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The Education Pathway Through Social and Economic Integration of Highly Educated Immigrants: The Case of Colombians in the United States of America

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THE EDUCATION PATHWAY THROUGH SOCIAL
AND ECONOMIC INTEGRATION OF HIGHLY EDUCATED IMMIGRANTS:
THE CASE OF COLOMBIANS IN THE UNITED STATES

by

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ABSTRACT

Developed countries have promoted immigration of educated people as a strategy to satisfy the demand for educated labor. Highly educated immigrants' poor language skills, absence of cultural networks, and lack of credentials and recognized professional experience gained in the country of origin are barriers to their social and economic integration (Ferrer & Riddell, 2008; Mattoo, Neagu, & Özden, 2008; Miranda & Umhoefer, 1998; Zikic, Bonache, & Cerdin, 2010). The purpose of this study was to explore how college experiences in an American college or university facilitate or hinder the transfer and gain of different forms of capital among highly educated Colombia immigrants. All of the participants in this study completed at least a bachelor's degree before moving to the United States and came to this country under any visa category except that of student. Two in-depth interviews were conducted with six Colombian immigrants living in the state of Florida. The results of the study revealed five common themes shared by the participants: (1) exposure and exchange of different forms of thinking and cultural expressions; (2) performing in ways that meet requirements of American institutions; (3) achieving credentials recognized by professionals in the United States' job market and social structure; (4) capacity to assess their own abilities and take control of their future; and (5) connections that provide social, emotional, and intellectual support as well as information.

"Es duro, cruel y agobiante

el devenir de la vida

para ese pobre inmigrante

que, en su tímido talante,

sufre al verla perdida.

La duda le hace sufrir

porque en su corto horizonte

no ve por donde ha de ir

que pueda sobrevivir

y su futuro lo afronte."

Rodolfo Sierra Mañueco (España)

ACKNOWLEDGMENTS

I think a dissertation is the product of the hard work of not only one person. In my case, the final product of this study is not only the result of my effort, but also the perseverance of my dissertation chair Dr. Rosa Cintrón, the commitment of my dissertation committee, and the support of my husband. My husband was always behind me, supporting me when things were difficult and carrying me in the moments when I gave up.

I also would like to acknowledge the important role of my family in this journey, the one that is far away, the one that is here with me, and the one that will come. My parents raised me to think that education is the most powerful weapon to change your world. I believe in it.

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ACRONYMS

COD: Country of destination.

COO: Country of origin

HEI(s): Highly educated immigrant(s)

HEIW: Highly educated immigrant women

VIGNETTE

"Your education is the only heritage that I can leave for you." These are the words that Adriana's mother always said when she was in school, and she lived by these words for more than 16 years. Her family was not wealthy, but neither were they considered poor. She graduated from high school at 16 years old, and never doubted attending college because the message was always there, "You have to go to college if you want to have a decent job." Over ten years, Adriana worked hard in, and after, college to build a strong professional career in higher education, but she felt lonely. At 32 years old, she was single, and feeling the institutional pressure to pursue a doctoral degree outside of Colombia.

Adriana never thought about leaving her country, even in the worst moments of the drug war during the 1990's when most of her college friends migrated to other places. However, in the summer of 2006, things changed during one trip to the United States to present a paper at a conference. There she met Robert, an American technology sale professional; she decided that success without love was not worth the sacrifice. She moved to the United States in 2007, leaving behind her family, her dreams, and her successful career. What could go wrong? She had her husband, her degrees in psychology and business, her extensive professional experience, and her willingness to learn the ways of American culture.

But things did not go easily for Adriana. She struggled with the English language. Her accent and the lack of confidence in her English skills made her look insecure and lacking in assertiveness. The US labor market did not welcome her Colombian academic and professional credentials. She has not been able to find a job in any higher education institution, and her husband did not have a network in this field that would help her. She felt lonely because she did not have many friends. Her few acquaintances did not share her same interests. In one moment of despair, she reached out to her former supervisor, and he said "go to college again, Adriana. What is the worst thing that could happen?"

Adriana has been thinking about what would happen if she goes back to college, and would it be worth the financial, personal, and effort required? Does she need to pursue a new career or enroll in a degree program where she has her previous degree? Are her English skills good enough to study in another language? Will people there accept her and help her? What kind of people will she find in an American college or university?

CHAPTER 1
THE PROBLEM AND ITS CLARIFYING COMPONENTS

"That's what makes [America] unique-not how rich it is, they say there are so many opportunities, but the most important opportunity is the opportunity to reinvent yourself." Mikel Murga (Amrhein, Lindquist, Yale-Loehr, & Danielson, 2011, p. 111)

Background of the Study

With the goal of eliminating political and commercial barriers between nations, the General Agreement on Tariffs and Trade (GATT) of 1993 between the United States and the European countries created a new global economic system (Crafts, 2004). In this new global structure, production of goods that do not require skilled or highly educated labor were moved to countries with less expensive labor markets, frequently located in less developed countries. Meanwhile, the management and development of new products, services, technology and information that demand highly qualified labor were still located in developed countries (Gençler, 2012; Solimano, 2008). The economies of developed nations, then, experienced a massive shift from an economic system based on production to a system based on the knowledge that required a highly educated labor force to compete in a globalized market. Highly educated labor can be defined as employees with at least a bachelor's degree who are able to produce new ideas, innovate at faster rates than the competition, take advantage of technological advances, and analyze complex information (Solimano, 2008). However, in the United States,

educational attainment rates of the native-born population are generally inadequate to

satisfy the demands of labor markets hungry for highly educated workers, especially in

industries such as engineering, health care, education, and information technology

(National Science Board, 2012). According to the Organization for Economic Co-

operation and Development (2012) in 2010, 19.6% of the native-born workforce aged 25

years or older had earned a bachelor's degree, and 10.5% had earned a master's or

doctoral degree. Despite the important role that graduate education plays in the economic

and social development of America's society, only one-quarter of the students who

received a bachelor's degree went on to earn a master's, doctoral, or professional degree

within 10 years after completing their undergraduate program. Enrollment in graduate

programs represents only 3% of the student body enrollment at all levels of education

(Wendler et al. 2010).

<div align="center">Statement of the Problem</div>

This gap, between educational attainment and economic demand, has been

difficult to close, and it has emerged as a major concern among governments, employers,

and scholars due to the possible impact on the United States' economic global leadership

(Camarota, 2012; Iredale, 2001; Keeley, 2009). One of the strategies to meet the

demands for educated labor, governments and employers have been able to attract foreign

human capital through immigration policies. In the case of the United States, these

policies have favored highly educated labor through employment, investment, and talent-

based as well as educational visas. However, not all educated immigrants come into the

country through policies designed to recruit highly educated labor. Highly educated immigrants (HEIs) also come into the United States using other types of visas, including family reunion, humanitarian (refugee, political asylum), and lottery (Solimano, 2008).

The lack of statistics about the number of HEIs entering the United States under family reunion, humanitarian, and lottery visas make the characterization of this group of immigrants difficult. Therefore, most of the information used to understand their economic and social performance is based on the data of foreign-born residents. There are only a few exceptions where information about specific groups of immigrants makes possible the study of their economic performance in specific industries, as in the case of Indian immigrants in engineering fields.

The mobility of human capital and the consequences for the countries losing its population with bachelors' degrees or higher (HEIs), as well as for the countries receiving them, has been the focus of study of many scholars, and has garnered the interest of several multilateral organizations. Scholars in the field have shown that countries losing their educated populations experience negative impacts because they cannot develop economically because the talent is simply not available. The loss of this talent is known as "brain drain." For the countries receiving this influx of HEIs, the increase in immigration may mean a decrease in the number of native citizens who pursue advanced education, increased demand for education, and depression of wages for native citizens (Regets, 2001). There are also social structures that make the use of the HEI's human capital in a foreign country difficult. When HEIs are not capable of

receiving the expected return on their investment in education, that phenomenon is called brain waste.

Positive consequences of the migration of highly educated individuals have been identified, such as the creation of networks of knowledge to help with social, economic, and political issues. In addition, after they return to their countries of origin, HEIs establish networks that encourage collaboration among research institutions and the flow of financial resources or "remittances" across borders (Regets, 2001). When sending and receiving countries can use the HEI's human capital acquired before and after the migration process, a brain gain happens. However, this brain gain is difficult to achieve. The difficulties experienced by immigrants striving to achieve economic integration (the ability to achieve economic parity with a native born population with similar characteristics) have been highlighted in several studies. One of the barriers to economic integration consists of holding college and university degrees from institutions outside of the US. Several studies have explored the differences in income between HEIs and native-born citizens with similar educational backgrounds as well as the difficulty HEIs experience in successfully competing for jobs that fit their credentials acquired outside of the US (Batalova, Fix, & Creticos, 2008; Docquier, Rapoport, & Salomone, 2006; Faist, Fauser, & Kivisto; 2011;Özden, 2006).

The few studies focusing specifically on the economic integration of HEIs, especially in Canada, show that the labor market penalizes HEIs because of the lack of educational credentials and professional experience in the country of destination (COD). Highly educated immigrants' poor language skills, difficulty in adapting to the COD's

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culture, and lack of cultural networks are also barriers to integration into the labor market (Al-Haj, 2002; Aydemir & Skuterud, 2005; Bauder, 2003; Ferrer & Riddell, 2008; Liversage, 2009; Reitz & Brenton, 1994; Salaff & Greve, 2001). However, some studies on HEIs show that this group of immigrants could achieve similar incomes, and in some cases surpass, the economic performance of the native-born population with similar credentials after ten years of living in the COD (Kaushal, 2011; Tong, 2010).

The literature explaining how HEIs achieve economic integration is not extensive. The results of the few studies explaining the experiences of HEIs show that they take one of four paths. The first one takes them back to their country of origin (COO). Second, they stay in jobs for which they are overqualified. Third, they take entry-level jobs as a pathway to a better position within the company or in the industry. Finally, some of them choose to go back to school to change careers, by way of acquiring new credentials, skills, and knowledge. This last option is known as the re-education pathway (Akresh, 2007; Kaushal, 2011; Liversage, 2009; Tong, 2010; Yakushko, Backhaus, Watson, Ngaruiya, & Gonzalez, 2008; Zeng & Xie, 2004; Zikic et al., 2010). However, there is a gap in the literature explaining how the college experiences of those HEIs choosing the re-education pathway have affected their social and economic integration.

Therefore, this study explored how college experiences in an American college or university facilitate or hinder the transfer and gain of different forms of capital among highly educated Latin American immigrants.

Significance of the Study

Highly educated immigrants' experiences in the United States are difficult to study because this very specific group of people is frequently hidden in the literature about foreign-born populations. The experiences of HEIs are concealed among studies of immigrants according to the region of origin such as Latin America, or for groups with special migratory status such as professionals with working visas or international students who stay in the country after graduation.

Understanding how HEIs' college experiences impact their social and economic integration is essential to helping institutions of higher education understand, and ultimately how to serve, this specific population. In addition, the application of this knowledge in institutions of higher learning may help second and third generations of immigrants and contribute to understand the role of higher education institutions in the international mobility of human capital, especially among minority ethnic groups.

This study has several purposes that are closely linked together. First, this study may help higher education institutions understand the challenges that HEIs face in accessing higher education; in addition to challenges, HEIs face in changing careers as a means of social and economic integration. This study may also help to identify which college experiences (programs, services, and extracurricular activities) are meaningful in helping this group of immigrants transfer their human and cultural capital to their new country. Furthermore, knowing the educational needs of this specific group may help higher education institutions better meet the needs of these immigrants with recruitment

strategies, advising services, academic and career services, engagement opportunities, and retention strategies (Gray, Rolph, & Melamid, 1996).

In the case of Latin Americans and Hispanics, the literature shows the importance of parents' educational level in the degree attainment of children and college students (Cabrera, Nora, & Asker, 2000). The socio-economic mobility of these immigrants would help their children to access better resources to be successful in college, especially in terms of degree attainment. Additionally, the experience of earning a college degree in the COD provides HEIs with the necessary information and experience to help their children make better educational decisions and successfully navigate the higher education system.

Conceptual Schema

The international mobility of highly educated immigrants has been a focus of interest of economists, sociologists, and psychologists trying to explain how this phenomenon has impacted the social and economic structures of sending and receiving countries. Three theoretical frameworks have been used to explain the international mobility and integration of HEIs in their host countries: the theories of human, cultural, and the social capital. Although each of the theories of capital explain some of the experiences faced by HEIs in adapting to and integrating into the social and economic structures of their new countries, none of them individually have been able to explain the effects that further education in the COD has on the social and economic integration of these groups of immigrants.

Therefore, this study used an original theoretical framework based on three theories: first, Bourdieu and Passeron's (1977) theory of education and social reproduction explains how the re-education pathway in the HC facilitates the acquisition of cultural and social capital required for social and economic integration; second, Becker's (1964) human capital theory explains the effects of the accumulation of education, skills, and credentials immigrants' earnings; and third, Lin's (2001) construct of social capital explains the effects that the size and composition of tides of social networks affects access to resources necessary for social and economic advancement (Figure 1).

<div align="center">Social Reproduction and Cultural Capital</div>

Bourdieu (1986), in his work "Forms of Capital," explains how the economic dynamic in society is the result of the forces of economic, cultural, and social capital. According to Bourdieu, these forces are embedded in the social structure and can be transformed into economic resources; and these resources also tend to be static. However, some of these forms of capital can be expanded by some means and converted under certain conditions into money.

Education and Social Reproduction Cultural capital (Bourdieu & Passeron, 1997)	Human capital (Becker, 1964)	Social Capital (Lin, 2001)
• The acquisition of the dominant culture and its values (legitimized knowledge) is called cultural capital (p.16) • The arbitrary imposition of the dominant culture and symbols as the universal culture ruling society • Imposition occurred through pedagogic action delivery through pedagogic authorities such as family, informal groups, and through formal education • In formal education the misrecognized dominant culture is transmitted as well as knowledge. Students who can carry such reproduction are rewarded. Such rewarding system allows the internalization of the misrecognized culture producing habitus. • Students capable to maintain the habitus are accepted in the labor market as a way to reward the exteriorization of the symbolic action in which the dominant culture is misrecognized as the universal culture. • Educational credentials are symbol of merit where merit is defined not only by the acquisition of more complex knowledge and skills, but also the interiorizing of the dominant culture values, symbols, and practices (Bills, 2004)	• Human capital is developed through of formal education. • Human capital has positive relationship with income. • Human Capital positive relationship with economic development. • Credentials rewards to those who exhibit merit through education (Bills, 2004).	• People create and participate in social networks with the goal to produce profits. • Information and goods are exchanged in the social interaction process. • Such resources have to be available through other members in the network who are willing to share them. • Social networks represent influence, provide social credentials, and reinforce identity and recognition. • Social capita: 1. The extension, 2. The strength, 3. The resources • Homophilous (similar people, tie ties) and heterophilous (different people, weak ties) relationships. • Heterophilous relationships expand the network, create weak ties and demand more effort, and provide access to more resources. • Resources can be ascribe (born with, inherited, parent resources) or acquired (education, prestige, authoritative jobs). • A bridge is formed with two people in a heterophilous tie that allow them access to the resources of their own homophilous networks.
Dominant culture Educational Credentials	Income Educational Degree	Social Networks Social Credentials

Figure 1. Conceptual schema.

Bourdieu (1986) notes that cultural capital can be observed in three stages: the embodied state or the "long-lasting disposition of the mind" (p. 243); the objective state or cultural goods state; and the institutionalized state or, in the case of this study, the academic qualifications state. Bourdieu asserts that any intent to measure investment in the acquisition of cultural capital needs to account for the time investment that families have made in transmitting skills such as language, values, and principles and not just the direct investments in formal education or in skills education, as was suggested by Becker (1964) in his theory of human capital. The institutional state of cultural capital in the form of academic qualifications provides proof of cultural competence. Therefore, these qualifications help employers make decisions under uncertain situations (Bills, 2004).

Bourdieu and Passeron's (1977) theory of reproduction explains how the ascribed resources (resources obtained through heritage or family connections) will transmit cultural capital through education. Academic titles or credentials legitimize a social position using the concept of merit as a means of social mobility but ignoring the social structures of exclusion. Therefore, individuals who acquire professional credentials through education are recognized as a part of a dominant culture and hold higher positions in the social structure. This legitimatization comes through pedagogic action that entails more than formal education and is defined as the arbitrary imposition of a dominant culture as the culture of the entire society. The imposition of a dominant culture is done by an arbitrary power. This pedagogic action can take place in different contexts, such as family, social groups, and most importantly, in formal education. The education system uses pedagogic authorities such as faculty and staff who recognize and

accept the values and symbols of the dominant culture as universal. They reinforce the acquisition of this knowledge through the rewarding of students who exhibit behaviors that conform to the dominant culture. According to Bourdieu and Passeron, the result of training through pedagogical action in the dominant culture is the habitus. Social reproduction does not stop at the educational system; social reproduction carries over into the labor market when individuals exhibit the values of the dominant culture and share its symbolism as a means to obtain the jobs and income shared by those who are part of the dominant class.

Human Capital Theory

Human capital affects economic integration because it represents the advantages and disadvantages related to immigrants' skills and educational attainment as compared to the native born population (Borjas, 1989; Chiswick, 2005). Human capital is understood as the set of skills and knowledge that a person has to solve a problem (Ostrom, 1995). According to Becker (1964), "education and training are the most important forms of human capital" (p. 17). In his study, Becker demonstrated that education and training have significant impacts on a person's income, even after accounting for variations in individuals' abilities and family background.

The human capital theory states that the accumulation of knowledge, skills, and problem-solving abilities acquired through schooling and training increase productivity. However, according to Becker (1964), critics of the human capital perspective suggest that increases in productivity are not necessarily the result of schooling, but individuals'

"underlying abilities, persistence, and traits" (p. 19). Therefore, the emphasis on schooling to increase productivity only creates a credentialist system.

In his analysis of the relationship between economic development and human capital, Becker (1964) explains that the continuing economic growth of countries such the United States, Japan, and many European countries during most of the twentieth century was due to the expansion of scientific and technical knowledge. As a consequence of the use of scientific knowledge on the systems of production, the productivity of labor was increased. Farmers, for example, have implemented new technologies faster than ever before, and manufacturing has experienced similar increases in overall productivity. Therefore, an increase in demand for advanced education, technical and on-the-job training was experienced during that period of time. As a conclusion of his study, Becker (1964) found that the "distribution on earnings is positively skewed among professionals and other skilled workers" (p. 30). According to Lin (2001), Becker's work suggests that "since educational attainment is seen as a major indicator of investment in skills and knowledge, this becomes an individual's major asset in the labor market" (pp. 13-14).

<center>Social Capital Theory</center>

Lin (2001) defines social capital as "the resources embedded in social networks accessed and used by an actor for action" (p. 25). Lin's social capital theory states that people are motivated to expand their social relationships when the return of the effort invested in such action increases access to resources, or "valued goods in a society" (p.

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51) to obtain better outcomes, and, in the case of this study, social and economic outcomes. These resources can be ascribed or acquired. Ascribed resources are those resources that are associated with the individual, including race, gender, or parental resources. Acquired resources, on the other hand, can be attained or accumulated by the individual during his/her lifetime and include resources such as education, job opportunities, and professional experience. Social capital is seen as an accumulation of these resources that result in an economic return in the marketplace.

Social capital can take many forms. For Lin (2001), a social network is a form of social capital. This kind of network provides individuals with information that would not be available for them otherwise; the type of relationships among its members characterizes social networks. Lin identifies two types of relationships: homophilous and heterophilous. Homophilous relationships take place among people who share similar backgrounds, interest, preferences, and lifestyles. These kinds of relationships occur among people who share similar or slightly dissimilar social positions. Establishing this type of relationship does not require much effort by the individual. Homophilous relationships are based on expressive actions that look to reciprocate and protect similar resources shared by members of the network. According to Lin, expressive actions' success is affected by the strength of the ties among the members of the homophilous network and the positive effects of social capital.

Establishing heterophilous relationships, on the other hand, requires much more effort because the interested partners need to assess the resources, interest, and willingness of the individuals involved in building this kind of network. The individuals

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involved in this kind of relationship are often part of different social structures, hold better positions in society, and have access to better resources. Heterophilous relationships are based on instrumental actions that look to access larger and more diverse resources. Access to this resources are provided by individuals who posses better information, authority, power, and influence in the decision making process. According to Lin (2001), individuals require a "greater degree of agency to overcome the normative homophilous pattern of interaction" (p. 51) because it requires individuals to look actively for those with different characteristics and lifestyles in order to have access to more and better resources. According with Lin, instrumental action is affected by the weakness of the ties between heterophilous members of the network. The weaker the ties, the more successful the instrumental action is using social capital.

In addition, individuals have to connect their social circles. Weak ties characterize these connections, called "bridges." Bridges allow individuals to have indirect and direct access to wider resources. However, the closer individuals are to a bridge, the better the social capital he/she can access (Lin, 2001). Social networks can also back-up the individual's social and cultural capital and facilitate his or her acceptance into heterophilous networks. Finally, social networks reassure the individual's sense of well-being as a result of belonging to a social group that shares similar interests and resources.

In Lin's (2001) model, the investment that individuals put into expanding their social networks is returned in the form of access to resources that an individual cannot access in any other way and in the form of recognition as a member of a specific group. The capacity of the network to access these kinds of resources is determined by the size

of the network, the strength of the relationship between the individual and the members of the network, and the resources at the disposal of the members of the network.

<u>The Education Pathway for Social and Economic Integration
of Highly Educated Immigrants (HEIs): A New Conceptualization</u>

While living in their countries of origin, HEIs cultivated different forms of capital before making the decision to migrate. The investment in human capital through higher education includes not only the cost of tuition, but also the time invested in the attainment of the degree, the cost of living, and the cost of books and other materials. In addition, the human capital acquired in the COO includes the skills and knowledge acquired through job training, acquisition of a foreign language, and other training outside of formal education. Figure 2 is a model developed for this study explaining the education pathway used for HEIs to transfer and gain capital.

As a part of social structure, the HEI has accumulated ascribed and attained cultural capital that satisfies the values and symbols of the dominant culture of the COO. In addition to the ascribed cultural capital obtained through social position and family background, the individual also holds cultural capital related to the economic and social background of the country compared with other countries around the world. This ascribed cultural capital, associated with the COO, is driven by the income gap, the language, the geographical position in relation to the country to migrate, cultural differences between the COO and developed countries, and the prestige of its educational system. Educational credentials are part of the attained cultural capital accumulated by

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the individual. The expected return of the investment in cultural capital is mediated by

the social structure of the country of origin and the role of the education system as a

mechanism to reproduce the social structures and the value of the credentials as a symbol

of habitus acquisition.

The social capital accumulated by the individual in the COO, through expressive

actions and instrumental actions, allows the individual to access information, to benefit

from influence and social credentials, and to experience the reinforcement of identity and

recognition. At the same time, the social capital accumulated includes social networks

inside and outside of the COD. Such social networks can be homophilous or

heterophilous and can provide access to resources both inside and outside of the COO.
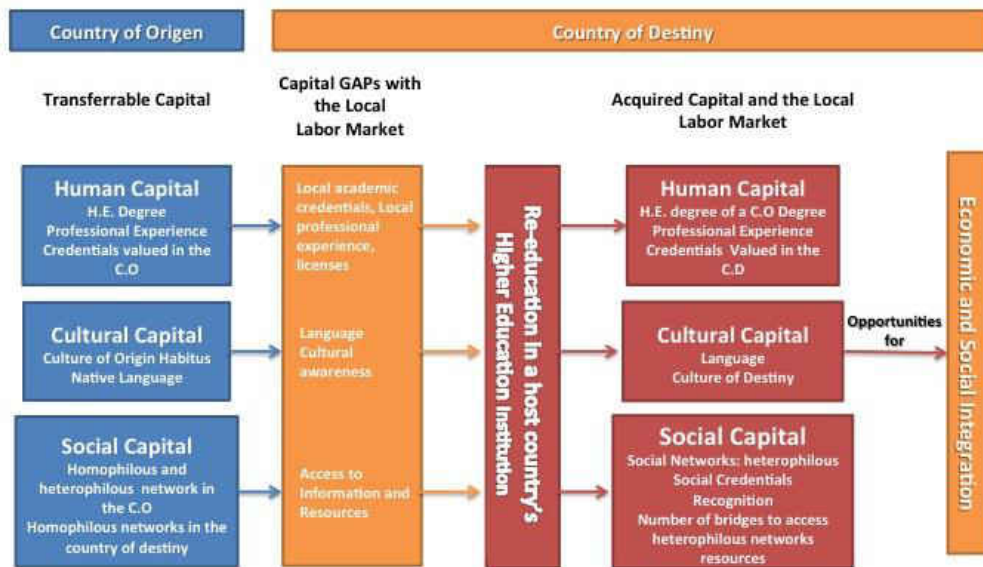
Figure 2. Education pathway to transfer and gain capital: A new conceptualization.
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The capital accumulated by individuals in their COOs correlates to the needs, social and economic conditions, and symbolism of that specific country. The return on the investment in different forms of capital is driven by the social and economic conditions of the social fields. Levitt and Schiller (2004) define social field as "a set of multiple interlocking networks of social relationships through which ideas, practices, and resources are unequally exchanged, organized, and transformed" (p. 1009). When such an environment presents a negative outlook for a solid return on the individuals' investment in human capital, there is a higher probability that highly educated individuals will migrate to countries with better opportunities.

When individuals who have attained a minimum of a bachelor's degree in their COOs make the decision to migrate, looking for a better return on their investment in human capital, they bring with them the accumulated human, cultural, and social capital to the COD. However, the perceived value of such capital is mediated by the symbolism of the dominant class in the COD and the social field where the social exchange is expected to take place (labor market, school system, social encounters, etc.). If the human and cultural capital, accumulated by the HEIs in their CODs, do not meet the needs of the labor market and the symbolism of the dominant culture in the country, the HEIs will not obtain the expected return on investment and therefore economic integration will be difficult. If HEIs do not expand their social capital to develop heterophilous relationships within the COD, social integration will be difficult. Highly educated immigrants have to find a mechanism to transfer the accumulated capital

(human, cultural, and social) to the COD in order to be recognized and be in tune with the symbolism of the COD's dominant culture. The education system in the COD is the best social field to provide the resources required to transfer such capital and provide the social credentials required by the dominant culture. In addition, those credentials will facilitate the acceptance of the HEIs' foreign accumulated capital. Therefore, in pursuing further education in the COD, HEIs obtain the educational credentials, professional experience, language skills, and acknowledge the social and cultural practices that are recognized and required in the COD.

In addition, the opportunity to socialize with different actors in the educational environment will help HEIs to expand their heterophilous relationships with the goal of building bridges to access better resources and gain social recognition. Through further education in the COD, HEIs will find better opportunities to be socially and economically integrated into the social structure of the COD and find the expected return of the investment in human capital.

Research Questions

1. How do highly educated Latin American immigrants gather and transfer different forms of capital while attending an American college or university?

2. How do highly educated Latin American immigrants use their gained capital to integrate themselves socially and economically into American society?

<u>Positionality</u>

As a person who made the decision to migrate to the United States under a family reunion immigration visa, the process to become part of the mainstream American social and economic system has been a challenge. The challenges have been more complicated and emotionally demanding when one considers my life before coming to the United States. I hold a bachelor's degree in psychology and a master's degree in business administration from two well-recognized higher education institutions in Colombia, my home country. Before moving, I had twelve years of experience working for a private liberal arts college. I was an associate professor and the director of an academic department, and enjoyed full time employment prior to graduating with my bachelor's degree. I also was recognized nationally for my contribution in the field of entrepreneurship. Although I did not come from a wealthy family, my education has allowed me to have a competitive income and privileged social status.

After emigrating to the US, I realized that the task of finding a similar position to the one I held back in Colombia would require a great deal of effort to become competitive for good jobs in my field. The first of these requirements was a degree from an accredited higher education institution here in the US. My degrees were conferred by accredited institutions of higher education in Colombia, not in the United States. The second requirement was professional experience in the field. I had accumulated twelve years of experience in higher education. In Colombia, my knowledge of the field of entrepreneurship was very specific, and I did not have experience in both starting a new business in the US nor knowledge about the American college student population. The

third requirement was good verbal and written skills. I have very good verbal and written skills in Spanish. I did not have the English language requirements for the positions for which I was applying. Finally, I did not have people to help me navigate the higher education labor market.

Being immersed in the higher education system did help me realize that the only way to move forward in my professional career was continuing my education and mastering the English language. So, after I completed an English language program, I spoke with a college advisor who suggested that I enroll in a college, so I researched college requirements for master and doctoral programs and talked with the graduate admissions representative at a local public higher education institution. I enrolled in a certificate program and everything changed. I was able to improve my verbal and written English skills, I had the opportunity to talk with faculty members who recommended an educational path to follow, and I had the opportunity to do internships to gain local experience. I was able to understand the degree evaluation process and transfer my degrees to the American higher education system, and finally I was accepted in a doctoral program. Therefore, my interest in this study was to understand if my experience was something unique because of my background, or if the path that I have followed is something experienced by other immigrants with whom I share some characteristics.

Definition of Terms

Migration: Movement of persons from one country or locality to another (Princeton dictionary).

Immigrant: Person who comes to a country where they were not born in order to settle there (Princeton dictionary).

Highly Skilled, Educated Immigrants: Adult permanent immigrants 25 years of age or older who have at least a bachelor's degree obtained in a country different than the country of residence (Batalova et al., 2008).

Social Integration: The size of an individual's heterogeneous social network and the number of weak ties present in the network.

Economic Integration: Ability to achieve economic parity with native-born population with similar characteristics (Bueker, 2006; Faist, 2000).

Foreign Born: The foreign-born population includes anyone who was not a U.S. citizen at birth, including those who have become U.S. citizens through naturalization (United States Census Bureau, 2010). In this study the terms foreign born and immigrant are used in the same context.

Native born: The term includes anyone born in the United States, Puerto Rico, or a U.S. Island Area, or those born abroad of at least one U.S. citizen parent (United States Census Bureau, 2010).

Re-education: The decision of an HEI to pursue a college degree in the country of destination in addition to the one that was completed in the country of origin.

Temporary Immigrant: A person who looks for temporary entry to the United States for specific purposes.

Permanent Immigrant: An alien admitted to the United States as a lawful permanent resident (United States Department of Home Land Security, 2014).

Limitations of the Study

The major limitation of this study involved the difficulty of generalizing the results to other populations of highly educated immigrants. The qualitative method used in this study explored the individual and unique experiences of HEIs. As stated by Lepan, Quartaroli, and Riemer (2011), qualitative studies explore the uniqueness of the meanings assigned by individuals to their experiences. Therefore, aggregating or averaging those experience was not possible. The sample used in this study was another reason for the difficulty in generalizing the results. The scope of the study focused on Latin American HEIs and how this specific group understands and interprets their experiences as affected by the unique conditions of their environment and backgrounds (Merriam, 2009). Therefore, the meaning assigned to their experiences does not reflect the meaning given to the experiences of other HEI populations.

Summary

Chapter 1 contextualized the importance of the highly educated migration movement in the United States, the challenges facing highly educated immigrants in the labor market in the country of destination, and the role of college education in the process

of finding economic and social integration in that new market. The chapter also provided

information about the questions that the study attempts to answer, and the necessary

concepts to facilitate the reading of the study.

Chapter 2 provides a historical background about immigration, immigration

policy, and the evolution of American higher education within a social and economic

context. The chapter also presents a synthesis of the literature regarding the challenges

facing immigrants, and HEIs in particular, in different areas such as career development,

income, and social networks. Finally, the chapter presents some studies related to the

path followed by HEIs to find job opportunities that lead to economic and social

integration.

Chapter 3 describes the method selected to study the experiences of highly

educated immigrants. The chapter explains the methodology to select the participants,

the instruments designed to collect the data, and the procedures to analyze the

information collected in the study. Finally the chapter describes how this study protected

the privacy and confidentiality of the participants.

CHAPTER 2
SCHOLARLY LITERATURE OF HIGHLY EDUCATED IMMIGRANTS

Introduction

In support of the study of the education-oriented path to economic and social
integration of Latin-American highly educated immigrants (HEIs) in the US, this
literature review first describes the historical background of immigration to the US
emphasizing how historical events shape the educational, economic, and immigration
systems of this country. Second, this literature review describes the phenomenon of
immigration in the world and the current status of immigrants in the US. Third, this
chapter presents some studies related to human capital to explain how the knowledge and
skills acquired before emigrating affect HEIs' social and economic integration into the
country of destination (COD). Fourth, this chapter covers the effects of social and
support networks in the economic and social integration of HEIs. Finally, this literature
review explores how re-education or post-migratory education has been used by HEIs as
a mean to achieve social and economic integration.

Historical Background

Migration is a complex phenomenon that has shaped the history of humanity and,
in particular, the history of the US. Understanding the role of migration in modeling the
economic and social structures of the US is an important step in comprehending the
challenges immigrants face in modern times. This analysis groups the historical events
affecting the history of immigration into three periods. The first period covers the

timeframe between 1607 and 1845, a time in history when immigrants were welcomed

and immigration policies were almost nonexistent. The second period reviews the events

related to immigration between the years 1855 and 1943. This time is characterized by

the efforts to consolidate the US into one nation and the efforts of the nativist movement

to protect the culture built on the values and principles of Western European immigrants.

The third period encompasses events between 1944 until today: the turmoil in Europe and

the US after the end of World War II and later during the Cold War shaped the

immigration policies and economic models that had help to build today's American

Society. This time is also characterized by the advances in science and technology as

well as the growing influence of the US in the economic, political, and cultural spheres.

<u>Immigration to the British Colonies in America: 1607 - 1854</u>

The history of the United States is intimately linked with the history of its

attitudes and policies towards immigrants and immigration; until 1854, when nativism

began to reshape legislation related to immigration, the U.S. remained mostly open to

immigration, even if attitudes was often less so. Competition for jobs and economic

hardship, the threat of war, religious discrimination, as well as the promise of new

economic opportunities and arable land, drew immigrants from Western Europe; English,

Scots, Scots-Irish, and Irish immigrants lead the immigration wave to America and made

their cultural stake. For reformed-minded Protestants from Scotland, Puritans from

England, Anabaptists from Germany, Jews from all over Europe, and many other groups

on the religious and cultural fringe, came to America to lead the spiritual lives they felt

called to lead (Clark, 2008). Finally, European immigration was also driven by ancillary impacts related to technology, agriculture, and a new global marketplace; the nutritious potato, a gift from the New World requiring only small plots of land to cultivate, caused Irish populations to swell and later made it vulnerable to a famine-inducing blight while the new cotton gin decimated the Scottish linen market by making cotton cheap to process.

Two main modalities defined labor during the colonial period: indentured service and slavery. In the American South, slavery emerged as a major source of labor, along with poor whites; as a consequence, almost a quarter-million Africans were subjected to forced migration and horrific abuse. The Age of Enlightenment, however, challenged the notion that human beings could be property and established the idea of social contract between the governed and those who seek to govern. These powerful shifts in thinking shaped the emerging American national identity and drove two of the key events in its history: the American Revolution and Civil War (Harvey, 2007).

A New Country, A New Immigration Policy

As the United States of America emerged as an independent nation, new attention was directed to the issue of immigration (Appendix A); while still not directly limiting immigration, this nascent government moved to increase the requirements for citizenship by naturalization and clarified and expanded the conditions that supported the deportation of non-citizens. Also, the US government launched its first effort to collect data on immigration with the Manifest of Immigration Act of 1819; this act required shipmasters

to report the number of aliens transported on their ships. Also, this act required the

Secretary of State to report the number of immigrants arriving in the US annually. In

1850, the US government also officially surveyed the country of birth of all of its

citizens.

As noted above, the seeds of American culture were mostly planted by Protestants

from the British Isles along with immigrants from other culturally similar countries such

as France and Germany. By the 1830s, however, the cultural, religious, and linguistic

makeup of the new waves of immigration was changing: Catholics from Ireland and

Poland, Mexicans-made-Americans by conquest of Texas, and Chinese fleeing national

unrest challenged the prevailing immigrant narrative that relied on the white, protestant,

English-speaking ideal. Besides the Manifest of Immigrants Act, a two-year probation

period before asking for naturalization was implemented in 1824; increasing discontent

with new immigrants was consolidated in the birth of the Native American Party in 1845.

This trend continued over the following century: the opening of the first immigration

entry point, Castle Garden in 1855; the Chinese Exclusion Act of 1882; and the passing

of the immigration quota system in 1924.

Despite these developments, some visionaries began to imagine a new social,

cultural, and economic landscape that responded positively to the new diversity of

immigrant groups. For example, the notion that higher education, limited to wealthy

white Protestant men who wanted to join the clergy or enter politics, was reimagined as

something that should be open to talented people regardless of background (Brubacher &

Rudy, 1997). To this end, Thomas Jefferson founded the University of Virginia in 1819

and was followed not long after by the creation of the University of Wisconsin and first state university system. The idea of a new higher education system supported by the state, providing education outside the traditional curriculum, applying sound pedagogical methodologies, and open to talented students, promised to improve economic and social conditions within its home state (Brubacher & Rudy, 1997).

<center>Post-Civil War America: A New Nation</center>

Two important developments fundamentally reshaped established American social and economic structures during, and immediately after, the Civil War. The first development was the reliance on immigration as a necessary source of labor; the second was the idea of the state university as a source of technological and economic development. As the Industrial Revolution peaked in the late 19th century, higher education began to be understood as a means to extend social and economic mobility to Americans across the country. Three pieces of legislation passed by Congress between 1862 and 1864 supported these developments. The first piece was the Homestead Act of 1862, promising 160 acres of land, in the western territories, to those who would live on, and work, the land for a minimum of 5 years. The second piece was the Morrill Act of 1862 that provided the resources to establish land-grant universities in each state; the educational focus of these institutions included home economics, agriculture, mechanics, art, and other professions. The third piece was the Immigration Act of 1864, legalizing the use of immigration labor contracts to address the deficiency of labor on lands and mines as a consequence of the Civil War. Many Germans, Scandinavians, Norwegians,

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Swedes, and Danes with advanced agricultural skills and some capital were part of the immigration influx generated by these policies.

Immigration and the Post-Civil War Nation

For the emerging post-civil war economy, immigration represented an important source of labor, but immigrants also threatened the consolidation of a national culture bitterly divided on cultural and racial lines (Appendix B). The government even participated in generating anxiety about immigration; the Dillingham Commission, in its two-year analysis of immigration trends, officially determined that increased immigration from Southern and Eastern Europe threatened the future of the country. As a response to these fears, Congress began to implement legislation to control immigration based on following criteria: country of national origin (Chinese Exclusion Act of 1882); hiring practice (Alien Contract Law of 1885); political affiliation (The Anarchist Exclusion Act of 1906); and sheer numbers (Emergency Quota Act of 1921).

Access to citizenship, which extends access to the powerful ballot box, was also a target of politicians. New legislation tightening citizenship rules included restrictions based on issues including language (Naturalization Act of 1906) and loss of marital status (Expatriation Act of 1907). The US government established federal agencies during this period to implement immigration policies, including the Bureau of Immigration (1906) and the US Border Patrol (1921).

All the new legal developments regarding immigration were not negative or hostile, however. In 1870, citizenship was granted to white persons and African

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descendants born in the United States and immigrants who had lived in the United States for at least five years. Japanese immigration to the continental United States was not permitted but, in 1907, Japanese labor was permitted in Hawaii. In 1908, the Immigrant Protective League was established in Chicago; its objective was to address the difficulties and challenges of immigrants and immigration. In response to its victory in the Spanish-American War, Congress passed the Jones Act (1917) that extended citizenship to residents of Puerto Rico and the Tydings-McDuffie Act of 1934 that similarly granted citizenship to Filipino-born US residents. Later, in 1943, Congress revoked the Chinese Exclusion Act of 1882.

Despite the political hostility towards immigration in the post-Civil War period, immigrant labor remained a vital resource for the US economy. The growing economy, spurred by rapid industrialization, attracted 30 million immigrants between 1861 and 1920 (Castles & Miller, 2009), making them 13.2% of the total population by 1920 (Briggs, 1984). This era of the Robber Barons, rich industrialists who enjoyed massive tax-free incomes, saw the rise of Big Steel (Andrew Carnegie), Big Oil (John D. Rockefeller), and Big Finance (J.P. Morgan; Strouse, 1999). Also, Henry Ford established himself as a pioneer of mass production, while Frederick Winslow Taylor launched the new field of production efficiency (Smil, 2005). And these industries needed workers, lots of them.

Higher Education and the Post-Civil War Nation

In this environment that was generally hostile to immigration, higher education consolidated and expanded as a result of two more pieces of legislation: the Hatch Act of 1887, establishing graduate education, and the Morrill Act of 1890, granting federal resources to land-grant colleges that accepted black students or established separate land-grant colleges for black students. Along with the land-grant universities, the government created advisory boards for scientific research, including the Academy of Sciences (1863) and the National Research Council (1916). In the following years, many other universities were founded; among them were Stanford University in 1891 and the University of Chicago in 1892. These two institutions followed the model of John Hopkins University, offering both undergraduate and graduate programs; this ideal of an institution of higher learning, committed to both advanced education and research, emerged with the establishment of Johns Hopkins University in 1876 (Clark, 1993). Traditional education in private, denominational colleges also changed with the arrival of Charles William Eliot at Harvard in 1869. As president of Harvard, Elliot implemented the General Education System and promoted the idea that talented people, regardless of religion, economic status, and gender, needed access to education (Brubacher & Rudy, 1997).

Other academic institutions, concerned with the process, values, and direction of higher learning, emerged during this period. The new Association of American Universities (AAU), founded in 1900, established new standards for higher education; in practice, however, the AAU become an elite club where only the most prestigious

universities could obtain membership (Albatch, Gumport, & Berdahl 2011; Geiger, 1993). In addition, philanthropic contributions also played a fundamental role in founding graduate education, beginning with the Carnegie Foundation in 1911 (125 million dollars), the Rockefeller Foundation in 1913 (182 million dollars), and the Ford Foundation (Albatch et al., 2011). The support of private industry, and associated enormous private wealth, was evident by 1920 when the Massachusetts Institute of Technology and the California Institute of Technology received private funds to invest in research related to communications and chemical technologies (Albatch et al., 2011).

By 1940, the requisite structures of a graduate education system were in place: financial support for graduate students, postdoctoral fellowships, faculty career structures, and financial support for research from private industry. Also, the number of institutions doing research had grown to 100 (Albatch et al., 2011). Sixty of them could be considered research universities (Geiger, 1993); they competed for faculty, students, and resources to support research.

Challenges remained, however, for immigrants and their children regarding the higher education system in the US. For example, nativist ideology permeated private higher education institutions such as Yale, Princeton, and Harvard. Admission systems were designed to reduce the number of Jewish students as well as students coming from outside of the dominant social class (Karabel, 2005). Although nominally based on the values of meritocracy, opportunities to study at elite, private institutions were severely limited.

Immigration in a Globalized World

The events marking the history of immigration and its effects in the social spheres for more than seventy years (1940-2013) are many and very complex. Although, preparing with care, the description of the events affecting immigration, economy education, and social structures in this section are undetailed, imprecise and subject to errors due to superficiality and expediency.

By the end of the first half of the 20th century, the world faced a new set of challenges created by the devastation of two world wars. After the victory in both wars and the trauma of combat at home, the United States emerged as a military, political, economic, and social leader. The American selective social order created by a restrictive immigration system, a merit-based higher education structure, and a free-market economic model faced three challenges associated with its new role as an emerging superpower: a dearth of labor to meet the economy's growing demand, the return of military personnel and their "war brides," and the grave humanitarian crises created by the two world wars. United States immigration policy flashed brightly on the radar of Congress and immigration occupied an important place in US post-war economic policy. Since that time, the United States has modified its immigration system, higher education structure, and economic model to respond to its new leadership position in the world order (Appendix C).

