IMMIGRANT UNIVERSITY FACULTY MEMBERS' PERCEPTIONS OF THEIR EXPERIENCES IN POST-SECONDARY EMPLOYMENT IN CANADA

by
Yuchen Li

A thesis submitted to
Lakehead University
in partial fulfillment of the requirements for
the degree of Master of Education

FACULTY OF EDUCATION

LAKEHEAD UNIVERSITY

THUNDER BAY, ONTARIO

April 2005

Your file Votre référence
ISBN: 0-494-10663-8
Our file Notre référence
ISBN: 0-494-10663-8

ABSTRACT

The purpose of this research was to explore immigrant university teachers' perceptions of their experiences in post-secondary employment. A non-emergent research design was used by conducting a series of open-ended interviews with immigrant teachers who were employed in a comprehensive university in Canada. Purposeful sampling identified certain immigrants as post-secondary faculty members, who were interviewed. After the interviews, the data were transcribed and analyzed using ATLAS. ti.

Three main areas emerged from the interviews. These are (a) immigrant faculty members' experiences in post-secondary employment; (b) immigrant faculty members' perceptions of their experiences; and (c) immigrant faculty members' expectations and suggestions. All participants described their working experience and perceptions of their experience with other faculty members, students and school administrators in the university. Based on experiences living in Canada and working in the university sector, they gave valuable suggestions to would-be immigrant faculty members to help them adapt well and also made significant recommendations for school administrators to create a more positive and harmonious atmosphere for all faculty members and students.

ACKNOWLEDGEMENT

I would first like to express my deep appreciation to my supervisor, Dr. John O'Meara, who supported me by providing encouragement and suggestions, which made the completion of this thesis possible. I wish to thank committee member Dr. Patrick Brady, I wish to thank him for his honesty, patience, and understanding.

I would also like to thank other faculty and staff at Lakehead University: Dr. Mary Clare Courtland, Dr. Lisa Korteweg, Dr. Doug Thom, and Mrs. Diana Mason, for challenging me to think deeper and more creatively.

A special thanks to all immigrant faculty members who were interviewed in my research. Without their participation, I would not have been able to complete this thesis. Their openness, honesty, and willingness to discuss a sensitive topic and tell stories that are not known by many individuals, were paramount for the success of my research.

To my parents, who instilled in me a desire to never quit. This allowed me to push forward through difficult times and their phone calls of encouragement on numerous occasions were timely. I thank them for their love and support in ways beyond they could ever imagine.

TABLE OF CONTENTS

TABLE

CHAPTER 1: OVERVIEW OF THE STUDY

Introduction

Many immigrants are employed as faculty members in Canadian universities. Living and working in a new cultural background often provides challenges for immigrants. Immigrants who work as university teachers in Canada are often regarded as successful in their lives in a new land. However, they face significant challenges in working as faculty members in a post-secondary setting in Canada, given the many differences they encounter in their new environment. Being an immigrant teacher may be an obstacle for them in their career life; on the other hand, immigrant experiences may have some favorable influences for them that they did not have in their home country. This study investigated immigrant university faculty members' perceptions of their experiences in post-secondary employment in Canada. Their experiences may enable readers to understand what experiences help immigrant teachers and what experiences present barriers to success in their employment.

The real life picture of immigrants in Canada has been a research focus for many years. However, there is little literature focused on immigrant teachers who are employed by universities and work as faculty members in Canada. Their perceptions may give readers a vivid picture of immigrants in post-secondary employment.

The study was carried out at a small Canadian comprehensive university. The university employs a number of immigrants as faculty members. The research design of this study was qualitative and non-emergent (Schram, 2003). The respondents were a sample of six teachers from different faculties in the university, allowing for maximum variation sampling (Patton, 2002). An interview guide (Patton, 2002) was employed

because "it makes sure that the interviewer/ evaluator has carefully decided how best to use the limited time available in an interview situation" (Patton, 2002, p. 343).

Purpose of the Study

The purpose of this study was to explore immigrant university teachers' perceptions of their experiences in post-secondary employment, in order to assist in developing a greater understanding of the needs of immigrant teachers who are employed in Canadian universities. The three research questions guiding the study have been formulated below.

1. What are immigrant teachers' perceptions of their experiences in post-secondary employment?
2. What experiences are barriers to success for immigrant teachers in post-secondary employment?
3. What experiences helped immigrant teachers to be successful in post-secondary employment?

Rationale

Canada is home to many immigrants. The immigration issue has been a central social topic for a long time, with much research undertaken on immigrants' lives and perceptions of their experiences. In my examination of the literature, immigrants were confronted with many barriers, such as segregation and isolation from majority groups, unemployment and unfavorable attitudes from the majority society. Although some found jobs after they arrived in Canada, many of them still worked in fields unrelated to their professions. Those factors were not new to people, and they were often offered as reasons that made many immigrants feel dissatisfied with their new lives in the new land, or feel

isolated from the majority society. In my examination of the literature, most studies were focused on those immigrants who were unemployed or worked in occupations that required low skill levels and education. Some authors (Zhao, Drew & Murray, 2000) assumed that immigrants' satisfaction with life in Canada depended significantly on whether they could find jobs that fit in their professional backgrounds. If this is the case, it would be logical to think that those who have well-paid jobs are most likely to be quite satisfied with their new lives in Canada. One might think that they do not feel isolated or meet many difficulties, and that immigrant teachers in universities would not fall into this category. The author of this thesis studied at a university where many immigrants were employed as faculty members. The author's awareness of their presence raised her interest in these immigrants' experiences as university teachers. Some researchers who have undertaken studies of immigrant teachers, found that many immigrant teachers faced difficulties and frustration, but most of these teachers were from educational fields such as English as a Second Language (ESL) schools and primary schools, rather than post-secondary fields (Thiessen, Basica & Goodson, 1996).

When speaking of immigration or immigrants, an implicit assumption may be that problems faced by immigrants relate those issues to lower status, struggles between different cultures, and frustrations experienced when living in a new society. Immigrants work in different sectors in Canada to make a living, but historically it has often been very difficult for them to improve their social status. From the review of literature focused upon the improvement of immigrants' social status, assimilation was a key concept emphasized by many authors who studied immigrants' experiences in Canada (Lieberson, 1961; Porter, 1965; Isajiw, 1999). Assimilation involves long-range

incorporation into a new society, reflecting not only structural integration but also cultural assimilation. It is "social-psychological adjustment" (Isajiw, 1999). Isajiw (1999) asserted that assimilation was the only way to improve immigrants' social status. Assimilation requires newcomers to take in the majority's culture and to abandon their original culture. However, some immigrants insist that keeping their own cultural background is the best way for them to gain respect from majority groups.

