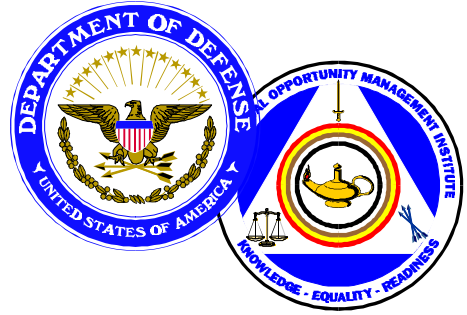


“A Vision for the 21st Century”



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HISPANIC HERITAGE MONTH 1999
A VISION FOR THE 21ST CENTURY

PREFACE

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SCOPE

The Topical Research Intern Program provides the opportunity for Servicemembers and DoD civilian employees to work on diversity/equal opportunity projects while on a 30-day tour of duty at the Institute. During their tour, the interns use a variety of primary and secondary source materials to compile a review of data or research pertaining to an issue of importance to equal opportunity (EO) and equal employment opportunity (EEO) specialists, supervisors, and other leaders throughout the Services. The resulting publications (such as this one) are intended as resource and educational materials and do not represent official policy statements or endorsements by the DoD or any of its agencies. The publications are distributed to EO/EEO personnel and selected senior officials to aid them in their duties.

September 1999

The opinions expressed in this report are those of the author and should not be construed to represent the official position of DEOMI, the military Services, or the Department of Defense.

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INTRODUCTION

Every year since 1989 the U.S. Congress has set aside a month from September 15 to October 15 to reflect on Hispanic Heritage. This year's theme for the Hispanic Heritage Month, "A Vision for the 21st Century" suggests that we need to remember the past and the heritage of Hispanics while looking forward to the future. Hispanics represent one of the fastest growing segments of the U.S. population, with an annual growth rate that may exceed 2 percent up to the year 2030. (2:1) While the population of Hispanics into the next century is expected to increase steadily, the present rate of employment, particularly in the Federal workforce, does not statistically reflect the U.S. Hispanic population. (13:7) This paper will address the present demographics, the projected population for the next century, efforts to employ Hispanics in the Federal workplace, and barriers to improving workforce diversity.

Hispanic Heritage

The presence of Hispanics on this continent predates the founding of our Nation, and, as among the first to settle in the New World, Hispanics and their descendants have had a profound and lasting influence on American history, values, and culture. Since the arrival of the earliest Spanish settlers more than 400 years ago, millions of Hispanic men and women have come to the United States from Mexico, Puerto Rico, Cuba and other Caribbean regions, Central America, South America, and Spain, in search of peace, freedom, and a more prosperous future. They brought with them a deep commitment to family and community, a strong work ethic, and an unwavering belief in the American Dream.

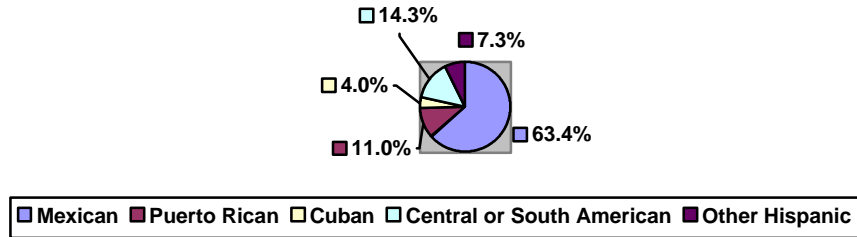
- President Clinton's Presidential Proclamation of National Hispanic Heritage Month, 1998