Immigration policy in the US, at mid-century, retained a system of quotas based on country of origin (COO) and, as a result, struggled to facilitate the mobility of immigrant populations (excepting immigrants from the United Kingdom and Western

Europe). Although the immigration quota system was not eliminated until 1964, changes

in immigration policies began to emerge when President Roosevelt authorized the

Bracero program, allowing the temporary immigration of Mexican laborers to work in

US agriculture. The Bracero program ultimately recruited more than 4.6 million Mexican

workers (Garcia y Griego, 1998). In addition, in 1943, Congress passed the Magnuson

Act that repealed the Chinese Act of 1870 and re-established Chinese immigration with a

set quota of 105 immigrants per year. Thus began the generation of a series of important

Congressional responses to the challenges of immigration, of a growing economy and the

growing awareness of human rights on an international scale (Table 1).

Despite these legislative efforts to respond to the serious economic and

humanitarian challenges facing the nation and the world after WWII, other political

realities also influenced immigration policy. For example, the post-war tension between

the United States and the Soviet Union resulted in new immigration restrictions,

including the Internal Security Act of 1950, which restricted immigration by those people

engaged in communist activities. Finally, some legislation generated unintended

consequences; seeking to unite families separated by national borders, the unification of

nuclear and extended families actually increased the flow of illegal immigrants from

Mexico to the US (Giroux, 2005).

Table 1

United States Legislation: 1945-1965

Date	Legislation	Description
1945	Military War Brides Act	Enabled the immigration of more than 150,000 foreign-born wives of US military forces.
1946	Luce-Cellar Act	Permitted Filipinos who arrived after 1934, when the United States granted self-governance to the Philippines, to become citizens; also established annual quota of 100 immigrants a year.
1948	Displaced Person Act	Allowed immigration of people forced to leave their country of origin because Nazi persecution.
1953	Refugee Relief Act	Provided for immigration to US those who had experienced oppression in their home countries due to communism or other political forms of oppression.
1962	Migration and Refugee Assistance Act of 1962	Supported immigrants from countries fleeing persecution for political and religious reasons; extended legal residency and ultimately citizenship for immigrants from Cuba fleeing Fidel Castro.
1965	Hart Cellar Act	Replaced immigration quota system and made special provisions for unification of families; priority was given to children of US citizens and then to family members; created categories of preferred immigrant groups based on education and skills (Castles & Miller, 2009)

After 1965, US immigration legislation mostly responded to specific issues or challenges often related to international events. Other changes include the revision of immigration categories such as refugees in the Indochina Migration Refugee Assistance Act of 1975 and the Refugee Act of 1980. Most of these changes were made as a response to the humanitarian crises occurring in countries experiencing internal political and military conflicts, such as Vietnam and Cuba. As a result, more than 250,000 Vietnamese migrated to the US between 1975 and 1981. In, 1980 more than 125,000 Cubans left their homeland during the "Mariel Boatlift" program.

Since 1988, immigration policy has been focused on controlling illegal immigration, deportation of foreign nationals with criminal records, and increasing national security. Legislation related to immigration, enacted from 1988 to 2005, expanded the crimes for which foreign nationals could be deported, from aggravated felonies to terrorist activities. At the same time, these new laws provided pathways to legalization, including the provision of relief to Central Americans and Haitians living in the United States. In 1990, Congress created the diversity category, which offered immigration visas through a lottery system to residents of countries with low immigration rates. Finally, in 2001, Congress enacted the USA Patriot Act (Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism) as a response of the 9/11 attacks. This act expanded the definition of terrorism, denied entry to the United States to visa applicants suspected of, or convicted of, terrorism, and increased the control of international students. The Home Land Security Act of 2002, created the Department of Home Land Security (DHS) which oversees all immigration. The Real ID Act of 2005 requires the verification of legal status before granting other kinds of identification documents issued by the federal government. Finally, the Secured Defense Act of 2006 provided for the construction of 700 mile-wide fence along the US-Mexican border.

At the end of WWII, there were two major trends impacting the direction of higher education in the United States: (1) government's commitment to expanding economic and social mobility to previously disenfranchised groups; and (2) the need to provide education and training to returning servicemen. Bryan Conant, president of

Harvard from 1933 to1953, recognized that the US system of higher education favored class and privilege and created a "hereditary aristocracy of wealth" (Karabel, 2005, p. 255). Conant also believed that the only way to counteract the threat of communism was to offer career opportunities to young adults residing outside of the privileged social classes as well as offering opportunities to privileged students to develop class-consciousness; the mechanism to deliver these opportunities was through the US system of higher education (Karabel, 2005). Echoing Conant's ideas, President Truman's Commission for Higher Education published its report titled Higher Education for American Democracy in 1948. Recommendations of the commission included: (1) the increase in access to higher education; (2) the creation of more institutions of higher education, especially community colleges; and (3) the establishment of a federal financial aid program (Hutcheson & Kidder, 2011).

In Conant's time, working-class Americans attended junior colleges (community colleges today). These institutions provided a path for social and economic mobility through technology-related training within a low-cost educational environment, providing at the same time opportunities for racial integration (Cohen & Brawer, 2003.) According to Cohen and Brawer (1989), 575 junior colleges existed in 1938 compared to only 207 in 1922. The role of junior colleges as an important access point to higher education grew with the Serviceman's Readjustment Act of 1944. Although conceived as an economic measure, the Serviceman's Readjustment Act generated impacts far beyond the immediate post-WWII period (Olson, 1973); this act provided financial support to veterans and their families while young male veterans pursued a college degree.

According to Hutcheson and Kidder (2011), approximately 7.8 million veterans enrolled in colleges and universities between 1944 and 1950. Three years after the Serviceman's Readjustment Act was passed, the number of junior colleges rose to 650, with 50% of them being public (Cohen & Brawer, 2003). In addition, according to Hutcheson & Kidder (2011), approximately 2.4 million students were enrolled in one of the nation's 1,851 institutions of higher education; 65% percent of them were two-year and four-year private institutions.

By 1960, American society, through its economic and governmental institutions, demanded a more egalitarian system of higher education, but access to higher education still largely limited to white males. The integration of the US military following WWII, the Supreme Court case Brown vs. Board of Education that struck down separate-but-equal education, and the National Defense Act of 1958 that provided funds for the colleges and university programs in sciences and technology pushed institutions of higher education to open their doors to a more diverse population of applicants. New laws also reflected this new commitment to equality: The Civil Rights Act (1964) prohibited discrimination based on race, ethnicity, nationality, religious affiliation, and gender. The signing of Executive Order 10925 (1961) prohibited granting federal resources to public institutions that discriminated based on race, creed, color, or national origin; the Higher Education Facilities and the Vocational Education Acts (1963) helped to increase access to higher education by providing fund to build new facilities, open new community colleges, support new medical schools and libraries, and expand vocational opportunities.

The role of higher education, specifically graduate education, became crucial for the political, economic, and domestic agenda of the United States when, in 1944, President Roosevelt asked Vannevar Bush, Director of the Office of Scientific Research and Development, to investigate how scientific knowledge could help solve post-war problems. The answer included the following four components: (a) the need to share the knowledge and technological advances made during time of war beyond government scope; (b) the improvement of public health using the advances in medicine and other sciences; (c) the support of scientific research for public and private organizations; and (4) the discovery and support of new youth talent (Bush, 1945). In 1946, US Congress, with the support of Senator J. William Fulbright, approved the creation of the Fulbright Program to promote the exchange of students in areas of education, culture, and science. The National Science Foundation (NSF) was created in 1950 and in 1955 began the foundation of the field of computer science in 1955. The Soviet Union's successful launch of Sputnik in 1957 prompted the US government to increase the support of the fields of science and technology. Then, in 1958, the National Aeronautics and Space Administration (NASA) was created in order to "research into the problems of flight within and outside the Earth's atmosphere, and for other purposes" (Anderson, 2002, p. 3).

The real impact of federal investment in graduate education emerged when research became a key part of the national security agenda during and after WWII. Between 1941 and 1945, the United States invested $3 billion in research and development, and one-third of these funds went to university--based research institution

for the creation of new instruments of destruction and defense. After the war, university research was highly valued by the American government, and with the creation of the National Science Foundation, the federal government created a long-standing partnership with the nation's universities (Geiger, 1993). The role of institutions of higher learning as a provider of an educated labor force became more prominent. Gary Becker introduced, in 1964, the idea of human capital as the investments in schooling, training, and health that increased the productivity of a person in an assigned job. In return, the gain in productivity allows the person to increase his/her income and improve his/her quality of life (Becker, 1993).

This massive investment in higher education brought about an unexpected consequence; people in the developing world who did not have access to higher education or robust job opportunities that matched their academic qualifications found new opportunities in foreign countries. For countries on the receiving end of this immigration wave, a major challenge was the evaluation and recognition of academic and professional credentials (Tichenor, 2002), especially in countries like the US that has been historically recipients of large influx of immigrants. Commercial agreements have facilitated the movement of qualified immigrants among members and have included the recognition of academic and professional credential as a part of the negotiation process. For example, The North American Free Trade Agreement (1993) facilitated the recognition of academic and professional credentials between Mexico, Canada, and the United States. Later, the World Trade Organization in 1995 implemented the General Agreement on Trade in Services (GATS) as a framework to regulate the global exchange

of services, including higher education services and the recognition of academic and professional credentials. Another example of efforts to normalize academic credentials across borders is the creation of the European Higher Education Area (EHEA). Created in 2010, the EHEA has been charged with the responsibility to control a common European higher education system, facilitate the recognition of academic and professional credentials, promote the mobility of students, teachers, researchers, and administrative staff, and promote quality assurance among the European Union countries.

As the historical record shows, philanthropists, industrial interests, and the support of the US federal government were the foundation of the development of graduate education. This support came in the form of financial resources to develop facilities, support research activities, pay for professors' research time, and attract and keep talented student-researchers. Graduate education developed a culture of collaboration in which government, university, professional organizations support research, share new developments, and give feedback on ongoing research projects. Today, American society relies on the support of public, private, and philanthropic organizations to maintain a leading edge in technological development and provide solutions to society's problems.

<u>Immigrant Population in the 21st Century</u>

Currently, the immigrant population is more diverse than it has ever been when considering the demographic data, socio-economic status, and educational attainment of this group. People migrate from their home countries looking for better job

opportunities, to advance in their education, to be reunited with their families, and/or to escape from political persecution or violence in their COO. To put the highly educated migration's phenomenon in perspective, 110 million immigrants lived in the Organization for Economic Co-operation and Development (OECD) countries during 2009-2010 that was the equivalent of 9% of their total population (OECD, 2012). Those immigrants have moved in different directions from poor to rich countries and vice versa, among developed countries and between developing countries. The United States is the country that receives the larger number of immigrants. One-third of the population in the USA is foreign born (OECD, 2012). Luxembourg, Australia, Switzerland, Israel, and Canada are the five OECD countries that have the largest percentage of immigrants from the total population.

The growing trend of immigrants arriving with higher levels educational attainment has captured the attention of scholars due to the associated economic and social impacts on the countries of origin and destination. Scholars have identified some negative consequences, on destination countries, associated with the migration of highly educated immigrants. These negative consequences include increased demand for higher education, depressed wages for native citizens, and cultural and language barriers that make the social and economic adaptation difficult for immigrant populations (Regets, 2001).

However, positive consequences of the highly educated migration also have been identified, such as:

- The increase of would-be emigrants in the originating countries to pursue higher levels of education;

- The creation of networks of knowledge to help with social, economic, and political issues, the establishment of collaboration among research institutions;

- The flow of financial resources or remittances to originating countries; and

- The return of emigrants with advanced skills and educational attainment (Regets, 2001).

For the COD, having a steady flow of HEIs increases the production of research required to maintain economic prosperity, increases the partnership with other research centers around the world, and increases enrollment in graduate education (Regets, 2001).

Overall, immigrant populations, on average, show similar or higher levels of degree attainment than native-born populations (31% vs. 29%). In countries such as Canada, immigrants with a bachelor's degree or higher constitute more than half of the total foreign-born population in that country. In contrast, immigrants show higher percentages of high school attainment than native-born citizens (32% vs. 26%). However, this is not the case with countries such as Canada and Israel. In the United States, higher education degree attainment between immigrants and citizens is pretty similar (34.3% vs. 38.2%).

In general, the OECD's report showed a lower median income for immigrants than for native-born residents. Differences of income between these two groups are considerable in Luxembourg, Switzerland, and the United States. Despite a higher rate of degree attainment than native-born citizens in many OEED countries, the rate of over-

qualified/underemployed HEIs educated abroad is larger than for native-born citizens. In

contrast, immigrants trained in their CODs showed similar or lower over-qualification

rates than native-born citizens (Table 2).

Table 2

Immigrants' Social and Economic Indicators Population Aged 14 – 65 Years in OECD Countries

Indicators	USA	Australia	Canada	Israel	Luxembourg	New Zealand	Switzerland
% Immigrant from total population	12.50%	26.50%	19.60%	26.20%	36.90%	22.70%	26.30%
Higher education native born	38.20%	25.40%	39.80%	29.10%	22.60%	23.50%	28.90%
Higher education Immigrants	34.30%	38.10%	52.10%	45.50%	39.70%	36.10%	32%
Low education native born	10.10%	28.50%	21.40%	27.20%	18.20%	24.60%	14.60%
Low education immigrants	29.00%	20.20%	16.10%	20.00%	22.80%	13.20%	28.50%
Median income native born	28,700	28,800	27,200	19,700	37,800	24,148	35,500
Median income immigrants	20,300	24,900	21,600	17,700	28,700	20,519	25,500
Risk of poverty immigrant	NA	20.20%	22.90%	16.60%	13.40%	14.60%	25.70%
Individuals living in an immigrant household	31.2%	20.20%	22.90%	16.60%	13.40%	14.60%	25.70%
Poverty ratio of immigrant households to the native-born households	1.8	1.7	1.8	1	3.6	1.6	1.8

Adapted from 2012 OECD's Immigration Report Median Income 2009-2010

The difficulties faced by immigrants holding college degrees from foreign countries in the labor market have been exposed by several studies that show the differences in income between native-citizens and immigrants with similar education backgrounds and the difficulties immigrants face when searching for employment (Batalova, 2006; Batalova et al., 2008; Chellaraj, Maskus, & Mattoo, 2006; Docquier et al., 2006; Faist et al., 2011; Friedberg, 2000; Mattoo et al., 2008; Özden, 2006).

The few studies on the economic integration of HEIs, in Canada and Israel, show that the labor market penalizes them because of the lack of educational credentials and professional experience in the COD. The HEIs' poor language skills, their difficulty adapting to the COD's culture, and their limited cultural networks are also barriers to integration within the labor market (Al-Haj, 2002; Aydemir & Skuterud, 2005; Bauder, 2003; Ferrer & Riddell, 2008; Liversage, 2009; Reitz, & Brenton, 1994; Salaff, Greve, & Ping, 2002). However, some studies show that this group of immigrants could achieve similar income, and in some cases surpass, the economic performance of native-born populations with similar credentials after 10 years of living in the COD (Kaushal, 2011; Tong, 2010).

The few studies describing the experiences of HEIs seeking economic integration show that HEIs take one of four paths. The first path takes them back to their COO; the second keeps them in jobs for which they are overqualified; the third shows them using low entry jobs to move up to a better position within the company or in the industry; the last one shows them going back to school to change careers and/or acquire credentials and new knowledge. The last option is known as the re-education pathway (Akresh,

2007; Kaushal, 2011; Liversage, 2009; Tong, 2010; Yakushko et al., 2008; Zeng & Xie 2004; Zikic et al., 2010).

<div style="text-align: center; text-decoration: underline;">The United States Immigrant Population in the 20th Century</div>

The impact of foreign-born residents on the American population can be traced from 1850, when the government first reported the number of foreign-born residents, to the most recent US census in 2010. In 1850, foreign-born residents represented 9.7% of the total population. By 1910, this population had grown to 14.7%. In 1960, five years before the elimination of the immigration quota system, foreign-born residents were reduced to 5.3% of the total population. In 2010, foreign-born residents had increased to 12.9% of the total population (United States Census Bureau, 2010); immigrants who had acquired citizenship status (naturalized) represented 5.6% of the foreign-born population while immigrants without citizen status (non-naturalized) represented 7.3%.

The composition of the foreign-born population in the US also has suffered considerable changes in the last fifty years. In 1960, most immigrants to the US came from European countries and only a small percentage came from Latin American and Asia. By 2010, Latin Americans and Asians constituted the largest groups of foreign-born residents (53% and 28%, respectively), and they came from a large group of countries. According to Larsen (2004), in 2002, approximately 12% of the whole population of the country was foreign-born and 75% of the immigrants who participated in the census of 2002 had migrated to the US since 1980.

Grieco (2010), using the Race and Hispanic Origin in the American Community Survey and data from the 2007 census, found that, by 2007, 53.6% of the foreign born population came from Latin America, 26.8% from Asia, and 13.1% from Europe. These data make a clear contrast with the foreign-born population of 1960 (Table 3); at that, time, 75% of immigrants came from Europe, 9.4% from Latin America, and 5.1% from Asia. More specifically, 72% of the Latin American foreign-born population came from Central America (Mexico) and 5.5% from South America (Colombia, Ecuador, and Peru).

Table 3

Composition of Foreign Born Population 1960 - 2010

1960 American Census	2010 American Census
75% European (Italy, Germany, the United Kingdom, Poland, the Soviet Union, Ireland, Austria, and Hungary	53% Latin Americans (Mexico, El Salvador, Cuba, Dominican Republic, and Guatemala)
10% North America	28% Asia (China, India, Philippines, Vietnam, and Korea)
9% Latin America (Mexico)	12% Europe
5% Asia	2% North America (Canada)
1% Other	5% Other

Source: American's Foreign Born in the Last 50 Years, American Census Bureau 2012

When comparing levels of educational attainment between the native-born population and the foreign born population, the percentage of naturalized immigrants 25 years of age and over holding at least a bachelor's degree is higher than the native-born population (Table 4). The percentage of non-naturalized immigrants with advanced

degrees make up is not far behind that of native-born citizens. The percentage of

immigrants coming to the United States during the last four decades, who are 25 years

and older and have attained a bachelor's degree, has been relatively stable (18.2%-

20.2%). The percentage of the immigrant population 25 years or older coming to the

country during the last three decades and holding an advanced degree has been

increasing, from 9% in 1980 to 12% in 2000 or later. Asian immigrants showed the

largest proportion of people with bachelor and advanced degrees, followed by Europeans.

Foreign-born Latin Americans (excluding Mexicans) living in the US hold bachelor's

degrees at a rate of 17% and advanced degrees at 7.6%.

Median earnings for immigrants with bachelor's and advanced degrees in 2010

was higher than the native-born population, probably driven by Asian and European

immigrant populations who enjoy higher median earnings that the rest of the foreign-born

population with similar degrees.

However, when studying the region of origin of the foreign-born population,

differences in median income are considerable as shown in Table 5. Latin American

immigrants holding advanced degrees have a lower median income than the native-born

population. Mexican immigrants are the group most disadvantaged when compared with

native-born citizens. In the case of bachelor's degree holders, Mexicans (38.75) and

Latin Americans (41.3%) have the lowest percentage of people earning $50, 000 per year

or higher compared with the native-born population (58.6%), Asian immigrants (56.7%),

and immigrants from Europe (60.3%). Differences in degree attainment and income

persist between groups; only 28.3% of immigrants from Latin America hold advanced

degrees and 47.4% enjoy a median income of $75,000 or higher compared with 50.2% of native-born citizens, 59.8% of Asians, and 52.1% of Europeans. The percentage of foreign-born individuals in the US between 2000 and 2010 who held an advanced degree, and had a median income of $75,000 or higher, was lower (48%) than for previous generations of immigrants. Due to the lack of more specific statistical information about the educational background of foreign-born populations before entry into the US, further comparisons between native-born and foreign-born residents, places of origin, and levels of educational attainment are difficult.

In summary, data from the OECD (2012) report showed the volume of migration flows in the developed countries. According to this report, the total immigrant population in OECD countries between 2009 and 2010 was 9% (110 millions) of the total population. In countries such as Canada, Israel, and Switzerland, immigrants showed higher levels of higher degree attainment but lower median income compared with native-born workers with similar levels of education. In the United States, the level of college and university degree attainment is higher for native-born citizens than immigrants (38.20% vs. 34.30%); median income ($28,700 vs. $20,300) for these two groups displays a similar level of difference.

Table 4

Educational Attainment and Economic Performance of Workers Aged 25 Years and Over by Nativity, Place of Birth, and Generation

Descriptor	Less than high school	High school or equivalence	Some college or associate degree	Bachelor's Degree	Advanced Degree (Master, Doctoral, Professional)
Total Population					
Education	12.8	31.2	26	19.4	10.5
Median Earning	$23,999	$34,228	$41,093	$54,862	$75,761
Native Born					
Education	9.6	32.3	27.9	19.6	10.5
Median Earning	$26,475	$35,521	$41,381	$41,381	$75,146
Foreign Born					
Naturalized					
Education	18.9	25.8	20.1	22.3	12.8
Median Earning	$25,376	$31,797	$40,107	$51,962	$89,346
Not naturalized					
Education	39.2	25.3	12.1	14.5	9
Median Earning	$21,349	$25,604	$31,824	$47,083	$74,688
Region of Origen					
Asia					
Education	6.7	18	14.4	34.7	26.1
Median Earning	$2,382	$30,126	$39,461	$53,629	$85,957
Europe					
Education	4.3	22.9	20.9	29.8	22.1
Median Earning	$27,787	$35,168	$42,431	$55,986	$75,940
Mexico					
Education	51.8	29.1	10.6	6.4	2
Median Earning	$21,757	$46,074	$31,292	$41,090	$51,686
Latin America					
Education	23.1	30.2	22	17.1	7.6
Median Earning	$22,053	$27,474	$36,525	$43,579	$70,601
Other Areas	4.3	22.3	24.3	26.1	23.1
Education					
Median Earning	$24,662	$28,237	$40,393	$48,373	$81,334

Descriptor	Less than high school	High school or equivalence	Some college or associate degree	Bachelor's Degree	Advanced Degree (Master, Doctoral, Professional)
Generation					
First					
Education	22.7	24.9	16.7	21.4	14.2
Median Earning	$22,039	$28,137	$36,982	$50,894	$80,560
Second					
Education	5.9	22.2	26.8	27.4	17.8
Median Earning	$27,016	$34,625	$40,996	$56,609	$84,795
Third and higher					
Education	4.1	28.8	29.8	24.3	13
Median Earning	$26,403	$35,558	$41,414	$55,381	$72,463

Source: U.S. Census Bureau, Current Population Survey, Annual Social & Economic Supplement, 2010. *Note*. Education= educational attainment in percentage. First generation = foreign born, second generation = at least one foreign-born parent, third generation = two US native parents. Total earning = sum of wages and salaries during 2009.

More than half of these immigrants in the United States are from Latin American countries (United States Census Bureau, 2011). The American immigrant population showed the lower levels of bachelor and advanced degree attainment (17.1% and 7.6%, respectively) when compared to native-born and other immigrant populations. The median income of Latin American immigrants with bachelor degrees is slightly higher than the native-born population, while Latin American immigrants with advanced degrees showed a lower median income than native-born populations with the same qualifications.

Table 5

Educational Attainment by Percentiles of Native and Foreign-Born Populations by Region of Origin

Descriptor	Less than high school	High school or equivalence	Some college or associate's degree	Bachelor's Degree	Advance Degree (Master, Doctoral, Professional)
Native Born					
Median Earning	$26,475	$35,521	$41,381	$41,381	$75,146
$1 - $24,999 or less	45.1	25	16.6	7.1	3.8
$25,000 - $49,999	41.8	49.1	45.7	34.2	18.3
$50,000 - $74,999	9.6	18.3	24.6	28.1	27.8
$75,000 - $99,999	2.2	4.7	7.7	13.3	16.9
$100,000 and over	1.3	2.9	5.5	17.2	33.3
Foreign Born					
Asia					
Median Earning	$2382	$30126	$39461	$53629	$85957
$1 - $24,999 or less	57	34.1	18.4	10.5	3.1
$25,000 - $49,999	37	48.9	49.5	32.8	13.4
$50,000 - $74,999	2.5	11.4	23.9	26.2	23.8
$75,000 - $99,999	3	3	4.9	14.2	19.7
$100,000 and over	0.5	2.7	3.2	16.3	40.1

Descriptor	Less than high school	High school or equivalence	Some college or associate's degree	Bachelor's Degree	Advance Degree (Master, Doctoral, Professional)
Europe					
Median Earning	$27,787	$35,168	$42,431	$55,986	$75,940
$1 - $24,999 or less	41.6	27.7	18.6	10.2	7.1
$25,000 - $49,999	32.8	45.1	40.7	29.5	14
$50,000 - $74,999	18.8	17.7	25.7	31.5	26.8
$75,000 - $99,999	-	5.8	5.8	9	17.4
$100,000 and over	6.8	3.6	9.3	19.8	34.7
Mexico					
Median Earning	$21,757	$46,074	$31,292	$41,090	$51,686
$1 - $24,999 or less	61.1	45.6	28.1	19.1	23
$25,000 - $49,999	32.1	44.4	51.9	42.2	22.2
$50,000 - $74,999	5.5	7.3	14.2	18.4	26.4
$75,000 - $99,999	0.7	2	4.3	12.9	8.2
$100,000 and over	0.5	0.7	1.5	7.4	20.1
Latin America					
Median Earning	$22,053	$27,474	$36,525	$43,579	$70,601
$1 - $24,999 or less	59.6	39.9	22.4	15.5	9.3
$25,000 - $49,999	33.2	44	53	43.2	19.3
$50,000 - $74,999	6.1	12.6	17.4	23.4	24
$75,000 - $99,999	0.8	2.3	4.4	9.5	12.5
$100,000 and over	0.3	1.2	2.8	8.4	34.9

Source: U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2010.
Education attainment given in percentage
Median Earning given in thousands
Total earning is the sum of wages and salaries during the 2009

However, data used in Table 4 did not differentiate between immigrants earning bachelor or advanced degrees in the COO or COD. Aggregated data used to compare the economic performance of Latin American immigrant and native-born population based only on education attainment does not reflect other factors affecting the economic and social integration of this population in the United States. Therefore, further exploration is necessary of understand how HEIs from Latin America transfer, gain, and use different forms of capital to find new opportunities to improve their economic performance and facilitated their integration into the social structures of the United States.

Human Capital and Its Role in the Economic and Social Integration of Highly Educated Immigrants

Research concerning the return on immigrants' investment in higher education in their COO has been conducted from an economic perspective. From this perspective, individuals who invest in higher education in their COOs expect a return on the investment according to the economic and social conditions of the country as well as the investment returns obtained by others in foreign countries. Therefore, persons who do not find the expected return on investment regarding their education in their COOs will tend to migrate to a country where they expect a better return on their investment in higher education. The emigration of individuals who have earned a university degree constitutes a loss of human capital for the COO because their home nation has also invested in the educational system that granted these degrees.

In the case of the US, the rate of degree attainment of the native-born population is far from meeting the demands of industry and government, especially in industries

such as engineering, health care, education, and information technology (National Science Board, 2012). In 2010, 19.6% of the native-born working-age population aged 25 years or older has earned a bachelor's degree and 10.5% a master's or doctoral degree (OECD, 2012). Despite the important role that graduate education plays in the economic and social development of American society, only one-quarter of the students who receive a bachelor's degree go on to earn a master's, doctoral, or professional degree 10 years after graduating from their undergraduate programs. Enrollment in graduate programs represents only 3% of the overall enrollment at all levels of education (Wendler et al., 2010). This gap has been difficult to close and remains a major concern of governments, employers, and scholars due to its impact on the US economy (Camarota, 2012; Iredale, 2001; Keeley, 2009). One of the strategies developed to meet the demand for highly educated professionals by governments and employers has been to attract foreign human capital through robust immigration policies. In the case of the US, these policies have favored highly educated immigrants (HEIs) by granting them working, investment, talent, and study visas.

Anderson and the National Venture Capital Association (2012) reported that, between 2006 and 2012, 33% of companies that were started with venture capital and went on to launch an initial public offering had at least one immigrant founder, compared with only a 7% in 1980. Companies with at least one founding member who is an immigrant represent $900 billion in value and employ approximately 600,000 people worldwide; the majority of these jobs, however, are located in the US. These companies

are represented most strongly in high-tech manufacturing (42%), information technology (24%), life sciences (21%), and services (13%).

According to Chellaraj et al. (2006), the impact of international students and college-educated immigrants on the economy is linked to the production of patents and the overall increase on innovation; college educated immigrants are a valuable source of innovation through the development of new technologies. Batalova et al. (2008), using the data from the United States Census Bureau and the American Community Survey, found that 15% of college graduates in the US in 2007 were foreign born, and 25% of them have limited mastery of English language. They found that most of these college graduates arrived in the last 10 years; they also found that of the foreign-born population holding college degrees, 18% are of Latino origin. Finally, Batalova et al. found that 1.3 million college-educated immigrants have not found employment in the area of their training.

When highly educated immigrants cannot find equal or better opportunities in their COD than they likely would have found at home, brain waste occurs (Ande, 2009). Using the US national census data, which does not report place of education and years of education before emigration, scholars have compared the earning trajectories of highly educated immigrants and their similar, native-born professionals. The results show that there are statistically significant differences in earnings between immigrants with foreign post-secondary degrees completed outside of the COD and native-born high school graduates with similar characteristics (Batalova et al., 2008; Docquier et al., 2006). Outside of the US, scholars have found similar results. For example, in Canada, a

country recognized for its immigration policies designed to attract highly educated immigrants, Baker & Benjamin (1994) analyzed the data from Canada's censuses from 1971, 1981 and 1986. They found that immigrants received a lower return on their investment in education in their home countries compared to similar native-born professionals in Canada. Reitz (2001) reported similar pay gaps between immigrants and their native-born counterparts; he also found that HEIs' skills were underutilized in the labor market.

As a means of explaining these differences, Borjas (1987) found that some of the differences in returns on investment in education between immigrants with degrees from institutions in their home countries and native-born equivalents could be explained by the differences in the investment in education as a proportion of the Gross Domestic Product (GDP) between the COO and COD. Friedberg (2000), in his research on HEIs in Israel, also found that the countries in which immigrants obtain their university degrees can account for the differences in earnings between immigrants and native-born citizens. For example, the study showed that holding degrees from their home countries placed Asian and African immigrants at a disadvantage when compared to immigrants holding degrees from with European or other Western countries. Studies conducted in the US and Canada by Bratsberg and Terrell (2002) emphasized the importance of the location of education for immigrants; this factor was perceived as a barrier to the economic progress of HEIs. The work of Green and Worswick (2002) and Aydemir and Skuterud (2005) contained similar results.

Mattoo et al. (2008) found that HEIs from certain countries are less likely to find jobs according to their experience and education; more specifically, immigrants from Latin American, Eastern European, and Middle Eastern countries are less likely to find skilled jobs in their host countries. According to the authors, these results can be explained by the variation in investment in higher education in the COO, the use of English in the educational environment, the geographic distance between the COO and the US, and American immigration policies related to specific countries.

According to Kaushal (2011), in order to receive a positive return on the educational investments made in the COO, immigrants' human capital and skills have to be perceived as valuable by the COD and their skills need to adjust to the needs of the labor market. Kaushal used the National Graduate Student surveys of 1993 and 2003 to study the relationship between economic performance of immigrants with college and university degrees conferred in foreign countries and the country's GDP per capita in the year of migration as a measure of quality of education. Kaushal found that the annual earnings of immigrants without a U.S education was 17% less than the average income for male native-born citizens and that much of the variance in income between immigrants and native born citizens was related to the investment in education in the home country at the moment of the migration.

Another factor the affects the HEIs' return on investment in higher education is the recognition of credentials. Collins (1979) and Brint and Karabel (1989) suggested that, in North America, the significance of credentials plays an important role in acquiring professional status with fields and industries. Collins (1979) and Zukin (1995)

also suggested that professional groups worked as gatekeepers of the discipline or field. Therefore, the recognition of credentials has evolved into a political process (Hanlon, 2000) that looks for the maintenance of the traditional social system (Collins, 1979)

However, there are not many empirical studies that focus on how the recognition credentials can impact the transferability of college and university degrees from one country to another and how credentialism affects the HEISs' economic outlook. Bauder's (2003) qualitative study of administrators and employers in Greater Vancouver who employed immigrants from South Asia and the former Yugoslavia concluded that the lack of recognition of foreign credentials and experience are the two factors used to exclude HEIs from positions for which they are otherwise highly qualified. Bauder suggests that these results support Bourdieu's (1986) concept of institutionalized cultural capital and the use of the educational system as a way to reproduce the social structure. Ferrer and Riddell (2008) found similar results using Canadian census data from 1981 and 2001. In their study, Ferrer and Riddell found that credential recognition plays an important role in the economic performance of HEIs because it opens the doors to highly regulated jobs. However, they also found that credentials by themselves do not guarantee a job when HEIs rely on credentials earned in their home countries; Canadian job experience was also important when HEIs were pursuing highly regulated, highly competitive position. Arbona (1990), Yakushko et al. (2008), Mattoo et al. (2008), and Zikic et al. (2010) mentioned in their studies the lack of credential recognition as one of the factors affecting the career development of HEIs and a reason to reconsider their career goals and aspirations.

Most of the literature on the benefits of human capital acquired pre-migration supports the idea that HEIs have lower returns on their investment in education than their native-born equivalents. Most of this literature is grounded in economic theory and uses census data that, in the case of the US, does not contain specific information related to college and university degrees earned in the COO. In the case of Hispanic immigrants, most of these studies have focused on less educated immigrants form Mexico, Puerto Rico, Honduras, and El Salvador. Relevant literature about the returns on of post-migratory education investment for Hispanic HEIs was not found at the time of this study.

Social Capital and Its Role in the Economic and Social Integration of Highly Educated Immigrants

Other scholars suggest that social capital also can affect the economic and social integration of HEIs. Coleman (1990) notes that social capital is created when people change to facilitate an instrumental action. Therefore, for immigrants, the idea of social capital represented by social networks has to be expanded in order to increase the opportunities to find information, resources, mentoring and career sponsorship to facilitate economic and social integration (Bolles, 1992; Kanter, 1977).

Hayes and Lin (1994) found that international students with limited English skills encountered difficulties in establishing social connections and this experience resulted in high levels of stress. This lack of social relationships can deprive the international students of peer support. In consequence, the career development of international

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students with limited English language skills can be affected. Miranda and Umhoefer (1998), in their research focused on the Latino community, found similar results related to the effects of limited English skills on economic and career integration of this immigrant population.

In the area of networking, Ibarra (1995) tried to explain the networking strategies of 63 minority managers within a corporation. The study was based on the idea that minority managers need to develop a bicultural approach to their networking strategies in order to garner social support and access to career development opportunities (Bell, 1990; Thomas & Alderfer, 1989). Ibarra found that African American managers developed two kinds of networks: one within the African American group that provides social and psychological support, and the other with members of the majority group in order to gain access to career development resources. Social networks also function as boundaries between social structures (Burt, 1992; Ibarra, 1995), thus encouraging different groups to create their own social structures based on interests, values, and education. These networks provide unique information, resources and career advancement opportunities to members of the same social structure (Ibarra, 1995; Kanter, 1977; Lincoln & Miller, 1979.)

Zikic et al. (2010) found that highly educated immigrant women (HEIW) use the development of indigenous relationships and networks as a strategy to breach social barriers. These social networks had an important impact on immigrants' perception of career success in their COD. Although some literature highlights the importance of developed indigenous networks in the COD, there is a paucity of literature concerning

how social capital affects the economic and social integration of HEIs, and especially Hispanic immigrants, and how these immigrants can develop such social capital.

Faist et al. (2011) identified two kinds of networks: strong networks and weak networks. A strong network is characterized by deep, satisfying transactions among members. These transactions involve not only information but also emotions. A weak network is characterized by more superficial contacts among members (Faist et al., 2011). Granovetter (1993) explains that weak networks are wide and interconnect different types of groups; this type of network is an important source of information and career opportunities throughout the social system (Burt, 1992.)

Cultural Capital Development in the Economic and Social Integration of Highly Educated Immigrants

Some scholars have found that prejudice also affects the career development of HEIs and international students. Immigrants, without knowledge of how they came into the country, are exposed to multiple expressions of prejudice such as xenophobia, racism, sexism, and discrimination based on poverty and employment (Berger, 2004; Marsella & Ring, 2002; Pew Hispanic Center, 2006; Segal & Mayadas, 2005; Yakushko, 2007; Yakushko & Chronister, 2005). Many immigrants are portrayed as undesirables who are desperate to live in the United States and arrive with little or no education (Espanshade & Calhoun, 1993; Muller & Espanshade, 1985; Pew Hispanic Center, 2006; Portes & Rumbaut, 1996).

There is some evidence in the literature that supports the idea that identity development is a factor in the economic integration of the HEIs. The development of identity means that a person (immigrant) accepts and acknowledges the principles, values, and practices of their COD; successful identity development facilitates assimilation into the dominant group while a lack of identity development leads to isolation from the COD's social system.

Arbona (1990) suggests that the acculturation of middle class and educated Hispanics in the US may explain the differences between educational attainment and economic integration experienced by this immigrant group. For HEIs who have been forced to accept jobs beneath their level of qualifications, Foner (2001) found that social structures in New York City did not facilitate the development of basic skills such as language among HEIs that were underemployed. The lack of English language skills, financial problems, family issues, and personal pressures made difficult the expansion of the immigrants' weak social networks. In consequence, they have limited access to information and resources to facilitate their career development.

Al-Haj (2002) suggests that the immigrant's assimilation occurs in two difference forms: structural and cultural. Structural assimilation means that the immigrant has been absorbed into the social structures of the COD. Cultural assimilation means that the immigrant has exchanged previously held cultural principles, values, and behavior with the ones observed in the host culture. Van Den Bergh and Du Plessis's (2012) model suggests that assimilation is more likely to occur between groups that are similar, and less likely to occur between groups that hold a lower social and/or economic position

Yakushko et al. (2008) found that employment is a key component in the integration of refugees because it provides the opportunity to create new network connections and establishes social roots in their COD. At minimum, the immigrant needs to understand the cultural norms related to social life, work, and others' behavior that can increase job opportunities and enhance career paths in their COD. However, the efforts to be assimilated or integrated in the COD can create depression and isolation from the immigrant's own culture due to the loss of their own identity. Reynolds and Constantine (2007), in a sample of 261 international college students from Africa, Asia, and Latin America, found that students' career development was negatively affected by the amount of stress that the acculturation process created; this stress was in addition to the stress already generated by the demands college-level study. Among some of the acculturation stressors are the use of a second language, understanding the expectations of the culture, and the loss of social and psychological support.

The bicultural acculturative process (González, Haan, & Hinton, 2001; Szapocznik & Kurtines, 1980; Wong-Rieger & Quintana, 1987) can offer immigrants, as well as refugees, the opportunity to learn about the COD's cultural patterns, gain language proficiency, and begin establishing social networks with members of the COD while maintaining their connections with members of their own. Zikic et al. (2010), studying highly educated immigrant women, found that many of them struggled with maintaining their own ethnic identities while trying to develop a new identify that fits within their COD's culture. In looking for a balance between competing identities, HEIs experienced difficulties when accessing social resources such as professional

organizations and networks; eventually, they found support in ethnic networks and communities.

Van den Bergh and Du Plessis (2012), studying immigrant women in the Netherlands, found that identity construction after migration is closely connected to their networks' support before migration. Most problems encountered by immigrant women are related to navigating differences between their home culture (COO) and the COD's values and customs, developing new social networks, and maintaining networks in the COO. Social and economic integration of immigrant women are also affected by language skills, availability of mentors, access to career information, and prejudice.

<u>Post-Education Migration as a Path for Economic and Social Integration</u>

It is clear that foreign education is perceived as less valuable than education obtained in the COD (Akresh 2007; Bratsberg & Ragan, 2002; Friedgerg, 2000; Schoeni 1997; Zeng & Xie, 2004). As a result, HEIs look at post-migratory education as a path to overcoming the barriers to expected returns on their investments in education in their COO. Educational attainment in the COD provides the opportunities to develop language skills and acquire credentials to apply to high-level jobs (Yakushko et al., 2008).

The growth in earnings experienced by HEIs after earning college or university degrees in the COD translates to roughly 13% during the first year after graduation (Akresh, 2007; Ferrer & Riddell, 2008). The scholarly literature is clear: academic credentials earned in the COD positively correlates to economic and social integration. However, the literature does not explain how post-migratory education affects the social

capital and identity development of HEIs. The gains in earnings after degree attainment

can be explained by the acquisition of local capital, education recognized in the local job

market, access to local resources and networks, and the knowledge of how to navigate in

the system (Reitz, 2001; Salaff et al., 2002; Syed, 2007).

Bratsberg and Ragan (2002), using data form the US census regarding youth,

concluded that immigrants who complete their education in the US earn more than other

immigrants. The authors explained the results as stemming from the acquisition of

certifications and credentials and not in the improvement of English skills. They also

found that immigrants from less developed countries who complete their education in the

US remain at a disadvantage, in terms of wages, when compared to similarly qualified

immigrants from developed countries. Bratsberg and Ragan (2002) suggest that these

results can be attributed to the emphasis on English language education in developed

countries whose first language is not English.

Kaushal (2011), using the National Survey of College Graduates, compares the

earnings of three foreign-educated groups: those who earned high-school diplomas and

higher in the US; those who received bachelor's degrees or higher in the US, but

completed high school in a foreign; those who received master's degrees or higher in the

US, but earned a bachelor's degree or less in a foreign-country; and those who received

all their education abroad. The results showed that there is no difference in earnings

between immigrants who receive high school and post-secondary education in the US and

the native born citizens with similar educational backgrounds. Immigrants with a

bachelor's degree from the U.S. earn more than immigrants without any education in the

United States. However, immigrants who earn a master's degree or higher in the US did not achieve earnings parity with natives holding the same credentials. Similar results were found when comparing women in the same groups. The authors concluded that the change in the earning trajectories of immigrants is not totally explained by the attainment of American college or university degrees; they went on to suggest that other variables such as motivation could affect earning trajectories.

Tong (2010) compared three science and engineering immigrant groups (immigrant fully foreign-educated, fully U.S.-educated, and mixed foreign and US-educated) with native-born scientists and engineers. The results showed that immigrant scientists and engineers displayed lower earnings than native-born scientists and engineers; however, the attainment of an American degree can improve their earnings faster than their native-born counterparts. For immigrant women who are scientists and engineers, their earnings increased faster after completion of an American degree than native-born women with the same characteristics.

Zikic et al. (2010), in their qualitative study of HEIs in Canada, Spain, and France, identified six major themes associated with barriers affecting HEIs' social and economic integration: maintaining motivation, managing identity, developing new credentials, developing local know-how, building a new social network, and evaluating career success. They also found three coping behaviors to overcome these barriers: embracing, adaptive, and resisting. Adaptive coping behavior is the behavior most closely related to post-migratory education. Some of the immigrants who presented this coping behavior were able to transfer their cultural capital to the COD; others used

temporary jobs as a way to survive until finding a job related to their career interests. Other immigrants were working on acquiring local human, cultural, and social capital to re-enter their original careers.

