and very few Latino students, mostly coming up from the Youngstown area, where now I think there's a growing, primarily Puerto Rican community that has, you know, been thriving in the last few years.

Professor G: I mean it could be nice to have a group of Hispanic faculty that get together and discuss common issues or problems in the university or chat on a regular basis. Sometimes you want to chat with another person in your own language and it's difficult to find it here.

Professor J: As far as Hispanic, I'm pure Puerto Rican, so my parents are, you know, both parents are Puerto Rican. And my Hispanic background, I'm very proud of my heritage and I don't try to hide it. **But I am aware that I am one of—I'm just really one faculty member of many who are Hispanic and—I**

mean and many faculty members who aren't Hispanic. So just being that one

minority in the group, I'm certainly very conscious of that.

Professor J: It's just a non-factor in the fact that when I'm at the university, I'm

really just part of the faculty there. They're not promoting my heritage. They're

actively looking for minorities and I think that they realize that it's important, and

what was appealing in hiring me was the fact that I was a minority and that I

could, with time, contribute to the student body and hopefully—I mean, any kind

of minority student body, which I think [the university] needs to have more of.

But I really just am just a faculty member. I think it's more of an issue that I'm a

woman than I'm a Hispanic.

As noted by Professor G, the presence of other Hispanic faculty offers several

advantages including a group with which to discuss common issues and problems. One

becomes always conscious by being the only one in a community as explained by

Professor J. All in all, lack of representation erodes a strong sense of place as indicated

by the participants.

Lack of Acknowledgement of Contributions

Lack of acknowledgement of contributions emerged as a factor or a theme that

erodes the development of a sense of place. This theme played out in terms of recognition

of area of scholarship, recognition of achievements, and support for faculty. Participants'

comments support this view.

Professor B: The chair doesn't engage in as much support of the junior faculty . . . so there is a real difference in terms of recognition.

Professor G: There is no clear policy from my direct supervisors whether they would like to promote that area or not. I mean I'm doing that because that's my field of expertise but if they realize that that's my field of expertise, they should try to promote my work and help me promote the work and help me get more support, no? And that's not done, at my direct supervisor's level, no, no.

Professor H: I think that's very important, you know. You like to be recognized for what you do. You know, one of the big differences that I—or one of the things that I miss, I was well recognized in my country as, you know, one of the top biologists in the country, and so my opinion was very important. You know, I was consulted frequently, every time they had to do things. And that was very important. That's one of the things that I miss, you know. And I know it will take a while before I get to that point here. But on the other hand, within the department, I think that people recognize what I do, and they appreciate, you know, the contributions that I'm making to the department, not only with my work but I do spend a lot of time with students. I put together a conservation club, in which I basically do activities with undergraduates. And, you know, the new things that I've brought into the department is appreciated, and so that's important. But they're still not sure what exactly I do when it comes to terms of research and things.

Professor J: I don't think that the university makes it known. I do with my work. I think my work demonstrates pretty much my background. But no, the university doesn't necessarily promote that, no.

Having to Explain One's Background

Participants indicated that when one's background is a constant reminder that they are different, it is difficult to develop a sense of place. It becomes particularly challenging if they had to continue to explain this background. Those "who do not look Hispanic," such as Professor A, may have fewer issues with this phenomenon. However, Professor B found it offensive and bothersome. Professor D talked about being a "foreigner within". Professor F acknowledged the presence of stereotyped expectations. Professor H recalled holding back because of discomfort. As expressed below, participants viewed questions of "who are you," "what are you," or "where are you from" as being problematic in developing a comfortable sense of place.

Professor A: The number of questions about my heritage is probably lower. I don't know if that's a matter of politeness. I don't think it is, because I think in a lot of places you'll get people who say, Oh you don't look Hispanic, or something like that, and you don't get that here and I don't think people are being rude when they say that to you in other places. They probably don't understand the culture very much.

Professor A: I think that one of the things that's difficult about development of place it's not conspicuous to a lot of people that I am Hispanic.

Professor B: **There's a lot of explaining sometimes to students and faculty, sort of wondering what I am and what I am not,** assumptions that I'm totally fluent in Spanish when I'm ok but not essentially fluent, assumptions about what my background is. That's always very, very confusing. Like if I say I'm from New Mexico they don't hear the 'New' part and they think I'm from Mexico, so that always takes some time to explain, who I am . . . not just students but in the community as well. What are you? That question of having to identify myself and explain myself. And so the continual process of having to define myself for not only others but I guess myself . . . I find it offensive. I don't like it. I don't go around asking people what they are and so it's bothersome.

Professor D: The fact that I think they perceive me more as a foreigner as a whole than being a Hispanic foreigner. It's more of the sense I do feel sometimes like the other, that sense of otherness that people who come from a different country feel in their situation . . . people try to figure out where I am from.

Professor F: And when I talk about race sometimes in my classroom, I'll tell my students, and it's true, I can look at the class and say, if you all lived in Miami, until you opened your mouth, no one would know what your background was. And they'll look at one another, you know, like tall, blonde people, and wow, you know, what do you mean I could be Cuban or I could be, you know, and they just—they don't have that sort of understanding about ethnicity and race and they

have this, I think, really sort of stereotyped expectation of what it means to be, you know, whatever it is.

Professor H**: There are situations where I need to make strong statements, and I am not as successful as I want to be.** And so that's kind of frustrating because in my media I could do that very easily, you know, I could stand up in a faculty meeting and I could convince them that, you know, the point that I'm making is worthwhile. And that is something that doesn't—cause me some discomfort, you know, because sometimes I don't know if they are understanding me, and if I'm getting my points across.

Professor H: But still there are many subtle cultural differences that I have to learn, have to understand. And I have been trying to be very cautious about, you know, those subtle differences that I sometimes have a hard time understanding. When you have different opinions, for example, in the Hispanic culture you are open about that. You just press them and you try to mediate and, you know, settle differences right there. I'm under the impression that it's not so open here, you know, in a very subtle way you explain that you do not agree with others, but you do not confront your ideas with their ideas. And so I had to learn that, and that's one of the things that, you know, **one of the biggest differences I have encountered here is you identify differences, but you live with them**. And so that's something that—that's one of those things that comes to mind right away.

Pressure of Promotion and Tenure

Although the granting of tenure was viewed as the ultimate affirmation that strengthens the development of a sense of place, the process to it and the pressure it invokes, seems to a debilitating factor in developing a sense of place within academia. Professor A saw the pressure of promotion and tenure as the biggest conflict in his professional career. Professor B felt the need to postpone the "community thing" until promotion and tenure were attained. Professor F felt like a "second hand citizen." Professor I observed a different phenomenon: that a minority faculty had to work double to be visible and accepted. The pressure of promotion and tenure, without doubt, seemed to compete against the time and resources needed to invest in cultivating relationships and participating in other events. Extracts below explained participants' views.

Professor A: **It's [tenure process] probably the biggest conflict of my professional career is that stress between wanting to spend time with individuals in my lab and wanting to tell any student that's good that they can come into the lab and work, and knowing that I need to be writing papers instead of just helping students do research.** And it's a balance I haven't perfected yet, hence the number of unpublished manuscripts continue to grow, because I just don't have the time to finish them all off.

Professor B: The community thing, I think again that's part of this protection of untenured faculty. **I'm not really a part of the community.** I'm just here to do the department stuff, the work, and we're expected once we get promoted to associate to go into the community a little bit more. Well, we have choices, the

community or the profession, right? So, I'm not in touch with the community very much… there's some disconnect there.

Professor F: **[My sense of place] is kind of disconnected** . . . because we teach such heavy loads and still have expectations for scholarship and people live huge distances . . . so I mean they're sort of stretched so people tend to just come to the campus, do their little thing and vamoose . . . but we're also obligated and hooked into the main campus for tenure and promotion and we are without question second hand citizens.

Professor I: Being a minority, you have to work like double. You have to— probably to be more accepted or for them to accept that you are doing a quality job. I have this feeling that I have to work double, to be visible, to be accepted.

Alienation and Disconnection From the Community

Participants identified alienation and disconnection from the community as a hindrance to the development of a sense of place. To Professor B, it was not a permanent experience, but alienation was a major issue during his first year as a faculty member at his institution. Professor E compared his town with Chicago and noted that the absence of community led to isolation, whereas Professor F complained about locating the community and its invisibility.

Professor B: The first year I was here, I was pretty alienated. I didn't see a lot of my colleagues in this department in and of itself.

Professor E: There is no community per se, it's not like Chicago, then you can have input because there is a large community, there are things that Hispanics need to be represented and values reinforced, there's no such thing here and you are one isolated member in trying to fit in wherever you can fit.

Professor F: It's sort of tough to even locate the community . . .seeing more folks here makes me aware that there is a larger Latino population here but I think they tend to be kind of invisible and that's because of the economic background and just sort of a discomfort with the culture of not understanding how to apply and to do things.

Professor J: As far as the director of the School of Art, I have a good relationship with, but I'm also feeling like she's kind of the connection to being more administration. **I think the dean is aware of who I am, but I don't really think that I have a relationship at all with him**, and it kind of bothers me a little bit because I think that, though I don't really—I think all of his information is coming through the director of the School of Art. He's not really going to the source of a lot of opinions and concerns that we have as we work down in the trenches, I call it, down in the trenches, and faculty are down in the trenches. And I think that he's getting a lot of his information through the director, so it all depends upon the director, and that, I think, is unfortunate. I think that the dean should be speaking more directly with his faculty.

While Professor J had a good relationship with the director of the unit, disconnection with the dean was a source of concern. The absence of direct interactions with critical stakeholders such as the dean presented some worry at least to Professor J.

Lack of Promotion and Dialogue about Cultural Activities

As a way of acknowledging faculty heritage, the university is expected to promote events to that effect. Where this is lacking, developing a sense of place would be slower. Professor B sought for the promotion and celebration of his ethnicity. The extracts below revealed hearts that were yearning for dialogue on heritage and participation in cultural activities.

> Professor B: Those things [cultural activities] are very far and few between, so at the institutional level I don't see any sort of promotion or celebration of my ethnicity. So aside from that one experience or that one e-mail that came across my desk, you don't really sort of see it acknowledged.

> Professor B: It's never raised or discussed the fact of being a minority. They understand what it means on paper and it looks good, but they don't go beyond that, **there's no dialogue, there's no discussion,** there's no, especially with full professors, there's no understanding or interest and understanding or what it means to be a person of color in a predominantly White institution, even in Sociology which is strange, it just doesn't matter.

Professor E: I have been here eighteen years and sporadically there were some people in modern languages who sometimes asked me to go to his Hispanic Club . . . but once that was over, I'm back again to my own work and my own things.

Professor G: Try to promote the fact that they are Hispanic faculty and try to get involved into Hispanic organizations, I mean if there is no Hispanic organization, try to organize one. It could be to promote, for example, a faculty club, for example, with a section of Hispanic faculty, or promote a colloquium series where you talk about Hispanic-related issues, something like that. Or once in a while invite people from Hispanic heritage to lead a conference, to come and make a presentation, even to give a performance**. I mean there are places, unique places in the U.S. like the University of Michigan who pride themselves in inviting people from many nationalities. And that's the type of activities that really promote the sense of belonging, promote your Hispanic heritage and promote your sense of belonging to place,** I mean if the university cares to bring someone of that caliber to give a presentation or a performance, well, I mean you feel very proud.

Professor H**: I think that there's a group of Hispanic faculty here that will be happy to do something if they were asked to**. And I think, you know, if Hispanics could get involved in organizing things, and becoming, you know an important group, there are things that could be influenced.

Professor I**: I would like to see this university to recognize more the Hispanic population, in different ways**. Maybe to have, for example, maybe a more visible committee, or maybe to make the Hispanic Week more visible. I don't think it's very, very visible. Instead of being in charge of students or a small group, just to be more committed to something bigger and probably to take us more in consideration as a diverse group.

As Professor H observed, the university only needed to ask and the Hispanic community would be happy to assist in organizing events. Professor I would of wanted the university to establish a more visible committee for Hispanic faculty. The absence of these diminishes the strength of a sense of place within their institutions.

Disconnection Between Administration and Department

A visible factor was reported as a limitation to the development of a sense of place, that is, disconnection with the administration. Although participants make concerted efforts to stay connected with their department and colleagues, reaching out beyond that was problematic. Comments from participants suggest that deans and other administrators should be the ones to reach out to faculty, especially minority faculty. Professor B noted that the dean had had only limited contact with him. Professor F reported a different kind of disconnection between the regional campus faculty and the main campus. The extracts below suggest that to fully develop a sense of place, administrators have a role to play in connecting with Hispanic faculty.

Professor B: My experience here as a professor here, I have very little contact with the institution. My contact is largely focused and concentrated in the department.

Professor B**: It's concentrated here. I have relationships with the department, then it gets a little more vague as you move into the college and a little more out of touch when you go into administrative**. The dean has come maybe—we got a new dean in the past two years and he's come maybe a couple of times for discussions. So that's the extent of my contact with the dean. I have a few colleagues that are outside of the department, one in Communications, I've got a couple in Anthropology, but it's pretty minimal.

Professor B: **A very bad thing happened last summer in terms of my mentor. Racist issues did come up in terms of the front staff, which is not good, and now one of the faculty is actually leaving because of it.** And it strained relationships between a lot of us, and especially with the chair it just isn't really, really good. But I'm not sure what's going to happen with that, so that my mentor is going to be leaving and I'm going to be here on my own.

Professor F: There's that question of institution, and the regional campuses are sort of odd because we are a financial entity and we sort of plan our own classes and so forth but yet we're also obligated and hooked into the main campus for

tenure and promotion, for some community service stuff, and we are without question second-class citizens.

Professor F: The times that I find myself most angry, upset, and dissatisfied is when I have to deal with the people at the [Main] Campus. And it's about research agenda, intellectual equality, that somehow what we do out here on the margins is of little value. And that's communicated in just all sorts of ways …**I really feel like the ugly stepchild. You know, I go into a meeting of the faculty, like they don't know who I am . . . I am very aware about issues of power and class and of course I'm made doubly aware of them by my second-class position as a regional campus faculty member.**

Professor J: **I think that generally I find that the administration is—there's a gap between faculty and administration**. There's not much in between. It's very hard to kind of get directly to the administration and to be heard and for things to be really—for them to really understand the deficiencies within different areas that really need to be addressed. And I realize, you know, in any institution there's a lot of politics and there's money issues and, you know, there's always the money issue, and I think that, though, I don't know that we're always being heard, and so I think that, as a department. And that could be a lot to do with the fact that we're the art department and generally we're considered, not as important as, say, another department that has research and maybe liquid crystals or something that has much more of a broader need and immediate need, it seems

like, and they're able to generate interest and money and all of that, whereas, with

the art department, we tend to be really kind of swimming in deep waters without

a whole lot of support.

Professor J pointed to several types of gaps or disconnection with administration:

the gap between faculty and administration, the gap in administrator's knowledge of

deficiencies in academic areas, the gap created by institutional politics, the gap created by

money issues, and the gap in value placed on the art versus liquid crystal. These gaps,

although important to Professor J, were of concern to faculty beyond those who were

Hispanic.

<div align="center">Strategies Used to Negotiate a Sense of Place</div>

Participants mentioned three main strategies for negotiating a sense of place. As

revealed on Table 13, these strategies are Productivity, Relationships, and Participation.

Productivity As a Strategy

Some researchers interested in productivity have identified a wide range of factors

affecting faculty research productivity and explicated the influence of power and politics

on productivity. Some of these researchers include Shamai, Ilatov, Dundar and Lewis to

mention a few. Shamai & Ilatov (2005) observed that "the most current literature focuses

on the importance of culture and power relations in shaping one's sense of place, and to

the mutual but uneven relations between the place and the people who reside there."

Dundar & Lewis (1998) examined the relationship between academic research

productivity and institutional factors that contribute to measures of productivity—for

example, the culture of a department or an institution has been found to be an important

factor determining research performance of individual faculty. Culture relates to shared

attitudes and values in an academic unit (p. 610). Other factors relates to program size,

institutional control, annual research funding amounts.

Bess (1997) focused his research on the organizational structural conditions that

accompany tenure systems (versus contracts) in academic organizations.   Bess writes

that the institutionalization of internal hierarchical controls through short term contracts

leads to an increase in the frequency and salience of power issues and a reduction in

individual faculty independence (p. 4). Ultimately, it reduces motivation which

decreases productivity.

Huston, Norman and Ambrose (2007) looked at senior faculty members who were

dissatisfied with their experiences at their institutions despite their remarkable

productivity. In their research, they looked closely at the features of particular

institutions. For example, they state that a decentralized and nimble bureaucratic

structure allows faculty members to respond quickly to political, economic and

disciplinary shifts, however it could also mean a rapidly changing environment that

shifts focus that may leave their senior faculty unsupported and isolated. The study

found that many faculty members feel unsupported and a sense that an implied promise

had been broken. When an institution fails to meet a commitment, or when there is a

discrepancy between policy and practice, faculty members experience a violation of

their "psychological contracts" (p. 504).

Many participants pointed to the use of productivity as a way of gaining respect, attention, and acceptance. Productivity is mentioned in two respects: the amount of work produced and the quality of the work produced. For example Professor A focused on the quality of publications and the impact on the academic community. However, Professor C focused on the number of works produced.

Although some faculty mentioned teaching and advising, most of them focused on publications, grants, and scholarly presentations. Professor H, in particular, noted the importance of grants and quality of publications. Extracts from participants to support the use of productivity as a strategy in negotiating a sense of place within academia are provided below.

> Professor A: I'm in a very research-oriented department and in face we are strong on teaching. For me actually, so this is actually one where I differ with a lot of people, I prefer the quality of publications, but yes, it is the impact, how much you are altering the views of the people in your field is what is important to me.

> Professor C: I don't think it matters what kind of research I focus on. Mine happens to have been scattered. I have done work, the bulk of my work is on the Latino professionals, white collar professionals. However, because my institution was interested in offering class online classes, I was given an opportunity to learn how to create and design WebCT teaching course design and did some pilot studies on whether or not international students did as well or better than American born students in working on online classes. So they don't care what

research I do, it could be about Latino or not, it can be about multivariate regression or methods. Anything. They don't care, it doesn't matter. Just so I publish. You must publish.

Professor E: I move more in the international sphere so that helps. I participate in international festivals and won some awards and those are internationals. **So in terms of production, working internationally, you know working internationally, and then I did some writing and some articles have been published, also internationally, most of them by Canadian journals and talking about European work, so anyway the international sphere** . . . Ultimately, it has to be about your credentials.

Professor G: **The possibility that I can help bring faculty and students from my country over here to do some academic activities**, I helped a student from Mexico last year who wanted to take some technology courses here and the international office contacted me to see if I wanted to advise in some respect and I agreed to that and it was a very rewarding experience.

Professor H: **I have access to a sizable portion of the literature that is written in Spanish.** I have access to journals and just the scientific community that most faculty here are not aware of, so I can gather information that I think they have access . . . I can broaden my perspectives. You know, I often get invited to other countries to help in courses and workshops.

Quality of work is hard to define. In our field, quality of work means good publications and success in getting grants. I am just beginning to get my grants. So I should say that ever since I got here faculty has been at least from what I see very pleased with what I do and they have welcomed me.

Professor I: **Well, in my case, at least here in the department, they have very good scholars in Spanish, and they know, for example, that this book, my book is published by a really good publisher, and that my articles were published in very good journals.** So they know for sure that this is good. So, and they are the ones who are making the evaluation on sending—and also, in addition to that, maybe the amount of publications per year. And I think this is why they know. The rest of them, they don't read anything in Spanish or don't know—they take the opinion of the other ones, their other colleagues, in consideration. I think that that's the way that they know the quality of the production, yeah.

Professor J: The quality of the work. Well, a large part. I mean I think that's why I'm able to—that's why I've been invited to do certain—to be involved with, again, the local public art program, and I think that my work has been—there have been different articles written in the local papers about my work, so it's getting a positive feedback.

Relationship As a Strategy

All the participants mentioned relationships in one form or the other. Most of them noted the importance of relationships with students. Others mentioned relationships with colleagues within their departments. Professor A indicated that good relationships lead to collaborations which improved the overall departmental productivity. He further pointed out that this was exactly the reason why he stayed at the institution.

Almost everyone who had positive relationships felt good about the institution. Sometimes, these relationships come from mentors, as in the case of Professor B. Other times they come from faculty members as in the cases of Professors E and G. Professor C noted that her recognition/award was related to the fact that she had excellent relationships across the campus. Other supportive extracts from the participants are provided below.

> Professor A: **We are gaining notoriety and we are gaining it because the faculty interact well.** We are gaining it because faculty talk about things and decide to do things together and create cross-disciplinary interactions that you do not see in other departments. It is extremely, extremely good environment, it is the reason why I came here and frankly it is the reason why I stayed.

> Professor B: Again, only recently, a real, real mentorship relationship with another faculty who is of color who is really, really being instrumental in doing that. Again before that, that first year, quite alienated, sort of figuring it on my own.

Professor C: **Excellent. My relationships are excellent with everyone.** I have just been named the new faculty fellow for the senior vice president in the provost's office and so I am one, I think, four or five people throughout the university selected for that honor.

Professor E: Working relationships with other individuals, other faculty members, they consider you and so those are mainly it would be interpersonal relationships, positive aspects.

Professor G: **I mean I think I have good relationships with many faculty, faculty that see I care for their work, which in turn keeps promoting good relationships**... I mean it is very rewarding for me to know that some people around here value the work we are doing.

Professor H: **Within the department, I have good interactions with a small group of faculty**. There are some faculty that are closer to you not only in the work you do but also in the way you think. And so, I have good relationships with my colleagues.

Professor I**: The good thing is I have quality relationships with mostly everyone in here, but the students, there is not a quantity that I have a lot, a lot, but I think I get along well with almost everyone here, and with my students.** So I feel well and especially with the chair that we have right now, I

think I appreciate his help, his way of doing this. So I think it's a really good

relationship and that makes me feel well. They made me feel welcome and

accepted and that increased my sense of value to the institution.

Professor J**: I have a great relationship with my colleagues. That's primarily**

the other faculty members. I have a really wonderful relationship with them,

overall. I mean, you know, [laughing] there's always one or two that—but for the

most part, I feel like I have a great relationship with the faculty.

Participation As a Strategy

Participants repeatedly noted their involvement and participation in campus

activities. Some saw their participation as responding to the need of the university, as was

the case of Professor D. Some broadened their participation to include other minority

groups, as in the case of Professor G. Some initiated a new club that became valuable to

the university, as was the case of Professor H. Participants noted that they were being

invited or called upon and they have participated as much as possible. The following

extracts from the participants support the view that Hispanic faculty use involvement in

campus activities as a way of fulfilling their community citizenship and, in return,

gaining their own sense of place within the community:

Professor D: Well I think somehow we are needed, whenever there is an

international week because this is something that goes on in every institution

yearly. So every year we are invited: "Oh we would like you to come and we will

be very pleased if you present something." And they gave you carte blanche and

let you present on what you want, any topic . . . They were always: "Oh these

people are coming from Costa Rica for example, and we would be very pleased if

you come to dinner we are offering for them" . . . So I am like an ambassador for

the institution.

Professor G: Some student organizations, like SALSA, I have been interested in

collaborating with them. And also with some other minority groups like there is a

new group called HBO, which means Help Brothers Out, which is a group formed

by faculty and administrators in this university to help minority with low GPA.

Professor H: I put together Conservation Club in which I basically do activities

with undergraduates and you know the new things that I brought into the

department are appreciated, so that is important.

Professor I: My research focuses on teaching and other extracurricular activities

like the Spanish Coffee Hour, and [unclear] member of the Women's Studies who

presented at my department on Hispanic women . . . I'm very proud of being a

faculty member [at this institution], but I feel that I fit mostly in three units: the

Spanish unit, Women's Studies, and the Spanish Coffee Hour.

Professor J: I'm constantly being asked to participate in many different ways, so I

never feel as though that's an issue, and there are always things to be done, and

I'm involved in many, many, many aspects in the School of Art, and the range

and the scope of influence is very broad. For example, right now I'm putting

together—the first time I'm curating an exhibition, and it's going to be in the

main gallery, and it's opening in September, so just the experience of putting—

being asked to curate an exhibition and this kind of support I'm getting is great,

and it's just been, you know, very challenging and a wonderful experience.

<div align="center">Recommendations for Improving Hispanic Faculty's Sense of Place</div>

In concluding this study, respondents were invited to reflect on what individual

Hispanic faculty members can and should do to enhance their sense of place. In addition,

they were invited to reflect on what the institutions, the predominantly White institutions,

should and can do to facilitate Hispanic faculty's negotiation of a sense of place. Table 14

provides a summary of recommendations both for Hispanic faculty and predominantly

White institutions derived from data analysis.

(RF) Recommendations for Hispanic Faculty

The recommendations from Hispanic faculty themselves are the best resource for

creating a sense of place for other Hispanic faculty who want to work within

predominantly White institutions. Therefore, all participants provided recommendations

that could be grouped under several themes presented below.

Table 14

Participants' Recommendations

Participants	Recommendations for Faculty	Recommendations for Institutions
A	RF2, RF6	RI2
B	RF3, RF4	RI2, RI4

C	RF1, RF3, RF5	RI1, RI2, RI3
D	RF1, RF2	RI1, RI2
E	RF1	RI1, RI3
F	RF3	RI3
G	RF3	RI2
H	RF3	RI1, RI2, RI3
I	RF1, RF4, RF5,	RI2, RI4
J	RF1, RF5	RI1

(RF) Recommendations for Hispanic Faculty

RF1. Work hard

RF2. Be yourself

RF3. Connect with other Hispanic faculty

RF4. Find a mentor

RF5. Make your work count

RF6. Relax and enjoy your life

(RI) Recommendations for Institutions

RI1. Recognize importance of Hispanic contribution

RI2. Recognize Hispanic presence

RI3. Recruit minority faculty and students

RI4.Assist faculty to survive and thrive in general

RF1. Work hard. All respondents acknowledged that being Hispanic was not good

enough to make it in their environment. They all indicated that working hard was

paramount to being successful within academia. The faculty stressed the importance of taking their work seriously. One faculty member indicated that Hispanic faculty have to work harder to be recognized and be visible. As Professor C noted, working hard implies doing research and publishing as much as possible. Professor D includes giving talks and presenting at conferences in working hard, and Professor J includes teaching. Below are extracts from several of the participants.

> Professor C: If I have anything, any advice, I would simply say, find an area of research on which to focus, and then publish, publish, publish in that area, in that same area, again and again.

> Professor D: Second, produce scholarly papers or talks, or conferences or anything that brings your point of view into the mainstream . . . you improve your image or your scholarly production, using what you have as a tool.

> Professor E: Ultimately, it has to be about your credentials, its not because you're Hispanic. Well, do well your job.

> Professor I: **I think for being Hispanic and a minority, you have to work really hard to become visible and respected; and you have to work under a lot more pressure to becoming visible, for others to accept your opinions and presence . . . You have to do a lot.** You have to keep working really, really, really hard for them to recognize you, just because you are Hispanic, and you have to demonstrate that you are excellent.

Professor J: I think that any decisions or directions that I've taken, and again, I've

always thought that it's really important to be-that I take the work seriously,

whether it's teaching, whether it's my own scholarship, my own research, that

everything I do, I want to make sure that I'm doing the best work I could possibly

be doing.

RF2. Be Yourself. Several participants stressed that it was important to maintain

one's individuality and use it as a tool for opportunity in the way one interacts with

others. It appears that the advice "be yourself" is provided in two senses. First, it is

intended to counter low self-esteem. For example, Professor A advised Hispanic faculty

not to be ashamed about their differences. Second, it is used as a way to achieve self-

definition (Professor D).

Professor A: Don't ever be ashamed about being different in the way you

interact with people. It's good.

Professor D: It is about seizing the opportunities that you have, not just keeping

who you are to yourself, because who you are, it's obviously going to enrich

whatever it is that you do.

RF3. Connect with other Hispanic faculty. Because Hispanic faculty relationships

are so important to the development of their sense of place, connecting with others with

similar backgrounds was sought out by several participants. Faculty recommended that

the connection take place as early as possible in order to obtain that sense of place at their

institution and in their community. Staying connected with other Hispanic faculty is an

antidote to cultural isolation and loneliness as pointed out by Professor F. Other similar comments are provided below.

Professor B: I think the alienation thing is pretty bad . . . you need somebody to bounce things off of and show you the ropes and give you the inside track of things.

Professor C: We [Hispanic faculty] have to mobilize and we have to organize and we have to have a sense, not only a sense of place as you are looking into, but a sense of responsibility and a sense that we can make things happen, a sense of empowerment. I like to see that happen.

Professor F: Live someplace where you can touch *la raza* once in a while, I think, this is really isolating for me here, is that there just is not a Hispanic community.

Professor G: Try to promote the fact that they are Hispanic faculty and try to get involved into Hispanic organizations.

Professor H: One thing that I would like to do is to have a group of faculty across the university that meets and share their experiences, and that's something that I am beginning to do informally.

RF4. Find a mentor. Mentorship was an important aspect to the development of a sense of place. Two participants indicated that they were mentored and it made a significant difference to their experience in academe. Therefore, participants were quick

to recommend that other Hispanic faculty to find a mentor who can assist them to integrate successfully into the community.

> Professor B: Find someone as quickly as possible, somebody's who's going to know, who understands what it means [to be tenured].

> Professor I: I think we need a good mentoring program on this area. Every tenure track faculty needs it, but if you are Hispanic, you need it even more.

RF5. Make your work count. Productivity played an integral part of the development of a sense of place for Hispanic faculty. Hence, making work count, taking work seriously to produce a scholarly contribution was a means of achieving validation for this group of faculty. This was expressed in different ways by the participants. Professor I noted that Hispanic faculty had to be "really excellent" meaning that one needs to produce quality scholarly works.

> Professor C: I suggest to anyone interested in pursuing a career within academia that they should find an area of research interest important to them, and focus . . . and then publish, publish, publish in that area, again and again.

> Professor I: If you are Hispanic, you have to be really excellent in order to be visible, in some ways, there is a lack of recognizing our presence, our production and our contributions.

> Professor J: I think that any decisions or directions that I've taken, and again I've always thought that it's really important to be-that I take my work seriously,

whether it's teaching, whether it's my own scholarship, you know, my own

research, that everything I do, I want to make sure that I'm doing the best work I

could possible be doing.

RF6. Relax and enjoy your life. Although several participants insinuated that there

is a need to balance work and life, Professor A was explicit in recommending that new

Hispanic faculty members who wish to develop a healthy sense of place within a

predominantly White institution "relax and enjoy life." This presupposes that the

atmosphere itself would be stressful and intentional efforts are necessary to achieve calm

and enjoyment of life.

Professor A: Every time I kick back a little and relax, usually with family, then I

recover that. So that's an important thing. That's the only recommendation.

(RI) Recommendations for Institutions

Participants reflected on what institutions should do to contribute to Hispanic

faculty sense of place. As indicated below, the success of Hispanic faculty in a

predominantly White institution is a shared responsibility. A part belongs to the Hispanic

faculty themselves, while the second part belongs to the institutions. Below are themes

that emerged from participants' recommendations.

RI1. Recognize importance of Hispanic contribution. As institutions make efforts

to recruit Hispanic faculty, leaders of these institutions must realize that this group of

faculty would bring their unique perspectives on scholarship and unique lines of inquiry.

A deliberate effort must be made by institutions to recognize the uniqueness of their

work. Hence, several participants recommended that institutions provide means to recognize Hispanic faculty's works.

Professor C: Recognize the importance of Hispanics' research about other Hispanics . . . you know, we need to pursue, to push our children to go into the sciences, I will, now that I see how important work on Hispanics done by Hispanics is, I will do more, because there is a need for us to understand what's happening with white-collar professionals.

Professor D: They should be aware that there are some differences in the way we approach our profession and the way we see the world, at large.

Professor E: I think it's good to have representation . . . for the sake of having role models . . . to bring Hispanics into the forefront.

Professor H: I think there's a group of Hispanic faculty here that will be happy to do something if they were asked to. And I think if Hispanics could get involved in organizing things, and becoming an important group, these are things that could be influenced.

Professor J: I believe it's what we bring to the table [that should be celebrated].

RI2. Recognize Hispanic presence. Whereas recognition of Hispanic faculty's work is a means of acknowledging their contributions to the academic world, recognition of Hispanic presence is a means of acknowledging their culture and values. Institutions

are advised to take advantage of Hispanic faculty's presence to organize and celebrate culturally relevant activities.

Professor A: I think that it is actually advisable to have some explicit interactions with Hispanics, that if the institution can support it, that promoting Hispanics, any type of Hispanic activities that faculty and students can get together.

Professor B: Maybe more organized attempt to pull all Hispanic faculty that happen to be at a university together, maybe there can be a website somewhere, devoted for that sort of communal thing, that would be nice.

Professor C: Well, we are the sleeping giant who has awakened. The question is, what are we going to do with our massive numbers? We are now the majority minority, but what are we going to do with this power?

Professor D: We are just faculty who happens to be Hispanic. We obviously have the qualifications; otherwise we wouldn't be in that post. So I think we could raise awareness towards whatever issues we have or we know we could be useful bringing them to life, and at the same time, telling our institutions that we don't need preferential treatment, or special treatment.

Professor G: It could be to promote, for example, a faculty club with a section of Hispanic faculty, or promote a colloquium series where you talk about Hispanic-related issues, something like that. Or once in a while invite people from Hispanic

heritage to lead a conference, to come and make a presentation, even to give a performance.

Professor H: I think there's a group of Hispanic faculty here that will be happy to do something if they were asked to. And I think, if Hispanics could get involved in organizing things and becoming an important group, there are things that could be influences.

Professor I: I think that this university should recognize that minority and diversity is not just African-Americans. In some ways, there is lack of recognizing our presence, our production, and our contribution.

RI3. Recruit minority faculty and students. Participants recognize the need to create a critical mass. A token Hispanic faculty faces challenges in developing a sense of place. Many of the participants lamented their lonely condition. It is no surprise then, that they recommended that institutions recruit more Hispanic faculty and students. After all, a diverse academic community provides a rich environment for all students, majority and minority students alike.

Professor C: OK, three points. Add more Latinos to the faculty. Second point, add more Latinos to the student body. And third, recognize the importance of Hispanics' research about other Hispanics.

Professor E: I think it's good to have representation, I tell you, with Hispanics, there is a big population of Hispanics in the country.

Professor F: I actually think student recruitment would help. If there is a better

way to do better recruitment, I think part of that has to do with financial aid.