As President Clinton stated in his opening to last year's Presidential Proclamation, Hispanics in this country represent an integral segment of our society. Hispanic culture has become ingrained in American culture, while maintaining its own distinctiveness. Yet Hispanics are a diverse group. The term "Hispanic" refers to a common language—Spanish--and a common ancestral background--Spain--being the country from which the *conquistadores* came over 500 years ago. The Spaniards came to the "New World"--which, of course, was already populated with an indigenous people, and it is from this mixture of Spaniards and the Amerindians that many Hispanics of today can trace their roots. However, the Spaniards also colonized the Pacific islands of Guam and the Philippines. They intermixed with African slaves that were brought to the Americas, as well as with people who had migrated here from many different nations. Therefore, if we define Hispanics as people of Spanish-descent, racially, Hispanics can be White, Black, Native American and/or Asian/Pacific Islander--from *criollos* (direct descendants of the Spaniards) to *castas* (those of mixed ancestry). Hispanics in the United States have migrated from regions as diverse as South America, the Caribbean Islands, Spain, and many other countries. Today up to 63 percent of the U.S. Hispanic population stems

from Mexican-Americans, followed by Puerto Ricans at 11 percent, and Cubans at 4 percent. (12:44)

Hispanics by Origin: 1996

(source: U.S. Census Bureau)



The Department of Health, Education, and Welfare coined the term “Hispanic” during the early 1970’s as a means of categorizing different racial and ethnic groups. (5:64) It replaced more inadequate terms such as “Spanish,” “Spanish-speaking,” and “Spanish-surnamed.” Many have decried the use of the term “Hispanic” as over-emphasizing the influence of the European culture, Spain, and not taking into account influences from the indigenous populations. (11:21) The term “Latino/a” refers to the former Spanish colonies or Latin America, and is preferred by many, particularly writers and artists. For instance, Sandra Cisneros, author of *The House on Mango Street*, goes so far as to refer to the term “Hispanic” as a “repulsive slave name.” (9:3) Because Hispanics/Latinos share a common heritage yet stem from various nations, a common name is important for statistical purposes, while terms such as “Mexican-American” or “Puerto Rican” more adequately reflect the various cultural backgrounds. Raúl Quiñones-Rosado argues that the identity of “Latino/a” is preferred because it is an identity defined by Latinos rather than defined by a bureaucracy. Additionally he argues that it points to a commonality of former Spanish colonies:

The shared experience of colonialism is important, since it greatly impacts upon, and ultimately shapes, the collective psyche of those nations forced to deal with the invasion of, resistance to, rebellion against and liberation from incredibly powerful foreign aggressors. (11:22)

In 1968, Congress set aside a week in September as National Hispanic Heritage Week. Due to the diversity of Hispanics and the vast contributions they have made to the United States, Congress expanded the celebration to a month, from September 15 to October 15. Many government agencies, military organizations, private companies, schools, and communities celebrate Hispanic Heritage Month in a variety of ways. Common themes focus on the arts, food, and music of Latin-American cultures. Other celebrations highlight the accomplishments of individual Hispanics--role models for all people, regardless of age, race or ethnicity. The month-long observance is meant to enlighten and educate people on the richness of Hispanic culture, to highlight how diversity in the United States has enriched this country, and to promote understanding and tolerance of people from various cultural backgrounds. Though the observances are important to many, one wonders if anything is accomplished by such celebrations. Is the

intended audience other Hispanics or non-Hispanics? Are those who would most benefit from such explorations of various cultures reaping the benefits from these observances? Perhaps there are better ways to celebrate Hispanic Heritage Month-ways that celebrate the culture, but also highlight opportunities available to Hispanics and showcase the necessity of maintaining equal access to education, health-care, and jobs. Because Hispanics will soon represent the largest minority population in the United States, with nearly 25 percent of the U.S. population projected as being Hispanic by the middle of the next century, new ways to celebrate Hispanic Heritage Month will become necessary. (2:12) In the long run, while it's important to recognize individual cultures, the greater need is to value diversity and to promote equal opportunity for all Americans.

DEMOGRAPHICS

U.S. Population

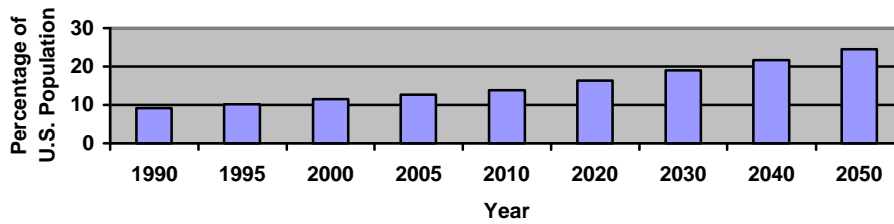
And if a stranger sojourn with thee in your land, ye shall not vex him. But the stranger that dwelleth with you shall be unto you as one born among you, and thou shalt love him as thyself, for ye were strangers in the land of Egypt..."