Liversage (2009) interviewed 19 highly skilled Eastern European immigrants in Denmark using a time geographical trajectory notation technique and found five paths of entry to the COD's labor market. Three of the paths, re-entry, ascent, and re-education, can be seen as a positive coping mechanism to facilitate access to the labor market. Two paths, re-migration and marginalization, can be understood as a coping mechanism that takes immigrants out of the labor market. In the path of re-entry are all the HEIs who were able to enter the COD's labor market using the credentials earned in their COO. This path is possible for professions that are in demand at a specific moment, or in disciplines that share similar credentials across countries. The results show that this path is more frequently taken by HEIs with careers in sciences than in humanities. The path of ascent is used when immigrants do not have access to the COD's labor market using credentials from their home countries, so they take a lower level job until they find the professional opportunity that matches their human capital. Immigrants with credentials who cannot transfer their foreign-earned credentials to the COD's labor market, or for whom prejudice against foreign credentials is a barrier for career development, use the path of re-education.

Girard (2010), using data form the longitudinal survey of immigrants to Canada, found that a third of new immigrants with postsecondary education took one year to enroll in education as a path to find economic integration. Some of these immigrants

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enrolled in similar career programs to the ones acquired in their COO, but most chose to change their career paths. Immigrants who face credential recognition problems are more likely to enroll in post-migration education. However, the data do not suggest an increase in earnings after four years. The author explained the results by pointing to the fact that most of the identified degree programs require at least four years to complete.

Summary

After reviewing the literature related to HEIs and their economic and social integration, it is clear that most of the associated studies have been conducted in the economic and social sciences. The major focus of the economic studies consists of comparing the differences in earnings of immigrants compared to native-born citizens using census data, immigration surveys, and graduate performance surveys. These sources provided rich quantitative data for a large and diverse population in the country, so conclusions offered by these studies can be generalized. In the case of census data, it is important to consider the limitations related to collecting information about immigrants. The lack of specific information about their immigration experiences as well as missing demographic information pre-migration constitute important limitations that researchers have overcome using statistical regression models.

Although the general literature supports the conclusion that HEIs face an economic disadvantage compared with the native-born citizens, it also shows that this gap in earnings and opportunity can be closed when the immigrants acquire additional education in the COD. However, the literature does not explain how differences in

earnings and levels of education, in the COD, reflect differences between immigrants in terms of ethnicity, gender, academic disciplines, and COOs.

From the studies made in the social sciences, we can conclude that among the factors that explain the disadvantage in earnings experienced by HEIs include the lack of social networks, cultural capital, and career development congruent with the culture, customs, and needs of the COD. These studies also show that HEIs enrolled in post-migration educational programs in order to acquire credentials, expand social networks, improve language skills, and develop new skills. However, the literature does not show how the college experiences of HEIs affect their social skills, identity, cultural capital, and career development.

CHAPTER 3
PROCEDURES FOR THE INQUIRY ON HIGHLY EDUCATED IMMIGRANTS

The purpose of this study was to explore how college experiences in an American college or university facilitate or hinder the transfer and acquisition of different forms of capital among highly educated Colombia immigrants. To extend the understanding of this phenomenon, the original education pathway model of transfer and acquisition of capital for highly educated immigrants (HEIs) was examined. This chapter describes the research design, rationale, and research questions, as well as the site and the methodology used to select the participants in the research. This chapter concludes with the description of the methodology used to collect the data from participants, the interview protocol, and the strategies used to guarantee the confidentiality and privacy of the participants in the study.

Research Design

Qualitative research is commonly used in social sciences when the researcher wants to understand the complexity of a phenomenon through the collection of data that has been gathered in a naturalistic setting. According to Lapan et al. (2011):

> Qualitative studies focus on giving voice to those who live experiences no one
> else could know about directly, asking research questions that encourage
> reflection and insight rather than assessing performance on test or other
> quantitative measures emphasized in traditional quantitative research. (p. 9)

Lapan et al. (2011) also state that the interpretative approach to qualitative research works better than the critical approach as the researcher recognizes the individuality of the experiences and the uniqueness of the meanings that the research participants assigned to their experiences. The uniqueness of these experiences is the result of the relationship and interaction of participants within their environment. Therefore, "experiences cannot be aggregated or averaged to explain a phenomena" (Lapan et al., 2011, p. 8). In the interpretative approach, the researchers' role, background, and experiences are also recognized.

Among the most common qualitative methods are ethnography, phenomenology, narrative analysis, critical research, qualitative case study, and grounded theory. However, according to Merriam (2009), the qualitative researcher's overall purpose is "to uncover and interpret the meanings… that human beings constructed while they engage with the world they are interpreting" (pp. 23 - 24). Applied disciplines like education use basic qualitative research methods. In this method, researchers are interested in the following: " (a) how people understand their own experiences, (b) how they construct their worlds, and (c) the meaning of these experiences for their selves" (Merriam, 2009, p. 23).

Due to the lack of information about how HEIs are able to gain and transfer the required human capital to achieve social and economic integration, a basic qualitative study was the most appropriate research design to explore the college experiences of highly educated Latin American immigrants and their meaning in the process of gaining and transferring different forms of capital for social and economic integration in the US.

For the most part, qualitative studies use interviews to collect the data (Merriam, 2009). Siedman (2012) considers each word, shared when people are telling their stories, as:

A microcosm of their consciousness. Individuals' consciousness gives access to the most complicated social and educational issues, because social and educational issues are abstractions based on the concrete experiences of people. (p. 7)

Therefore, the in-depth interview is the best mechanism to understand those abstractions. In Siedmans's (2012) interviewing methodology, open-ended questions are used to help the participant "reconstruct his or her experience" (p. 14). In the case of this study, Siedman's in-depth phenomenological-based interviewing will support the mining of the HEIs' college experiences and the understanding of their role in gaining and transferring different forms of capital used for economic and social integration in the US.

Research Questions

The research questions guiding this study were:

1. How do highly educated Latin American immigrants gather and transfer different forms of capital while attending an American college or university?

2. How do highly educated Latin American immigrants use their gained capital to integrate themselves socially and economically into American society?

Participation Selection

For this study, I interviewed six highly educated Colombians immigrants who: (a) had completed a higher education degree in their COOs, (b) had migrated to the US under any immigration category other than student or scholar, (c) had completed or are in the process to completing a degree in an accredited US college or university, (d) was 25 years old or older.

Snowball Sample

Characterizing and identifying immigrants based on education attainment previous to migration is difficult. As a consequence, this study used a snowball sample technique. The snowball sample technic consists of the identification of one subject of the study who will reference the next subject until the researcher has the right number of participants (Gay, Mills, & Airasian, 2006).

Site Description

The study took place in the US and in the state of Florida, in places where highly educated Latin American immigrants are located. In order to collect all of the kinds of information needed from the interview, the researcher planned to interview the participants in person. If a participant could not be interviewed in person, a Skype interview would take place.

Methods and Procedures

The researcher, a highly educated Latin American immigrant from Colombia, had inside of her own network several contacts that fulfill the required characteristics for participants in this study. The researcher identified the first contacts among her personal network that match the required characteristics and extended an invitation to participate in the study (Appendix D). As part of this first contact, the researcher explained to the potential participant the purpose of the study, the methodology, and the provisions to guarantee the participant's confidentiality and privacy (Appendix E). The researcher invited the participant to join her in a place chosen by the participant for a series of two interviews that took place over two or three days. Participants were not compensated for their participation in the study. Upon agreement to participate in the study, participants received a confirmation letter from the researcher (Appendix F). The researcher confirmed participation submitted the interview protocol using e-mail and/or normal mail services to the participant ahead of the interview appointment, so the participant was aware of the kind of questions involved in the process, and gave the participant the opportunity to withdraw from the study.

When the interview protocol was submitted to the participant, the researcher asked the person to consider other people they know who meet the sample characteristics, so the participant could recommend a new person for the study. The researcher suggested that the participant contact the referral and ask for authorization to be contacted by the researcher. After the participant agreed to continue with the interview, an appointment was scheduled. Before the interview began, the researcher explained the

confidentiality agreement to the participant and, if consent was obtained, the agreement

was signed. Then the researcher asked permission to make a voice recording of the

interview. After the interview was completed, the researcher explained how the

information would be stored to protect the privacy of the participant. Finally, the

researcher asked if the participant could refer other persons who meet the sample

characteristics and if the participant was authorized to share their personal contact

information. As part of the closing process, the researcher provided her contact

information in case that the participant wanted to withdraw from the study after the

interview process.

<u>Data Collection</u>

Interviews

Siedman's (2012) in-depth phenomenological-based interviewing is based on

three separate interviews. The first interview is focused on the life history of the

participant. In this interview, the researcher needs to help participants to open up and

share as much as possible about the topic of study. The second interview is about their

current experiences. The researcher helps participants to describe their current situation

in detail. The final interview is to help participants "to reflect on the meaning of their

experiences" (Siedman, 2012, p. 22*).* According to Siedman, the interviews can take

place at different moments in time, but it is important to complete the set of three

interviews.

However, this study reduced the number of interviews to two by recommendation of the research committee. The participants chose to speak in Spanish during the interviews. The IRB did not require that the interviews be translated to English, so they were audiotaped and transcribed in Spanish. The transcriptions were used to identify words, emerging patterns, and similarities. The quotes selected to be included in the analysis of the information were translated to English.

<div align="center">Interview Protocol</div>

The interview protocol was used as a main instrument to collect information for this study. The protocol explored the participants' experiences gaining capital before immigration, building capital in an American college or university, and the assigning of meaning to those experiences. The protocol of the first interview gathered the participant's demographic information and encouraged the exploration of the life experiences of the participant before immigrating to the US (Appendix D). The second protocol explored the participants' experiences in constructing the different forms of capital in an American college or university and how they used this capital to integrate within American society. This protocol has been designed to help the participants to make connections between their experiences as immigrants, their college experiences, and their current places in American society (Appendix G). The relationship between the purposes of the two interviews, the research questions, and the interview questions are displayed in Table 6.

Table 6

Interview Protocol

Purpose of Interviews	Research Questions	Interview Questions	
Interview 1: Exploration of experiences gathering and transferring capital	How do highly educated Colombian immigrants gather and transfer different forms of capital while attending an American college or university?	Transferable Capital Gathering	10-12
		Capital Cultural	22-29
		Capital Social	
		capital Human	30-37
		capital	23-31
Interview 2: Exploration of experiences building capital in an American college or university	How do highly educated Colombian immigrants use their gained capital to integrate themselves socially and economically into American Society?	Cultural Capital	1-17
		Social Capital	18-27
		Human Capital	28-33

Field Notes

Field notes are frequently used to focus the research analysis of the data collected or to expand the interviews on specific topics (Wolfinger, 2002). These notes are frequently about what the researchers are observing during the interview process, learning about the research process, and their own experiences during the observation process (Emerson, Fretz, & Shaw 2011). Field notes also are relevant when using Siedman's (2012) interviewing methodology in order to reflect on how the information provided in each interview would be used to explore, expand, and analyze the information gathered from the subsequent interview.

Field notes in this study were used to collect observations about body language, emotions, additional questions explored on specific topic in subsequent interviews,

researcher reflections, emotions, and similar experiences. No specific format has been designed to this purpose.

Data Analysis

In the data analysis process, Siedman (2012) recommends to complete the three interviews with each participant before starting the process of analysis. By following this model, the researcher avoided "imposing meaning for one participant interview to the next" (p. 116).

In the data analysis, it is important to have an accurate transcription of the interviews. Siedman (2012) recommends having a physical transcription that accurately reflects the emotions and language of the participant. When the researcher is ready to work on the interview transcription, Siedman recommends that the researcher approach the collected data with an "open attitude, seeking what emerges as important and of interest from the text" (p. 119). Siedman's approach to analyzing the data is described below.

- Marking what is interesting in the text: The first step in the process is marking with brackets the part of the text that grabs the interest of the researcher. During this step, the research is making "*a judgment about what is significant in the transcript*" (Siedman, 2012, p. 120).

- Sharing interview data: Profiles and themes: Sideman (2012) recommends two methods to sharing interview data, profiles and themes. A profile of the participant's experience is used to "present the participant in context, to clarify his

or her intentions, and to convey a sense of process and time" (p. 122). The

researcher grouped the categories and looked for connections between those

categories.

- Interpreting the material: In interpreting the data, Siedman (2012) suggests that

  the researchers report what they have learned from the process until this point, the

  connections between the participant experiences, their explanations about why the

  connections are present, how their understanding of the situation has evolved,

  their experiences during the process, and the connections between the process and

  the literature review.

- Finally, Siedman (2012) suggests that the researcher has to ask "what meaning

  they have made of their work*"* (p. 131).

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

Lincoln and Guba (1985) describe the validity and reliability of qualitative

research in terms of credibility, transferability, dependability, and confirmability. These

concepts guarantee that qualitative studies reflect the real meaning that the participants

give to their experiences, that the results can be applicable in other contexts, that similar

results will be found in future studies with the same characteristics, and that the results

are a reflection of the participants' experiences and not the bias of the researcher (Lincoln

& Guba, 1985). Several strategies can be used to guarantee the validity and reliability of

qualitative studies: (a) triangulation; (b) member checking; (c) adequate engagement in

<div align="center">81</div>

data collection; (d) researcher's position of flexibility; (e) peer review examination; (f) audit trail; and (g) rich, thick, descriptions with maximum variation (Merriam, 2009).

As described in Chapter 1, the positionality of the researcher can compromise the credibility, transferability, and dependability of the results. Therefore, several strategies were adopted to guarantee the rigor of the study. The first strategy consisted of member checking in order to ensure the fidelity of the participants' feelings and assignments of meanings to their experiences as well as avoiding bias arising out of the researcher's own personal experiences. The second strategy included data triangulation when availability of information on the topic allows for its use. The third strategy consisted of external audits to guarantee that the study's procedures have been followed. The fourth and final strategy was a critical self-reflection conducted by the researcher about her own experiences as a highly educated immigrant pursuing a doctoral degree in an American university.

<div align="center">Institutional Review Board (IRB)</div>

Because this study was designed to work directly with human beings, the approval of the Institutional Review Board (IRB) was required before starting data collection (Appendix H). The approval of the IRB certifies that the study does not endanger the emotional or physical well-being of participants. The ethical issues related to this study included privacy and confidentiality of the information shared during the interviews. The right of the participant to have access to all the information pertinent to this study after providing consent to participate and upon completion of the research was

also an ethical issue. People could withdraw their consent to participate in the study at any time during the data collection process. They could leave the study before the interview, during the interview, and after the interview before the results were published.

In seeking the approval of the IRB for this study, formats of all forms of communication used in this study, in order to find participants for the study, as well as communications with participants during the data collection process, were included in the application for IRB approval. Upon review, the necessary changes were implemented in order to protect the privacy and confidentiality of the participants and the study received IRB approval (Appendix I).

Confidentiality

In order to gain the trust of the participants and to encourage them to share their experiences about their immigration process, the researcher needed to guarantee complete confidentiality of participants' identities as well as the people and places referred to during the interview process. Therefore, all information in this study was reported anonymously using aliases. Interviews were voice-recorded and records were stored in a password protected external drive.

Originality Report

As required by the University of Central Florida, my major professor submitted this manuscript to iThenticate and shared the results with the dissertation committee.

Summary

Chapter 3 described the methodology chosen for this study, stated the research questions, described the participants' characteristics and sample, and explained the procedures for acquiring and analyzing the data. The interview protocol was presented along with a description of the methods to guarantee the integrity of the study. Finally, the chapter also described how the researcher fulfilled the IRB requirements, and originality standard as reported by iThenticate as required by the University of Central Florida.

CHAPTER 4
A RESTROSPECTIVE ANALYSIS ON THE SUGGESTION TO THE LITERATURE
REVIEW

The day of the proposal defense arrived; I had been working for more than two years to get to this point. Half of that time I spent putting together this proposal. I was nervous and so was my advisor, as she confessed to me later. That said, I knew my research very well, its strengths as well as its weaknesses; the theoretical model was my proposal's strength and I was so proud of it. However, I knew that there had to be other theoretical approaches that were not addressed in my literature review. I spent many hours reading and testing additional descriptors in the library databases, hoping to unearth new information that would shed light on my research questions. The results were disappointing, always containing studies that focused on a completely different population: different nationalities, age groups, levels of college attainment, and socioeconomic status. The list could go on and on.

I was worried that someone on my committee might suggest a specific theory or model that I had overlooked. Still, I felt confident in my decision to use three theoretical frameworks. Finally, the day of my proposal defense arrived. So, there I was, in front of my dissertation committee, my coworkers, my students, and my husband. I was hyperaware of my own breathing while I gave my presentation. After my presentation, it was time for questions and clarifications. In hindsight, my proposal defense was not as scary as I had expected. It was more of a discussion than an adversarial defense, and I received excellent, detailed feedback. This feedback focused on three concepts that might strengthen my study: (1) a more concrete theoretical model in the area of career

development, campus ecology, or biculturalism; (2) the effect of socio-economics on the acquisition of capital, and (3) the intertwined relationship between the forms of capital.

I left my dissertation proposal defense feeling excited. I was one step closer to graduation, but I was also anxious about incorporating my committee's suggestions into my final paper. I had worked hard on building a theoretical framework that explains the phenomenon of highly educated immigrants and their social and economic integration into their COD. So, I took some time to think. I took comfort in the thought that I had plenty of time to address my committee's suggestions in a way that would satisfy everyone.

I took one more year to finish this study, one year to think about how to include the suggestions of the committee in my study or, alternately, how to justify my decision not to include some or all of their suggestions. Interestingly, the final results of this study determined which suggestions to incorporate into the final manuscript. First, the results of this study clearly showed that the forms of capital were not discrete; on the contrary, they were highly interrelated. As I explain in Chapters 8 and 9, HEIs acquire capital in a dynamic way. Expanding heterophilous networks helps HEIs to build cultural capital; human capital acquisition increases contacts with members of the dominant culture who could become part of a heterophilous network. Finally, the acquisition of habitus can be defined as a centrifugal force that supercharges the HEI's career in the COD.

Though, I agreed with the suggestion that a theory of career development would clarify the phenomenon of HEIs' social and economic integration in the United States, the information available to me at the time of this study failed to highlight how a college

education in the COD contributed to their social and economic integration. I did consider some of the career development theories; however, participants focused more on the effects of attending college in the US on their social and professional lives rather than their career development, the difficulties faced in college, or the development of their own identities. Although I recognized the importance of career development, college ecology, and biculturalism on HEIs' career success, the scope of this study focused more directly on the impact of college on the HEIs lives.

The final suggestion made by my committee concerns the effects of social dynamics on the acquisition of capital. Indirectly, the interviews made references to the inequalities of society, especially in the COO. Participants also mentioned their perception of the United States as a more meritocratic society than Colombian. However, social dynamics such as race, ethnicity, and social status were not mentioned during their interviews. By any measure, the lack of information about the challenges faced by HEIs in the acquisition of capital as a result of being Hispanic means that they faced none of these conflicts. I think the interview protocol was appropriately focused on the acquisition of different forms of capital rather than identity issues.

So, now I am writing my fourth chapter. I left this chapter to the very end because I first wanted to address my committee members' suggestions; many of them have guided me on my doctoral journey and beyond. I have always taken my committee members' advice seriously, and I tried to incorporate at least a small piece of each idea given to me. That is why it was so hard to say no to their suggestions. My committee consists of experts in their fields, and here I am a doctoral candidate saying no to them.

My decision not to include their suggestions in my literature review does not mean that I disagreed with my committee; it simply means that the scope of my research was focused on the college experiences of HEIs and their acquisition of capital, rather than on the social dynamics, the psychological distress of building cultural identities, or the social dynamics of college.

CHAPTER 5
MY RESEARCH JOURNEY

<u>What I Know Now That I Did Not Know Before</u>

My journey as a researcher began more than two years ago, and I did not realize, at the time, how challenging this journey would be. Regardless of the challenges, this journey also has been very satisfying. Throughout the research process, I faced many hurdles, from structuring the study to conducting it. I also faced the challenge of being a non-native English speaker and producing and gathering information in formal, academic English.

The first obstacle to developing my study involved finding a theoretical framework that fit my problem statement; I hoped, and expected, to finding a perfect model that explained the effects of attaining a college degree from an American university on the economic and social performance of immigrants who hold degrees from foreign universities. I struggled to identify research studies in the scholarly literature that focused on this specific student population; I began to see that I wasn't going to find the perfect model to support my problem statement. In this study, the reporting on previous studies that investigated the effects of an American college education on the economic and social integration of highly educated immigrants (HEIs) proved impossible. Furthermore, traditional approaches used to measure social and economic integration failed to account for one or more parts of my problem statement. Therefore, I had to create my own theoretical framework.

Making the decision to develop my own theoretical framework was not serendipity; it was an arduous, analytical process that required the reading of a mountain of articles from multiple disciplines and even more hours discussing these articles with my dissertation advisor. This process also required me to keep an open mind in order to accommodate new ideas and approaches; my path was iterative, not linear. I did not find a trail of breadcrumbs that lead me to the perfect theoretical model and the perfect literature review. This process was more like an a circle in which I took one step forward and one step back, and, in this process, found the momentum to push my research further than I could have using a linear process (Figure 3).
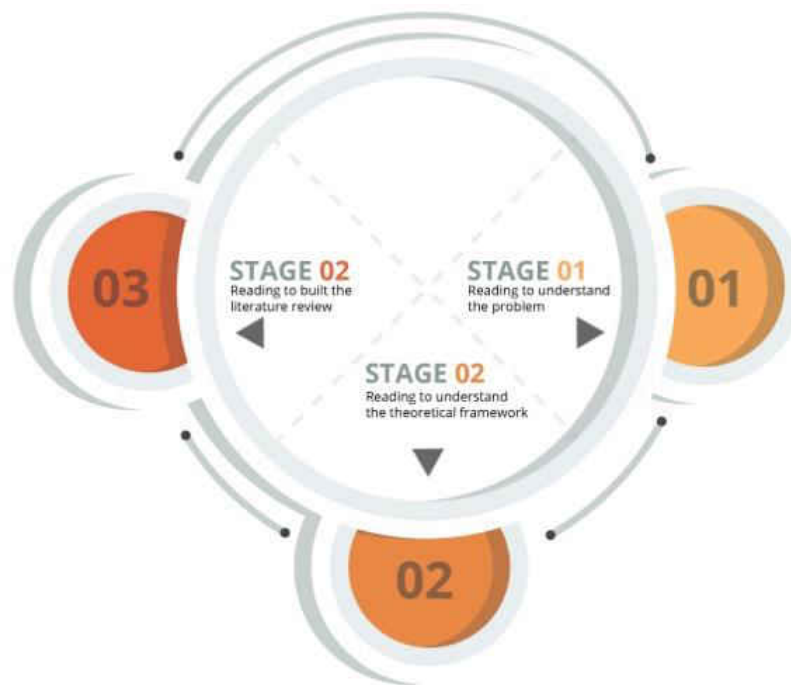
Figure 3. The cyclical process in building a theoretical framework. Copyright 2015 by O. L. Bedoya-Arturo.

I found another challenge in the process of structuring my research design and building a comprehensive literature review; that challenge came in the form of two months of reading, digesting, and managing the scholarly literature related to immigration law, communication, technology, and notable immigrants. In the end, I included less than 10% of all the information that I compiled during these intense two months. Most of the material not included in the 25 pages dedicated to the history of immigration in Chapter 1 was made available in Appendices A, B, and C. In hindsight, I mourned the material that I purged from the proposal, remembering all the hours of effort I put into developing the material. That said, the process of gathering, digesting, and organizing the historical literature was a necessary step in the development of this study. Building this historical background was fundamental to understanding my selected phenomenon and helped me to better understand my field of study.

At some point, while I was working on structuring this study, I fell in love with some topics and felt repelled by others. I fell in love with history because information was readily available and a pleasure to organize. Everything was there; I only needed a little time to find it, a task that was completely different from finding information about my theoretical framework. In terms of my theoretical framework, I found large amounts of information about human capital, cultural capital, and social capital. However, when I narrowed the information to HEIs, that river of information that I had found, to my horror, shrank to a trickle. I found it frustrating to locate, select, and analyze the small amount of research previously completed about my phenomenon. My experience conducting this study revealed to me that doctoral programs do not train people to follow

a rigid process that produces a predetermined result. Doctoral programs educate high-level professionals capable of producing new knowledge. We, as doctoral students, need to understand that the production of knowledge is not like following a recipe; producing knowledge requires time, effort, and an inquisitive attitude towards finding new ideas or approaches. Frustration arises because the idea of earning a doctoral degree is exciting, but earning it means sacrifice and courage. Successful doctoral students move from generating papers based on a recipe with exact amounts of time and ingredients to a discovery approach without a pre-defined timeframe that embraces ingredients that make the results spicier.

In order to do this, to add spice, I had to read, several times, each journal article, news item, white paper, and webpage to find one or two words that might generate a new database search. Again this process was not linear but cyclical. This cycle required me to find information relevant to the study, read the information in order to make an initial judgment about the information's relevance to the study, archive the material in a coherent way that allowed a further review in the near future, read again when the writing process required it, organize the material, and synthetize the information according to the meaning that the researcher intended in the literature review.

Although I got used to reading research articles and extracting relevant information, it was only when I was building my literature review that I fully understood how to extract information from a journal article. A very important part of my experience as a non-native English speaker, in terms of building my literature review, came with teaching SLS 1501 to my freshman students; the book used in the class

includes a worksheet to help the students scan a research article and focus on the most important information (Appendix J). I thought that if this technique works for my students, it should work for me. I started to archive the information in this format for each journal article that I read. Ultimately, I was able to scan journal articles much faster, record an accurate reference, find more descriptors, and paraphrase the article in a more efficient way.

One more challenge I faced while conducting this study was finding participants and conducting the interviews. I went back to my proposal several times to read and re-read my participant protocol; my participants were Colombian-born immigrants who came to this country with any type of visa other than a student visa, after completing a college degree in their home countries, and having pursued, or are pursuing, a college degree in an American college or university. However, the description was not clear to the participants. I realized that we, as immigrants, share information with our social contacts in a very selective way. It does not matter how close to us these social contacts are. Frequently, we change, hide, or forget to mention information that we do not want others to know. This hesitancy to share information may be related to Colombian national stereotypes. Sharing our experiences before and after coming to the United States could mean, in many cases, explaining how we came to America in the first place. Coming to US with a tourist visa and overstaying our visits can be embarrassing for many of us. If we became legal residents or citizens by claiming asylum, then we must remember the violence that we, or our families, faced in Colombia. Finally, for other groups of Colombians, the reasons behind their leaving Colombia is a reminder of the

painful, embarrassing history of drugs and violence that our country has faced for more than 60 years.

Of the six participants who participated in this study, two were close friends of mine, one was a close friend of my best friend, another a former college classmate, and the last an acquaintance from my childhood town. Only one of the participants did not have any connection to me. I thought that I had very accurate information about the immigration background of at least five of the six participants. I was very sure that they would match the participant profile of this study.

I contacted each potential participant by phone and then by email, and I clearly stated the qualifications for participating in this study. Each of them met the criteria for participation in my study as they told me. I grew confident after the initial participant contacts because the implementation of my study design was moving forward rapidly; I read the participant requirements to each prospective participant and offered each one the chance to ask questions. However, the interview process revealed information about participants that excluded them from participation in the study. In the case of Giovanni, he came to the United States as an English student and later tried to change his status to asylum. During this time, he was enrolled at the University of Miami and working toward his MBA. Before he finished his program, his asylum application was denied and he had to leave the country. Giovanni eventually returned to the US on an employment visa sponsored by his current employer. He finished his MBA at the University of Miami while he was in Colombia. I discovered this information during his first interview. My

dissertation advisor authorized me to retain Giovanni as a participant and the number of participants in my study remained at six.

Another challenge related to the interviews was the process itself. I started conducting participant interviews after I received IRB approval. It was the middle of August when I completed my first interview with Roberto and by the end of December I had interviewed four of the six participants for the first time. Naturally, all of them were very busy people with very complicated schedules. My goal was to complete all of the interviews (two interviews with each participant) by the end of December 2014, but soon I realized that goal was quickly moving beyond my reach. Scheduling face-to-face interviews remained a challenge, especially with the last two participants, Giovanni and Clara. On the positive side, I was able to complete both face-to-face interviews with Patricia and Carlos, who both live in Orlando. Second interviews with Roberto and Edwin took place during the holidays and had to be conducted using Skype (without video because the Internet connection was too slow). Giovanni and Clara were interviewed over the phone; both were able to find quiet places to talk and I was able to facilitate a rich reflection on their own experiences. Although I had to conduct some interviews remotely, I think that the process was successful; participants sounded engaged during the entire duration of the interview.

Another interview-related problem involved the process of voice recording. On several occasions, the voice of the participant was too low to be captured by the recording machine, so my transcriptionist was unable to capture some dialogue. Also, sometimes my voice and the voice of the participant overlapped and were difficult to distinguish.

While conducting the interviews, I used at least two recording devices, a voice recorder, my cellphone, my computer, and/or iPad. On two occasions, at least one of the two devices failed to record part of the interview. The first failure happened during the first interview with Edwin. I stopped using the voice recorder (the most accurate recording device) and, after testing the voice-recording machine, I forgot to push the record button. I realized my mistake 45 minutes into the interview. I talked with Edwin for almost two hours. Although, I had used my computer to record the interview, it was in dictation mode. My transcriptionist had a very hard time transcribing this part of the interview because the voices cut out every 15 seconds. I tried to recapture the information by paraphrasing the questions over next 75 minutes of the interview; however, some information was missed. The transcript reflects this problem.

The study's approach to data collection was through in-depth interviews; I determined that two interviews, an initial and follow-up, were required to generate sufficient data to answer my research questions. Each interview required its own protocol; my position as a researcher was to use these two protocols as a guide during the interviews. However, my psychology background sometimes tempted me to address comments or experiences that, in some cases, were outside the prevue of my study but later would be used in the analysis of the data. This happened during the first interview with my first two participants, Roberto and Patricia. I found myself probing some of their earlier experiences, when they were children and adolescents. During the subsequent interviews, I tried to focus a little more on their experiences as college students and as adults. However, in the case of Patricia, it was a little more complicated.

Her own reflection on her experiences required us, in some cases, to go in-depth about some of her experiences and sometimes she went off topic.

The analysis of the results was another challenge in my research journey. In qualitative research, one has to accept that analyzing your data in a neat, linear fashion will simply not happen. There are too many gaps in the process of taking the interview transcripts, isolating your own experiences, and producing themes out of the participants' stories. This process is very vague and individualized. You are given only a general idea about how to analyze the information, and it is up to you to find what I call your "own rhythm." This means developing your our own approach to extracting those passages in the transcripts that make sense to you as a researcher and then finding the relationships between the participants' experiences. I developed my five themes over a period of just over four months after the last transcript arrived in my inbox. I am still working on all the information while I am writing this chapter. It is a cyclical process (Figure 4). You live with those transcripts in your mind, finding relationships between the participants' experiences. I found myself making connections while driving to work, talking with my students, watching the news, and talking with my family on the phone. It is a never-ending process.

Figure 4. The dissertation's never ending analysis process. Copyright 2015 by O. L. Bedoya-Arturo.

I imagined the transcripts as the story of six people. I had two stories for each of them so I made the decision to begin analyzing the first interview independently of the second. I made that decision after I tried to merge both interviews without success. The first interview for most of the participants was a story about their lives before coming to the United States. Their reflections on their experiences during their first years in America were not deep and they lacked awareness of the role their university degrees played in their achievements. The initial interviews served as a first step in gaining their trust to guide them through an in-depth analysis of their experiences. However, these first interviews were very valuable in understanding their mindsets before coming to the United States. These insights, gained during the initial interviews, also helped me to

understand their perceptions of their adopted home, and how they succeeded here in the United States.

The second interviews, on the other hand, were more reflective and less anecdotal. The participants could more clearly see, in hindsight, their achievements and focused more on less tangible experiences and more on their perceptions of their futures. Analyzing the two interviews in a separate process allowed me to find common areas between the participants and to understand the phenomenon and its evolution before and after immigration, as well as before and after their education. I must mention that the review of the transcripts was not a one-time process; I completed multiple readings of the transcripts before I was satisfied that I understood my participants' experiences. While I was reading the transcripts, I made notations in the margins about similarities between participants and possible descriptors for that specific experience (Figure 5).

I did not pre-select descriptors, and I did not find a list of descriptors in any book or journal article; descriptors came from the mastering of the theoretical framework and the literature review. At this point, I had lived with this literature for almost two years so most of the descriptors came to my mind very easily while I was reading the transcripts (Figure 6). The process of finding descriptors was cumulative. I started reading and the descriptors for that transcript just came up (Table 7).

In my proposal defense, Dr. Laureano asked me if I was aware of the amount of information that I will have to process after completing my interviews. I said, "Yes, of course." I can now say that I was oblivious to what she meant at that moment. It was a large amount of data to process and analyze; the most difficult part of doing this is

finding your rhythm and your own process. There is nobody there to tell you what to do and how to do it. Mentors can guide you, books can list steps, but you will not find exactly how to conduct this analysis and develop a list of themes that are manageable and make sense.

Considering all of these processes, time is required to process the data and make the required connections. Time was also necessary for the participants, so they could deeply reflect on their own experiences. The research model presented in my proposal required at least a week between the first interview and the second.

In reality, the two interviews were more or less one month apart from each other. I sent the transcript of the first interview to each participant, but few of them had the time to read it. However, all of them showed a more reflective demeanor during the second interview. Figure 7 illustrates the reflection process.

In order to maintain the validity of this study, I had to separate myself from the experiences of the participants; this was serious challenge to me as a researcher. The difficulty arose from the fact that I am an HEI and I am completing my doctoral degree. I saw myself in each of the participants in this study and, although I tried to separate my own experiences from theirs, I could not help but see my experiences through their eyes. I had to create emotional distance from my participants and walked away from my study for days and sometimes weeks. I found it especially difficult to analyze Patricia's transcripts; her experiences were painful and included a passive aggressive tone that was difficult to overlook. I found myself paying less attention to her transcripts compared to

the other five participants. Most of the time, I worked on her story at the very beginning of my week.

I must also acknowledge that my professional work focuses on international students' academic success. I am embedded 24 hours a day in an environment in which college experiences are a significant component of the success of international people in the United States. My research experience has fed the program in which I work. The experiences of my students have helped me to see the participants' experiences in a different way. Separating my status as an HEI and my professional experiences has been almost impossible because they are the elements that make up my life story. These experiences defined who I am and constitute the lens that I use to evaluate information.

[Handwritten note at top:] It is not necesary the American Network the built the bridge, but the intellectual network. This Network can be tune with hispanic or America butch similar or higher socio-cultural back group

1 como crees tú que, que el college y esas experiencias en tu programa en el MBA te
2 ayudaron a expandir tu red de contactos?

3 **Entrevistado:** No, pues total, porque mis compañeros eran todos empleados Entonces, con
4 ellos que....digamos que llegaban, llegaban ahí y ; "Oiga se está necesitando una persona ,
5 una en tal parte" O supe de...... sobretodo uno que comparar el network de uno Vs. El
6 network de ellos no? Entonces uno lo que tiene que hacer es, es acoplarse uno al de ellos para
7 que, para que lo nutran de uno y a través de eso, eh.... por ejemplo tata consiguió el trabajo a
8 través del jefe que yo tenía no? Eh....A través de...de...de eso a uno le contaron de
9 oportunidades, de , de, de, trabajo. Entonces eh....yo creo que eh... pues fue muy muy
10 importante. Es muy importante, tenerlo y mantenerlo de crecerlo

11 25. **Moderator:** Y ese jefe tuyo que le ayudo a conseguir el trabajo a tata, era cuando ya
12 estabas en I...en IBM , Cierto?

13 **Entrevistado:** Es que perdón?

14 26. **Moderator:** El jefe tuyo que le ayudo a conseguir el trabajo a tata. Ese fue tu jefe cuando tú
15 ya estabas en IBM?

16 **Entrevistado:** No, en Toyota

17 27. **Moderator:** En Toyota. Ok. Fede, y cómo crees que tu red de contactos estando en Co...En
18 el IBM te ayudo a a adoptar algunos aspectos de la cultura americana?

19 **Entrevistado:** Pues como, como, como en su gran mayoría son norteamericanos como ya
20 están viviendo aquí, si no son norteamericanos , están viviendo aquí Pues obviamente uno
21 tiene las posibilidades de interactuar con ellos. Entenderlos a ellos eh...y, y, y, yo creo que se
22 vuelven también como muy buenos profesores. Porque ellos...como uno ha tenido la
23 oportunidad de interactuar con ellos. Entonces ellos dicen: "No estos no saben de esto que
24 estamos hablando" Entonces van y le explican a uno, de, de que están hablando y tal cosa.
25 Entonces ya ahí empieza a entender mucho más la cultura de ellos Y ese tema de compartir
26 no solo en clase sino por fuera de la clase. Eh....le ayuda mucho a uno a.... a...digamos a
27 soltar, eh....a entender, a relajarse, a sentirse parte de

28 28. **Moderator:** De ellos. Y, y esos ami...eso compañeros y esa red de contactos en college te
29 han ayudado a expandir a otros contactos. O se ha mantenido solamente entre ellos?

30 **Entrevistado:** No, no, no, no. Precisamente eh... por ejemplo, el caso de mi jefe. Mi jefe
31 pertenece a unos grupos de empresarios eh...en Tampa y, y el supo que se requería, que un
32 proyecto de unos, unos , unas ah...academias que iba a abrir la...para que la gente se fuera a
33 certificar pero me estoy enfocando al mercado hispano Entonces, Él le hablo de mí y....le
34 preguntaron de mi esposa y salieron a.....los conocieron Salieron a cenar esto lo otro. Él nos
35 llevo a...a una, a una cena a presentarnos a ellos, osea fue todo un proceso ....no? y, y
36 finalmente y pues que ellos se dieran cuenta de cuál es el perfil de ella. De donde viene y
37 tal cosa y....tata se quedó con el trabajo. Entonces fue bien interesante

38 29. **Moderator:** Jm...Que bueno. Fede y, y ya cambiado otro poquito de tema, que crees tú que
39 han sido los efectos, literalmente los efectos de tener un, un degree en una universidad
40 americana en tu carrera aquí en los Estados Unidos?

41 **Entrevistado:** Mira, yo creo que mi, mi, mi, eh....la posibilidad para efectos obviamente
42 económicos, pues de poder conseguir mejor trabajo. Porque ya uno se rankea diferente a los
43 otros. Ya es un punto, es diferente a graduarse en una universidad en Colombia a una

Figure 5. Example of the process of making connections.

	Descriptors		Sub-descriptor
40	Adapting to social and economical conditions	66	Adapting to social and economical conditions
22	Ahievement	27	Perseverance
		70	Achievement feelings
26	Autosufiency	38	Building career by self
		56	Autosufiecincy
		60	Individualism
		85	Innitiative
19	Challenges	22	Challenges
		24	Dreaming
		29	Risk taking
18	COO Perception	21	Dolor de Patria*
		28	Realismo Macondiano
20	CrossPath	23	CrossPath Decision
50	Cultural ties	83	Cultural ties
46	Diversity	76	diversity
49	Early professional experience	81	Early professional experience
1	El systema*	1	El systema*
2	English language	2	English Language Training
		34	English Level consiousnes
		36	Self imposed english
		37	Learning in English in practice
		84	Formall training in english
9	Faculty interaction in COD	12	Faculty interaction in COD
3	Family	3	Father Higher education achievements
		4	Family support
		40	Conflict with parent and pressure
		42	Mother compensate education with achievements
		43	Sybilings with education
		44	Family paradigmas about culture
		46	Immigrant extended family
		78	Positive family actitud to education
		79	Extended family in USA
		39	Father actitud to learning
51	Financial cross path	86	Financial cross path
27	health	41	Health issues (Mental and physical)
32	Higher Ed COO	54	Private or Ivy League education
		89	institutional guidance
21	Immigration reasons	25	immigration reasons
48	Information access throough SC	80	Information access throough SC
11	Intelectual	14	Scholarly community
		50	intelectual ties
39	Intelectual base adquire in Colombia	64	intelectual base adquire in Colombia
16	Intelectual differences	19	intelectual differences
44	Internal migration USA COL	73	Internal migration USA COL

	Descriptors		Sub-descriptor
25	International Expousure before migration	35	Study Abroad
		82	Visited USA before difinet migration
		5	International expousure or lack of
17	Jumping Education, labor	20	Jumping Education, labor
31	k-12 Education COO	52	private denominaitional K12 education
		53	K-12 bulling and discrimination
5	Knowing about USA	6	Mas media socialization
		7	Media Wash Brain
		49	Day to day reality
37	Low social immigrant weak ties	61	Low social immigrant weak ties
10	Mentorship in the COD	13	Mentorship in the COD
47	Meritocracy	77	Meritocracy
35	Negative image of COO	58	Negative image of COO
6	Non-Formal Education	8	Non-Formal Education
43	Optimism	71	Optimism
15	Passion	18	Pasion for learning
		72	love for learning
		26	Passion
41	Psichological support network	68	Psichological support network
7	Recognition	9	Recognition
		11	Status transition
		65	Social Intelectual recognition
30	Role models-mentors	51	Role models-mentors
36	Romantic ties	59	Romantic ties
23	Self	88	Good students
		87	Self reflection
		30	Self-awarness good or bad
		31	Self-confidence
		32	Self-efficacy
8	Social Awarness o perception of inequality	10	Social Awareness o perception of inequallity
		62	social spirit
38	social class ties	63	social class ties
29	Social contacts	47	Contact with diverse groups after arriva l
		48	Close contac with americans
		67	high end hispanic network
		74	experiece social
45	Social interaction	75	Social interaction
28	socio economic paradigms about cultur	45	socio economic paradigms about cultur
12	Spouse social support OR LACK	15	Spouse social support OR LACK
24	Strategic Planing-delay reward	33	Strategic Planing-delay reward
13	Tied Network	16	Tied Network
34	USA perception	57	Like and dream about United States
42	weak american network	69	weak american network
14	Weak Network	17	Weak Network
33	Youth ties	55	Youth ties

Figure 6. Descriptors from the first interview.

Table 7.

Merged List of Descriptors.