Professor H: There are big efforts to recruit and retain Black minorities, and I do

not see that for Hispanics.

RI4. Assist faculty to survive and thrive in general. A few of the participants

advised institutions to work toward the success of minority faculty in general. They

sought for more actions toward this end. Some of the comments are presented below.

Professor B: I guess to make sure faculty are doing ok. Some kind of mentorship

program, some kind of follow up, I think that would be useful. Some organized

attempt to pull Hispanic faculty that happen to be at the university together,

maybe there can be a website somewhere, devoted for that sort of communal

thing, that would be nice.

Professor I: I would like to see more actions toward the Hispanic community

definitely. We have to be more included and more visible.

Vertical Analysis

As mentioned earlier, what is hereby referred to as a vertical analysis is the story

of individual participants or the story of one. The intent of this analysis is to present the

data of each participant without reference to another participant. The rationale behind the

analysis is to present each person as a complete and stand alone story, and through this

effort, gain additional insights into how Hispanic faculty negotiate their sense of place within a predominantly White institution.

As can be expected, the vertical analysis resulted in a huge document that could stand on its own as the data analysis and findings section of the study. Each participant's CV analysis, Sociogram, and interview data were presented as a complete story. Given the size of the analysis from this format, the summary is moved into Appendix M.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

"[I] have little room but to negotiate most of my daily lived encounters

as one of 'them'. How alien this sounds. This split without, this split within."

(Williams, 1997)

As a concluding chapter, Chapter 6 presents a brief summary of major findings
and discussions of these findings. Before this, the purpose of the study is restated and
research questions are used to organize the summary and discussion. In addition,
conclusion and general reflections about the research process are provided. Finally, the
chapter ends with recommendations for future research.

Purpose of the Study

The purpose of this research was to explore the phenomenon of Hispanic faculty
experiences, their perceptions of support and barriers, and how they negotiate their sense
of place at two predominantly White universities: University-A and University-B.

Ten faculty members participated in the study. Participants included full-time,
tenured, and tenure track Hispanic faculty from various academic ranks and academic
disciplines, individuals born and/or raised in the continental United States and born
and/or raised outside the continental United States, as well as members from various
Hispanic subgroups and from both genders.

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In terms of gender breakdown, a total of six males and four females were interviewed for the study. The percentage of those born in the United States and those who were foreign born was equally split (50%). Six respondents were tenured and four respondents were on the tenure track. Participants' ages ranged from 34 to 64. Two participants did not disclose their age.

This study represented a mixed method design: CV analysis, Sociogram, and a descriptive interpretive (phenomenological) qualitative research approach. Specifically, I explained Hispanic faculty perceptions of barriers and constraints within the academe and how they found their "balance" and their "home" within their environments. In essence, I explored how Hispanic faculty members developed their sense of place in an environment where they are a minority.

<div align="center">Summary and Discussion</div>

The following is a restatement of the research questions that guided the study. These four questions are discussed separately below.

1. How do Hispanic professors develop a sense of place within predominantly White institutions?

2. How do Hispanic faculty describe the climate of their institutions especially in relation to institutional support and barriers?

3. What strategies do Hispanic professors use to survive in predominantly White institutions?

4. What recommendations do Hispanic faculty members provide to beginning faculty members who desire to excel in predominantly White institutions?

Major Findings

Research Question #1: How do Hispanic professors develop a sense of place within predominantly White institutions?

As a member of a minority group doing a study on minority faculty's sense of place in a predominantly White university, I wondered about the degree to which these minority faculty members were conscious of their minority status. After all, by asking how Hispanic professors develop a sense of place within predominantly White universities, I have assumed, at least implicitly, that academics who are Hispanic relate to their institution (place) differently from their White counterparts. But what happens if the Hispanic faculty member is indistinguishable from a White faculty member? A Hispanic faculty member who does not "look or talk" Hispanic, who is completely assimilated as an Anglo-Saxon may have no unique problem developing a sense of place in a predominantly White university. And even if the individual has a problem in developing a sense of place, the person may not attribute it to his or her Hispanic heritage. On the other hand, an individual who is highly conscious of his or her minority status is faced with the challenges of negotiating a sense of place in a majority environment. Therefore, an individual's sense of place may become problematic when an individual is highly conscious of his/her minority status. In this case, the degree to which an individual reflects majority traits in three areas seems to affect the level of consciousness of his/her Hispanic or minority status, which in turn appears to influence how he/she negotiate their sense of place. The majority traits identified as barriers to developing a sense of place in Chapter 4 are name, accent, and physical appearance. These factors present additional

challenges to Hispanic faculty in developing a sense of place in a predominantly White institution.

As was indicated in Chapter 4, individuals whose names and physical appearances were not mainstream or individuals with an accent were more likely to be conscious of their minority status as a result of others asking the typical immigrant question: "Where are you from?" This question makes them perpetually explain their backgrounds irrespective of how long they have worked and lived in the U.S. Therefore, people with greater manifestations of these traits seem to require more deliberate strategies for developing a sense of place at their institution. For this reason, participants spent some time reflecting about the degree to which they were conscious of their Hispanic heritage.

Consciousness

Many studies have been conducted in the area of ethnic identity and its importance to self-concept and the psychology of ethnic minority groups. Phinney (1990) states that the critical issues include the degree and the quality of involvement that is maintained with one's own culture and heritage, ways of responding to and dealing with the dominant group's often disparaging views of their group; and the impact of these factors on their psychological well being (p.499). Phinney made reference to Lewin (1948) who asserted that individuals need a firm sense of group identification in order to maintain a sense of well-being. Phinney wrote that members of low status groups seek to improve their status in a variety of ways such as "passing" as members of the dominant group or alternatively, to develop pride in one own's group so that they do not feel inferior (p. 501).

Phinney asserts that self-identification refers to the ethnic label that one uses for oneself. For example, in countries settled by Europeans, the use of an ethnic label for the most part is optional. However, among those who are racially distinct, by features or skin color, or whose culture (language, dress, customs, etc) clearly distinguishes them from the dominant group, self-identification is at least partly imposed.

Given the literature on self-identity and consciousness, the first major concern of this study was to address the issue of heritage consciousness. Several questions were posed to the participants. These questions included: (a) How conscious are you about your Hispanic heritage within your institution's community? (b) What factors in this institution raise your consciousness about your Hispanic background? (c) How would you describe your experience as a Hispanic faculty at this institution? and (d) What is significant about your Hispanic background at this institution? All participants indicated that they were conscious of their Heritage, but provided different reasons (triggers) for their consciousness. These triggers were:

- Underrepresentation of Hispanics on campus

- Personal values and beliefs

- Immersion into the dominant culture,

- Scholarship

- Situation dependent triggers

- Being "different."

It is interesting to note that both the presence of other Hispanic faculty and their absence could serve as a trigger of heritage consciousness. Those who noted that they

were alone in the units reported they were self-conscious. Those who had at least one or two other minority colleagues reported they were group-conscious. Either way, Hispanic faculty members experienced self- or group-consciousness within predominantly White universities.

Perhaps one of the reasons for self-consciousness lies in the cultural values practiced by some of the Hispanic faculty members. For example, those who reported they were conscious of their heritage because of their personal beliefs and values pointed to these values as a source of strength and a guide for daily living. This is probably similar to the African American faculty who constantly wear ethnic attire as a means of self-definition in an environment that may put little or no attention on their heritage. Although the Hispanic faculty studied did not wear ethnic attire, they can still call upon other cultural values such as music, food, and relationships that reflect cultural heritage.

Hispanic faculty in a predominantly White university may feel overwhelmed by the predominant culture. This situation creates a constant reminder that their cultural background is different. Similarly, many situations occur on campuses that serve as triggers of heritage consciousness. Whether a Hispanic faculty wants it or not, he or she is drawn into racial episodes as well as heritage celebrations. There seems no way to escape this reality. This is especially true for those who reported that they are different visibly. Hispanic names draw attention, Hispanic accents draw curiosity, and looks draw perplexity. Questions that follow this attention, curiosity, and perplexity are sometimes disturbing to Hispanic faculty because they serve as a reminder that, no matter how long they live in the U.S., they will always be considered an outsider within.

Nevertheless, the ultimate outcome of consciousness appears to relate to how Hispanic faculty perceive the benefits of their heritage to their institutions or how these institutions demonstrate recognition of these benefits. For Hispanic faculty members whose scholarship is linked directly to their heritage, such as those who teach Spanish language or Hispanic cultural studies, the benefits of being "native" are readily obvious. Some indicated that their background provides legitimacy in the classroom.

In addition, Hispanic faculty members recognize that their institutions derive some benefits from their heritage. Some indicated that these benefits are substantive in that they add to the richness of diversity in their institutions and others noted that the benefits could also be superficial in that institutions are able to check off affirmative action requirements.

Therefore, some Hispanic faculty members concluded that their heritage can be a blessing and also a burden at the same time. As a blessing, the heritage can help, but as a burden the heritage can hurt. Professor F's statement is interesting: "I don't like to do it often, but every once in a while I will whip out the minority card and . . . it just shuts them up." Realizing that this can also hurt, she quickly added, "But I don't know that that's a positive [thing to do]."

Promoting a Sense of Place

Having established that Hispanic faculty members are conscious of their heritage and that they perceive their heritage as being important to their lives as academics, my focus shifted to factors that promote their sense of place within a predominantly White

university. In no particular order, Hispanic faculty found the following as promoters of a

sense of place:

- value the academic community places on their scholarship

- recognition and support provided to their scholarship

- quality of relationship they have with students

- quality of relationship they have with colleagues

- cultural events sponsored by the university

- effective mentoring provided to Hispanic faculty

- tenure earned

- increase in the number of Hispanic faculty

Scholarship as a Promoter of Sense of Place

The first two factors stressed by Hispanic faculty with regards to promoters of

their sense of place have to do with scholarship: the value placed on their scholarship and

the recognition and support for this scholarship. Although many of the faculty members

spoke specifically about research and publications, they often included successful

teaching in their description of scholarship. Hispanic faculty seems to have the need to

know that their scholarship is acceptable, that the quality is appreciated and their work is

relevant to what ultimately counts within the community. Perhaps the reason why this is

important is because some of them conduct what is generally referred to as "brown on

brown" research. Perhaps the reason has to do with the fact that even from the beginning

of their career, Hispanic faculty's main goal is to achieve tenure and promotion and there

is no citizenship within the academic community without tenure. After all, scholarship

that is not valued may not count toward tenure and promotion. As indicated by each of

the Hispanic faculty who participated in this study, community value of scholarship was a

powerful means of negotiating a sense of place in a predominantly White university.

Community value of scholarship was described in several words: "critical," "very

important," and "highly important." Those whose felt their work was valued also felt

accepted. Those who felt accepted pointed to the number of invitations they have

received from the community to engage in various community activities.

Therefore, to negotiate a sense of place is to discover what scholarship counts,

what teaching is valued, and what services are appreciated by one's peers. This explains

why finding a sense of place starts at the departmental level. Every participant indicated

the importance of their department to their feeling of belonging.

Whatever the case, Hispanic faculty desire to see visible recognition and support

provided to their scholarship. Professor A noted that this is critical to him:

It is critical, I wouldn't be here, I wouldn't have stayed here if it hadn't been for

the fact that there's a lot of support both within my department and across

departments within my college for the type of scholarship I do, so it is critical.

Relationship As a Promoter of Sense of Place

Relationships serve as promoters of sense of place to Hispanic faculty. Two

relationships are of particular relevance for the development of sense of place:

relationships with students and relationships with colleagues. The literature shows that a

healthy, rewarding environment is good for everyone (Turner & Myers, 2000, p. 144).

The importance of supportive collegiality set a comfortable tone for these Hispanic faculty members. Boice (1993) stated that majority and especially minority faculty thrive early in their careers if they have strong social networks, mentoring, and collaborative projects underway with colleagues near or far. All of the respondents agreed that the quality of their relationships had a significant effect to their sense of place.

One respondent commented that the success of his department was attributed to the good faculty interactions. Another respondent noted that the difference was like night and day when he made connections with his colleagues within his department. Yet another respondent stated that his colleagues made him feel like he was "home." It is revealing that simple things could be important to developing a sense of place as indicated by a respondent who commented on the fact that other faculty and administrators remember his name and talk to him often.

Migration toward other Hispanic faculty was another common theme noted by several participants in the area of relationships. This instant connection was a source of comfort for Hispanic faculty members at their institutions. Faculty felt they could let their hair down, "be themselves," and share their own personal experiences in private.

Several respondents also stated that while they tended to migrate towards other minority students, minority students tended to seek them out for advice, mentoring and collaboration in scholarly projects. Faculty indicated that helping minority students increased their sense of place, because it made them feel like they were valued and relevant.

Cultural events sponsored by the university

Several respondents indicated that they would like to see some university sponsored cultural events as a way of acknowledging their presence on campus much like university sponsored events created for other minority groups such as African Americans. Faculty indicated this as being important to their a sense of place within their institutions.

Mentoring As a Promoter of Sense of Place

Although the literature states that minority faculty encounter "chilly climates," are outside of informal networks, and tend to experience isolation and be viewed as outsiders who receive little or no mentoring (Turner & Myers, 2000; Moody, 2004a), the participants interviewed from both institutions indicated experiencing few if any of these factors. According to Carozza (2002), "The most important resource is our young people who are struggling to negotiate in an atmosphere of unspoken tradition while claiming to embrace diversity." Some participants indicated a feeling of isolation as junior faculty. However, this quickly turned around for one participant after a year's time after he connected with another faculty of color and developed a mentoring relationship with him.

Many of the respondents described the impact of such mentoring relationships on their professional lives and noted their mentors as major factors in their successes in negotiating their sense of place within their universities. Mentoring allowed Hispanic faculty members to gain equal footing within their environments through socialization with senior colleagues, moral support, assistance with developing expertise in teaching, research, publishing, and service and guidance in gaining access to resources. Most

important, mentors were critical in junior faculty's understanding of the promotion and tenure process.

Tenure and Promotion As a Promoter of Sense of Place

Turner and Myers (2000) stated that when the talents and contributions of minority faculty are devalued and undervalued, it can carry over to the tenure and promotion process. Bensimon, Ward, and Tierney (1994) found that junior faculty in general often do not have a clear understanding of tenure and promotion requirements. Several participants who were junior faculty on tenure track indicated having some initial problems with finding their sense of place. Some Hispanic faculty members had to self-promote their work in order to become visible to the broader institution. According to Moody (2004a), self-promotion may be a difficult strategy for some minorities to adopt.

Participants who were successful in navigating through the tenure and promotion process attribute their success, in part, to mentoring opportunities, supportive administrative leadership, collegiality, and good relationships with other faculty of color. Participants at both universities expressed the critical nature of understanding tenure expectations upon hire at an institution. As stated earlier, from the initial onset of hiring, one participant indicated feeling isolated, frustrated, and unsupported in his department where he was the only Hispanic professor. However, with the help of a mentor and another faculty of color who "commiserated" with him and with whom he could "bounce things off," within a year's time, he was able to successfully negotiate his sense of place at his institution.

Tenured faculty at both institutions all agreed that research demands for tenure far outweighed service and teaching demands. Since participants interviewed were from research institutions, the expectation to publish was a priority. Several participants expressed time constraints that did not allow much for service and other activities within their communities. Several participants mentioned feeling torn with not being able to contribute more in the areas of service, especially within their communities.

Several untenured faculty at both universities described the tenure process as a challenge they had yet to master. For example, one characterized it as being "a balancing act that I have yet to perfect" whereas another participant expressed not being yet accustomed to the teaching load and research expectation.

For junior faculty, a dilemma existed between developing research agendas, research support, and expected productivity levels of publication, and participating in service and teaching activities. Carozza (2002) stated:

> The untenured faculty member faces a double edged dilemma. He/she is at substantial risk of being pigeonholed as the faculty member who deals with minority issues as far as student curriculum is concerned, yet ironically, may not be able to access an equivalent amount of attention necessary for his/her own academic progress. The isolation and frustration of the duality of this situation are obvious and may resonate to many struggling faculty members. (p. 354)

Several junior faculty participants acknowledged that the pressure to publish was in the forefront of their minds every day causing a continuous dilemma of where their time would be better spent and most effective in order to meet the tedious requirements

of tenure and/or promotion. Nevertheless, negotiating a sense of place is finding that delicate balance that is necessary to succeed.

Increasing the Number of Hispanic Faculty As a Promoter of Sense of Place

      Research Question #2: How do Hispanic faculty describe the climate of their institutions especially in relations to institutional support and barriers?

      The literature is replete of examples of minority faculty members' complaints of isolation and marginalization in predominantly White universities. However, the Hispanic faculty who participated in this study presented an unusual image of climates that were supportive, that were accommodating, and that valued their work. They did not report chilling and toxic environments. Although, many of them noted that their institutions could do a better job at inclusion, they still were able to prevail over obstacles they encountered.

      Overall, participants stated that having good relationships with their college dean, department chair, and office staff were important to their sense of place. They also reported feeling like their institutions supported their scholarship which made valuable contributions to their department and the institution. Some reported getting recognition for the work they produced. Several foreign born participants indicated having developed international relationships with their institutions back home and considered that to be valued by their institutions.

      For this faculty, teaching provided intrinsic rewards. Supportive leadership from the department and university level was critical to their sense of place. A sense of

scholarly accomplishment and creating a space for future faculty of color were important, as was positive interaction with mentors, colleagues, and other faculty of color.

For participants, positive workplace experiences strengthened their commitment to stay. They reported receiving great satisfaction from teaching, appreciated supportive administrative leadership, and often revealed a sense of accomplishment. They emphasized the importance of mentors and colleagues, and of being intellectually challenged. Healthy supportive, rewarding environments allowed everyone to flourish even in challenging and stressful environments.

Factors That Limit Sense of Place

Participants noted that there are factors that do, in fact, limit the development of a sense of place. These factors included a lack of critical mass, that is, a lack of Hispanic faculty and student communities within the institution. Lack of acknowledgement of faculty work or contributions can also be a source of limitation on sense of place. Several faculty members whose accents, names, and physical appearance (looks or skin color) invite curiosity and the typical immigrant question of "where are you from?" also noted that the question challenges their development of a sense of place. The pressure of tenure and promotion, alienation and disconnection from community, lack of cultural events, and disconnection between their departments and the broader university community were cited as factors that could limit the development of a sense of place. Despite the presence of these limitations in one fashion or another, these participants continue to flourish and thrive by publishing, teaching, and providing services to their communities.

With the exception of a few, the barriers reported in this study are common to all new faculty members. In a research university, the pressure of tenure and promotion is widely reported among tenure track faculty members. The desire to be valued or the desire for one's work to be appreciated is not unique to Hispanic faculty. In an environment where the senior faculty members evaluate and vote on junior faculty members' works, junior faculty members are eager to know that their senior colleagues put high premium on their works. What is unique, however, is that Hispanic faculty members whose scholarship focuses on Hispanic issues or minority or diversity issues feel particularly uncertain about their acceptance in a predominantly White university. Their uncertainty is not completely unfounded because they are aware that their senior colleagues may not have been exposed to minority issues and, frankly speaking, may not be interested in them. Hence, Hispanic faculty members communicate a sense of belonging where colleagues have indicated that their works and lines of inquiry are valued.

In many cases, Hispanic faculty members are alone in their department, and perhaps one of two in their colleges. This presents a unique challenge to minority faculty members. Literature suggests that institutions develop a critical mass of minority faculty members to negate the feeling of isolation. Nevertheless, it was also observed that the presence of critical mass may not automatically translate into a lack of isolation because of the pressure of tenure and promotion. Hispanic faculty members who participated in this study use socialization strategically. At the beginning of their career, they seem to socialize more with their mentors, their chairs, and members of their departments,

especially before tenure. After tenure and promotion is obtained, they could then reach out to the wider community including the Hispanic community. Therefore, relationships are not static for Hispanic faculty members. Some could afford not to have close relationship with their deans or with colleagues at the university level. It appears that the type of relationship developed depends on where the faculty is in his or her tenure and rank.

Research Question #3: What strategies do Hispanic professors use to survive in predominantly White institutions?

Reflecting on the summary of findings from CV analysis, Sociogram, and Interview, I discovered that Hispanic faculty use five primary "tools" to survive, flourish, and gain a sense of place within a predominantly White institution. These tools are Productivity, Relationship, Involvement, Mentoring, and Engagement, and for convenience I call this the PRIME strategy. Hispanic faculty members teaching and living in predominantly White universities appear to use the PRIME strategy to become successful and develop a sense of place.

Productivity As a Strategy

If tenure is perceived as an affirmation of faculty value to a university, the majority of the participants (7 out of 10) had already received this affirmation. It is interesting to also note that the productivity of those who were yet to receive tenure compared impressively with those who had received tenure. As stated in Chapter 4, unless there has been a shift in productivity expectations in the participating institutions (and there was no indication that that was the case), untenured participants were on their

way to receive tenure, at least based on the levels of productivity. For example, the second most productive participant (Professor B) was yet to be tenured.

On the aggregate, the collective contributions of the participants to their institutions (in terms of academic presentations, scholarly publications, research grants, etc) are, by any measure, impressive. Participants seemed to hold themselves to a high expectation of scholarly production. Also, judging from participants' recommendations to Hispanic faculty members who may be contemplating working in predominantly White universities, Hispanic faculty see high production as a way to gain respect and acceptance in their academic communities.

As noted earlier, participants saw good teaching as part of good productivity. They seem to use several methods to indicate their satisfaction with their teaching: student satisfaction, compliments from colleagues, and the influence of their heritage on their interactions with students.

As indicated by several participants, the goal was not only to produce the volume that is acceptable, but their aim was to produce quality work that is perceived as making significant contributions to their fields. Hispanic faculty members who participated in this study seemed to use productivity as a way to define themselves and their work in their departments. They also used it as a way to gain respect and ultimately to develop a sense of place within their community.

Relationship As a Strategy

Hispanic faculty members are discerning concerning the type and quality of relationships they have. The Sociogram revealed that they put different values on

different stakeholders. Their relationships with deans varied from their relationships with students or department chairs. They also seemed to invest different amounts of time and resources in building these relationships.

The most crucial relationship to Hispanic faculty members was with their students. Why was a positive relationship with students so important to the participants? Although no direct answers were provided to this question, Hispanic faculty saw their relationships with their students as an affirmation of their teaching effectiveness. Student affirmation that translates into good teaching evaluation is critical to tenure and promotion. Therefore, it is strategic on the part of participants to value relationships with students and to invest time to cultivate positive relationships with them. Another plausible answer to the question is that classroom interactions are, to a large extent, within the control of faculty members. Hence, the quality of relationships with students, which impacts classroom interactions, reveals how much control the faculty has over his or her classrooms and courses.

Beyond interactions with students, Hispanic faculty revealed that good relationships with their colleagues were critical to them. Of all the colleagues, those within their immediate departments appeared to have the highest importance. Again, this was strategic because colleagues within the department are the first to advocate for a faculty members standing for tenure and promotion; they are the first to vote against a faculty members in this process; they are the ones a faculty member interacts with almost on a daily basis. Chances are that Hispanic faculty members serve on committees constituted by colleagues from their departments. Therefore, it is a smart strategy to start

cultivating a sense of place by building relationships with colleagues within the department first. As a matter of fact, several participants seemed to be content with positive relationships within the department and within the college even when they had little or no relationships with colleagues at the institutional level.

The third level of important relationships to Hispanic faculty is with their department chair. Department chairs are the first major academic administrators or supervisors for most faculty members. In large programs, there may be program coordinators. Even then, the department chair's influence is considerable. It is the chair who advocates for a faculty to the dean. Consequently, participants rated this relationship as critical to them.

The study revealed that relationships with deans presented a challenge to several participants. Although many participants rated relationships with deans as very important, few had satisfactory relationships with their deans. In a large college, it is difficult for deans to interact on a daily basis with each faculty member. Also, it may be difficult for a faculty member to reach out to attempt to cultivate relationships with a dean. For a real relationship to develop between a faculty member and a dean, the dean has to be the prime initiator of the relationship.

It is revealing that many participants indicated that their current levels of relationships with critical stakeholders were below the levels of the importance of these relationships. Hence, many of them were still working to improve these relationships.

Professor B presented a unique challenge. His current relationships, apart from his students, are negligible and in some cases negative. Yet, Professor B is untenured! In

academia, one would think of this as "suicidal." However, Professor B is the second most productive based on publications, presentations, and so forth. Although a discourse on the relative importance of relationship to productivity is beyond the scope of this study, I, as an academic neophyte, wonder about the nature of the conversation among colleagues about a faculty member, who is a super producer of scholarly works, but distant in terms of relationships. Perhaps productivity trumps relationships in academia. However, I continue to wonder how long Professor B will remain in the institution and, given his contributions, if the chair and the dean would reach out to him as a valuable producer for the community.

Involvement As a Strategy

Hispanic faculty members use involvement as a strategy to succeed in their environment. Involvement in department activities such as committees was common. In his recommendation to Hispanic faculty who may be contemplating working in predominantly White universities, Professor G advised faculty members to "try to promote the fact that they are Hispanic faculty and to try to get involved into Hispanic organizations and if there is none, try to organize one." In addition, Professor J stated,

> I am constantly being asked to participate in many different ways. So I never feel though that is an issue and there are always things to be done and I am involved in many, many, many aspects in the School of Arts and the range and scope of influence is very broad.

Others suggested communal activities. Whatever the case, participants used involvement as a way of becoming visible, connected, or helpful to their peers and students.

Mentoring As a Strategy

Participants almost uniformly advocated the use of mentoring as a way of helping Hispanic faculty to succeed and gain a sense of place within their universities. This group of faculty seemed eager to recommend and use mentors to meet their needs. Several indicated that their success was attributed, in part, to the support they derived from their mentors. Professor B advised: "Find somebody as quickly as possible. Someone who is going to know, who understands what it means . . . and that is not to say it might not be a White person. It certainly can be, but just search them out." Similarly, Professor I remarked that "every tenure track faculty needs [a mentor], but if you are a Hispanic you need it even more." Good mentoring provides opportunities for new faculty members to gain an almost instant access into the social network of the institution.

Engagement As a Strategy

Engagement in the scholarly community is different from involvement in the social and administrative activities of the institution. Engagement includes participation in professional and academic organizations where one's work may be noticed. Professional engagement provides opportunities for faculty members to become national scholars in their fields. Engagement at a national level provides validation beyond the immediate institution and reinforces one's scholarship especially to colleagues who may not be familiar with the discipline.

Some of the participants went further to engage themselves in international activities and through that received respect and acceptance. Professor E stated, "I have been involved in a lot of international conferences and so I am sort of an international

guy here in the department, so they look at me as a plus." Professor H also noted that "they want to provide graduate and undergraduate students with an international experience, so I bring that opportunity into the department."

Summary of Strategy for Success

The participants in this study described themselves as successful in their academic careers and as individuals who persevered despite challenges. Participant strategies for negotiating their sense of place and surviving in predominantly White universities varied. These strategies included focusing on producing scholarly work and meeting the requirements for tenure, respect and value teaching, finding mentors, networking with colleagues near and far, having positive relationships and using these relationships strategically, and giving back to their communities.

Those participants who have the option of wearing their heritage like a cloak, they also have the option of shedding it at their convenience. Those who did not, developed coping mechanisms to deal with the typical immigrant questions. Several immigrant scholars were able to accommodate but did not assimilate to the majority culture. Whatever the case, participants used several strategies to develop a sense of home at their universities.

Producing scholarly work was a strategy used by all participants to negotiate their sense of place at predominantly White universities. All participants stated that their research was directly linked to their sense of place because it represented a sense of personal accomplishment and pride. For tenured faculty, achieving tenure status brought about a newfound academic freedom and validation that their research made significant

contributions in expanding ideas and broadening perspectives. This strategy allowed

participants to stay connected to their universities despite other barriers facing them.

Participants incorporated effective pedagogical methods as a strategy for

negotiating their sense of place. They understood that good teaching is a way of getting

students' respect and good ratings. They understood that good ratings are important to

their colleagues' opinions about them. They also understood that good teaching takes

place with a good teacher-learner relationship. Therefore, they maintain good

relationships with their students and feel a sense of fulfillment to report that their students

like them. These participants used their classrooms and their relationships with their

students as a means for developing a sense of place and a strategy for thriving in

academia.

Finding mentors was an effective strategy cited by most participants as a way to

increase their sense of place. For several decades, the literature on recruitment and

retention of minority faculty recommends that institutional leaders provide mentors to

junior, especially minority, faculty members. Participants were unanimous in their claim

that mentors helped them succeed. They indicated that having a mentoring relationship

helped them to become acclimatized to academia and the campus culture as a whole. For

Hispanic faculty, mentoring served as a powerful retention tool.

Networking with colleagues near and far served as a major strategy for

participants' sense of place. Faculty members who collaborated with their colleagues

found fulfillment in shared experiences. Therefore, join-research projects, as indicated by

the participants, are an effective strategy for Hispanic faculty to thrive in academia. For

other participants, having connections abroad helped them create an international agenda that placed their institution on the map worldwide. This in turn brought them recognition for their work. Networking provided participants with personal contacts, inside information, and invaluable coaching and guidance.

There is no doubt that relationships were critical to all participants' sense of place. By having strong and positive relationships with the Dean, department chair, colleagues, and staff members, faculty members were able to overcome isolation and become interdependent. Those who were able to develop critical relationships early reported appreciation for what these relationships brought into their lives. Those who developed them late also noted the big difference that these relationships made once developed. Having strong relationships was a strategy that guaranteed professional support and stimulation and contributed to participant success and enjoyment.

Some of the participants "gave back" to the community in the form of volunteer services. Service is an important requirement for tenure and promotion in an academic institution. What and how one gives back is also important. Realizing that institutions have a growing emphasis on minority student retention, Hispanic faculty members are able to connect with Hispanic students and assist them to succeed. This is an important service to the university. Therefore, to give back was a strategy for some participants to develop a sense of place and to succeed in their institutions.

Research Question #4: What recommendations do Hispanic faculty members provide to beginning faculty members who desire to excel in predominantly White institutions?

Recommendations given by participants to beginning faculty members included: (a) work hard, (b) be yourself, (c) connect with other Hispanic faculty, (d) find a mentor, (e) make your work count, (f) seek balance and direct your own path, and (g) relax and enjoy your life. However, the overall consensus from participants was that one has to make a way for oneself if one wants to excel in this type of environment. They all agreed that pursuing a career in academia is not an easy task. There are rigorous requirements, both explicit and implicit. In addition, persons of color face many obstacles not experienced by their White colleagues.

Whether participants were tenured or on tenure track, they all agreed that additional difficulties exist for Hispanic faculty today. However, they all expressed a desire for not having special treatment or not reducing any of the existing academic standards. Rather they believe that strategies were needed to help level the playing field and neutralize some of the other additional demands placed on Hispanic faculty and other faculty of color.

Work hard. The suggestion to Hispanic faculty to work hard is not an unusual thing within the culture. The current debate regarding immigration has to do largely with Hispanic or Mexicans coming through the border to work. Invariably, people conclude that these immigrants are hard working people who believe that they can sustain their lives through hard work. Hispanic culture emphasizes hard work and celebrates the results of hard work. Hence, it is not surprising for senior Hispanic faculty to recommend this to new and younger Hispanic faculty members. Participants believe that the way to

gain legitimacy—a necessary condition for gaining a sense of place within academia—is to roll up one's sleeves and work as hard as one can.

Be yourself. There is a sense in which a Hispanic faculty member with noticeable differences in accent and skin color or name may feel out of place within a predominantly White environment. To be oneself is to feel comfortable within one's own skin and to accept one's accent no matter what reactions people may exhibit.

Be yourself is a powerful recommendation for Hispanic faculty members to develop a sense of place because attempts to be anything other than oneself, mean that one will be living an artificial life.

Connecting with other Hispanic faculty is a way of building a sense of community even within the majority culture. In many places, Hispanic faculty members may be the only Hispanic person within his or her college, and the demand of tenure and promotion tend to take priority and prevent the development of social activities. Therefore, the recommendation to connect with other Hispanic faculty requires these faculty members to go beyond their departments or college to build relationships with other faculty members with similar heritage. Those who are well connected with the Hispanic community within their institutions are expected to have a better sense of place within the institution.

Mentoring. One thing became clear in this study; mentors play an important role in helping Hispanic faculty members develop a sense of place. Mentors introduce their mentees to other faculty members, share with them the hidden rules, and assist them in organizing their professional life, and in many cases, the friendship is extended to family

members. The literature on minority experience in higher education suggests mentoring as a way of increasing retention. In this study, almost every participant put a heavy emphasis on the contributions of their mentors to their success. Hence, it makes sense for them to recommend it to new Hispanic faculty members who wish to succeed in a predominantly White university.

Seek balance and direct your own path. Some of the recommendations provided by participants for new Hispanic faculty are, in essence, recommendations that describe the characteristics of someone with a strong sense of place. One would expect someone with a sense of place to have balance, which was described by several participants as someone who is able to allocate reasonable time among competing needs such as work, family, community, relationships, and career. However, some of the participants also noted that this is not an easy thing to accomplish. Environmental factors and professional pressures tend to push faculty off balance; hence, this piece of advice is appropriate

Similarly, one who has a well-developed sense of place would be expected to direct his or her own path. This implies having one's life in one's own hand and being able to decide on priorities and moving at an acceptable pace for one's life. However, how does one do that in an academic environment characterized as a "pressure cooker," an environment that must move at a determined pace? It certainly would take experience for anyone to reach this level. By suggesting this to a new Hispanic faculty though, experienced faculty members are providing a goal for them to strive toward.

Make your work count. The participants in the study believed that their heritage and background provide unique contributions to their institutions; hence they advise other

faculty members coming behind to make their work count. As a way of developing a sense of place, Hispanic faculty should make their work relevant to the needs of the institution. It is understandable that Hispanic faculty members' work is relevant to the needs of the institution; institutional recognition is generally demonstrated in institutional acceptance, which in turn, strengthens their sense of place.

Relax and enjoy your life. It is easy to dismiss this recommendation as a simple suggestion; however, the phenomenon of a minority living in a majority environment induces its own stress. Sometimes faculty members in this position are caught up in the pressures and politics of the environment and they tend to pay the price with their own health. Therefore, to relax and enjoy one's life becomes an important piece of wisdom and byproduct of a healthy sense of place.