- Leviticus 19:33-34

According to the 1990 Census, Hispanics residing in the U.S. accounted for 9 percent of the total population, or 22.5 million people. This estimate included only the Hispanic population residing in the 50 States and the District of Columbia, thus including non-citizens while omitting areas outside the country where U.S. citizens reside, such as Puerto Rico. (2:12) Over the past 20 years, Hispanics' population growth has accounted for 35 percent of the total U.S. population growth and could increase to 44 percent through the year 2020. (4:40) Currently, about one out of six births in this country is of Hispanic origin, a ratio that is expected to increase to one out of three births by the middle of the next century. In addition to the record number of Hispanics being born in this country, Hispanic immigration accounts for just over 42 percent of the total yearly net immigration. With the combined effects of immigration and Hispanic births, it is projected that by the year 2050, Hispanics will comprise 24.5 percent of the U.S. population. During that same time period, the non-Hispanic, White population is expected to decline to just 53 percent of the total population. From 1995 to 2050 the change in the Hispanic population is expected to increase by 258 percent, with only Asian-Americans seeing a greater increase of their population (269%) during the same time period. It is possible that the Hispanic population will out-number African-Americans within the next 10 years, thus becoming the second largest racial/ethnic group. (2:2,13-17)

Hispanic Population: 1990-2050

(source: U.S. Census Bureau)

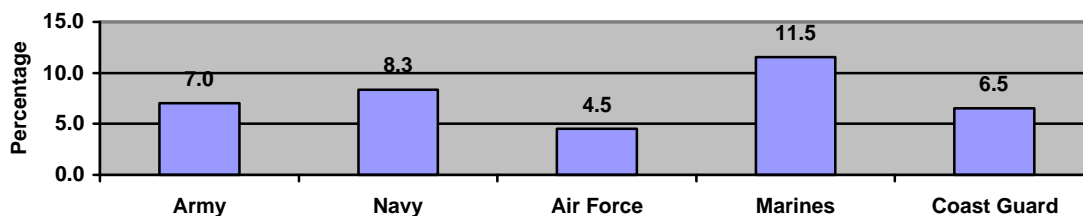


Military and the Department of Defense Workforce

In September of 1998, the Defense Equal Opportunity Management Institute (DEOMI) published the statistical distribution of active and reserve military forces and Department of Defense (DoD) civilian employees. Their report showed that Hispanics made up 7.2 percent of the active armed forces, 6.8 percent of the reserve forces, and 6.2 percent of the DoD civilian workforce. The Marine Corps had the highest percentage of Hispanics in the military (11.5%), while the Air Force had the lowest (4.5%). Females accounted for just over 13 percent of the Hispanics in the active forces, with 6.9 percent of women in the active forces and 5.8 percent in the reserve forces being Hispanic. Hispanics in the military were primarily enlisted, with just over 3 percent of both reserve and active force officers being of Hispanic-origin. Similarly, female Hispanics comprised just over 3 percent of all female officers. Hispanics were also poorly represented at the higher grades in the civilian DoD workforce, constituting 2.9 percent of the GS 13-15 workforce, 2.1 percent of the GM 13-15 workforce, and 1.3 percent of the Senior Executive Service (SES) workforce. (3:2-19)

Distribution of Hispanics in the Active Forces

(source: DEOMI, September 1998)



EMPLOYMENT

With Hispanic population on the increase, one would assume that their rates of employment would also show a similar increase. However, as of 1995, Hispanics comprised 10.2 percent of the private-sector labor force, while only accounting for 5.9 percent of the Federal work force, thus making them the only minority group to be underrepresented in the Federal work force. (13:7) The U.S. Merit Systems Protection Board (MSPB) completed a study in 1997 to ascertain why Hispanic participation in the Federal workforce lags behind the civilian labor force. The study pointed to several

