I. The Study—55 women faculty interviewed in Fall, 06 and Spring, 07 in the 18 ADVANCE departments (natural sciences, engineering, social sciences) at the University of Texas at El Paso; 27 Anglo; 18 international; 10 Latinas; audiotapes were transcribed and analyzed using NUDIST software

II. The Findings:
   A. Expectations about their futures varied significantly among the interviewees, as did the educational backgrounds of their families and opportunities for education in their communities. Latinas did not view themselves as scientists/engineers while growing up, unlike their Anglo counterparts. Latinas also grew up in communities without 4-year universities.
   B. Familial and spousal support, as well as that from friends and fellow graduate students, were important to the attainment of the doctorate.
   C. A mentor was critical to the educational and professional development of these women. Most mentors were men.
   D. Institutional financial support was especially important to the Latinas and international faculty. Anglo and international faculty tended to work during graduate school in research or teaching assistantships, or they held fellowships. Latinas tended to work at a variety of jobs during undergraduate, and sometimes graduate, years. They received institutional assistance later in their college careers.
   E. Institutional support in the form of scholarships, stipends, and assistantships was important for female students because it gave them a chance not only to complete their education but also to compete with male students for these forms of support.
   F. Continuous family support influenced motivation to attend college and was one decisive factor in determining if the woman received her doctorate. Anglo and international faculty mentioned receiving material and financial support from their family members.
   G. Latinas sometimes felt pressure not to leave home for advanced education, because of the close-knit nature of their families. However, this pressure was more likely related to a desire to keep the family together as a collective, rather than trying to undermine the educational goals of one individual. Not all Latinas interviewed felt this pressure.
   H. Single mothers created social support networks from their parents, their children, and their best friends.
   I. A lack of spousal support usually resulted in conflict and ultimately divorce. However, a majority of interviewees praised their husbands’ support, whether in the form of material assistance or advice. Some women indicated their husbands actually pushed them to discuss their salary and/or promotion with employers.
The majority of Latinas tended to seek social support during their college years more than the majority of Anglo and international faculty.

The majority of Anglos and international faculty had college-educated parents and siblings. Most of the Latina faculty came from families with little or no post-secondary education.

Both Latinas and non-Latinas made more references about their fathers than mothers as sources of social support, guidance, and role modeling.

Women in departments headed by women provided positive comments about their chairs’ leadership styles and endeavors.

III. Implications for Social Science Research
A. Studying the “communication of social support”
B. Analyzing “memorable messages” in positive and negative contexts, along with the notion of “source”
C. Applying “narrative paradigm theory,” the importance of stories for informing, inspiring, and motivating
D. After the pathway: studying the creation of community among women faculty