- Recommendations for institutions
- Recognize importance of Hispanic faculty contributions
- Recognize Hispanic presence
- Recruit minority faculty and students
- Assist faculty to survive and thrive in general

Conclusions

This study began as a search for understanding the life of Hispanic faculty in predominantly White institutions. Specifically the study focused on how these groups of faculty develop a sense of place, what kinds of barriers they encounter, what strategies they use in prevailing over these barriers, and what suggestions they have for the people coming behind them. Hispanic faculty members in predominantly White universities

have varied levels of consciousness of their heritage. Those who have noticeable physical differences from the majority population are forced to live with heightened consciousness. Those whose scholarship relates to Hispanic issues cannot escape it. Those who choose to promote their cultural background choose to be conscious of their heritage. Their consciousness, in turn, influences their perceptions of how to develop a sense of place within a predominantly White university.

Hispanic faculty in this type of environment encounter a number of barriers. In most cases, they are alone and lonely. They have to strive to find their own voice and place within the institution. They feel invisible because their institutions may not necessarily acknowledge or celebrate their cultural backgrounds. Some have to deal with the sense of being an "outsider."

In reviewing the literature of a sense of place, my conceptual framework has been illuminated. Although abstract and complex, I found that every participants' sense of place places was different and in varying degrees. The existence and intensity of sense of place was related to participant's social and cultural variables. It is an intimate relationship, an experience and personal involvement with not only a location, but with the natural and cultural environment, its social activities, history and tradition as well as a range of attributes that are important in the development of affective bonds with places.

Nevertheless, they all use different strategies to cope and thrive in their academic environment. They use their scholarship as a strategy to gain legitimacy and acceptance. They seek mentors who can help them navigate their difficult terrain. They develop critical relationships without which it would have been impossible to survive, let alone

thrive, in an academic world. They explore how their heritage and cultural background could provide unique contributions to their institutions. They seek out community beyond their institutions. These and many strategies are employed and the results of these strategies are manifested in their sense of place, in their institutional recognition, and in their institutional acceptance.

Many of the participants are thus in a position to offer recommendations and advice to younger and newer Hispanic faculty members. These recommendations are, in fact, what one must do to develop a sense of place within a predominantly White university. Some recommendations look and sound simple, such as relax and enjoy yourself. Others are insightful such as work hard because although one is recognized as a minority member, one's work must never be seen as a minority contribution to the academic world.

General Reflections

This certainly has been a long journey for me. It has been an exploration of myself, not only as a researcher, but one who certainly has something to contribute to the academic world. This dissertation is beyond an academic exercise for me. The long hours spent on reflecting not only on methodologies, not only on ruminating over the literature, but questioning myself, questioning the predominantly White culture as well as minority culture, have certainly transformed me . . . I have changed. I have changed how I look at the academic environment, because the needs of our students cannot be met without meeting the needs of our faculty and the needs of our faculty cannot be met without full attention to the needs of Hispanic faculty members. I have changed with

respect to my understanding of what it takes to survive and thrive in the academic world.

The study provides me with the tools, insights, and wisdom to navigate through the

sometimes difficult path that faculty members must take in predominantly White

universities. I have changed as an administrator who must put together a program that

anticipates the needs that address the concerns of minority faculty members. I have

changed as a researcher who must continue to push the boundaries of what is known and

the unknown. Now I understand what it is to pay careful attention to what data is

attempting to say to me, how theories informed viewing points, and produce points of

view. As I conclude this phase of my life, I realize that the process of changing has just

begun and I look forward to translating the insights gained from this work to improve the

lives of many faculty and many institutions.

Recommendations

My recommendations to anyone who is interested in replicating this study include

the following: Allow extra time for interviews, solicit as many faculty as possible to

interview, collect a wide cross section of Hispanics to interview, collect the CV at the

point of interview, be sure Sociogram tools have the same scales, and allow extra time to

transcribe and code data.

Allow Extra Time for Interviews

It is recommended that persons replicating this type of study should allow enough

time in between when the participants are solicited for the study and the interview.

Because I initiated solicitation to participate in the study during the summer months,

many faculty members were away from campus, on vacations or conducting research

abroad. Many faculty members were not able to get back to me until several months later.

Therefore, the recommendation to have a realistic timeframe to conduct interviews is

important.

Solicit as Many Faculty as Possible to Interview

Because Hispanic faculty members are busy balancing their careers, family, and

other obligations, several indicated their plates being too full to conduct an interview.

There were also some faculty members who, after several attempts, never responded or

were contacted initially, but never followed through. My recommendation is to collect as

many names as possible that can act as replacements for those who decline or never

follow through.

Collect a Wide Cross Section of Hispanics to Interview

Because Hispanics are not monolithic and vary in culture, language, and

traditions, I recommend that those interested in replicating this type of study select

Hispanics from as many subgroups as possible. The participants selected should also vary

in nativity, age, gender, and tenured status. The larger the variation, the richer the data in

terms of understanding the lived experiences of those who are foreign born versus those

born or raised in the United States. It also will allow the researcher to see variations

related to physical attributes and to make connections to how this affects their sense of

place.

Collect Curriculum Vita at Point of Interview

I would recommend that curriculum vitae be collected prior to the interview.

Several participants failed to have their curriculum vitae available the day of the

interview and promised to send it to me. There were some that I had to follow up with several times before receiving it. One participant failed to send it to me despite numerous attempts.

Sociogram Tool Should Have the Same Scales

Participants replicating this study should use the Sociogram tool with the same scales for the purpose of better comparison. Sociograms with like scales could be overlaid with each other and shapes could be better compared and analyzed to portray a more accurate juxtaposition between participant ratings of importance and current relationships.

Allow Extra Time to Transcribe and Code Data

Researchers should not underestimate the time needed to transcribe and code the data. One should allow extra time when preparing a study timeline for transcription of interviews and collecting and analyzing of the data.

Implications

Almost every higher education institution in the U.S. is investing in efforts to recruit underrepresented faculty members. Notable among underrepresented faculty are African American faculty, Native American faculty, and Hispanic faculty. As the population of the nation changes, making the Hispanics the largest minority group, the need for Hispanic faculty is heightened. Compounding the problem of expanding the number of minority faculty is the inability of these institutions to retain this group of faculty.

Hence, minority faculty retention as an issue is mentioned in the same breath as

the challenge of minority faculty recruitment. Over the years, minority faculty retention has received nationwide attention as institutions struggle to combat the revolving door syndrome that plagues efforts to increase faculty diversity. The literature is replete with strategies that institutions should adopt to improve faculty retention. However, in spite of the many implementation efforts and despite the many resources expended on retention, institutions across the nation still complain about their meager progress in minority faculty retention. Retention efforts have focused on solutions that targeted institutional sectors such as urban versus rural, and private versus public. They have focused on this issue based on institutional classifications: research, liberal arts, and comprehensive.

Recently, efforts have shifted toward discipline-based retention strategies. For example, Daley, Wingard, and Reznik (2006) focused their study on retention strategies for underrepresented faculty in academic medicine. These authors concluded that

> The implementation of a focused faculty development program that emphasizes instrumental mentoring is associated with an increase in the retention rate of URM (underrepresented minority) junior faculty. In addition, there is no difference in the retention rate of URM and non-URM junior faculty who have completed the faculty development program. (p. 1439)

Stanley, Capers, and Berlin (2003) focused their own study on underrepresented nursing faculty and provided similar retention strategies.

In her article on "Supporting Women and Minority Faculty," JoAnn Moody provided recommendations for increasing the quantity of women and minority faculty.

These recommendations included preparing new faculty hires and the department in advance and/or strategically welcoming new hires:

> to heighten newcomers' sense of belonging, the chair or a designated senior faculty member should visit each new faculty member's classes on the first day of the semester to briefly and enthusiastically explain to students why the department is so pleased about its new hires, provide a yearlong orientation, provide tenure workshops, and provide friendly help to minority faculty. (Moody, 2004b)

However, as I ponder the many efforts that have gone into retention of underrepresented faculty in American colleges and universities over the years and as I reflect upon the data and my many interactions with minority faculty, I began to ask a new question: what would happen if we shift the frame that we have traditionally used in defining the problem of minority faculty retention? My reflection led me to conclude with the quote from JoAnn Moody's (2004b) work:

> We must cultivate and value diversity within the faculty, and the fact that we have not done so, despite our frequent expressions of good intentions, means that something is wrong about how we do business.
>
> —*The Recruitment and Retention of a Diverse Faculty,* Dean's Diversity
>
> Subcommittee, University of Arizona, 2002

I agree with JoAnn Moody that something is wrong about how we do business—the business of retaining minority faculty in higher education.

The examination of a sense of place inevitably addresses the issue of productivity, power, and politics which are the relationship dimension of an organization. Hence, by focusing on faculty sense of place, a researcher is stirred toward issues pertaining to their productivity and their relationships. Faculty productivity demonstrates the faculty's value and contributions to the institution and, in some cases, provides a power platform on which the faculty negotiates his or her status. For example, it is true productivity that faculty members obtained tenure and gained promotion. Tenure and the status obtained through promotion confer on them the power to determine acceptable productivity of faculty coming behind. The relationships among productivity, power, and politics are often taken for granted in academia. Yet, these three concepts are intricately connected in real life—concepts that can be made visible by an empirical investigation of faculty sense of place.

The many efforts of institutions over the years to retain such faculty have had limited success because retention efforts are, in essence, efforts to "hold on" to minority faculty members. These efforts are attempts to "keep" this group of faculty in the institution without a critical reexamination of the environment and climate that attract minority faculty. This approach has had limited success because it is wrong. It is wrong because the motive to keep minority faculty is faulty. The motive to fulfill affirmative action requirements, the motive to reduce waste in money spent on recruitment of minority faculty, and the motive to do something for the seemingly helpless minority faculty all appear wrong to me.

As I reflect over my data and the journey that has brought me thus far, I conclude that there is a need for a paradigm shift—a shift from retention strategies to cultivating environments for minority faculty to develop a sense of place, a shift from mechanical strategies to keep faculty to strategies that provide a magnetic environment to attract this group of faculty, and a shift from attempts to hold on to faculty to efforts to build an institutional climate that is conducive for them to survive and thrive. I conclude that we have reached the stage in the evolution of retention philosophy and need to abandon the plethora of strategies to hold and keep. Rather, institutions must shift focus toward efforts that enable minority faculty to cultivate a sense of place, especially within predominantly White universities. Efforts to hold on to faculty are expensive, especially in an increasingly competitive environment and these efforts tend to be individual faculty specific; hence, they result only in short-term improvements. However, efforts to support the development of a sense of place will yield long-term benefits and should not be easily circumvented by competition.

The shift in paradigm would require a two-pronged approach. First, individual minority faculty in predominantly White institutions have a responsibility to develop a sense of place. Their responsibility is described by the strategies used by the Hispanic faculty who participated in the study and by the recommendations participants provided. Specifically, professional development efforts should aim at reminding and educating new minority faculty of these strategies by providing mentors who will nurture and guide them in every aspect of their new experiences and address all facets of their professional lives. Training should be provided on a regular basis to keep faculty active and involved.

Having healthy and positive relationships with all stakeholders will ensure an environment where faculty will want to remain. Senior faculty can be a source of advice, encouragement and feedback to their younger colleagues. Second, higher education institutions have the larger responsibility of cultivating environments in which minority faculty members can develop a sense of place. This includes ensuring there is no gap between what faculty members expect and what the institution actually produces. Faculty will experience a smoother transition if institutions can clearly identify their own expectations while articulating departmental expectations as explicitly and realistically as possible. By creating social activities relevant to the Hispanic culture, a sense of collegial relations is formed to help facilitate the intellectual exchanges and mentoring that are crucial in developing a sense of community. Departments and institutions can work to engage Hispanic faculty by providing time for intellectual exchange, recognizing and celebrating their achievements and empowering them to respond to any problems.

Recommendations provided by the participants of this study should be helpful to institutions that desire to make progress with their faculty diversity programs. Institutional leaders, faculty, and staff should change their views about minority faculty retention; they should change their approach to this problem, and embrace a new concept, a new approach, and a new language. Ultimately, they should understand the importance of broadening the operational definition of faculty vitality beyond research productivity and teaching performance to include subtler forms of engagement. They should embrace an approach that ensures minority faculty development of a strong sense of place within the academic community.

APPENDICES

APPENDIX A

RATINGS OF IMPORTANCE AND CURRENT RELATIONSHIPS IN THE

DEVELOPMENT OF A "SENSE OF PLACE" BY PARTICIPANTS

Table 15

Ratings of Importance and Current Relationships in the Development of a "Sense of Place" by Participants

	Dean	Department Chair	Program Coordinator	Office Staff Members	Students	Colleagues within their University	Colleagues within their College	Colleagues within their Department
	I/C	**I/C**	**I/C**	**I/C**	**I/C**	**I/C**	**I/C**	**I/C**
A*	0/0	4/2	-	1/4	4/4	5/3	5/4	5/5
B	4/-4	4/-4	0/0	3/-4	4/2	2/0	3/0	5/2
C*	2/3	5/5	4/5	3/5	5/5	4/4	4/4	5/5
D	4/3	5/5	5/5	4/5	5/4	4/4	5/4	5/5
E*	4/5	4/5	4/5	4/5	5/5	5/5	4/5	5/5
F*	4/5	2/0	4/4	3/3	5/3	2/0	2/1	5/3
G*	0/-5	0/-3	-	4/5	5/5	5/5	2/0	5/5
H*	3/2	5/5	-	-	5/5	4/3	2/2	4/4
I	5/0	5/3	4/3	3/3	5/5	3/0	4/1	5/5
J*	2/0	4/4	-	2/3	5/5	4/3	2/3	3/4

*Tenured; I = Importance of Relationships; C = Current Relationship

APPENDIX B

CONSCIOUSNESS

Table 16

Consciousness

Participants	The "Lack of"	The Personal Belief System	Cultural Immersion	Scholarship	Situation Consciousness	Being different
A	"There's not enough Hispanic students that I feel underrepresented."	"I can still be plenty aware of my heritage without the institution being aware of it at all."			"When I run into other faculty members or students that are Hispanic."	
B	"I'm the only one in this department . . . it's a daily awareness."				"So the continual process of having to define myself for not only others but I guess myself."	"The fact that I'm different raises my consciousness . . . there's a lot of explaining to students and faculty wondering what I am."
C	"I'm not conscious at all here . . . this seems to be a colorblind institution."					"I think they may all be interested in me as a Latina and it kind of intrigues them."
D	"Even though there is a huge Spanish speaking community in Ohio, it's invisible."					
E	"There is no community within the university community in which I identify myself as one of the members."	"I consider myself an individual."			"There's no sense of consciousness of a person who represents, unless a particular situation comes about."	

(*continues*)

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Consciousness (continued)

Participants	The "Lack of"	The Personal Belief System	Cultural Immersion	Scholarship	Situation Consciousness	Being different
F	"Not especially, there aren't a lot of occasions where it necessarily comes into play."					
G		"I'm conscious about my heritage because of my personal beliefs."	"I have always felt welcome. I'm still missing what I had back home."		"I was invited to participate just because of my background."	
H	"How small the Hispanic community is here."		"I'm aware that I'm immersed in a different culture."			
I					"I'm just conscious of who I am and what I bring to the table in relationship to the students I encounter."	
J			"Because here is where we have the students and where I teach."	"My research focuses on teaching and other extracurricular activities."		

APPENDIX C

MENTORING

Table 17 *Mentoring*

Participant	Mentoring	Limited to departmental support	Physical appearance/ accent/name	Students/Student Involvement	Lack of dialogue and interest in Hispanics and Hispanic issues
A			"You'll get people who will say, 'Oh, you don't look Hispanic.'"	"It's how much time really is spent with students in the lab, training your students."	
B	"There's been some mentorship."	"My contact is largely focused and concentrated in the dept. I have very little contact with the institution.			"It's never raised or discussed, this fact of being a minority."
C			"Because I'm married to a White Anglo-Saxon protestant . . . I think that other Latinos need to see Dr. [C] on the door with my doctoral title."		
D	"They have made me feel welcome on a mentoring level."		"People try to figure out where I'm from."		
E			"I have an accent, so that tells you right away I'm not from here."		
F			"Visual appearance, very white . . . sometimes I whip out the minority card."		"I just don't know that there's much attention given."

Participant	Mentoring	Limited to departmental support	Physical appearance/ accent/name	Students/Student Involvement	Lack of dialogue and interest in Hispanics and Hispanic issues
G		"The lack of an appropriate policy to develop international relationships."			"It's probably lack of communication, lack of awareness."
H	"I was adopted by a faculty that showed me around and told me what to do and what not to do."	"Having the support of the department chair gives you the confidence to do things you want to do."	"Sometimes I don't know if they are understanding me and if I'm getting my points across."		
I		"It's very hard to get directly to the administration and to be heard."			
J		"Well, I think in my unit, because here is where we have the students and where I teach. And Women's Studies, because I feel part of that group."	"Probably someone else that is not a Hispanic, if the person has more linguistic skills . . . you have to fight double."		

APPENDIX D

SENSE OF PLACE

Table 18

Sense of Place

Participants	The price of an Immigrant Scholar	Feeling of Disconnection	Community Value	Quality of Relationships	Quality of work/teaching	Tenure Expectations	Institutional Support	Feeling Valued	Connection with Hispanic students and faculty
A			"It's critical . . . I wouldn't be here."	"It's the critical part. We're gaining notoriety because faculty interact well."	"We get accolades from outside on the quality of our teaching."	"It's a balance I haven't perfected yet."			"When you meet somebody who is Hispanic there's that ah-hah moment."
B		"The first year here was pretty alienated."		"It's been night and day since I made these connections with the people in my department."	"My productivity went up when I started feeling connected."	"I think that's part of this protection of untenured faculty."		"The research was supported, the idea was supported, it was valued."	"The strongest bond has been with another person of color."
C				"It's the respect of my peers."	"The quality of my work has been high and I think that it is valued."			"My strengths are appreciated and my weaknesses are tolerated."	

(*continues*)

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Sense of Place (continued)

Participants	The price of an Immigrant Scholar	Feeling of Disconnection	Community Value	Quality of Relationships	Quality of work/teaching	Tenure Expectations	Institutional Support	Feeling Valued	Connection with Hispanic students and faculty
D	"I do feel sometimes like the other."		"Serving this community was very helpful."	"You feel welcome . . . you feel like it's home."	"I have to bring my culture into the classroom."	"You have the publish or perish thing, they explained it to me."	"They have been very open and cordial."	"Like finding kind of like a value of being a Hispanic faculty."	
E			"We do projects sometimes for the community . . . they appreciate it."	"Interrelationships with other people is fine."			"They've been very gracious to me. Supportive but fine, positive."		
F		"That's kind of disconnected."		"My students connect me here in ways that my colleagues don't."		"The teaching load plus the research expectations."	"The regional campuses are without question second class citizens."		
G			"I think the community believe the students will get a better education."	"Other faculty and administrators remember you and talk to you often."					

Sense of Place (continued)

Participants	The price of an Immigrant Scholar	Feeling of Disconnection	Community Value	Quality of Relationships	Quality of work/teaching	Tenure expectations	Institutional support	Feeling Valued	Connection with Hispanic students and faculty
H	"I'm still a guest in this country and I'm not going to make a statement about this."	"I kept my lab running there, I was still connected to Costa Rica."						"That makes me feel there is recognition in the quality of things that I do."	
I			"The quality of the work. That's why I've been invited to be involved."					"There's never been an exclusion, every one of us is needed."	
J				"It's a really good relationship and that makes me feel well. They made me feel welcome and accepted and that increased my sense of value to the institution."					

APPENDIX E

PRODUCTIVITY

Table 19

Productivity

Participant	Productivity is influenced by heritage	Community Value contributes to Productivity
A		"Working on that problem to me was important because it was part of the community."
B	"I've been interested in collecting data about Hispanics, but it's been difficult."	
C		"The community values what I do and what I brought from the Southwest . . . I take that to the classroom as well."
D		
E	"Working internationally and some articles have been published."	
F		
G		"If the community sees that I'm doing things that are useful, they will tend to accept me more."
H	"I have access to a sizable portion of the literature that's written in Spanish."	"People recognize what I do and they appreciate the contributions that I'm making."
I		"That's apparent in how artists have gone on to say things like the work has virtuosity to it."
J	"I think completely because all my research has to be with literature in Spain and culture and Hispanic culture and literature, so completely, and write just in Spanish."	

APPENDIX F

RELATIONSHIPS

Table 20

Relationships

Participant	Having a relationship with the broader institution	Strong, healthy relationship	Heritage plays a role in relationships
A			"I interact with those of Hispanic background."
B	"I have relationships with the dept. . . . a little more out of touch when you go into administrative."		"I guess with colleagues the relevance [of heritage] can harm or hurt."
C		"My relationships are excellent with everyone."	
D	"The university uses our knowledge to open up their own resources to the outside community."	"It's been both enriching at the personal level, very welcoming and friendly."	
E			"There's some relevance. I can speak with some authority."
F			"I tend to be drawn to other faculty members."
G		"I think I have good relationships with many faculty that see I care for their work."	"I tend to have a fairly strong relationship with minority students."
H	"I have good relationships with my colleagues, but it's limited. I am still trying to build links outside."	"My relationships with my colleagues it's not bad, it's going, it's building."	"I've identified contacts and establish relationships."
I		"I have great relationships with my colleagues and strong relationships with my students."	
J			

APPENDIX G

RECOMMENDATIONS FOR HISPANIC FACULTY

Table 21 *Recommendations for Hispanic Faculty*

Participant	Work Hard	Be Yourself	Connect Yourself with other Faculty	Find a Mentor	Make your Work Count	Relax and Enjoy your life
A		"Don't ever be ashamed about being different in the way you interact with people."	When you meet someone who is Hispanic, there is that Ah-ha moment."			"Kick back a little, relax and enjoy your family."
B			"The strongest bond has been with a person of color."	"Find a mentor as quickly as possible."		
C					"Find an area of research on which to focus and publish, publish, publish."	
D	"We obviously have the qualifications . . . we don't need preferential treatment."	"Seize the opportunities that you have instead of keeping who you are to yourself."			"You have the publish or perish thing. They explained it to me."	
E		"They're going to hire you for your credentials, not because your Hispanic."				
F		"Minority perspective makes a difference."				
G						

(*continues*)

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Recommendations for Hispanic Faculty (continued)

Participant	Work Hard	Be Yourself	Connect yourself with other faculty	Find a mentor	Make your work count	Relax and enjoy your life
H						
I			"I want to make sure that I'm doing the best work I could possibly be doing."	"I have a mentor here and there that I can connect to anytime."		
J	"I think just from being a Hispanic and a minority, you're not going to be granted anything."	"You have to work really hard, to become visible and respected a lot more pressure, to being visible, for them to accept your opinions, your presence . . . we have to fight for a position here."				

APPENDIX H

RECOMMENDATIONS FOR INSTITUTIONS

Table 22 *Recommendations for Institutions*

Participant	Recognize importance of Hispanics and their research	Recognize Hispanic Presence	Provide Mentoring Opportunities	Be aware of Differences	Recruit Minority Faculty/Students	Interact with Hispanic Faculty
A						"Have some explicit interactions with Hispanics."
B			"Some kind of mentorship program, some kind of follow up."			"Make sure faculty are doing ok."
C	"Recognize the importance of Hispanic research about other Hispanics."	"We are the sleeping giant that has awakened."			"Add more Latinos to the faculty and to the student body."	
D				"Be open and be aware that there are differences."		
E						
F					"There's a better way to do recruitment."	
G	"Invite people from Hispanic heritage to lead a conference."	"Promote Hispanic related issues."				
H				"Be open-minded, be flexible and be tolerant."		

(*continues*)

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Recommendations for Institutions (continued)

Participant	Recognize importance of Hispanics and their Research	Recognize Hispanic Presence	Provide Mentoring Opportunities	Be aware of differences	Recruit Minority Faculty/Students	Interact with Hispanic Faculty
I	"I believe it's what we bring to the table."					
J		"For the institution to recognize that minority and diversity is not just African-Americans. . . . lacks recognizing our presence, our production, and our contributions."	"We need a good mentoring program . . . I think we need it double for one who is tenure and Hispanic."			

APPENDIX I

DEMOGRAPHIC SURVEY

DEMOGRAPHIC SURVEY

Name:_____ Date:_____

Demographic Data

1. What is your age?
              _____ years

2. What is your Hispanic subgroup?

    θ Cuban   θ Mexican   θ Puerto Rican
    θ Other_____

3. If tenured, how long have you been tenured?
    θ 1 year   θ 2 years   θ 3 years   θ 4 years   θ 5+ years

4. If not tenured, when do you hope to be tenured?
    θ 1 year   θ 2 years   θ 3 years   θ 4 years   θ 5+ years

5. How many years at current institution:
              _____ years

APPENDIX J

INTERVIEW PROTOCOL

INTERVIEW PROTOCOL

Awareness of Hispanic Background

1. How conscious are you about your Hispanic heritage within your institution's community?

2. What factors in this institution raise your consciousness about your Hispanic background?

3. How would you describe your experience as a Hispanic faculty at this institution?

4. What is significant about your Hispanic background at this institution?

Strength of Sense of Place

5. How would you describe your sense of place at this institution?

6. What factors would you say promote your development of a sense of place at the institution?

7. What factors would you say limit your development of a sense of place at the institution?

Productivity

8. How does your Hispanic heritage influence the kind of scholarship you do?

9. How does the university community value the kind of scholarship you do?

10. What influence does the community value of your scholarship have on your sense of belonging to the institution?

11. How does your Hispanic heritage influence your teaching?

12. How does the university community value the influence of your Hispanic heritage on your teaching?

13. What influence does the community value of your teaching have on your sense of belonging to the institution?

14. What role does the quality of your work play in the community acceptance of you?

Relationships

15. How would you describe the quality of your professional relationships within the institution?

16. How does the quality of your relationships impact your sense of belonging to the institution?

17. What role does your Hispanic heritage place in cultivating relationships within the institution?

18. What relevance does your Hispanic heritage have with the quality of your relationships with

    a. Students

    b. Colleagues

    c. Dean

    d. Chair

    e. Program Coordinator?

Benefits of Heritage

19. How does your Hispanic heritage affect your service and institutional issues of concern to you?

20. How would you say the University benefits from your Hispanic heritage?

Recommendations

21. What recommendations would you have for Hispanic faculty working within a predominately White institution?

22. What recommendations would you have for institutions to adopt to help Hispanic faculty to survive and thrive in this type of environment?

APPENDIX K

FACULTY SOCIAL NETWORK (SOCIOGRAM)

Faculty Social Network (Sociogram)

How important are the following relationships in your development of a sense of place within this institution?

	Irrelevant	Little	Somewhat Important	Moderately Important	Highly Important	Most Highly Important
Dean of your College	0	1	2	3	4	5
Your Department Chair	0	1	2	3	4	5
Your Program Coordinator	0	1	2	3	4	5
Your Office Staff Members	0	1	2	3	4	5
Your Students	0	1	2	3	4	5
Colleagues within the University	0	1	2	3	4	5
Colleagues within your College	0	1	2	3	4	5
Colleagues within your Department	0	1	2	3	4	5

Faculty Social Network (Sociogram)
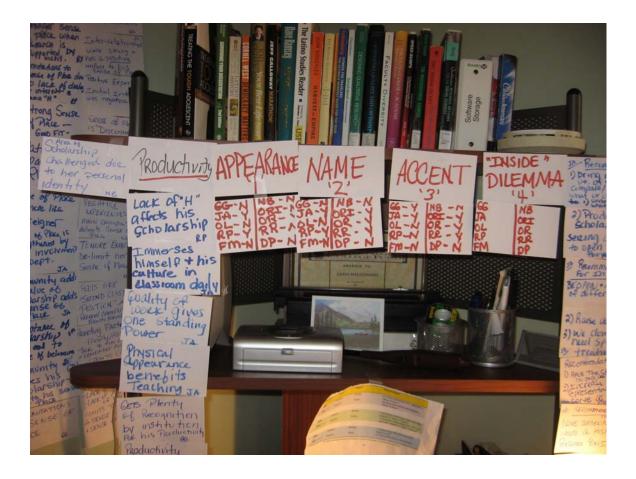
How would you rate your current relationships with the following?

	Most Highly Negative					Neutral					Most Highly Positive
Dean of your College	-5	-4	-3	-2	-1	0	1	2	3	4	5
Department Chair	-5	-4	-3	-2	-1	0	1	2	3	4	5
Program Coordinator	-5	-4	-3	-2	-1	0	1	2	3	4	5
Office Staff Members	-5	-4	-3	-2	-1	0	1	2	3	4	5
Your Students	-5	-4	-3	-2	-1	0	1	2	3	4	5
Colleagues within the University	-5	-4	-3	-2	-1	0	1	2	3	4	5
Colleagues within your College	-5	-4	-3	-2	-1	0	1	2	3	4	5
Colleagues within your Department	-5	-4	-3	-2	-1	0	1	2	3	4	5
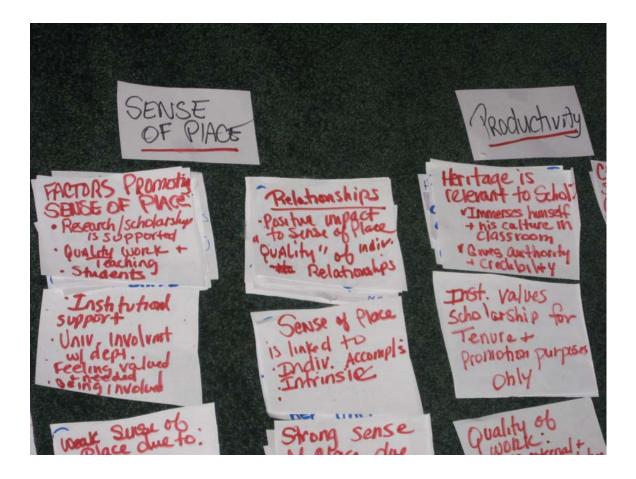
APPENDIX L

DATA REDUCTION PROCESS

HERITAGE

Relationships (SOCIOGRAM)

Consciousness

SENSE OF PLACE

Productivity APPEARANCE NAME '2'

Relationships
(SOCIOGRAM)

Heritage plays
No Role in
Relationships
- Gender is more
the issue (RL DP)
- students

Relationships
impact sense
of belonging
- Mini Commnities
- Mentors
- Fits in
- Feels Comfortable

Little interaction
w/ institution
- Lonely + Isolating
- Is disconnected

Relationship w/
Univ. → Department
level Adds value

SENSE OF PLACE

Productivity

FACTORS Promoting SENSE OF PLACE
- Research/scholarship is supported
- Quality work + Teaching
- Students

- Institutional support
- Univ. involvmnt w/ dept.
- Feeling valued
- being Involved

weak Sense of Place due to:

Relationships
- Positive impact to Sense of Place
- "QUALITY" of Indiv. Relationships

Sense of Place is linked to
- Indiv. Accompls
- Intrinsic

Strong Sense of Place due

Heritage is relevant to Schol
- Immerses himself + his culture in classroom
- Gives authority + credibility

Inst. values scholarship for Tenure + Promotion Purposes Only

Quality of work

OF PLACE

FACTORS Promoting SENSE OF PLACE:
- Research/scholarship is supported
- Quality work + Teaching
- Students

- Institutional support
- Univ. involvmt w/ dept.
- Feeling valued + being involved

Weak sense of Place due to:

The Price of IMMIGRANT Scholar → Renowned

Relationships
- Positive impact to sense of place
- "QUALITY" of indiv.
- Relationships

Sense of Place is linked to
- Indiv. Accompl:
- Intrinsic

Strong sense of Place due to Mentorship + Support

LIMITATIONS:
- LACK OF DIALOGUE

Heritage is relevant to Schol.
- Immerses himself + his culture in classroom
- Gives authority + Credibility

Inst. values Scholarship for Tenure + Promotion purposes Only

Quality of work:
- yields internal + external validation
- Gets Recognition
- valued at Dept. level

- Gives stand... power
linked t...

Consciousness

HERITAGE

"LACK OF"
raises
Consciousness

Heritage directly
affects Teaching
+ influences

Institution
does not
promote
Heritage

Consciousness
is raised due
to Personal
levels - Win

Univ. benefits
from "Hs" in areas
of : ✓ scholarship
✓ ACCESS
✓ Broader Perspective

Heritage
give Conf
+ Welcoming

Productivity | **APPEARANCE** | **NAME '2'** | **ACCENT '3'** | **"INSIDE" DILEMMA '4'**

Lack of "H" affects his Scholarship RP

Immerses himself + his culture in classroom daily JA

Quality of work gives one standing power JA

Physical appearance benefits Teaching JA

Gets plenty of recognition by institution for his Productivity GG

	APPEARANCE	NAME	ACCENT	"INSIDE" DILEMMA
GG – N	NB – N	GG – N	GG – Y	NB – ?	GG	NB
JA – Y	ORI – ?	JA – N	JA – Y	ORI – ?	JA	ORI
OL – N	OR – ?	OL – N	OL – ?	OR – Y	OL	OR
RP – Y	RR – ?	RP – N	RP – Y	RR – Y	RP	RR
FM – N	DP – N	FM – N	DP – N	FM – N	DP – N	FM	DP

HERITAGE

Relationships (SOCIOGRAM)

Consciousness

SENSE OF PLACE

Productivity   APPEARANCE   NAME

Heritage adds Value to dept. - Sense of...

Heritage + Teaching are "Linked"

Univ. Benefits from heritage through 1) During 2) Outreach + Uni

Heritage plays No Role in Cultivating Relationships

Univ. benefits from his heritage brings an International View

Physical Appearance comes into play CAN PASS AS ANGLO

Fails Minority Perspective makes a difference

Lack of Diversity + invisibility of Population + USA Latino + Community depends it

Heritage plays insignificant Role due to Physical Appearance

HERITAGE important to Scholarship WEAVE INTO scholarship

Teaching Influenced by HERITAGE choice of materials

Heritage is insignificant

Numerical Repr. is needed for heritage to be significant FM

Heritage benefits Univ

Sees Heritage as significant to institution

Heritage serves as a way to Raise awareness + demystify Perception

Scholarship not related to heritage

Heritage influences Teaching

Scholarship related to "H" heritage

Heritage does not influence teaching

Sees Nothing Significant @ Hispanic heritage

Heritage is valued by the community + institution

Feels heritage Plays No Role in Relationships

Strong, Quality Relationships w/ everyone

Fits in well Positive EXPERIENCE

Feels some disconnect w/ students - lack of diversity

Experience was lonely + isolating little interaction and institt.

Univ. has strong rel. w/ Dept. adds to value of his career Relationships are welcoming, friendly, encouraging + Asked as Mentors

Heritage linked to Relationships "Mini community in dept - Feels like home.