There is another interesting phenomenon, in that males dominate the total number of faculty members in any university. Similarly, in the university where this study was undertaken, there is also an imbalance between male and female immigrant faculty members. Basavarajappa and Jones (1999) conducted a study comparing male minority individuals and their majority counterparts, and also female minority individuals and their majority counterparts. The results showed that the male minority group felt that they were subject to more barriers than those in the female minority group. As well, the income difference between the male minority group and their male majority counterparts was larger than that between the female groups. This study interviewed three female faculty members and three males, in order to discover possible differences both in personal perceptions and their status in the university.

Significance

This study describes vividly the professional lives of immigrant university faculty members from both the academic aspect and also social aspect. It presents a real picture of immigrant university faculty members to readers and helps to remove certain misunderstanding towards these immigrants.

This study might help those immigrants who are would-be teachers in post-secondary education to obtain a clearer picture of teaching in Canadian universities. It can be a reference for them to adjust themselves better to the new surroundings.

This study might also be of interest to university administrators in terms of raising their awareness of some of the issues that may impact upon some faculty members.

Finally, this study will provide personal, direct information from a particular sector of the immigrant population, one which complements the more abstract statistical data often encountered in discussion of immigrants in Canada.

Personal Ground

I was born in China, the most populous country in the world, and came to Canada to study as a graduate student. Although I had studied English for eleven years and took English as my major in undergraduate studies, after I came to study in Canada I still encountered some barriers when I attended classes, listened to lectures, and communicated with people. These included language barriers. For instance, I could hear and understand every word literally when people were speaking, but sometimes I could not grasp the "real" meaning of what was said. I could not express complete ideas, nor could I respond in English without any hesitation. Besides the language, cultural differences between Canadians and me were also obvious. When Canadians had

conversations with me, in class or after class, we seldom talked too much except for everyday simple conversations. We maintained a certain distance, though we were friendly to each other and did help each other.

In my second semester, three graduate students and I did a mini qualitative research to study the lived experiences of graduate students in the Faculty of Education. We interviewed two Canadians and two international students from China. The two Canadians felt that the international students were a bit isolated from the majority group, and the two Chinese thought the same and felt that they did not engage in meaningful socialization with their Canadian classmates. After analyzing the data, we found that cultural differences were very significant, hindering people who were from different cultural backgrounds from communicating thoroughly with each other.

Students, also, have certain thoughts about teachers. One of my friends who came from Hong Kong and studied for a degree in business in Canada once told me that she preferred Canadian white teachers to Asian teachers, because Asian teachers could not teach her western conceptions of business. I have observed that there appeared to be more immigrant teachers in disciplines such as chemistry, mathematical sciences, engineering, and computer science, than in faculties of education or business. The academic disciplines that immigrant teachers appear to be concentrated in are ones that are less dependent upon subtle and abstract uses of the English language, and do not require a profound understanding of the subtleties of Canadian culture. As part of my graduate studies, I worked as an assistant for a professor. I helped her organize class activities and read students' reading responses every week. From my observation, a class of Canadian students is totally different from any class in China. When I organized the students to do

some experiments I could not use the Chinese way, which was always simply giving orders to students and they would obey without any question. Rather, I must be prepared to answer all kinds of questions from students and need to be involved in their activities. This type of experience leads me to believe that being a teacher in Canada may present immigrant teachers from other countries with significant differences and challenges which require the teacher to adapt to the new atmosphere, so that students would regard them as being as competent as other Canadian teachers.

Definition of Terms

Immigrant is a person who has come to live permanently in a foreign country (Oxford Advanced Learner's English Dictionary, 1997).

Post-secondary education is defined as schooling after high school, and specifically college level education (adapted from Merriam-Webster, 1993).

Limitations

The sample of this research is relatively small. By only conducting a small number of interviews, it is possible that additional external influences may be under-estimated. Secondly, the sample is representative with respect to age of the participants, diversity of countries of origin, and gender. Therefore, the six participants cannot represent all immigrants. Another limitation is that this is a study of one work place and cannot readily be generalized to other universities.

CHAPTER 2: LITERATURE REVIEW

This study deals with immigrant faculty members' experiences in postsecondary education and contributes to the body of literature about immigrants' experiences in Canada. In my examination of relevant literature, little research was found on the experiences of immigrant teachers in postsecondary education in Canada. Areas that have been explored in this review include the history of Canadian immigration policy, immigrants' social status, and immigrant teachers. Although there is a great deal of research related to immigrant teachers, very little exists that deals specifically with immigrants in postsecondary education and only a small part of the research dealt with issues related to immigrant minority teachers at the postsecondary level. Throughout Canadian history, immigrant issues have frequently been significant. This is a broad-based area that does not touch directly the issue of immigrant teachers and barriers they face in postsecondary education, but does provide the context for current issues in immigration.

The literature review is organized by topic and relevance to the study. It is organized under the following headings: historical overview of Canadian immigration policy, social status of immigrants in Canada, and immigrant teachers in education.

Historical Overview of Canadian Immigration Policy

Geographically, Canada is the second largest country in the world, yet the population of this land is relatively small. In 1900, the country had a population of 4.5 million people. By 2000, the population had grown to 30 million people (Weir, 1988, p. 55) and this growth can largely be attributed to immigration. Canada is currently home to approximately 5 million foreign-born Canadians. Most of the approximately thirty

million people who live here are immigrants or the descendants of immigrants who have arrived less than 500 years ago (Halli and Driedger, 1999, p. 1). In fact, Canada is a nation of immigrants. "Immigration is defined as the act of coming to a new country or region in order to settle there" (Goldish, 1994, p. 9). When one discusses the number of immigrants to Canada, in Herberg's (1989) definition, "one is speaking of the number of persons who are officially counted as entering Canada from another country with the intent of making this country their permanent place of residence" (p. 59).

The history of immigration to Canada

Throughout the history of Canada, the movement of nationals from one country to another for the purpose of resettlement has never stopped, from the Native peoples, whose ancestors migrated across the Bering Strait from Asia, to the most recent arrivals. The story of Canadian immigration is not one of orderly population growth; it has been and remains "a catalyst to Canadian economic development and a mirror of Canadian attitudes and values" (Troper, 2004). Through a review of immigration history, Canada's immigration story of the arrival of people drawn from a wide variety of ethnic origins can be divided into five distinct phases.

Early immigration. 20,000 years ago Aboriginals migrated to North America from Asia (Troper, 2004). Sailors from different countries found valuable fishing grounds and rich natural resources and eventually they claimed Canada as part of their Empires and the first settlement in Canada began.

The great migration: 1815-1869. Throughout the mid-19th century, people came to Canada mainly because of troubles and poor living conditions in their homelands (Troper, 2004).

The second great wave of migration: 1870-1913. Troper (2004) pointed out that between the years of 1870 and 1890, 1.3 million people came to Canada, and in 1913 there was a peak of immigration since 400,870 people came to this country. The Gold Rushes of the late 1850's and 1860's brought many people to the country (Whitaker, 1987).