Merged List of Descriptors		
1. El "systema"	46. Social interaction	90. Amplitude perception
2. English language	47. Meritocracy	91. Exchange of experiences with low, medium, and highly education people
3. Family	48. Information access through SC	92. Value of the differences
5. Knowing about USA	49. Early professional experience	93. Inclusion
6. Non-formal education	50. Cultural ties	94. University environment
7. Recognition	51. Financial cross path	95. Active member of society, social responsibility and productivity
8. Social awareness or perception of inequality	52. Cultural embarrassment	96. Equidad
9. Faculty interaction in COD	53. Process	97. Critical thinking
10. Mentorship in the COD	54. Amount of information	98. Integration as personal decision (evolution of self)
12. Spouse social support	56. Objective	100. Informal social-cultural interaction with weak ties
13. Tied network	57. Conocer cómo funciona el sistema	101. Better position to negotiate income
14. Weak network	58. Factulidad	102. Traditions - customs
15. Passion	59. Migratory networks	103. Roots
16. Intellectual differences	60. Cultural shock	104. Accent
17. Jumping education, labor	61. Learning young ties	105. Concrete - efficiency
18. COO perception	62. Pride	106. Teamwork
19. Challenges	63. Intellectual status	107. Assertiveness
20. Cross path	64. Access to information	108. Humble
21. Immigration reasons	65. Empowerment	109. Long term learning English
22. Achievement	66. Mastering the English language	110. Malleability
23. Self	67. Discipline	111. Discipline
24. Strategic planning – delay reward	68. Class participation	112. Academic responsibility
25. International exposure before migration	69. Social recognition	113. Academic habits
26. Auto-sufficiency	70. Fit with classmates	114. Transition from be judged to judge
27. Health	71. Education cycle	115. American way to work and study

Merged List of Descriptors		
28. Socio-economic paradigms about culture	72. Knowing the education system	116. Respect
29. Social contracts	73. Economic situation	117. Planning
30. Role models-mentors	74. Experiential learning	118. Happiness
31. K-12 education COO	75. Faculty support & interaction	119. Capstone – class interdependence
32. Higher Ed COO	76. Mentoring others	120. American cultural dominance
33. Youth ties	77. Intellectual curiosity	121. Technology network
34. USA perception	78. Individualism	122. Focus on money and work productivity built wealth
35. Negative image of COO	79. Professional experience in the COD	123. Respect for the law and the system
36. Romantic ties	80. Social spirit	124. Family as a value
37. Low social immigrant weak ties	81. Food	125. Love for COO
38. Social class ties	82. Music	126. Formality
39. Intellectual base acquired in Colombia	83. Independence	127. Habits
40. Adapting to social and economic conditions	84. Individualistic society	128. Immigrant toll
41. Psychological support network	85. Privacy	129. More classic
42. Weak American networks	86. Cultural understanding	130. Audacity
43. Optimism	87. Social dynamic with Americans	131. Maturity – professionalism
44. Internal migration USA		
45. Social interaction	88. Quality education in COO	132. Cognitive maturity
	89. Methodology in COOs and COD classrooms	133. Cognitive maturity
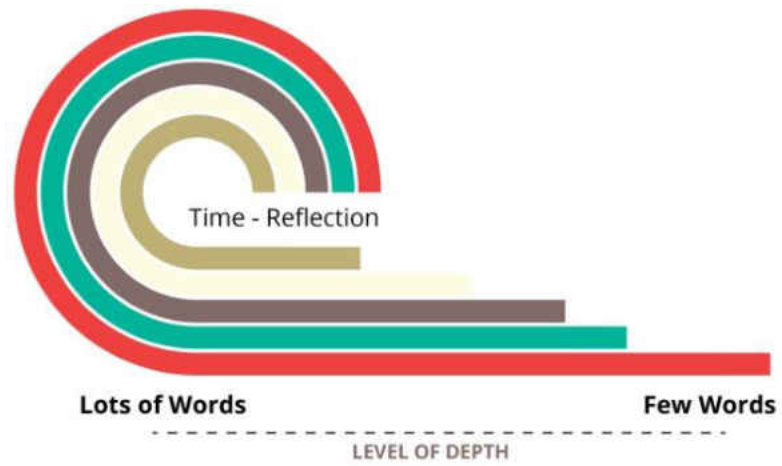
Figure 7. Reflective process in the qualitative research. Copyright 2015 by O. L. Bedoya-Arturo.

CHAPTER 6
OVERVIEW OF PARTICIPANTS

Introduction

The chapter provides information about the six participants in this study. First, the chapter describes general characteristics of the participants, followed by a description of each of the participants' characteristics. I want to introduce each participant with a brief description of who this person is, so the reader can have an insight of who these participants are, their physical appearance and their personalities. The names and places of the descriptions have been changed to protect the identity and privacy of the participants.

Participants' Background

The six participants in this study were very diverse in terms of education, socioeconomic status before migrating, kind of institution where they completed their education in Colombia, and professional activity here in the United States (Tables 8 and 9).

Of the six participants, two were females and four were male. One of the female participants was divorced from an American-born citizen and the other female was married to a naturalized Colombian citizen; both of them were childless. Of the four male participants, three were married and two were married to Colombian citizens. One male participant married an American-born citizen after his migration. One of the male

participants was divorced from a Colombian citizen, and subsequently remarried to a Nicaraguan woman. Two of the married males had children.

Four of the participants were born in the same state in Colombia. Four of the six participants came to the United States with a tourist visa and later changed their statuses. Two of them changed their status due to marriage to an American citizen. The other two did not provide that information. One of the participants came with an H1 visa. The last one came with a tourist visa the first time, then tried to change his legal status to that of asylum, was denied, and returned to Colombia. He came back to the United States with an H1 visa. All of the participants were currently legal residents of the United States, with five of them already naturalized as American citizens.

All the participants completed a least a bachelor's degree in Colombia and no two degrees were the same: medicine, psychology, business, economics, technology, and civil engineering. Three of the males studied in the same city. The two females studied in Bogota. The one male born in Medellin completed his degree in the same city. Five of the six participants attended private universities, four of them Ivy league. Only one participant attended a public institution and one participant completed a graduate business program in Colombia before moving to the United States.

Table 8.

Participants' Background Information: Personal

Name	Gender	City. Orig	Age Imm.	Civil stat. bef. imm	Civil status	Spouse Nantionality
Roberto	Male	Not disclosed to protect privacy	30	Single	Marriage	American Born
Patricia	Female	Neiva	Around 25 years	Single	Divorced	American Born
Carlos	Male	Medellin	36	Married with Children	Married second time	First Wife Colombian. Second Wife Nicaraguan
Giovanny	Male	Cali	Around 29	Married whiout children	Married with Children	Colombian
Clara	Female	Cali	Around 25	Single	Married	Colombian
Edwin	Male	Cali	Around 28	Married with chlidren	Married with Children	Colombian

Table 9.

Participants' Background Information: Academic and Professional

Name	Highest Degree in Colombia	Area	Inst. Att. Colombia	Highest Degree in USA	Area	Inst. Att. In USA
Roberto	Bachelor	Medicine	Public Ivy League	MD and Fellowship	Not disclosed to protect privacy	Not disclosed to protect privacy
Patricia	Bachelor	Technology	Private	MBA	Business	Public state Orlando
Carlos	Bachelor	Civil Engineering	Private Ivy League	AA in progress	Construction Management	State College, Orlando
Giovanny	Graduate	Business	Private Ivy League	MBA	Business	Private, Tampa
Clara	Bachelor	Economics	Private Ivy League	MBA	Business	Private, Tampa
Edwin	Bachelor	Psychology	Private Ivy League	MBA	Business	Private, Fort Lauderdale

<u>Participants' Profile</u>

Roberto

[I was brain washed watching television] . . . they made me think that this country

[United States] is the place to be. I felt in love with a country that was not mine.

I saw this country like the leader in the world. I always supported the United

States, and always dreamt to be able to go. So, the United States was my model.

It was the best place in the world to be because it was the number 1 in the world.

(Interview 1, p. 17, lines 1-7)

Roberto, a confident, empathetic, and altruistic man, was born in 1970 as the

eldest of three siblings. For as long as I've known him, Roberto always displayed self-

assurance when facing adversity. Roberto is currently a physician and shows no signs of

ever straying from his Colombian heritage.

When I sat down to interview him after not speaking for nearly 20 years, I saw

the years had treated him kindly. He stood quite tall though he displayed a hunch that

made him appear to be much shorter than he actually was. Though his personality is

serious and his voice sonorous, his facial expressions were lively when recalling his

childhood. It was a memory that was all things calm, relaxed, purposeful, and warm.

Roberto and I both went to high school in a small town in Valle state. After

graduation, we both went to university in the capital of the state. For us, leaving home

was a necessary sacrifice as it was for everyone living in our town who wished to pursue

higher education.

On days we had to travel to the university we got up very early to catch the bus to take us to college. We took the very crowded buses into the city, attended classes, and reversed the process when returning home. This daily routine could easily take 14 to 15 hours; it was an arduous, physically taxing schedule. I always thought that Roberto had it much better than I did.

Roberto attended one of the best public universities. But when I spoke to him in the interview, I realized his experiences were not all that different from mine; he also had to endure the daily commute just like everyone else. One of the buses we rode, Expreso Trejos, was always very crowded and the smell of carbon monoxide filled the bus. Roberto, in jest, once said, "I wore my daily 'Bus Cologne' to work," to make light of the strong smell of carbon monoxide that clung to his clothes.

The commute to the university was just one example of the many hardships that each Colombian had to endure to get a bachelor's degree, and, in turn, move to a land of better opportunity. Roberto now lives in Miami, has a fantastic career as a physician, and married a lovely American woman. He has blended seamlessly into American society, yet stays true to his Colombian roots. No matter where he goes, he remains, to me, the smooth, handsome young man who had a passion for food, family, music, and Colombian culture.

Patricia

Everything started like a dream, an idea, but [I] never thought that the

dream would come true. [The dream] was like a better world where some

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people already had arrived. (Interview 1, p. 7, lines 24-26)

Patricia, born in Neiva in 1964, is a clear example of Colombian resilience, and the experiences she has would emotionally move any individual who heard her story. I met Patricia here in the U.S. at the university where she was working as the secretary at one of the student services on campus. I was working on my career development certificate program and met her during that time. Although we met well into our adult lives and had not known of each other during our upbringing in Colombia, from the conversations I've had with her, I know that we were products of a similar culture.

Patricia is a short woman with short dark hair and fairly dark, elongated eyes. Her eyelashes were full and long as they accentuated her beautiful, thin face. In my experience with her, she has always been very formal yet gentle. Her meek nature shows itself during her interview as I could pick up on how nervous and insecure she feels. Her time in America symbolizes the desire to gain back the confidence she has lost within herself from the adversity she had faced years ago.

Patricia spent a lot of time being very tired of her job as an office assistant but was grateful for the opportunity she had given. She has had a rough life, especially in her time spent in Colombia. Patricia grew up very poor. One may even say that of the "poor" demographic of Colombia, she and her family measured at the lowest tier. She came from a part of Colombia that is isolated and dangerous. Her upbringing in hardship within Neiva has weathered her to becoming a vigilant and resilient individual.

Deep within her eyes, I can see how the years have treated her. On the surface, she is tenacious, yet beneath all of this is a soft-hearted, insecure woman who was dying

to break free from her job and find some purpose that she has been devoid of for over 50 years.

The turmoil she has faced is not restricted to simply Colombia. Last year, Patricia lost her mother - her source of strength and guidance amidst all that life has dealt her. Colombians are a collectivistic, family-oriented culture. We never leave our families behind, at least not emotionally. When Patricia lost her mother, she closed herself off and became a very independent woman.

I feel grateful for the fact that she was able to be open and honest with me about her background, which is something I am sure she has rarely ever done before. Our first interview was very emotional. I could see the highs and lows as she took me on a journey throughout her life. It was as if she transported herself back in time and relived those experiences right there in the chair before me.

These interviews were a very cathartic moment for Patricia; she was able to connect experiences of her life with difficulties she faced and decisions she made during her time here as an immigrant. To call this interview emotional would be an understatement. It was one that was full of memories, conflicts, passion, and hope.

Carlos

Like all immigrants, I believed that I will conquer the world, but I hit myself in a wall. The key of success here [in the United States] is the perseverance. The person that insist, insist, insist, he or she for sure will succeed. (Interview 1, p. 12, lines 31-33)

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Carlos was the only one of my participants who was referred to me by a third party and whom I had not met previously. I met Carlos through one of my friends who knew I was searching for potential participants who were Colombian with life stories similar to ours. When I first met Carlos, I saw a very tall, light-skinned man with the quintessential dark Colombian hair. He had a very soft, boy-like expression in his eyes, which captivated me.

When he told his story, Carlos' face expressed little emotion; the only part of his face that gave him away, that showed his feelings, were his eyes. At times, if I asked him a question that struck a chord, Carlos would stroke his face before giving his answer. His body language was relaxed. At the very beginning of our interview, Carlos appeared hesitant to open up to me, vigilant against sharing too much and unsure of whether or not to let me into his world. In time, however, Carlos started to open up much more and began to trust me.

Carlos was born in 1968, the son of a construction worker. His father was, as Colombians say, an "albañil," which is one of the lowest-paid construction workers; the American equivalent would be "ditch digger" or other low-status manual laborer.

Carlos and his siblings grew up very poor and, as a result, he worked extremely hard in school. Astoundingly, Carlos was able to attend, on a scholarship, the most prestigious, and snobbiest, university in his hometown. One of Carlos' aunts, who had graduated from the university and was still connected to people there, helped him because he excelled in school. I cannot emphasize enough how truly rare this is. Carlos' attending this university was shocking to me because poor people are so disenfranchised

in Colombia. There are no social programs that will help you escape the working class.

At the same time that he entered university, Carlos started working in a grocery store. He had the type of personality that drove him to take all of the opportunities that came his way. Soon after graduating from the university, Carlos started a new construction company and became highly successful, achieving a level of financial security beyond anything he had ever hoped or dreamed.

But Carlos' achievement came with a cost; Colombian guerillas saw how successful he was and threatened him with extortion. As a result, Carlos fled to New York, and later to Orlando, in search of success without the threat of violence and corruption. He had to work hard to survive and it was hard for him and his family. My interviews with Carlos mainly concerned the process of obtaining his license to become a civil engineer. To that end, Carlos attended community college to learn English and earn an associate's degree in construction management. After 13 years in the US, Carlos qualified for his construction license. Carlos could now, finally, sign plans and take the first steps towards starting his own business once again.

Between the first interview and the second, I could definitely see a transformation in Carlos' body language. Carlos likes to refer to his experience in the US as "the process" of everything. For him, there is always a grand plan and there are steps to take to achieve that plan. America is a country that is all about "the process," which helped Carlos maintain his focus and sense of purpose.

Giovanni

[An immigrant from Colombia] came with a mental castration, but then you come

here [The United States] and see all these opportunities. So, if you want

something and set it as a goal, then you are successful in the process. In

Colombia no matter how hard you work or study, your chances for success are too

little. (Interview 1, p. 16, lines 10-14)

Giovanni is another man whom I consider to be a lifelong friend. Giovanni,

born in 1971, is a short man with deep, dark eyebrows, dark hair, and hazel eyes. We are

close friends because he and a longtime boyfriend of mine were best friends. I admit that

these stories stirred up old emotions for me but it was also interesting to see this part of

my past through another person's eyes. And above all, he was the same Giovanni I've

known for so many years.

Giovanni came from a well-connected family that enjoyed high social status; his

family was very much so rooted in the city and the surname has a long history in his

hometown. His father has experience living and working in other countries and this

shaped Giovanni's dynamic personality.

Unlike some of the other participants who grew up in a very isolated world,

Giovanni had more experience of the world and was more connected to it. Even as a boy,

Giovanni had a much broader worldview than most other children his age and this was

reflected in his bold nature and outgoing personality.

Giovanni holds a bachelor's degree in business with an emphasis in marketing; he

worked for an American company. The majority of his career was spent in the global

corn industry. It was during this time that he became close friends with my former boyfriend and, in turn, with me. Our interviews were very upbeat and, though they were conducted over the phone, I could tell he was always smiling. Even during the most serious moments of our conversation, I still sensed his positive attitude and generous spirit.

Giovanni arrived in America after requesting asylum amidst escalation of violence and crime in Colombia. During this time, the vast majority of Colombians fled the country and, as a result, the country lost most of its human capital. When he was in America, Giovanni's father survived a kidnapping attempt. Consequently, Giovanni's father and sister moved here to be close with him. To this day, Giovanni still does not know the identity of his brother's killer or killers.

Giovanni filed asylum before the tragic events of 9/11, so everything that was filed before then was essentially boxed up for a long time. A few years later, the government rejected his request for asylum and sent him back to Colombia. Although his deportation interrupted his MBA studies in Tampa, Giovanni did not let this setback derail his plans. Giovanni continued his studies at Universidad de los Andes, the only institution with an internationally accredited business college, and landed a job at Clorox. Luckily, Clorox offered him the chance to relocate to America and sponsored his work visa. Overall, things worked out well for Giovanni and he was reunited with his family here in the United States.

What's truly fascinating about Giovanni's story is the reverse culture shock he faced when he moved back to Colombia. He related to me how difficult it was for him to

transition back to his native culture, an experience shared by other expatriates who return to their homeland after successfully integrating into their new home country. Though a Colombian at heart, Giovanni and many others just no longer see that country as their home because of their personal experiences with adversity and tragedy.

Clara

I have studied. I try to do things in the right order. I respect the law.

I have a goal. I have made sacrifices, and I want to have a future.

(Interview 1, p. 14, lines 28-30)

Clara was the last participant who I interviewed; we had not met prior to her agreement to participate in the study, which made our initial conversation a bit awkward. In fact, we still have never met in person as our interviews were conducted over the phone; because our meetings were conducted remotely, I do not have a physical description of her nor can I share my impressions of her emotional reactions or attitudes. I connected with Clara through my closest friend who knows Clara through her husband.

Clara and I lived in the same city. She distinguishes herself from the other interviewees for one simple reason - she knew English before she moved to America. Despite this difference between Clara and myself, I saw how her perception of Colombian culture is analogous with my own.

Born into an upper-middle class family, Clara's father is an architect who worked in many different countries, and, like Giovanni, she had a much broader worldview than many other Colombians. Clara attended a bilingual school in Colombia and her English

studies helped her greatly in her transition to the United States. Clara's story does truly differ from other Colombians because of her early exposure to American culture and the English language. Most Colombians only dream of what America has to offer and confront the realities of life in America at a later age. Although she knew the language and what to expect in the US, Clara still faced many of the same adversities that other Colombians face.

As a teenager, Clara studied in America (less than a year) and knew from that moment that she would be back. In college, Clara studied at a high-profile Ivy League school specializing in international relations. The majority of the professors at the university are associated with the government and it is a privilege to be awarded admission into this program. Every participant I interviewed spoke of having to deal with the government of Colombia, the classist tendencies of Colombians, and most importantly, the violence and corruption of the state.

Even without seeing her, I could tell Clara is very calm person. Her voice is soothing, sweet, and patient. I felt immediately at ease when speaking with her and could tell she is a very understanding woman. I appreciated how she balanced being direct with being polite. Clara he has an upfront and honest way about her; I can see how her university experiences shaped her into such a strong and rational person.

Like a majority of Colombians, Clara faced challenges that tested her commitment to pursuing her goals. The first challenge was when her sister died here in the United States, in a fatal car accident. As a result, her parents sheltered her and told Clara she could never live in America. Clara was not discouraged by her parents' fears

and went on to accept an internship with the Colombian government, which then led to a job at an American Bank. Clara saw her job at the bank as her ticket to the US and, later, accepted a position with Citibank in Tampa, her current home; The bank also served as the sponsor of her work visa. Her time in Tampa has been productive, with Clara earning her MBA. Though life was kind to her, tragedy happened when her father died of cancer in Colombia.

Edwin

We [immigrants] grow up believing that nothing is for free, and nobody

we will give us things for free. Therefore, we [immigrants] have to

work hard, and it is our way. (Interview 1, p. 18, lines 35-37)

Edwin was born in the early 1970s into a middle class family. Edwin initially came to the US because a bomb exploded very close to where he lived. This was too much for Edwin who began to fear for the security of his family. Surely one cannot raise a family in these conditions, so he decided he move to another country with better opportunities and safety.

Edwin was a classmate of mine in my bachelor's degree program and graduated from the Universidad Pontificia Javeriana; I was very happy that he was able to participate in this study. Edwin and I went to the same university but we never were part of the same study or social group; he was one of only a handful of male students in our psychology program.

After I identified Edwin as a potential participant, I was very eager to reach out to

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him. I contacted him through Facebook and he agreed to participate in my study. Physically, Edwin is a little bit taller than me and can easily pass as an American. Edwin has dark eyes but his hair is dirty blonde. Edwin is a cheerful man who I am proud to call my friend. I struggled, at first, to differentiate between Edwin, the man I see now, from the boy I knew in school. I found it hard to grasp the fact that he now has a seventeen-year-old son! Edwin truly is a remarkable person. I learned things about him that I never would have known had I not interviewed him.

Edwin came to the states on a tourist visa; he later exchanged his tourist visa for a refugee visa, which is common for Colombian immigrants. At times, refugee status may present a challenge for immigrating Colombians, especially those with a family. Luckily, Edwin and his wife were able to successfully move to the US with their two children. When he arrived in America, Edwin survived by teaching tennis and working as a parking valet. His persistence and confidence helped him to achieve his career goals. He started his career at a no-profit organization where he holds workshops and is now the vice president.

Edwin appears to be a very happy person; he sees a hopeful future and always radiates positivity. Edwin is goal-oriented and casts a critical eye over his past experiences.

CHAPTER 7
A COLOMBIAN IN THE USA: FINDING A PLACE IN AMERICAN SOCIETY

Introduction

The purpose of this study was to explore how experiences of American college and university students might facilitate or hinder the transfer and gain of different forms of capital among highly educated Latin American immigrants. After conducting the data analysis described in Chapter 3, I found several emergent categories and recurring thematic patterns that have been grouped into five major themes. These results will be presented in this chapter, supported by examples from narratives of the participants. The narratives were translated from Spanish to English; narratives in the original, native language are located in Appendix K.

Thematic Connection

Siedman (2013) stated that themes result from making connections among categories extracted from interviews. In making these connections, I followed Siedman's recommendation to clear my mind and embrace the process that allows the voices of the participants to emerge from the vast amount of information collected in the research process. Although as a researcher I tried to clear my mind every time that I read a transcript or an extract from an interview, I found it very difficult to isolate my own experience as a highly educated immigrant (HEI) from those of the participants. My examination of the scholarly literature as well as my own professional experiences influenced the process of finding relevant information, defining categories, and making

connections. I also used my recollection of how the participants' body language, intonation, and emotions impacted the communication process.

In the process of making thematic connections, I began by marking all of the passages in the transcripts that were interesting to me in each of the interviews. In this stage of the process, reading each transcript was a replaying of the interview process. I did not follow a prescribed list of possible areas to look at while I was reading the transcripts. Although I approached the review of the information without preconceptions, I found that my own experience as an HEI, the literature review for this study, and my professional experiences working with international students colored my perception of information generated during the interviews.

After marking the relevant parts of the interview transcripts, I began adding tentative labels to group similar or recurrent passages in each of the transcripts. Labels were not pre-determined, but rather arose from discovery and utilized words taken from specific passages in the interview transcripts, vocabulary found in the literature, my own personal experiences, and notations I made in the margins of the transcripts. Those notations were also used to make connections with information from other participants.

To create a coding system that allowed the identification of the passages, I numbered each tentative label and identified the page number where the label was located. After reading all the transcripts, I confirmed the tentative labels used during the selection of the passages. I repeated this process several times until I was able to finalize the general labels that accurately described the participants' experiences.

After completing the transcript review, the process of reviewing the passages

extracted from the interviews was carefully undertaken, over a period of several weeks in order to generate a final list of labels that reflected the voices of the participants in both interviews. In addition, I reviewed the interview transcripts multiple times until I was satisfied each passage carried the correct label. Table 10 shows the final result of the labeling process. A total of 30 categories were generated to label the experiences of the participants in the study.

Table 10.

List of Categories Extracted from Interview Transcripts

Categories	Roberto Interview		Patricia Interview		Carlos Interview		Giovanny Interview		Clara Interview		Edwin Interview	
	1	2	1	2	1	2	1	2	1	2	1	2
Sense of achievement	X	X	X	X	X	X	X	X	X	X	X	X
Ability to incorporate new knowledge to their cognitive structures	X	X	X	NO	X	X	X	X	X	X	NO	X
Situations that demands high emotional investments	X	X	X	X	X	X	X	X	X	X	X	X
Recognition and acceptance of the structure and characteristics of a society	NO	X	NO	X	NO	X	NO	X	NO	X	NO	X
Education system in the country of origin	NO	NO	NO	NO	NO	X	NO	X	NO	X	NO	X
Country of origin perception and paradigms	X	X	X	X	X	X	NO	X	NO	X	X	X
Valuing the differences in culture, language, ethnicity	X	X	X	NO	NO	X	X	X	X	X	X	X
Professional experience	X	X	X	NO	X	X	X	X	X	X	X	X
Mastering the English language	X	X	X	X	X	X	X	X	X	X	X	X

Categories	Roberto Interview 1	Roberto Interview 2	Patricia Interview 1	Patricia Interview 2	Carlos Interview 1	Carlos Interview 2	Giovanny Interview 1	Giovanny Interview 2	Clara Interview 1	Clara Interview 2	Edwin Interview 1	Edwin Interview 2
Learning from the practice	X	X	X	X	X	X	NO	X	X	X	X	X
Faculty interaction in country of destination	X	X	X	X	X	NO	X	X	X	X	X	NO
Cultural and social background of family members that affect the immigration experience	X	X	X	X	X	NO	X	X	X	X	X	NO
Actions to return to others what the immigrant has received from the society	NO	NO	NO	X	NO	X	NO	NO	NO	X	NO	NO
Health issues that affect the immigrants' experience before and after the move from their home country	X	NO	X	NO	NO	NO	NO	NO	NO	NO	NO	NO
Characteristics of the higher education systems that the immigrant knows	X	X	NO	NO	X	NO	X	X	X	X	X	NO
Reason for leaving the country of origin	NO	X	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Interest in being recognized as an educated individual and built a community based on the passion for learning	X	X	NO	X	X	X	X	X	NO	X	X	X
Characteristics of the K-12 system in the country of origin	X	NO	NO	NO	NO	NO	X	NO	X	NO	NO	NO

| | Roberto | | Patricia | | Carlos | | Giovanny | | Clara | | Edwin | |
| | Interview | | Interview | | Interview | | Interview | | Interview | | Interview | |
Categories	1	2	1	2	1	2	1	2	1	2	1	2
Experiences with mentors in the country of destination	X	NO	NO	NO	X	NO	X	NO	NO	NO	NO	NO
Recognition that achievements in life are the product of one's effort, sacrifice, and dedication	X	X	X	X	X	X	X	NO	NO	X	NO	NX
Love and interest in gathering new knowledge and to taking advantage of new opportunities	X	X	X	X	NO	X	X	X	NO	X	X	X
Being accepted as a member of the dominate culture	X	X	X	X	X	X	X	X	X	X	X	X
Personal characteristics that allow the immigrant to succeed in the new country	X	X	X	X	X	X	X	X	X	X	X	X
Recognition of social and cultural inequalities	X	NO	X	NO	X	X	X	X	NO	X	NO	X
Opportunities to interact with members of different social groups	X	X	X	X	X	X	X	NO	X	X	X	X
Ability to set goals, create plans, and to act on these plans	X	NO	X	NO	X	NO	X	X	X	NO	X	X
Use of technology tools to be in contact with friends and acquaintances	NO	NO	NO	NO	NO	X	NO	X	NO	NO	NO	X
Type of relationships to provide support, connections, and information	X	X	X	X	X	X	X	X	X	X	X	X

The final step in processing the interview data was to interpret the material. In my research process, the themes represent the final connections between the passages, the categories, and the literature reviewed for this study. From the 30 categories used to label the participants experiences, I selected only those categories that corresponded to at least five of the participants during one or both of the interviews; a total of 23 categories met the selection criteria. Following this selection process, I started working on the interpretation of the information, creating connections between the categories that assigned significance to the participants' experiences. The voices of the participants - six highly educated Colombian immigrants - and their experiences were summarized in five themes as displayed in Table 11.

<u>Themes</u>

The themes discovered as a result of this research are all supported by the voices collected from the participants in this study. The themes describing the experiences of the participants are:

1. Exposure to and exchange of different forms of thinking and cultural expressions outside of their native ones,

2. Knowing and performing according with the American system,

3. Achieving the credentials to perform professionally in the job market and social structure of the United States,

4. Capability to make judgment of one's abilities and take control of one's future, and

5. Connections that provide social, emotional, and intellectual support as well as information that can influence one's perception.

Table 11.

Synthesis of Cathegories in Themes

Categories	Themes
Experiences of the immigrant with the United States culture before immigration Valuing the differences in culture, language, ethnicity Ability to incorporate new knowledge into their cognitive structures	Exposure and exchange of different forms of thinking and cultural expressions outside of their native ones.
Country of origin perception and paradigms Recognition and acceptance of the structure and characteristics of a society Recognition that achievements in life are the product of one's effort, sacrifice, and dedication Being accepted as a member of the dominant culture	Knowing and Performing according with the American system.
Professional Experience Mastering the English language Characteristics of the higher education systems that the immigrant knows Learning from the practice Interest in building a community based on the passion for learning and being recognized as an educated individual	Achieving the credentials to perform professionally in the United States' job market and social structure.
Personal characteristics that allow the immigrant to succeed in the new country Situations that demands high emotional investment Love and interest in gathering new knowledge and to taking advantage of new opportunities Sense of achievement	Capability to make judgment on one's abilities and take control on one's future.
Cultural and social background of family member that affect the immigration experience Type of relationships to provide support, connections, and information Opportunities to interact with members of different social groups Faculty interaction in country of destination	Connections that provide social, emotional, and intellectual support as well as information that can influence one's perception

Theme 1: Exposure to and Exchange of Different Forms of Thinking and Cultural Expressions Outside of their Native Ones

And we stay in silence and took out the SEARS catalog. It was like the Bible of

the outside world. We looked at it, we look at the dolls, the clothes, and all the

things there. I said, this is another country, another world, and it is much better.

(Patricia, Interview 1 p. 7, lines 10-12)

The six participants in this study were very different from each other. These

differences were marked by their gender, socioeconomic status, the types of institution

from which they graduated with their bachelor's degrees, their levels of professional

experience before coming to the United States, and the types of institutions that they

attended here in Florida. Many of the participants were exposed to different forms of

thinking and cultural expressions before moving from Colombia (Table 12). The

participants' initial ideas about American culture evolved based on how much contact

they have had with other cultures and forms of thinking and how that contact occurred.

From the participants' interviews, I identified two sources of different forms of thinking

or cultural expresions: mass media communication and family or significant others. The

first form of exposure – from mass media communication - can be related to information

coming from sources that idealize other cultures, in this case the United States.

Participants in this study had learned about American culture watching television

programs and viewing commercials. This exposure to US culture through mass media

was true in the case of Roberto. He smiled when remembering his first contact with

American culture through watching T.V. shows.

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I saw during my whole life the T.V. shows. Our T.V shows, no? The nuclear

man, the nuclear woman, so one was expouse to the American culture with the

television shows. The Waltons . . . Ehhh and all of those. (Roberto, Interview 1,

p. 4, lines 14-18)

The second type of exposure comes from family members or people close to the

participants who are living in or had lived in other countries; these individuals shared

day-to-day life experiences with the participants. In this group, I included the experience

of visiting other countries outside of the tourist attractions. Five of the participants have

indirectly experienced the culture of the United States in at least one of these three forms.

With reflection, Giovanny explained his exposure to American culture came not only

through television shows, but also through his sibilings' exchange program experiences,

family members living in the United Sates, American born faculty, and co-workers'

experiences.

Table 12.

Theme 1 Categories in the Interview Transcripts

Themes	Categories	Roberto Interview		Patricia Interview		Carlos Interview		Giovanni Interview		Clara Interview		Edwin Interview	
		1	2	1	2	1	2	1	2	1	2	1	2
Exposure to and exchange of different forms of thinking and cultural expressions outside of their native ones.	Experiences of the immigrant with the United States Culture before the immigration	X	No	X	No	X	No	X	No	X	No	X	No
	Value the differences in culture, language, ethnicity	X	X	X	X	X	X	X	X	X	X	X	X
	Ability to incorporate new knowledge to their cognitive structures	X	X	X	X	X	X	X	X	X	X	No	X

Look, several things. At the beginning one was influenced by movies and T.V

shows. I loved what I saw. I watched many things in T.V and not only action. I

liked things related to family union. There were T.V. shows that showed close

tied families, their house and the tranqulity. It was also a horrible time in

Colombia around 89, 99, horrible, horrible, and all of these came together. So,

that was the first thing that I saw. Later in my job and in the university when one

saw that the books were in English; although I did not speak English. The best

articles were in English, the Harvard Business Review ones; so it was an idea.

The surpervisors, the high level bosses, the technology that we brought in the

company came from United Sates. So, I [thought] I want a piece of this, I want to

learn about this. I visualized my self in that way . . . I had an aunt, my mother's

sister, and my cousins here in the United States. So, off course, I saw the clothes

that they wore, their house; although, I have never been there. My sister and my

brother, they came and studied English here in the United States for one year. So,

all the posibilities that I saw were very good, yes a high quality of life.

(Giovanni, Interview 1, p. 5, lines 1-20)

This exposure to different cultures and forms of thinking is not limited to those

found in culture of the United States. One of the most common remarks made by the

participants about their migratory experiences involved learning the value of differences

in culture, language, and ethnicity. Participants' faces turned pensive and their voices

softened, reflecting a more thoughful mood when retriving memories of being exposed to

other cultures. Roberto's experiences with other cultures were described as a "cultural

delight" and illustrated the opportunity to expand his understanding about others' experiences and opinions.

> However, when I arrived to the residency, when I arrived as an observer, I found an important Jewish community, some Arabic people, Hindus, Pakistanis, American, and some Europeans. So, immediately it is a cultural chock . . . hmmm it is . . . I want to use the right word . . . it is a cultural ecstasy. I was able to talk with all these people. I always like [to learn about] history and the universal socio-politics, so I can talk with them. I was able to talk with the Persians about Darious, talked with people from Switzerland about the Hamburg Oppression, and talked with the Hindus about their independence history and Gandhi. It is something that you do not see in Colombia. One is not exposed to all these amount of people from other cultures . . . (Roberto, Interview 2, p. 2, lines 3-20)

The most remakable experience shared by the participants in this study was the change in their own cultural repertoire and thinking process as a result of incorporating into their cognitive structures the knowledge gathered through the exposure to, and exchange with, others different from themselves. The value of this exposure to other cultures was not only in the opportunity to meet new people. The HEI also found significance in the opportunity to learn and value the differences of other cultures. In Edwin's own voice:

> Ahh the diversity . . . ah I think that one of the most beautiful things that I have to be grateful with this country is the opportunity given to me to open my mind, and I appreciated the fact that not everybody think like me and that there are different

backgrounds and different forms of [cultural expressions] and forms of thinking that are also valid. I also have adopted this. The respect, and I want to say is the respect for the tolerance to the different ways of thinking. It has helped me and also have enriched my form of thinking. (Edwin, Interview 2, p. 3, lines 11-17)

While reading, making conections, and organizing the information related to this theme, I traveled through time and found my own experiences to be similar to the experiences of the participants. Like them, I also idealized American culture. I grew up watching American television series showing beautiful houses located in beautiful neighboorhoods. Although I did not have family living in the United States, I was educated using American books, American theories, and American perspectives. Also, through my own experience as an HEI, I found this country to be a "cultural delight." I learned something new each time that I met a person from another culture or with different points of views. However, my greatest empathy with the participants comes with the idea of becoming a "cultural translator." I live this role everyday when I work with international students, their families, and my American coworkers.

Theme 2: Knowing and Performing as Expected in the American System

One can come here [The United States] to study and then go back [to one's conutry] and that is all, you come back to your home country. It is different if one make the decision to come here and understand the culture, to integrate [to] the culture then you study, and if you can you will stay here. It is a perfect [scenario]. Now, if you come with the plan to stay here living in the United States and do not integrate to the culture, you can

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study whatever you want but you always will find a problem in the

company that you work for, and you will not be able to give the additional

steps. Now, If you come here to stay and you do not study, so !miercoles!

I see that it will be too complicated for you to find a job if you want to be

an employee. (Giovanni, Interview 2, p. 7, lines 4-12)

Throughout the interviews, a clear voice was always present: the social structure

of the United States. Sometimes this voice was clear and loud. Other times. it was a

whisper in the background, but it was always there. The voices from the participants in

this study revealed what this social structure means for them and how important it is in

defining their experiences in the United States. The social structure is what I defined as

the American system. This system is not limited to education; it covers social, cultural,

and economic expectations and rules in the COD such as the United States. During the

interview process, participants reflected on their experiences identifiying and accepting

the structure and characteristics of the communities where they lived, including Orlando,

Miami, and Tampa (Table 13).

The process of identifying the characteristics of the American system and

accepting the structure of American society began with participants recollecting their

perceptions of their own country of origin. Some of these perceptions were negative and

others were positive. Sometimes, participants' perceptions of their home countries were

closely linked to their families and friends while, under other circumstances, perceptions

were more closely linked to cultural expressions. In some cases, the perceptions of the

participants exemplify examples of the "Realismo Mágico Macondiano."

Other times, the descriptions of participants' experiences living in Colombia looked like they were extracted from a Gabriel Garcia Marquez novel in which the possibility of such behavior or practice only can live in the imagination of the person telling the story. However, as a Colombian, I truly accept such recollection as real because I have been part of the culture and have had similar surrealistic experiences.

Colombia is the opposite. It is a poor country, a country without security, and a country without morality and without social consciousness. There is a social class that is slave; it is a servant class. There is a huge poverty, and great injustice and people are not sensitive to all these. I lived there during the 80's and 90's when people killed people without reason, the drug dealer, the hired killers; it was a spoiled environment, a horrendous environment. It was not only what was happening. It was also people's mentality. The get drunk and start killing each other. The day with more violent deaths, when I was [in the hospital] was on mother day, alcohol. It is an ugly society, with an ugly infrastructure. When one leaves the country, one realizes that [Colombia] is an ugly country. Yes, there are beautiful. My town transformed to something horrible. There was not motivation, Cartagena that was great, when one sees other things, one realize that it is not as great as one thought. In many aspects, I felt pain about Colombia. (Roberto, Interview 1, p. 17, lines 5-16)

Table 13.

Theme 2 Categories in the Interview Transcripts

		Roberto		Patricia		Carlos		Giovanni		Clara		Edwin	
		Interview		Interview		Interview		Interview		Interview		Interview	
Themes	Categories	1	2	1	2	1	2	1	2	1	2	1	2
Knowing and performing as expected in the American system.	Country of origin perception and paradigms	X	X	X	X	X	X	X	X	No	X	X	X
	Recognition and acceptance of the structure and characteristics of a society	X	X	X	X	X	X	X	X	X	X	X	X
	Recognition that achievements in life are the product of one's effort, sacrifice, and dedication	X	X	X	X	X	X	X	X	No	X	No	X
	Being accepted as a member of the dominate culture	X	X	X	X	X	X	X	X	X	X	X	X

Beyond the "Realismo Mágico Macondiano" of Colombian culture, participants in this study noted that they learned about the American system inside and outside of college through their interactions with other people and institutions. Learning about the social system can come from interacting with family members or close friends who are immersed in the culture.

> I realize that my prejudices were wrong: family ties are strong, they are closed to each other. Parents are watching their children and the children of their parents. The discipline is clear. This is what you have to do and it is what you have not done. This is the money that we have, so this is what we can spend. I know that my in laws' behaviors cannot be generalized, but they give a good idea about a large portion of the population. They are very disciplined, very structured. Ahhhh they are always concerned about the cultural and intellectual activities of other children, that they have good swimming classes, ballet. They spent a lot of time in extracurricular activities in their free time. So, one looses a lot of time and they are very disciplined. It is not like licentiousness that ones gringos have. I have seen it neither in my family or in the people close to them or people that I am close to. (Roberto, Interview 2, p. 7, lines 31-46; p. 8, lines 1-2)

In the case of Carlos, his experience was related to the job market and the rules created to allow professionals like him, an engineer, to work in the United States. Some of these rules have been learned by trial and error. For Carlos, this trial and error have marked his experience here in the United States:

Look, for example, here everything is with a license. It is not like in Colombia that I want to be a constructor, so you start and then get the license. Here it is a process that requires that you study at least 2 or 3 months. You need to pay a course of 2 or 3 thousand dollars. Then you need to "comer" a lot of books, then you take the test and try to pass it in the 2, 3, 4, or 5 attempts because people do not pass the test in their first attempt. Learning the process that is all in English, and if you do not speak English, so you are "frito". That was for example my experience when I tried the engineering exam. I thought that I knew a lot, and I took the risk too soon. Pum!!! The first failure is a big frustration. It took me three attempts to pass the test. So, these are the things that people do not know and learn when they are here. (Carlos, Interview 1, p. 14, lines 35-36; p. 15, lines 1-8)

In other cases, the experiences of the participants have helped them to understand the values at the core of the American society, such as diversity, freedom and respect for life. Those values are greatly appreciated by HEIs.

It is a culture [that value] working hard. [It is a] culture that values education. That means that education is rewarded; the experience is rewarded, no? One more thing is that they valued the diversity, no? Eh for the most part . . . (Giovanni, Interview 2, p. 1, lines 24-28).

Definitely, culturally a respect for freedom, for life, for your dignity is stronger here than in our country. Maybe it was a factor that contributes in a positive way

to my personal and professional growth as well as for my family. (Edwin, Interview 2, p. 2, lines 4-8)

Clara's experiences showed a clear understanding of the hidden rules that shape people's behaviors here in the United States and her appreciation of this system:

[Things like] the organization, not doing the wrong things, following the traffic signs, staying in the line, plannig what I will do. If I will go to the movies knowing before hand if I will go to movies during the weekend or not; calling your friend's house before going for a visit. It is not like in Colombia that ones appear at the friend's house without and invitation. Here everything is more planned. (Clara, Interview 2, p. 3, lines 2-5)

Participants not only talked about the recongnition and acceptance of a social structure; their voices consistently emphasized how, in the United States, an individual's efforts, sacrifices, and dedication are rewarded through that person's achievements. This recognition is something that participants associate with American society and culture. Giovanny recognized the value that Americans give to the effort of HEIs in fullifilling the expectations of American society.

Eh we can say that they [Americans] recognize what you are doing, and that is positive. However, they also have high expectations and not because we have an accent or because you are the only Latino they will treat you different, no. So, I can say that I learned and saw a lot of fairness. There are not preferences because I am the professor's friend. There was nothing of that. They can [listen to you] in class discussion, so the class can be enriched. It was incredible. So, that was also

equity, it was always the extra help . . . it was interesting. (Giovanni, Interview 2, p. 13, lines 24-33)

The final goal identifed by participants involves acceptance as a member of the dominant culture in the United States. This acceptance may be described as the reward for their effort recognizing and accepting the social, cultural, and educational structure of this country. The participants' voices changed when they described the value of their degrees or licenses in the job market. Finally, accepting the simple behaviors as the normal parameters and not an imposition become a source of pride. The acceptance can happen in the college enviroment or in the work place.

One realize that the person that is judicious can compete with the North American person. A person with the same education that I have, with the same experience, but I have two masters and I speak two languages, it gave me something else. One become very attractive, and then is when you can turn the "arepa". (Giovanni, Interview 1, p. 13, lines 38-43)

[My experience as an immigrant helped me] when I am selling, when I am asking, or I am fighting for a contract that I need for the people that need them. I am part of them. Ahh my boss said: I am not doing the negotiation, you will do it. It comes natural, you are Hispanic, you are asking money for people that are in the situation that you were, and [they will see] where you are now. (Edwin, Interview 1, p. 18, lines 17-21)

Although the voices of the participants always carried the theme of the American system, this was not always clear when I was analyzing the information. It became loud

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and clear when I was making the connections among the topics. It took me a while and a great deal of reflection and looking into my own personal experience and through the experience of my students to see the theme emerge. I consider this theme to be a key definition of the experiences of HEI here in the United States an ability not only to identify the elements of the American system but to respect them and live up to them.

Theme 3: Achieving the Credentials to Perform Professionally in the United States' Job Market and Social Structure

What is important for them [the students]: !Ahh nooo!! The teacher is a

PE, so he get the respect. The same if the [person] is a lawyer. If he

has a license, it will not be the same than a paralegal or a physician.

Here everything works with licenses. Everything is business, business,

business. (Carlos, Interview 1, p. 18, lines 8-12)

The third theme extracted from the interviews relates to the experiences of the participants acquiring the credentials required to find a job befitting to their education and professional experience (Table 14). One of the factors helping HEIs to acquire credentials is their professional experience acquired in Colombia. In some cases, this experience enhanced HEIs' receptiveness to the opportunities that college in the United States can bring for professional development, as in the cases of Roberto, Giovanni, Clara, and Edwin.