Physical Appearance Accent somewhat Appearance Other... View

Feels comfortable in his environment

Institutional Programs + Min groups + assoc Aid in Raising...

Lack of Support does not affect Consciousness

Being different + the only one raises his Consciousness

Highly Conscious based on perceived min. status

Not Conscious of Hispanic Heritage

Very Conscious of Heritage

Heritage linked to his Work Consciousness is always Raised

No SENSE OF Consciousness because there is No Community within Univ. City. Consciousness is linked + raised to situations that are presented related to heritage

Considers himself an "individual"

Not Conscious of Heritage

Does Not come into play - due to No Diversity in Students/Racist Assumptions Raise Consciousness

Conscious due to personal beliefs because...

Sense of Place determined by indiv. interaction

Quality work = teaching important to sense of Place

Stronger sense of Place after mentorship

Stronger sense of place when research is supported - limitations to sense of Place due to lack of dialog or interest @ home "H"

Strong Sense of Place - Good Fit -

Arm in Scholarship challenged due to her personal identity

Is more like a foreigner

Sense of Place is strengthened by Univ. involvement w/ Dept.

Community adds to value of Scholarship adds to Sense of Place

Acceptance of Scholarship is critical to sense of belonging

Community Values

Factors affecting Sense of Place are his inter-personal Relationships

Sense of Place is determined by institutional consciousness + support

Sense of Place linked to indiv Accomplishments

Inter-relationships were strong - has a positive impact to his sense of Place

Initial was neg.

SENSE is... from...

Lack of "H" affects his Scholarship

Immerses himself + his culture in classroom daily

Quality of work gives one standing power

Physical Appearance benefits...

	GG-N	NB-N	GG-N	NB
	JA-Y	ORI-N	JA-Y	ORI
	OL-N	OL-N	OL-N	OR
	RP-Y	RR-N	RP-Y	RR
	FM-N	DP-N	FM-N	DP

APPENDIX M

VERTICAL ANALYSIS

VERTICAL ANALYSIS

Introduction

A vertical analysis is a re-presentation of the data on an individual basis—the story of one—the story of the individual participant. The intent of this analysis is to present the data of each participant without reference to another participant. The rationale behind the analysis is to present each person as a complete and stand alone story, and through this effort, gain additional insights into how Hispanic faculty negotiate their sense of place within a predominantly White university.

This appendix provides a comprehensive summary of the findings of the study. The findings are organized into three parts based on methods used to obtain data. The first was an open-ended interview approach adopted to tease out life as perceived and experienced by the participants. This was followed by a Sociogram that aimed at illustrating critical relationships of the participants, and a CV analysis that helped in describing faculty productivity.

Using the Sociogram tool, participants' ratings were used to depict the webs of their social networks as used in Michael and Hyun (2002). The webs of the social network were used to depict discrepancies between participants' current relationships and relationships of importance to them.

To manage the massive amount of data generated by the study, the researcher provided a logical organization of materials and thoughts.

Ethnic Awareness

The study started with an assumption that the phenomenon called "the sense of place" would be different for minority faculty (in this case Hispanic faculty) in predominantly White universities. If this is valid, then the first task was to verify participants' level of consciousness or awareness of their Hispanicism.

Participant awareness was captured through a series of questions in the interview protocol related to participants' consciousness of their Hispanic heritage. As defined in Chapter 1, "awareness" implies being conscious and understanding of one's own Hispanic background at his or her institution.

Strength of Sense of Place

Participants were asked to describe the factors that either promoted or limited their sense of place within their institutions. To have "a sense of place" is to have a sense of connection with the immediate environment, to have a sense of belonging to the community, to have a sense of attachment with values and vision of the institution. Alienation is minimal where there is a strong sense of place.

Relationships

Participants were asked to describe the quality of their relationships within their institutions and determine whether their relationships have had an impact on their sense of place. Additionally, participants were asked if their heritage played a role in cultivating relationships within their institutions. Furthermore, participants had the opportunity of rating the quality of their relationships with critical stakeholders.

Relationships were determined using the Sociogram tool. The Sociogram provides an opportunity for participants to rate relationships that were important to their development of a sense of place within their institutions. The second step provided an opportunity for the respondents to describe the nature and the degree of their current relationships with these critical constituents. Constituents critical to a faculty's development of a sense of place include: the college Dean, the Department Chair, the Program Coordinator (if any), the Office Staff Members, the Students, the colleagues within the University, the colleagues within their college, and the colleagues within the Department.

Ideally, a participant description of relationships which were important to them should match the description of their current relationships. For example, if a relationship was important to a faculty member, it would make sense for that relationship to be strong and positive for the faculty member to feel comfortable within the environment. Conversely, if a relationship was "not important" and the nature of the relationship was positive and strong, then the relationship could be considered an unnecessary use of resources and time.

Productivity

Academic productivity is the currency of a university. Productivity affects acceptance, promotion, and leadership roles in academia. In terms of productivity, participants were asked if their Hispanic heritage influenced their scholarship. Additionally, participants were asked to describe any influences that the community had on their scholarship and if it has affected their sense of place at their institutions.

Productivity is defined as "yielding useful or favorable" results in one's own field of work. In this study, productivity was determined through the analysis of participant's CV. The task was to determine the number of publications, presentations, patents, years teaching, number of grants and funded research, and number of honors and awards.

Benefits of Heritage

Participants were asked if their Hispanic heritage affected their service or affected any of their institutional concerns. The benefits of heritage can be described as something that is promoted or enhanced such as the institution itself or the individual's service.

Recommendations

Participants were asked to provide recommendations for Hispanic faculty members working at predominantly White institutions as well as recommendations for institutions themselves that might help Hispanic faculty to survive and thrive in the environment. For this study, participants' recommendations constitute additional strategies for the recruitment, retention, and the development of a strong "sense of place" for Hispanic faculty in predominantly White institutions.

Summary of Findings

Several themes emerged from the participant interviews among which are the following:

- Consciousness

- Comfortability

- Commitment

- Host and Visitor Mentality

- Pressures of Tenure

- Critical Mass

- Identity Among other Minority Groups

Dr. A at Institution A

Dr. A is a Hispanic professor of Spanish and White background. He has been at

University A for six years and is currently an Assistant Professor in the Department of

Biology. Dr. A has been tenured for one year.

CV Analysis

In terms of productivity, Dr. A has 11 publications with 4 publications pending.

Dr. A has a total of 11 peer-reviewed publications, 4 manuscripts submitted or in final

preparation, and 19 presented papers and invited talks. Over his tenure, Dr. A has taught

a total of six courses and has received a total of six fellowships and grants.

Dr. A's Interview

Consciousness. Dr. A indicated that his Hispanic heritage was important to him

despite the fact that the institution did little to contribute to it. He said, " I can still be

plenty aware of my heritage without the institution being aware of it at all." For this

individual, the lack of institutional support for his heritage appeared to have no effect as

indicated by Dr. A: "The institution does not acknowledge it. I would say it doesn't hurt

me and it doesn't help me."

Consciousness raising appears to occur amidst ethnic members:

For instance, having a Hispanic President, you know, when you meet [the

president] he is very, very polite and definitely recognizes that you are Hispanic

and so there is a relationship immediately. I think, amongst Hispanics that are on

the faculty and administration, but outside of those individuals, interactions with other Hispanics it is pretty neutral.

Dr. A further noted that the only time his consciousness was raised was "when I run into other faculty members or students that are Hispanic and those are the only time when it comes into play at all."

Dr. A placed a great deal of emphasis on the neutrality that he perceived the academic community has for his heritage. He believed that his heritage has nothing to do with his success within the community.

It's nice to not feel like I am either privileged or under privileged, and at University "A", relative to some places, the number of questions about my heritage is probably lower. I don't know if that's a matter of politeness. I don't think it is, because I think in a lot of places, you'll get people who will say, "Oh, you don't look Hispanic" or something like that to you in other places. They just probably don't understand the culture very much. So I think it's reasonably good to have that neutrality, and it's very kind of friendly neutrality here.

With respect to the significance of his Hispanic heritage within his institution, Dr. A noted that his heritage is insignificant and the fact that his heritage is insignificant is not necessarily a negative issue. He said, with a chuckle, "I think there is probably nothing significant about my Hispanic background in the institution. There are few enough Hispanic students that I don't feel that the faculties are particularly underrepresented relative to the students." Numerical representation is needed in order for his heritage to be significant.

Sense of place. A number of questions were directed at participants to identify their sense of place and how strong this sense was. Dr. A's sense of place was dictated by cultural compatibility with his academic community. He noted that although there were few Hispanics at the institution, his sense of place was shaped by people whose backgrounds were similar to his.

> There [are] not a lot of Hispanics I deal with on a daily basis, there are still people whose cultural backgrounds are similar to mine, usually large Catholic families type of, you know, relationships with those people basically shape a lot of the way I deal with people in the workplace, and so I think that [University A] is probably a pretty good place, at least my department is a good place, to interact with a lot of people who have some similarities in cultural background even though they are not Hispanic.

Dr. A's sense of place was not determined by the numerical representation of Hispanic students and faculty. If there are no Hispanic members in the community, Dr. A observed that they could not be a factor in his development of a sense of place.

> My sense of place doesn't . . . rely on me being Hispanic because I'm not . . . amongst a group of Hispanics. And so occasionally I'm struck by that . . . the other day, I walked into the student union and there was a group of Puerto Rican students and they were chatting in the entryway to the shop in the student union, and it just all of a sudden struck me, it's like, Oh! First of all, I didn't know there was any Puerto Ricans on campus, and it was just kind of a pleasant experience.

So once in a while, unless I'm smacked in the face with it, I usually don't notice

it.

However, Dr. A indicated that his interaction with Hispanic students is an important

source for his development of a sense of place at his institution.

Actually, I did some work with a high school student program, and there we did

have a number of Hispanics and that was actually kind of very satisfying to get

some Hispanic students into the lab because it is a real big problem in science that

you get—Hispanics you can get into law, you can get into medicine, but they

don't have many role models in sciences.

Dr. A acknowledged that his sense of place was solely determined by his

individual interactions; hence, the need for further analysis was provided by the

Sociogram.

Dr. A's Sociogram

As depicted in Figure 3, Dr. A's web of important relationships shows that his

relationships with colleagues within the university (5), colleagues within the college (5),

and colleagues within the department (5) were the most highly important relationships.

The least important relationships to Dr. A were the relationships with his dean which he

described as irrelevant (0), and with office staff members described as little (1).

From observing both diagrams, Dr. A's important relationships align well with his

current relationships. As Figure M1 reveals, his students' and the Dean's current

relationships were both important and strong whereas current relationship ratings were
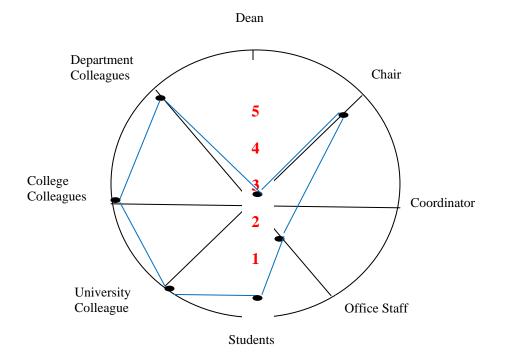
Figure M1. Sociogram—Importance of relationships in the development of a sense of

place—Dr. A

slightly lower for the Chair, Department, College and University Colleagues. Dr. A's relationship with his Office Staff can be interpreted as over-invested energy whereas his relationship with his Chair could be interpreted as an area of need given the slightly weaker relationship.

Figure M2 illustrates the strength and nature of Dr. A's current relationships within his academic community. All his relationships were described as positive with the exception of his relationship with his dean, which was described as neutral. The most positive and the strongest relationships were with colleagues within his department (+5), followed by relationships with colleagues within his college (+4), students (+4), and office staff members (+4). His relationships with colleagues within the university (+3) and with his department chair (+2) were described as relatively strong and positive.

Overall, Dr. A's current relationships were more or less the same as the relationships that were important to him. Relationships rated as highly important were the strongest and most positive relationships currently maintained.

Perceived relationships. To understand Dr. A's rating of his Sociogram, open-ended questions were directed at his personal descriptions of these relationships. In terms of his professional relationships within the institution, Dr. A observed that

> They are almost uniformly good. There is one faculty member in our department
> who I consider to be harassing, and I don't know—I mean some of it was politics,
> some of it was probably being a middle-aged single male, and I can't tell you
> whether any of it was Hispanic or not, but, you know extremely bad treatment.
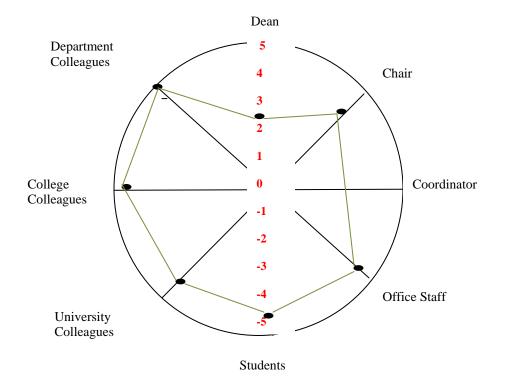
Figure M2. Dr. A's current relationships

Most everybody else has been wonderful . . . even the kind of political opponents I have in the department are at least nice on the surface.

Dr. A noted that the question of a sense of place was contingent upon the quality of relationships within the academic community. He noted that:

It is the critical part . . . I came to [University A] . . . because I thought it was a place that was growing, which the university has, but more so I knew that the department seemed to be something that should be on the map if it hadn't been on the map yet. We are gaining notoriety . . . because the faculty interact well . . . because faculty do things together and create cross-disciplinary interactions. . . . So it is an extremely, extremely good environment, and it is the reason why I came here, and frankly it is the reason why I have stayed.

Dr. A was asked to describe the influence of his Hispanic heritage on his relationships with his institution. He noted that cultivation of relationships was not limited to those of Hispanic backgrounds (since there were few of them) but those who had similar backgrounds with him. Dr. A admitted that:

I probably interact more with . . . with people who come from immigrant backgrounds . . . as Hispanic you want to be a part of community and so I interact with people as a community. As you know, my department chair isn't just a boss. In fact, I have never looked at him as a boss or my former chair as a boss. I have looked at them more as someone that you interact with, that you talk about ideas with, but you also talk about their concept and vision of the future of the

department, their vision for the field of biology, those kind of visionary issues

about where . . . the community is going are a major portion of what I do.

As Hispanic faculty, Dr. A in his own words, described his relationships with his

students, chair, and colleagues as "critical to the maintenance of a sense of place."

However, with the dean, he observed that the dean was new, and "I haven't had a whole

lot of interaction with him. The interactions I have are great but I don't think that my

background has anything to do with my relationship with him."

Productivity. Explaining further, the influence of the quality of relationships to

the development of a sense of place, the question of acceptance, and the basis for

acceptance in a particular community became important. In academic circles,

productivity provides a basis for acceptance. Dr. A described the influence that his

Hispanic heritage had or did not have on the type of scholarship he undertook. Dr. A's

first response was that his heritage had nothing to do with his scholarship, but quickly

reversed by saying that his mother and his Hispanic background put pressure on him to

go into pure science. He separated the immigrant Hispanics from the American Hispanics

in terms of choice of fields they undertake. He noted that:

> Heritage has influenced the fact that I am in an area of pure science that is not
>
> concerned as much with application. . . . I see a lot of Hispanics who are movers
>
> and shakers in my field, which is evolutionary biology, who are that very same
>
> way . . . that tends to be people who did not develop their intellectual interests in
>
> the United States, but developed outside the U.S. and then have either immigrated
>
> in or kind of cross-boundaries between countries, and they have strong influence

on the intellectual development of my field, whereas very few Hispanics that are brought up through American systems have that.

Dr. A acknowledged that granting tenure and promotion is an indication of a university's acceptance of one's type of scholarship and level of productivity. "Since I have just got tenure . . . they must value [my productivity and scholarship] pretty heavily [laughter]."

Dr. A noted that acceptance of scholarship is critical to the sense of belonging within his institution. This is critical not only to the sense of place but for the retention of the faculty.

It is critical. You know, I wouldn't be here, I wouldn't have stayed here if it hadn't been for the fact that there is a lot of support both within my department and across departments within my college for the type of scholarship I do, so it is critical.

Beyond scholarship, does one's heritage influence teaching quality? Dr. A agreed that his Hispanic heritage had influence on his teaching.

It is very difficult for me to tell how . . . I think that Hispanics tend to have or develop more of a rapport with their class. There is much more interaction with the class, there is much less distance . . . that comes from my heritage . . . the way I interact with students is much more personal, even when it is in a group context. I work much more toward group cohesion. I don't single students out . . . I teach to the whole class all the time and I try to make it personal at the same time . . . I

don't think it comes easily to people who are not Hispanic. I think it comes

naturally for a Hispanic.

Dr. A observed that although his institution recognizes the quality of his teaching,

his colleagues do not understand where it comes from:

> I wonder if they can recognize now that we now have two faculty members who
>
> have that cultural background, if someone will recognize that there is a similarity
>
> in the way in which we teach and the similarity in the way in which we have a
>
> rapport with students. There might be a couple of people . . . who are pretty
>
> insightful, but in general, there is no recognition of the role the Hispanic heritage
>
> plays on teaching.

As part of acceptance within the community that is critical to a sense of place, Dr.

A noted that quality work and teaching were important in developing a sense of

belonging.

> If you don't do good quality work, especially in our department, at this point in
>
> time, you are not going to get tenure. You could do mediocre teaching and it
>
> wouldn't hurt you. You could do fantastic teaching and it wouldn't help you. You
>
> can't be a lousy teacher, and you have to do a pretty good quality of research
>
> before you will get tenure in our department.

Benefits. With respect to service, Dr. A indicated that the community recognized

his service and its importance:

> One of the things that came up multiple times during my tenure decision was that
>
> people would point out that my service within the department was way beyond

what it needed to be. And, in fact, I was always being told, you've got to cut back on service . . . but it was important to me because it was part of the community.

As a Hispanic faculty, Dr. A noted that his beliefs in community prompt his service, which is a benefit to the institution:

I identify myself strongly with the community; it has increased the amount of effort I put in. Over time it continues to increase the amount of effort I put into the department and to the university and to programmatic issues. That's not always benefiting me, but it does benefit the department and so a lot of the gratification then comes from that, and I think that's a legacy of Hispanic heritage.

Dr. A indicated that his Hispanic heritage benefited the university in several ways: in the quality of teaching, in the rapport with students, in the level of service provided, and in his ability to serve as a bridge builder within the community. He noted that:

It is not just the quality of the instruction that they get but whether or not students decide to stay on . . . I think I benefit the university that way, and also through service. When there is somebody who needs to step out and do something extra to make sure that something gets done . . . I am there to do it . . . I am the person who will voice not always the opinion that is one I share, but make sure that all voices are heard, and so there is an element of building bridges that probably comes from my heritage that I bring with me in the department, and that is recognized by many people.

Recommendations

Participants were prompted to provide advice to faculty members of Hispanic heritage who are working within a predominantly White institution. Dr. A's advice included:

> (a) Interact with other Hispanic faculty in a different way, (b) do not feel guilty that you are associating with other Hispanic faculty, (c) kick back a little, relax, and enjoy your family, and (d) don't worry about the number of Hispanics in your institution. Go ahead and act differently with Hispanics and enjoy it because I think that there is an importance in the identity that doesn't need to be there explicitly in everyday interactions, but you need that little recovery, you need to actually get that back. . . . Don't feel guilty, just live the moment . . . and when you walk in, don't ever be ashamed about being different in the way you interact with people. It is good. . . . Every time I kick back a little bit and relax, usually with family, then I recover that. So that's an important thing. . . . Don't worry about the number of Hispanics. I mean it is one of the blessings of being at [University A], having no one paying attention to the fact that I'm Hispanic, is that it is very neutral in that sense.

Dr. A recommended that his institution should have programs that promote explicit interactions with Hispanics, promote Hispanic cultural activities, and promote interactions between faculty and students. "It is advisable to have some explicit interactions with Hispanics that if the institution can support it, that promoting Hispanic, any type of Hispanic cultural activities, that faculty and students can get together."

Dr. B at Institution A

Dr. B is a 34-year-old, untenured Hispanic professor of New Mexican ancestry. He has been at Institution A for three years and is a currently an Assistant Professor in the Department of Sociology. Dr. B hopes to be tenured in three years.

CV Analysis

In terms of productivity, Dr. B has eight refereed journal articles, five book chapters, and authorships in professional reports. Dr. B has presented a total of 17 papers at professional meetings and has contributed a host of other services to the profession. Dr. B has taught a total of five courses and has received three funded research projects with one external grant proposal in progress. He has received a total of six honors and awards.

Dr. B's Interview

Consciousness. Dr. B is highly conscious of his Hispanic heritage. His consciousness is based on his perceived minority status in the academic community. According to Dr. B, the predominantly White environment is a constant reminder of how different he is. He spoke of the contrast between where he was raised, which was predominantly Hispanic to where he went to university, which was predominantly White. This contrast is a constant reminder of his heritage. The same experience applies as a faculty member at his current institution. He indicated that being the only Hispanic, that is being different, raises his consciousness in his department and other places within the university; "you see it [whiteness] in the classroom, you see it in the hallways, you see it in the staff, and you see it in the administrative role, so it's pretty obvious."

Dr. B feels that the institution does not promote or celebrate his heritage except through an occasional invitation from a Hispanic based program at his institution:

I received an e-mail and I couldn't make it, there was a breakfast for undergraduates and it was a Hispanic based program and that would've been really great for me to go to. I just couldn't make it. But those things are very far and few between, so at the institutional level, I don't see any sort of promotion or celebrating of my ethnicity . . . so aside from that one experience or that one e-mail that came across my desk, you don't really sort of see it acknowledged.

Despite the need to connect with people of Hispanic heritage in order to conduct his research, Dr. B admits that it is difficult because the majority of minority students are predominantly African Americans: "I'm going to be in touch with them because of my research, there's a multicultural center, and I actually need to collect some data, but I think they're predominantly African-American focused."

Because of that lack of connection with his own ethnic group, his experience as a Hispanic faculty member has been lonely and isolating. Dr. B does acknowledge that although there have not been many Hispanic students who come to his office for help, the majority of those who come have been primarily African American students. As a result, he faces continuous questions and assumptions about his heritage from students as well as his colleagues:

Lonely and sort of isolating and that kind of thing. There's a lot of explaining sometimes to students and faculty, sort of wondering what I am and what I am not, assumptions that I'm totally fluent in Spanish when I'm OK but essentially

fluent, assumptions about what my background is . . . that's always very, very

confusing . . . that question of having to identify myself and explain myself . . .

and so a continual process of having to define myself for not only others, but I

guess myself . . . I find it offensive. I don't like it. I don't go around asking people

what they are . . . it's bothersome. One student actually once in class said,

"You're Hawaiian, aren't you? [Laughing] I can just tell you're Hawaiian."

Apart from being faced with continuous questions regarding his heritage, Dr. B

feels that his heritage is of little significance at his institution and he attributes this to the

fact that there is little interaction with the institution. He expressed his reasoning behind

these feelings:

I have very little contact with the institution, as strange as that might sound. My

contact is largely focused and concentrated in the department . . . and that's part

of being protected, I guess, because I'm an untenured professor, we're not

expected to engage in committee work or whatnot. I get letters from the provost

or dean saying I've been renewed every year but that's probably the extent of it.

And I guess that works both ways. I'm trying to focus on getting tenure and I

need to publish, so it's pretty limited.

Sense of place. Dr. B described his first year at his institution as "pretty

alienated." However, his sense of place became stronger after bonding with some

minority faculty members:

Well I guess the first year I was here I was pretty alienated. I didn't see a lot of

my colleagues in this department in and of itself. But after the first year actually,

the other—well, there are two more persons of color in my department . . . we

have bonded quite a bit and I think that's the strongest bond I have in the whole

department is with another person of color and that's how I have a sense of

belonging and pride and awareness, we can commiserate and share about what it

means to be different.

Because Dr. B's research interests are related to Hispanics, his scholarship

depends on finding data from this population. Due to his inability to access this

population across the campus community, he was forced to collect data in another city. In

some cases, he was forced to focus his study on other minority groups:

I've been really interested in collecting data from Hispanics, but it's been just

difficult. I couldn't access the population I needed, and there's restraints on

campus in terms of timeline and I kind of think that kept me from doing it as well.

I am going to do a study now . . . but I'm going to compare African-American to

White, and that's because Hispanics are such a small percentage of the student

population, it's going to be really difficult to address those issues, so I'm going to

have to focus on the population that I find at hand. So I guess that's a frustrating

experience. I do want to contribute to the literature on Hispanics but I'm just

having a hard time locating a population for whatever reason.

Perhaps Dr. B's inability to access the Hispanic population in the community was

the reason for his feeling of disconnection with the community. He noted that part of the

reason is that he does not live in the city where the institution is located. But another

factor may be the fact that he is untenured and feels the pressure to publish:

The Community thing, I think again is part of this protection of untenured faculty. I'm not really a part of the community. I'm just here to do the department stuff, the work, and we're expected once we get promoted to associate, to go into the community a little bit more. Well, we have choices, the community or the profession, right? So, I'm in touch with the community very much. I live in [City], so [City of University A], there's some disconnect there, right?

Another factor strengthening Dr. B's sense of place was when he felt that his ideas and research were supported by the institution. In his case, Dr. B was funded internally for his research.

Well, there's that multicultural center. I was in contact with the interim person and that was actually kind of a great experience. I wrote a grant, a small internal grant and I got it, well, I wasn't funded at that point but I e-mailed this person a letter saying I need to recruit students of color for my research and her response was really great and that was one of the sort of only omens where you know the research was supported, the idea was supported and it was valued, she understood where I was coming from in collecting data from students of color, so I think that was one of the only instances.

In terms of Dr. B's scholarship, he stated that his heritage influences his teaching style through the use of personal examples in the classroom.

It [Hispanic heritage] influences it quite a bit . . . the way that I teach is teaching about what it means to be different and what it means to be marginalized, what are the consequences of that, where does it come from, so you know, I use

constant examples from the Hispanic literature, even some personal examples, you know, what it means to have to explain yourself to students and they sort of get it and it's quite instrumental. I discuss about where I came from and what it's like and compare and contrast, you know, context and that kind of thing.

In sum, Dr. B's sense of place was determined by finding identity among minority groups and feeling like his ideas and scholarship were supported by his institution. He felt like his department had been supportive in terms of mentoring and recognition.

The department has been pretty good about valuing my scholarship and it's been getting better too. There's been some mentorship . . . but I got to say there is some recognition, there's some assistance, there's some mentorship at that kind of level, and more recently I've been feeling more encouraged by what I've been producing.

However, Dr. B noted that factors limiting his sense of place were the lack of dialogue or the interest in understanding what it means to be Hispanic at a predominantly White institution.

I guess the fact that what people do know, they're pretty ignorant about it and if they're not being ignorant about what it means, they don't care, right? And it's sort of—it's a non-issue [laughing] . . . you know it's never raised or discussed, you know, this fact of being a minority. They understand I guess what it means on paper and it looks good, I guess, but they don't go beyond that, what does it mean to be a—you know, there's no dialogue, there's no discussion, there's no—

especially with full professors, there's just—a person of color in a predominantly White institution.

Relationships. Dr. B described his relationship as being concentrated at the department level. His upper level relationships were described as "being out of touch" and minimal.

It's concentrated here. I have relationships with the department, then it gets a little more vague as you move into the college and a little more out of touch when you go into administrative. The dean has come maybe a couple of times for discussions. So that's the extent of my contact with the dean. I have a few colleagues that are outside of the department . . . but it's pretty minimal.

Despite feeling out of touch at the upper administrative levels, Dr. B has found a sense of place for himself in his department. He validated this statement by admitting that his connectedness improved his productivity. Part of his feeling connected was related to valuing his own work and having a sense that others place a value on his work as well.

You know it's been night and day since I made these connections with the people in my department. It makes me want to come, you know, and I feel like I belong and before that, I just wasn't coming on much because I could work at home and I didn't have the connections that I needed . . . there's a relationship there. My productivity did go up when I started feeling connected. I guess feeling connected is related to valuing my own work and having a sense that others are valuing it too, so I think there is a relationship between that.

When asked how long it took him to gain that connectedness, Dr. B responded that it took a little over a year and a half before the mentorship started to take place and his sense of belonging grew:

It's been maybe a year and a half. The connection took place . . . the first year there was nothing, then there was, after another semester the connection started, so that's a year and a half, and then by the end of the second year, that's when the mentorship I think really started taking place, so full mentorship for a year.

Dr. B's Sociogram

As previously indicated, Dr. B's sense of belonging became stronger when he was mentored by colleagues in his department. In looking at Figure M3, the importance of relationships for Dr. B's Sociogram reveals that colleagues within the department were rated as "Most Highly Important" for his development of a sense of place, whereas the dean of the college, department chair, and students were rated as "Highly Important." Office staff members and colleagues within the college were rated as "Moderately Important" whereas colleagues within the university were rated as "Somewhat Important." The Program Coordinator was rated as "Irrelevant." Dr. B indicated having little contact with the Program Coordinator.

When looking at Dr. B's current relationships, the dean of the college, department chair and offices members were rated a "Highly Negative" score of -4. The students and colleagues within the department were rated as "Somewhat Positive" with scores of +2 and colleagues within the university and within the college were given a neutral score of zero.
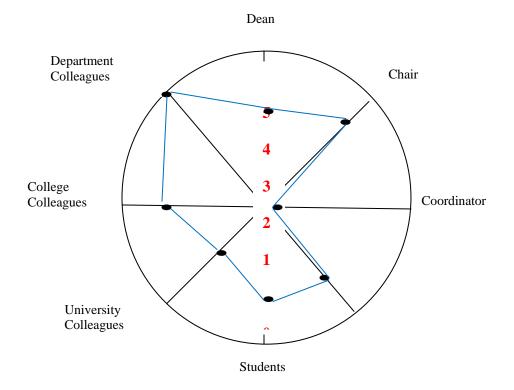
Figure M3. Sociogram—Importance of relationships in the development of a sense of

place—Dr. B
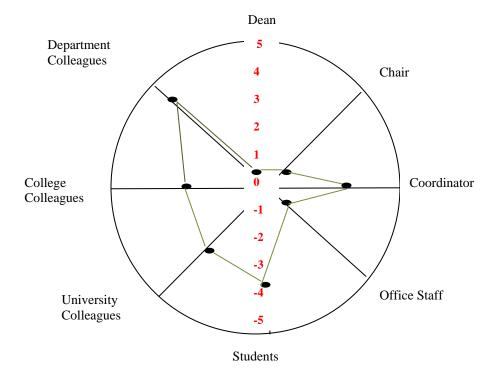
Figure M4. Dr. B's current relationships

Dr. B's diagram illustrates potential areas of discomfort. For example, his relationships with his Dean and Chair whom he rated as highly important are negative and weak. In addition, Dr. B's current relationships with his students and Department Colleagues were rated slightly lower. These factors may affect Dr. B's sense of place at his institution.

In terms of students, Dr. B deemed them as "Highly Important", but his current relationship with them was rated as " Somewhat Positive".   Diverse classrooms strengthen minority faculty's sense of place. Dr. B noted one of the reasons for the disconnect may be the lack of diversity in his classrooms.

> Well, I think there's some alienation with looking at White students and sort of disconnect, misunderstanding of where we come from. I like it when students of color are in my class. It's really, really important to me. And they generally are. There's always a minority, you know, maybe 4% or what have you. But I think it's really, really important I have diversity in the class, especially in teaching courses that I teach, because I need those voices out there who more likely will have a real understanding of where it is I'm coming from. So with students it's pretty important.

He further added that his Hispanic heritage plays a role in ensuring the diversity of students and faculty. However, he noted that he is unhappy with the number of Hispanic graduate students in his department:

> My heritage obviously plays a role in my interest in ensuring that there's diversity in the students, in the faculty. I'm not happy with the amount that there is now.

The graduate students are largely White female. I don't think we have, we don't have a single Hispanic graduate student in the department. One did apply, but the graduate committee said not qualified, for the one Hispanic applicant, right, so I would've maybe said something about that if I was on the committee. So it's going to play big role, it is playing a big role. If you don't have somebody to stand up and speak up, then it's not going to happen.

Dr. B viewed the relevance of his Hispanic heritage as being somewhat a burden when he interacts with his White colleagues and helpful with his interactions with his minority colleagues:

I guess with colleagues, the relevance of my heritage can harm and hurt. If it's with a colleague of color, we can talk about it and we know where we're coming from and go back and forth and joke and laugh. It could also harm it, I guess, if colleagues are White and they don't necessarily know where I'm coming from. There is an example of a specific issue about a [Mexican themed] party . . . what's it going to mean, am I going to be the only Hispanic there and I don't know if I want to deal with that, so I just didn't go. So I think it can harm and it can be beneficial at the same time.

However, Dr. B sees his Hispanic heritage as an opportunity to be involved with issues of diversity by way of being appointed to various committees. In his opinion, his background can be beneficial to his institution and his department thus strengthening his sense of place:

There's a graduate committee where members of the committee can choose

students who are coming in at the graduate level for master's and Ph.D. and I

want to be on that committee, because I want to make sure diversity is addressed,

and so we had a discussion . . . that's one of the few times that I did bring it up. I

said, you know, I'm Hispanic and I think I can bring a voice to committee and

help in the selection and to ensure diversity is an issue. And I mentioned that I

was a beneficiary of the minority scholarship fund . . . so I was there for three

years, I got funded through them and I got connections with them and, that's good

to have. We can recruit from that to bring in students. So I brought all this up and

we'll see if it made any difference. I don't know. So I guess I do raise the issue

from time to time. He's [Chair] less likely to do it. He really doesn't raise the

issue, kind of set in the either ignore or misunderstood thing [laughing].

Dr. B also reiterated the importance of having a diverse student body:

All the studies say diversity is really, really important. I mean the Supreme Court

pretty much affirmed affirmative action. The research shows when you have a diverse

student body, when you have a diverse faculty, it brings new ideas and experiences, new

ways of thinking about problems, so I think that the kind of research that I do is very

much influenced by it and so it contributes to it.

Considering the difference between what Dr. B deems important relationships for

the development of his "sense of place" versus his current relationships, it can be

concluded that Dr. B fits into category two where highly important relationships were

weaker than his rating for his current relationships. This situation could limit his development of his "sense of place."

Recommendations

Dr. B made several recommendations to Hispanic faculty working within a predominantly White institution.