Immigration between the wars. Word War I stopped the movement of migration. During World War II Canadians continued to fear specific groups of immigrants whose countries were at war with Canada.

Third wave of immigration after World War II. After the war ended in 1945, Canada gradually re-opened its door to immigrants driven by a postwar economic boom, growing job market and demand for labor (Troper, 2004). Canada has also become home to refugees from countries experiencing civil wars, such as Vietnam, Chile, Serbia and Croatia (Troper, 2004).

More detailed information on Canadian immigration history can be found in Herberg (1989), and Fleras and Elliott (1999),

Immigration policy

The French people were the first colonizers in Canada, but after the defeat of New France by the British in 1759 (Isajiw, 1999), the British became the second colonizers of Canada. By that time, the pattern of continuous, annual immigration was set (Isajiw, 1999). This basic pattern "strengthened and developed the previously established migrant superordination of the British over the French and the Native peoples" (Isajiw, p. 80).

Isajiw (1999) noted, "...the immigrants of diverse ethnicities, who were only a trickle before 1880, became a torrent in the period between 1880 and World War I" (p.

80). It was during that time that the basic structure of ethnic stratification in Canada was established, which came to be defined as multiculturalism much later.

By the end of World War I, most immigrants to Canada were concentrated in the cities and were working in rapidly growing industries. They appeared as a threat to many members of the majority group. Therefore, immigration restrictions and immigration reductions were imposed. Immigration policies during that period showed intense concern with the question of ethnic composition of the Canadian population (Isajiw, 1999).

After the Second World War, with the post-war economic boom, Canada aligned its immigration policies to economic needs and admitted large numbers of immigrants of the greatest ethnic diversity ever. By the end of this period Canada had developed a new approach to immigrant admission: a merit-point system of immigrant eligibility. This removed formal racial discrimination from the immigration procedures (Isajiw, 1999).

The merit-point system for assessing potential immigrants introduced in the early 1970s was regarded as being of much importance in Canadian immigration policy. The new policy listed three categories for prospective immigrants wishing to enter Canada. The first included Canadian citizens who were willing to take responsibility for their care and maintenance of their parents, brothers or sisters. They could sponsor them and have them enter Canada under the category of "Sponsored Dependants" (Richmond, 1978, p. 105-23). The second category was for independent applicants who were permitted entrance if they could score fifty out of a possible one hundred points. This category permitted anyone in the world to compete to enter Canada, especially if they had sufficient educational, occupational, and language skills. The third "Nominated" category

was an intermediate version that required applicants to score some points independently, but prior settlement arrangements and having a relative already living in Canada could boost the chances of entrance (Richmond, 1978, p. 105-10).

The new system widened the door for many more people to enter Canada, especially skilled immigrants. Zhao, Drew and Murray (2000) analyzed statistics relating to education levels and found that the Canadian economy experienced a rapid increase in demand for skills and specialized knowledge. Virtually all job creation occurred in knowledge-based occupations---professional, managerial and technical. Zhao, Drew and Murray (2000) studied data on permanent immigration in some knowledge-based occupations from the mid-1980s until 1997. They found that "over this period, permanent immigration increased fifteen-fold among computer scientists, ten-fold among engineers, eight-fold among natural scientists, and four-fold among managerial workers. In 1997, the combined immigration of computer scientists, engineers and natural scientists surpassed 20,000" (Zhao et al., 2000, p. 39). In addition, they noticed that permanent immigration had decreased in certain knowledge-based occupations during the 1990s---namely physicians, nurses and teachers. "Between 1990 and 1997, annual immigration fell 30% among postsecondary teachers, 50% among elementary and secondary teachers, 40% among physicians and 70% among nurses" (Zhao et al., 2000, p. 39).

The federal government is the key policy maker in immigration matters. Knowles (1992) criticized immigration policy for being excessively vague in its motivations for assisting would-be immigrants. He also noted that immigration policy seemed to be motivated by an implicit belief that increasing the size of Canada's population would make the country bigger and better.

Ottawa introduced a new policy in June 2002, which has had the effect of preventing highly skilled workers from entering the country (Brown, 2003). Brown (2003) argued that under the earlier point system, many skilled immigrants came to Canada but many of them were not able to find work in their fields of expertise. Since this phenomenon seemed to be reflecting a problem in the selection process, the federal government changed the criteria. Thousands of would-be immigrants suffered as a result of the changes. According to Brown's (2003) data, "...26,000 new applications were received between June 2002 and February 2003---a drop of 75 per cent from the same period the year before...at the current rate Citizenship and Immigration will only fill 67,000 skilled worker spots this year, well short of its target of 150,000" (Brown, 2003).

Social Status of Immigrants in Canada

After minority immigrants arrived in the new land, they began to struggle for life in a society with a different culture, especially for those minorities who were brought up in non-western cultural backgrounds. Because immigrant members of visible minorities do not have high social status, immigrants groups were confronted with a long-lasting issue of how to improve their social status in a new land.

Who are minorities?

Isajiw (1999) distinguished between the majority ethnic groups and the minority ethnic groups according to the power-dominance criterion (p. 25). The power-dominance criterion referred to the group that had the power to determine the basic norms of the society. He noted, "majority ethnic groups are those who determine the character of the society's basic institutions, especially the political and economic institutions" (p.25). Minority ethnic groups, in his definition, didn't determine the norms of society, but still

may preserve their institutions and culture in larger or smaller degrees, or they may influence the character of the dominant institutions in larger or smaller degrees.

The term "visible minority" generally refers to groups other than those of European descent. Driedger (1989) noted the historical reasons for Europeans' status as the majority group. He noted that the European industrial dominance over Africans and Asians as pre-industrial suppliers and servants was a common pattern, which emerged around the world. British and French colonists who settled in Canada took over the land that the indigenous population had used for hunting, and white agriculturalists slowly began to crowd out native food gatherers.

Immigration policies in Canada for many years favored immigrants from Europe. As a result, most Canadians were white northern Europeans. They made up the majority of the Canadian population. A small minority was of Asian and African racial origin. Basavarajappa and Jones (1999) identified ten visible minority groups: blacks, Chinese, Filipinos, Japanese, Koreans, Latin Americans, other Pacific Islanders, South Asians, Southeast Asians, and West Asians and Arabs.

However, the visible minority component of the population increased due to changes in immigration policy which now made it possible for immigrants from a wider variety of ethnic backgrounds to enter Canada. According to Fleras and Elliott (1999), "multicultural minorities consist of those Canadians, both native- and foreign-born, who are not of (or who choose not to identify with) British, French, or aboriginal ancestry" (p. 255). Canada's multicultural minorities occupied an entirely different status, both historically and legally. Their status in Canada was based on their placement as immigrants or descendants of immigrants, with rights to citizenship but no formal rights

to defining national agendas except within the context of Canada's multicultural commitments. Fleras and Elliott (1999) stated that "Certain multicultural minorities have encountered formidable barriers in adapting to a country whose agenda caters to the first and second 'forces'...Yet Canada's multicultural minorities are rarely in a position to present a coherent and united front to central policy structures" (p. 255).