Before coming to the United States I was already working. In fact, by 2000 I had

a private consulting [office]. I taught in a technical institution that was also called

Instituto Técnico Saber that was in the North [of the city]. Ah . . . I used to go to

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a school to do clinical psychology for kids. I loved to do everything. Before

enrolling at Javeriana I did Sport psychology. I worked with high performance

athletes in Colombia. I used to travel with them. (Edwin, Interview 1 p. 2, lines

20-25)

In other cases, extensive professional experience like Carlos's and the lack of

relevant experience, as was the case with Patricia, were seen more as obstacles on the

way to having a meaningful professional career here in the United States.

Very hard, very hard, I left from Colombia being a business owner. I had my own

business; I had people to shine my shoes. We managed projects of $ 200 million

of pesos with public companies. Those were big projects, something like $1

million of dollars. In 1997 it was lot money. So I had a lot of people, something

like 250 employees. I had under my supervision 10 engineers and things were

doing very well. If I had staid there and things would maintain the same rhythm, I

would be a millionaire today. However, things did not happen in this way. So,

one came [to this country] very spoiled. There, I was the boss, the engineer, the

doctor. Here ones runt to a wall, PUM!!, here you are not body. You can be a

doctor, engineer, you can be whatever you want, like an astronaut from the

NASA, and you still are no body. You need to make the line like any other

immigrant. (Carlos, Interview 1 p. 11, lines 11-22)

Table 14.

Category 3 Themes in the Interview Transcripts

		Roberto		Patricia		Carlos		Giovanni		Clara		Edwin	
		Interview		Interview		Interview		Interview		Interview		Interview	
Themes	Categories	1	2	1	2	1	2	1	2	1	2	1	2
Achieving the credential to perform professionally in the United States' job market and social structure.	Professional Experience	X	X	X	No	X	X	X	X	X	X	X	X
	Mastering the English language	X	X	X	X	X	X	X	X	X	X	X	X
	Characteristics of the higher education systems	X	X	X	X	X	X	X	X	X	X	X	No
	Learning from practice	X	X	X	X	X	X	X	X	X	X	X	X
	Interest in building community based on a passion for learning and being recognized as an educated individual	X	X	No	X	X	X	X	X	No	X	X	X

Participants also emphasized the importance of mastering the English language as vital to their performance in the labor market. All the participants talked about the importance of using English in the manner of Americans professionals. The importance of mastering language specific to one's career is clear when Roberto, Patricia, Giovanni, Clara, and Edwin talked about their experiences improving their English.

The language, to understand the language, to be immersed in the English it opens the universe. Science, technology, informatics, culture all of these speak in English, and work in English. It is the universal language. So, the opportunity to be integrated to this society, to finish my degree, to be successful in my career, of having a family, and speak the language is wonderful. It is like a dream. I still think that I live in a dream. (Roberto, Interview 2, p. 19, lines 2-8)

Look, first the formality, yes. I noted that there are two levels of English, the one that you speak, and the one that you write. I started to write following the rules, to understand it very well. However, when you were outside and talked with the vocabulary [that you use to write] people look at you like what is wrong with you? And said what are you saying? So, I can say that it was one of the challenges that I had at the beginning. In addition the job in the factory, I have to speak in English with my boss. Everything was in English. So, the mix of living surrounded by my friends, one of them had a Russian girlfriend, and her friends were Russian, so the only way to communicate was in English. This situation pressured us to speak English and lose the embarrassments and the fear to make

mistakes that we frequently made [when started to speak English]. (Giovanni,

Interview 1; p. 11, lines 42-46; p. 12, lines 1-6)

Another issue extracted from the participants' experiences is their keen

understanding of the role of higher education and its structure. The collective voice of

these participantes talked about their education in Colombia, the structure of the higher

education system in the United States, and their understanding of the social dynamic

behind a bachelor's, master's, or doctorate degree. They understood the significance of

one or the other in the job market and for the immigrant community; this significance

was explained in terms of verification. For participants in this study, the degree earned in

the American university system validated what they achieved in their home country

through education and professional experience:

I took note that in reality people prefer a master's degree from . . . from their

country, do you understand? Because they do not know the universities from

your country. People here, companies here want master's degrees from American

universities because they do know the standards, know the curriculum, know the

levels of difficulty. [They] know if the university is good or bad. If they do not

know, they go to the Internet and look . . . in some way. [They] know because

here everything is standardized. Eh . . . one can do a MBA in the best university

in Colombia, but here it does not have the same weight. No matter if you do the .

. . the MBA in a small university compared to a big university in Colombia. It is

better for you to do it in a small university here simply because you are in the

country. If I were president of that company, I would do the same. I mean, I

prefer degrees of . . . of universities of my country. (Clara, Interview 2, p. 8, lines 6-17)

Without careful attention, it might seem that the participants achieved credentials for the American job market only by attending classes or meeting homework deadlines. However, the participants' voices whispered their strategies in coping with the demands of being part of the classroom in the American university. They softened their voices when talking about how they mastered the language, the skills required in their field, and the social dynamic in and outside of the classroom. They did not master of all it by memorizing and just reading. They performed at the expected level by working continuously on the class material, language, and social skills. The participants put the experiential learning into practice.

Look the fact that had to make presentations in English forced me to grow because I was afraid to make presentation even in Spanish. Second, making presentation in another language, so [I] had to organize the ideas, make the presentation, grab the interest [of the audience], [create curiosity] to generate questions, it was important. (Giovanni, Interview 1, p. 15, lines 28-32)

Many participants showed interested in building a community based on the passion for learning. Most of them talked about the relevance of the intellectual factor in establishing or maintaining friendship links. They also talked about the satisfaction of being recognized as educated individuals by their peers.

Here I can express it much better because here are more opportunities to find information and keep in contact with people that know the number one in the

world in a specific topic. I can send an email now, and this person [the number one in the topic] will answer me. This exposure to people who know and to the most important centers motivates me, and makes it easy to learn from them. If I know something, and I received a lot of questions, I answer the questions with pleasure. It becomes like a family circle, with people with a high intellectual capacity. This makes me who I am now, motivated, curious, passionate person. I try to be a good doctor and to treat my patients well. I also try to offer the best that I have or that I can find. So, as I told you, it is a process, but here it is easier because one has access to everything. (Roberto, Interview 2, p. 10, lines 2-13)

This theme groups was most evident in the voices of the HEIs when they talked about their experiences building a professional career here in the United States. In this process they discovered the role of the higher education system, the importance of mastering the English language, and the value on learning through practice and not only from the textbooks. Participants had mixed success in translating their professional experiences into careers in the United States. The experiences of these participants reflected my own so closely. The frustration in their voices and body language reminded me of my own when I could not be recognized as the professional that I was when I left Colombia. Interviewing the subjects reminded me of my own past frustration of not being able to communicate in English, but also the satisfaction of gaining confidence with my own English skills over time.

Theme 4: Capability to Make Judgment on One's Abilities and Take Control on One's
Future

Opportunities? To be what I am . . . I believe . . . Yes . . . eh . . . everything in a

way, at the end if we . . . if I add everything, the addition is better than the

individual factors . . . Is greater, you know? The effort; even though it took me a

while to get a professional job; even though I was afraid; even though I didn't

believe in myself at one point; even though my grades showed something

different. Eh . . . Regardless of that, it is good because I know myself much

better. I expected more from myself. (Patricia, Interview 1, p. 38, lines 29-34)

One more theme extracted from the interviews is the one related to the ability to

make an objective assessment of one's weakness and strenghts and the conviction that the

future is in one's hands (Table 15). The voices related to this theme talked about the

participants personal characterisitics through recollections of personal experiences and

how they faced such moments in their lives. These moments were not always negative

experiences; several times they talked about oportunities presented to them. Among

these experiences, I used labels such as self-awarness, autosufiency, optimism,

empowerment, discipline, resilience, and assertiveness to identify personal characteristics

helping the participants to face specific challenges in Colombia or during their first years

as immigrants here in the United States.

I am passionate and I like to do things, and learn. However, I think that I would

be successful everywhere because I work, and I have a passion; I look for things

that I am curious, and I have certain degree of discipline. (Roberto, Interview 2,

p. 9, lines 32-43)

And . . . then, there were some changes in the company, so, [they] started making

some pilot programs to make some changes in the costumer service processes and

all of that. Therefore, every time that there was a pilot, [they] offered it to me. I

liked it because it was an opportunity to change my daily routine like in the job. I

was not scared because of the risk that I was taking. So, [I] started to take all

those pilots [projects]. All the pilots that they gave me, I moved them forward. I

think that was one more reason to offer me the position here [Tampa]. [This

position] was also a pilot to test [how it would be] to manage the Colombian

operation from the United States. (Clara, Interview 1, p. 11, lines 2-10)

Among the experiences retrieved during the interview, several cleearly showed

that great emotional investments from the participants were necessary in order to

overcome adversity or take advantage of opportunities. The ability to overcome or take

advantage of challenges that faced them reflects the personal characteristics of the HEIs,

and their role in shaping the participants' experiences here in the United States.

Ok by that time, sorry, let us go back. When I started at UCF, I was already

divorced. I ended my marriage, so I did not have any support much less

economic support. We can say that I did not have where to go to sleep, and I

found myself completely alone. I felt like a destitute without a full time job. I

was saving, looking to find a way to support myself. Then I made the decision to

move here to Orlando, I applied for financial aid, and [the university] gave it to

me. I survived that way. I rented a one bedroom apartment. I studied and worked

with work study. (Patricia, Interview 2, p. 24, lines 31-38; p. 25, lines 1-2)

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Table 15.

Category 4 Themes in the Interview Transcripts

		Roberto		Patricia		Carlos		Giovanni		Clara		Edwin	
		Interview		Interview		Interview		Interview		Interview		Interview	
Themes	Categories	1	2	1	2	1	2	1	2	1	2	1	2
Capability to make judgment on one's ability and take control on one's future.	Personal characteristics that allow the immigrant to succeed in the new country	X	X	X	X	X	X	X	X	X	X	X	X
	Situations that demands high emotional investments	X	X	X	X	X	X	X	X	X	X	X	X
	Love and interest in gathering new knowledge and in taking advantage of new opportunities	X	X	X	X	No	X	X	X	No	X	X	X
	Recognition of social and cultural inequalities	X	No	X	No	X	X	X	X	No	X	No	X
	Sense of achievement	X	X	X	X	X	X	X	X	X	X	X	X

[The process to get the PE required] the signature of 5 engineers PE that said: yes,

I know him, he has worked in that [field]. It was a very hard process because it is

like begging to people: look, I am presenting this test, can you please say that you

know me?. Ahhh [they said] but it is my signature, and I do not know you. I do

not know what you do. It was very complicated . . . (Carlos, Interview 1, p. 20,

lines 9-13)

One conspicuous characteristic of the interviews was the love of, and interest in,

gathering new knowledge and taking advantage of new opportunities. Every one of the

participants acknowledged their passion for learning and knowledge when they were

telling their stories. Their voice intonations changed every time that they reached a point

where they related their experiences about the effects of their education here in the

United States. The memories of people, family members, classmates, mentors,

roommates, spouses, and children evoked smiles, tears, and sometimes faces of pain and

disappoinment.

What I really enjoy, what changed my life in that moment is the contact with

people, the contact with the patient, with the pathology? The opportunities to see

this and then you have this, the semiology. At the beginning of my education, I

was not good on the basic courses, reading chemistry and thing like that were not

enjoyable. However, when I started having access to the patient, and I began to

read about the link between what the patient has and what the book said, I saw

that all of that [what the book said] was true and the correlation, and everything

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else was exciting and motivated me to read and learn more. (Roberto, Interview 1, p. 19, lines 13-21)

During the recollection of the first years of immigration, when participants were struggling to find their way in the social structure of the United States, several of the participants discussed the social and cultural inequalities that surrounded them through their lives. The differences in social and economic status based on education was the most common topic. Experiences of inequality based on race, gender, nationality, among others, where not present in all the participants' interviews. However, the absence of comments on such experiences does not mean the participants did not face such challenges.

No, what I remember the most is that their people have all the opportunities and several times they did not take advantage of them. I did not understand how a person that received a car and has everything was so dumb. [Compare with somebody like me] that has so many difficulties, having to ride a bus for one hour and a half to arrive there [EAFIT], two buses, one to downtown, one from there to [the university]. We always arrived on time, and those people with car, living only 2 minutes away [from the university] arrive late and sleepy, drunk. Sometimes when I think about how difficult life has been for me, I value [things more]. When you have to put a lot of effort, one value much more [things]. . . (Carlos, Interview 1, p. 6, lines 9-17)

At the end of the two interviews, participants conveyed, in word and in tone, deep satisfaction after reflecting on their immigration experiences. All of the participants

expressed a sense of achievement and satisfaction with their journies and remained optimistic for the future.

> The best example is when I was in my residency's rotation and somebody called me at 3 am, and they said you have an admitted patient with asthma. Somebody else could say: I am sleeping and complain [but not me]. When I walk in the hall of this hospital, so I said it is a dream. I am living in an English world; I am practicing medicine; it is a beautiful hospital; it is a beautiful infrastructure; here, I am somebody; it was like a dream. (Roberto, Interview 1, p. 23, lines 1-6)

Coming to the United States and looking for educational and professional opportunities is a challenge for many HEIs. Highly educated immigrants feel compelled to make substantial emotional investments in their goals and dreams. Many of us have to face our past challenges if some day we want to overcome the difficulties of our reality here in the United States. However, these challenges are the ones that help us to bring out the best in ourselves and "rebuild" who we are in this country. I have cried many times; I grieved for the professional that I would have become in Colombia if I had not left. I have been protected financially by my husband, but emotionally I have been exposed to many challenges. However, my experiences here and my personality have helped me to shape a new persona.

Theme 5: Connections that Provide Social, Emotional, and Intellectual Support as Well as Information that Can Influence One's Perception

> My family now has showed me that it is not a thing of a country or culture. It is [a matter] of a person. It has been something fascinating to see my mother in law;

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for example, how organized she is. My wife writes very well, my mother in law

writes very well. How [they] see [different] situations. . . This has been

fascinating, and I have tried to learn [from them]. To be pragmatic but with

wisdom. (Roberto, Interview 2, p. 9, lines 7-13)

The final theme that emerges from participants' voices relates to all those social

connections that, in some way, provide support necessary to allow participants to keep

working hard to achieve their goals here in the United States (Table 16). One of the

recurrent sub-themes related to social connections is the family. In addition to emotional

support, in many cases, family also provided information about the country, the culture,

and the social system, especially before migration. Family background also plays an

important role in this final theme; participants developed some of their attitudes towards

education, learning, and knowledge based on long-held family traditions.

My wife is very smart. She likes to read different things, and she has

subscriptions with Scientific America, the Economist, and Archeology. We move

in a very rich [intellectual] circle. We move in a very similar economic and

intellectual circle. Most of the time it is very rich. In Colombia, I lived

something similar because my uncle was an intellectual. He was a Supreme Court

lawyer, and he was my example. He was a Supreme Court lawyer, and he had a

rich and open mind. He knows how to talk, he knew new words, and he was

curious. Since I was born, I think that he has been the most influential person in

my life. (Roberto, Interview 1, p. 8, lines 14-22)

My parents, they are humble people. They came from a small town in Antioquia, la Ceja. So, for that reason they do not have education. They are people that… my mother was always a housewife, and my dad was the provider his whole life. He was the one that worked and brought the food to the house. They do not have any profession. They barely finished elementary school, neither high school. However, my mom always motivated us to: you have to study, you have to study. With this advice from my mom, so in my house we are all professionals . . .

(Carlos, Interview 1, p. 2, lines 6-17)

Participants also talked about the evolution of their connections and the source of information that they provide. Moving from insulated cultural circles at arrival, to immigrant communities that provide low-income low-skills jobs, to classmates in master degree programs, and finally to peers in their field who can provide opportunities for career advancement. This last type of connection can also provide opportunities to allow the HEI to keep developing in this country.

So, in one of these classes for immigrants, I met a Mexican girl. I remember so much that she said: Morra, and what will we do? We cannot stay in this way. We need to study, but study seriously. We need to get a degree in the community college. We need to do something. Now, I thought, ah verdad, yes now forget about simple English classes, now we need to get a degree and look at what I will do to find a job. I said, yes lets do it. We enrolled both to earn the AA Degree.

(Patricia, Interview 1, p. 23, lines 29-35)

Table 16.

Category 5 Themes in the Interview Transcripts

Themes	Categories	Roberto Interview		Patricia Interview		Carlos Interview		Giovanni Interview		Clara Interview		Edwin Interview	
		1	2	1	2	1	2	1	2	1	2	1	2
Connections that provide social, emotional, and intellectual support as well as information that can influence one's perception	Cultural and social background of family member that affect the immigration experience	X	X	X	X	X	No	X	X	X	X	X	No
	Type of relationships to provide support, connections, and information	X	X	X	X	X	X	X	X	X	X	X	X
	Opportunities to interact with members of different social groups	X	No	X	No	X	X	X	No	No	X	No	X
	Faculty interaction in country of destination	X	X	X	X	X	No	X	X	No	X	X	No

The lady said, look I saw around there a person needing an engineer to help him.

She gave me his address. I went there and talked with this person, and was so

lucky that this gringo spoke Spanish. This person is today like my dad. He is my

best friend here from the gringos. So, I went there and told him: I have this, I am

an engineer and so this and that. He told me: tell me can you read this? So,

stupid thing I told him yes, but he spoke Spanish. He hired me to practice his

Spanish. I started there. He has a PE doing the signing while I did everything.

That was the experience that help me to certify the 4 years of engineering.

(Carlos, Interview 2, p. 19, lines 27-36)

The diversity of these connections increased when the participants moved from

their first years as immigrants to later years when they found jobs or educational

opportunities that used their professional or personal skills. This diversity was based on

the social, cultural, and educational differences between the groups with which the HEIs

maintained conections. Frequently, these connections provieded opportunities to learn

new points of view or knowledge about new cultures.

When I was an observer, and I did not have a job, so a friend that was a

cardiologist had a Cuban girlfriend. They are married now. So, they were the

group that welcomed me. So, I spent some days with them, and it was a

fascinating thing because I understand the Cuban thing. It was something that I

was curious about . . . Some of them had just arrive from Cuba, and they had this

entire thing about the communism very fresh and their experiences of living there

[in Cuba]. Their experiences, their conflicts, some of them positive and some

negative, for me, it was incredible. Be inside of group of just arrived Cubans. I

as I told you, they have a more basic conversation, more vulgar. However, I liked

it as a cultural immersion, it was welcomed. Not everything can be philosophy.

Life is in this way. I have family in Colombia that is poor, and I enjoy being part

of their environment to see how things are, how they feel. This was my

experience with this Cuban group. I spent more or less 6 months with them.

(Roberto, Interview 2, p. 2, lines 29-44)

One of these connections that makes the greatest impact on these immigrants was

with people who acted as mentors either inside or outside of the college setting. Some of

these mentors were found in college or outside of college. Either way the mentors played

a foundamental role in the HEI experiences. They facilitated access to college, jobs,

support, and models of academic behavior.

My mentor here allowed me to write articles. Dr. Dano he is a famous physician

in Colombia and he was here . . . he took me and asked me one day if I wanted to

write an article about anything. They like that I love to have people wanting to

help me. I said everybody that is smart to do you want to write, so write it. He

did that with me. We wrote 3 articles. That helped me here to be in the hospitals'

floors, I can show myself when I asked somebody about something. I was not the

teacher pet that know the answer, but people noted that I knew. (Roberto,

Interview 1, p. 14, lines 29-39)

This last theme summarizes the voices of the participants based on their social

baggage. The voices of the participants revealed the importance of having human

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connections that open opportunities and provide sources of knowledge. As an HEI, I am very grateful to people who mentored me, helping me to find the right way to deal with the cultural differences and challenges. I greatly appreciate the faculty who offered new opportunities, encouraged risk taking, and pushed me really hard to exceed my own expectations. However, my closest and most important connections are those with family. I just hope that I can become the same supportive person for the next generation of my family.

Summary

This chapter documented the results of the interviews made in the process of completing this research. In addition, this chapter described the process used to analyze the data from all 12 interviews. Five themes emerged and, were explained in detail: (1) exposure to, and exchange of, different forms of thinking and cultural expressions; (2) knowing and performing as expected in the American system; (3) achieving the credentials to perform professionally in the job market and social structure in the United States; (4) capability to judge one's abilities and take control of one's future; and, (5) connections that provide social, emotional, and intellectual support as well as information that can influence one's perception. All the themes were supported with quotes from the interviews. At the end of each theme description, I presented my experience as a researcher and immigrant.

CHAPTER 8
EXPANDING THE EDUCATION PATHWAY FOR SOCIAL AND ECONOMIC
INTEGRATION OF HIGHLY EDUCATED IMMIGRANTS

Introduction

After reviewing the information collected in the interviews of six highly educated

Colombian immigrants, I will discuss new elements embedded in the results of this study

based on the human, social, and cultural capital theories. These new elements will

expand the theoretical model used in this study.

Literature and Theoretical Framework in Retrospective

In Chapter 1, I presented a synthesis of three different theoretical approached to

create a new framework that explains the educational pathway for social and economic

integration of highly educated immigrants (HEIs). This new framework includes the

principles from Becker's (1964) human capital theory, Bourdieu and Passeron's (1997)

principles of cultural capital and Lin's (2001) principles of social capital (Figure 1).

The new framework demonstrates how capital (human, cultural, and social)

acquired in the country of origin (COO) will or will not transfer to the country of

destination (COD) after immigration. In addition, the literature review (Chapter 2)

showed that transferable capital did not help the immigrants to find jobs consistent with

their level of education and professional experience before immigration. Specifically,

several factors affect the employability of HEIs, such as the lack of credentials required

by the COD job market, the lack of heterophilous networks that provide information and

social credibility, and the lack of English skills to perform in the work environment. The

scholarly literature also showed that HEIs facing difficulties in transferring these forms of capital find differing solutions: they go back to their home country, they find low income jobs and continue to be underpaid according to their qualifications, they start on the bottom of the companies' structure and work their way up, or they go back to school to acquire the credentials required in the job market (Liversage, 2009; Zikic et al., 2010). However, how the re-education pathway helped these HEIs to acquire the capital (human, cultural, and social) necessary to find jobs or professional opportunities according to their education and experience remains unclear (Figure 8).
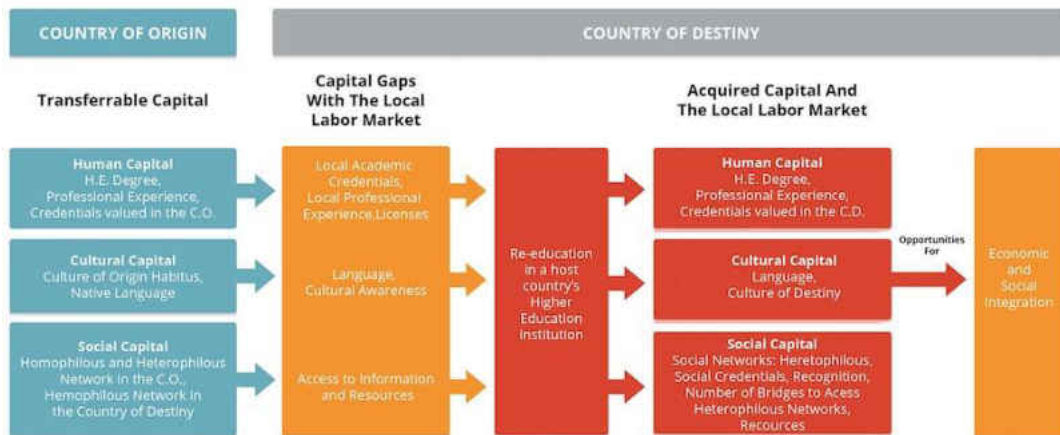

Figure 8. The education pathway to transfer and gain capital: A new conceptualization. Copyright 2015 by O. L. Bedoya-Arturo.

The results presented in Chapter 7 clarified how attaining a new degree in the COD or attending a higher education institution in the COD helps to transfer the capital acquired in the COO and attain the new capital demanded for the labor market in the COD.

<u>Transferrable Capital</u>

According to Bourdieu and Passeron (1997), cultural capital's main function is to pass the social and cultural values of the dominant class to a new generation. These values pass through pedagogic authorities such as family, friends, and formal education. The background of family members, significant others, and educational institutions plays a significant role in the acquisition of human capital by HEIs.

The results of this study show that, in the case of the six participants, the background of family members and close friends played an important role in the transfer of human capital. One of the factors positively affecting the transfer of human capital is having at least one parent or sibling with a bachelor's degree, like in the case of Roberto, Giovanni, Clara, and Edwin:

> My brother is an economist and besides that he is a physical educator. My other
>
> brother is a lawyer, and he has a master. I have another brother that is engineer
>
> and I have two other brothers, one that studied medicine and the other one that
>
> didn't start university so he has no profession.
>
> (Edwin, Interview 1, p. 2, lines 2-5)

Having family with international experience or experience living in the United States also contributes to the transfer of human capital. For example, two of the participants have a father with international experience. Clara's father studied in Peru and Giovanni's father worked in Mexico.

> Yes, my dad study in Cali in La Universidad del Valle. He also study in Lima
>
> [Peru} because the best Architecture programs where in Brazil and Peru. So, he

went to Peru and graduate there and in Colombia. (Clara, Interview 1, p.1, lines 31-34)

My dad is an agricultural engineer and zootechnician. He studied in the Universidad Tecnologica de Monterrey and lived there for 6 years. He worked his whole life for fertilizer companies until his retirement. (Giovanni, Interview 1, p. 2, lines 6-9)

Their education in Colombia and their lifestyle before immigration from Colombia suggested that these five participants belonged to a high middle or high social class in their COO. Four of these participants attended private elite high schools. Roberto attended two catholic schools in his hometown. These two high schools are private denominational high schools that educate upper-middle and upper class students. Roberto attended the most prestigious public university in the region. Giovanni attended a Jesuits school, one of the more exclusive Catholic two private Ivy League Universities located in the southwestern region of Colombia. Clara attended an elite bilingual high school offering an American-style education. Clara later moved to Bogota to complete her degree at another Ivy League private university recognized as educating the political elite of the country. Finally, Edwin did not talk much about his high school, but he also attended an Ivy League University.

Two of the participants came from completely different backgrounds. Both came from poor families where the parents did not complete high school or attend college. In both cases, the father was the provider of the family who worked low-wage jobs and they grew up in poor neighborhoods. In the case of Patricia, her family's socioeconomic

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status also deprived her of a quality basic education. Patricia's lack of cultural capital was clear when her family moved from Neiva, a small city that is the capital the state of Huila, to Bogota.

> My mom sent me with a dress with manga bombacha. AYYYYYY. Jesus Christ!! And I arrived to the university and found all of them [the students] with boots and blue jeans . . . and I looked [around] and thought: what is this? I came back home and told my mom: you have to buy me blue jeans and t-shirts because I will not wear this dress to go to the university. (Patricia, Interview 1, p. 10, lines 12-25)

Patricia's lack of cultural capital was also reflected in her choice of universities. Although she attended two private universities, both institutions are not recognized for the quality of their education.

Carlos's experiences were influenced by one of his aunts with a college degree. His aunt's achievements worked as a motivation to aim for placement in a better high school, the INEM. Although it is a public institution, the INEM is recognized for the quality of its education. Carlos's academic qualifications allowed him to earn a scholarship to study in EAFIT, the most prestigious private Ivy League university in the central region of Colombia.

An important part of the theory of human capital is the idea that the credentials obtained through education are symbols of merit and the internalization of the dominant culture's values, symbols, and practices (Bills, 2004). In the case of the participants in

this study, the COO's values, symbols, and practices are not perceived as a real merit, but as a reflection of the corruption and the Colombian motto of taking the "easy way."

In Colombia, the limits are diffused. Here are more concretes. The individualism, that I criticize a lot, is important. Here if ones is good, ones can go further. It is much more than the nepotism and that the link through friendship and influences. Therefore here you can find influences an all of this, the recognition of the individual capacity is stronger and the meritocracy can be seen more frequently than in other countries, at least compared with our countries. . . Here if you are good, [people] will recognize you independent of your skin color, accent. (Roberto, Interview 2, p. 3, lines 7-17)

In summary, transferable human capital is related to the family's social, economic, and cultural background. This background provides access to a better education and social environment where an HEI socializes with his/her peers. This socialization process influences the acquisition of the values, principles, and practices of the dominant culture in the home country.

The human capital model principle states that this form of capital develops for most individuals through formal education and has a positive relationship with income (Becker, 1964). In addition, the credentials attained through education are a form of reward to all of those who excel in their education (Bill, 204).

The results found through interviewing the participants in this study showed the relevance of the human capital in the COO. All the participants attained at least a bachelor's degree in the COO. One of them attained a graduate degree; four of them had

jobs that matched their education at the moment of their migration. Clearly, their education and degree attainment had helped them to begin their professional lives.

> Ok, so I had a bachelor degree in Business Administration, and a graduate degree in Marketing, and five years of professional experience in an [branch of an American company] because I started there in 1995 as an intern until 2000 when I moved to the United States to study English. I spent all that time working in supplying chain. I was in purchasing, maintenance, logistic of ports, supplies purchase planning, and distribution. I managed a silos plant. I also had experience in warehouse management. I also worked in national logistic distribution, and corn syrup exports. I coordinated the production planning of customers and their inventory. At the end, I was involved in a more commercial role with the customers. I knew them very well from the logistic point of view, but there were also some opportunities for improvement, especially with the cash flow because they were not paying on time. There were a lot of administrative problems between the clients that were the beer production companies [around Latin America] companies that produce sweeteners; they bought from us their raw materials. So, it was my last role. In summary everything that was supply chain in purchasing, logistic, purchase planning, production management, and my education. (Giovanni, Interview 1, p. 5, lines 23-43)

In the case of Carlos, his human capital acquisition clearly defined his career development and his social status. He was a business owner at the moment of migration, with good financial and professional prospects. In the case of Patricia, her education and

degree attainment allowed her to start a professional life, but one in which she did not find satisfaction.

> During these two years, I was working in the insurance company. I also worked doing programing with COBOL. A part of my job that I loved was the interaction with the customers. That job provided a good opportunity to gain professional experience; however, the salary was too bad. I traveled to Cali, Medellin, Barranquilla, Pereira to work with the brokers. I installed the software and trained the secretary . . . I loved [the opportunity to] talk with people, but I was not satisfied . . . Do you remember when you were a child and people asked you what do you want to be when you grow up? I did not say dancer or things like that. I always wanted to be simultaneous translator. (Patricia, Interview 1, p. 17, 12-24)

Another aspect of the human capital acquired in the COO that is not explicit in Becker's principles are the learning habits developed as result of attending higher education in the COO. These learning habits mentioned by the participants became a differential factor among classmates in the COD. Several times these habits were identified as the ethics of education.

> In Colombia, you went to your rotation and they gave you material to read, and then they will ask questions. Everybody asked questions, so I brought this routine. The expectation in Colombia is to read and to know everything, and I have to show that I knew everything; although, it is not possible to know everything. I brought all of that in me as a structure. So, when I arrived here I

read in all the rotations, I tried to be up to date, I tried to read the magazines, publications, but it is not the norm. So, I was noted above my friends. (Roberto, Interview 2, p. 14, lines 8-16)

In summary, this transferable human capital is not limited only to the degrees attained in the COO, but also to the professional experiences accumulated during their years spent in the COO, as well as the learning ethic developed during their years in college.

Finally, the social capital theory is based on the principles exposed by Lin (2001) where social networks provide not only emotional support, but also information and social credentials. Emotional support is, for the most part, provided by homophilous networks. These networks provide limited resources and tend to have tight links. In contrast, heterophilous networks tend to be larger with loose links, and have more diversified resources. However, building this kind of network requires a lot of effort (Lynn, 2001).

In the case of the participants, it is clear, for the most part, that they built homophilous networks in the COO. These networks are, for the most part, built on relationships from high school and their neighbors.

> Friends? No, it is because I have had the luck that the ones that were my friends, the 3 of them, came to live here . . . My husband, he has his two best friends living here too . . . So . . . in reality no, no . . . I do not have American friends. That I can tell you that I have a friend as gringo, gringo . . . no. (Clara, Interview 1, p. 12, lines 20-26)

Few of them leave the comfort zone to build more heterophilous networks. Some of them with larger professional experiences were able to expand those networks to find new resources, like the cases of Roberto and Giovanni.

> I met this friend before moving here. We had planned to move to Atlanta, but he lived in Saint Petersburg. He had a girlfriend that was from Russia. She studied in Saint Petersburg Community College. We began to talk. He went to my house for some business with my mom; he was an acquaintance of my mom and all of this. We started to talk and he told me: why will you spend all that money if here [in Saint Petersburg] is cheaper? You can come to my house and spend some days with me, and we can help you. His girlfriend was a student in the college, she help us a lot. (Giovanni, Interview 1, p. 10, lines 8-15)

One new element found in this study that is not clearly mentioned in the theoretical frame work in Chapter 1 is what I call Individual Capital, and it is defined in Chapter 7 as the capability of making judgment on one's abilities and taking control of one's future. I considered it as a form of transferable capital because the root of these abilities is the product of the participant's life in the COO. Individual capital is the result of the continuous accumulation of human capital though developing study and work practices as well as interacting with other people as it is shown in Figure 9. The individual capital is part of the HEI's identity and can be seen as a source of motivation to achieve identified goals. This capital is what identified them as individuals and in some cases as Colombians.

Look the opportunity, after five years of working, the opportunity to study, the

opportunity to achieve a dream to learn English that was what I wanted, that was

the strategic plan that we have with [my wife]. Always, I wanted a master's and

to do an MBA. I saw it far away . . . So, I gave my self the opportunity to live and

to learn plus the opportunity; in addition, the opportunity to know other cultures.

All of these helped to open my eyes. I realized that the city where I lived,

Colombia was my border. So, interacting with other people, sharing their culture

that was a very important experience, and I enjoyed it very much. (Giovanni,

Interview 1, p. 10, lines 29- 39)

Figure 9. Individual capital. Copyright 2015 by O. L. Bedoya-Arturo.

Highly educated immigrants do not transfer human, social, or cultural capital; the HEI transfers individual capital. The degree and the professional experiences by themselves do not guarantee a job that matches their education; instead, they facilitate the acquisition of new credentials, but do not guarantee success. What are transferable are the learning habits and customs acquired in college in the COO. The social capital accumulated is not transferable. Homophilous networks stay in the COO and, in many cases, do not transfer to the COD. Only family is there to provide support. Family information is later replaced with new networks built in the COD. Cultural capital in the case of the participants is seen as having a negative connotation of the practices of the COO. The values that identify family or are part of the culture such as food, traditions, among others, are transferable and used to define their Colombian identity. However, what is transferrable is background of the person represented in the personal characteristics and experiences that allow immigrants to succeed in the COD as illustrated in Figure 10.

Figure 10. Transferrable human capital acquisition. Copyright 2015 by O. L. Bedoya-Arturo.

<u>Acquired Capital Through Re-Education</u>

The model presented in Chapter 1 shows the capital gaps between the HEI transferable capital and the demands of the COD's job market. In some cases, these gaps were identified before the migration process, but, in all cases, at least one gap in one of the forms of capital was identified after the migration process as shown in Figure 11. When an HEI is conscious about the credentials required in their professional field,

moving to the COD means starting the preparation process to acquire such credentials, as in the case of Roberto.

> I came here [the United States] and I introduced myself and explained whom I am. He called a gringo and said: Interview this person. The gringo asked me a lot of things, and I answered everything that I know but with a very bad English. So, he said [the gringo]: This person is very good, but he does not speak English. So, Marco told me . . . ehh you have to improve your English. Go back to Colombia, or stay here as an observer. I did what he told me. [I stay as an observer]. (Roberto, Interview 1, p. 15, lines 4-10)

The clear recognition of the lack of English skills required to perform in the COD was another gap recognized by the HEI before or during their college-experience like in the case of Giovanni and Patricia.

> I seat in the first row with my recorder because my English was not ready for a class like this . . . I [came from work] and started to translate the class not to Spanish, but from English to English, writing, do you understand? It helps me a lot. I think that this exercise that I did during those years helped me a lot with my English. Because I took them, and that was the way that I studied, I studied again the lecture, no? What the [student] does nowadays online, I did with recording. I listened and listened again. I did well without speaking English very well. I got straight A. I graduated with honors suma cum laude. (Patricia, Interview 1, p. 26, lines 19-33)

However, the acceptance of these gaps came just after facing difficulties in finding opportunities matching their education, professional experience, and cultural status before immigration. In the case of Carlos, the individual capital acquired in the COD plays a relevant role in the process of acquiring licenses. Personal characteristics such as persistence and goal orientation were to bridge the gap between making mistakes and trying again to find a way to overcome the difficulties in acquiring capital.

Discovery of Gaps with the Labor Market

Licenses, Examination process to obtain licenses, Lack of relevant professional experience

Acquisition of formal or professional English language, Culture in the job market and the work place

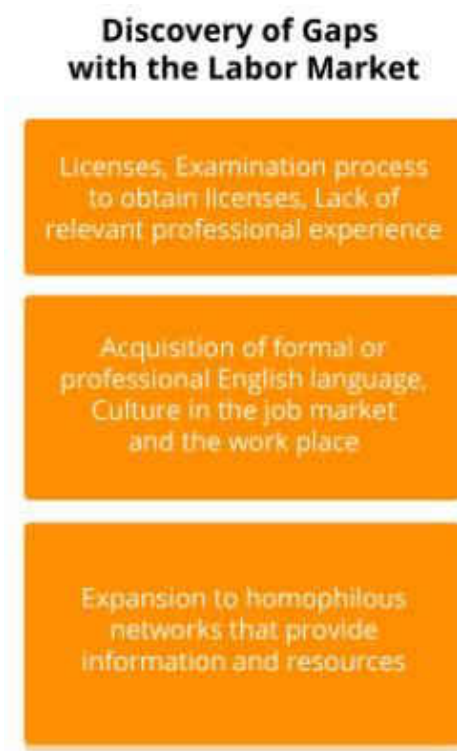Expansion to homophilous networks that provide information and resources

Figure 11. Highly educated immigrants' experienced gaps in the labor market. Copyright 2015 by O. L. Bedoya-Arturo.

The lack of information and guidance about the education system in some cases complicate the transfer of capital, like in the cases of Patricia and Carlos. In cases like

Roberto, Giovanni, Clara, and Edwin, attending college in the United States helped them to understand the demands of the job market. In other cases, going back to college is the last step to complete some requirements in the license process.

My bachelors' degree does not help and the job that I aspired to have in some years requires an MBA. I think that it allows me to complete the acculturation process and allows me to close a little more the gap. [The MBA] allows me to show that [my English skills] are enough because I have a degree [from an American University]. (Edwin, Interview 1, p. 10, lines 1-5)

In the process of experiencing the realities of the labor market, and finding the way to acquire the required credentials, heterophilous networks played a fundamental role as providers of specific information, professional encouragement, cultural guidance, and language training. In some cases, one person in these heterophilous networks becomes a mentor to the HEI; examples of this can be identified in the cases of Roberto, Edwin, and Carlos.

She told me: why you did not find a job? And I said, a job? I panicked [and thought]: oh my God to speak English 100%, receive order sin English? Yes, in the department. So, [she] took me and I talked with the secretary and they helped me to call to the work-study. I started working for 20 hours. (Patricia, Interview 2, p. 9, lines 46-47; p. 10, lines 1-2)

The experiences of these HEIs showed that their heterophilous networks were not large, but they were diverse. In the cases that included American people or immigrants already assimilated into the culture, these networks helped HEIs to build bridges that

facilitated the transference and acquisition of capital, especially in relation to the culture and the language, like in the cases of Roberto and Edwin.

> One of them is Afro-American and the other one is white. The white was in Hispanic Unity. [She was] very demanding, and I am very demanding of myself. Very demanding, but when she realize that you work hard she value it 10,000 times. I think that was what left a mark on me. I cannot said that I had a personal relationship with her. She never told me about her family, neither did I told her about mine. It was simply that I knew that I have to study before going to class otherwise I would have one of the worst hours of my day right? The fact that she had very high standards marked my life and taught me the discipline and to be always well prepared. Even though I think that has always been with me. However, I had to do a big effort if I truly wanted to learn. The other one was called Net. Her teaching methodology marked me. She teaches you through what happen on your daily life. It was not the English of the books, but the table, the computer, the person that was sitting, where is she sitting, what is she eating. So I think that this methodology open myself a lot more. It predisposed me positively to learn. I think that is why they marked me. I believe that they were persons that truly made two positive things in Edwin: being able to learn another language and/or being able to manipulate it right? (Edwin, Interview 1, p. 14, lines 22-40)

The decision to go back to college to pursue a degree in the COD is not only influenced by the job market. The experiences of the participants in this study showed that another factor affecting the decision to enroll in a degree program in the COD is

related to their personal and professional goals, like in the cases of Clara and Giovanni. Some of those goals were clear before immigration while other goals became clear after finding the right field for professional development. Instances such as this are presented in the case of Edwin.

> My aunt completed a Ph.D. Here in the United States. She always told me that I have to complete an MBA. She suggested that I worked a few years first in Bogota, and then she would help me [to come to study here] . . . I was looking for universities in Miami to come to study here when they offered me to move. They also offered me to pay for my studies, so I said: de una . . . (Clara, Interview 1, p. 11, lines 28-34)

Whatever the reasons for enrolling in a degree program, the HEIs understood the social value of a degree and the needs of credentials in the COD job market. The value was not necessarily found in the acquisition of new knowledge, but in the cultural gains acquired in the educational process. Highly educated immigrants also found opportunities to gain relevant professional experience through internships or job opportunities through the universities; these experiential learning opportunities also were an important source of human capital. Though formal education, HEIs also developed a new perspective about their field that was wider or more ambitious when compared with the vision brought from their home country. Many of these gains, according to the results in Chapter 8, consist of the mastering of the English language through academic writing, presentations, formalization of ideas, learning the rhetoric of their field, and practicing with English speakers continuously. The process did not happen only through academic

activities, but also with the socialization outside of the classroom with acquaintances or significant others.

Through education and the interaction with faculty members and classmates, HEIs learned about the culture, the system, the social values, principles, and practices of the United States. This phenomenon did not happen only in formal settings; this phenomonon happened though working in groups, class discussions, group study, the sharing of ideas, observations, attending conferences or seminars, being on a physical campus, and feeling like a part of the community at the educational institution.

Though this socialization process, the HEIs expanded their networks, especially the heterophilous one. These networks become the cultural bridges used by HEIs to build a new social circle between their homophilous network, the professional environment, and American culture. Through education, HEIs learn how to move and perform between these three environments without losing his individual capital, but enriching it with new attitudes, such as respect for diversity, passion for learning, and sensitivity to social inequalities.