Find someone as quickly as possible, somebody who's going to know, I guess, who understands what it means . . . but just search them out. There's got to be somebody in the department or maybe another department. It's really important for you or anyone who's starting a new job, a tenure track job, to find that source of support. I think the alienation thing is pretty bad. I think that might be what contributes to you not getting tenure and all that kind of thing, because you need that sense of place and you need that connection. And the sad thing is I think it's going to be up to you, or up to the individual, because it's just not structured in a way that would facilitate that . . . when it comes to the daily kind of it all, you need somebody to bounce things off of and show you the ropes and give you the inside track of things.

As far as recommendations for the institutions, Dr. B had the following advice to offer:

Make sure that faculty are doing ok. Some kind of mentorship program, some kind of follow up, I think would be useful. Some maybe more organized attempts to pull all Hispanic faculty that happen to be at a university together, maybe there can be a website somewhere, you know devoted for that sort of communal thing, that would be nice . . . So I just think there needs to be a more organized attempt

to bring some kind of unity or some kind of bridging of—even across disciplines.

Even seeing a once-a-year coffee or something would be great.

Dr. C at Institution A

Dr. C is a Hispanic professor of Mexican background. She has been at University A for seven years and is currently an Associate Professor in the Department of Public Administration and Urban Studies. Dr. C has been tenured for one year.

CV Analysis

In terms of productivity, Dr. C has eight publications and has served on one editorial board. She has participated in 13 conferences and has received 6 grants and contracts. Dr. C has many affiliations, appointments, and honors and has been invited to be a guest speaker on seven occasions. Over her tenure, Dr. C has taught a total of four courses and has designed a summer seminar and four on-line courses. She has served as project and faculty advisor for several programs and dissertation committees for doctoral students.

Dr. C's Interview

Consciousness. When asked about Dr. C's awareness of her Hispanic background, Dr. C described herself as having no consciousness at all:

I'm not conscious at all here. It just seems to me to be a colorblind institution, so I'm not aware that I'm a Latina practicing in a predominantly White institution at all . . . I'm just not self-conscious or conscious, or made to feel different at all.

Dr. C expounded on the fact the her institution has diversity recruiting efforts in place, including efforts to recruit Latinos, however, Dr. C sees it as a neutral thing:

Well, except for what I see as an effort to include people of diverse background,

there really isn't—I mean that's a good thing. I think that there is an honest effort

to recruit Latinos here at University [A], and all people of color, so I don't think

that it's really conscious of race one way or the other, except to make positive

efforts to recruit more. My experience has always been positive here.

Dr. C described her experience as a Hispanic faculty at University A as positive;

however, she sees nothing significant about her Hispanic background.

It's been excellent. It's been superior. It has just been a marvelous experience. I

fit in. I'm made to feel as though I fit in. I just think my colleagues and the

students are glad I'm here as a Latina, and I think that they are grateful I'm here.

It's been a positive experience. So there's really nothing significant, you know. I

don't know that anyone here at University [A] really feels out of place. I've heard

some rumblings, yes, I've heard rumblings, but certainly not from me.

Sense of place. Dr. C's description of her sense of place is strong. Her experiences

have been positive and she feels that she fits in.

And I know that I fit in well. I'm not made to feel different. My strengths are

appreciated and my weaknesses are tolerated. [Laughing] It's a good fit. It's a

good fit for me, and that's what every member of the faculty should look for, a

good sense of place, a good fit within any institution that they seek to be hired in.

When asked what factors promote Dr. C's sense of place, she stated that the respect of

her peers is important to her.

I think it's the respect of my peers. I knew the moment—well during the

interview process, you can sense the way people are looking at you and the way

people are responding to you, the respect that they're giving you during the

interview process, you know whether or not you're going to fit in.

At the same time, Dr. C sees no limitations to her sense of place at University A.

I don't think there are any limits. There really aren't. And I could be super critical

of people in institutions, but within this department, and I only speaking about the

Department of Public Administration and Urban Studies, there are no limits. I can

become the next chair if I want to, if I seek that I can become the next dean if I

like, but there are no limits.

Dr. C sees no connection between the community value of her teaching and her

sense of place at her institution. Although she feels that the community values what she

does, she has no consciousness about it:

I think the quality of my work has been high quality and I think it is valued. I

think the community values what I do and what I have brought from the

Southwest to the Midwest. I have abilities from the business sector, the private

sector, the political sector that is valued, because I take that into the classroom as

well . . . so I think it's valued. But it's not a consciousness. I don't have a

consciousness about doing this or what people perceive me to be. I'm not aware

of that. They don't make much of a difference.

Productivity. Dr. C noted that her scholarship focused on her own Hispanic background; however, she feels the kind of scholarship in which she engages is valued, but at the same time, it does not matter to the university just as long as she publishes.

> My dissertation was the career advancement of Mexican-Americans in public administration . . . so I use that research in my classes, in my teaching, to show, especially ethnic minorities and women, what variables will influence their careers . . . so that's what I do, and that's how I do my research . . . I don't think it matters what kind of research I focus on . . . so they don't care what research I do. It could be about Latinos or not . . . anything . . . they don't care. Doesn't matter. Just so I publish. [Laughing]. You must publish.

Dr. C also noted that although she feels that her scholarship is valued by the community and colleagues, it does not have a significant impact on what she chooses as the focus of her research.

> Well, I think my scholarship is valued, but even if it were not, it wouldn't make any difference to me. My research is of interest to me and a specific group that I'm interested in reaching and that's other Latinos, so I feel an impact, whether my colleagues value or think my work is important. I don't care. It's important to me that I do it because I recognize a void in the literature, so they don't impact me at all. I do what I want to, and I have that kind of freedom . . . it's wonderful . . . Being here . . . I am so free to do whatever it is that I want to pursue. No one tries to influence you here. You do what you want to do to publish, in the areas that

you see are of interest and of value to you, and you try to fill a void in the

literature. So I'm not influenced.

In terms of Dr. C's teaching, she admitted that her heritage does not influence that

area at all:

I don't think it [heritage] influences my teaching at all. First of all, I view myself

as a Midwestern Mexican and I don't know how anyone's ethnicity could or

should influence . . . my gender possibly makes more of a difference than my

ethnicity . . . I'm just interested in women and in the success of women. But I

don't think that I walk into a classroom and think, oh well, because I grew up

eating beans and tortillas, [laughing] that's what we're going to talk about, or that

will influence my discussion in the classroom. I don't think it does. It's what I've

learned in the doctoral program that's sort of consequence, not my ethnicity.

However, Dr C feels that her teaching is valued by the community as well as her

institution. At the same time, she also feels that she has something to offer to the

institution that is unrelated to her heritage,

I think the university community really values diversity. I see them being as very

open and that is administration. And I think diversity is important but this one, I

think, does a very good job. I think we really do. I think we value diversity. I

certainly feel like I'm valued . . . I think people appreciate the doors that I can

open for students. I have a large network of political and business community

leaders and so forth and people seem to value that. I think it has more to do with

what I can do for students, doors that I can open for students or for my colleagues,

political doors, social doors, business doors, that sort of thing. But certainly it has

nothing to do, or I think has little to do with my ethnicity.

Relationships. When asked about relationships, Dr. C described them as excellent

with everyone:

My relationships are excellent with everyone. I've just been named the new

faculty fellow for the senior vice provost in the provost's office, and so I'm one of

I think four or five people throughout the university selected for that honor, and

so I think I'm respected, but it's based on mutual respect, the faculty . . . for the

majority of the people that I come in contact with, we respect each other, we treat

each other as professionals, and anytime you have that kind of mutual respect,

you have a healthy working environment, and I think my working environment is

very good and healthy.

Dr. C's Sociogram

In viewing Dr. C's Sociogram (see Figure M5) Dr. C views her Department

Chair, Students, and Colleagues within her department as "Most Highly Important" in

development of a sense of place at her institution. Those given a rating of "Highly

Important" included her Program Coordinator and Colleagues within the University and

her College. Office Staff Members and the Dean of the College were given ratings of

"Moderately Important" and Somewhat Important" respectively.

The Sociogram depicted in Figure M6 represents Dr. C's rating for her current

relationships within her institution. Ratings of "Most Highly Positive" were given to her
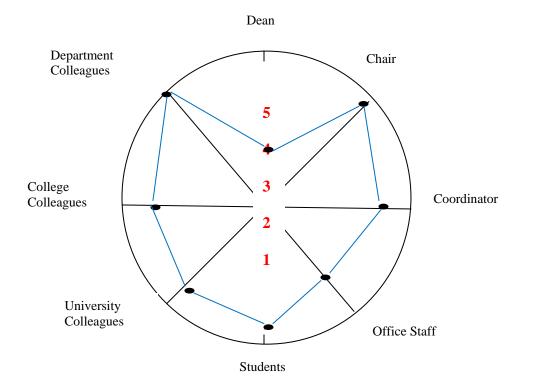
Figure M5. Sociogram—Importance of relationships in the development of a sense of

place—Dr. C
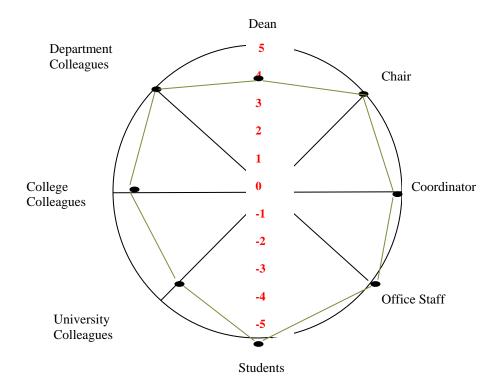
Figure M6. Dr. C's current relationships

department. Her colleagues within the university and within her college were both rated as "Highly Important" whereas the dean of her college was rated as "Moderately Important." It can be said that Dr. C currently has very positive relationships within her current web of networks.

Overall, Dr. C has "Highly Important Relationships" that have a positive nature. It can be said that Dr. C fits into category number one and that she has an ideal relationship with her institution that supports her "sense of place."

Dr. C's diagram portrays very positive and strong relationships with those in her environment. Her current relationships are equal to or higher than those relationships that are most important to her. It can be inferred that she has negotiated a strong sense of place for herself at her institution.

According to Dr. C, the quality of her relationships highly impacts her sense of belonging within her institution:

> I think it highly impacts. We have a great chair of this department. She gives me great latitude and support. I couldn't ask for anything more. I mean, it's just amazing, her ability to respond to what my needs are and to work with me. So yeah, the quality of relationships make you have that sense of belonging, and I definitely belong. I will leave when I want to leave, not because anyone's forced me out. No, no, I belong, as long as I want to be here.

When asked how Dr. C's Hispanic heritage plays a role in cultivating relationships within the institution, she responded by saying "none." She admitted that this is due to the fact there is no Hispanic presence at her institution:

There may be a Hispanic faculty association here but I'm not aware of it. I

thought about developing one on my own, but have not done so. There really isn't

a need. Well, there might be a need because we might do Cinco de Mayo, but

again that's only a Mexican celebration, and I'm aware of that too, and the other

members of the faculty who are here are not all Mexican-American . . . I'm thrust

in a situation where of the other minorities in my department are African

American or Black. One is not African American. So there are three of them and

one of me, so I'm the only Latina within the institution. So it's just like sort of,

I'm attracted to them, but more so to the women, again because of our gender.

That's more of an interest to me as ethnicity. Although it all is and I don't mean to

say that my ethnicity has nothing—I'm proud to be a Mexican-American woman.

Dr. C responded similarly when asked about the role that her heritage played with the

quality of relationships with her student.

Probably none, or very little. I just relate to students as young professionals who

are placed in my care and I have the responsibility of grooming them. But my

Hispanic heritage has nothing to do with that. It's just my being an adult, reaching

down to the younger generation and pulling them up. That's more important.

Being Hispanic has nothing to do with it.

When asked to comment on the relevance of her Hispanic heritage with the quality of

relationships with her colleagues, she described her colleagues as being intrigued and

curious:

I think that they may all be interested in me as a Latina. I think that they are actually interested in me and it kind of intrigues them, and then they find out that I'm so Midwestern that, you know, it happens that I carry the [   ]name, and I do that purposely so that, because I am married to a White Anglo-Saxon Protestant, I don't want Dr. [   ] on my door. That's very important to me as a Latina. That's very important. I think that other minorities and other Latinos need to see [   ] on the door, and you know, with my doctoral title, but I think it's very important for me to serve as a role model for young scholars, but I don't think my ethnicity has anything to do with any of these, my working relationships. I think that they're kind of intrigued. Who is Dr. [   ]? Yeah, when we got a new dean, I'll bring her in, let's meet this woman. Our president is Mexican. I don't think that has anything to do with anything either. He's simply a professional, and I am a professional. We don't seek each other out. If our paths cross for one reason or another, fine. But birds of a feather, in my instance, don't flock together. But my heritage has very little to do with any of my associations. I think people are interested and maybe curious, but it's your professionalism and your integrity that will carry you forward, in terms of production and so forth.

In terms of institutional issues of concern to her, Dr. C noted that her heritage does not affect this area.

Again, I don't think there's any way that it affects my service. It could if I were in a Latino based community, which I would prefer working in frankly. And I think that I would find greater joy to teaching in an institution where there are larger

numbers of Latinos, or Hispanics. I think that would be good. In terms of does it affect my service and institutional issues, no.

Dr. C added that the university benefits from her heritage by bringing diversity to the faculty, but nothing further.

Recommendations

Dr. C offered the following recommendations to Hispanic faculty working in a predominantly White institution:

I suggest to anyone interested in pursuing a career within academia that they should (a) find an area of research interest important to them and focus; (b) . . . and then publish, publish, publish, in that area again and again.

The following three recommendations were offered to institutions to adopt to help Hispanic faculty to survive and thrive:

OK, three points. Add more Latinos to the faculty. Second point, add more Latinos to the student body and third, recognize the importance of Hispanics' research about other Hispanics . . . well, we are the sleeping giant who has awakened. The question is, what are we going to do with our massive numbers? We are now the majority minority, but what are we going to do with this power? When and where and how will we realize our political efficacy? Because it's there . . . we have to mobilize and we have to organize and we have to have a sense, not only a sense of place as you're looking into, but a sense of responsibility and a sense that we can make happen, a sense of empowerment. I'd like to see that happen.

Dr. D at Institution A

Dr. D is a Hispanic professor of native Colombian background. He has been at University "A" for one year and is currently an Assistant Professor in the Department of Modern Languages. Dr. D hopes to be tenured in approximately five years.

CV Analysis

In terms of productivity, Dr. D has two peer-reviewed publications and has served as presenter in two professional conferences. He has received a total of two grants. Dr. D has participated in nine workshops and has served as committee member, reader, coordinator, and academic advisor in 13 professional service activities. Dr. D has taught undergraduate and graduate level classes as well as developing and restructuring several courses.

Dr. D's Interview

Consciousness. When asked about Dr. D's consciousness regarding his Hispanic heritage within the institution, he responded by saying that his heritage is linked to whatever he does in his department.

> Actually, very, very aware of it because this is a foreign language department and I teach Spanish, and I teach Spanish as a language and the study of the Spanish language, as well as cultural courses, so my heritage is actually linked to whatever I do for the department.

Because his heritage is so linked with his work, his consciousness is always raised.

The fact that one of the requirements for the job was working with the language

and my level in the language, in that they needed a native speaker to teach

linguistic courses. So it was, when I looked at the position, I found out that it was

kind of like custom made for me.

However, despite his consciousness, Dr. D noted that his heritage has not been

much of an issue for him at his institution.

The fact that I'm Hispanic hasn't been that much of an issue, you know it's more

like what I do for the department, what people are very interested in. Most like,

what do you teach, what are you doing for the university?

Dr. D noted that his heritage is significant in several ways at his institution.

Apart from being a native speaker, it's mostly the possibility to bring awareness

towards, you know the Spanish courses, to the English speaking student, and you

know like heritage speakers and people who speak the language, speak Spanish as

a second language too. Mostly that sense of—that insight that brings to my classes

or my courses or any talk I give, for being a native speaker of Spanish and

knowing the culture. That's what expected . . . it's almost expected for me to

bring that into whatever it is I do and create race awareness and at the same time,

give them tools to be able to compare and contrast two cultures.

Sense of place. When asked about his sense of place, Dr. D likened it to feeling

more like a foreigner.

Well, the fact that I think they [University] perceive me more as a foreigner as a

whole than being a Hispanic foreigner. It's more of the sense—I do feel

sometimes like the other, that sense of otherness that people who come from a

different country feel in their situation. But at the same time, being a higher

education institution, there is not something that would define me as Hispanic. It's

more like being a foreigner, more than being a man who comes from Colombia,

you know, like for him, English is a second language. I don't feel that. I feel more

of a foreigner than a Hispanic man

When asked for specific examples, Dr. D stated that he has to constantly answer

questions about who he is and where he comes from.

People usually try to figure out where I'm from, you know like, "so where are you

from?" That's kind of like the first question. And I say Columbia. And they think

I'm talking about Columbia here. Like I'm, no, I'm from Columbia in South

America . . . How did you get here? Like that's the second question. And then I

said, well, I came to Ohio because of a job and . . . but how did you come to the

United States? Oh, I came with a scholarship. It's kind of that sense of coming to

the United States just to study. For some American people it's kind of like, Huh?

. . . for them it may not be clear that doing a scholarship or studying abroad for us

is like an achievement, it's something that's necessary when you work with

foreign languages . . . but people here tend to, they cannot see why I am here

studying like that . . . And it's quite—it's not a chore but it's become kind of

routine for me to explain that getting a scholarship is not that easy when you

come from a Latin American country, that you need to qualify high, let's say top

20, top 10 of students in your field so you can get these offers. So for them, the fact that I'm Hispanic again comes like second.

When asked what factors promote his sense of development Dr. D noted that he immerses himself and his culture daily into his classroom.

Well, basically the fact that I have to bring my culture into the classroom. I have learned quite a bit about other countries while doing my job . . . because I have seen that the anecdote works much better in the foreign language classroom in order to create both awareness towards the other groups and cultures, and to mystify it, at the same time.

Part of Dr. D's development of his sense of place is linked to the fact that he is considered to be an expert in his field which in turn gives him the feeling of being valued.

So I have learned more about my culture a whole, you know, as a Latin American man, through my interaction with students . . . and this has worked towards my sense, like finding kind of like a value in being a Hispanic faculty. You become like a source, like a mini Wikipedia, like a walking mini-encyclopedia of all things Latin. It's kind of sometimes I feel like this responsibility like to be accurate in what I say in my classroom, or accurate in any representation I give, anything related to culture, so it has driven me to be a little bit more careful about what I say, because I see that I'm seen as a source, and at the same time to look for more things and confirm my perceptions or my ideas . . . whatever knowledge I had previously about something.

Dr. D's relationship with the community and their value of his scholarship adds to his sense of belonging to his institution:

They're very, very, open very accommodating. When they invite you to any of these events, there are like no conditions, you're free in choosing your topic . . . and when you go to any of these more quasi-formal events, you're like a guest, you're invited . . . and at the same time you are seen as some kind of ambassador or representative or something like that, they're trying to make the people who come to the university feel at home, at ease and show them that there is diversity at the university. And they don't only invite us to meetings and dinners or whatever that has to do with people who speak Spanish. They would invite us to most international gatherings like when teachers from the UK came here, we were invited, I mean both the educational and because of their foreign kind of subdivision that we are in, but also with when there are people who come visiting, both students and professors from Latin American countries or from Spain, we're also invited to, like to be part of the meetings and whatever.

Dr. D noted that a factor limiting his sense of place is that he does not engage in brown on brown research.

I am not doing research on anything related to my Hispanic heritage. I haven't thought about doing anything related to my being a Latin man in an Anglo country . . . I haven't explored that side and that may be somehow kind of like a limitation. I'm not creating any scholarship on Latin issues or Hispanic faculty issues or perception of Hispanic culture in the United States, so that may be

something worth exploring, probably related to any of the things I actually research. But that's some—I don't do anything related to my culture, you see.

Productivity. When asked if Dr. D's heritage influenced his scholarship, he noted that his heritage serves as a tool in raising awareness and demystifying perceptions about the Hispanic culture:

It could be considered kind of like a service thing, would be talking about Latin America and how Latin America is perceived and things specific to my country. For example, giving a talk about El Dorado, a kind of like demystifying you know the Disney-fied version of what El Dorado is because these kids have grown up with the movie version of El Dorado which has nothing to do with it. I have given talks about what it is. I have given talks about the differences in Spanish in Columbia, per se, like where every dialect came from, what every accent means because people think Spanish is like this umbrella term that covers everybody and everything. So my job in the scholarly process has been more one of raising awareness directly to the public because it's talks that we give to students, rather than writing about the issues that may be related to being Hispanic or like finding out about perceptions of the Hispanic culture.

Dr. D additionally noted that his department is always called upon when dealing with Hispanic related issues or when invited guests come to the university from Hispanic countries. This relationship with the institution adds to the value for the work in which he is engaged.

I think somehow we are needed, whenever there is like International Week because this is something that goes on in every institution yearly, so every year we're invited. They kind of give you carte blanche and they let you present on whatever you want, any topic . . . So there's also at higher level there was some frequent level of communication between them and me. They were always like these people are coming from Costa Rica and we would be very pleased if you'd come to dinner we're offering them. So kind of like an ambassador-ish kind of position, which has been quite nice, but I think it's also related to the fact that the Modern Languages Department, they know we are here.

Dr. D described the impact of his heritage on his teaching in terms of the culture and the pedagogy. He could evoke the culture to enhance the teaching of the language and go deeper to connect his students back to the culture. He stated that

To do [everything]. Yeah, both at the level of culture and at the level of methodology. When you teach a language, you try to give the students a sense of what the language is and that's the culture. So the first thing you say, you have to clarify that it's not like any other classes they take. Foreign language classes are totally different. That's the culture inside the classroom; it's different [than] the culture outside the classroom. It's more a sense of community and being comparative, to being individualistic and standing alone, like what you do for hundreds in class when you're taking notes, you know, giving feedback to instructors through your clicker in a Power Point, instead, you know, the foreign language classroom is very community oriented, pair and group work, you need to

practice the language with somebody, and then you go a little bit deeper and you teach more things that are, seem to be kind of like additional but are part of the culture . . . so it's kind of an interaction that changes both the way they learn and the way they interact in the classroom, and that comes from the culture.

Dr. D noted that his physical appearance and the Spanish looks and accent provided him a "face value" advantage as an expert teaching the Spanish language. Therefore, his Hispanic background was a benefit to him in the classroom.

So it is that this, and the fact that, you know, I have an accent, and the fact that I look Latin, hopefully that helps them kind of understand, they can see the difference of what happens in the classroom. And I can actually justify it, you see, because it's kind of different if I would look more Anglo, like blonde hair and blue eyes, and they would say like, how do you know—like they would kind of question whatever it is that I'm saying. And it goes back to this, you being kind of like this walking advertisement for who you are. And I think they accept more of the difference of the classroom when it's you, when it's me, you know a Latin American man teaching Spanish, or linguistics, or whatever, and then somebody else, so it actually helps a little bit, being in the field in which I am. It helps, the fact that I'm Hispanic somehow . . . it gives me kind of face value. It's more believable. I think my sense of us Hispanic faculty, it's deeply linked to the fact that I teach languages, that I teach Spanish and the culture are absolutely linked.

Dr. D feels that his heritage adds value to his department and gives him a sense of usefulness to the university community. He however noted that it is the quality of one's work that ultimately gives the standing power:

> I actually feel that I'm helping my department, whenever I go out and give a talk or whenever I'm invited to somewhere because people ask you where you work? I work in the Modern Languages Department. Boom! You see. so it kind of gives you some sense of usefulness to the university community and at the same time that it makes you feel good, like that you're doing something that's appreciated . . . I think that your job needs to be good. You wouldn't be held at a certain standard if you didn't have something backing you up . . . it's the qualifications that give you the standing power . . . the fact that you have some scholarship backing you up.

When asked what role Dr. D's heritage played in cultivating relationships, he noted that the presence of the other native speakers in the department and in the student body makes one "feel like home."

> At the department level, there are two native speakers in the faculty and there are several native speakers in the student body, so it is—you feel welcome. You feel like part of this mini-community inside the department. And other members of the Spanish part of the department, who are native English speakers, have an astonishing command of the language. You feel like its home . . . and you give your opinion, and you kind of suggest something, and your suggestions are most of the time, taken into account, kind of like your opinion is valued. Yes.

With regards to how the university benefits from his heritage, Dr. D indicated three areas: diversity, outreach and as a resource.

Well obviously, they are open to other cultures, so bringing us into the university and making us full-time faculty and also showing some support . . . reaching out to the Spanish-speaking community who is not in the student body but out in the community at large . . . but the university uses our knowledge and that's the same face value we're talking about, to open up, you know, their own resources to the outside community.

Relationships. Dr. D described the quality of his professional relationships as very good. At the department level, his peers have been welcoming, friendly, encouraging, and have acted as mentors to him.

It's very good. At the department level, my peers have been totally, incredibly nice to me as both kind of like a personal level, you know, making me feel welcome and also like on a mentoring level . . . so it's been enriching at the personal level, finding all these people who are very nice, you know, very welcoming, friendly, and at the same time kind of like getting a sense of what being a tenured faculty is . . . you're going to have a better handle of how thing work at the university.

Dr. D further added on the issue of mentoring:

Yes, I actually do get mentored, yes, it's both the chair of the department and the faculty like everybody's tenured here. I'm like the newcomer. I'm like the newest acquisition. So I do feel that people have been very encouraging, giving me

advice, for example, when they write their report about me at the end of the year, they send it to the chair and they send it to the dean, they have been very good, like, you know, they have recognized. Oh, you did these things and those are very good things, and these things are also very good, and in regard to these other things, you could improve this and that, which give you like a very good sense of what is expected of you, part of the faculty, yes.

It can be said that Dr. D has good, sound relationships within the university community. His Sociogram provided support to that conclusion.

Dr. D's Sociogram

Figure M7 depicts Dr. D's Sociogram which reveals that those relationships most important to him for his development of "a sense of place" include his Department Chair, Program Coordinator, Students, Colleagues within his College, and his Department with the rating as "Most Highly Important." Those deemed as "Highly Important" include the Dean, Office Staff Members, and Colleagues within the University.

Dr. D's current relationships also show a positive support [or professional] network with the Department Chair, Program Coordinator, Office Staff members, and Colleagues within the Department rated as "Most Highly Positive" followed by Students, Colleagues within the University, and Colleagues within the College.

On Dr. D's relationship with his Department Chair:

He is very supportive . . . I've been pushing the department more into the 21st century like with more electronic resources . . . and I have had support from the first moment that I suggested why don't we do this?
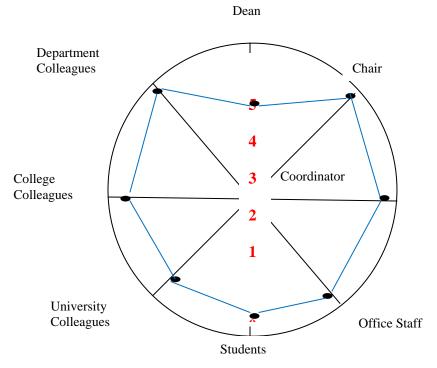
Figure M7. Sociogram—Importance of relationships in the development of a sense of

place—Dr. D
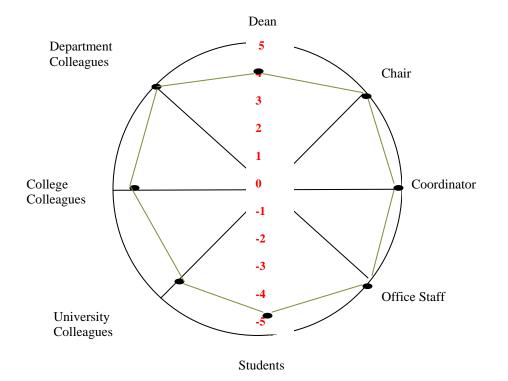
Figure M8. Dr. D's personal relationships

The overall positive relationships within Dr. D's network fit into category number one of the hypothetical relationship chart and will most likely lead to a positive "sense of place" at his institution.

Dr. D's diagram shape is wide which can be interpreted as his relationships being both strong and positive within his institution. There were, however, slightly lower ratings of his current relationships with Dean, College Colleagues, and students. But overall, it can be said that Dr. D is in a positive and supportive environment and has a strong sense of place.

Recommendations

When asked for recommendations for Hispanic faculty working within predominantly White institutions, Dr. D made several recommendations:

I think that for somebody who is coming from this background, it would be a little bit easier because you would have kind of some built-in advantages when you're applying for a job . . . If you were in another field . . . I think what would be more valuable would be bringing in that other point of view, using your previous experiences in your country, in our culture, to compare and contrast with what you are doing here, and that would serve a dual purpose. First, to understand what you can give them they don't have and second, produce scholarly papers, talks, conferences or anything that brings your point of view into the mainstream, like into the more diverse part of society, and I think you'll be very fallible because it would have a bigger impact on people listening to the other perspective . . . it would be good for people to know what is going on in other countries, and at the

same time you would be the instrument to either improve whatever it is that's being done there or create something. It's a matter of seizing the opportunities that you have, not just staying, just keeping who you are to yourself, because who you are, it's obviously going to enrich whatever you do. It shouldn't define you, but it should help who you are, enhance who you are. One thing is, like being defined by who you are, another thing is that you're improving the image or your scholarly production using what you have as a tool.

In terms of recommendations for institutions to adopt to help Hispanic faculty he suggested that the institution be open and aware of differences.

Be aware that there are differences. You see, I'm lucky. I'm in a department who thrives in diversity, so you have French people here, you have Italian people here, you have people who speak Spanish here, so it's kind of taken for granted that you're going to be different. But in some place, diversity is not their strong point, and you could feel marginalized or you could feel that you are not appreciated or not taken into account or Oh! This person comes from a third-world country, he doesn't know anything kind of perception . . . So I think we can raise awareness towards whatever issues we have or we know could be useful bringing them to life, and at the same time, telling our institutions that we don't need preferential treatment or special treatment, but they should be aware there are some differences in the way we approach our profession and the way we see the world, at large.

Professor E at University A

Professor E is a professor in the School of Communications at University A. He is of Spanish descent and has been tenured for over five years. Professor E has been with University A for 18 years.

CV Analysis

Professor E has published a total of 6 publications and has presented at 7 international presentations and 10 national presentations. He has 13 award winning works and has been awarded a total of 8 grants and has received numerous honors. Professor E has engaged in numerous community service activities and has a total of 17 works exhibited.

Professor E's Interview

Consciousness. Professor E admits that he is not conscious at all of his Hispanic heritage within his institution due to the fact that there are not any Hispanic members within the university community. Given this fact, Professor E cannot identify himself as such.

> Well, I'm not conscious at all. The reason being that there is no community within the university community in which I identify myself as one of the members, in this case being a Hispanic. So I consider myself an individual, moving around like other faculty and trying to do my work, so there is no sense of consciousness of a person who represents, unless a particular situation comes about, you know.

> Professor E stated that his consciousness is raised only in situations that may arise where he can offer a different point of view.

It could be in the classroom, sometimes it's planning certain things that, from

your own perspective, can amplify the view, you know, and for that matter I have

more exposure than another student, you know, which I know what the American

culture is and also my own culture. But in that case, sometimes this is more not a

Spaniard, but as a European, sometimes, you know, how in Europe things will be

taken versus in the United States.

Therefore, there are no institutional factors that raise his consciousness at University A

despite the fact that the President of the University is of Mexican descent. He offered this

response:

Zero [laughing]. There is nothing here that I identify with as being Hispanic, even

though the president is from Mexico. I mean I spoke with him and we exchanged

some words in Spanish and all of that but just as a friendly thing, you know, but

nothing else, so I don't have any other—there's no other persons. I mean there is

one more faculty that I used to relate, and he being from Spain so we talked, but

now, of course busy lives.

Professor E admitted that over the years, there has been some interactions with other

Hispanics as well as some involvement with some on-campus activities, but for the most

part, these are sporadic occurrences:

Sporadically, there were some people in the modern languages . . . so sometimes

he asked me to go to his Hispanic club. He had a club among students. So I went

there and talked a little bit about Spain, and mainly they wanted to hear my accent

and you know, talking to them in Spanish, so that's basically it. But once that was

over, it was over. I'm back again to my own work at this institution.

Despite his limited interactions with other Hispanics on campus, Professor E stated that

his experiences as a Hispanic faculty at Institution A has been a positive one.

Fine. Nobody has put me down for being from Spain. I never felt ashamed, or you

know, just fine actually sometimes being a plus, you know, so it's positive yeah, I

would say.

Part of Professor E's positive experience stems from his area of scholarship where an

international point of view is welcomed, accepted, and significant to the institution.

My area of studies here is production, so film and video production, so in this

field it tends to be international. You're dealing with a language that is not just

talking about English language but the universal language, image and sound. So it

is always a plus being in the classroom and having a broad vision of, you know,

the United States, some production levels are European, so that becomes a plus

. . . and I've been involved in a lot of international conferences and so I'm sort of

an international guy here in the department, so they look at me as a plus . . . yeah,

that's probably what is significant.

Sense of place. Professor E described his sense of place as being positive. He

described the institution as being kind and supportive of him.

Fine. I think they've been very gracious to me. Supportive. Sometimes little

difficulties but like everybody else. Fine. One thing probably, sometimes we go to

describe certain terms or certain views, you know, probably a bit of clash because

we view things differently. For example, what collaboration really means. So, but anyway, fine. Positive.

        Professor E stated that his sense of place is influenced by his interpersonal relationships.

> Working relations with other individuals, other faculty members. They consider you and so those are—so mainly it would be the interpersonal relationships. Positive aspects.

However, Professor E acknowledged that the relationships get more vague as they pass the departmental level.

> This is a large institution, so once you get out of your department, it's like you're in another word [laughing]. But fine, I think that's the normal thing that you come to, you know. Fine I would say fine.

On the other hand to his development of his sense of place:

> There's nothing that would limit me [in developing a sense of place here]. And sometimes we're wanting to have everything, you know, but I mean to be reasonable, you know, there is so much for resources, so much for this, so much for that, so fine. It would be nice to have more faculty sometimes working together and all of those things, but I think those are common challenges that you face anywhere, wherever you are.

And yet he expressed some narcissism:

Well, that's rhetoric here, you know, you belong to the institution, you're part of

the institution, the institution is about you and so forth. But at the end, everyone is

for themselves, you know, and fine.

Dr. E appears to feel a strong sense of place due to his own individual

accomplishments. He feels recognized by his institution and his personal relationships are

strong.

Relationships. In terms of the quality of Professor E's relationships, he reiterated

the fact that his interrelationships were strong and theyt had a positive impact on his

sense of place.