Almost all researchers mentioned certain barriers that minority immigrants encountered after their entrance to the new land. In general, they would experience three periods: struggle, integration, and assimilation (Jacobs, Cintron & Canton, 2002; Isajiw, 1999). In order to improve their status, they must overcome barriers and adjust themselves well to the new society; that is, the only way to achieve high status was assimilation.

According to Isajiw (1999), immigration meant uprooting oneself, disrupting established relationships, detaching oneself from a social structure of society and establishing new relationships and becoming part of the structure of a new society. He pointed that the process of becoming a part of a new society was a lengthy one, which "may take an entire lifetime, and it may involve several generations" (Isajiw, 1999, p. 94). Based on Isajiw's (1999) analysis, immigrant minorities would face two phases of the adjustment process: immediate adjustment and long-range incorporation into society, which involved structural integration and cultural assimilation (p. 94). And, each of these phases presented a different set of problems and difficulties for them, such as the problem of finding work, the problem of status dislocation, and the problem of poverty and housing.

Lieberson (1961) proposed a societal theory of race and ethnic relations, indicating that if different ethnic groups in contact with each other varied in the capacity to impose changes on the other groups, then the imposing group could be defined as "superordinate" and the others as "subordinate" in maintaining or developing a suitable socio-cultural environment. He distinguished between immigrant and indigenous subordinate groups, hypothesizing that the former would be more rapidly assimilated into the superordinate culture. In addition, he thought that immigrant subordinate groups would be subject to discriminatory and other control practices, so as to enable the superordinate group to maintain its cultural and institutional hegemony.

Lieberson (1961) and Porter (1965) believed that there was a hierarchy between majority people and minority people, and both emphasized the need for immigrants' assimilation to the majority culture if they want to have equal social status. Porter's (1965) study, *The Vertical Mosaic*, was identified by many sociologists as one of the most important publications in Canadian sociology. The author explored the nature of the relationship between ethnic origin and social class and power in Canada, and argued that ethnic groups in Canada were arranged hierarchically. Based on an analysis of census data between 1931 and 1961, he found that the British and the French were in control of privileged positions by an accident of history, and that other groups in Canada occupied an inferior or entrance status. For immigrant groups, ethnicity and inequality proved a paradox. Porter (1965) argued that if immigrants wanted to achieve social mobility and shed their lowly entrance status, it was necessary to reject their cultural background and assimilate into the mainstream.

Porter (1965) claimed that social mobility would be beyond their grasp because of the extent that these groups became trapped in self-contained communities. Minorities were socialized in a culture that did not adequately prepare them for the demands of a complex and advanced industrial system. Porter (1965) was dismissive of ethnic cultures, seeing them as residues of the past—simultaneously dysfunctional and irrelevant in a modern context. He favored a racial theory known as "social Darwinism" (Porter, 1965, p. 61). "Superior races and groups could become polluted by mixing with inferior races and groups, or by social policies which did anything to alleviate the struggle" (Porter, 1965, p. 62). Porter (1965) criticized the Canadian government for its misguided efforts to encourage ethnicity by way of multiculturalism. Not only would multiculturalism entrench social inequality by relegating ethnic minorities to perpetual lower class status; the promotion of ethnicity would also postpone the onset of national prosperity.

Economic gaps between majority and minority groups

Why is the social status of immigrants lower than that of other Canadians? A substantial amount of research studied the social and economic gaps existing between majority Canadians and members of minority groups. The findings showed consistently that the social status of members of visible minority groups is generally lower than white Canadians of European origin. Several studies confirming these findings are reviewed here.

Basavarajappa and Jones (1999) compared income differences and the general well being of visible minority groups to groups of European origin. Although they predicted that the number of Canadians who were members of visible minorities in the future would increase, and employment equity legislation stipulated that no person should

be denied opportunities for reasons unrelated to ability in both the private and the public sector, Basavarajappa and Jones (1999) indicated that both Canadian-born non-visible minority males and females had an income advantage of 18 per cent and 10 per cent respectively over their visible minority counterparts (p. 255). They also pointed out that the non-visible minority male immigrants had an income advantage of 30 per cent over their visible minority counterparts and the non-visible minority immigrant females have an income advantage of 8 per cent over their visible minority counterparts (Basavarajappa and Jones, 1999, p. 256-27).

Fleras and Elliott (1999), in their book *Unequal Relations,* argued that Canada was more accurately a society of unequal shares with wealth concentrated in the hands of the few. For instance, the richest 1 per cent holds 25 per cent of Canada's wealth (Fleras and Elliot, 1999). Economic gaps increased in recent years, according to their observation. They used data from *Toronto Star*, which reported that in 1971, the richest 10 per cent of the population earned 21 times the amount of the poorest 10 per cent; and in 1996, the ratio had increased to 314 times the total (Fleras and Elliot, 1999). Canada was a stratified society where differences in ethnic background continue to make a difference. "It is in the self-interests of all Canadians to challenge this inequality and ensure a more equitable distribution of resources. Failure to do so could well increase the likelihood of conflict between ethnic groups, with corresponding social and economic costs" (Fleras and Elliott, 1999, p. 137).

The situation was improved thanks to the passage of human rights and multicultural legislation. Yet foreign-born minorities continued to be found in marginal employment ghettos with few possibilities for escape or advancement. Fleras and Elliott

(1999) examined earning differentials among ethnic groups in Canada in 1996, through which they found the following:

> Canadian-born visible minority males earn considerably less than Canadian-born white males even when educated and socialized in Canada...Foreign-born visible minorities, in turn, earn substantially less than Canadian-born visible minorities...Regional variations are noticeable: The wage gap for Canadian-born visible minority men in Toronto was 9 per cent, 17 per cent in Montreal, but only 4 per cent in Vancouver. Foreign-born males of color fare worst, with those in Toronto earning 16 per cent less, in Montreal 20 percent less, and Vancouver 13 percent less. (Fleras and Elliott, 1999, p. 139)

Fleras and Elliott (1999) also noted that compared with men, income differences between Canadian-born white females and visible minority females were minimal and the same applied to foreign-born white females and Canadian-born white and visible minority women.

The 2001 Census data on the *BC Stats Immigration Highlights* (2002) showed that recent immigrants to Canada earned a significantly lower income than that of the Canadian born. According to Statistics Canada, immigrants aged 25 to 54 who arrived in Canada between 1990 and 2000 earned an average income of $33,900 in year 2000, and these earnings were about 25 per cent lower than the average amount earned by the Canadian born (BC Stats Immigration Highlights, 2002). Data analysis showed that in the past, immigrants tended to catch up or even exceed the income levels of the Canadian born after they had worked in Canada for a period of time (BC Stats Immigration Highlights, 2002). However, earnings of immigrants seemed to have been declining since

the 1980's. In 1990, immigrants who had been in Canada for 10 years only reached about 90 per cent of the earnings of the Canadian born. In year 2000, the same comparison showed that immigrants only reached about 80 per cent of the earnings of the Canadian born.