problems that could hamper Hispanic employment, including some that are beyond agencies' control. For instance, MSPB found that there is a mismatch between where Hispanics live and where Federal jobs exist. While ten states contain 86 percent of the U.S. Hispanic population, those same states only account for 34 percent of the civilian Federal jobs. Professional and administrative jobs are increasing, and most of these jobs require an education beyond high school. In 1995, only 9.2 percent of Hispanics had a bachelor's degree or higher, compared to 24.2 percent of non-Hispanics. Additionally, most Federal jobs require U.S. citizenship (the U.S. Postal Service being the primary exception), while 34 percent of Hispanics in the civilian labor force are not citizens. (16:iv-v) Carmen Joge, a civil rights analyst for the National Council of La Raza, maintains that geographic differences and education deficiencies only partially explain why Hispanics lag in civil service employment. Joge points out that Asian Americans have a similar geographic mismatch with Federal jobs and African Americans have similar problems with education levels, yet both of those groups are better represented in the Federal workforce than in the civilian workforce. (13:7)

Of the factors affecting Hispanic underrepresentation that can be improved, MSPB found that 65 percent of White supervisors and managers surveyed did not feel that Hispanics were underrepresented at their work-sites. Similarly, only 35 percent of White managers (compared to 63% of Hispanic managers) felt that selecting officials should be held responsible for achieving a diverse workforce. Therefore, a better understanding of issues relating to workforce diversity is needed for supervisors and managers. Furthermore, MSPB stated that "there are still differences reported in the employment-related experiences of minority and nonminority Federal employees, and not all these differences can be explained by patterns of education, experience, and other merit-based factors." (16:iv)

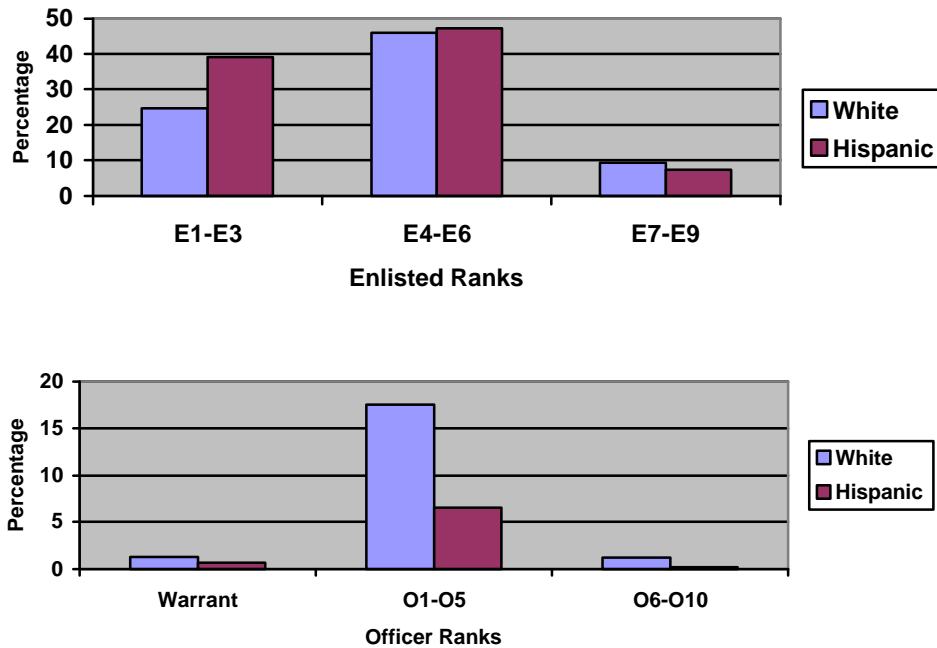
Between 1991-1996, Federal downsizing has resulted in a workforce reduction of 12.8 percent. During that same time, Hispanics have increased their representation from 5.4 percent to 6.0 percent of the Federal workforce. Even though downsizing has not yet had a visible effect on Hispanic representation, over time this could change. For instance, the planned closing of Kelly Air Force Base in San Antonio, Texas will have a large impact on Hispanics. The MSPB reports that: "This one installation employs 40 percent of all the Hispanics in the Department of the Air Force's permanent civilian workforce, and 6.4 percent of all the Hispanics in the entire Federal civil service." Gains will be needed elsewhere in order to offset such losses. However, increasing Hispanic representation at a time of Federal downsizing and reduced hiring could be difficult. (16:13-14)