The education pathway for social and economic integration not only allows the HEI to have a job according to their education and professional experience, but also develops individual capital that helps them to function on diverse environments. These processes also provide validation to HEIs based on their achievements as professionals and as valuable members of society rather than being judged by where they come from, as is shown in Figure 12.
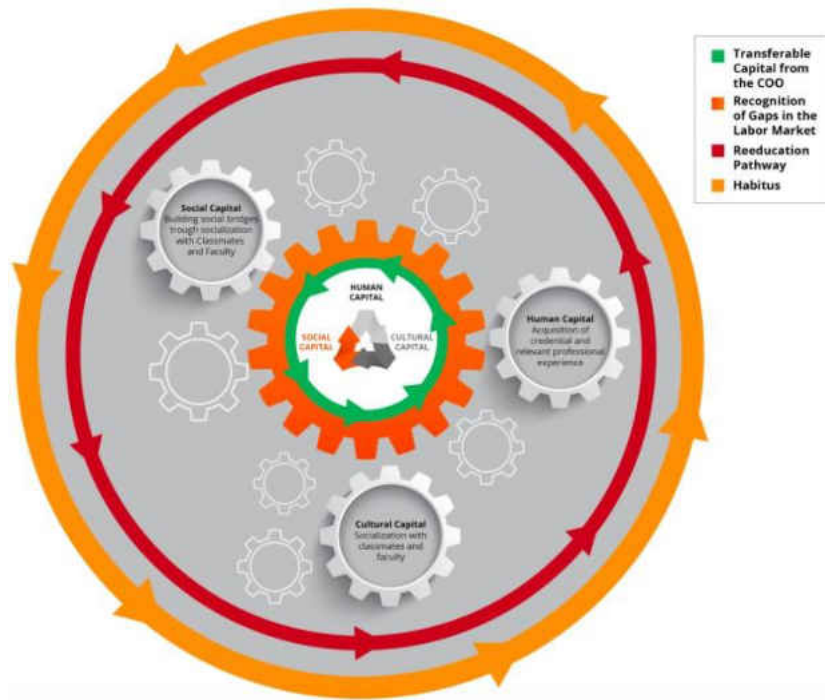
Figure 12. Education pathway to transfer and gain capital: An expanded theoretical model. Copyright 2015 by O. L. Bedoya-Arturo.

CHAPTER 9
THE RE-EDUCATION PATHWAY TOWARD SOCIAL AND ECONOMIC
INTEGRATION: THE HABITUS

The literature detailing college experiences of highly educated immigrants is neither as extended nor detailed as for other topics currently under study (Chapter 2). However, the literature does provide resources that allow me to answer relevant research questions. In addition to the literature, I use extracts from the interview protocols to answer two research questions: (1) How do highly educated Latin American immigrants gather and transfer different forms of capital while attending an American college or university? (2) How do highly educated Latin American immigrants use their gained capital to integrate themselves socially and economically into American society?

Although the information collected and its analysis makes it possible to identify general common patterns among the participants and provide the answer to the two research questions, it is not necessarily applicable to the whole HEI population. The results of this study are based on the experiences of the six participants who are very different from each other.

Research Question 1

How do highly educated Latin American Immigrants gather and transfer different forms of capital while attending an American college or university?

Gathering and Transferring Human Capital

Three important elements helped the participants in this study to gather and transfer human capital: the acquisition of a college degree from an American university, the acquisition of relevant professional experience in the United States, and the mastering of the English language.

The literature has exposed the difficulties that HEIs faced in their social and economic integrations. One of these difficulties is related to finding jobs matching their education (Batalova, 2006; Batalova et al., 2008; Chellaraj, Maskus, & Mattoo, 2006; Docquier et al., 2006; Faist et al., 2011; Friedberg, 2000; Mattoo et al., 2008; Özden, 2006). Another challenge in finding opportunities in the COD's job market is the lack of educational credentials, language skills, cultural assimilation, and limited heterophilous networks (Al-Haj, 2002; Aydemir & Skuterud, 2005; Bauder, 2003; Ferrer & Riddell, 2008; Liversage, 2009; Reitz, & Brenton, 1994; Salaff, Greve, & Ping, 2002; Zikic et al, 2010). Limited access to information, resources, mentoring, and career sponsorship to facilitate economic and social integration was also reported as a difficulty faced by HEIs (Bolles, 1992; Kanter, 1977).

Through the analysis of the interviews with the participants in this study, I can highlight some HEIs' college experiences that favored the acquisition and transfer of different forms of capital at is shown in Figure 13.
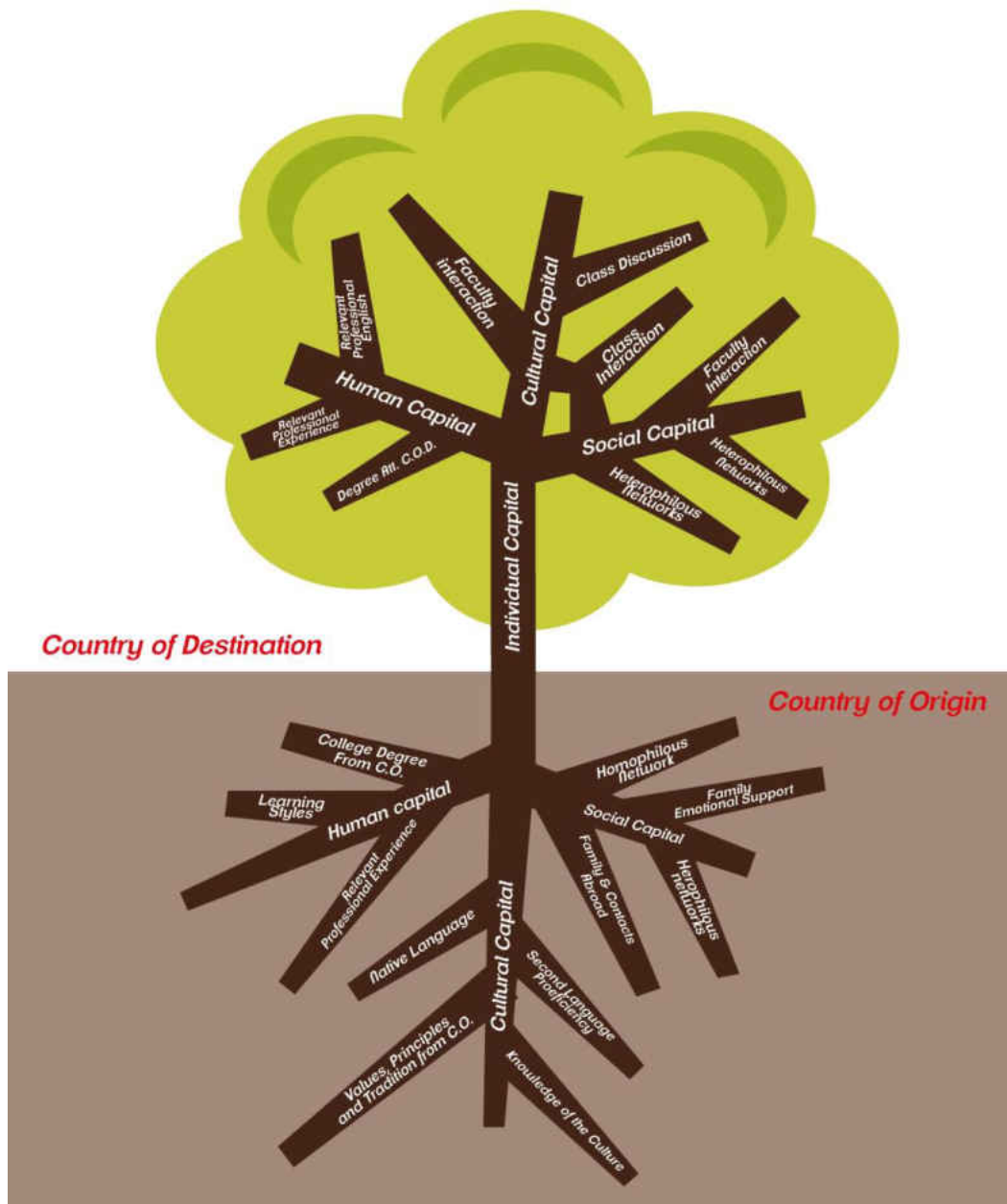
Figure 13. Transfer and acquisition of different forms of capital. Copyright 2015 by O. L. Bedoya-Arturo.

For the first factor, a college degree from an American university, the literature reported the importance of the location of the immigrant's education (Bratsberg & Terrell, 2002). Obtaining a degree in the country of destination has a positive impact on the earnings of HEIs (Friedberg, 2000). The participants in the present study understood the lack of value that a college degree from Colombia represented when looking for a job matching their educational background and experience. They also understood the benefits of obtaining a degree from an American university in relation to future opportunities and income.

> No, no, no, no, If I do not have my residency, I cannot work as a physician in the United States. If I cannot work as a physician in the United States, I would be doing something different, and my income would be lower [than the one that I have]. (Roberto, Interview 2, p. 17, lines 39-42)

Kausal (2011) also reported that the degree and the skills of the HEIs have to be perceived as valuable in the job market in order for their economic integration to be successful. Study participants understood that social acceptance of their credentials was linked to the acquisition of a degree from an American university. Simliar findings were reported by Collins (1979), Brint and Karabel (1989), Arbona (1990), Yakushko et al. (2008), Mattoo et al. (2008), and Zikic et al. (2010). Giovanni's metaphor about the significance of a degree earned in the United States and how it changed the perception of his skills mirrors the literature:

> It is like, when you said that one has a [degree] from a country like Colombia. [They] said: it is interesting, but it is not convincing. [They] doubt [about the

degree], it does not fulfill their expectations. It is my perception. However, if

one graduates from an [American university], so it has more credibility. It

produces security. It is a back up [of your degree]. It is like somebody tell you:

!!Ohh ok!! now we are talking. It is like . . . you know how to drive a car very

well, be the best at it. Montoya does not have anything compared with you, but

you do not have a license. So, when you have your driver license ahhh ok, now

we are talking. Do you want to apply to become a truck driver? Ah ohh, let me

see what did you get? Yes? Without a Florida license you cannot … whatever

you have done in your country is great, but you need to show me your license, a

license from Florida. It is not useful for me a license from Bogota. Ok let me see

what do you have? Eso. (Giovanni, Interview 2, p. 12, lines 37-46; p. 13, lines 1-

3)

Obtaining a degree in the country of destination is not only important for

receiving the credentials and recognition that the degree typically confers. As Edwin

mentioned, a degree attained in the United States also helped to transfer all that they

learned and built in Colombia.

Ah . . . I think that the degree in Colombia is very important but it is based just in

the knowledge acquired at an early age with almost zero experience. It was like

building upon intangible. I think that the degree here builds upon what its already

tangible and in some way it also validates my experience and my knowledge as an

immigrant. And maybe the best way to explain this is in the moment that the

degree has everything that I was able to do academically in the past in a country

that is not this [USA]. It's valid now. (Edwin Interview 2, p.18, lines 29-36)

The second factor is the acquisition of relevant professional experience. Ferrer

and Riddell (2008) reported that academic credentials by themselves do not open the

doors of the job market; HEIs also need to accumulate relevant job experience to access

competitive positions. For some participants, being enrolled in an American university

opens the door to job opportunities, as in the case of Giovanni and his job at IBM:

I was the first Hispanic that participated and was selected as part of 15 MBAs for

a consulting program in IBM . . . The program had a lot of classes during 9

months. I had the opportunity to have retired VPs from IBM. The university [of

Miami] helped me to find this opportunity because the networking opportunities.

If I had not presented [to this IBM program] as a student from University of

Miami, IBM has not showed any interest on me. (Giovanni, Interview 1, p.14,

lines 43-46; p. 15, lines 1-6)

In other cases, college gave the HEIs the opportunity to acquire more relevant

experience through practical activities required by the program, as in the case of Clara:

Yes . . . no, what I thought was very, very good of the program was the

interrelation of all the work areas, in, the area of the business. Basically the

program, not only at the end where you do the practical study doing live

counseling to a company where you can apply all that your learned in you major.

When you are taking classes, eh . . . Which is a little different than it is in

Colombia. In Colombia you had the concentration, it was not a masters but it was

the major itself. You have the law track, the track for everything that was economy, the track of everything that was politic. They were separated tracks. Here the classes are like related, and the things that you are learning in other classes endorse the homework required for each class. So, in reality [you] are not only doing a project for macroeconomics but you are putting things in, in . . . of finances, things of . . . the project management part. Do you understand? like . . . I do not know what is the word, like everything is related so it is that. (Clara, Interview 2, p. 5, lines 32-42)

Mastering of English language skills is the third factor helping in the transfer human capital. Prior research has reported that a lack of English skills had a negative impact on the career development of international students and Hispanic immigrants (Hayes & Lin, 1994; Miranda & Umhoefer, 1998). Clara was the only participant with strong English skills before moving to the United States. Her experiences in college helped to transfer that human capital through the acquisition of a more professional English and vocabulary:

!!Noooo!!!, in reality to know the terms in English because I can speak in English, I learned English since I was little in the school and everything; however, the terms of, of the university are not in your daily life. [You] did not study [this vocabulary] in the university, and you did not take the same subjects. So, I say that something crucial is to master all things related with education in English itself. Things related with the job in the bank in Colombia was the same, from here or from Colombia but . . . Everything that is related to finance, all the

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macroeconomics terms in English are other thing. (Clara, Interview 2, p. 7, lines

37-40; p. 8, lines 1-3)

The mastering of the English language also helped the immigrants to expand their

human capital by the acquisition of new knowledge, as in the case of Roberto:

The language, to understand the language, to be immersed in the English it opens

the universe. Science, technology, informatics, culture all of these speak in

English and work, in English. It is the universal language. So, the opportunity to

be integrated to this society, to finish my degree, to be successful in my career, of

having a family, and speak the language is wonderful. It is like a dream. I still

think that I live in a dream. (Roberto, Interview 2, p.19, lines 2-8)

<u>Gathering and Transferring Cultural and Social Capital</u>

The theory of Education and Social Reproduction proposed by Bourdieu and

Passeron (1977) outlined the role of education in the acquisition of the norms, values, and

practices of the dominant class. These cultural patterns are transmitted through arbitrary

power and by pedagogic authorities. These pedagogic authorities in the education

environment are, for the most part, faculty. In the case of the present study, participants

also identify their classmates and co-workers as pedagogic authorities. The literature

reports the importance of learning about the cultural patterns of the COD (González,

Haan, & Hinton, 2001; Szapocznik & Kurtines, 1980; Wong-Rieger & Quintana, 1987)

and the difficulties that HEIs faced developing their own ethnic identities.

The heterophilous networks described in theory of Social Capital (Lin, 2001) are

important because through them, the HEIs can access resources that would not be

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available to them otherwise. The members of homophilous networks are, most of the time, part of different social structures, hold better positions in society, and have access to better resources.

The literature in Chapter 2 examined how HEIs lack of social capital affected their career development due to the lack of access to information and career opportunities. Studies by Zikic et al. (2010), Hayes and Lin (1994), Granovetter (1993), and Foner (2001) illuminated the difficulties HEIs experienced in finding social resources outside of their own homophilous networks, in some cases, because the lack of English skills. Results of these studies showed that for these participants the acquisition of cultural and social capital most of the time was through interaction of members of different cultures and socioeconomic backgrounds. As pedagogic authorities, the members of the participant's heterophilous networks allowed them to understand the core values of American society, and those values are greatly appreciated by the HEIs. Some of these values are meritocracy, diversity, and freedom:

> If she [the professor] gave the extra credit, I was the student that got 100, 110.
> She told me one time this: In all my years teaching here in UCF, any student has
> gotten the perfect score like this girl from Colombia. She added: and, she does
> not speak English like all of you. So, it was evident that I was not used to it. In
> Colombia I was popular because I was stupid and not because I was smart . . .
> because of laziness maybe. Do you understand? (Patricia, Interview 2, p. 9, lines
> 39-46)

Through social interaction, classmates as members of heterophilous networks showed the HEIs the common practices in the American culture that, in the case of Clara, helped her to understand and assimilate into the culture:

> I did very few assignments with American Americans [maybe] 10% or if there was an American in my group, [he or she was the minority]. Even though they were the minority the things were done in the way that are done in this country. For example, the working meetings were in the library or in Barnes and Noble at that period of time. There were not meetings at home like one used to do in Colombia. Eh . . . the respect of the schedules, one had to be willing to watch the American Football match and have the meeting before or after the match . . . If they were going to eat, they would arrive 10 minutes before to eat and to be available at any time. Those are things that we as international students learned from the American students. The value of time because here time is really important, I mean I do not know why life goes so fast. Eh . . . One does more things here than in one's country. (Clara, Interview 2, p. 6, lines 24-35)

HEIs gain access to resources and information from heterophilous networks that would help them at any moment during their careers, as in the case of Giovanni:

> So, I wrote to the dean and I found out that the dean was one of my former teachers in Tampa. I used to take her with my wife to the airport because she had to take the airplane to Scandura. What did I know that it would happen? So the University the dean, and the vice-dean, that was a Hindu, approved that I beside

the time, finished my classes, 4 classes that I needed [to finish my MBA] in the Universidad de los Andes. (Giovanni, Interview 1, p. 17, lines 30-37)

These networks also helped the HEIs to access information to maintain their career development through their interest in life-long learning, as in the case of Edwin:

I think that is an excellent resource for me. I believe that the connections that I did with the faculty and with other people in the university is a resource for me. I joined many [student] groups. Not necessarily that they belonged to [the university] but through the program. [I was part of] seniorities. The ones that also keep me updated on my field with articles. More or less that's what I mean with resources. (Edwin, Interview 2, p. 8, lines 28-33)

In other cases, the social interaction with members of heterophilous networks helped the HEIs to acquire the discourse of their professional fields that helped them in their communication process:

What I have learned from them? Mmmm yes, I have learned, yes. In the communication they are very concrete. It is something that I have to learn. When I have to say something I [usually] use 10 lines. They said them same in 2 lines. So I fix it adding this, a question mark, smiling faces, parenthesis, I write a comment, retake the main idea again. So, when I write an email I have to read, read again, take this out, and reduce it from 10 lines to 2. They are very concrete; they go to the point. If you give them lot information they get lost. I have the [idea in the email] clear as the day, but it is confusing for the, like the night. (Patricia Interview 1, p. 36, lines 11-18)

As Lin (2001) presented, heterophilous networks are weakly linked. Although heterophilous networks provide access to resources that homophilous networks do not, homophilous networks provide the emotional support required by the participants to maintain their ethnic identity. Homophilous networks are part of the social capital acquired by the participants in this study. In some cases, HEIs transfer homophilous networks from their country of origin to the United States because they have friends who have also immigrated. In other cases, HEIs developed homophilous networks within the United States by associating with members of their culture of origin. These new homophilous networks can be weakened when members do not share the same values and goals:

> Therefore better said, one come here and have a lot of Colombian friends that is your group of friends and everything. And little by little you notice that you do not share many things that they do without stopping being a Colombian. And like that little by little they are like filtering and the group of friends becomes smaller where you share with people that . . . I do not want to say that are educated or not educated but that share with you what one wants to do in this country. I did not come to this country to sue in case I fall in a in a store. Do you understand? There are so many things that in this country had many virtues that the American . . . the Colombian, perhaps trying to outsmart others take advantage of and I do not agree with that. It is stealing for me. Do you understand? Therefore, there is when one little by little makes the circle smaller. (Clara, Interview 2, p. 3, lines 29-39)

How do highly educated Latin American immigrants use their gained capital to integrate themselves socially and economically into American society?

In social reproduction theory (Bourdieu & Passeron, 1977), the result of training through pedagogical action in the dominant culture is defined as the habitus. Through their college experiences and the interaction with members of heterophilous networks, HEIs acquired the social and professional credentials as a symbol of habitus acquisition. The professional credentials are represented in their professional degrees or licenses. The social credentials are given to HEIs by the acquisition of cultural capital represented in the assimilation of the values and practices of the American society, including the mastering of English language. This agrees with the model of Van Den Bergh and Du Plessis (2012), which suggests that assimilation is more likely to occur between groups that are similar. In this study, the habitus acquisition involved changing perceptions of the American Culture and integration of many of its values:

> I think that I started to evolve since my first contact in California, then the residency, then my fellowship, and now my professional life. I begin to evolve and to integrate parts of all this American culture that I am living in. However, as you can see, the American culture is regionalist and change a lot from north to south, from east to west, from the center to the periphery. There are a lot of different cultures, different personalities like in Colombia or any other country. What I do is to observe, I am immersed, and obviously my unconscious, my subconscious, my conscious are taking and learning things. Through integrating

those things is that one make the decision [to integrate] for X or Y reason.

(Roberto, Interview 2, p. 7, lines 29-38)

Through exposure to the American culture by participation in heterophlious networks, the HEI becomes a "cultural translator," a person caplable of adapting the desires and goals of the American culture to processes and actions that make sense in other cultures. Giovanni has a better way to explain how this works in his professional practice today:

I think that in a role like the one that I am now, me living here that I have to understand what the gringos want that they are the owners of the company, but apply that there. It is very interesting when you can understand and experience the reality there and live the reality here. The understanding about what they want to do and look for a way to transfer those requirements there. What happen, that a person that does not know anything about Latin American and is managing all of these that person will hit a wall because he/she thinks that all the ports works in the same way, but the customs in each country are different. They are managed with very different political and current realities. One can say how the hell these people can live here? So, one that had live there, that understand that, that comes here and learn from here, believe me one becomes a cultural translator of those cultural changes that are not easy for companies to achieve in a reasonable amount of time without forgetting the reality of each country.

(Giovanni, Interview 2, p. 12, lines 1-15)

The social interaction with non-Spanish speakers and the exposure to a formal English also helped with the acquisition of an English level accepted by native English speakers in higher social levels:

Ah… If we give a quantity scale from 1 to 10 [to my English level] I would be between 8.5 and 9.0. I think that my writing is very good. I think that speaking . . . I . . . I talk very well. I think that my vocabulary is expanding every day and I think that this is because of the environment I am surrounded by. Ah… even thought [my job] in Hispanic Unity. Even though it's for immigrants. I was working on the management part. In addition, I have as a boss the VP of marketing of two newspapers. (Edwin, Interview 1, p. 22, lines 31-36)

English language is not only factor allowing the HEIs to integrate socially and economically. Understanding uniquely American cultural practices also proved important:

I learned to blend in. This is what you learn. Now, I am secure in what I am. There are dresses that I love them. They are different, but I cannot wear them in the office . . . But I think: I do not care, I will wear this dress, I like it, and so I will. So, I know when I arrive to the office: uaoh Patricia, no? different to the norm, now, I feel good, I am not thinking about if they will reject me or isolated me, no because I established this relationship . . . and now I can move out [of the norm] when I want. (Patricia, Interview 2, p.6, lines 1-13)

An appreciation of continuous learning has also helped the HEIs to understand the world around them, formulating questions as well as ascertaining answers:

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What else happened outside the classroom? It generates 10,000 thoughts in me that motivated me to read. When I say that it generated 10,000 thoughts is that whatever that happened on the classroom generated 10,000 additional thoughts in me. [They were] questions that motivated me to read even material that was not related with the classes because it simply generated another thought or another question. It motivated me to search for books or more articles that would allow me to answer my questions. What else happened outside the classroom? (Edwin, Interview 2, p. 22, lines 24-29)

I said, one learns something here [the United Sates] every day. For example when I was in the factory, in the laboratory we learned a lot of the [other people] no matter what their role was. Independent of their job position, always, always there was something to learn. I think that these are like the important opportunities that one has here [in the United States]. In Colombia, one arrive to a place, works for one or two years, and the year three one is with cross eyes, and one said I am bored with this thing. However, with the dynamic that you find here, with this entire cultural theme, I see that this does not happen as soon [as in Colombia]. (Giovanni, Interview 2, p.7, lines 22-30)

The difficulties in gathering different forms of capital also allows some HEIs to find new paths to integrate socially and economically in the United States and be recognized professionally after acquiring the credentials of their field, as in the case of Carlos:

I am an university professor. What I am looking with this is to grow my resume. I

had not had the opportunity [to work for] a 500. Because my English or because

they did not believe in me, in my engineering knowledge brought from Colombia.

[Maybe it is] because of discrimination, for whatever. I had not had that

opportunity of built a good resume here. Now, I am more interested to have my

own company because I am a PE. I am doing things. I have my company, and

there are some businesses that in the future can become something interesting.

So, I am starting to move. My expectation of work for a gringa company and

have a salary of 70, 80, 90 thousand dollars has been reduced. However, with the

opportunity to be a professor, what I want is to gain experience and gain status.

So, I know that [people] will respect me a little more. When I introduce myself as

a university professor, and they know that I have my own company. It will be as

valid as say I am an employer manager of G a high guide consultant for 5 years.

It will be equivalent, right. (Carlos, Interview 2, p. 16, lines 13-26)

According to the participants' experiences, this social and economic integration

runs deep in their new social expectations. In some cases, such as with Giovanni, this

new cultural pattern, acquired while interacting with people from different backgrounds,

is maintained after being forced to leave the country. It becomes part of their own ethnic

identity:

We did not [adapt again] to the mess, no we did not tolerate it again, people to try

to take advantage of the others, yes? That thing that one is walking and other

cross your path, and I take advantage of you, or take your money, the thing that I

won and you loose. The thing, that what do you do, so I can take advantage of you. So, those types of people making judgments, people making comparisons, no we were not able take those for granted. After seven years interacting with people of all socio economic levels, I do not know. The truth is that all this people of low socio economical level I do not know, do not ask for all these things. They do not go into those businesses. They value you as a person. However, people of a social economic level maybe 4 or ahead are all the time investigating asking, making comparisons. That was a thing that we cannot adapt to, what school does your son attend? Where do you live? What do you mean? Ahhhh and this car, but you have another car? Ahhh I do not understand? Osea, its is the lack of . . . no we can adapt, and the mess. Sometimes in Miami our life turned a little too complicated with our fellow Colombians. I have to tell you that in Colombia it was terrible for me. (Giovanni, Interview 2, p. 3, lines 20-33)

In conclusion, the experiences of these six highly educated Colombian immigrants gathering, transferring, and using different forms of capital in order to gain social and economic integration in the American society suggest that social interaction with faculty and classmates who are embedded into the American culture plays an important role in the acquisition of cultual and social capital. This socialization process could happen inside or outside of the classroom, and is not limited to friendship connections. Formal interaction in class discussions or group are also oportunities to find valuables role models from the American culture.

Graduation from an American university leads to social recognition and a sense that the immigrant is a person capable of acting within the norms of American culture. American cultural norms include not only proficiency with the English language but also the values, principles, and practices of American society. The recognition afforded by an American degree allows the immigrant to find new opportunities for economic development.

CHAPTER 10
BEYOND THE HEIs EXPERIENCES: BUILDING A COLLEGE SUPPORT SYSTEM TO GATHER AND TRANSFER CAPITAL

Introduction

The results of this study will be used as a source of information to provide some important recommendations to enhance the college experiences of highly educated immigrants (HEIs) and increase their return on investment in their education. The recommendations are directed towards institutions of higher education, faculty and staff, students, and highly educated immigrants. Finally, the chapter will cover my recommendations for future research and my final conclusions.

Recommendations

The knowledge that I have been able to apply every day. I have also to recognize the value of the experience. My experience is what has helped me the most. The education has formalized some things and helps me to understand them. . . The fact of being enrolled in a graduate program, just that, accelerated my career [development] in a 20 or 30%. (Edwin, Interview 2, p. 11, lines 36-43)

Higher Education Institutions, Administration, and Staff

The demand for educated personnel capable of fulfilling the needs of a growing economy has been difficult to fill and it is affecting the leadership position of the United States in the global economy (Camarota, 2012; Iredale, 2001; Keeley, 2009). Immigrants, especially those who are college educated, can help bridge this gap (Solimano, 2008). However, these highly educated immigrants are penalized by the labor

market for their lack of relevant capital in the country of their destination (Al-Haj, 2002; Aydemir & Skuterud, 2005; Bauder, 2003; Ferrer & Riddell, 2008; Liversage, 2009; Reitz & Brenton, 1994; Salaff & Greve, 2001). The literature shows that an effective way to help this specific group of immigrants is through the attainment of a college degree from the country of destination (Akresh, 2007; Kaushal, 2011; Liversage, 2009; Tong, 2010; Yakushko, Backhaus, Watson, Ngaruiya, & Gonzalez, 2008; Zeng & Xie, 2004; Zikicet al., 2010).

However, identifying college-educated people among the immigrant population is a very difficult task due to the lack of available statistics about visa type, college degree, and professional experience. Without knowing the extent of the student population matching the HEIs characteristics, little can be done to help them.

Thus, an important recommendation to institutions of higher education, staff, and administrators is to identify the HEIs enrolled in their institutions. My experience working with graduate programs has shown me that it would be easy to identify HEIs on the basis of naturalized citizen status and foreign college credentials.

Identifying the HEIs enrolled at the institution is not enough to prepare and persuade the faculty and staff to dedicate time and recourses to help them to succeed. Therefore, a second recommendation is to translate the concept of capital from an economic sphere to the area of student affairs. In doing this, I recommend that we relate the concepts of human, social, and cultural capital with the concepts of diversity, retention, attrition, and graduation (Table 17). Making a clear relationship among these concepts will show the practitioners of student affairs that the forms of capital are not

foreign to the field of student affairs.

Table 17.

The Relationship between the Forms of Capital and Student Affairs

Forms of Capital	Campus Environment	Student Affairs
Human Capital		Degree attainment: • Retention • Attrition
Cultural Capital	Diversity	Student Background Characteristics: • Race • Ethnicity • Nationality • Gender • Socio economic status • Parents education • Language proficiency • Legal status
Social Capital		College Involvement • Greek Live • Volunteering • Faculty interaction

A third recommendation for administrators is to partner with professional associations, embassies, consulates, and support organizations to identify HEIs with intentions of going back to school. As Patricia said in her interview:

I never [transferred my college degree]. Everything was marked by a lack of information. Everything was done in the wrong way. It is like the lack of orientation of all these students that come here [The United States]. (Patricia, Interview 1, p. 24, lines 23-25)

This study showed that HEIs with a history of success are immigrants that value

education and learning. Identifying these individuals early in their immigration experience would help them to prepare to get into college, and make more informed decisions about their higher education. Institutions of higher education need to take a more proactive role in working with this student population. It is not enough to wait until the HEI student population is large enough to start demanding services and attention. It would be more productive and rewarding to identify HEIs and provide services that allow them to be successful and at the same time build recognition and impact in the community.

A fourth recommendation for institutions of higher education, administrators, and staff, is that, after identifying HEIs enrolled in their institution, they should design programs targeting this student population. Career development services programs focused on helping these students to transfer their human capital and make it relevant to the American labor market would be ideal. Helping these foreign professionals by assessing their skills and credentials would help them to design a plan of action that would increase their chances of using their knowledge and experience here in the United States. Assisting HEIs in finding experiential learning opportunities would allow them to put their skills to the best use.

According to Hayes and Lin (1994), English is a barrier limits the social integration. Another recommendation for this group is to help HEIs to develop more formal English skills, so they can perform more effectively in the labor market and can more readily integrate into American society. The language learning process requires continuous effort from the HEIs as revealed in this study. Writing centers and English

language institutes can develop new programs that can help this student population with their everyday language learning process. After learning the basics of the language, HEIs and other international student populations need to integrate the language to their communication repertoire in a way that satisfies the demands of American society.

In summary, five recommendations have been given to higher education institutions, administrators, and staff:

- Identify the HEI student population enrolled in any of the programs offered by the institution;

- Translate the concept of capital to the sphere of students affairs;

- Assume a proactive attitude towards the HEI population. The composite statistics suggest that numbers of immigrants with higher foreign education degrees are significant and that they are in need of support;

- Develop career services programs oriented to helping HEIs transfer their human capital and plan the acquisition of other credentials required to perform better in the American job market; and

- Provide resources on campus to satisfy the HEIs' need of continuous work toward the language acquisition.

<u>Faculty and Native Born Student Population</u>

[My relationship with the attendings was] excellent because I am in the game. When I asked something, I always new the answer. Obviously, it was not always the case, but most of the time I knew . . . and I was a good clinician. So, they said what do you do in in this case? And I shared my ideas… and this people . . . they

noted this. No matter if they do no ask you many things, when they ask you

something that is noted or I said why do we do this or this. The article in the

pediatrics in the last issue said this. So, this was obviously noted by them, and

somebody is commenting: a student, a resident is telling about the latest [article],

and that was I, no? (Roberto, Interview 2, p. 16, lines 7-15)

Several authors have reported the importance of the acquisition of cultural and

social capital for the economic and social integration of HEIs (González, Haan, &

Hinton, 2001; Szapocznik & Kurtines, 1980; Wong-Rieger & Quintana, 1987). Bordieu

and Passero (1997) explained that professors and members of the dominant culture are

the pedagogic authorities who better help others to acquire the values, principles, and

practices of the dominant culture. This statement was proved through the results of this

study. Faculty and classmates play a significant role in helping students acquire the

cultural and social capital that will help them access better opportunities.

My first recommendation for faculty and native-born students is avoid rejecting

HEIs because of their limited English skills. These students are active participants in

their language experience. The results of this study show that a part of HEIs' human

capital is their strong study skills and passion for learning. They are responsible students

who can enrich the learning experiences of everyone in the classroom with their

professional experiences and own perspectives, as in the case of Carlos:

No, one tells to one or two people about that one is engineer from Colombia.

Especially in the classes, for example, we have a structure class, and in this class I

as an student make correction about what the professor said, I corrected mistakes

made by the professor. So, people said: ahh, he knows. So, the gossip that one

has good knowledge] was spread out . . . But obviously one has been an engineer.

I allow myself here to start again from the beginning, so I can be at the same level

[that I was before leaving Colombia]. It is only because I saw that it was very

difficult that they believed me as an engineer because here is value only what

comes from here. (Carlos, Interview 2, p. 6, lines 6-14)

Another recommendation to faculty and native students is to be open to becoming

a cultural and social mentor to a HEI. Heterophilous networks are a rich source of soft

knowledge for highly educated immigrants. However, building these networks is

difficult for some HEIs. In establishing social relationships with native Americans, they

have to overcome many barriers that are not limited to the English language. They have

to learn to follow the normal and mute social rules. In order to take the first step in the

right direction in building heterophilous relationships, they need help. Faculty can

mentor this group of students by informing them of cultural norms, helping them with the

acquisition of formal language,introducing them to professional resources for

professional development, and guiding them in their field of study. On the other hand,

classmate mentors can help HEIs in learning to blend into the social dynamic. Learning

informal social patterns is important to their social integration. Highly educated

immigrants are not only looking for a job, but also looking for professional development;

therefore, learning social and cultural expectations is as important as building human

capital.

One more recommendation for faculty is about helping HEIs develop their formal English language. Faculty should not assume that the limitation of the HEIs' English language use is due to their lack of language skills. It is more the result of a lack of opportunities to acquire formal English language. This study showed that HEIs welcome feedback and appreciate a push towards improving their skills in this area. As an HEI myself, I welcome all feedback on my English writing and pronunciation. Honest feedback about our skills may be painful to our egos, but it is necessary for our professional development.

A final recommendation is to learn from HEIs. These are students who have accumulated significant experience not only in their field of study but also in the social dynamic of two countries and cultures. The social dynamic of our campuses will be enriched if we learn to value their contributions in the classroom and validate their opinions by including differents perspectives on topics traditionally dominated by the American perspecitve.

In summary, four recommendations have been given to faculty and native-born students:

- Do not use the English language limitations of HEIs as an excuse to isolate them from the social dynamic of the classroom.

- Be open to becoming a cultural and/or social mentor to HEIs. They need your help to understand the unspoken rules of American society.

- Provide your HEI students with honest feedback about their use of formal and/or academic English language proficiency. Honest feedback will help

keep them motivated to continue to improve their formal English skills.

- Respect and value HEIs' perspectives on topics dominated by the American discourse.

Highly Educated Immigrants

Ama la tierra en que naciste
Amala es una y nada mas
A la mujer que te pario
Amala es una y nada mas
Ama tu hermano ama tu raza
Amala es una y nada mas
Ama tu sangre y no la riegues por ahi
Amala es una y nada mas   Ay...... Amala es una y nada mas
(Juanes)

As immigrants, we left our country with an internal sea of contradictory feelings. We stepped on American soil full of dreams and promises created by through contact with TV shows, the Internet, movies, books, and other people's experiences. What we left behind is a story that talks about difficulties, frustration, violence, and dreams that never came true. Nevertheless, we love our country, culture, family, language, history, and identity. For all of us that move here after graduating from college, it means starting again and building a new persona and a new profession. It is so hard that many times we encounter waves of frustration trying to achieve our dreams as soon as possible. Each society has a dynamic that we need to understand in order to succeed. My first recommendation to all those highly educated immigrants is not to fight the American system; instead, try to understand it. American society is built on a very complex system based on values that are easy to read about, but difficult to fully understand. We want security, but we do not respect other people's private property. We want freedom but

without responsibility. We like the concept of merit but without effort. We love free education but without being active learners. If we ever want to fully take advantage of the opportunities of living in the United States, we need to understand the foundation of this system.

The first step in pursuing a degree in the United States is to demonstrate proficiency in the English language. However, to succeed in college, proficiency is not enough. We need to master the formal English skills in order to communicate appropriately with supervisors, coworkers, investors, customers, patients, and other constituencies that have equal or higher education and social status. The language, as Roberto mentioned, opens the doors to knowledge and opportunities to communicate with others that might hold the key to our success. Thus, a second recommendation is to work continuously on improving one's formal English skills.

A third recommendation to HEIs is to use university resources. Colleges in the United States have a large pool of resources to help students to be successful. Highly educated immigrants can access these resources as prospective students to better understand their choices, as current students pursuing their degrees, and after graduating as alumni to keep expanding their social and professional networks.

My final suggestion is find a mentor among the university personnel. It does not matter if it is a faculty member, a staff member, or a high performing student. These people are there to help you. They know what is needed to succeed in your field. They can help with your forma English skills. They know about resources that you have never even imagined. Finally, they can help you navigate and understand the system.

Recommendations for Future Research

Based on the limitations of this study, the literature compiled to justify this research, and the methodology used to gather information, I would like to make some recommendations that would help in future studies and that would contribute to understanding this hidden but growing student population.

The first recommendation is to expand the study beyond the state of Florida. Large numbers of highly educated immigrants can be found in many parts of the United States. It will also benefit understanding if similar studies were to focus on HEIs from other Latin American countries besides Colombia.

It would also be of interest to compare members of the student population attending different types of educational institution. In my sample, students attended state metropolitan universities, private universities, and community colleges. It will be also important to compare student experiences on a basis of degree completed in the United States. My sample had people from professional, graduate, undergraduate, and associate degree programs. The type of institution and program can define the experiences of the HEIs. Comparing the experiences of HEIs in multiple types of institutions will help us to better understand the differences and similarities of the effects of college on the social and economic integration of HEIs.

A third recommendation is expanding the concept of habitus of highly educated immigrants. The results of this study showed that many of the participants have adopted the practices of American culture in many aspects of their lives; however, their national identity still maintains values, principles, and customs from their native culture. I

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recommend exploring the concept of biculturalism and its effects on the social and economic integration of the highly educated immigrants in more detail.

Although the identification of highly educated immigrants who are pursuing or have completed a college degree in the United States is still the major limitation to the expansion in this area of study, I consider that this study produced information relevant to future quantitative studies. Researchers might eventually find correlations between transfer and acquisition of capital, college experiences, and earnings among highly educated immigrants.

My final recommendation is to all students and researchers that want to embark in a future qualitative study. Doing a qualitative study is a wonderful experience. It allows you to be immersed in the lives and experiences of your participants. The deep understanding of their views and their realities is rewarding and encouraging. However, qualitative research requires perseverance, patience, creativity, and a deep compromise with one's learning process. The incentive that motivates the qualitative researcher is a desire for a deeper understanding of how our participants perceive and interpret a phenomenon. In many cases, it requires a large amount of time and commitment.

Conclusion

Porque hablo español,
puedo oir los cuentos de mi abuelita
y decir familia, madre, amor.
Porque hablo ingles,
puedo aprender de mi maestra
y decir *I love school*
por que soy bilingüe,
puedo leer libros y books,
tengo amigos y friends,
disfruto canciones y songs,
juegos y games,
y me divierto el doble.
Y algun día,
porque sé hablar dos idiomas,
podré hacer el doble de cosas,
ayudar el doble de personas
y hacer lo que haga el doble de bien
(Alma Flor, Ada, B.E.S.O)

After incalculable hours of reading, writing, talking with the participants, thinking about their experiences and my experience in this country, I can say that college education is not only a source of technical knowledge. College education transforms passive individuals into active members of a society. It means understanding the environment where we are living, the expectations that we are being held accountable for, and our responsibilities to the place where we are living, the place where we come from, and ourselves. The acquisition of "habitus" does not mean that we have forgotten where we come from. It defines our ability to transform multiple times like the perennial dogwood tree. We can lose what is outside but our strong roots help us to blossom again and again regardless of the environmental conditions.

APPENDIX A
WITHOUT BORDERS HISTORICAL REVIEW

Year	Historical Benchmark	Immigration Reform	Immigrants Characteristics	Census Year	Population	Percentage of Population
1607	First Settlements in the Northern Lands of the new Indies	Non-Immigration policies	British, Scots, Scots-Irish, Irish, Germans, African French Creoles African Slaves Pilgrims, Puritans, French Huguenots Protestants Polish, Mexicans born living in Texas	1607	Est. 210	N.A
				1680	Est.151,500	
1685	Revocation of the Edict of Nantes			1685	Est. 155,600	N.A
				1700	Est. 250,900	N.A
1715-1745	Jacobite Revolution in Scotland			1740	Est. 905,600	N.A
1775	Linen industry depression				Est. 2,500,000	
1781	Invention of the Rotative motion steam machine			1780	Est. 2,780,400	N.A
1788	The new Constitution of the United States is ratified					
1789	French Revolution					
1790		Two years residence for free people is required to claim American citizenship		1790	3,929,214	N.A
1793	Cotton gin					
1795		Residence requirement increase to five years				
1798		President was given the power to deport foreigners				
1800				1800	5,309,000	N.A
1805-1812	Napoleon European conquest campaign			1810	7,239,881	N.A
1807	Congress prohibited the importation of African slaves					
1819		Manifest Immigration Act		1820	9,633,822	N.A
	University of Virginia open its doors					

1825	Construction of the first steam public rail transportation					
1830	Polish revolution	First official census asking the nativity place of citizens		1830	12,866,020	N.A
1836	Texas independence from Mexico					
1837	Invention of the telegraph					
1840 1845	Cunard Line was born			1840	17,069,453	N.A
1848	University of Wisconsin was founded					
1850				1850	23,191,876	9.7

APPENDIX B
BORDER RESTRICTIONS HISTORICAL REVIEW

Year	Historical benchmark	Immigration Reform	Immigration characteristics	Census Year	Population (Millions)	Percentage
1855	Castle Garden is open as Immigration Point			1850	28,191,876	9.7
1859	The Origen of the Species is published					
1861	Beginning of the Civil War					
1862	Morrill Act	Homestead Act				
1863	Academy of Sciences was created					
1864	Introduction of the expression " The survival of the Fittest"	Immigration Act		1860	31,443,321	13.2
1865	End of the Civil War; MIT opened its doors					
1867	Cornell university opened its doors					
1869	First transcontinental railroad completed		British, Cubans, Japanese, Chinese, Mexicans Scandinavians, Dutch, Norwegians, Swedes, Danes, Asians Puerto Ricans, Filipinos, Guamanians French, Italy Germans, Irish, Polish, Scots-Irish, and Scots			
1870		Citizenship was given to white and African descendants. Asians were denied citizenship		1870	38,558,371	14.4
1875		Frist Immigration Law to restrain "undesirable Asians"				
1870-1871	First steel and oil companies were founded					
1876	John Hopkins opened its doors. The telephone was invented					
1879	Light Bulb was invented					
1882	Anti-Semitic persecution in Russia	Chinese Exclusion Act		1880	50,155,783	13.5
1885		Alien Contract Law				
1886	Benz created its car propelled by a motor					
1887	Hatch Act					
1890	Second Morrill Act			1890	62,622,250	14.7

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Year	Historical benchmark	Immigration Reform	Immigration characteristics	Census Year	Population (Millions)	Percentage
1891	Stanford University opened its doors	Immigration restrictions by health issue, criminal records, and polygamist				
1892	University of Chicago opened its doors	Ellis Island opened as immigration station				
1900	The Association of American Universities					
1901		Anarchist exclusion Act				
1903	First fly of a self-propelled airplane			1900	75,643,000[1]	13.6
1906		Naturalization Act				
1907		Expatriation Act; Japanese immigration prohibited				
1911	Chinese Dynasty overthrow	Dillingham commission's report was published				
1914	Beginning of the World War I					
1916	Radio was use to transmit information			1910	101,100.00[1,2]	14.5
1917	The Passing of the Great Race was published	Barred zone act, and literacy test requirement				
1918	End of World War I					
1919	First international commercial flight					
1920	Economy and Society was published			1920	117,859,495 [1,2]	13.2[3]
1921		Emergency Quota Act establishing a 3% system				
1924		Immigration quota change to 2%		1930	137,008,435	11.6[3]
1939	Beginning of World War II					

Year	Historical benchmark	Immigration Reform	Immigration characteristics	Census Year	Population (Millions)	Percentage
1940	First standard television transmission			1940	150,621,231	8.9[3,4]

Data collected from https://www.census.gov/prod/www/decennial.html

1 Its includes Hawaii

2 It includes continental and non-continental area. Include Puerto Rico, Guam, Samoa, and Philippine's census data, and non-continental naval bases.