Education and language skills were highly associated with income. The 2001 Census showed that recent immigrants tended to have higher education backgrounds than the Canadian born. Immigrants who had university education earned a higher income that those who did not have university education, and those who worked for a long time in Canada tended to earn more than the Canadian born who had not university education. However, these immigrants still earned less than their university-educated Canadian born counterparts.

Language ability was believed to be another factor for the earning differences between immigrants and the Canadian born population, as well as between immigrants themselves. Observation on the 2001 Census indicate that regardless of how long immigrants had been in Canada, those who had good knowledge of at least one official language earned a significantly higher income that that of those who had none. However, immigrants who knew either official language still earned less than their Canadian counterpart (BC Stats Immigration Highlights, 2002).

Comparisons among different minority groups show that Asian immigrants were found to be at the top in terms of status (Driedger, 1989). Driedger (1989) considered twenty-one ethnic groups and ranked them according to high and low status. Income, education, and occupation were used as indicators of equality. The results showed that "the Asians tend to rank toward the top socio-economically. The Japanese score high on

all indicators, and the Chinese rank high on occupational status. The Native peoples rank consistently lowest on income, education, and occupation. The West Indians and Blacks tend to rank near the bottom" (Driedger, 1989, p. 313). The results suggested that non-whites appeared within the entire spectrum of the socio-economic range, although the majority ranked among the lowest status positions. "Canadian Indians, West Indians, and East Indians are disproportionately represented in the lower-status occupational, educational, and income levels, while some Asians such as the Japanese and Chinese are entering higher socio-economic levels. There is evidence of socio-economic inequality" (Driedger, 1989, p. 323). He also stated "Racial inequalities are a reality in Canada, even though many Canadians claim that all humans are physically equal. Social stratification in Canada means that the political and socio-economic power clearly remains in the hands of European whites" (Driedger, 1989, p. 323).

Boyd (1999) established his rationale for studying the socio-economic characteristics of immigrant groups from late-twentieth-century developments in international migration. Boyd (1999) indicated the following:

> The socio-economic characteristics of immigrant groups vary greatly by gender; race/ethnicity, nativity (Canadian born/foreign born), and language proficiency... Women and men now migrate in near equal numbers. There is increased migration from non-European origin groups, with accompanying shifts in ethnic origins and in French/English language proficiencies. Such changes in the characteristics of migrants force us to refine the question "how well do immigrants do?" We could also ask, how are the socio-economic experiences of all Canadians conditioned by gender, nativity, color, and language? Such a

> question acknowledges recent trends in immigration, and it emphasizes those language skills, along with gender and racial/ethnic markers, are key factors shaping immigrant integration. (p. 282)

Boyd (1999) concluded that language skills had economic consequences. In the labor force, persons with low levels of proficiency always had higher rates of unemployment compared to groups with higher levels of proficiency. People with lower levels of proficiency were more likely to be employed in production and processing occupations, in low-skill occupations, and in the goods-producing sector of Canada's economy (Halli and Driedger, 1999, p. 305). The most important economic variable for economic well-being and life chances was income. According to Halli and Driedger (1999), people with low levels of language skill had, on average, lower wages and salaries compared to other groups (p. 305).

Attitudes towards immigrants

The reasons for immigrants' lower social status can be attributed not only to historical factors and their need to adjust to the predominant culture of the new land, but also the majority's attitudes toward them. Immigrants were always seen as a threat to the majority people (Balakrishnan and Hou, 1999; Esses, Jackson, Nolan &Armstrong, 1999).

Members of ethnic minority groups often face prejudice from society. Isajiw (1999) described prejudice as "a put-down of some groups of people and an up-put of others" (p. 143). Prejudice, in general terms, means a positive or negative feeling towards people without regard to facts. Isajiw (1999) distinguished two types of prejudice. Prejudice in favor of one's own group was called ethnocentrism and prejudice against

other groups was racism (p. 144). There are many components of prejudice, such as attitudes of like and dislike, trust or mistrust, and rationalized judgment. According to Isajiw (1999), prejudice often results in discrimination that was quite damaging to people, especially those who were victims of prejudice. It also has negative effects on society as a whole. Taking the employment field as an example, Isajiw (1999) noted that discrimination in employment unjustly excluded persons from jobs for which they were actually qualified. A society where prejudice abounds tends to be segregated. "Victimized minority groups, in turn, often victimize other minority groups, especially those who are weaker than them and those who are most disadvantaged and have the least power in society" (Isajiw, 1999, p. 162). Therefore, the cultural atmosphere of a society comes to be filled with feelings of hostility and mistrust.

Miller (1994), a journalist, found that by reading the largest newspapers in Canada's five major cities, one could easily develop the impression of racial minorities that "half are either athletes or entertainers; if they are in the news otherwise, they are probably in the trouble of some sort. And few make any contributions to business or have noteworthy life styles" (p. 189).

Apart from those prejudices mentioned ahead, prejudice against minority women rose in the periods of large influxes of immigrants. Isajiw (1999) noted that in 1970s and 1980s, many East Indian women immigrants, many of who were highly educated people, felt that they were being put down by Canadians, who felt that Canadians were superior to East Indians.

Generally, as Burnet (1986) pointed out, there had been a long-standing ideology in western societies that women's proper place was in the kitchen and with children and if

they did succeed in business or other occupations independently of men, they did so by physical attraction or the like. Isajiw's (1999) findings were consistent with Burnet's (1986) findings. He noted that in the 1970s, the ideology of women began to slowly change as more women began to participate in the labor force, as the number of single mothers increased, as more women got higher education, as the feminist movement began to be heard more often and as the legal system in Canada began to be more responsive to women's issues. However, "this does not mean that all these stereotypes of women have disappeared" (p. 152).

Balakrishnan and Hou (1999) studied the socio-economic integration of minority groups in larger societies as well as problems of discrimination they might face in the housing and labor market. They concluded that the rapid growth of ethnic and racial minorities through immigration would increase their concentration and segregation from major groups. "The premise is that rapid and substantial increase of such immigrants will stimulate negative attitudes toward them. They may be seen as a threat to employment opportunities and a strain on local services and welfare systems" (Balakrishnan and Hou, 1999, p. 117).