Hispanics are also underrepresented in the military compared to the civilian labor force. In fact, the only military branch that has a percentage of Hispanics comparable to the civilian workforce is the Marine Corps. (3:2,6) The National Council of La Raza (NCLR) recently released a report showing that Hispanics in the military are "disproportionately concentrated at the lowest pay grades, with the fewest responsibilities and opportunities." (8:1) As of 1998, over one-third of Hispanics in the military were at the entry-level enlisted grades of E-1 through E-3, compared to Whites who had just

under one-quarter of their military population at those ranks. Similarly, only 7 percent of Hispanics in the military are officers compared to approximately 20 percent of Whites. (3:2) While the Navy and Marines have made some improvements recently and the higher percentage of entry-level Hispanics means increased representation in future years, Hispanic representation in the military will continue to lag as the U.S. Hispanic population increases in the years ahead. (8:2)

Ranks of Hispanics in the Active Forces

(source: DEOMI, September 1998)



Recruitment & Retention

One way to improve Hispanic representation in both the military and civilian workforce is by increased efforts in recruitment. In September of 1997, the Office of Personnel Management (OPM) launched their 9-point Hispanic Employment Initiative aimed at increasing Hispanic representation in the Federal workforce. These initiatives can be used by all Federal agencies as a guideline in their efforts to recruit and retain Hispanic employees:

- 1. Support and implement the White House Initiative on Educational Excellence for Hispanic Americans.** Recognizing that well-educated employees are needed for the Federal workforce and identifying the Hispanic-serving institutions which prepare students for Federal employment.
- 2. Provide employment information to students, faculty, and the Hispanic community.** Steps to meet this goal include sponsoring Federal Employment Information Computer kiosks at Hispanic-serving institutions. As of September 1997, OPM had placed these kiosks at five Hispanic Association of Colleges and

Universities (HACU) institutions, making updated Federal job vacancies available to those students.

3. Use the Presidential Management Intern (PMI) Program for recruiting, converting and advancing Hispanic college graduates. Increased awareness of Hispanic-serving institutions to the PMI Program, an internship for students seeking advanced degrees. (For more information on the PMI Program ref: <http://www.usajobs.opm.gov/b3.htm>)

4. Participate in the HACU National Internship Program. HACU administers a paid 10-week intern program through which participating agencies can hire students for summer internships.

5. Use the flexibilities of the Student Employment Program to bring Hispanic students into the federal shortage category occupations, as well as other occupations. Formerly known as the Cooperative Education, Stay-in-School, Federal Junior Fellowship, and Summer Aid Programs--OPM has combined these into a more flexible new program that can be used to attract Hispanic students from high school and higher education levels.

6. Develop mentoring programs to motivate young people to pursue higher education and Federal careers. Programs provide role models to students and assist in career development.

7. Promote participation of Hispanic employees in career development programs. OPM encourages agencies to include a representative number of Hispanics in programs that enhance employees' career opportunities.

8. Assess agency need for full-time, part-time, or collateral Hispanic Employment Program (HEP) Managers and assure that HEP managers are integral members of the agency's management team. Have agency executives and managers work closely with HEP managers to improve retention and recruitment.

9. Incorporate these activities into your agency's Federal Equal Opportunity Recruitment Program (FEORP) accomplishment report to OPM. The OPM provides Congress with an Annual Report on the FEORP, reporting the progress of agencies' efforts to employ Hispanics.