Fine. Like I said, interrelationships with other people are fine. I don't mean like

everybody does, sometimes there's a little politics, always politics, but fine. I just

find that that works here . . . I feel I'm supported. My school director supports

what I do and they consider me the authority in the area so if somebody has

questions about production, they'll send it to me.

However, Professor E stated that his Hispanic heritage plays no role in cultivating

his interpersonal relationships: "I don't think there's anything there. I don't talk as a

Hispanic talking, you know what I mean? I'm talking for myself"

Professor E's Sociogram

In Figure M9 the web of Mr. E's relationships with his students, his colleagues

within the university and his colleagues within the department were rated as "Most

Highly Important" (5).
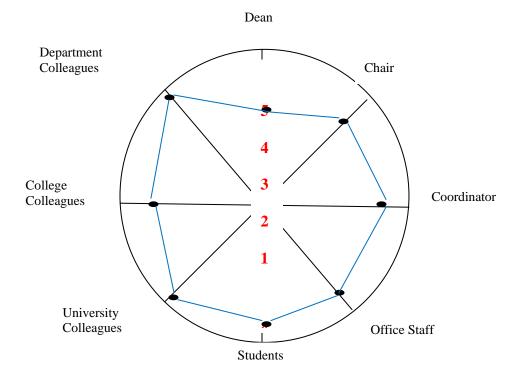
Figure M9. Sociogram—Importance of relationships in the development of a sense of

place—Dr. E
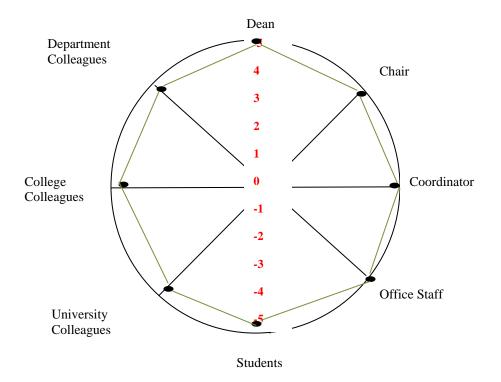
Figure M10. Dr. E's personal relationships

When speaking of the relevance of his Hispanic heritage to his relationship with his students, Professor E noted that it gave him some authority and credibility.

> Well, one is I have an accent, so that tells you right away I'm not from here. And students who are in production, they tend to be open-minded and they appreciate other views in addition to an American view. There is some relevance. I can speak with some authority and so it's not talking from what I've read, I'm talking from experience, so if I say, well, we're talking about film in Hollywood versus film in Europe, there are certain differences, I have some credibility because coming from Europe.

In terms of Professor E's relationships with the Dean of the College, Department Chair, Program Coordinator, Office Staff members, and Colleagues within the Department were rated as "Important" (4). Concurrently, the ratings for all current relationships were rated as "Most Highly Positive" (5). Professor E pointed out that the relationships within each of these categories were "fine."

In analyzing Professor E's Sociogram ratings, it can be concluded that both shapes of his diagram show similar, wide patterns signifying positive and high relationships within his environment. For example, in several instances, his ratings of his current relationships were higher than his importance in his development of a sense of place (Dean, Chair, Coordinator, Office Staff, and College Colleagues). All others were equally rated as "Most Highly Important" and positive.

Using the chart, Professor E fits into the category one (HIR) where both the nature of the relationship is positive, the degree of the relationship is strong which can be interpreted as an ideal relationship that supports his development of a "sense of place."

Professor E stated that his Hispanic heritage has no effect when it comes to his service and institutional concerns to him because of the lack of presence of a Hispanic community.

> This is very difficult because there is no community per se. It's not like if you were in a city like Chicago, yeah, then you can have an input here because there is need for input, there is a large community, there are things that Hispanics need to represented, and you know, values reinforced and all that, but there's no such thing here, so you are one isolated member, you know, trying to fit whatever you can fit . . . not in terms of Hispanics because there's no community, so if I have any concern, it's my personal concern, not as a Hispanic

Professor E later draws a sharp contrast from his involvement in another community:

> I was coming from Chicago, which I was totally immersed with the Hispanic community there. So I was doing commercials for the Mayor and for the Hispanic community in Spanish, so I was involved with news from Puerto Rico, they were running on cable, so I was involved. Even in church, I was helping in the Spanish mass. So 24 hours actually. And then came here where I'm totally out of it.

However, the university benefits from his heritage in terms of bringing an international view and also the fact that the University President is Mexican.

That's what the university is all about, views from all over, and it's a community

in which you can freely speak and exchange and share, and so a university should

be international . . . and there is [a benefit to the University]. I mean, the president

is Mexican.

Recommendations

Professor E offered the following recommendations for Hispanics working within

predominantly White institutions:

What can I say? They're going to hire you for your credentials, not because

you're Hispanic or not, you know, that's going to be the thing. So I was hired for

my credentials and not because I was from Spain, so I was competing, the

position was advertised nationally, so I competed with other individuals . . . Do

your job well.

As far as recommendations for institutions, Professor E stated that having a Hispanic

presence is important for institutions to have, not for numerical representation, but for

being good role models.

I think it's good to have representation, you know. I tell you, with Hispanics,

there is a big population of Hispanics in the country, so the same with African

Americans, you know, they want to increase representation of those, not only for

the sake of having more numbers, but for the sake of role models . . . for the sake

of other, the younger generations . . . to bring Hispanic faculty in the forefront, for

the sake of being a role model to each other.

Dr. F at University B

Dr. F is an Assistant Professor of English at a regional campus of University B. She is of Argentinean descent and has been tenured for less than a year. Dr. F has been with University B for seven years.

CV Analysis

Dr. F has published a total of three refereed articles, two biographical essays, four works in circulation, and one work in progress, and she has presented at nine professional conferences and one panel presentation. Dr. F has been a panel chairperson and a guest speaker. She has taught a total of seven courses during her tenure at Institution B. Dr. F has been involved in numerous service and citizenship and community service activities and has membership in professional associations.

Dr. F's Interview

Consciousness. With respect to the degree to which Dr. F was conscious of her Hispanic background, the response was "not much."

> Not especially. There aren't a lot of occasions where it necessarily comes into play. We don't have—well, we don't have a very large or largely diverse student population, so I think that's also part of it. I think if there were more Latino students here, then there might be more requests for faculty involvement in that way. So it doesn't seem to play, I think, really much of a role, except when I surprise people with it. [Laughter]

For Dr. F, the number of Latino students is a factor that would raise her consciousness. She does, however, note that her physical appearance may have something to do with her lack of consciousness.

Because I can pass. It sounds like a, you know, really terrible retro term, but there is certainly a stereotype, and I think it's certainly true around this particular region, of what a Hispanic person looks like, sometimes how they dress, but I think more about how they look like. And so if you don't have, I think, what they would see as sort of typical, maybe, you know, Mexican-Central Americanness, features, then it's just kind of a shock that people can be light-skinned and—And when I talk about race sometimes in my classroom, I'll tell my students, and it's true, I can look at the class and say, "If you all lived in Miami, until you opened your mouth, no one would know what your background was." And they'll look at one another, you know, like tall, blonde people, and wow, you know, what do you mean I could be Cuban or I could be, you know, and they just—they don't have that sort of understanding about ethnicity and race and they have this, I think, really sort of stereotyped expectation of what it means to be, you know, whatever it is.

When asked what factors in this institution raised Dr. F's consciousness about her Hispanic background, she noted that her experience with students raised her level of consciousness:

Racist assumptions. Students, particularly students. I've only very occasionally encountered, you know, odd bits with faculty, but students who will sometimes

try to co-opt me into racist jokes. Yeah, this was some—I think it was like the first or second year I was here and I had a very small class, and it was at least, you know, again, visual appearance. Very white. Although again I don't necessarily, you know, make the same judgments they do. And there was some talk about porch monkeys, was somehow a term that the students felt comfortable using. And I was just horrified. And what I'll often—well, I don't like to often do it but every once in a while, you know, like I sort of whip the, you know, minority card out and say, Well, you know, you're making a gross assumption, and it just shuts them up. But I don't know that that's positive either because then it just turns into like, oh, well, now we don't say things in front of her, rather than we just change our attitude. You know, there's still this sort of like, I have this perspective now, I'll just disguise that. So. [Laughter]

When asked to describe her experience as a Hispanic faculty at her institution, Dr. F's response was primarily positive.

Primarily positive. I think—I'm not sure what I make of this but there's a literature course that is ethnic literatures that we haven't offered, and I would like to offer it but it was offered to me in sort of an odd way at one point. It was like, why don't you teach the ethnic literatures course? And I'm, Oh, well. Actually I'd like to. So I didn't know like what to do with that. But, you know, that was like, I don't know, sort of conflicted positive, you know, it's like I'd like to do it, I'd like to think that students would enroll to take it, you know, that sort of thing.

However, Dr. F's initial hiring experience began on a negative note:

There was the one moment . . . when I came here to be hired, the current, the then—dean of this campus asked me about my research interests, and I'm 19th century Victorian, so British and also Irish, and he wanted to know what a Hispanic person was doing, being interested in that sort of stuff. And I was just so taken aback. [Laughter] That was a question. Of course, you know, I thought of like the really good answers later, but what you do, you know, you want the job. Do you remind him that it's not an appropriate question or do you shut your mouth and deal with it later? And I think, like a lot of other people I've talked to, you just shut your mouth and you deal with it later. But what I did do is when I was ending the interview day, I told the search chair what had happened. And I didn't know that I would want to necessarily sue to get the job here but, you know, sort of laid it out that that was a serious problem.

For Dr. F, her scholarship was challenged because of her personal identity.

And I think it also creates other sort of issues that I've talked about because I'm involved in women's studies, I'm an affiliate member of the gay-lesbian-bisexual-transsexual, you know, faculty affiliates here, is who do you have to be to be a legitimate authority in an academic field? So, do I have to be a lesbian to teach, you know, gay literature? Do I have to be African-American to talk about ethnic American literature? You know? I mean like, what does personal identity have to do with sort of like intellectual events and so forth? And I don't have the answer to that, I think. I think it really is complicated, because I think sometimes a minority perspective really does make a bit of a difference. You can offer

something to the students like hey, you may never have seen this because you

don't live my life and you don't experience these things. Let me tell you, you

know. So sometimes I think that personal experience is relevant.

When asked about the significance of her background at her institution, Dr. F felt

that University B pays no attention to it. She brought attention to her physical appearance

and the fact that she does not fit the typical Hispanic stereotype.

Again, I guess I'm sort of flat on that one. I just don't know that there's much

attention given. Again, it may be because of the physical appearance. I guess for

myself I'm interested in seeing more diversity of our student population. I'm

interested in encouraging people to think about diversity in ways that are other

than just black and white, not sort of like literal racial terms here. We do have

some Middle Eastern students, we have some South Asian students, not a lot, and

there are a few and very few Latino students, mostly coming up from the

Youngstown area, where now I think there's a growing, primarily Puerto Rican

community that has, you know, been thriving in the last few years.

Even in terms of the surrounding community, Dr. F sees diversity as growing but

still invisible to the institution.

I think, sometimes even locate the community . . . had a closure of a couple of

stores, that had a lot more products for Latino folk than other stores did. And so

when the stores shut down I thought, well, you know, what's going to sort of

happen with that? And so I've seen . . . more folks coming into local stores, it

makes me aware that there is a larger Latino population here but I think they tend

to be kind of invisible, and that's either because of, I think, economic background, and just sort of a discomfort with the culture of not understanding maybe how to apply and to do things. And I think the institution could be a lot better about helping people to know what college is about, like even how to take classes. But when students come in and, you know, and say, "Wow, how do I know what classes to take?" Well, read the catalog, you know, but this an assumption that they even know where to look, I think is really problematic.

Dr. F explained how her Hispanic heritage influences her teaching because of who she is, she was able to open students' eyes to their disadvantaged situation.

Probably in choices of materials. Again, and maybe this is one place where I do sort of bring some of my research interests into the—I'd say themes . . . But I'm often interested in, class, education, intersections of power and privilege and how those kinds of things work, and what I found myself doing recently is looking at working-class education and the ways in which we seem to have equal opportunities, but that there are many more barriers to overcome, particularly—I mean because most of the students who come here are in fact from working-class backgrounds. And I think they usually think that they've gotten a pretty good deal. And I'm a little conflicted because sometimes I feel like, well, no, you didn't, look at this, you know, look at what you didn't get, and I don't want to sort of set them up and say, you know, you got a terrible thing, but to let them know that they face challenges because of who they are. And I think that's particularly difficult for again a primarily White student population, for them to see

themselves as somehow disadvantaged. And it's interesting, to talk about those issues and moments. So I think making people aware of assumptions, and also how power works, who gets it, who gives it, who has access, who doesn't have access, why don't they have access. And so I think that's sort of in there.

When asked how the university community values the influence of her Hispanic heritage on her teaching, she stated very little and some of it is related to her physical appearance.

Probably not very much. And I think it might be more of the nature of the job than the institution itself in that case. And then again it's that question of identity, you know, if I were teaching Latino literature, you know, there'd be a little more sort of cachet for the racial background or what have you. So I think for me it tends to—like, you know, committees if we're doing diversity work, and again . . . faculty, fellow faculty members who don't have any idea because I kind of look pretty white, and, hmm. I'd probably just leave it there.

In terms of the university benefits, Dr. F brought up the issues of diversity and affirmative action:

They can check their box. Well, I mean I think, you know, like the university can talk about students and community. I think, you know, if you can find a connection to your professors in whatever way that that happens, I think for the students, that's always beneficial. But again, you know, I think it's because of community—you said you're doing your study in primarily white institutions, and boy, we are definitely predominantly white, and so do I think I was hired because

of the box I checked? I certainly hope not. But I don't know that there's any special advantage.

Sense of place. When asked to describe her sense of place at her institution, Dr. F feels disconnected not only from her colleagues, but from the community at large.

Hmm. That's kind of disconnected, I would say. I like the people at the campus here, my fellow faculty members. There are very few of them that I'd like to, you know, do anything terrible to. But, because we teach such heavy loads, and still have expectations, of course, for scholarship, and people live huge distances. Like even within our English program here we have folks living—one woman in Cleveland, a woman who recently retired living in Erie, another fellow—you know, I mean, so it's like they're sort of like stretched, and so people tend to just come to the campus, do their little thing, and vamoose. So it's sort of a strange place that way, for me. I like to have folks that I, you know, can connect with in, you know, more social ways, and it really doesn't happen here very often. You really have to stretch to be able to do it . . . But connections with other faculty, everybody means well, you know, we swap e-mails like, this summer, this summer we mean it, let's—whatever we're going to do, and then it doesn't happen, and I don't think it's—I don't sense that it's like a lack of love or like, you know, let's—we'll pretend to invite her and then not do it. People just get crazy busy.

Dr. F stated that her relationship with her students and her involvement with student affairs provides her with satisfaction and promotes her sense of place.

My students. And I really do like my students and I think that they connect to me here in ways that my colleagues don't. I have, in the past, been the faculty adviser for their little student newspaper. It's sort of a fumbling, stumbling affair and it just—it kind of, you know, grows and grows as much as the current student editor will handle it but, you know, that's one element of, you know, connecting to the students. Projects that they want to work on. And I think, again, well, it could be any college, but because the students, I think they too are sort of disconnected from each other because a lot of them lead incredibly complicated lives, that sometimes the interaction with a faculty member may be one of their closest relationships, and so, sometimes it's, you know, coming in and, you know, dealing with life issues of the students and things like that. You know, again, as long as it's not something terribly inappropriate, you know, I think that that's fairly rewarding.

However, there are factors that limit her sense of place at the institution. An example of these are tenure expectations:

I think maybe that the teaching load, plus the research expectations. And I think also there's that question of institution, and the regional campuses are sort of odd because we are a financial entity and we sort of plan our own classes and so forth but yet we're also obligated and hooked into the main campus for tenure and promotion, for some community service stuff, and we are without question second-class citizens.

Having more power than the issue of race and ethnicity on tenure and promotion, is the issue of conflicting expectations between regional campus and main campus. Dr. F took time to describe a process as frustrating as it is confusing.

That's a two-part process. It's really, really incredibly insane. And what happens is, the regional campus faculty, so the folks from this campus, the tenure and promotion committee meets, looks at the files, and gives their vote. And then of course this used to be the whole process and we do reappointment files every year. So you have sort of a sense of how things are going and what folks are thinking, which I suppose is positive, though it certainly doesn't seem like it when you're putting a file together. And so the same things happened, you know, happens with tenure. So you go through the regional campus and they say, Yay! It's pretty unusual for the regional campus to thumbs-down somebody. What's more likely to happen is the department, the [Main campus] department people are the ones who tend to cause more issues. For example, with my own stuff this last year, I met with my chair before—I had to turn in all my files and get all that stuff together—and he said that my publication record looks pretty good for tenure, it should be fine. He said, for promotion, he said, the publications are not as strong as we really would like to see. I don't know how folks are going to vote. And he said, I'm not going to stand in front of the train if people are all going yay, let's promote [Dr. F], he said, but I'm not going to lead the charge. So he was indicating he would just sort of let things fall where they may. And—anyway, I'm very happy, I got tenure and promotion, but boy, you know, what a completely

crazy-making and anxiety nail bite. And it goes on like all year . . . . but, in

thinking about that, I was very aware of not doing anything to really stick my

head out of the sand for the folks at University "B" until the process was finished,

because, it's they barely know me, why do anything to attract attention?

Her frustration became visible as she recalled her experiences with the

main campus. Her feeling like a stepchild was not a result of her heritage but the

regional versus main campus conflicts.

The times that I find myself most angry, upset, and dissatisfied is when I

have to deal with the people at the [Main] Campus. And it's about research

agenda, intellectual equality, that somehow what we do out here on the margins is

of little value. And that's communicated in just all sorts of ways . . . in theory

being encouraged to attend the faculty meetings at the [Main] Campus. You

know, in theory encouraged to attend those meetings, and in fact, when you show

up, at least for me and maybe I'm paranoid, I really feel like the ugly stepchild.

You know, I go into a meeting of the faculty, like they don't know who I am. You

know, not that I'm so great, everyone should know me, but. And this sort of, you

know, occasionally—in fact, I had another colleague of mine tell me, a person

sitting next to me actually winced when I spoke. I didn't see them because they

were sitting next to me but she said, you should have seen so-and-so's expression

when you said "ax." It was like, wow, you know, why do I want to go there? And

of course they encourage that because they want to have their own little power

structure, and so if they can be mean to you and keep you away, then they can

just, you know, spin in their little circles. Every once in a while, because I have

these sort of anarchic tendencies, I just go up there just to piss them off.

[Laughter] That's terrible.

Dr. F offered some other examples of how her sense of place was compromised.

Another oppressive moment was, I tried to offer a graduate class in the summer

here, thinking mostly of like area teachers would come to take the class, and it

was going to be about colonial literatures. And they, the Main Campus folks, the

process when you're supposed to submit course proposals and I couldn't find any

deadlines . . . So I put the whole course proposal together and so forth, sent it up,

and we had it in the catalog for the summer. And then it got cancelled by the

[Main campus] department. Not for anything having to do with the course itself

but because I hadn't followed their little procedures.. Which was their way of

controlling what kind of classes you teach because I'm frankly not good enough

to teach graduate classes, in their view. I mean that's really what I feel. Now I

think there are some faculty up there who are very supportive and very friendly

and it's not like everybody up there is a nightmare, but there are certainly enough

of them who are that make it difficult . . . I just wanted to tear the woman's organs

out with my teeth . . . I'm just happier when I don't talk about them. My God,

you've got—my pulse is beating faster now. [Laughter]

In terms of the community value of Dr. F's scholarship with respect to her sense

of belonging to the institution, she stated there was no connection:

Hmm. I don't think it does. Or I think I would define "community" as the folks who are associated with the various organizations to which I belong, so International Conference on Fantastic in the Arts, so that might be the community for which I write about racism in fantasy films or, you know, something like that. So that, I think that would sort of be more of the connection. I just don't—I don't think it really exists here.

Productivity. When asked how Dr. F's Hispanic heritage influenced the kind of scholarship in which she engaged, she felt her heritage to be an important part of her scholarship. She noted that the issue of power and privilege, race and class, central to her teaching are better understood from her Hispanic heritage point of view:

Oh, I actually think that's really important, though British literature is my thing and, let's face it, there's not a lot of Hispanic involvement in 19th-century British literature but, when I branch out from that or even within British literature, I'm very interested in intersections of class, race, and power and, you know, sort of like who is the hegemony, who is the sort of power down, what sort of subversive activities are the folks who are disempowered, you know, how are they trying to sort of bring themselves back into that conversation? And so a lot of stuff that I do does have a post-colonial theory backing it, certainly a feminist theory also. So actually I think with that I am very aware about issues of power and class and of course I'm made doubly aware of them by my second-class position as a regional campus faculty member.

Dr. F commented on how the university values her scholarship by making a distinction between the regional and main campuses.

> I think that's a sort of divided question and I think it also tends to break down between regional and Main Campus. And the Main Campus folk, I think because they're already worried that we're not terribly bright, they want to see us doing very traditional kinds of scholarship . . . but anything that sort of like strays from that sort of hard literary research agenda raises an eyebrow. And like regional folks, very supportive. Main Campus folks, they get very excited by like hot stuff that's right in that particular area . . . I have this dreadful suspicion about my tenure and promotion, and that is, I was very lucky in being able to get one of the eight-hundred-pound gorillas of Victorian literature to write a letter of support for my tenure and promotion file. . . . And there were a number of comments through the letters, because when they assess your file, each faculty member, they write like some sort of letter, there were a number of things in the letters that led me to think, one of the things that really impressed them was the fact that I got this guy to write for me. Didn't have anything to do, you know, with what kind of scholar I am, doesn't make me a better person that this fellow wrote a very nice letter. You know, so it's all about, you know, sort of pedigree and status. And it's a little weird, too, because the folks at the main campus, there were a few of them with, you know, kind of shiny things like—I know one woman has her degree from Harvard and a couple of other, you know, sort of high-end schools. Most of the

rest of them didn't graduate from any better institution than I did, but you

wouldn't know that from, you know, a sort of snotty attitude.

Dr. F described her satisfaction with the regional campus where she belongs and noted

that she found her joy there:

And the folks at the regional campuses tend to be very supportive, and I think

again because we've already got all this stuff to do and there's not a lot of reward.

Sorry, there's just not a lot of reward in teaching writing classes. It was not what I

was trained in. I'm a literature person, I'm not composition. I like my students, I

think I give them a good product, you know, and value but it doesn't help my

research typically, you know, to be teaching how to write a four-page essay. It

just, is not there. So, you know, we sort of have to find our joy in other places that

way.

Dr. F described a yearning that goes beyond the place where she lived. She noted

that to cope, she had to pretend she does not live there and longs for this big city where

her spirit is free.

Oh, lordy. I pretend that I don't live here. Yeah, I do. My husband and I own a

home in [City]. And I like my neighbors, there are some positives, but I don't

know where I think I do live, you know, it's sort of an interesting place of denial.

[Laughter] I get really excited when I get to go to large metropolitan areas and,

you know, indulge in different foods and look at different people and [laughter]

so, you know, I don't know, that's terrible. [Laughter]So that would probably play

no role, then. No, no, it really doesn't.

Relationships. In terms of the quality of Dr. F's professional relationships within the institution, she described them as being limited.

> I think I'd say limited—at the regional campus, I would say limited but primarily positive, you know, we're all sort of running in different directions . . . the new dean here. I love her. We don't spend a lot of time together but, you know [Laughter].

She further added how the relationships impacted her sense of belonging to the institution. She pointed to her tentative condition, and the view that the university is just a source for her paycheck.

> Hmm. Yes, I guess—I feel really tentative in certain ways about my position here. I think you've probably keyed into that already. And it's one where, again, I like the folks that I'm with. I don't know that I feel especially like sort of loyal to the university or I'm a [University B] professor. I just tend to think like my check comes from [University B] and we all sort of feel that way about it. And when I have had conversations with fellow faculty members about that, I think we're all sort of on the same page with that. So yeah, hmm [Laughter].

Dr. F's Sociogram

The Sociogram depicted for Dr. F identifies "Most Highly Important" (5) relationships as being those with her students and colleagues within her department. Those considered "Highly Important" (4) included Dean of her College and Program Coordinator. Those whom she rated as "Moderately Important" (3) include Office Staff,

members and those rated as "Somewhat Important" (2) were the department chair, colleagues within the university as well as colleagues within the college.

Dr. F noted that her heritage helps her to develop a strong relationship with minority students and also confronts this group of students to change their victim mentality.

Again, we don't have a lot of Latino students but I think I tend to have a fairly strong relationship with minority students. I've had some really good mentoring relationship with students . . . sometimes, yanking the chain for folks who don't get it. I think I especially like the clueless White folks: We don't have racism anymore. Racism isn't as bad now as it used to be. I mean I think there's a fine line between, you know, victimhood if everything in my life is wrong because, but this one's like, well, but who's going to be racist to you? [Laughter] You know, nobody. So sometimes I deal with that. OK, let's see.

Her heritage also helps her develop a different kind of relationship with other minority faculty.

Same thing, relevance with the quality of the relationship. Don't think it probably plays a very large part. Occasionally, we'll sort of like swap stories, so yes of, boneheaded faculty members or students, occasionally, and that would be more with, you know, other minority faculty.

With her Dean,

I love my dean. Ssh, don't tell her. [Laughter] And who knows, she may do some terrible thing, you know, and I'll decide I don't love her anymore but—there, see,

and I don't know that there's any sort of like ethnic or racial thing there. She's just like, oh, my God, if I'm going anything forward, and not stupid and, you know, anyway I really like her [Laughter].

With her Department Chair,

You know, I honestly think my department chair is probably totally unaware of [laughter] of any, you know, like, well, I don't know. I mean, who knows what they know when you get hired? So, again, during a phone conversation, I did find out at one place I worked that they absolutely went through the affirmative action cards, and I think interviewed people occasionally on the basis of those cards, though of course, they are not supposed to. So I'm always paranoid when I'm feeling that kind of stuff out, you know, well, what are they doing with this?

Among Dr. F's current relationships, those who she rated the highest were the dean of her college (5) followed by the program coordinator (4). Office Staff Members, Students, and Colleagues within her Department were rated as "Moderately Positive" (3) followed by Colleagues within her College (1). Those given a rating of "neutral" (0) were the Department Chair and Colleagues within the University.

With her Program Coordinator,

You know, he's pretty encouraging and he would certainly be encouraging of, developing trying to offer the ethnic literature class. Here, sometimes what happens, it's not that we're not allowed to offer the classes, but you take a real risk in, if I offer an ethnic literature class and enough students sign up for it, the class gets cancelled, you know, I get saddled with another writing class. So it's

like, eeeeh, you know, what can I offer that people will take and, you know, that I think becomes difficult.

Using the hypothetical chart of relationships, Dr. F fits into category three moderately important relationships with a positive nature. An inference can be made that Dr. F is in a moderate environment that generally supports her "sense of place." Dr. F's Sociogram reveals some insights into her relationships (see Figure M11). Her current relationships with her Chair, Students, University, College, and Department Colleagues were all rated lower than her ratings of their importance for her development of a sense of place. This may cause some area of discomfort for her in her relationships with these individuals affecting her sense of place at her institution.

Dr. F admitted that her Hispanic heritage tended to attract her to other minority faculty members in cultivating relationships, but also admitted the presence of racist and sexist individuals within the community.

> I tend to be drawn towards the other minority faculty members, whether that's orientation or race or, you know. And there is, not as bad as it was when the old dean was here because my, was he a White good old boy, but there are still some folks with whom I'm cautious, so yes, I've heard from other faculty members about, boneheaded, either racist or sexist kinds of things that get said.
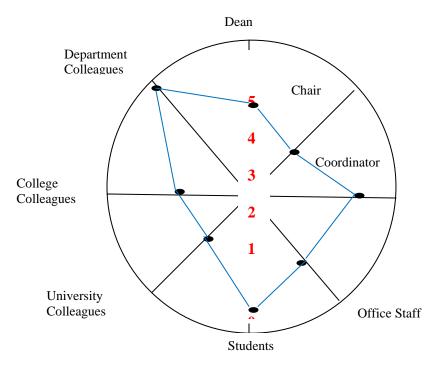
Figure M11. Sociogram—Importance of relationships in the development of a sense of
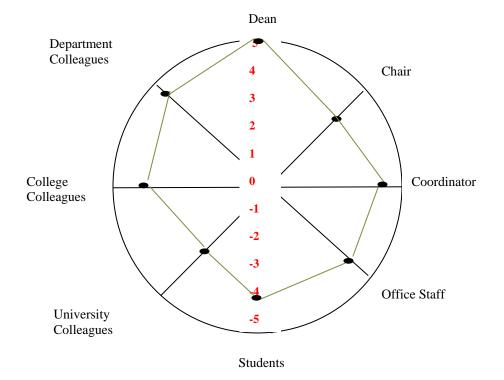
'place—Dr. F

Figure M12. Dr. F's current relationships

Recommendations

Dr. F offered the following recommendations for Hispanic faculty working within a predominantly White institution.

Live someplace where you can touch la raza once in a while, you know, like get—I think this is really isolating for me here, is that there just is not a Hispanic community. I think it's—boy, learn to cook, because you're not going to get, you know, if there's particular foods you like, you're not going to find it. Be conversant with the Internet. [Laughter] . . . But I think, you know, be sure you can do it, and I don't know how you can be sure you can do it until you do it. It probably also depends on social relationships . . . and make sure that they, you know, have a kind of [deep breath], you know, respite from—and again, I think it also depends on, to a certain degree, what is your physical appearance? You know, are people—what sort of judgments are they going to make? And in a strange way this community—well, no, I think if you look anything other than pretty white, it's going to be kind of tough.

And her recommendations for institutions to help Hispanic faculty to survive and thrive included,

I actually think student recruitment would help. So you've got the class photo of the faculty, and it looks fairly diverse, but in terms of like, you know, disadvantaged populations from the U.S., we have one African-American faculty member here. We have one. And I have to think it's partly community. I should say that I was on a couple of hiring committees and we honestly didn't have a

good pool for minority candidates . . . and the candidates who could in some way identify them from their applications, either were so overqualified that they obviously hadn't really read the ad. Or they were very badly underqualified, and so there wasn't, there just wasn't a pool of applicants. And it's hard to know how do those things affect each other? . . . and sometimes that's going to lead you in a place that you might have to think about it a little bit. I can't say I've—I haven't been made miserably uncomfortable. I mean there are a couple of like just gross moments of stupidity, you know, like with that first dean, and then, you know, dumb student assumptions . . . Well, again, for institutions, if there's a way to do better recruitment, I think part of that has to do with financial aid.

Dr. G of Institution B

Dr. G is a 59-year-old Full Professor in the College of Technology at University B. He is of Mexican descent and has been tenured for 5+ years. Dr. G has been with University B for 18 years.

CV Analysis

Dr. G has taught a total of 25 courses over his career. He has a total of 32 refereed publications, 59 presentations at professional meetings, 9 papers presented in nonscientific meetings; he has been awarded 12 grants and 1 patent, written 32 internal reports, received 3 academic honors, and has numerous other scholarly accomplishments.

Dr. G's Interview

Consciousness. Dr. G stated that he is conscious about Hispanic heritage within his institutional community due to his individual beliefs.

Well, I mean I'm conscious about it but it's not because the institution makes me aware of my heritage. I mean, as far as I know, nobody has made any effort to remind me whether I'm Mexican or some other Hispanic background, So, I mean I'm conscious about my heritage because of my personal beliefs but it's not that the university makes me aware of that.

However, institutional programs such as Hispanic student associations and minority awareness groups also aid in raising his consciousness, despite having said that the institution has made no efforts in raising his consciousness.

Well, some student organizations like for example Brother to Brother. I've been interested in collaborating with them. Also I have been involved with some other minority awareness groups . . . like for example there is a new group called [name] which is a group formed by faculty and administrators in this university to help minority students with low GPAs . . . I was invited to participate, just because of my background. It doesn't include Hispanic students only, it's for all minority students in the university, and most of them are Black students, you know, African-American students, Which is logic because it's the largest minority population in the university, I think the Hispanic students' population is not larger than a dozen students in the university. I might be wrong but it's very close to that number.

In describing his experiences as a Hispanic faculty, Dr. G feels comfortable working in his environment, but the presence of other Hispanic faculty would make life different for him.

Well, again, I mean going back to your first question, really, really the university

has not made any effort to raise my awareness of that, so I mean I feel

comfortable working in here but I mean it's not that I am comfortable because the

university reminds me of my background . . . I'm not sure. I come from Mexico

and over there institutions really don't pay too much attention whether you come

from [laughing] another country or not, so probably that's part of my experiences

that I have before. I mean it could be nice to have a group of, let's say, Hispanic

faculty that get together and discuss common issues or problems in the university

or chat on a regular basis. Sometimes you want to chat with another person in

your own language and it's difficult to find it here.

Despite the fact that Dr. G feels that the institution plays no part in raising his

awareness about his heritage, he stated that his heritage is of some significance to his

institution, especially in international student recruitment.

Significance? Well, the possibility that I could help bring faculty and students

from my country over here to do some academic activities, no? I liked to help a

student from Mexico last semester who wanted to take some technology courses

here and the International Students Office contacted me to see if I wanted to

advise him in some respect and I agreed to that and it was a very rewarding

experience . . . This is the first time. Yeah, this is the very first time and it was

really nice. I really liked it.

Sense of place. Reflecting over his sense of place, Dr. G pointed out that he felt others responded to him as a member of the community which strengthens his sense of belonging.

> Well, I mean, I feel that I belong to the university. I think that I'm regarded also as a member of the university, OK? And that's, I think, yeah, I really think I have some sense of belonging or some sense of awareness that I'm here in this university.

And factors promoting that sense of belonging include his interactions and relationships with his colleagues:

> Well, the fact that some other faculty and administrators remember you, talk to you often, when they approach you they remember your name, and they seem to care about what you do and how you do things.

However, Dr. G noted that the university's lack of acceptable international agenda and policy place limitations on the development of his sense of place.

> What factors limit? Well, the most factor would be the lack of an appropriate policy to develop international relationships between the university and universities abroad. I mean there have been some efforts to promote interaction but I don't feel that there is a clear policy to do that. Well, as I mentioned, there is an organization that tries to promote interaction of the university with other institutions abroad but I'm not sure how much of it is in place to promote that type of collaborations in an easy way. It's probably lack of communication, lack of awareness . . . This is more a faculty and administrators organization, no? So, I

mean what happens or what I've realized is that, in most instances, the

collaboration between this university and universities abroad is done on a

personal basis, but I mean at some point, for example, if you have three, four

faculty working towards a relationship with a particular country, what I would

expect is to see a general policy, no?, that could promote that and that could make

things easier to be accomplished. I mean I don't see that. Probably it's in place

but I'm not aware of it.