The hostility from majority groups resulted in high rates of unemployment for members of minority groups. Isajiw (1999) noted the problem of finding work for immigrants, based upon the Canadian government's own research report, *Three years in Canada: first report of the longitudinal survey on the economic and social adaptation of immigrants* (1974). It was a longitudinal study of immigrants in Canada to ascertain how well they adjust after arrival. The study found that the average length of time required for finding a job was four weeks or more (Isajiw, 1999, p. 94). Immigrants who were less

educated experienced the greatest amount of unemployment. However, more highly educated immigrants also suffered from great status dislocation. Among those who had higher education, "problems with acceptance and recognition of qualifications meant that they suffered a good deal more unemployment during their first year or two of residence in Canada than a comparable groups of native Canadians" (Isajiw, 1999, p. 95).

Among all immigrants, skilled immigrants were regarded as the most threatening group. Esses, Jackson, Nolan and Armstrong (1999) tested economic threat and attitudes toward immigrants in Canada. Their findings revealed that competition for jobs from skilled immigrants caused unfavorable attitudes toward them and toward immigration in general, because skilled immigrants might be seen as threatening and undesirable. Survey analysis suggested a persistent concern that immigrants would often take jobs away from Canadians, and many Canadians still believed that immigration increased unemployment among people already living in Canada. Analysis indicated that, in general, increased unemployment was related to less favorable attitudes toward the current level of immigration. In addition, the combination of higher unemployment and a higher proportion of visible minority immigrants in the region were especially predictive of unfavorable attitudes toward the level of immigration (Esses et al., 1999, p. 217). This suggests, "In times of high unemployment, the salience, or visibility, of immigrants who may compete for jobs increases the tendency to perceive immigration as increasing unemployment. As a result, attitudes toward the current level of immigration become less favorable" (Esses et al., 1999, p. 217).

Immigrant Teachers in Education

This study focuses on immigrant teachers. However, there is relatively little literature on visible minority teachers in the post-secondary education field. Most studies were about teachers in primary, secondary, or ESL schools. Although one cannot assume that findings will be identical among visible minority immigrants employed in different educational sectors, the studies discussed in the following section indicate the prevalence of certain issues such as integration and assimilation experiences, struggles, and the personal emotional impact of individuals' experiences.

Attitudes toward teaching as a career among visible minority members

One of the major concerns in education in recent years has been how to recruit and attract more visible minority teachers to the profession in order to adapt to the increasingly multicultural school population. Some studies (Thiessen, Basica & Goodson, 1996; Gordon, 2000) have indicated that immigrants and native-born members of minority groups were not entering teaching as a profession. Gordon (2000) discusses a study undertaken in the United States, in which he conducted in-depth interviews with over two hundred individuals from four ethnic groups: African Americans, Native Americans, Asian Americans and Latinos in the United States, most of whom were teachers or educational professionals. They expressed their attitudes towards teaching and their understanding of why members of visible minorities might not be selecting teaching as a career. The findings indicated that the most important factor for African Americans, Latinos and Native Americans, but not for Asian Americans, was inadequate academic preparation. Gordon (2000) pointed out that Asian immigrants reflected a contrasting scenario of high rates of college completion but low interest in teaching. They tended not

to be encouraged to enter this profession by their own families, communities, and peers. Gordon (2000) concluded that there were eight factors that led to Asian American resistance to teaching as a career:

1. Lack of encouragement from parents and community.
2. Less prestige, less income and less stability.
3. Fear of working outside one's comfort zone.
4. Fear of a lack of respect for teachers.
5. Inability to communicate with students and constraints on behavior in classrooms.
6. Fear of the overwhelming nature of the task and losing face before students.
7. Fear of multiple responsibilities both for students' academic and their social lives.
8. Lack of proficiency in English.

Gordon (2000) argued the source of these attitudes causing hesitancy toward teaching as a career was embedded in Oriental culture. In particular, with respect to respondents of Chinese origin, cultural factors were relevant. He notes the high regard for teaching and the standards set by Chinese culture for teachers. Gordon (2000) found that "this was not simply hesitancy on the part of youth who have not had adequate experience educating others; rather, informants claimed that the title of teacher had to be reserved for those who neared perfection" (Gordon, 2000, p. 66).

Struggles for integration

For those immigrants who were recruited in education fields, most of them struggled very hard for integration (Thiessen, Basica & Goodson, 1996; Loo and Chun,

2002). Integration involved the integration of a wide variety of societal factors, equal participation in society, and related factors. Concern over integration was viewed as a significant problem for many minority teachers, not only immigrants from other countries but also native-born visible minority members. They always felt isolated from other peer teachers and sensed unjust treatment in schools (Thiessen, Basica & Goodson, 1996).

Thiessen, Basica and Goodson (1996) examined the lives and careers of racial minority teachers and their struggle to negotiate their differences in the workplace. Like many immigrants, their concerted efforts to integrate into Canadian society did not overcome a persistent sense of *us* and *them*. Thiessen et al. (1996) noted that the immigrant teachers they interviewed did not want anyone to consider that the main reason they had a career or were judged competent at it was because of certain features of their lives, namely their immigrant status, ethnicity, or race. They were confronted with unjust behaviors based on race, ethnicity, or immigrant status. However, they employed strategies such as ignoring, avoiding, or walking away from inappropriate acts.

Jacobs, Cintron and Canton (2002) interviewed visible minority teachers in the United States. One of the interviewees who was an Asian immigrant and now a director in an Asian Studies program at a university, recalled that in her earlier days as an immigrant "I felt totally lost, incompetent, and dysfunctional" (Jacobs, Cintron and Canton, 2002, p. 129). She was encouraged later by the realization that she benefited from knowing two languages and two cultures. As for this interviewee (2002), culture therapy was the way to help her integrate into the new society. At the heart of culture therapy was the realization that there had to be an acceptance of the self-based on a profound historical and cultural knowledge of one's own family (Jacobs, Cintron and

Canton, 2002). "My mind was opened when I read about cultural therapy as a means to increase our understanding of value conflicts and resolve such conflicts" (Jacobs, Cintron and Canton, 2002, p. 138).

Visible minority faculty members

There has been some research on immigrant teachers' experiences in other countries. As the world became more and more like a global village, there were many immigrants all over the world, and their experiences living and working abroad were very informative. Loo and Chun (2002) presented the cases of eight Asian immigrant faculty members who fought a denial of tenure or promotion at their academic institutions and won. Tenure meant that faculty had a permanent position with that university and could not be fired without cause. Teaching, research, and service were generally the three areas upon which promotion and tenure were based. If professors failed to publish original research, they could expect to be denied tenure, which entailed losing one's job. Loo and Chun (2002) interviewed eight Asian American faculty members and found that "Asian American have been taught to believe that academic achievement is the ticket to success" (Loo and Chun, 2002, p. 96). Therefore, some respondents expressed their disappointment when they found that their record didn't mean anything, or even what they had done for the university was questioned (Loo and Chun, 2002, p. 97).