(source: <http://www.opm.gov/pressrel/html/9point.htm>)

Since OPM launched their Hispanic Employment Initiative, Hispanics in the Federal workforce have increased by 2000+ employees as of March 1999. Additionally, OPM constructed a 10-point plan to improve Hispanic representation within that agency. With their 10-point plan, OPM seeks to lead by example--serving as a model to other Federal agencies on how to recruit, promote, and retain Hispanics. Additionally, the

Director of OPM, Janice R. Lachance, has made a commitment to sponsor Federal Employment Information Computer kiosks at 20 percent of all Hispanic-serving institutions (currently there are 27 kiosks at HACU locations). (10:1-2)

In 1997, the General Accounting Office (GAO) surveyed several Federal agencies to uncover how they have been successful at recruiting, hiring, and retaining Hispanic employees. The GAO found that a visible commitment to diversity among senior managers was key to an agency's success. Additionally, several agencies have developed long-term relationships with Hispanic organizations in order to improve recruitment efforts. These relationships include recruiting at schools with large Hispanic populations, offering internships to Hispanic students, and participating in minority job fairs. Identifying Hispanic organizations, attending their conferences, and mailing out vacancy announcements to their groups also aid in recruitment efforts. (6:13)

Increased recruitment efforts in the military are also becoming a necessity, particularly now that the military is not routinely reaching recruiting goals. Army Secretary Louis Caldera reports that the Army's "traditional market, the non-college bound high school graduate, has disappeared." Caldera proposes that the Army concentrate recruitment efforts on two groups--the struggling college student, and the high school dropout who has a high aptitude and clean record. Both of these groups include many Hispanics, who often quit school to help support their families. The Army plans to increase its advertising in Spanish-speaking media and will also target several states with large Hispanic populations. (7:1-2) Not only are Hispanics a valuable market due to their increasing population, but many Hispanics show an aptitude to serve in the military. Hispanics have served their country with distinction, having the highest proportion of Medal of Honor recipients. Among the names listed on the Vietnam Memorial in Washington, DC, Hispanics constitute a remarkable 28 percent. So how is it that Hispanics are so under-represented in the military and particularly in the officer ranks? (15:5)

Barriers to Workforce Diversity

Among the barriers to Hispanics in the military is the lack of senior officers as role models. Hispanic youth may not see senior role models in the military, and this leads to a poor exposure of the military as a career option. Furthermore, they are unfamiliar with what the military has to offer in particular how they can pursue a college degree through an Reserve Officer Training Corps (ROTC) program or at various military institutions of higher learning. Additionally, mentoring programs could be effective in promoting the benefits of military service to Hispanic youth. For example, the Army has been successful with ROCKS, a program that mentors African-American youth. (15:5-6) The Navy has a similar group that focuses on Hispanics, the Association of Naval Services Officers (ANSO). The association serves as a role model to Hispanics and sponsors seminars around the country, promoting opportunities as an officer in the military. (18:13)

Former Assistant Secretary of Defense for Force Management, Frederick Pang, recognized the need for diversity in the military, stating, "If you have an enlisted corps that is very diverse and an officer corps that is 90 percent majority, you're going to have problems." (17:12) Pang reported that Hispanic representation increased during a time when the active-duty forces decreased in size. Between fiscal years 1987 and 1996, the military personnel strength decreased by 33 percent. During that same time, Hispanic representation in the military increased by 9 percent. In July of 1994, goals were established for the Navy and Marine Corps to increase their Hispanic representation to 12 percent by the year 2000. The Marine Corps has done a laudable job of recruiting Hispanics. During fiscal year 1996, just under 13 percent of all Marine recruits were Hispanic--a percentage that mirrors the Hispanic population of 18-year-olds in the United States. The Marine Corps' top equal opportunity officer, Lieutenant Colonel Tony Jackson, suggested that one reason Hispanics are attracted to the Marines is the sense of family--a reflection of Hispanics' own strong sense of family. As an additional effort to reach out to Hispanics, the Marines have been reporting stories in base newspapers that highlight the lives of 13 Hispanic Marine Corps Medal of Honor recipients. Marines are very proud of their traditions and heroism, a theme that hits home with Hispanics. (17:12-14)

Workforce diversity is on the increase, but affirmative steps to combat underrepresentation of Hispanics are needed. Targeting Hispanic organizations and schools with large Hispanic populations is just one means of increasing Hispanic representation. Ensuring that Hispanic employees have equal access to educational opportunities, on-the-job training, and promotions is also important. As more Hispanics become managers, supervisors, and officers they will be able to serve as role models to their communities and co-workers.

Affirmative Action

Affirmative action has not always been perfect, and affirmative action should not go on forever. It should be changed now to take care of those things that are wrong, and it should be retired when its job is done. I am resolved that that day will come. But the evidence suggests--indeed, screams--that that day has not yet come.