3 It is based on non-continental population

4 It reflects the white foreign population

APPENDIX C
SELECTIVE BORDERS IN A GLOBALIZED WORLD

Year	Historical benchmark	Immigration Reform	Immigration characteristics	Census Year	Population (Millions)	Percentage of Population
1942	Bracero Program		British, Cubans, Japanese, Chinese, Mexicans Scandinavians, Dutch, Norwegians, Swedes, Danes, Asians Puerto Ricans, Filipinos, Guamanians French, Italy Germans, Irish, Polish, Scots-Irish, and Scots	1940	150,621,231	8.9[3,4]
1943		Magnuson Act				
1944	Serviceman's Readjustment Act					
1945	End of World War II. Publication of General Education in a Free Society. The International Monetary Found was created	War Brides Act				
1946	Fulbright Program	Luce-Cellar Act				
1947	The General Agreement on Tariffs and Traits passed in the United Nations					
1948	Publication of the Higher Education for American Democracy	Displaced Person Act				
1950	National Science Foundation was created	Internal Security Act		1950	154,233,234	6.9
1952		McCarran Act				
1953		Refugee Relief Act				

Year	Event	Acts	Immigrants from	Year	Value	Rate
1954	Brown vs. Board of Education	Refugee Relief Act Migration and Refugee Assistance Act	In addition to immigrants from: Italy, Canada, Yugoslavia, Czechoslovakia, Hungary, Vietnam, USSR, Austria Immigrants from: France, Germany, Hungary, Ireland, Italy, Poland, Portugal, England, Yugoslavia, Soviet Union, Cambodia, China, Hong-Kong, India, Laos, Iran, Philippines, Japan, Korea, Canada, Mexico, Taiwan, Thailand, New Zeeland, Australia and the Caribbean, central and south American countries.	1960	183,285,009	5.3
1956	Beginning of Vietnam War					
1957	USSR shuttled the Sputnik					
1958	National Defense Act. NASA was created					
1959	Fidel Castro take control over Cuba					
1960	Civil Right Movement. The first man landed on the moon. DARPA project					
1961	Affirmative Action. Creation of the First industrial Robot			1960 1970	183,285,009 4.7	5.3 9.6
1962						
1963	Higher Education Facilities Act, and the Vocational Education Act	Migration and Refugee Assistance Act Hart Cellar Act				
1964	Civil Rights Act. Introduction of the Human capital concept. The GATTs were expanded to services, capital, and intellectual property					
1965	End of Bracero program. Inky Clark was named Yale's President					
1969 The computer global network connected three universities.				1970	4.7	9.6
				1970		
				1970	204,053,325 4.9	
1975	End of Vietnam War			1980	226,5542,199	7.9
1990	Berlin Wall fell		Immigrants from:	1990	248,709,873	

			France, Germany, Hungary, Ireland, Italy, Poland, Portugal, England, Yugoslavia, Soviet Union, Cambodia, China, Hong-Kong, India, Laos, Iran, Philippines, Japan, Korea, Canada, Mexico, Taiwan, Thailand, New Zeeland, Australia and the Caribbean, central and south American countries.			
1993	Human Genome was decoded			1990	248,709,873	
1994	NAFTA was signed			2000	281,421,906	11.1
1995	The GATS was approved by the World Trade Organization					
2001						
2002		Home Land Security Act		2000	281,421,906	11.1
				2010	308,745,538	12.9
2006		Secure Defense Act				
2010	Launch of the European Higher Education Area	Secure Defense Act				

APPENDIX D
PARTICIPANT RECRUITMENT LETTER

Dear Participant:

My name is Olga Bedoya Arturo, and I am a doctoral candidate in the Department of Educational and Human Sciences at the University of Central Florida. I am conducting research on the experiences of Latin American Immigrant that have come to the United States after graduating from a bachelor or higher degree in their home country and complete a degree in an American college or university after migrating. The purpose of this study is to explore the college experiences of these immigrants and their role in helping them to integrate socially and economically into the American culture.

I would like to request your assistance with my dissertation study. I am particularly interested in Latin American immigrants that came to the United States with any kind of visa but student or scholar, that have migrated at the age of 25 from one of the Spanish speaking Latin American countries.

Your participation will involve postal, email, or phone correspondence and three personal interviews that would take between 90 to 120 minutes each. The postal, email, and phone correspondence will be used to discuss any questions about this study before agreeing to the interview, to send you a Participant Confirmation Letter and an Informed Consent Letter that all participants must sign and to make arrangements for a time and date for our interview to take place.

The interviews will take place at a date and time of your convenience. The interview will be conducted through open-ended questions. As mention before, three interviews will be required for this specific study. The interview can take place in two consecutive days. The three interviews will not take more than six hours. You will be provided with the questions prior to the interview.

Should you be willing to participate, please email me your availability and the most convenient contact information, so we can make the arraignments to meet at your most convenient time.

In order to ensure confidentiality, your name will not be disclosed at any time. If you are willing to participate in this study or would like to ask questions please contact me at obedoya@ucf.edu or at (407) 399-3825. Your contribution will help to understand the role that college education has on the economic and social integration on highly educated immigrants in this country.

Thank you for your time and support with this study. Your contribution is most appreciated.

Olga L. Bedoya-Arturo
Doctoral Candidate
College of Education
University of Central Florida
obedoya@ucf.edu

APPENDIX E
EXPLORATION OF EXPERIENCES GATHERING AND TRANSFERRING
CAPITAL

Preliminaries

     Introduction: Thank you for agreeing to participate in this study and giving me the opportunity to talk with you about your migratory experience to the United States. My name is Olga L. Bedoya Arturo; I migrated from Colombia to the US seven years ago after earning a master's degree in business administration in my home country. Currently, I am pursuing a doctoral degree in higher education. This study is the last stage in my program.

     Introduction to the study: This study focuses on the experiences of Colombian immigrants who left their home countries after graduating from a college and/or university and have completed, or are currently pursuing, a college degree in the United States. I have limited this study to Colombian immigrants who arrived in the US under any US immigration status with the exceptions of student or scholar (visa), and are living in the state of Florida. At this time, do you feel you meet these criteria?

     This is the first of two interviews about your experience as an immigrant. In this interview, we will talk about your life before coming to the United States and your experience as an immigrant here in the United States. The interview will last approximately 120 to 180 minutes. The length of our conversation will depend on your responses to several open-ended questions. I will ask you to meet with me again for a short conversation after I have generated a transcript of your answers to ensure that everything I have recorded is correct.

     You may choose to proceed with our conversation in Spanish, English, or a combination of both. Please feel free to switch between languages to express your ideas or feelings more clearly or comfortably.

     Explanation of interview proceedings: The interviews will be audio-recorded to ensure that I do not misinterpret words. I also will be taking notes about you body language in order to record the emotions associated with your experiences as a highly educated immigrant here in the United States.

     My study requires that I transcribe our conversation, and notes about your body language, in order to identify common experiences among people participating in the study. I will use a software program to help me transcribe our conversation; the software program is called Dragon Naturally Speaking. It will require that you read a short passage in order to identify your accent and intonation.

     May I have your permission to begin recording our conversation and taking notes about your body language?

Confidentiality: Everything you share in this interview will remain confidential. Your name and the names of people and institutions mentioned in this conversation will be changed in order to protect your personal information. I will save the recording and notes of our conversation at my home, in a locked drawer in my office. A copy of the transcripts will be kept in my personal computer in a password-protected file. My personal computer is also protected by a password. A copy of the transcripts will also be kept in an external drive as a backup system.

You can stop this conversation or drop out of this study at any time. You also can decline to answer any of my questions in the event that you feel threatened or uncomfortable. You may also request to stop recording our interview at any time.

Thank you again for you participation. Are you ready to begin?

Demographics

1. Can you please tell me your name?
2. When and where you were born?
3. Are you married?
4. Do you have children?
5. How many languages do you speak?
6. Where did you learn those languages?
7. Tell me about your father, especially concerning his education and occupation.
8. Tell me about your mother, especially concerning her education and occupation.
9. Do you have siblings?
    a. If so, tell me about them, especially concerning their education and occupation.

Transferable Capital from the Country of Origen

10. Before coming to the United States, what did you know about US culture?
11. Where did you learn about the culture of the United States?
12. Tell me about your formal education.
13. Tell me about the college(s) where you pursued your degree(s).
14. Can you tell me about your network of contacts during your school and college years?
15. What was the role of this network of contacts in your professional and personal life?
16. What you can tell me about the conditions you were living in when you made the decision to migrate to the United States?
17. Tell me about your professional profile before coming to the United States.
18. What you can tell me about your decision to leave your home country?
19. Why did you choose to migrate specifically to the United States?

20. What were some specific goals that you looked forward to achieving after migrating to the United States?
21. Thinking back, what made you think that you would succeed in the United States?

Capital Acquisition in the Country of Destination

Cultural Capital

22. What cultural differences did you find between Colombia and the United States, and how did you become aware of them?
23. Tell me about your decision to enroll in a college program in the United States.
24. Tell me about the college that you attended or are attending here in the United States.
25. Tell me about your English language skills before college, during college, and currently.
26. What college experiences have played a significant role in your personal and professional life, if any?
27. What other experiences outside of college have played an important role in your personal and professional life?
28. What kind of support did your college(s) offer to you, if any?
29. Besides the teaching material, what did you learn from your professors and classmates that has helped you in your personal and professional life?

Social Capital

30. Tell me about the initial network of contacts that you had when you migrated to the United States, if any.
31. What cultural characteristics did you share with this initial network of contacts?
32. Tell me about how you have expanded this initial network of contacts, if at all.
33. What did you learn about US culture from these new people in your network?
34. Tell me about the contacts that you acquired while attending college in the United States.
35. What aspects of American culture did you learn from the people you met in college?
36. Can you think of any person(s) outside of your initial network of contacts that have helped you since coming to the United States?
37. Tell me about how you met these people.

Human Capital

38. Tell me about your experiences during your first years as an immigrant.
39. Can you tell me how you supported yourself or your family?
40. Tell me how your degrees, skills, and experiences helped you, if at all, when you moved to the United States.
41. What did you do to use your skills and experience here in the United States?

42. Tell me about your career here in the United States.
43. What barriers did you find when enrolling in college in the United States, if any?
44. What barriers to completing your college degree in the United States did you find, if any?
45. What opportunities did you find while attending college in the United States?
46. What are you career goals now?

APPENDIX F
PARTICIPANT CONFIRMATION LETTER

Dear Participant:

This letter serves as confirmation of your agreement to participate in my study of the experiences of Colombian immigrants who came to the United States after graduating with a bachelor's degree or higher in their home country and then going on to complete an additional degree (or degrees) after migrating. The purpose of this study is to explore the college experiences of these Colombian immigrants and how these experiences have impacted their social and economic integration into American culture.

Your participation will involve postal, email, or phone correspondence and two personal interviews that will take 1.5 hours to 5 hours in total. The first interview may take between 90 and 180 minutes and the second between 90 to 120 minutes. The postal, email, and phone correspondence will be used to discuss any questions about this study before agreeing to the interview and to make arrangements for a time and date for our interview to take place.

The interviews will take place at a date and time of your convenience and will be conducted using open-ended questions. As mentioned before, two interviews will be required for this specific study. The interview can take place on two different days with no more than 1 week passing between the interviews. The two interviews will not take more than five hours. You will be provided with the questions prior to the interview.

At your next earliest convenience, please email me your availability and contact information so we can set up the interviews at a time that works best for you.

In order to ensure confidentiality, your name will not be disclosed at any time. If you have questions about me or about the study, please contact me at obedoya@ucf.edu or at (407) 399-3825. Your contribution will help educators to understand the role that college education has on the economic and social integration of highly educated immigrants in this United States.

Thank you again for your agreeing to participate in this study. Your contribution is most appreciated.

Olga L. Bedoya-Arturo
Doctoral Candidate
College of Education
University of Central Florida
obedoya@ucf.edu

APPENDIX G
EXPLORATION OF EXPERIENCES BUILDING CAPITAL IN AN AMERICAN
COLLEGE OR UNIVERSITY

Preliminaries

Introduction: Thank you again donating your valuable time to this study. As I mentioned earlier, this study focuses on the experiences of Colombian immigrants who have left their home country after graduating from a college and/or university and have completed, or are currently pursuing, a college degree in the United States.

This is the second and final interview about your experience as an immigrant. In this interview, I will ask you to reflect on your experiences before and after coming to the United States and your current economic and social situation. This interview will last approximately 90 to 120 minutes. The length of our conversation will depend on your responses to several open-ended questions. I will ask you to meet with me again for a short conversation after I have transcribed your answers to ensure that everything I have recorded is correct.

You may choose to proceed with our conversation in Spanish, English or a combination of both. Please feel free to switch between languages to express your ideas or feelings more clearly or comfortably.

Explanation of interview proceedings: The interviews will be audio-recorded to ensure I do not misinterpret words. I also will be taking notes about you body language in order to record the emotions associated with your experiences as a highly educated immigrant here in the United States.

May I have your permission to begin recording our conversation and taking notes about your body language?

Confidentiality: Everything you state in this interview will remain confidential. Your name, and the names of people and institutions mentioned in this conversation, will be changed in order to protect your personal information. I will save the recording and notes of our conversation at my home, in a locked drawer in my office. A copy of the transcripts will be kept in my personal computer in a password-protected file. My personal computer is also protected by a password. A copy of the transcripts will also kept in an external drive as a backup system.

You can stop this conversation or withdraw from this study at any time. You also can decline to answer any of my questions in the event that you feel threatened or uncomfortable. You can also stop the recording of our interview at any time.

At the end of our conversation, I will ask you if you know any other person that meets the criteria for this study. Your referral is the only mechanism that I have to complete this

study and I value your collaboration. However, you are not obligated to refer any person and I understand if you need to contact a potential referral before making a referral.

Thank you again for you participation. Are you ready to begin?

Cultural Capital

1. After migrating to the US, what emotional, social, and economic impacts did you experience as a result of the cultural differences between Colombia and US culture, if any?
2. Where did you learn about US culture?
3. What aspects of US culture have you adopted, if any?
4. Which aspects of Colombian culture have you maintained since coming to the US, if any? What aspects of Colombian culture have you abandoned, if any?
5. How do you reconcile the retained aspects of Colombian culture with US culture?
6. What are those things that you learned during your college years here in the United States that are unequivocally linked to your specific college and program?
7. What US cultural characteristics did you learn about while attending college in the US?
8. How did your college experience(s) in the US help you to stay connected with your native culture?
9. How did your college experiences help you reconcile Colombian culture with US culture?
10. Of all your college experiences, what are the ones that have played a significant role in your personal and professional life here in the United States?
11. Apart from academic knowledge and skills, what, if anything, did you learn from your professors that you think has helped you in your personal and professional life?
12. What do you think was the role of your US college education in advancing your understanding of US culture?
13. What are those experiences outside of your school experiences that have helped you in your personal and professional life here in the United States?
14. How have your college experiences helped you to understand US culture, if at all?
15. How have your college experiences helped you to improve your English language skills?
16. What are those experiences, outside of school, that have helped you in your personal and professional life?
17. What do you think is the relationship between adopting some aspects of US culture, completing a college degree in the United States, and your career development?

Social Capital

18. What role has your network in Colombia played in your personal and professional life?
19. What is the role your network in your native country plays in maintaining your native culture, if any?
20. What do you think is the role of your social network in the United States in maintaining your native culture as well as adopting some aspects of the American culture?
21. How has your adoption of some aspects of American culture created tension between you and the closer members of your network, if at all?
22. What do you think is the role of this college network in adopting some aspects of American culture?
23. What is the role of your college experience in expanding your network of contacts?
24. What role have your college contacts played in your professional and personal development?
25. What is the role of your current contacts in your personal and professional life?
26. Have the connections established at work played a role in your personal and professional life?
27. What roles have they played in helping you to meet new people?

Human Capital

28. What is the role of your education in the United States in your current professional and personal life?
29. How has your education here in the United States helped you to transfer the education, skills, and professional experiences acquired in Colombia before coming to the United States?
30. What do you think has been the effects of having a US college or university degree on your career in the US?
31. What do you think has been the role of your college experiences in your adopting some of the aspects of US culture, if any?
32. What do you think makes the difference between your US degree(s) professional experience and the degree(s) and professional experience acquired in your home country?
33. What do you think is the relationship between going to college and your current income?

APPENDIX H
IRB PROTOCOL

> - **If you believe your activity may not meet the definition of "Human Research" subject to IRB oversight, contact the IRB Office prior to developing your protocol**
>
> - **Be sure that all study materials are correct and consistent with the information in this protocol.**
>
> - **The italicized bullet points below serve as general guidance to investigators on the kinds of information that may be applicable to include in each section. Please <u>DELETE the italicized text in your protocol.</u>**
>
> - **Note that, depending on the nature of your research, some sections below will not be applicable. Indicate this as "N/A."**
>
> - **For any items described in the sponsor's protocol or other documents submitted with the application, investigators may simply reference the page numbers of these documents.**
>
> - **When you write a protocol, keep an electronic copy. You will need to modify this copy when making changes to the protocol. The recommended format is Word.**

1) **Protocol Title**
   - The Education Pathway Through Social and Economic Integration of Highly Educated Immigrants: The Case of Latin Americans in The United States

2) **Principal Investigator**
   - Olga Lucia Bedoya-Arturo
   - Dr. Rosa Cintrón Delgado, Associate Professor

3) **Objectives**
   - The purpose of this study is to explore how college experiences in an American college or university facilitate or hinder the transfer and gain of different forms of capital (human capital, cultural capital, and social capital) among highly educated Colombian immigrants
   - Two questions will be explored in this study:
     - How do highly educated Colombian immigrants gather and transfer different forms of capital while attending an American college or university?
     - How do highly educated Colombian immigrants use their gained capital to integrate themselves socially and economically into American Society?

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- Results in this study will be disseminated through publishing the dissertation in the in journals specialized in higher education.

4) Background

With the goal of eliminating political and commercial barriers between nations, the General Agreement on Tariffs and Trade (GATT) of 1993 between the United States and the European countries created a new global economic system (Crafts, 2004). In this new global structure, production of goods that do not require skilled or highly educated labor were moved to countries with less expensive labor markets, frequently located in less developed countries. Meanwhile, the management and development of new products, services, technology and information that demand highly qualified labor were still located in developed countries (Gençler, 2012; Solimano, 2008). The economies of developed nations, then, experienced a massive shift from an economic system based on production to a system based on knowledge that required a highly educated labor force to compete in a globalized market. Highly educated labor can be defined as employees with at least a bachelor's degree who are able to produce new ideas, innovate at faster rates than the competition, take advantage of technological advances, and analyze complex information (Solimano, 2008). However, in the United States, educational attainment rates of the native-born population are generally inadequate to satisfy the demands of labor markets hungry for highly educated workers, especially in industries such as engineering, health care, education, and information technology (National Science Board, 2012). According to the Organization for Economic Co-operation and Development (OECD, 2012) in 2010, 19.6% of the native-born workforce aged 25 years or older had earned a bachelor's degree, and 10.5% had earned a master's or doctoral degree. Despite the important role that graduate education plays in the economic and social development of America society, only one quarter of the students who received a bachelor's degree went on to earn a master's, doctoral, or professional degree within 10 years after completing their undergraduate program. Enrollment in graduate programs represents only 3% of the student body enrollment at all levels of education (Wendler et al., 2010).

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across borders (Regets, 2001). When sending and receiving countries are able to use the HEI's human capital acquired before and after the migration process, a brain gain happens. However, this brain gain is difficult to achieve. The difficulties experienced by immigrants striving to achieve economic integration (the ability to achieve economic parity with a native born population with similar characteristics) have been highlighted in several studies. One of the barriers to economic integration consists of holding college and university degrees from institutions outside of the US. Several studies have explored the differences in income between HEIs and native-born citizens with similar educational backgrounds as well as the difficulty HEIs experience in successfully competing for jobs that fit their credentials acquired outside of the US (Batalova, Fix, & Creticos, 2008; Docquier, Rapoport, & Salomone, 2006; Faist, Fauser, & Kivisto; 2011; Özden, 2006).

The few studies focusing specifically on the economic integration of HEIs, especially in Canada, show that the labor market penalizes HEIs because of their lack of educational credentials and professional experience in the country of destination (COD). Highly educated immigrants poor language skills, difficulty in adapting to the COD's culture, and lack of cultural networks are also barriers to integration into the labor market (Al-Haj, 2002; Aydemir & Skuterud, 2005; Bauder, 2003; Ferrer & Riddell, 2008; Liversage, 2009; Reitz, & Brenton, 1994; Salaff & Greve, 2001). However, some studies on HEIs show that this group of immigrants could achieve similar incomes, and in some cases surpass, the economic performance of the native-born population with similar credentials after ten years of living in the COD (Kaushal, 2011; Tong, 2010).

The literature explaining how HEIs achieve economic integration is not extensive. The results of the few studies explaining the experiences of HEIs show that they take one of four paths. The first one takes them back to their country of origin (COO). Second, they stay in jobs for which they are overqualified. Third, they take entry-level jobs as a pathway to a better position within the company or in the industry. Finally, some of them choose to go back to school to change careers, by way of acquiring new credentials, skills, and knowledge. This last option is known as the re-education pathway (Akresh, 2007; Kaushal, 2011; Liversage, 2009; Tong, 2010; Yakushko, Backhaus, Watson, Ngaruiya, & Gonzalez, 2008; Zeng & Xie, 2004; Zikic, Bonache & Cerdin, 2010). However, there is a gap in the literature explaining how the college experiences of those HEIs choosing the re-education pathway have affected their social and economic integration.

Significance

Results of this study will help higher education institutions to understand the challenges that HEIs face in accessing higher education in addition to challenges HEIs face in changing careers as a means of social and economic integration. In addition, this study will help to identify which college experiences (programs, services, and extracurricular activities) are meaningful in helping this group of immigrants transfer their human and cultural capital to their new country. Additionally, knowing the educational needs of this

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specific group will help higher education institutions to better meet the needs of these immigrants with recruitment strategies, advising services, academic and career services, involvement opportunities, and retention strategies (Gray, Rolph, & Melamid, 1996).

5) **Setting of the Human Research**

- Interviews for this study will take place at the convenience of the participants.

6) **Resources Available to Conduct the Human Research**

- The researcher is a Colombian citizen who migrated to the United States under a family reunion visa. She moved to the United States at the age of 33 with a bachelor's degree in psychology and a Master's degree in business. Both degrees where earned in Colombian Universities. The researcher is currently enrolled in an Ed.D program at the University of Central Florida. She speaks Spanish and English fluently.

- The researcher's network of Colombians in the United States will serve as a starting point to recruit participants for this study.

- The estimated time to complete this research is eight months.

7) **Study Design:**

a) **Recruitment Methods**

- Participants in this study will be recruited using a snowball method. The first participant will be recruited within the researcher's Colombian network.

b) The highest number of participants required to complete the study is ten (10) and the minimum six (6).

c) **Participant Compensation**

There will be no compensation made available to participants in exchange for participation in this study

d) **Inclusion and Exclusion Criteria**

- The research design has two mechanisms to screening for eligibility. The first one will be self screening when the participant received the invitation to participate in the study. The second will be at the moment to schedule the interview. The participant will be asked directly if he or she meet each of the requirements to participate in the study.

- Participants in this study have to meet all the following criteria:

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- o Have completed a college or university degree in Colombia
- o Have migrated to the US under any immigration category other than that of student or scholar
- o Have completed, or are in the way to completing, a degree in an accredited US college or university
- o Been 25 years old or older at the time of migration to the United States
- o Have born in Colombia
- o Currently livingin the state of Florida

- **Study Endpoints**

  N/A

e) **Study Timelines**

- The duration of the participation in this study will be five hours (300 minutes). This time will split in two interviews. The first interview will take between 90 to 180 minutes (1.5 to 3hrs). The second interview will take between 90 to 120 minutes (1.5 to 2 hrs). Additional time willbe requested to review interview notes; however, at this point interviews will not be necessary.

- This study anticipate a total of three months to interview all the participants

- The estimated date to complete this study will be February 2015.

f) **Procedures involved in the Human Research.**

This study explores how the college experiences in an American college or university facilitate or hinder the transfer and gain of different forms of capital (human capital, cultural capital, and social capital) among highly educated Colombian immigrants. The study will include two interviews to explore how highly educated immigrants gather and transfer their capital while attending an American college or university, and how they used the gained capital to integrate economically into the America Society.

The interviews will be conducted over the course of five months. The overall duration of the research is five months.

g) **Data and specimen management**

N/A

h) **Provisions to monitor the data for the safety of participants**

N/A

i) **Withdrawal of participants**

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Participation in this study is voluntary. Participants are informed that they can withdraw from the study at any moment.

8) **Risks to participants**

There are no foreseen risks for participating in the interviews.

9) **Potential direct benefits to participants**

- There is not direct benefit to the participants
- Once the project is complete, results may show what college experiences are more effective in helping immigrants to gather and transfer capital. This information will help college and university faculty and staff to design and implement activities to serve better this student population.

10) **Provisions to protect the privacy interests of participants**

11) **Provisions to maintain the confidentiality of data**

- Participant's names will not be shared. They will be assigned pseudonyms.
- Data from the interview will be stored in the researcher's personal computer that is password protected.

12) **Medical care and compensation for injury**

- N/A

13) **Cost to participants**

- There is not cost to the participants.

14) **Consent process**

- Before the first interview, the researcher will provide a copy of the consent form to each participant and then will read the consent.
- The researcher will request verbal consent to participate in the the interviews.
- For the second interview, the researcher will repeat the same process. She will provide a copy of the consent form to the participant and proceed to read the document, and then request verbal consent to participate in the interview.

15) **Process to document consent in writing**
N/A
16) **Vulnerable populations**
N/A
17) **Drugs or Devices**
N/A

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18) **Multi-site Human Research**
   N/A
19) **Sharing of results with participants**

   Participants will be invited to review the final results of the study before presenting the results to dissertation committee. A short version of the final document will be shared with the participants upon request.

APPENDIX I
IRB APPROVAL LETTER

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Olga L. Bedoya Arturo**

Date: **September 02, 2014**

Dear Researcher:

On 9/2/2014, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination
Project Title:	The Education Pathway Through Social and Economic Integration of Highly Educated Immigrants: The Case of Latin Americans in the United States
Investigator:	Olga L. Bedoya Arturo
IRB Number:	SBE-14-10502
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

IRB Coordinator

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APPENDIX J
ZOOMING IN ON THE RESEARCH WORKSHEET

Zooming in on the research worksheet

Citation:

Introduction

The research question: What question did the researcher seek to answer?

Method:

The study: Who participated in the study? What did the researchers ask the participants to do?

Results:

The findings: What was the answer to the research question?

Application: So What?

Source: Harrington, C. (2013). Student success in college: Doing what works! Boston, MA: Wadsworth.

APPENDIX K
QUOTES IN SPANISH

- Roberto, ITI, p. 16, lines 41-43; p17 lines 1-3
  - Viendo televisión todos los días televisión gringa. Me hicieron lavado de cabeza de que es el sitio para estar. Siente uno amor por un país que no es el de uno que es lo que están metiéndole a uno todo el día allá, entonces yo tengo este país como una potencia enorme. Siempre le hacía fuerza a Estados Unidos decía, poder ir a Estados Unidos. Entonces era mi modelo, era el sitio era el mejor sitio en el mundo para estar..era…el numero 1
- Patricia, IT1, p. 7, lines 24-26
  - Entonces empieza…como más que todo empezó como un sueño, una idea, peor eso nunca pensando que se iba a hacer realidad algún día. Era algo….como un mundo mejor que a había gente que ya se embarcaba a ese mundo se iba pero para nosotros todavía era un entonces el novio que me conseguí fupe bueno de universidad privada. El ya….
- Carlos, IT1, p. 13, lines 1-5
  - como todo inmigrante cree uno que se va a venir a comer esto pues y no…uno….se est…pega una contra una pared. Obviamente que el éxito aquí es como la insistencia El que insiste, insiste, insiste, insiste, seguro va a alcanzar el éxito. Pero eso es aquí y en cualquier parte del mundo.
- Giovanni, IT1, p. 16, lines 10-14
  - Mmm…Eh…Mira, eh…indiscutiblemente, y…como yo te lo dije hace un rato. Uno, uno, uno viene muy apocadito y medio castradito mentalmente y uno aquí, eh… ve todas esas oportunidades y…y uno y si uno quiere algo, se lo propone y lo logra punto!. Trabaje hermano y prepárese y estudie y muévase, mueva el fundillo pero, pero , pero lo logra si? Eso en Colombia no lo hay. Culturalmente
- Clara, IT2, p. 15, lines 14-16
  - Yo estudie aquí, yo trato de hacer las cosas en orden. Yo respeto la ley. Yo tengo un objetivo. Yo me he sacrificado y quiero seguir adelante
- Edwin, IT1, p. 18, lines 36-37
  - Y yo…aquí nada me van a regalar, nosotros crecemos de que nada no lo van a regalar. Y como nada no lo van a regalar tenemos que trabajarlo DURO. Y así… funcionamos

CHAPTER 7

- Patricia, IT1, p. 7, lines 10-12
  - y nos quedábamos las tres en silencio y sacábamos el catálogo de SEARS (risas)era como la biblia del mundo exterior. Y lo mirábamos…Mirábamos las muñecas, la ropa,…todo y yo decía, eso es otro país, eso es otro mundo, es mucho mejor

- Giovanny, IT1, p. 5, lines 1-20
  - Mira uno se, bueno varias cosas, uno al prinicipio principio uno lo que se veia muy influenciado por las peliculas, los programs de television y me facinaba lo que veia, non. Yo veia muchas csas en ese tiempo en television, no solamente las cosas como de accion, me llamaba mucho la tencion el tema de la union familiar como que habia unos programs de television uno veia como que las familias muy unidas, como su casa, como esa tranquilidad y coninica en una epoca en Colombia, te estoy hablando del 98 99 horrible, horrible, horrible, como vos sabes, el estado fallido totalmente, y conincidio con todo eso tan horrible y entonces todo se junto. Entonces eso due lo primero que yo vi. Ya luego de estar en el trabjo y en la Universidad cuando uno empieza a ver que los libros son en ingles aunque no sabia ingles, que los libros en ingles, los articulos mejores in ingles, los de Hardvard Business Review, entonces una idea. Los jefes de la empresa, los jefes maximos, la technologia que traimos erwa de compania de Estados Unidos, y bueno yo quiero de eso, yo quiero aplrender de eso, y yo me visualizaba de esa manera. Entonces he fuero no solamente eso inicial, y mi familia. Yo tenia a mi tia la Hermana de mi mama y mis primos que Vivian que viven aqui en Estados Unios, pues obiamente uno veia como ellos se vestian, la casa de ellos, aunque yo no habia venido, mi heraman y mi hermano si habian venido y habian estudiado aca en los Estados Unidos por el lazo de un ano ingles, viviendo y todas las posibilidades que se veian pues eran muy cheveres, si mucha calida de vida.
- Roberto, IT2, p. 2, lines 3-20
  - Sin embargo, en el hospital, la impresión mas grande que yo tuve cuando llego acá, es encontrar la cantidad de gente de otras culturas. Entonces tengo contacto con los americanos puros que yo nunca había tenía un contacto cercano a ellos. Yo no diferenciaba entre un….entre un…un Americano de nivel socio-económico medio alto eh….y de pronto medio bajo porque…porque en Colombia uno no ve eso, uno no sabe que la diferencia marc de clases son tan marcadas y culturales. Uno oye que son….eh…Tontos, que…que no son cultos, pero…pero obviamente eso es un…eso es una…eso es ignorancia. Pais…este es el país más rico en todos los aspectos, entonces no puede ser cierto. Sin embargo, eh…cuando llego a la residencia. Cuando llego al observer acá, encuentro una comunidad de ju….judía importante , algunos árabes, hindúes, pakistaníes, americanos, algunos europeos .Entonces eso inmediatamente es…es…es un…no es un choque cultural, eso es una…es…es…es un…es que quiero usar una palabra apropiada …es, es..es un…Deleite cultural . Poder hablar con toda esta gente, a mi me encanto la historia y me encanto la…la sociopolítica universal. Siempre me gustaron y poder hablar con los

y….persas sobre..sobre Dari…dari..dari…Darius, hablar con la suizas sobre la opresión de los Hasburgo y hablar con…con los hindúes sobre la historia de la independencia, sobre Gandhi. Es una cosa que uno no ve en Colombia. Uno no está expuesto a toda esta cantidad de gente de otras culturas

- Edwin, IT2, p. 3, lines 11-17
    - Ah….La diversidad, el respeto a la diversidad, ah….creo que…creo que de las cosas bonitas que, que, que yo le agradezco a este país, es el haber abierto mi mente y haber…y apreciar el hecho de que no todo el mundo piensa como yo y que hay diferentes backgrounds y diferentes a.. eh…formas culturales y formas de pensar que….que son también válidas. Eso también lo he adoptado. El respetar y creo que lo que quisiera decir es el respeto a la tolerancia a la, a la las diferentes formas de pensar creo que me han ayudado y creo que …..ah…..si, han enriquecido de alguna manera mi forma de pensar también
- Giovanni, IT2, p. 7, lines 4-12
    - si, si . Yo, yo digo una cosa. Uno, uno puede venir, eh…estudiar y devolverse y, y…. listo el pollo si o no? se van y se devuelven y listo. Diferente es si uno decide venir y la cultura. INTEGRARSE a la cultura, después estudia y si tiene las posibilidades de quedarse es…es perfecto. Ahora, si uno viene con el plan de estar aquí. De vivir en los Estados Unidos y eh…no se integra a la cultura…..Usted puede estudiar lo que quiera que eso va a hacer un lio en la empresa en la que trabaje, va a ser un lio y , y, y no, no va a poder dar esos pasitos adicionales í no? Ahora, por otro lado. Si viene a quedarse y no estudia pues miércoles!, Yo veo muy complicado que se pueda conseguir un trabajo de pronto muy bueno desde el punto de vista de ser empleado
- Roberto, IT1, p. 17, lines 5-16
    - Colombia es lo…todo lo opuesto a lo que te he dicho. Es un país pobre, un país…inseguro, un país sin moral, sin conciencia social. Donde hay una clase esclava, una clase que es sirviente. Una pobreza muy grande y muy injusta y la gente no es sensible a eso..y la… Me toco una época de los 80´s 90´s donde se mataba por cualquier cosa, las mafias, los sicarios, era una podredumbre, era una cosa horrible. No solo lo que pasaba, sino la mentalidad de le gente. Se emborrachaban y se mataban. El día que hubo más muertos incluso estaba yo de guardia, el día de la madre, alcohol. Una sociedad horrible, horrible, infraestructura fea. Cuando uno sale del país se da cuenta que es un país feo. Hay cosas bonitas….. No había ninguna motivación. La..No se…no….no…..Cartagena que era chévere, cuando uno conoce otras cosas se da cuenta que no es tan chévere. Es decir,….en muchos aspectos me dolia Colombia
- Roberto, IT2, p. 7, lines 31-46; p. 8, lines 1-2

- o Eso, Me doy cuenta de que mis prejuicios estaban mal fundamentados de que la familiaridad es sólida, Esta gente es muy cercana. Están muy pendientes de sus hijos y los hijos de los hijos de los padres. Hay una formación de, de disciplina clara. Esto es lo que se hace, esto es lo que no se hace. Este es el dinero que tenemos, esto es lo que podemos gastar. Yo se que mis suegros no son….no creo que se pueda generalizar, pero dar una muy buena idea de una vasta parte de esta población. Muy disciplinados. Muy estructurados. Ahhh…se preocupan mucho por actividades culturales e intelectuales de los hijos. Que estén en cursos de natación, ballet. Hacen muchas actividades extracurriculares en el tiempo libre. Entonces uno pierde mucho tiempo y son disciplinados. No es como el libertinaje que uno piensa que tienen los gringos. Eso no lo he visto ni en mi familia ni en las personas cercanas a ellos. O las que me he hecho cercano por continuidad.
- Carlos, IT 1, p14, lines 35-36; p. 15, lines 1-8
  - o Es que mira por ejemplo cuando uno quiere…aquí para todo son licencias No es como en Colombia pues que ah!. Yo quiero ser constructor, bueno, entonces arranque y haga la licencia. Eso es un proceso de estudio como de 2, 3 meses. Pague un curso de 2 mil o 3 mil dólares. Devórese una cantidad de libros así, vaya presente el examen y páselo, 2,3,4,5 veces porque la gente no pasa eso de un Eh…Aprender el proceso es que TODO es en Ingles y si uno no conoce el ingles pshhhsss, ya por ahí va frito. Esa por ejemplo fue mi experiencia cuando, eh…yo empecé a tomar el examen de ingeniería. Yo venía y decía: " Ah!! No es que yo…Yo sé bastante". Me lance ahí mismo. PUM! Ahí mismo. El primer estrellón Fallé! QUE frustración! Y eso me tomó, presentarlo TRES VECES. Entonces son de esas cosas que la gente…No sabe Y aprende cuando está aquí
- Giovanni, IT2, p. 1, lines 24-28
  - o Eh…Una cultura de ser trabajador. Una cultura de ser…Estudiar también. Osea que el estudio se recompensa….la ex….la, la, la experiencia se recompensa, no? Y otra cosa también es que ellos valoran la diversidad no? Eh……. En su gran mayoría.
- Edwin, IT2, p. 2, lines 4-8
  - o Eh….Definitivamente un…culturalmente un respeto por, por….por la libertad. Por la vida, por….por tu dignidad. Eh mucho más marcado en este país que en el nosotros. Ah…Quizás ese fue un factor contribuyente de una….de una manera positiva al, al…. Al crecimiento mío personal y profesional….Y el de mi familia. So…..si sé que ese se fue marcando ah….eh….No sé si voy en el camino correcto
- Clara, IT2, p. 3, lines 2-5

- o Respeto a las reglas. La organización como tal, osea no hacer cosas indebidas. Tanto seguir las señales de tránsito, hacer fila. Eh…Planear lo que voy a hacer. Si voy a ir a cine, saber desde antes si voy a ir a cine el fin de semana o no. Eh…llamar a las casas de amigos antes de ir a visitarlos. No es como en Colombia que uno aparece como si nada sino como que todo más programado.
- Giovanny, IT2, p. 13, lines 24-33
  - o Pero eh…. digamos que…que ellos son conscientes del esfuerzo también que, que se está haciendo y entonces por ese lado, es, es positivo. Mas sin embargo, son igual de exigentes y, y, y, no por…porque uno tenga un acento o porque uno sea el único latino, eh…. lo tratan un poquito diferente a uno… no!. Entonces eh….Digamos que yo…yo lo que aprendí y, y, y vi mucha, mucha, eh, eh, es decir, mucha como equidad también. Nada…temas de que roscas y de…que yo soy amigo del profe….no!! Nada de esas vainas. uno, uno, uno….de eso no, no?. Pero a uno lo pueden llevar muy bien y discusiones, eh…. para tratar de enriquecer la…la clase. Eh…fueron buenísimas eh….., pero, pero, digamos que, que ese tema también de equidad no, no de extra ayuda para uno, eh…..se presentó pues también fue bien interesante
- Giovanni, IT 1, p. 13, lines 38-43
  - o Y uno se da cuenta que el que trabaja el que es juicioso el que opto ya uno entra a competirle a norte Americano por que es una persona que con la educacion que yo tneia, con la experiencia que yo tenia y tener una Carrera con dos postgrados con dos idiomas, me daba un toque. Ya uno se vuelve muy atractivo, ya se vuelve uno mjy atractivo y ya es cuando se le da la vuelta a la arepa
  - o Edwin, IT1, p.18, lines 17-21
  - o Digo, cuando estoy vendiendo lo que…cuando estoy pidiendo…o estoy peleando por los contratos que necesito, por la gente que los necesita. Yo soy la vivencia De esos. Ah…Mi jefe me dice: "Yo no voy a hacer la negociación hazla tú. Ya sale natural Además de que tú eres hispano. Tu estas pidiendo plata por gente que paso por lo que tú y mira donde estas tu"
- Carlos, IT1, p. 11, lines 10-12
  - o A ellos les importa: "A no es que el profesor es un PE" Entonces si es PE, ya te ganas el respeto. Igual que es abogado, si es licenciado, no va a ser lo mismo que si es una paralegal o un médico. SI apenas está en…en los últimos semestres de universidad. A que si ya tiene la licencia de médico. Aquí funciona mucho con licencias…todo es business, business business, business
- Edwing, IT1, p. 2, lines 20-25
  - o Antes de venirme a Estados Unidos, yo ya estaba trabajando, de hecho para el año 2000 tenia…yo tenia mi consulta privada. Ensenaba en un

instituto técnico que se llamaba también Instituto Técnico Saber que quedaba en el Norte. Ah….Iba a un colegio a hacer psicología clínica para niños. Todo me encantaba hacerlo. Antes de entrar a la Javeriana hice psicología Deportiva. Trabajaba con deportistas de alto rendimiento en Colombia. Viajaba con ellos.

- Carlos, IT1, p. 11, lines 11-22
    - Durísimos, DURISIMOS. Porque yo vine de Colombia siendo un empresario ya. Yo tenía mi empresa y yo tenía gente que mejor dicho si lo ponía lustrarme los zapatos, me los lustraba Eh…Yo..Nosotros manejábamos un…proyectos por 2000 millones de, de pesos en, en empresas públicas. Eran proyectos grandes. Como un millón de dólares (risas) hace …en el….en 1997 , eso era mucho dinero. Entonces yo tenía un montón de gentE..pero por ahí unos 250 trabajadores. Yo tenía a mi cargo 10 ingenieros y….la cosa iba caminando bien. Si yo hubiera quedado allá y eso sigue al ritmo que…que. iba ese día. Yo hoy sería un millonario. Pero pues la cosas no salieron así. Entonces uno viene muy mal acostumbrado que eso….yo allá era el el jefe, el ingeniero , el doctor y aquí se encuentra uno con una pared así de frente PUM! "Usted aquí no es nadie" Puede ser doctor, puede ser ingeniero, puede ser lo que sea: Mejor dicho astronauta de…de la NASA y no eres nadie Haga la fila Obvio como todos los inmigrantes.
- Roberto, IT2, p. 19, lines 2-8
    - Eh…el hablar el…el idioma y entender el idioma estar inmenso en Ingles te abre un universo aparte. Porque la ciencia, la tecnología, la informática, la, la, la cultura. Casi todo se...se habla en Ingles y funciona en Ingles es la lengua…eh…es la lengua universal. Entonces esta oportunidad de…de estar integrado a esta sociedad. De…De haber hecho mi carrera…de…de tener éxito en mi carrera profesional. De tener una familia y…y una …y hablar el idioma eh… a mi me parece maravilloso. Me parece u…un sueño todavía. Todavía ahora creo que vivo en un sueño
- Giovanni, IT 1, p. 11, lines 11-42; p. 12, lines 1-6
    - Mira uno laparte formal cierto, de las cosas que yo me di cuenta hay dos ingles el que se habla y el que se escribe. Yo empece ha escribir eh a seguirlas reglas, a entenderlo muy bien pero cuando uno salia y hablaba en esos terminos la gente lo miraba a uno raro y decia oiga este tipo que diablos esta diciendo entonces digamos que fue uno de los challenges que tuve al pricnipio pero eso complementado con el tema del trabajo asi fuera en una planta, yo tenia que hablar con miu jefe en ingles, to todo todo era en ingles, entonces pues fue esa combinacion de eso del ambiente del vivir rodeado mis amigos, entonces yo tenia mi amigo era estaba, en ese momento estaba enoviado con la Rusa y los amigos eran rusos entonces la unica forma

de comnicarnos era en ingles. Digamos eso nos nos preciono mucho a obviamente a hablar ingles y a perder el miedo esa pena que le da uno mas miedo no pena de uno cometer los errors que comente no.