In the case of Dr. G, he downplayed the role of the institution raising his

consciousness of his heritage. He stated that his consciousness is present only from his

personal belief system; he feels that his heritage plays a significant role when he is asked

by the institution to engage in academic activities and advising international students

from his own country.

Productivity. Dr. G states that his Hispanic heritage has no influence on his

scholarship. "It doesn't have an effect . . . Radiation Physics. Yeah. And in that area,

people do not really pay too much attention to the place where you come from

[Laughing]." However, Dr. G stated that the university community supports his

scholarship

Well, that's, I mean I've had the support to do some things at the university. That

support has materialized in some aspects of my productivity. However, again

there is no clear policy from my direct supervisors whether they would like to

promote that area or not. I mean I'm doing that because that's my field of

expertise but if they realize that that's my field of expertise, they should try to

promote my work and help me promote the work and help me get more support,

no? And that's not done, at my direct supervisor's level.

Also the community value of his scholarship contributes to his productivity and

sense of belonging to the institution . . .

Well, I mean, the overall community is very supportive of the activities that we do

here. I mean we are fortunate that we—well, fortunately or unfortunately, I mean

fortunately for the university, the type of facilities that we have to do the research

that I'm doing is unique . . . there are very few places in the U.S., and I could

count them with my fingers on one hand, that could offer similar type of services,

but we are the only one that it's fully developed to offer all the services that the

overall community . . . the facility that we have over there promotes that type of

activities, and it's always interacting with people from the professional

organizations in order to look ways to do more research in that area, and to

promote the awareness of the benefits of the technology. Unfortunately, the word

"radiation" has a very bad connotation . . . So, but when we talk about the use of

radiation either to sterilize medical problems or to work on make food product

safer, then the consumers get a little bit scared . . . so that's what I do [Laughing].

In terms of Dr. G's Hispanic heritage influencing his teaching, he jokes about his

accent and finds that helpful in breaking down barriers between himself and his students.

Well, I can make jokes about my accent to my students and that keeps me in

touch with my students. They see that I'm not an untouchable [laughing] but that

I'm now a person close to them and that I'm subject to mistakes the same way

they can make mistakes. I always tell them, I mean when I start my classes I always tell them, well, I'm not a U.S. citizen, I'm Hispanic and I'm proud to be Hispanic, and I'm proud to be here also . . . I mean to teach here. So that helps me to bring down the relationship arrears that could be between students and faculty and an instructor. Yeah.

However, when asked the question about the university community valuing the influence of his Hispanic heritage on his teaching, he stated his heritage does not come into play.

Well, again, since my teaching is in a very technical area, I mean I don't use my Hispanic heritage for my teaching, and the university does not promote it in any ways. I mean so that's not really very relevant.

Dr. G stated that it is his educational background/academic expertise and not his Hispanic heritage that has significant influence on the community value of his teaching and his sense of belonging to the institution.

Well, I mean, I think that the community, when they see that you have people with some expertise teaching the students, they believe that the students will get a better education, And that's what I think happens in most cases, I mean, I'm a parent, too, and I prefer my kids to have classes with a Ph. D in physics rather than with a grad assistant . . . And that's the same with my students, I think that my students and their parents prefer me teaching their students instead of somebody else, but that's beside the point that I'm Hispanic . . . it's just because of my education background.

And the quality of Dr. G's work yields internal as well as external validation in the community acceptance of him.

Oh, well, I mean if the community see that I'm doing things that are useful, they will tend to accept me more, and as I was mentioning to you before, the type of work that I do in the research facility has helped me get recognition both for me and for the lab in the type of work that we do there . . . in terms of inviting me to make presentations in conferences, to have people asking me to come to the lab to do experiments with us, to make collaborations, to have more clients, because we also do some research and development over there for different companies . . . and sometimes the companies just call us and they tell us, well, like we know that you are doing this type of work and we would like you to help us develop this product or working out the solution for this problem that we have, OK?

Relationships. The quality of Dr. G's professional relationships within the institution varies with different faculty, but they are generally good.

Well, it depends. I mean, I think I have good relationships with many faculty, faculty that see that I care for their work and that I also see that their work relevant and that keeps promoting a good relationship.

And he noted that relationships impact his sense of belonging to the institution in a positive manner. Acceptance by everyone was not his goal because his sense of place depended on the value placed on his work.

Well, of course, I mean if everybody is against me, then [laughing] I would feel

out of place, no? I mean it's very rewarding for me to know that some people

around here really value the work that we are doing, no?

Dr. G's Sociogram

In looking at Dr. G's Sociogram, those relationships given the "Most Highly

Important" (+5) rating were with the Students, Colleagues within the University, and

Colleagues within the Department. The Office Staff members were rated as "Highly

Important" (+4) whereas the Colleagues within the College were rated as "Somewhat

Important" (+2). Those rated as "Irrelevant" (0) were the Dean of the College, the

Department Chair, and the Program Coordinator.

Dr. G's current relationships with Office Staff members, Students, and Colleagues

within the University and Colleagues within the Department were rated "Most Highly

Positive" (+5). Dr. G rated his relationship with Colleagues within the College as

"Neutral" (0) whereas "Negative" and "Most Highly Negative" (-5) ratings were given to

the Department Chair and Dean of the College respectively.

In looking at the importance of Dr. G's relationships versus his current

relationships, he fits into category one "Highly Important" and was in an ideal

relationship that supported the development of a "sense of place." Although there were

negative ratings for some of Dr. G's current relationships, these relationships were

considered to be irrelevant. This may be attributed to the fact that Dr. G is a tenured

professor.

Dr. G's Sociogram (see Figure M13) provides some insights into his relationships at his institution. An ideal shape is such that is important and similar as the current relationship ratings. For example, the Chair is low on both; Office Staff is high on both. Colleagues are "Highly Positive", but not as important. One can infer that Dr. G has over invested more into his current relationships than those that are most important to his development of his sense of place.

Dr. G stated that his Hispanic heritage played a part in forming collaborations and relationships between Hispanic groups and students both within the institution and out in the community.

> Well, I mean whenever I learn of a Hispanic group, I try to get in touch with them and see what they are doing and if there could be some collaboration . . . as I mentioned also to you, working with students, advising them. Also here in the school, now college, at some times we've had some Hispanic students and I tried to help them get integrated into the learning environment here and tried to make them feel that they also belong here

On the other hand, Dr. G saw no relevance between his Hispanic heritage and the quality of his relationship with his students, colleagues, dean and his chair.

> I don't think so, no . . . No, not really. I haven't heard anything like, oh, you are Mexican, oh, join this group, join us for this or that. No, I don't think so.

However, Dr. G admitted that his Hispanic heritage affected his service, institutional issues of concern to him, and his scholarship and desire to help his own kind.
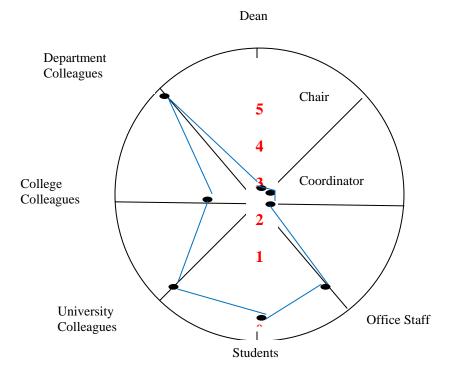
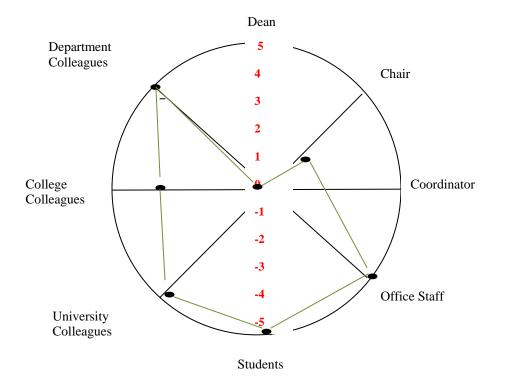*Figure M13. S*ociogram—Importance of relationships in the development of a sense of

place—Dr. G

Figure M14. Dr. G's current relationships

Well, my Hispanic heritage makes me tend to help people who come from Hispanic-speaking countries . . . And I think that's a good service for the university. I've been trying to promote also interactions between institutions in Mexico and departments here. Right now I'm working with a couple of universities in Mexico. I'm trying to promote linkages with the biology and chemistry departments here in the university as well as the College of Technology. And, I mean that's part of my service . . . I mean I don't do it because of I'm going to take a look for students down there because I haven't really found any area that intersects with my own area of expertise . . . But if I can help some other faculty members and students from this as well as other institutions, I will try to do it.

Dr. G described his role as an ambassador to the university and saw his heritage as a benefit to his institution because of his promotion of the institution abroad.

Well, it's like having an ambassador, no? [Laughing] I mean I like, when I go to my country, I like to promote the university down there. When I visit a university abroad, I talk about University "B" about the benefits of working here, and try to promote interactions. So, and that's good. I mean that's part of my heritage. I wouldn't do it if I were not Hispanic, not if I were an American, well, I would stay here and that's it. [Laughing]

Recommendations

In terms of recommendations for Hispanic faculty working within a predominantly White institution, Dr. G suggested the following:

It's difficult to say. I mean [laughing] I've always felt myself in place . . . I mean

if I was not feeling in the right place here, I could recommend doing something. I

mean probably the only recommendation could be to try to promote the work

here, try to promote the fact that they are Hispanic faculty and try to get involved

into Hispanic organizations . . . I mean if there is no Hispanic organization, try to

organize one.

Dr. G suggested a number of steps that could help in strengthening Hispanic

faculty's sense of place. These steps include faculty club, empowering Hispanic faculty

in leadership roles, and invitation of respectable Hispanic speakers.

Well, I mean it could be to promote, for example, a faculty club, for example,

with a section of Hispanic faculty . . . or promote a colloquium series where you

talk about Hispanic-related issues, something like that. Or once in a while invite

people from Hispanic heritage to lead a conference, to come and make a

presentation, even to give a performance, no? I mean there are places, unique

places in the U.S. like the University of Michigan who pride themselves in

inviting people from many nationalities. I've known that for many years when I—

probably you know Celia Cruz? When Celia Cruz was alive, she used to come

every year to Ann Arbor, to Michigan, to give a concert. And that's the type of

activities that really promote the sense of belonging, promote your Hispanic

heritage and promote your sense of belonging to place. I mean if the university

cares to bring someone of that caliber to give a presentation or a performance,

well, I mean you feel very proud . . . I mean I know that they celebrate Black

History Heritage or something like that, but I'm not sure that they celebrate the Hispanic Heritage. I don't think so.

<p style="text-align:center">*Dr. H at Institution B*</p>

Dr. H is a 49-year-old Full Professor at University B. He is a native of Costa Rica and hopes to be tenured in three years. Dr. H has been with University B for three years.

Dr. H's Interview

Consciousness. As a native from Costa Rica, Dr. H stated that his awareness was raised about his Hispanic heritage within his institutional community because of the shock of still being in a new country and still being in learning mode:

> Well, I think I'm well aware. First of all, I have only been in the U.S. for three years, as a professor, and so I'm aware that I'm immersed in different culture, and that I am involved in learning a lot about how things are done, you know, within this university. I keep in touch with the Hispanic community in here. I try to help graduates and undergrad students with similar Hispanic backgrounds that are around, and I try to counsel them and so, yes.

Also the lack of a visible Hispanic community as well as the lack of understanding of the culture at his institution raises his consciousness about his Hispanic background:

> Well, I think the first thing is—I will probably have to say is how small the Hispanic community is here. And the other thing is, I don't think it's—since the community is so small, it's not—the culture is not well understood. You know, everybody around here thinks about Hispanics as Mexicans, and that is a big

difference. I mean, you know, Hispanic is a very diverse group, and Hispanics from South America are completely different from Mexican. So that's the first thing that really struck me. It tells you that they do not know how diverse Hispanics are.

Over the last three years, Dr. H's experiences have been welcoming partly because part of his work involves taking students to his native country.

Well, it's—you know, I—in general, I have never felt uncomfortable in here. I think that, in my department, people have been very receptive about having somebody from Latin America. They have been very receptive and wide open to try different experiences, and I think that's one of the things that the department wanted to have when they hired me. I actually take graduates and undergrad students to Costa Rica with me, and I am actually teaching a course in tropical biology that involved a three-week visit to Costa Rica. And, you know, students and faculty are very excited about that experience. And so overall, I feel welcome and I feel, you know, a lot of support from the department head and the other staffs.

The international experience is a significant factor for Dr. H as it relates to his Hispanic heritage.

Well, they want to provide graduates and undergraduate students with an international experience. So I bring that opportunity into the department. And I'm not the only international faculty in this department, so that also shows that the

department is quite open to have, you know, people from other parts of the world in here.

Sense of place. Dr. H indicated that a sense of place was more than feeling welcome. He expressed his yearning for what was missing "back home" and conveyed the notion of "I was physically here but my soul is somewhere else."

Well, you know, even though I have always been welcome, I'm still missing what I had back home. But I know it takes a while. And the other thing that have not helped me is that even though I have been here for three years, because I had external funding in Costa Rica, I kept my lab running there, and I had students there and I had missions and I had everything, and it just—you know, last week when I was in Costa Rica, I finally closed my lab there. And so, you know, even though I was here, pretty much full time, I was still connected to Costa Rica.

To foster a sense of place at his current institution, Dr. H realized he needed to sever his relationships with "back home" and learn to be "here and now."

I had a lab and had grants there, and so I still had that in my mind. But now that it's done, you know, I'm not going to have anymore concerns about my lab there. I think that will help. But still there are many subtle cultural differences that I have to learn, have to understand. And I have been trying to be very cautious about, you know, those subtle differences that I sometimes have a hard time understanding. Yes, I think I can. When you have different opinions, for example, in the Hispanic culture you are open about that. You just press them and you try to mediate and, you know, settle differences right there. I'm under the impression

that it's not so open here, you know, in a very subtle way you explain that you do

not agree with others, but you do not confront your ideas with their ideas. And so

I had to learn that, and that's one of the things that, you know, one of the biggest

differences I have encountered here is you identify differences, but you live with

them. And so that's something that—that's one of those things that comes to mind

right away.

In terms of Dr H's development of a sense of place, support from his department

chair and mentoring were important factors.

Well, there are important things that help. The first one is having the support of

the department chair, and that gives you the confidence to do the things that you

want to do. And also have a chair that allows you, gives you the opportunity to go

and talk to him every time you need help, and every time you don't know exactly

how to proceed. That sort of, you know, makes you feel more comfortable and,

you know, having somebody who can tutor and guide you into the system. I think

that's very important, you know.

Although not formally mentored, Dr. H felt supported by his chair and fellow

faculty members:

Not formally, but I was, I would say, adopted by a faculty that showed me around

and told me what to do and what not to do. And then I had a lot of support from

the department head. Every time I needed to talk to him, his door was open.

Dr. H stated that one of the factors limiting his development of a sense of place at

the institution is his language and making the transition from speaking Spanish at home

to English at work makes it difficult for him to get his point across when speaking to his colleagues.

It's hard to say. I cannot point out anything precisely. Maybe—and this is one of those things that are hard to do. You know, when my family came here, I'm interested in having my kids speaking Spanish at home. So we make an effort in making them read, write, and speak Spanish at home. And of course, that doesn't help me with my English. So there are days when I come in and my mind is working in Spanish. Thinking in Spanish? [Laughing] Yes. And so those days are hard, hard for me. Monday mornings, for example. You know, I spend the whole weekend with them, forcing them to speak Spanish. And so there are days when my verbal abilities are not what I want, and it's not what I can do in Spanish. You know, in Spanish I am very articulate and I can hold long conversations and I can convince people very easily, and there are days when that just doesn't work in English, and like I have a hard time just getting across my ideas . . . I mean it doesn't interfere with my teaching, but, you know, there are situations where I need to make strong statements, and I am not as successful as I want to. And so that's kind of frustrating because in my media I could do that very easily, you know, I could stand up in a faculty meeting and I could convince them that, you know, the point that I'm making is worthwhile. And that is something that doesn't cause me some discomfort, you know, because sometimes I don't know if they are understanding me, and if I'm getting my points across.

Productivity. As repeated by Dr. H, his Hispanic heritage influences the kind of scholarship that he does in a positive way because of access to materials in his native tongue.

> Well, I would say that it would help in a positive way, you know. I have access to a sizable portion of the literature that's written in Spanish, and I have access to journals and just the scientific community that most faculty here are not aware of. So I can gather information that I think they have access and I don't think they even care about. So that's something. And, you know, for the rest I have been pretty much dependent on the English literature, you know, to read and to get informed and to publish, you know, I've been publishing in English ever since I can remember. So I think that will be something that's positive.

According to Dr. H, access to Spanish publications broadens his perspective and offers a different point of view and gives him access to broaden his international agenda.

> For example, I can broaden my perspectives. You know, I often get invited to other countries to help in courses and workshops, that sort of things, and so, for example, this year I'm going to Nicaragua for a training course that they invited me. And, you know, every time I go there, I learn about their problems, I learn about their research interests, and I can make contacts that can develop into research. So I think that's a plus, and that's probably one of the things that the department was expecting to have when they hired me.

Furthermore, Dr. H's access to expand the department's research agenda translates into the university valuing his scholarship. He has been successful in including others in his work.

> Here in the department I think it's welcome. I don't know exactly what's going on in the upper ranks. But, you know, one of the things that we have been working, we wrote a collaboration agreement with the University of Costa Rica to promote exchange of faculty and students, and I'm looking for the funds now to actually a group of faculty from here and do a workshop with faculty from the University of Costa Rica in order to establish collaborative research activities and educational activities in a particular field site. And that has been something that I worked a lot last year. And I had a lot of support from the department. He actually came down with me to Costa Rica last year. The Office of International Affairs paid one of my trips to Costa Rica to negotiate this agreement. And so we are all—I mean the department is very excited about doing things and they're very happy with the courses that I'm teaching there. And so I think they like that, you know. And so I'm getting a lot of support from the department, from the Office of International Affairs. And in the past few months, the dean of the College of Arts and Sciences has also been very interested and he wants to go down with us if we do this workshop. So that's as far as I—on the other hand, you know, the provost signed the first agreement, and the new provost is going to sign the second agreement that we work on very soon.

Dr. H used his heritage to benefit the university. The university rewarded him with recognition and recognition strengthened his sense of place and belonging.

Well, I think that's very important, you know. You like to be recognized for what you do. You know, one of the big differences that I—or one of the things that I miss, I was well recognized in my country as, you know, one of the top biologists in the country, and so my opinion was very important. You know, I was consulted frequently, every time they had to do things. And that was very important. That's one of the things that I miss, you know. And I know it will take a while before I get to that point here. But on the other hand, within the department, I think that people recognize what I do, and they appreciate, you know, the contributions that I'm making to the department, not only with my work but I do spend a lot of time with students. I put together a conservation club, in which I basically do activities with undergraduates. And, you know, the new things that I've brought into the department are appreciated, and so that's important. But they're still not sure what exactly I do when it comes to terms of research and things.

Dr. H also explained that his Hispanic heritage influences his teaching through the use of examples and comparisons of his international experiences.

Oh, it does a lot. I teach a course in conservation biology, so, as I said, I have access to a portion of the literature that they do not have, and most of my examples are from Latin America, which I think is very important for American students because, you know, they're back here, basically, and so I try to make comparisons of things here in the U.S. and things that go out, you know, that

happens outside of the United States. And I try to bring that international

experience that I have into my classroom every time, every time, you know, I

want to make them aware that this is the way things are done here, but this is the

way things are done elsewhere. And I have some experience to that respect, not

only Latin America but I spent some time in Southeast Asia as a biologist and,

you know, I can talk to them about the differences in different parts of the world.

But, you know, I think I use a lot my background when I lecture.

Dr. H has translated his background into a resource to students and colleagues.

Hence, there is a sense of being valued by both students and colleagues.

Well, I think the students like it. That's the most important part for me. And I

don't know if the faculty and the other members of the community, how aware

they are. However, I am often approached by colleagues that want to do things,

and they want to include an international component. And there are—so that they

are aware of my background and they are aware of the opportunities that I bring

into the university in terms of contacts and things like that. And they are, you

know, they are interested in that sort of sense. So I think there's awareness of my

background and there is awareness that it can be important into the academic

aspects of the university.

The community value of Dr. H's teaching is an important factor in a development

of a sense of belonging with the institution.

It's very important, you know. For example, the Costa Rican field trip that we do,

I think that was—we did it for the first time this December, and I think it was

quite a success. It was a success among students, and also among the faculty that came with us, so much that this time we're going to have more faculty coming down with us, because they enjoyed—they shared the joy that the students brought. The students are describing that experience as a life-changing experience, you know, it motivated some of them to join the Peace Corps, for example. Some of them wanted to spend a whole semester abroad after this experience. And, you know, when I read the evaluations, you know, they say, "Don't change a thing. Keep doing it this way." And the evaluations were great. So to me that's very important. And the other course that I teach here, you know, the students seem to like that, you know, just the fact that I do make comparisons of what goes on here and what goes on elsewhere in the world.

In addition, the quality of Dr. H's work plays an important role in the community acceptance of him:

> "Quality of work" is hard to define. In our field, "quality of work" means good publications, and success in getting grants. And I'm just beginning to get my grants here, so, you know, but that's important. And so—but however I should say that ever since I got here, faculty have been, at least from what I see, very pleased with what I do, and they have welcomed me, and they have, you know, they have made comments about my work and my whole situation here that makes me feel that there is recognition in the quality of the things that I do, not only in terms of what I publish, what grants I get, but also in the other

extracurricular activities that I do, you know, like the conservation club, the

lectures I give around, that sort of things.

Relationships. Dr. H describes the quality of his professional relationships within

the institution as having good interactions with his colleagues and a small group of

faculty. Also, Dr. H indicated that professional relations need not be limited to colleagues

within the immediate institution.

Well, within the department, I have good interactions with a small group of

faculty, and I guess that's the case everywhere, you just, you know. There are

some faculty that are closer to you, not only in the work that you do but also the

way you think. And so, yes, I have good relationships with my colleagues. And

it's limited. And I am still to build links outside. I tried a little bit during my first

year. It didn't work all that well and I decided that I was going to wait a little bit

. . . So, you know, with those that I do have relationship, I think it's very good. I

have also collaborations with faculty from other universities in the area. I have

colleagues in Miami University that I interact with and we have written grants

together and faculty, old friends from other universities. But yeah, I always said,

considering that I'm living here three years, my relationship with my colleagues

around here, it's not bad. It's going, it's building.

Dr. H admitted that the quality of those relationships impacts his sense of

belonging at the institution. More specifically, developing a sense of place required

insight into the written and unwritten rules, or subtle but important "meaning of things."

Dr. H stated that:

It's very important, you know, having the time to, or the opportunity to go and ask

them things that are going on that I am not aware, or things that I don't know how

to react, for example. That's very important. There are some times when I just go

and ask them to explain the subtle differences that, you know, that I can't—or the

meaning of things that, you know, letters that are not all that clear to me, for

example. That is very important and, you know, just being able to go down and

have a cup of tea with them in the afternoon, that's very important.

Dr H's Sociogram

Relationships deemed as "Most Highly Important" (+5) for Dr. H were with his

department chair and his students. Those rated as "Highly Important" (+4) were with

colleagues within the university as well as colleagues within the department. The Dean of

the College was given a "Moderately Important" (+3) rating and Colleagues within the

College were given a "Somewhat Important" (+2) rating.

Dr. H's rating of his current relationships include a "Most Highly Positive" rating

with his department chair and students followed by a "Highly Positive" rating for

colleagues within the department and "Moderately Positive" relationship with colleagues

within the university followed by a "Somewhat Important" relationship with the dean of

the college and colleagues within the college.

Dr. H fits into category one of the hypothetical relationship chart where he has

"Highly Important" relationships that are positive in nature and strong in degree. Dr. H is

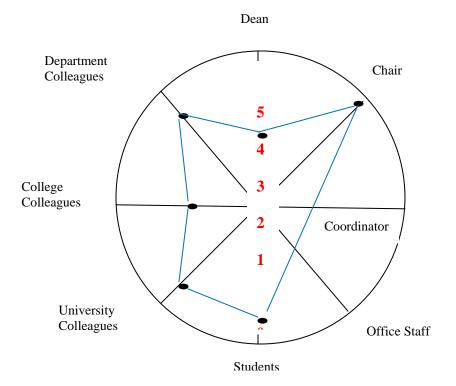in an ideal relationship that supports his "sense of place" within the institution.

Figure M15. Sociogram—Importance of relationships in the development of a sense of
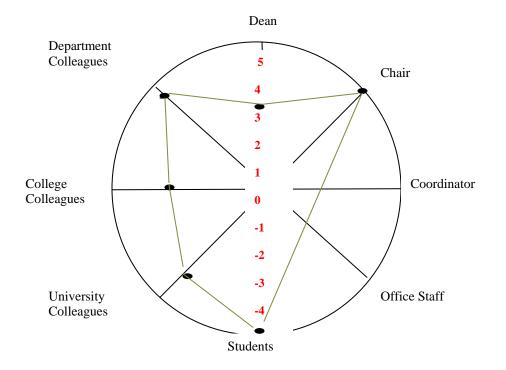
place—Dr. H

Figure M16. Dr. H's current relationships

Dr. H's diagram shows an overall positive and strong relationship with most of the people in her institution with the exception of her University Colleagues and her Dean whose current relationship is slightly lower than her rating of importance to her development of her sense of place. Her current relationships with her students and Chair, College and Departmental Colleagues equally matched her ratings of importance.

Dr. H stated that his Hispanic heritage and the ability to leverage it to the benefit of the university plays a role in cultivating relationships within the institution.

> Well, I think right now, it's very important. You know, it's one of the features that make me attractive, I think, is, you know, the possibility of contacting other people in Costa Rica or do, you know, like there is now in most big grants that we are writing in the department, there is, you know, our collaboration with the University of Costa Rica is built in the proposals that we are writing, and all those things go through me, basically, you know, I've identified the contacts in there and I make the contacts and establish relationships. So it's, you know, as it is now, it's very important. Everybody is aware, and the chair of the department is really encouraging people to be aware of links to Costa Rica.

His heritage is leveraged by retaining international students and mentoring minority students.

> OK. Well, with my students, it hasn't yet—I don't have students from University "B" that are actually doing work in Costa Rica yet. So most of the students are doing work here. I have a student from Peru who's actually working in Peru, but this is a different story. This is a woman that had an idea and collaboration in

Peru, and when she learned that I was coming here, she got into our graduate

program. But she has a project that, you know, I have helped her shaping it. But

she had a good idea in her mind already, and that opened us, you know, to

establish some collaboration with Peruvians, and with local universities. That's

one of the projects, but for the other three, we're basically working here in Ohio.

Also, colleagues have benefited from his background. For example, some have

gone to Costa Rica with him.

Well, as I said, I have taken them to Costa Rica, along with the students. Well,

that's the other thing, the students, you know, the trip to Costa Rica is very

important. And I have been able to build this idea around doing a big project in

Costa Rica in collaboration with other faculty, so I think, you know, somehow I

am opening a big door for them.

When colleagues and the department chair are aware of one's work and excited

about it, Dr. H noted that it translates into support.

They're both, you know, they're aware of what I'm doing, they're excited about

what we're doing, they are providing me with all the support that I need. And the

Office of International Affairs, they're also helping me a lot with what I'm doing,

negotiating and writing the collaboration agreements with the international

institutions.

Dr. H described the view of the "guest minority"—a minority that is international

and yet to be assimilated. Guest minorities refrain from certain comments.

I am not sure. There are things where I abstain from making opinions, not because of being Hispanic, but because of not being American. Right? There are things where, you know, I think, well, you know, I'm still a guest in this country and I'm not going to make an opinion or a statement about this. But that's not because of being Hispanic, but because of not being American. And sometimes it's hard to separate those two. You know, if there's a day when I become a citizen, I might be able to separate those but right now, I cannot separate those two. So it's hard to say exactly where it's different. But, you know, but you are aware that you are different, you know, you're always aware, and that you have a different life history and a different lifetime experience. You are always aware of that and you have to—you know, I'm old enough that I can slow down and try to understand, you know, what experiences I had that people here have never experienced. And that, you know, that's important that the—it's hard to explain but, you know, when you're living in a Third World country in general, you know, the levels of poverty and limitations and experience, sometimes you cannot understand how colleagues, and students, behave here. But then when you go and you think about, you know, it's things that they had never experienced, you can understand why they behave the way they do. So, yeah.

Dr. H described benefits from his Hispanic heritage in several ways:

OK, there are a few things. I can help some of the graduates from Latin American countries in merging into the university. That's the first thing. I can help the university in establishing relationships with other Latin American countries, Costa

Rica and Nicaragua. Right now—well, it's not only Hispanic, you know, I'm

actually bringing a scientist from Burkina Faso to work in my lab this year. He's

going to be here for a full year on a Fulbright Scholarship and this is somebody

who I met when I was in Costa Rica, and he applied for a Fulbright and he's

going to come and work in my lab for a full year. So I bring those people in. I can,

you know, I can help recruit grad students. I can help retain students, I think,

which is, you know, an important point here at University "B". My courses, the

Costa Rica experience, for example, it's important and if we can get research

programs going on in Costa Rica, that is going to help recruiting good grad

students. So yeah, I think there is a lot that the university can gain from having me

there.

Recommendations

Dr. H offered these recommendations for other Hispanic faculty working within

predominantly White institutions.

Be open-minded. Be flexible. Be tolerant. [Laughing] And one thing that I would

like to do, it's to have a group of faculty across the university that meet and share

their experiences. And that's something that I am beginning to do informally . . .

.Hispanic faculty that I've been, you know, meeting and, you know, there are

some other Latin Americans here that are not associated to the university and you

can, through them, you can expand your network. And every time we get

together, you know, we talk about things that we have to do and, you know, how

we deal with different things, and that's something that I think should be very

important. The Office of International Affairs had or has, I don't know if it still is running but they had a group that met every two months or so, of people that were interested in doing work in Latin America and, you know, we Hispanics were able to help them, those Hispanics, to do the right connections, to make the right statements in their communications, so that, you know, it would be helpful for them, but it was also useful for us to see what their interests were and how they were dealing with them that helped us understand things a little better. So, yeah, you know, I think eventually I would like to go back to the Office of International Affairs and revive that Latin American group.

And for institutions to adopt to help Hispanic faculty:

You know, there are big efforts to recruit and to retain black minorities, and I do not see anything for Hispanics. I think we're in the same boat, but they should be handled separately because they're different cultures. And I think we should do something about that, and I think that there's a group of Hispanic faculty here that will be happy to do something if they were asked to. And I think, you know, if Hispanics could get involved in organizing things, and becoming, you know, an important group, there are things that could be influenced. For example, admission to grad school. I mean I was involved in a committee that reviewed applications for this last year, and for most, for example, grading systems that are different . . . that's something that we should have to—and we could help . . . So that's the sort of things that, you know, we could make an effort in having the people in the admission office being aware of, you know, don't just look at the

grades, just look at what is the passing grade, and then, you know, transform that somehow . . . It gives you a different perspective. So, anyway, you know, that's all things, it just, you know, it holds true for—Latin American holds true for pretty much anywhere in the world.

Professor I at Institution B

Professor I is a 47-year-old Assistant Professor in the College of Fine Arts at University B. She is of Puerto Rican descent and hopes to be tenured in five plus years. Professor I has been with University B for three years.

CV Analysis

Professor I has had one public collection, two solo exhibitions, and 19 group exhibitions. She has nine bibliographies and interviews. Professor I has received a total of six awards and two grants. She has participated in two conferences and four lectures. Professor I has taught a total of 12 classes since her time as Assistant Professor. She has had several teaching appointments and has been on several academic committees.

Professor I's Interview

Consciousness. Professor I noted that the absence of Hispanic students and faculty dampens consciousness of her heritage. However, the presence of minority students, irrespective of their ethnic and racial background, triggers her heritage awareness. She also noted that he was self-aware and aware of her contributions:

Well, only conscious in that I recognize minority students within the student population. And then I'm not sure—I don't know if I'm quite understanding your question, but obviously I don't—I know there aren't many Hispanic, if any,

Hispanic professors within the area where I am, which is the School of Art, but

there's one woman who—I think her mother is Colombian, she's also one of the

faculty in the art department. But we don't really talk too much about our heritage

or our upbringing much. It doesn't become a discussion. I'm just conscious of

who I am and what I bring to the table in relationship to the students I encounter.

So when I encounter students who are minority students, whether they're

Hispanic or whether they're African-American, I'm very conscious of them being

in that environment, and what I can do to open up a dialogue with them and help

them along, because I think that they have certain issues that may not be

addressed by other faculty members. I can relate to them.

On the other hand, the absence of Hispanic faculty and the realization that she

was alone and different heightened her consciousness of who she is as a Hispanic faculty.

For her, factors that trigger her heritage consciousness include: (a) pride in Puerto Rican

blood, (b) pride in heritage and (c) a "lone ranger" mentality.

Well, the fact that I'm maybe, you know, really just, as far as Hispanic, I'm pure

Puerto Rican, so my parents are, you know, both parents are Puerto Rican. And

my Hispanic background, I'm very proud of my heritage and I don't try to hide it.

But I am aware that I am one of—I'm just really one faculty member of many

who are Hispanic and—I mean and many faculty members who aren't Hispanic.

So just being that one minority in the group, I'm certainly very conscious of that

. . . I don't think that the university makes it known. I do with my work. I think

my work demonstrates pretty much my background. But no, the university

doesn't necessarily promote that, no.

Professor I pointed to an interesting phenomenon: the questions and assumptions

made by colleagues about who she is reminded her of her differences.

You know, it's like a non-factor. It just doesn't—when I was growing—I mean

and this is where I think the background that you have as a Hispanic, growing up

in the United States, I mean I was born and raised in New York, and then I grew

up in—when I went to high school, I was in a white neighborhood in New Jersey,

after I'd moved from the Bronx which was a Hispanic community—more of a

minority mix, of minorities. When I went to high school in New Jersey, it was an

adjustment. And that was in the sixties and seventies, more like the seventies.