-President Clinton, 1995 (1:274)

Since the Civil Rights movement, progress in expanding equal opportunity to minorities and women has been made, but many inequities still exist. Hispanics, while making gains in employment and education, are still facing many barriers. They are still underpaid compared to their White counterparts and underrepresented, particularly in higher-wage jobs. For example, the average Hispanic woman with a college degree earns less than the average White male with a high school degree. Research groups have conducted audits to determine whether discrimination in hiring still occurs. These groups have sent White and minority candidates with the same qualifications to employment

agencies, finding that employers in various regions of the country are less likely to hire, and sometimes will not even interview, a minority or woman compared to a White male candidate. (14:35) It should not be surprising that prejudices and injustices still exist. It has been less than 50 years since minorities were not allowed to enter certain educational institutions, apply for certain jobs, and even use the same public facilities as Whites.

A level-playing field does not yet exist, and society is not yet “color-blind.” There still remains a need to ensure that all Americans have equal access to employment and education. Affirmative action came about as a means of obligating employers to provide equal opportunity in the workplace. Discrimination is illegal, but because it still exists and because historical discrimination still impacts us, affirmative steps are needed to further diversify arenas that are dominated by White males. As previously cited, Hispanics are significantly underrepresented in the Federal workplace and the military. Affirmative action can be used as a tool to further open doors to Hispanics.

Several myths exist about affirmative action. One of the main myths is that affirmative action means that unqualified minorities take jobs from those who are qualified. Because of this belief, many minorities are looked upon as not deserving the jobs and promotions that they receive. Yet, affirmative action has never meant that unqualified individuals should be selected for jobs solely on their race/ethnicity. Certainly it would be counter-productive to hire unqualified people, regardless of the reasons for doing so. Presumption of a person’s lack of competency based on race, gender, and/or ethnicity is a form of prejudice, and is part of the problem that affirmative action seeks to address.

Another myth is that affirmative action means “quotas” and “set-asides.” Rigid quotas are illegal; however, goals and timelines are not. For instance, the Navy has a goal of having a 12 percent Hispanic population by the year 2000. This percentage is a guideline and does not mean that non-Hispanics will be turned away so that the Navy can fill some “quota.” In the 1978 *Bakke* case, the Supreme Court ruled that the University of California Medical School at Davis could not set aside 16 out of 100 available spaces for qualified minorities. Because there was no proof of past discrimination, a rigid quota was determined to be illegal, yet the race/ethnicity of an applicant could be factored into admission standards in order to diversify the student body. (1:310)

Affirmative action has been under attack since its inception. However, recent events have placed this attack into the spotlight. Within the last few years, ballot measures in California (Proposition 209) and Washington (Initiative 200) have been passed which have eliminated the consideration of race, gender or ethnicity in state employment, education, and contracting. The backers of these ballot measures are sponsoring a similar measure in Florida and plan to do so in several other states. Overwhelmed by phrases such as “preferential treatment” and “reverse discrimination”, many Americans have lost sight of what affirmative action means and why it is still necessary. The issue has become a popular political tool, resulting in further divisions along racial lines. President Clinton, in response, has set up some standards by which to judge affirmative action plans, that they should be fair, effective, flexible, and transitional.

Someday the playing field will become level, and when that happens, affirmative action can be relegated to the history books. Until that day, Americans need to reaffirm their belief that “all people are created equal, and endowed with certain inalienable rights.” We need to acknowledge that society is not “color blind” and probably never will be. But discrimination can not be tolerated, and steps need to be taken to provide all Americans with a chance at attaining the American Dream.

CELEBRATING HISPANIC HERITAGE MONTH

This year’s Hispanic Heritage Month will be celebrated with Latino music, multi-cultural food, and stories of Hispanic achievements. People from many different backgrounds will come together under the umbrella of “Hispanic”--a group that is actually very diverse, with many different beliefs and experiences. Hopefully, people will walk away from such celebrations with a broader understanding of Hispanic culture and a knowledge of the diversity that Hispanics encompass. Hispanics serve as a reflection of America, and the “melting pot” of not only Latino cultures, but also European, Asian, and African cultures. During this month, it is important to remember that we are all Americans, each with distinct thoughts, customs, and ideals. It is this country’s diversity that makes us unique from other countries. It is our greatest strength, but can also serve as a weakness when used as a divisive tool.