Minami, an attorney who represented several Asian American professors in discrimination cases, made this observation:

> The academic institution is not immune from political considerations in tenure decisions ... among my Asian American clients in these situations; I have noticed a common attitude. Invariably, they believe in the merit system: If you work

> hard, you will be duly rewarded. When faced with an adverse decision based on something other than merit, they have difficulty accepting that reality. All too often, they never understand that politics and racism may have as much to do with a particular decision as merit. (Yagi & Minami, 1990, p. 85)

These studies suggested that the academic workplace could be a difficult work environment for minority group members. Turner, Myers and Cresswell (1999) conducted a survey among visible minority faculty in institutions of higher education. The findings showed that respondents in their survey identified racial and ethnic bias as the most troubling challenge they faced in the academic workplace. There were two barriers in the retention of visible minority faculty: one barrier was isolation from the departments' networks, that is, the isolation or alienation either within an established department or marginalization within an Ethnic Studies or interdisciplinary department. Another barrier was devaluation of their research because their research area was often regarded as not traditional. Turner et al. (1999) forecast that inequities for visible minority faculty in institutions of higher education would continue into the twenty-first century.

Summary

The literature on Canadian immigrants from a visible minority background indicated that their socio-economic status was not equal to native-born Canadians who were not members of a visible minority. The same pattern was true for Canadian-born individuals from a visible minority background. It also reviewed issues relevant to immigrant teachers from primary school to university. However, there was a limited

amount of relevant research related to the topic of the experiences of immigrant minority teachers in post-secondary employment.

CHAPTER 3: RESEARCH METHODOLOGY

This chapter describes the research design and methodology of the study. The purpose of this study was to explore the perceptions of six immigrant university teachers' experiences in post-secondary employment. The design of this study was qualitative and non-emergent (Schram, 2003). With a non-emergent design, the research questions remain constant across the whole process (Maykut and Morehouse, 1994). Participants were interviewed with an interview guide (Patton, 2002).

Research Questions

There are three questions that guided this study:

1) What are immigrant teachers' perceptions of their experiences in post-secondary employment?
2) What experiences act as barriers to success for immigrant teachers in post-secondary employment?
3) What experiences helped immigrant teachers to be successful in post-secondary employment?

Research Design

This study was conducted using a qualitative design. A qualitative research strategy was appropriate for this study because it helped to establish understanding of the experiences of these immigrant teachers. Bogdan and Biklen (2003) listed five characteristics of qualitative research:

1) Researchers collect direct source of data from actual settings;
2) The research is descriptive because data collected take the forms of words or pictures instead of numbers. The data include interview transcripts, field notes,

photographs, memos, videotapes, personal and other official documents so that researchers are able to analyze the data with all of their richness;

3) Researchers are concerned with process rather than simply with outcomes;
4) They do not search out data to prove or disprove any hypotheses, rather, they tend to analyze data inductively;
5) They focus on participant perceptions because they are interested in how different people make sense of their lives.

Bogdan and Biklen (2003) compared a qualitative educational researcher to a loosely scheduled traveler as "qualitative researchers proceed as if they know very little about the people and places they will visit" (p. 49).

Borg, Gall, and Gall (1993) described qualitative research as being predicated on the assumption that each individual, each culture, and each setting was unique. They explained that qualitative research "typically yields verbal descriptions, largely derived from interview and observational notes. These notes are analyzed for themes and patterns, which are described and illustrated with examples, including quotations and excerpts from documents..." (p. 199).

The data collection for this study took the form of interviews, the researcher also maintained a journal and field notes throughout the data collection and analysis phases of the study.

Since this study intended to explore the participants' individual perceptions on their experiences of teaching in post-secondary education fields, the qualitative design enabled them to express their personal meanings and ideas in their responses to the standardized open-ended interview guide.

The design for this study was non-emergent. Maykut and Morehouse (1994) distinguished between emergent and non-emergent design: with an emergent design, data are collected, analyzed and questions are developed which broaden and/or narrow the researcher's focus; with a non-emergent design, the research questions remain constant across the whole process.

Patton (2002) described three approaches to qualitative interviewing: the informal conversational interview, the interview guide, and the standardized open-ended interview. These three approaches differ in the extent to which interview questions are determined and standardized before the interview occurs. Each of them has strengths and weaknesses.

The informal conversational interview is called "unstructured interviewing" (Patton, 2002, p. 342), because it relies on the spontaneous generation of questions in the natural flow of an interaction. Individuals may not even realize that they are being interviewed. The second approach, the interview guide, lists an outline of questions that are to be explored before the interview but the interviewer is free to probe and ask questions. The third approach, the standardized open-ended interview, consists of a set of questions carefully worded and sequenced so that variations in the questions are minimized. The interview guide approach was used in this study because "the guide helps make interviewing a number of different people more systematic and comprehensive by delimiting in advance the issues to be explored" (Patton, 2002, p. 343).

In this study, each participant was interviewed individually with the use of an interview guide (Appendix A), but the interviewer remained free to build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style but with the focus on a particular subject that was predetermined

(Patton, 2002). Interviews were audio taped and last approximately thirty to sixty minutes. The guide appears in Appendix A. In this study, it should also be noted that English was a second language for both participants and the interviewer.

Setting

The site for this study is a small comprehensive Canadian university offering a range of programs at the undergraduate and graduate levels. The university has approximately 6,200 students and 1,600 faculty and staff, offering a broad range of degree and diploma programs within seven faculties: Business Administration, Education, Engineering, Forestry and the Forest Environment, Science and the Environmental Studies, Social Sciences and Humanities, and Professional Studies.

The university has established anti-racism and ethnocultural equity policies, which apply to faculty members, staff, and students. The policy is reproduced in Appendix B.

Sample

A representative sample of six faculty members was selected to participate in this study, because they represented a number of different nationalities from a pool of prospective interviewees. The criterion for selecting the respondents was that they were immigrants from other countries and employed as full time teachers in the university. Qualitative inquiry typically focused in depth on small samples selected purposefully (Patton, 2002, p. 230). Patton (2002) explained the term *purposeful sampling* as "information-rich cases … from which one can learn a great deal about issues of central importance to the purpose of the inquiry" (p. 230).

The sample consisted of six immigrant university teachers and the majority of these participants were from Asian countries. Patton (2002) noted that there were no rules for sample size in qualitative research. "Sample size depends on what you want to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility, and what can be done with available time and resources" (Patton, 2002, p. 244). The author selected three males and three females to be interviewed.

Timeframe

The author began to review relevant literature readings and write a proposal for this study in September 2003. After the proposal was approved, the author finished the interviews in April 2004. Taking theoretical and methodological notes, data analysis including uncovering themes and sub-themes, and supplementary literature review were ongoing.

Research Process

Entry

The researcher looked for possible faculty members through the university calendar and asked about their willingness to participate in the study. After they were informed of the purpose of the study and if they were willing to be interviewed, the researcher gave them a consent form (Appendix C). If they wished to participate they were required to sign the consent form. The researcher also stressed the importance of their participation and how much the researcher appreciated it.