Yeah, through the seventies. And I think that because I had grown up in a white

community for the most part, and made some very dear, lasting high school

friends that you keep in touch with, I didn't have really—I didn't necessarily

project the fact that I am Hispanic. I look Hispanic. People think, Well, maybe

she's—people usually approach me around here and they ask me, "Are you

Italian? Right?" And when I tell them that I'm not, they're kind of surprised when

I say I'm Puerto Rican. And I will get responses from people like, "Oh, your

family must be really proud of you," you know. You know, and I kind of think,

Oh, that's an interesting response. Wouldn't any family be proud of someone who

were to become, you know, be on a tenure track route within a higher institution

of learning?

However, in a sudden twist in explanation, Dr. I noted that her place of links and citizenship make the heritage a non-issue. Rather, her gender may have to do with her sense of place.

> But I think that, for the most part, to kind of get back to what you're talking about, is that I think that it's just a non-factor in the fact that when I'm at the university, I'm really just part of the faculty there. They're not promoting my heritage. They're actively looking for minorities and I think that they realize that it's important, and what was appealing in hiring me was the fact that I was a minority and that I could, with time, contribute to the student body and hopefully—I mean, any kind of minority student body, which I think University "B" needs to have more of. But I really just am just a faculty member. I think it's more of an issue that I'm a woman than I'm a Hispanic. Yeah, because in thinking about this meeting and weighing these questions and looking over this in preparation, I was thinking, OK, what is more of a factor? Is it my heritage or is it the fact that I am a woman? I happen to believe it's the fact that I'm a woman. And I think that I'm really more sensitive to that than I am my heritage. And I think again because I seem to be very much an American, just in the traditional sense that I, you know, did everything that an average white American kid would do, you know, around the neighborhood growing up. I think that I'm just really assimilated into the culture, even though I have this incredible resource of what my heritage is from my parents. And my parents, you know, being Puerto Rican

was such a big part of my upbringing as far as culture, music, you know, the food

you eat, the faith that you have, the kinds of strict sort of way in which I was

raised, you know. So, you know, just getting back to the thing about being a

woman, I think that seems to be more of a factor to me than it is being Hispanic.

Offering a different point of view and being able to connect to other Hispanic

students is what Dr. I states is significant about her Hispanic background at Institution B.

I think just what I could offer, a different perspective, and I think I've counted

more—I think one of the main advisors . . . recently sent me a young man, a

Hispanic student . . . and she wanted me just to meet with him. And I don't know,

you know, I never asked her why she felt it was really important that I meet with

him. I assume it's because he was Hispanic. And I was really glad to do that, I

advise all kinds of students, but I felt that maybe she felt it was important for him

to know that, you know, what the program had to offer and the fact that I was

among the faculty there and that he could feel that there was someone that he

could connect with and talk to.

Sense of place. Professor I's sense of place is anchored on acceptance by

colleagues as they have acknowledged her role as relevant to the department. But she

struggles with the gender induced acceptance versus heritage induced acceptance.

So I certainly feel like I am part of that, and I feel that—many of my colleagues

have told me over and over again how important it is for me to exert an influence

in the environment, and I'm not sure that that's just again being Hispanic but

more so being a woman in that environment.

Factors promoting her development of a sense of place include being involved, invitations to lead and participate, and getting support from her department.

> That promote it? Hmmm. As far as maybe the director asking for me to contribute in different ways, I think that certainly is a factor. I'm constantly being asked to participate in many different ways, so I never feel as though that's an issue, and there are always things to be done, and I'm involved in many, many, many aspects in the School of Art, and the range and the scope of influence is very broad. For example, right now I'm putting together—the first time I'm curating an exhibition, and it's going to be in the main gallery, and it's opening in September, so just the experience of putting—being asked to curate an exhibition and this kind of support I'm getting is great, and it's just been, you know, very challenging and a wonderful experience.

To Professor I, factors that limit the development of a sense of place at her institution have little to do with heritage. For example, the resources allocated to any department in comparison to resources to other units is a factor for her.:

> Limit? I would say—and I don't think that has anything to do with Hispanic heritage, I think that generally I find that the administration is—there's a gap between faculty and administration. There's not much in between. It's very hard to kind of get directly to the administration and to be heard and for things to be really—for them to really understand the deficiencies within different areas that really need to be addressed. And I realize, you know, in any institution there's a lot of politics and there's money issues and, you know, there's always the money

issue, and I think that, though, I don't know that we're always being heard, and so

I think that as a department . . . generally we're kind of like considered, you

know, not as important as, say, another department that has research and maybe

liquid crystals or something [laughing], you know, that has much more of a

broader need and immediate need, it seems like, and they're able to generate

interest and money and all of that, whereas, with the art department, we tend to be

really kind of swimming in deep waters without a whole lot of support.

Productivity. Professor I described how her heritage intertwines with her

scholarship: "inseparable twins."

> My work is all about my family and my upbringing and it's really a negative.
>
> Anything that I'm doing, the scholarship that I'm doing right now, is all based on
>
> my heritage, and it has been that now for this project of—this work I've been
>
> doing since 2000, so it's been about six, seven years of just working on this
>
> project, and continuing on with it will probably be a lifelong exploration. But yes,
>
> it has a tremendous amount to do with it.

In further describing her scholarship, Professor I talks about her childhood.

> My father, when we were growing up—well, you know, I think the Hispanic
>
> culture is really a close-knit sort of family-oriented kind of culture, so it's all
>
> very—that kind of nuclear existence where, as time went on, you know, I
>
> remember my grandmother living with us for a while after my grandfather passed
>
> away, and how my mother would take care of her and, you know, it was just—and
>
> then how, you know, everything was just very revolved around just the family and

the family being together and having family gatherings, and that was kind of my upbringing. My mother had five sisters, so a lot of women in the family. They were very strong women and they were very caring and nurturing and they all had children, so we had a very large extended family and, you know, when we were kids we would get together all of the time, and it was always around food and music, and so that's the kind of upbringing. My work, my father would, as we were growing up, he photographed constantly, and I think that was part of the era when the first Instamatics came along, and the fact that you could just take a camera, and then movie cameras became available, and so the average person can just photograph, take photographs or have a movie camera and take movies.

Professor I converts her family photographs into scholarship that benefit her academic career and her students:

So my work is based on the collection of photographs and movies that my father took, starting from 19—particularly for my father, from 1953, although I do have photographs of my grandfather when he first moved to New York in 1927. And I've actually worked with some of those older photographs and will in the future. But my father started taking movie film in 1953, and so I've gone back to some of those older films and, to make a long story short, have taken that analog and transferred it to digital and been able to extract film stills from those film strips, and take those stills and then do a grouping of paintings and drawings based on those old family shots. So, in the long run, what I'm trying to do is sort of build a narrative of the life of a family, and to see how that comes through in the work.

Really, I don't know what the viewer is going to get from that but I'm sure they'll

be able to recognize—and from what feedback I've gotten from people who have

seen the work in the past, how they really feel like it's a sense of—a real cultural

experience of seeing the work, that it takes them to a different place, a different

time. And really the work is from the 1950s, so how one dresses, how one looks is

very apparent in the work, so people feel as though they go back into a particular

time and have a certain experience and that takes them—they begin to think about

the sort of things that they've experienced in relationship to the work.

When asked if the university community valued her scholarship, she separated

faculty members into two groups, those outside the department and those within. She

noted that she was not sure those outside of education valued her work but those within

the department do.

[Laughing] I have no idea. I don't really—I feel that the immediate faculty and

my colleagues within the School of Art value what I do. I mean they really

appreciate the work that I do. And that's because of the quality of the work. You

know, I think—I kind of go off on these tangents but I'll try not to go too far off.

You know, I think as a Hispanic, growing up—or even as a woman, thinking that

whenever I do something I have to do it above and beyond the ordinary person

because I feel as though that's the only way I can get people to really appreciate

the work. So the quality of the work, it's very important to me. And that's been

apparent in how people have . . . gone on to say things like—that the work has a

virtuosity to it, which is very wonderful to hear because I put a lot of importance

into the work. I place a lot of importance in the quality of the work. So I think that

my colleagues value that, and they see the value of that. As far as the university, I

don't know that the university is really aware of who I am and what I do, what my

work is about, and the only reason I think they would be interested in it is, as I get

closer and closer to assembling my dossier, which I'm doing actively every year,

and then approach tenure, then they're going to be interested in what I'm doing,

but I don't really think otherwise they have a real clue.

Professor I stated her heritage, perhaps her gender played a role in how she

teaches. The heritage helps her to trust and build a lasting relationship with students, to

be kind and caring, and provide open communication with them. Her heritage does not

encourage her to use a "strong hand" approach.

Well, I think that there are different approaches to teaching, and I think that when

you—it becomes apparent when you're in a large institution like [Institution B],

so you do have a good amount of faculty, whether they're full time or adjunct,

and so you begin to see different teaching methods and strategies that people take.

And I, over the years, have witnessed—and in my own experiences, you know,

getting my different degrees, that I began, you know, to really understand that

there are different approaches you can take, and I always have kind of thought

that it was important to being more nurturing, whether that's being a woman or

just having the type of upbringing of caring within my childhood, just sort of a

Hispanic kind of approach to really loving and caring and sense of family, that I

think that my interaction with the students is much more of a nurturing, open

dialogue communication, so I'm always trying to get the students to be more open with me and feel that they can trust me. I mean I think trust is a very important part of teaching. And the reason why I feel that way is because I've seen other faculty approach it differently where they are very critical and at times so brutally honest with the student that the student is just torn apart. And that's one method that I've seen people take and on many occasions I've seen different faculty take, and sometimes you can show a strong hand, but I think that I like to take the approach of getting the trust of the student because I think in the long run, if I have a closer relationship with that student, when I do have something critical to tell them that I think is very, very important, they're not going to take that lightly, and that because they're open to me, that when I do come in and say something that is very provocative, that it's going to have, in the long run I'm hoping, a positive impact.

Professor I denied that the university community is not necessarily aware of how her Hispanic heritage impacts her teaching.

I don't know that this university is very aware. [Laughing] I just don't think they're aware. It's interesting. I think they've taken the steps, I think—this is kind of my own feeling—that they're probably going out—when they have a lineup and when they have a job position available, they say, Well, we're an equal opportunity university, we welcome so-and-so, and they make a record and they want to know who's Hispanic, who's African-American, who's this, who's that, and they open themselves up to that, but in the end, I don't think they really have

any idea of the impact or what eventually that's going to do, or they track with

that at all. I don't really get a sense of that.

So, as a result, it had a no impact on her sense of belonging to the institution but

the impact is more with the community.

None. [Laughing] Except that I think I did write something about that. I think

more in this city, you know, I think that because I'm living up here in this city

I've made a tremendous—and with the art department in University "A", I'm very

close to a lot of the faculty here. We've really been able to get together, and this is

not university initiated, this is faculty initiated, we have actively made

connections with the University "A" art department and the CIA art department,

and we've tried to make it more of a northeast Ohio kind of community in which

we rely on one another for bringing in particular artists from out of state, we're

constantly letting each other know what's going on within our departments, so

that we can work in unison. So I've been able to become very active within the

community and a couple of weeks ago was invited to participate in sort of a think

tank meeting with different people within the community, so sort of for example

the executive director of the Spaces Gallery, a woman Amy—well, I don't have to

mention names—a woman who has been a writer here in Cleveland for many

years and founded Angle magazine, to be a part of that group of people who will

then, say, determine maybe what kinds of people that the public art program can

bring in to the community. So I feel like I've been able to actually be a presence

here, and I think that my students, the older students, the more mature students,

are aware of what I'm bringing to the table. So in that sense, certainly an

acceptance or I'm certainly involved, and I've been asked to be involved to a

certain degree within the art community.

The quality of Professor I's work comes into play in the community acceptance of

her which she experienced through positive community feedback.

Well, a large part. I mean I think that's why I'm able to—that's why I've been

invited to do certain—to be involved with, again, the public art program, and I

think that my work has been—there have been different articles written in the

papers about my work, so it's getting a positive feedback

Relationships. Professor I used several adjectives to describe her relationships:

great, wonderful, good, but she indicated her frustration about her relationship with her

dean. She would prefer that the dean has direct knowledge of her.

I have a great relationship with my colleagues. That's primarily the other faculty

members. I have a really wonderful relationship with them, overall. I mean, you

know, [laughing] there's always one or two that—but for the most part, I feel like

I have a great relationship with the faculty. As far as the director of the School of

Art, I have a good relationship with, but I'm also feeling like she's kind of the

connection to being more administration. I think the dean is aware of who I am,

but I don't really think that I have a relationship at all with him, and it kind of

bothers me a little bit because I think that, though I don't really—I think all of his

information is coming through the director of the School of Art. He's not really

going to the source of a lot of opinions and concerns that we have as we work

down in the trenches, I call it, down in the trenches, and faculty are down in the trenches. And I think that he's getting a lot of his information through the director, so it all depends upon the director, and that, I think, is unfortunate. I think that the dean should be speaking more directly with his faculty, you know.

The type of relationships described in superlative terms has an impact of how a faculty develops a sense of place. Professor I noted that:

Well, certainly I would think it would have a tremendous impact. It's never been an issue for me because, again, I think faculty, colleagues as a whole rely on each other tremendously, and anytime we can get a new faculty member to come in full time, we're like, Oh, well, great, we're so glad you're here, and we need you, and this is what you need to do. So there's never been an exclusion, I think, it's always been just simply because every one of us is needed and we just—this is a deficit in the faculty that we really need everybody to be—I mean we couldn't— there wouldn't be an opportunity to exclude anybody because everybody is so important to the department.

Dr. I's Sociogram

In reviewing Dr. I's Sociogram, the relationships that were rated as "Most Highly Important" (+5) include the Dean of the College, Department Chair, Students, and Colleagues within the Department. The Program Coordinator and Colleagues within the College were rated as "Highly Important" (+4) whereas Office Staff members and Colleagues within the University were rated "Moderately Important" (+3). However,

Professor I admitted that her Hispanic heritage plays no role in cultivating relationships within the institution.

> I don't think that there's a factor there at all. Again, it seems like it's a non-issue. I just don't feel like that that has been a subject at all in the time I've been here.

Nevertheless, her heritage impacts her relationship with her students:

> Oh, absolutely. I think the students actually are more aware of anything, I mean because you develop—I develop, because of, again, this nurturing approach that I take, I have very, very strong relationships with my students, so they're very aware of who I am and what I do and what I bring to the table, so yeah, I would say most, most.

In terms of current relationships, students and colleagues within the department were rated as "Most Highly Positive": "Colleagues, very strong. I have a very great relationship with my colleagues." The Department Chair, Program Coordinator and Office staff members were rated as "Moderately Positive," Colleagues within the University as well as the dean were rated as "Neutral." On her relationship with her Dean:

> Neutral, I guess, you know, he just—I mean I think there are probably positive things that are communicated to him overall, but I don't really have a relationship with the dean at all.

Professor I described a very supportive chair:

> I don't—she's been very, very supportive of me. She's been tremendously wonderful. I don't think it has anything, you know, the—I think she understands

who I am as a person and she, I think, appreciates my approach to dealing with

the student body and how I communicate with my colleagues, and that I'm

more—I'm very much more diplomatic than some of my colleagues could be.

They could be very closed-off and black-and-white about certain issues. So I

think she appreciates that aspect. I don't know that it necessarily has any

relevance to my heritage.

And program coordinator,

He is wonderful. He's really great. I don't—and I don't know—I mean I think

I'm—certainly everybody is aware of my background, you know, but it doesn't—

it's not something that necessarily comes up in discussion.

Dr. I's Sociograms (see Figures M17 and M18) reveal that there may be several

areas of concern with her relationships with her Dean, Chair, University and College

colleagues since her current relationships are not as high as her ratings of importance for

her development of her sense of place. However, her other relationships seem to be

positive and strong. It seems that her weaker relationships may need to be strengthened

since they can make a significant contribution to her sense of place at her institution.

Heritage. Professor I described how her Hispanic heritage affects her service and

institutional issues of concern of her. She saw herself representing the minority voice and

views when it came to minority student issues.

Well, certainly I think it's great that [Institution B]—but I think that they're

expected to and I think in our culture, or in this world we live in today, I think it's

important that—well, the universities know that we're the largest minority, as you

were saying before, the statistic, and that there's a tremendous presence—whether
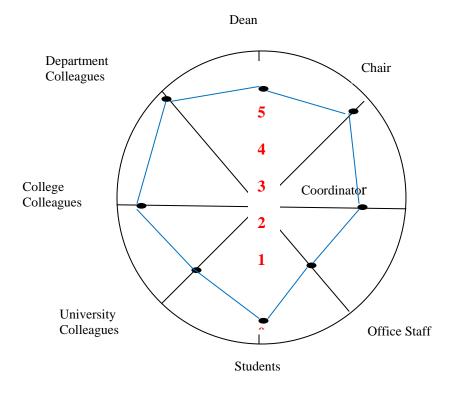

Figure M17. Sociogram—Importance of relationships in the development of a sense of
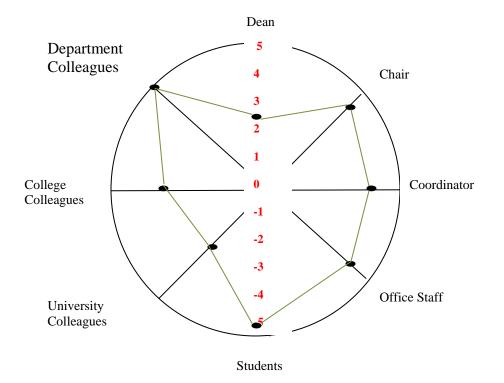
place—Dr. I

Figure M18. Dr I's current relationships

or not there is in [Institution B] yet . . . There really isn't any—not that many students here. I come across one or two a semester, you know. But I think certainly I'm bringing the institution—I mean I think my value for the institution is great. I think that it's wise that they continue to bring in qualified faculty who are from these different groups, and I think in the long run, it's going to have a tremendous and positive effect on the university, so I think that my service is important, and I think what I contribute to the school is of tremendous value in that regard. And I'm aware of that. Personally, I'm aware of that. And I make it a point that, if an issue comes up that I think isn't being handled in the best way, if it has to do with a student, a minority student of some kind, then I would make my opinion known and I would try to have an influence in making sure that it was handled, if I felt that it wasn't being handled right, or that it may not look in the best—we may not look, you know, it may not be coming across in the best light if we're handling something a certain way, because maybe some of the faculty may not be as sensitive to something as, say, I might be. And I think that my colleagues, whether it's the faculty or the director or the dean, would more than likely seek out my advice on it, if there was something that they felt was important enough that they wanted to get my opinion on it. I think that they would approach me and I think that was something I could contribute to the school.

Professor I described how the university benefits from her Hispanic heritage through the influence of her work and visibility of this area.

The only way I could think of is through my work, but I don't know that there has

been—you know, it's not like I've had a solo exhibition . . . and I showed my

work at the [Institution B] Campus, and I think that that—I'm not sure if it was

the subject matter of the work as much as it was just the work itself, had an

impact on that student body and as a result—I'm not going to say that—I'm not

going to take credit for everything but we were able to attract a group of students

from the University "B" Satellite Campus over to the University "B" Main

Campus. And again, I'm not sure if it's certainly the subject matter but how

would the university benefit? I mean I guess it would just be whatever dialogue I

could create outside of the university, whether it's here in Cleveland. In the long

run I like to think that the [Institution B] influence can be felt here up in

Cleveland. And I think to the degree that I can be active here in Cleveland, and if

it has anything to do with the work and the subject matter of my work, that's

great. And so I think that the university would then certainly benefit from

whatever influence I could have outside of the university.

Recommendations

Professor I offered the following recommendations for Hispanic faculty who

would want to work within a predominantly White institution: Do not hide who you are,

promote yourself, work hard, and understand the inner workings of the university.

Well, certainly—I was just trying to think of what has been important for me. I

think that any decisions or direction that I've taken, and again I've always thought

that it's really important to be—that I take the work seriously, whether it's

teaching, whether it's my own scholarship, you know, my own research, that everything I do, I want to make sure that I'm doing the best work I could possibly be doing. I try to—I certainly don't hide the fact that I'm Hispanic, and it's certainly evident in the work and it's part of who I am, but I don't go out of my way to—you know, I don't make that a big issue, but I do when I think it's important, when I think it's very important, and I guess, again, that has to do with if there's any way that I could make people aware of the situation if I think things are not being handled, if it had directly to do with minorities. But I think that, for example, when I was applying for the position at [Institution B], I did make them aware of my heritage, but I also wanted to make it apparent to them that I could be both very much a part of the faculty, that I could fit in very well to that faculty, and at the same time I'm bringing in, you know, this kind of influence which is different from what others have to offer within [Institution B]. So I think it's being able to promote who you are and I think that's very important. And I think overall Hispanics are very, very proud of their heritage. I think generally as a group we love who we are and what our family means to us. But at the same time, I think it's important that we have a broader understanding and that we can be—I think it's important for us to understand the inner workings of the institution. It's very important. And that the more we understand that, not only does it benefit the school and your coworkers and your students, it benefits you. If you understand how things operate, then you can work within the system in a very effective way.

In terms of recommendations for institutions to adopt to help Hispanic faculty to survive and thrive, Professor I observed that institutional measures adopted to help faculty in general are applicable to Hispanic faculty. She noted that in a male dominated work environment, the gender issues may be more important than her ethnic heritage:

It may be more relevant in other institutions. I think in general it's just faculty itself, you know, I mean I think the issues that are important to surviving within this type of, you know, in an institution such as [Institution B], is something that is important to all faculty, whether you're Hispanic or not. And I'm not sure what else can be done simply because I'm Hispanic that would make it any easier within the institution. Really, I believe it's what we bring to the table, and I think that, being, you know, actually hired for a particular position and, you know, by saying, Yes, we're going to bring you in because we want you here, you know, I think that that in itself is certainly a plus, to be in the position in the first place. Afterward I don't know specifically what one can do, simply because you are Hispanic. I think it really is just how faculty can survive and thrive overall so, you know, that's so much of an issue . . . I'd kind of like to go back to the woman issue [laughing], you know, again as being a woman, I think that I'm finding that the influence that I'm having is probably far greater being a woman, and it's because we—I don't know, I haven't met or talked with a lot of people in other departments within the university, but I know in the School of Art, for many, many years it's very male-dominated, and particularly in the fine art department. So I think that that's making an impact, much more than your heritage.

Dr. J. at Institution B

Dr. J is a 55-year-old Assistant Professor of Modern and Classical Languages at University B. She is a native of Puerto Rico and has been tenured for three years. Professor J has been with University B for six years.

CV Analysis

Dr. J has written a total of 10 publications, two accepted publications and one forthcoming publication. Dr. J has a total of 7 works in progress and 10 papers delivered. She has had six honors and awards and numerous citizenship activities during her tenure at University B. Dr. J has taught a total of 14 courses at her current institution.

Dr. J's Interview

Consciousness. Dr. J stated that she is very conscious of her Hispanic heritage within her institution because she is a native speaker and her academic work is about her Hispanic heritage.

> I am very conscious of being Hispanic within my institution's community. In addition to being a native speaker of Spanish, I do research in Hispanic Studies as well as the Spanish literature. My research focuses on teaching and other extracurricular activities like the Spanish Coffee Hour, and [unclear] member of the Women's Studies who presented at my department on Hispanic women.

And factors that are significant about her Hispanic background at this institution include her first hand knowledge of her scholarship, her recognition as an expert, their appreciation as authentic, and their acknowledgment of her as a knowledgeable faculty member.

The students who are pursuing the major or minor in Hispanic studies appreciate my being a native speaker, who can provide them with authentic and very knowledgeable material on Hispanic culture and literature.

Sense of place. Dr. J indicated that developing a sense of place is finding a "home" within micro-communities within the larger institutional community. In her own cases, Dr. J found a working environment in three units within her institution.

I'm very proud of being a [Institution B] faculty member, but I feel that I fit mostly in three units: the Spanish unit, Women's Studies, and the Spanish Coffee Hour. Well, I think in my unit, because here is where we have the students and where I teach . . . and Women's Studies, because I feel part of that group. The issues that they discuss, I mean they make me feel very welcome. And the Spanish Coffee Hour because we have the students and also other people from the community attending the Spanish Coffee Hour . . . Anyone is welcome to attend. And sometimes we have students from other areas of studies, so not just Spanish . . . So some people from the community, or native speakers from Peru, Mexico, anyone that you know that you want to bring here to the coffee hour. So it's open to everybody.

Dr. J noted that the lack of recognition of Hispanic events, the absence of Hispanic heritage week, and a lack of visible celebration of Hispanic culture limit levels of heritage connection.

I would like to see this university recognize more the Hispanic population, in different ways. Maybe to have, for example, maybe a more visible committee, or

maybe to make the Hispanic Week more visible. I don't think it's very, very visible. Instead of being in charge of students or a small group, just to be more committed to something bigger and probably to take us more in consideration as a diverse group.

Productivity. Dr. J indicated that her Hispanic heritage influences her scholarship completely. "I think completely because all my research has to be with literature in Spain and culture and Hispanic culture and literature, so completely, and write just in Spanish." And she stated the university community only values her scholarship for promotion and tenure purposes. In her words, she consciously appreciates her work as a part of the university production and not necessarily for the intrinsic merits or contributions.

[Laughing] I think they recognize your production, and especially for tenure and, you know, for ranks, they count. You have to publish a certain amount. They have a place downstairs in at least this department where they exhibit your books. But I don't think that—if you're a great, great scholar, I think they have a nomination. But other than that, I don't think that there is a lot of recognition of what you do, or I don't think that many of them are reading anything that you write.

Dr. J pointed out that her sense of pride is the foundation for her sense of belonging. Given the unified community appreciation of the kind of work she does, a strong sense of pride—personal pride—is essential:

I think my own sense of pride is what makes me feel I'm belonging to the community. I think it's just—coming from myself, yes. When you say

"community," because the community is so small [laughing], in some way it's just probably this unit.

Dr. J stated that there is a sharp influence of her heritage. Her pride in her culture led her to quickly volunteer to develop three or four courses relevant to the Hispanic culture and issues.

Oh, greatly, you know. I'm so proud of being Hispanic, and I include my Hispanic heritage in everything that I teach. I created many courses here. When I arrived to [Institution B] one thing that I saw was no—there was one course on women, but no—for example, there was nothing like historical literature or Mexican-American, so I created like three or four courses just really in that area, and I think if that had been my application to this college and to the unit. And my students really love those courses. So I feel so proud of being Hispanic and I do anything that I can to prepare for teaching in this area.

She sees her students as valuing the influence her heritage has on her teaching. "I think my students specifically, they are the ones [who appreciate] my teaching [the most]. I think they appreciate that a lot."

Dr. J sees some connection between the community and her teaching. Her service is done for the community outside the university.

Well, I think the community, I don't do a lot of community service outside, but I have been doing something like working with the Amigos Program, helping people like Mexicans, but it doesn't have to do anything with research. It's more service . . . Not connected to my research, but in some way connected to my

teaching, because, for example, with the Amigos Program, what I do is that, if they go to a Hispanic country to do all the service that they do, I can advise them, I can give them an independent study and I can connect their service in that country with teaching. So I find a way of connecting with my teaching, but not exactly with scholarship, like research, no.

Dr. J noted that students recognize the quality of her work and accept it. However, she believes, minority faculty have to work twice as hard to be accepted.

If I think more like in community here, like the students, I think the quality of my job is important, and I think that they accepted that and they like it and that made me feel at the same time accepted by them . . . and another thing that I think is that, on the other hand, is that being a minority, you have to work like double. You have to—probably to be more accepted or for them to accept that you are doing a quality job. I have this feeling that I have to work double, to be visible, to be accepted.

Relationships. For the most part, Dr. J described her relationships with colleagues as good. She, however, noted that she has to contend against patronizing attitudes from "White men."

I think there is a good professional relationship with my university community. Although once in a while you may find patronizing attitudes from some white males [rest unclear]. I have seen that not a lot of times but I have seen that. I can give you an example. At the beginning of my studies, the first year, one person called me to his office because when I filled out an incomplete form for one

student, there was one statement that was ambiguous, ambiguous and I think it was not a very important issue. I just wrote the grade that that student had at that time. And that person insisted that I have to grade it with an F. It was my first time here. And he got so mad. He called me at home. He made his secretary call me at home, told me that I have to come here. It was [rude], just to bring me to his office, to give me a huge speech, telling me that, "You don't understand anything!" And so, like, "Do you understand this?" And I said, "Yes." "No! You don't understand anything!" And just really mad and things like that. I think— things like that. Once in a while you can find someone like that, and I think it has to be work with males and administrators that are kind of in power positions. But it's not very common.

Reflecting over the quality of her relationships and their impacts on her sense of belonging to the institution, Dr. J stated,

The good thing is I have quality relationships with mostly everyone in here, but the students, there is not a quantity that I have a lot, a lot, but I think I get well with almost everyone here, and with my students. So I feel well and especially with the chair that we have right now, I think I appreciate his help, his way of doing this. So I think it's a really good relationship and that makes me feel well. They made me feel welcome and accepted and that increased my sense of value to the institution.

Dr. J's Sociogram

In analyzing Dr. J's Sociogram (Figure M19), those relationships deemed as *Most* "Highly Important" (+5) were her students. Those rated as "Highly Important" (+4) were her Department Chair and Colleagues within the University followed by Colleagues within her Department; Office Staff members and Dean of the College rated at "Somewhat Important" (+2).

From Dr. J's current relationships (Figure M20), those rated the highest were her students (+5) followed by her Department Chair and Colleagues within her Department (+4), Office Staff members, Colleagues within the University and Colleagues within the College (+3). The Dean of the College received a rating of neutral (0). According to the chart, Dr. J fits into category one where her highly important relationships are positive in nature and the degrees of those relationships remain strong.

For Dr. J, her diagram reveals several strong positive relationships (Chair, Office Staff, Students, College Colleagues and Departmental Colleagues) as characterized by the wide diagram in Figure 21. Current relationships rated slightly lower than those rated as important for her development of a strong sense of place include those with the Dean and University Colleagues.

Heritage. Dr. J's heritage gives her confidence in institutional areas that are related to her heritage.

> Well, I think my Hispanic heritage makes me feel confident to working in some
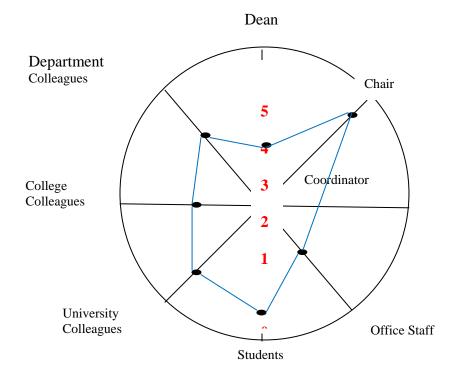> areas, of service and especially in the issues that have to do with culture or

Dean

Department
Colleagues

Chair

5

4

Coordinator

3

College
Colleagues

2

1

University
Colleagues

Office Staff

Students

Figure M19. Sociogram—Importance of relationships in the development of a sense of
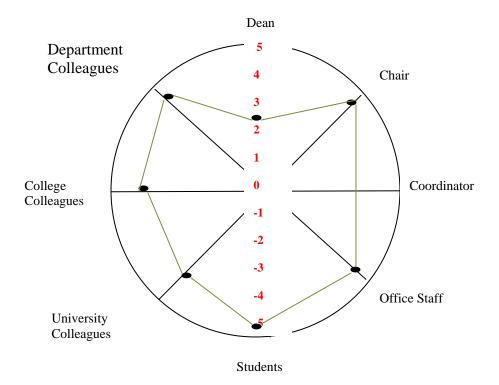
place—Dr. J

Figure M20. Dr. J's current relationships

informing of Hispanic students or curriculum, curriculum for the Spanish unit. So

I think it plays a great role.

And the university benefits from her Hispanic heritage in her classroom, in

service and in diversity. She noted that:

I think that being a Hispanic and being a native speaker and doing your job well, I

think you can give the students a better program definitely, so I will say that it's

good for them to hire—Hispanics are really, really well prepared, and they can

give an excellent education and more authentic materials and more authentic

information to the students. So I think the excellence, they always appreciate that,

having that quality information and kind of education, that they know that they

can come to you and you're always going to have an answer that is more accurate.

So I think the university really, really—that we are really valuable for the

university. In service, probably if the university is thinking more about making

more relationships with the community and because of the increasing number of

the Hispanics. having us also will be really good for the university, just to make

the connection with the community.

Recommendations

Dr. J has a number of recommendations for Hispanic faculty. These include: do

not expect an easy ride, become visible, and work hard.

I think just from being a Hispanic and a minority, you're not going to be granted

anything. But, I think you have to work really hard, to become visible and

respected, and you have to work really hard, and I think we have a lot more

pressure, a lot more pressure, to being visible, for them to accept your opinions, your presence, everything in that you know what you're saying and you know what is good. So we have to fight for a position here. And probably someone else that is not a Hispanic, I can say that probably, if the person has more linguistic skills or—but—so, no, you have to fight double, I would say. You have to do a lot. You have to be working really, really, really hard for them to recognize you, just because—I think probably it's because we are Hispanic and you have to demonstrate that you are excellent. You have to demonstrate that, because if not, probably they may label you as lazy and incompetent, so you have to be Hispanic and excellent in order to be visible.

For predominantly White institutions, Dr. J recommended that administrators stop patronizing minority faculty, recognize that diversity is more than African Americans and take more actions to include the Hispanics at all levels:

I will say that it's really essential for administrators not to use their position of power to patronize Hispanics, just because of the language, ethnicity, race, or gender, that they cannot use that. We need a good mentoring program, I think. We need it for anyone who is working for the tenure, but I think we need it double for one who is tenure and Hispanic. And also I will say that the university to recognize that minority and diversity is not just African-Americans, that I think you can state in some way lacks recognizing our presence, our production, and our contribution . . . but I would like to see more action toward the Hispanic community, definitely. We have to be more included and more visible.

Summary

This chapter provides the summary of data analysis for 10 Hispanic faculty at two predominantly White universities. The analysis of data went in three forms. Phenomenological data obtained through interviews, record of productivity obtained from curricula vitae, and Sociogram data obtained through faculty ratings of relationships with critical constituents. Presentation of summary follows the following order:

- Introduction of the participant

- Summary of productivity

- Perceived level of heritage consciousness

- Teachers that promote and think consciousness

- Development of a sense of place

- Heritage influence on productivity

- Relationships and relevance to the development of a sense of place

- Benefits of heritage, and

- Recommendations to Hispanic faculty and administrators of predominantly White institutions.

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