- Clara, IT2, p. 8, lines 6-17
    - …en realidad la gente prefiere una maestría de…de su país, si me entiendes?…. Porque ellos no conocen las universidades en…no, osea no…no de tu país. La gente aquí, las compañías aquí quiere maestrías de universidades americanas, porque conocen los estándares, conocen el pensum, conocen los grados de dificultad. Saben si la universidad es buena o mala. Si no saben, entran a internet investigan…de alguna manera saben porque aquí todo esta estandarizado. Eh….Uno puede hacer un MBA en la mejor universidad en Colombia, pero pues aquí no tiene el mismo peso. Así hagas el…el MBA en universidad pequeña comparado con una Universidad grande en Colombia. Te va mejor hacerlo en un universidad pequeña aquí. Simplemente pues porque estas en este país. Si yo como, como, si yo fuera presidente de
    - esa compañía, yo haría lo mismo. Osea, yo prefiero títulos de…de universidades de mi país
- Giovanni, IT1, p. 15, lines 28-32
    - E.mmm… Eh…mira, el hecho de…de…de hacer eh…eh, presentaciones en ingles…eh…me, me, me hizo a la brava crecer, porque yo era…eh…miedoso para presentar así fuera en español. Y segundo, presentar en otro idioma. Entonces…Eh…Organizar las ideas, presentarlas, eh…generar interés, generar preguntas eh, fue, fue muy importante
- Roberto, IT2, p. 10, liness 2-13
    - Eso que eso viene ya desde Colombia pero…pero acá se puede expresar mucho más porque hay muchas más facilidades. Facilidad de encontrar la información. Facilidad de comunicarme con los que saben. Con el No. 1 en el mundo en cualquier tema que… Yo puedo mandar un email ahora y esa persona ahí me contesta. Esa exposición a la gente que sabe y a los centros más grandes con tanta facilidad me motiva y facilita las cosas y me hace aprender de ellos mismos. Si yo se algo, yo….A mí me llegan preguntas mucho y yo las contesto con gusto. Y….Se vuelve como una…. Como un círculo familiar muy amplio, con gente de una capacidad muy alta. Y…..y al final me hace lo que soy ahora. Motivado, curioso…eh…apasionado. eh … bueno, trato de ser un buen médico y..y de tratar bien a mis pacientes. Pero también, ofrecer lo, lo, lo mejor que hay…si ..Sé dónde encontrarlo. Entonces, como te digo, es un proceso pero hay …aquí se facilita mucho más en este país. Muchísimo más. Tiene uno acceso…acceso a todo
- Patricia, IT1, p. 38, lines 29-34
    - The original language of this quote is English.

- Roberto, IT2, p.9, lines 32-35
  - Mira, yo soy….yo soy apasionado y soy ..Y me gusta hacer las cosas, y me gusta saber y…Sin embargo, yo creo que me hubiera ido bien en cua…cua….cualquier lado. Porque yo trabajo, tengo pasión, busco, soy curioso. Eh….Tengo cierto grado, importante de disciplina.
- Clara, IT1, p. 11, lines 2-10
  - Y…después, hubo unos cambios en la compañía, entonces, empezaron a hacer unos programas pilotos para hacer cambios pues en los procesos de servicio de los clientes y todo eso. Entonces, cada que había un piloto, me ofrecían que si lo quería tomar y a mí me encantaba, pues como que para cambiar lo….lo de la rutina diaria del trabajo y como que no…no me daba miedo pues el riesgo que estaba tomando y entonces…Empecé a tomar todos esos pilotos y … y todos lo que me entregaban pues los sacaba, los sacaba adelante y yo creo que también fue por eso que me ofrecieron la posición para acá. Porque iba a hacer un piloto de manejar desde acá desde Estados Unidos todo lo que era las operaciones en Colombia
- Patricia, IT1, p. 20, lines 9-13
  - ...hagamos un…un recuento ya cuando yo entré a UCF yo ya me había divorciado yo me divorcié. Yo terminé el matrimonio entonces yo ya tenía ningún apoyo, eh…ni siquiera económico, digamos, de dónde ir a dormir ya me encontré totalmente sola. Y en cierta forma como desamparada se siente uno. Eh..Sin un trabajo fijo. Osea sino….ahorrando, mirando haber como me iba, me iba a solventar la situación. Tome la decisión de mudarme aquí para Orlando. Apliqué al Financial Aid. Me dieron el Financial Aid y así fue que como pude sobrevivir. Osea, rentando un apartamento de una habitación, eh..estudiando. Eh..Trabaje como work study
- Carlos, IT1, p. 20, lines 9-13
  - Con la firma de con…con ese …Y depues buscar 5 ingenieros PE que digan: " Si yo lo conozco y el ha trabajado en eso". Eso fue un proceso DURISIMO Porque es uno como rogándole a la gente: " Vea…yo estoy presentan…yo voy a presentar este examen, por favor usted puede decir que me conoce". "Ay…pero es que es mi firma, yo a usted no lo conozco. Yo no sé usted que hace"…Fue muy complicado
- Roberto, IT1, p. 19, lines 13-21
  - Lo que yo disfruto, lo que cambia mi vida en ese momento es el contacto con la gente. El contacto con el paciente, el contacto con la patología, el poder ver esto esto entonces usted tiene esto. La semiología y ahí yo era un …al comienzo de la carrera no era muy bueno en las básicas. Leer química y todo ese cuento no es tan agradable. Sin embargo cuando empiezo a ver pacientes y empiezo a leer y a la conexión entre lo que tiene el paciente y lo que tienen los

libros y veo que eso es cierto y la correlación y todo lo demás me parece supremamente emocionante y me motiva muchísimo a leer y a aprender mas

- Carlos, IT1, p. 6, lines 9-17
    - No!, de lo que más recuerdo es que allá la gente teniendo todas las facilidades a veces las desaprovechaba . Pues yo no entendía como alguien que le dan CARRO, le dan TODO!. Eran severas maquetas. Y que uno pues con tantas dificultades. Tenía que coger bus…una hora y media pa´ llegar allá. Dos buses, Uno hasta el centro y del centro allá. Nosotros llegábamos siempre ON timE Esa gente con carro, viviendo a 2 minutos y llegaba tarde Llegaban dormidos. Llegaban borrachos…Y…a veces es cuando uno piensa que cuando la vida le da a uno todo tan fácil uno no lo valora Cuando a uno le toca mucho esfuerzo pues uno si va..valora más

- Roberto, IT1, p. 23, lines 1-6
    - El mejor ejemplo es cuando yo estaba de guardia de residente que estando de guardia te llaman a las tres (3) de la mañana y te dicen.. tienes una admisión en el piso un paciente con asma entonces uno diría estoy durmiendo que pesar… y cuando caminaba los halls de este hospital, entonces uno dice.. esto es un sueño, estoy viviendo en un mundo en Ingles, estoy haciendo medicina, esto es una belleza de hospital, esto es una belleza de infraestructura, soy alguien aquí, eso fue como una.. un sueño

- Roberto, IT2, p. 9, lines 7-13
    - Que mi familia ahora me ha mostrado que esto no es una cuestión de…de..país, ni de, ni de cultura sino de individuo. Y eso ha sido una cosa fascinante y….pero ver por ejemplo mi suegra lo organizada que es, lo pragmática, lo org….como escribe de bien. Mi esposa escribe muy bien, mi suegra escribe muy bien. Como….como enfocan las situaciones. Eh…como ven los distintos aspectos. E….Eso me ha parecido fascinante y he tratado de aprenderlo no? . Ser pragmático pero….pero con sabiduría al mismo tiempo

- Roberto, IT1, p. 8, lines 14-22
    - Mi, mi esposa es supremamente inteligente y lee cosas raras y tiene una suscripción con Scientific América, The Economies, Archeology me gusta mucho. Entonces nos movemos en un crico…círculo económico e intelectual parecido y generalmente es muy rico. En Colombia era algo parecido porque mi tío era un intelectual. Mi tío era un magistrado y fue mi ejemplo. Fue Magistrado… y era un tipo de una mente rica, abierta. Sabía hablar, sabía palabras nuevas, un curioso.Y yo…Desde que nací, yo creo que la influencia más grande en mi vida, fue mi tío. Era un abogado, luego un juez, luego fue

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superior..Magistrado. Era un tipo muy rico en su visión. Un tipo que leía muchísimo. Entonces el siempre fue mi ejemplo.

- Carlos, IT1, p. 2, lines 6-17
  - o Eh….Mis papas son eh pues…personas humildes, venidos del…de….de un pueblo de Antioquia, de la Ceja. Pues por tal razón, eh…no son estudiados. Son gente que…Mi mamá fue toda la vida ama de casa. Y mi papá pues el trabajador patriarcal de toda la vida., El que trabajaba y llevaba la comida a la casa . No tiene ninguno de los dos ninguna profesión. A duras penas terminaron la escuela No….Ni siquiera el bachillerato. Pero mi mamá siempre nos impulso a nosotros de que "tiene que estudiar, tiene que estudiar, tiene que estudiar, pá que sea alguien, pa´que sea alguien" . Y pues con…con…ese consejo de mi mamá pues eh… en mi…en nuestro hogar todos somos profesionales.

- Patricia, IT1, p. 23, lines 29-35
  - o entonces hasta que conocí, en una de esas clases de los inmigrantes conocí a esta mexicana . Me acuerdo tanto que me dijo: "Morra! Y qué vamos a hacer?..No nos podemos quedar así. Hay que ir a estudiar pero estudiar en serio, hay que sacar un, un., un grado del community college, tenemos que hacer algo " . Y yo: " Ah…verdad!, yo como que ….si ahora si…olvídese, ya no mas clasecitas de ingles ahora hay es que sacar un grado y mirar a ver que me voy a poner a trabajar en que..y que voy a hacer", me dijo" Si", dije: "hagámolo" . Nos matriculamos las dos a sacar el AA Degree

- Roberto, IT2, p. 2, lines 29-44
  - o Lo que pasa es que fue una….fue una transición. Yo…yo estuve. Cuando…cuando no estuve de observer , acuérdate que yo no tenía…no tenía trabajo entonces   este amigo, eh…que..que es un cardiólogo acá ahora se había…Tenía una novia cubana que se casaron . Entonces….ese…ese fue el grupo en el que me acogieron. Entonces yo me quede unos días con ellos y…y fue una cosa fascinante también porque me di cuenta como era el rollo de Cuba. Una cosa que yo había sido muy curioso , que siempre me llamo la atención, muy mal informados, aquí, allá y en toda parte. Pero esta gente…Algunos de esos, eran. Recién llegados de Cuba y…y tenían fresco todo el…todo el rollo del…del comunismo, de lo que vivían allá. De las experiencias, los conflictos. Algunos positivos o negativos. Otros negativos pero también positivos. Para mí eso fue…Increíble. Por…Met…Meterme en el rollo de la vida cubana del recién llegado. Y…Como te digo. La conv….Era una conversación más básica, más eh….más vulgar. Más...pero me gusto y como inmersión cultural fue muy bienvenida. No todo puede ser eh…filosofía y pero…la…la vida es así, yo tengo familiares en Colombia que son pobres…Y me encanta meterme en el rollo de ellos para ver cómo ven las cosas, que

sienten. Esa fue mi experiencia con este grupo cubano con el que compartí yo diría unos 6 meses intermitentemente

- Roberto, IT1, p. 14, lines 29-39
    - Y.. mi mentor acá me permitió escribir artículos. EL Dr. Dano que es un medico famoso colombiano que era el que estaba aquí. Todavía esta acá pero no directamente. El me acogió y me dijo un día. Quieres hacer un artículo de cualquier cosa. A ellos les encan…A mí me encanta tener gente que me ayude.Y yo le digo a todo el mundo Cuando los veo pilos les digo: tu qué? Quieres escribir algo, entonces escríbelo entonces Eso hizo conmigo, escribimos 3. Eso me permitió mucho acomodarme acá, estar en los pisos, entonces yo podía mostrarme cuando le preguntaba a alguien Yo siempre….pues no era el sapo pero me sabia las respuestas. Entonces la gente se dio cuenta que yo sabía

CHAPTER 8

- Clara, IT1, p. 1, lines 31-34
    - Si mi pap… Si, el estudio en Cali, en la Universidad del Valle y también estudio en Lima, Porque en la época de él, las mejores universidades   de arquitectura, quedaban en Brasil y en Perú, entonces él se fue y estudio también en el Perú, entonces se se graduó en el Perú y se graduó en….en Colombia también

- Giovanni, IT1, p. 2, lines 6-9
    - Si claro, mi papa es ingeniero agronomo y zootecnista. El studio en la Universidad del Tecnologico de Monterrey y vivio alla por 6 anos toda su vida pues el se desempeno en la parte… el trabajo para companias de fertelizantes toda su vida hasta que se jubilo. Bueno eso es basicamente lo de mi papa.

- Patricia, IT1, p. 10, lines 12-25
    - y mi mamá me ha sabido mandar con un vestido de falda recogida y manga bombacha aquí Ayyyy Señor Jesus! Y llego yo a la Universidad y las encuentro todas en botas y blue jean llego yo….Inclusive en Diciembre que me encontré con un compañero de Neiva. Y nos reíamos porque él dice: "sí, yo me acuerdo de ese vestido" (risas) …"Yo me acuerdo de tu vestido"- Decía y me decía : " Yo esperaba verla igual" …Pero usted si es bien…BOBO!!! No? (risas) ..Yo..llegué yo con eso y yo vi todas esas mujeres con permanente, fumando, en botas ..con botas, el blue jean ayyyy! Y yo me miro y digo..No…esto qué es? Yo regrese a la casa y le dije a mi mamá. No usted me compra un blue jean o una camiseta, pero yo con estos vestidos no vuelvo a la universidad.

- Roberto, IT1, p.3, lines 7-17
    - Ok, entonces yo era administrador de empresas con un postgrado en mercadeo egresado de la Universidad Icesi con cinco anos de

experiencia en Industrias del Maiz, por que yo empeze en el 1995 como practicante hasta el 200 que yo sali que me vine a estudiar a los estados unidos, todo el tiempo trabajando en supply chain. Yo estuve en compras, mantenimiento, logistica en puertos, planeacion de compra de material prima, estuve en projecto de distribucion tambien, estuve tambien en manejando administrativamente una planta de silos de la empresa, osea tambien el tema de almacenamiento. Posteriormente a eso todo lo que era la logistica de districucion nacional y exportacion de jarabes de maiz. Entonces coordinando con base en planeacion de en la planeacion de heeheh digamos de production con base en la production a su vez de los clients, entonce, toda esa coordinacion de la logistica en XXX los niveles de inventario. Ya finalmente pase a meterme a un rollo un poco mas commercial con los mismos clients pues que teniamos yo los conocia bien desde el punto de vista logistico, pero tambien habia unas oportunidades de mejora, especialmente relacionadas con cash flow, por que la empresa no nos estaba pagando a tiempo, habian muchos problemas administrativos, entre nuestros clients que eran companias cerveceras supuestamente bavavaria en Colombia, estaba Brama en Venezuela, XXXX en Venezuela, XXX en Peru, y la compania productore que compraba para como endulzantes como era un colombina, la super de alimentos, la universal en Ecuador, que nos compraba a nostors. Entonces digamos que ese fue mi ultmo rol. Entonces background todo lo que era el supply chain en compras, logistica, planeacion de compras, ehh y la parte administrativa de planta, y los dos estudios que yo te conte

- Patricia, IT1, p. 17, lines 12-24
    - En esos dos años..Bueno. Estaba trabajando en la , en la compañía de seguros. Y también era…hacía programación en COBOL, era… Me encantaba una parte de mi trabajo que era la parte interactiva con los clientes. Eh…tenia osea un buen trabajo en el sentido de la experiencia laboral pero ….en remuneración , era pésima osea me mandaban a Cali, a Medellín, A barranquilla, a Pereira para trabajar con los brokers. Y Yo llevaba el software, se los ponía. Y entrenaba a la secretaria, a la persona que…Si quería hacer un listado a donde tenía que ir , que era lo que tenía que hacer. Entonces esa parte me encantaba. Eh…. Hablar con la gente, eh.. de un lado para otro. Eso….Pero no estaba satisfecha, realmente eh… después de….alguna vez cuando niña, Te acuerdas que a uno le preguntan qué quieres hacer cuando grande. Yo..ni bailarina ni nada de esas cosas, yo siempre quería ser traductora simultánea.
- Roberto, IT2, p. 14, lines 8-16
    - En Colombia se iba uno a rotación y te pasaba un material para leer. Y….y te preguntaban. Todo el mundo te preguntaba. Entonces yo

traje esa….esa. Yo aprendí eso, la…la presión a leer y saber y sabérmelas todas, pues obviamente nadie se las va a saber todas pero…es la…lo que se espera de uno cuando está en Colombia. Lo traje acá, eso quedo ya grabado en…en mí…en estructura. Entonces cuando yo llego acá yo leo en toda las rotaciones, yo trato de estar al día, trato de ver los los magazines, los, los las publicaciones, pero esa no es la norma y por eso sobresalgo con mis…en contraste con mis amigos.

- Clara, IT, p. 12, lines 20-26
  - o Uno, amigos…No, es que he tenido la suerte que los que eran mis grandes amigos. Los 3 se vinieron a vivir acá porque me vine yo para acá y mi esposo, tiene sus dos mejores amigos también viviendo aquí. Uno, se vino a vivir acá, porque mi…esposo estaba viviendo acá. El vivía en Fort Lauderdale con su familia y el otro se vino derecho porque mi esposo estaba acá. Entonces….en realidad no, no…..No yo no tengo amigos americanos. Que yo te diga, tengo un amigo as gringo, gringo…no
- Giovanni, IT1, p. 10, lines 8-15
  - o Ese amigo lo conocí antes de venirnos, nosotros pensaba irnos para Atlanta como te comente, pero el vivía en Saint Petesburg y el tenía la novia que era una Rusa que estudiaba en Saint Petesburg community college y empezamos a hablar. El fué a mi casa por un tema de mi mama, conocido de mi mama bueno y toda esa cosa. Y empezamos a hablar y el me dijo por que te vas a gastar toda esa contida de plata si aca vale esto, aca esto aca lo otro. Es mas si quieres vienes te quedas unos días conmigo y te ayudamos y te buscamos, y como la novia era estudinate del college pues nos ayudo bastante.
- Giovanni, IT1, p 10, lines 29-39
  - o Mira, uno la oportunidad despues de cinco anos de trabajar la oportunidad de ponerme a estudiar, la oportunidad de cumplir un sueno que era empezar a estudiar ingles que era lo que yo queria, que era el plan estrategico que teniamos con Tata. Siempre, pues de todas maneras yo tenia muchismas ganas de un master y hacer el MBA pues yo lo veia lejos entonces pues enfocado en eso, entonces fue darme la oportunidad de vivir de aprender y adicionalmente a eso le sumo la posibilidad que yo tuve de conocer de otras culturas y eso me ayudo muchisimo a abrir los ojos. De darme cuenta que Cali Colombia ahi llegaban las fronteras de uno, entonces uno empezar a interactuar con personas ello a compartir le a uno dentro de su cultura todo eso. Eso fue una experience muy muy importante y me la goze machismo nos invitaban que hacer no se que de eso ahi ibamos con tata, que hacer eso ahi ibamos entonces aprendimos de todo eso. Muy muy chevere
- Patricia, IT1, p. 26, lines 19-33

- o Me sentaba en primera clase, en primera …first row con mi grabadora porque el Ingles todavía…no era para una clase de esas osea s…y finalmente…ehh…. Trabaje en Wallmart. Empecé a trabajar en Wallmart . Entonces empecé ahí y llegaba al apartamento, traducía las clases, no al español. Del Inglés las traducía directamente al Inglés, writing…si me entiende, entonces eso me ayudó muchísimo yo creo que ese ejercicio que yo hice ahí por esos años, me ayudó mucho con el Inglés . Porque yo la cogía y cogía las clases y así estudiaba, estudiaba otra vez el lecture.No? Lo que hacen ahora online yo ya lo hacía con recording porque la escuchaba y la volvía a escuchar y la volvía a escuchar. Me fue super bien, sin hablar Inglés totalmente (Risas) . Todo me sacaba…me saque A. Me gradué con honores SUMA CUM LAUDEN.
- Patricia, IT2, p. 2, lines 46-47; p. 10, lines 1-2
  - o Entonces ella me dijo: " Porque no consigues un trabajo?" Yo: "Trabajo? Trabajo? "-me aterrorice….me angustie-. Dios mío hablar Inglés 100%, recibir instrucciones en Ingles. Dijo: " Si ahí en el departamento" . Entonces me llevo y hable con la secretaria y ellos me lo que se llamaba el Work Study. Tu trabajas por 20 horas
- Edwin, IT1, p. 14, lines 22-40
  - o Ah….una….una, una eh…. una de esas es afroamericana y la otra es blanca. La blanca era en Hispanic Unity …..Muy exigente , y yo lo soy Yo soy muy exigente conmigo mismo. Muy exigente pero cuando se da cuenta que tu trabajabas fuerte, lo valoraba 10.000 veces. Creo que eso fue lo que me marco. Decirte que tuve una relación personal con ella o de que me contaba de su familia y yo de la mía. Nunca. Era simplemente que yo sabía que yo tenía que llegar estudiado a la clase o si no podía tener una de mis peores horas En el día si? Ah…So….el que ella sub…..mantuviera el estándar bien alto…Marco…marco mi vida y de alguna manera me disciplino para estar siempre bien preparado. A pesar de que creo …que eso siempre ha estado con migo pero…en relación con…como que eso fue aquí como que (Truena los dedos) tenía que yo meterle la mano a esto fuerte la si de verdad yo quería aprender. Si?ah…jmmm…La otra se llamaba Net. Esta se llamaba Jhon, la otra se llamaba Net. Se llama. Ah…. Creo que era ….ah…más bien su metodología de enseñanza que fue la que…la que me marco y era muy…te ensena a través de lo que nos pasa en el día a día. Y no el Ingles de libro, pero… De la mesa, del computador, de la persona que está sentada, en donde está sentada, que estás comiendo So, creo que esa metodología m….me facilito y me abrió mucho más….me me predispuso positivamente para… aprender creo, creo, creo yo…ah…. quizás por eso me marcaron. Soooo….fueron dos personas que de verdad hicieron dos cosas positivas en …Felipe poder aprender un segundo idioma y/ o poder manejarlo no?

- Clara, IT, p. 11, lines 28-34
  - Mi tía hizo master hizo PhD aquí en Estados Unidos y ella toda la vida me decía que yo tenía que hacer un, un MBA, que tenía que hacer un master que…pues que trabajara unos anitos en, en Bogotá y que después ella me ayudaba pues entre ellas y mis papas para que me viniera a hacer una especialización acá. Entonces yo estaba investigando las universidades en Miami para venirme a estudiar acá, cuando me ofrecieron el traslado y pues me dijeron que el banco me tras…me pagada la especialización entonces yo dije: "pues….De una"

CHAPTER 9

- Roberto, IT2, p. 17, lines 39-42
  - No, no, no, no, no, no, no, no si yo no tengo mi residencia. Yo no puedo ejercer como medico en Estados Unidos. Y….y si..y si… no puedo ejercer como medico en Estados Unidos tendría que estar haciendo algo distinto. Y….Probablemente el ingreso seria más bajo
- Giovanni, IT 2, p. 12, lines 37-46; p. 13, lines 1-3
  - Porque, porque, porque si uno dice que uno se graduó de un master en…en un país como Colombia , se genera…le dicen: " Oiga interesante, pero no convincente" . Tiene una duda, queda un…no, no, eso no, eso no, no, no, no,no, no, llena las expectativas, es mi percepción. En cambio si uno se gradúa de una compañía de acá, entonces genera credibilidad, genera tranquilidad, genera respaldo. Es como cuando le dicen a uno: "oh, Ok…..now we are talking" . Entonces ya, ya hay eso, eso. Es como cuando uno….tu puedes saber manejar carro muy bien….ser un duro, pero como…. no sé, Montoya es un baboso comparado con vos Pero…..Pero no tenes la licencia. Entonces ya…..cuando tu tengas tienes la licencia de conducción… "Ah!!!! Ok. Now we are talking. Quieres aplicar para ser conductor de….de camión?. Ah!! Ok, let me see what you got?" si? pero sin la licencia usted no puede …. Que ha hecho usted en su país…. buenísimo pero a mí muéstreme la licencia, una licencia de la Florida no? A mí no me sirve de, de Bogotá o de …. Ok. Let me see what do you have? Es eso.
- Edwin, IT2, p. 18, lines 19-36
  - Ah……pues yo creo que el degre en Colombia era part…eso eh…. era un degree super importante pero basado simplemente en conocimiento adquirido a un temprana edad So…Casi que 0 experiencia si? So…era construyendo sobre…..sobre lo intangible. Ah…Y creo que…el degre aquí, constur….construye sobre lo que ya era tangible. Ah….y de alguna manera también valida mi experiencia y mi conocimiento como inmigrante. Y quizás, la mejor forma de explicar eso es …en el momento en que el degre está como en que todo lo que yo pude haber

hecho académicamente atrás en un país que no es este. Como que ya es…valido Si? Uh…

- Giovanni, IT1, p. 14, Lines 43-46; p. 15, lines 1-6
  - Y finalmente yo fui en primer hispano que PARTICIPO y que quedo seleccionado como uno de esos 15 MBAs en, en…en IBM. En un programa, para ser consultor de IBM de….mmm… de Más enfocado en la parte comercial   y eh…y estuve…hice eso fue con…eran puras clases, y estuve en clases por unos 9 meses. Y tuve la oportunidad de tener a mis profesores, los que manejaban el programa, eran puros VPs retirados de IBM. Entonces, digamos que, gracias a la Universidad tuve la oportunidad de networking. Tuve la oportunidad de, eh… de presentarme….fue una forma como tacita de validar, porque si yo me hubiera presentado como…a través de la universidad el servicio, pues no me hubieran parado ni 5 e' bolas. Pero, TENÍA ya un posgrado, me lo valió y es una manera tácita de validarme eso a pesar de que yo estuviera apenas en la mitad de mi MBA.
- Clara, IT2, p. 7, lines 37-40; p. 8 1-3
  - Noooo, en realidad conocer los términos en Ingles. Pues, porque uno puede hablar inglés. Yo aprendí Ingles desde chiquita en el colegio y todo, pero, de todas maneras los términos de, de la universidad pues, como que no están en tu día a día en. No lo viste en la universidad pues porque no viste las materias y yo, entonces yo diría que lo primordial pues…es el manejo de…de todo lo que es educativo en Ingles como tal. Porque en la parte laboral, trabajando en citi en Colombia eh… era lo mismo, desde acá o desde Colombia Pero…Todo lo que es contabilidad, todos los términos macroeconómicos pues en Ingles es otra cosa.
- Roberto, IT2, p. 19, lines 2-8
  - …el idioma y entender el idioma estar inmenso en Ingles te abre un universo aparte. Porque la ciencia, la tecnología, la informática, la, la, la cultura. Casi todo se...se habla en Ingles y funciona en Ingles es la lengua…eh…es la lengua universal. Entonces esta oportunidad de…de estar integrado a esta sociedad. De…De haber hecho mi carrera…de…de tener éxito en mi carrera profesional. De tener una familia y…y una …y hablar el idioma   eh… a mi me parece maravilloso. Me parece u…un sueño todavía. Todavía ahora creo que vivo en un sueño
- Patricia, IT2, p. 9, lines 39-46
  - … si ella daba el extra crédito , yo era la que me sacaba 100, 110 siendo que (risas) me lo sacaba también. Entonces ella era y ella una vez me lo dijo no…mm.. en la clase , dijo: " En todo lo que yo llevo ensenando aquí en UCF , ningún estudiante había sacado el pun…el score perfecto como esta…esta muchacha de Colombia " . Y dice….:" Y no habla el Inglés como ustedes" Entonces como que se ponen en

evidencia que no estaba acostumbrada a eso y nunca …En Colombia yo era popular pero por bruta (risas) no por inteligente ….Por perezosa…si me entiendes?

- Clara, IT2, p. 6, lines 24-35
  - Hice muy pocos trabajos con…con americanos americanos 10% o si estaba un americano en el grupo pues era minoría, pero de todas maneras así ellos siendo minoría y todo, como que las cosas funcionaban de la manera que se hacen en este país. Por ejemplo, las reuniones de trabajo en la biblioteca o en Barns and Nobles en esa época, pues nada de reunirse en las casas como hacia uno en Colombia. Eh…el respeto de los horarios pues. Tenía que estar uno condicionado a que tenía que ver el partido de futbol americano el domingo, reunirse después del partido antes del partido. Eh… El respeto eso sí de los horarios, pues decían a tal hora y la puntualidad. Llegaban a tiempo como todos lo cual no pasa en el país de uno. La gente llegaba se saludaba y manos a la obra pues. Si iban a comer, llegaban 10 minutos antes comían pues para estar disponibles a la hora que fuera. Pero yo creo que esas son cosas que todos los que éramos estudiantes internacionales aprendimos de los, de los americanos Y el valor del tiempo, es que aquí el tiempo…el tiempo es muy importante, osea, yo no sé aquí la vida, porque va tan rápido. Eh….. Uno hace más cosas en este país de las que hacía en su…en su tierra…

- Giovanni, IT1, p. 17, lines 30-37
  - Entonces, le escribí a la Dean y resulta que me averigüé y la Dean había sido una de mis PROFESORAS que me había dado clase en, en, en…en Tampa y yo a esa señora por las tardes, la llevaba, la llevábamos con tata y la dejábamos en el aeropuerto porque ella debía tomar el avión para devolverse eh…eh…go to Scandura y go to Scandura yo no sé qué iba yo a saber que iba a pasar eso. Y…la universidad, el Dean la Dean y el vice Dean que es una….un eh…un hindú aprobaron que yo a pesar del tiempo, terminara mis clases, las 4 clases que me faltaban en…la universidad de los Andes.]

- Edwin, IT2, p. 8, lines 28-33
  - Creo que eso es un recurso excelente para mí. Creo que las conexiones que hice con….con….con la pa….el faculty y con ah… otras personas en la universidad es un recurso para mí. Eh….. y….y bueno….eh…..yo me hice parte de…de varios grupos. Eh…..No necesariamente que pertenecen a nova pero a través del programa. De….Como son esos….senorities. Ah…que también me…que me tienen, , me pueden proveer información acerca mi campo pues, artículos. Más o menos eso me refiero con recursos

- Patricia, IT1, p. 36, lines 11-18
  - si…..sí, si, si he aprendido osea, ellos son…eh…en la comunicación son muy concretos. Eso es una parte en donde me he tenido que

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adaptar . Eh…para pedir algo,(risas) decir algo, uso 10 líneas. Ellos en 2 líneas lo han dicho (risas) entonces yo le arreglo , le pongo, esto, la question mark, smiling faces, pongo paréntesis , hago un comentario, vuelvo y retomo la idea principal (risas) entonces cuando yo escribo un email , me toca leerlo, leerlo y quite quite , quite quite, dejarlo si lo tengo 10 líneas, déjelo en 2 . Ellos son muy concretos a lo que van cuando les das demasiada información se pierden. Y para mí está claro como el día. Para ellos está confuso (risas) como la noche .

- Clara, IT2, p. 3, lines 29-39
  - Entonces mejor dicho, vos llegas aquí y tienes una cantidad de amigos colombianos que es tu grupo de amigos y todo. Y poco a poco voz te das cuenta que vos no compartís muchas cosas de lo que ellos hacen sin un dejar de ser colombiano. Y así poco a poco como que se va filtrando y se va volviendo más pequeño el grupo de amigos donde vos solo compartís con personas que….no quiero decir que sean educadas o no educadas pero que comparten con uno lo que uno viene a hacer en este país. Yo no vine a este país a aprovecharme. No vine a este país a recibir beneficios del gobierno. No vine a este país a poner una demanda si me caigo en un…en un almacén. Si me entiendes? Son muchas cosas que en este país tiene muchas bondades que el americano…el colombiano, quizás picándoselas de vivo y avispado las aprovecha y yo no estoy de acuerdo con eso, para mí eso es robar Si me entiendes? Entonces, ahí uno poco a poco vas mesurando tu círculo.

- Roberto, IT2, p. 7, lines 29-38
  - …yo creo que empiezo a evolucionar desde el primer contacto en…en California y luego la residencia y luego la fellowship y luego mi vida profesional ahora. Empiezo a evolucionar y a integrar partes de toda esta cultura que estoy viendo cultura americana pero como…como tu vez, la cultura americana no es tan tan cultura americana, es regionalista cambia muchísimo de…del sur al norte, del oriente al occidente. Del centro a la periferia. De…Son muchas culturas, personalidades son muy distintas como…como en Colombia o en cualquier país. Yo lo que hago es que observo, tomo, tengo una inmersión y obviamente su…su…mi inconciente, mi subconsciente y mi…y mi conciente están tomando y aprendiendo cosas e integrando esas que uno decide tomar, por X o Y razón

- Giovanni, IT2, p. 12, lines 1-15
  - Yo creo que sobretodo en un rol como yo, que vivo aquí. Que tengo que entender lo que los gringos quieren que son los dueños de la empresa, pero aplicarlo allá. Es muy interesante uno poder entender y haber vivido esa realidad de allá y estar viviendo la realidad de aquí. Entender que es lo que quieren hacer y uno busca la forma de trasferir esta, esas, esos requerimientos eh…digamos transferirlos allá. Que

pasa? Que es una persona que no conoce nada de América Latina y la ponen a trabajar en esto pues se va a estrellar porque piensa que el puerto funciona. Todos los puertos funcionan igual que el puerto de Miami O que, o que el sistema del IRS es exactamente el mismo en todo lado. Y resulta que las aduanas en cada país son totalmente diferentes. Manejadas con unas realidades eh…políticas totalmente diferentes. Cada país no? Con problemas cambiarios que uno dice: " Pero como diablos vive esta esta gente aquí?" Entonces uno que ha vivido allá, que entiende eso, que viene aquí aprende eso. Créeme que uno se vuelve como ese traductor de esos cambios culturales en las empresas que no son fáciles, uno los vaya sacando adelante. Que en un tiempo…digo prudencialmente rápido no? Para….y estableciendo eso, pero sin olvidarse de la realidad del país. Esto es como, como, como lo que , lo que consta.

- Edwing, IT1, p. 22, lines 31-36
  - Ah…si le colocáramos una escala cuantitativa de 1 a 10 creo que está en 8.5-9.0, creo que mi escritura es muy buena, creo que verbalmente me….hablo muy….hablo bien. Creo que mi vocabulario día a día se expande. Y creo que es por al ambiente en el que estoy inmerso. Ah… A pesar de que es Hispanic Unity . A pesar de que es for inmigrants, yo trabajo la parte gerencial. So, además de que tengo…de jefe al VP de marketing De dos periódicos

- Patricia, IT2, p. 6, lines 2-13
  - Eso es lo que tu aprendes, to blend in. Ahora…eh….tengo más eh…Seguridad en lo que soy. Hay vestidos que me encantan que son diferentes que no se lo pondrían en las ofici…en la oficina, pero me los pongo yo y los se llevar. Y los llevo con mucha…si me entiende?, osea colores o tat….no es igual que las demás…Pero ya me arriesgo y hay otras cosas que soy….Igualita a ellas. Si me entiende? I blend in. I'm just one of them in the group. Pero hay ….hay otros…hay otras cosas que me encanta po..osea …me encanta ese vestido…..Uy Pero jm….como loud (risas) pienso yo…cuando digo:" No me importa, me lo voy a poner, me gusto, me lo voy a poner", Y yo sé que cuando llego a la oficina : " Uao! Mireya" No? Diferente a la norma. Pero ya me siento bien, ya no estoy: " Ah! Me…me van a rechazar..o me van a ostracize, o me van a…"no, no , porque ya establecí….Ya establecí esa relación. Ya la tengo esta…establecida, y ya me puedo salir de vez en cuando de ahí, cuando ya yo quiera

- Edwing, IT2, p. 22, lines 24-29
  - Ah….Que más pasó por fuera del salón. Eh….de, de, de, genero 10.000 pensamientos en mí que me permitieron eh, eh o que me motivaron a leer. Cuando digo genero 10.000 pensamientos es que lo que ocurriera en el salón genero 10.000 pensamientos más en mi o, o…preguntas que me permitieron leer hasta material que no estaba

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relacionado con las clases, si? Porque simplemente eh….generaban otro pensamiento o otra pregunta y me motivo a buscar eh…libros o mat artículos que me permitieran responder mis preguntas. Eh….Que más paso por fuera del salón huh?

- Giovanni, IT2, p. 7, lines 22-30
  - Yo digo, yo digo que uno todos los días aprende cosas aquí osea,… eh…no….Estando en la planta , eh, eh en la farmacéutica eh…aprendimos mucho de INAUDIBLE independientemente del rol, independiente de la posición eh…en la que se hacía, siempre, siempre, siempre, había algo que aprender. Y…..eh… y yo yo creo que esa es, es como la….Yo creo que otro de los puntos importantes que uno tiene… la posibilidad aquí en los Estados Unidos. Porque uno en, en Colombia no llega a una parte y ahí trabaja uno o dos y el tercer ano uno ya está con los ojos torcidos, uno dice: "No, ya, ya me aburrí de esa vaina" Pero con la dinámica que hay aquí, con….todo ese tema cultural que hay y todo eso, yo te digo que, que, que eso no, no, no pasa tan rápidamente no? Es como el….no, se….yo, yo lo veo así

- Carlos, IT2, p. 16, lines 13-26
  - ..pero soy profesor y de universidad Yo lo que estoy buscando con eso es…crecer mi resume…mi hoja de vida . Porque no he tenido la oportunidad…como no me…no me han dado la oportunidad en una 500. Por el Inglés o porque no creían que yo …en los conocimiento de ingeniería que yo traigo de Colombia, por lo que sea. Por discriminación, por lo que sea. No he podido tener esa oportunidad de coger un buen resume acá. Ahora, yo ando ya más interesado en tener mi compañía porque ya soy PE. Estoy haciendo cosas. Tengo mi co….mi compañía. Están saliendo algunos negocios que a futuro pueden ser bastante interesantes y, y pues…en eso me estoy empezando a mover ahora. Ya mi expectativa de vincularme a una compañía de esas gringas y que me paguen 70, 80, 90 dólares, ya ha bajado. Pero de todas formas el…con el tema de ser profesor, lo que me interesa es coger experiencia y coger status. Entonces yo sé que eso me va…eso me van a respetar más. En donde yo me presente y que yo soy profesor universitario y tengo mi compañía. Va a ser tan valedero como…como decir: " Yo soy employer manager de de G high guide consultant por 5 años"..

- Giovanni, IT2, p. 3, lines 20-33
  - No pudimos con el despelote. No pudimos con el, con el tema del , del vivaracho si? que uno va andando entonces se le atraviesa y…el que yo te jodi, el que yo te tumbe. El que yo gane y tu perdiste. El que …tu que sabes para yo aprovecharme de ti . Entonces…..Es ese tipo…ese, ese tipo de la gente juzgando, la gente comparando. No pudimos. NO pudimos. Después de 7 anos de interactuar con personas de todos los niveles sociales, todo…la verdad...Bueno, lo interesante

es que las personas de, de, de un nivel social eh….económico bajo. No, no, se…no sé. NO le preguntan a uno por eso. No se meten en eso. Lo valoran a uno como persona. Pero la persona, para ponerte números, de un estrato 4 pa' rriba. Eso todo el tiempo es investigando, preguntando, eh…..comparando. Eso es una vaina que no pudimos. Nunca pudimos. Eh, eh… " Y donde estudia tu hijo?" Y donde, donde vives tú?" " pero como así? " " ahh…..es que no he estado y….ese carro?" " Pero como así…tu tenías ese carro…Ah, tú no tenías otro carro?". Y uno…pero como así? Osea. Es esa falta de….no, no pudimos y el despelote no…..Se nos complica mucho la vida a veces en Miami con , con el paisanaje. Te digo que en Colombia era terrible pa' mi

CHAPTER 10

- Edwing, IT2, p. 11, lines 36-43
  - o Eso es conocimiento digamos que, me ha permitido a mi aplicar al…día a día. Ah…Sin, sin….sin desmeritar el hecho de que la experiencia es que la quizás más me ha ayudado. Y lo que ha hecho la educación es formalizar ciertas cosas y, y en…y lograrme ayudar a entenderlas….Ah….Eh…..Que otra experiencia? Ah……Pues yo no sé si está atado con esto porque ya te lo mencione anteriormente pero, pero ah….mejor dicho….la experiencia del solo hecho de estar metido en un….posgrado…La sola experiencia como tal. Definitivamente acelero mi carrera profesional. Yo diría 20, 30 % por la forma en como yo estaba siendo percibido allá. Y yo no sé si eso tiene sentido

- Patricia, IT1, p. 24, lines 23-25
  - o Nunca lo traje Olga Nunca lo traje. Todo eso fue falta como de….osea de información, eh…si….como mal hecho todo como falta de esa orientación de esos estudiantes que vienen

- Roberto, IT2, p. 16, lines 7-15
  - o Excelente porque yo estaba en la jugada. Yo, yo cuando preguntaban algo, yo siempre sabía obvio….no siempre sabía pero sabía… tendía a saber y me pre….y, y, y…era un buen clínico. Entonces me decían "qué harías en este caso?" y yo lo decía… Y esta gen…eso se nota. Así no te pregunten mucho, cuando te preguntan se nota o…o yo, yo decía porque no hacemos esto o lo otro. El artículo de la, del pediatrics del mes pasado dijo que esto era lo que estaba pasando y …Entonces, obviamente la gente…nota..nota eso. Y alguien te está diciendo, un estudiante, un residente te está diciendo que …que es lo último que ha pasado, que articulo salió y…ese era yo. No?

- Carlos, IT2, p. 6, lines 6-14
  - o No, lo que pasa es que uno eh..le cuenta de pronto a uno o a dos que…que…que yo ya era ingeniero, de Colombia y entonces …y sobretodo en las clases. Por ejemplo, teníamos una clase que era

estructuras. Y en esa clase…pues yo como estudiante le corregí a un montón de profesores….de errores al profesor. Entonces la gente decía: "Ah, mira este sabe" Entonces..eh…si se riega de la bola de que …de que …pues eh…   que, que….uno viene con, con buen conocimiento Entonces por eso lo..Pero obvio porque a uno le toco empezar como …uno siendo ingeniero pues yo me baje aquí para bregar otra vez a nive…a nivelame acá Solo porque vi que era muy difícil eh… romper ese….esa barrera de que me creyeran como ingeniero Porque aquí lo….aquí lo que vale es lo de acá.

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