It is certainly important to pay tribute to Hispanic heritage and recognize the contributions that Hispanics have made to this country. Yet, this month might also serve as a good time to look around and recognize that equal opportunity has not yet been achieved by all. Perhaps part of celebrating Hispanic Heritage Month could include finding concrete ways of improving Hispanic representation in the workplace. A few suggestions on different ways to celebrate this month:

- provide employees with information on educational and work opportunities
- look at ways of improving recruitment plans
- contact Hispanic organizations and develop a mailing list to keep them informed of job vacancies
- establish relationships with schools that have large Hispanic populations
- establish mentoring programs
- set up goals for Hispanic employment and have senior management representatives meet with Hispanic Employment Program Managers to devise means of attaining these goals.

SUMMARY

While the U.S. Hispanic population is increasing, diversification of the Federal workplace is not keeping pace. Affirmative programs to recruit, hire and retain Hispanics have made improvements, but much remains to be done. This is an interesting time in our country, with minorities and women making gains, against a backdrop of growing anti-affirmative action sentiments and politics that capitalize on racial divisiveness. Now is not the time to turn away from programs that have helped create a more diverse workplace, instead we need to reaffirm our belief in equal opportunity for all people. Looking ahead to the next century, it is nice to envision a time when all Americans can celebrate their culture while valuing their distinctiveness, and a time when all of us are given a fair chance at “life, liberty and the pursuit of happiness.”

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APPENDIX A

Selected Hispanic Websites

There are many websites that provide information about Hispanic culture and history as well as current events affecting Hispanics, education and employment issues, and much more. All of these websites have links to other informative sites, therefore they merely serve as a starting point on your exploration of the Web. Many of the topic explanations were obtained from the described sites.

WEB ADDRESS

TOPIC

<http://www.lulac.org>

The League of United Latin American Citizens have a goal of advancing the education, employment, health and civil rights of Hispanics in the U.S.

<http://users.erols.com/anso/>

The homepage of the Association of Naval Services Officers whose aim is to promote recognition and advancement of Hispanic officers in the naval services.

<http://www.hacu.net>

The Hispanic Association of Colleges and Universities seek to improve the post-secondary education of Hispanics, as well as serving as a resource to businesses and government agencies. On their website you'll find information about their intern program, as well as a listing of affiliated universities and colleges.

<http://www.trpi.org>

The Thomas Rivera Policy Institute is described as the "premier Latino think tank" and conducts research on issues relevant to the U.S. Hispanic population.

<http://www.hacr.org>

The homepage of the Hispanic Association on Corporate Responsibility (HACR) publishes reports on issues relating to Hispanics in corporate America.

<http://www.hisp.com>

Online access to *Hispanic* magazine, employment resources, and a variety of information about Hispanics.

<http://www.hispanic.org>

A good reference site with information on family, finances and political representation, as well as many links to Hispanic-related websites.

<http://www.latinolink.com>

This webpage offers information about Latino news, culture, lifestyles, business and more.

<http://www.mercado.com>

An online Hispanic marketplace with a variety of cultural information.

<http://www.coloquio.com>

This site offers links to various Hispanic countries as well as providing information on Hispanic culture, and more.

<http://www.saludos.com>

Saludos Hispanos magazine supports this site which offers information aimed at promoting career and educational opportunities for Hispanics.

<http://lcweb.loc.gov/rr/hispanic>

The Hispanic reading room at the Library of Congress houses a vast amount of information on Hispanic history and culture. On their webpage you can find information on Hispanics in Congress, accounts of the Spanish-American War, lists of reference books for genealogical research, and much more.

<http://www.mundonet.com>

This site serves as a means of promoting Hispanic businesses on the web.

<http://www-library.stanford.edu/depts/ssrg/adams/shortcu/chic.html>

Many of Stanford University's collections on Hispanic Americans including their culture, art, history, and more are listed on this site.