Data collection

Data were collected using an interview guide. The guide can be found in Appendix A. The interviews were audio-recorded. Participants were asked permission for

the interviews to be audio taped at the beginning of the interview. The interviews were approximately thirty to sixty minutes in length. The researcher transcribed the tapes after interviews. If necessary, some notes were taken in the process of each interview.

Following each interview, theoretical and methodological notes were taken. A research log was kept to document the research process while the investigation was ongoing.

Data analysis

Data were analyzed inductively. The constant-comparative approach (Bogdan & Biklen, 1998) was used to analyze the data. This strategy involves taking one piece of data (one interview, one statement, one theme) and comparing it with all others that may be similar or different in order to develop conceptualizations of the possible relations between various pieces of data (Bogdan & Biklen, 1998). Data analysis started with coding transcribed interviews. The author analyzed the data looking for recurring patterns. Recurring items were coded. Initial data analysis was concurrent with data collection. Coding in qualitative research is an ongoing process (Bogdan & Biklen, 1998). The data were coded as they were collected and codes were assigned to categories and clustered around themes.

Here is an example that shows how the data were analyzed and then coded, and it comes from the response of Mary when she was interviewed:

> They still try to help but because of the culture of the university in the sense that they didn't start as a research university, they started as a teaching institution. So like my research is not where I thought I would be at when I first started, and at least I would have written x number [of] papers. (p. 10)

This response was coded as "support from the administrator" because what she said has indicated that faculty members didn't obtain much help from the upper level

administrators. Data with this code as "support from the administrator" were then put into one category of "support within institution" which also included data that discussed support that faculty members get from their colleagues and students.

Data analysis involved the following steps:

1) The interviews were transcribed verbatim from the taped interviews;
2) Copies of the data sets were made and then read by the researcher;
3) Note codes were made in margins on the copies and the coded data were then categorized;
4) Meanings were then examined from the coding process and themes emerged based on how the codes connect and relate to one another;
5) Lastly, themes were identified.

Note: This was not a rigid step by step process but rather a guideline that involved looping back several times to adjust themes or coding based on researchers insights into the data.

"ATLAS.ti", a software program for qualitative data analysis, was used in the process of data analysis. After interviews were completely done and some preliminary codes had emerged, all the interview transcripts and preliminary codes were input into the ATLAS. ti program. During the process of further coding, the preliminary codes were modified again and again, until certain possible categories emerged from different groups of codes. The categories were also input into ATLAS. ti program. Codes were assigned to categories, categories were clustered around themes, and themes corresponded with the guiding research question. Table 1 indicates how the categories and themes emerged from the process of data analysis in this study; some examples are provided in the table.

Ethical Considerations

The university's guidelines for research involving human subjects, administered by the Senate Research Ethics Board, were adhered to. The Board requires that informed consent be obtained from all research subjects. The researcher explained relevant ethics considerations to all participants. Approval for the research being proposed was sought from the university's Senate Research Ethics Board. All participants were informed that the ethical procedures guiding the research were consistent with the ethics guidelines in *Ethics: Procedures and guidelines for research on human subjects*. A covering letter explaining the relevant ethical issues was given to each interviewee and discussed with them. Each interviewee signed a form giving their informed consent for participation.

The letter of informed consent included the following:

Voluntary participation. All participants were informed that their participation was on a voluntary basis and that they could withdraw from the study at any time.

Confidentiality and anonymity. Participants were informed that anonymity and confidentiality was guaranteed by the use of pseudonyms.

Risks. There were no risks to the participants involved in this study.

Storage of data. All participants were informed that the data was stored securely at the university for seven years.

Dissemination of research findings. All participants were informed that once the thesis has been defended and accepted, the research findings were available in the Faculty of Education Library at the university.

Themes	Categories	Examples
Immigrant faculty members' experiences in employment	Isolation	Do they invite me in even if it is in my area? NO. They are very selfish to keep it to themselves. They protect it. It's like finding a gold mine. They find a gold mine; they don't share. Me, if I find a gold mine, "hey, everybody come here and look, I find a gold mine. Let's all dig in!" (Jane, p. 43)
	Independence	you are supposed to be on your own. (Mike, p. 19) I don't really need support from someone else and I'm quite independent. As a professor
Immigrant faculty members' perceptions of experiences	Traditional cultural values	I think Chinese cultural experience probably helped me in great detail in academic excellence and hard working, in honest, no shortcut road. That probably helped me the best in terms of academic achievement or success. (Mike, p. 18)
	Cultural issues	For our culture, it's like you need an entrance exam to get into a good primary school, another entrance exam to get into a good junior high, and one more to get into a senior high. It's like exam after exam. That's become just a fact of life. Here, sometimes my feeling is that you ask them to do one more assignment, they resent. (Mary, p. 6)
	Language as a barrier	I'm still learning like how to compose and put something into reasonable form. (Simon, p. 67)
	Stereotyping	I think students have stereotype, for example they say all Chinese professors are tough, or you know that kind of stereotype. They have their own and probably we have our own. (Mary, p. 5)
	Racism	"Go home" is a little bit too resentful because it has the racial discrimination. (Mary, p. 5)
	Gender prejudice	If you are a woman, you automatically get tenure and promotion. You don't have to work for it. (Jane, p. 30)
	Support within institution	The administration gave us so little money that we could not do anything. (Mike, p. 21).
Immigrant faculty members' expectation and suggestions	Expectation to adapt culturally	Nothing is perfect. Know how to balance things, know what to keep and know what to throw away. Know the things that are going to help you, do not pile up things that are not going to help you. (Jane, p. 45)

Table 1: Categories and themes

CHAPTER 4: RESEARCH FINDINGS AND INTERPRETATION

This chapter addresses the analysis and interpretation of the qualitative data. Based on the data analysis, three themes appeared: (a) immigrant faculty members' experiences in post-secondary employment; (b) immigrant faculty members' perceptions of their experiences; and (c) immigrant faculty members' expectations and suggestions. These findings provide answers for the three research questions posed in Chapter One.

There are three sections in this chapter. The first section provides profiles of the six participants, the second section presents the research findings of the study, and the third section discusses the interpretation of the research findings.

Participant Profiles

Mary

Mary is a female associate professor. She came from China to Canada to further her education. After getting her bachelor's degree and master degree in China, she felt exhausted from seven years of hard work. As a result, she decided to take a break from being a student. Being attracted by the outside world, she decided to apply to Canadian universities and was offered the chance to take her Ph.D. in Canada. After finishing the Ph.D. program, she got a job offer from her present employer in the early 1990s. When she first came to the faculty, she was the only female professor in her academic unit and she had been the only one for 10 years. She is also a single parent. The rest of her family lives in China.

Mike

Mike is a male assistant professor who started at the university in 2003. He graduated in China with a bachelor's degree and a master's degree and also worked for

the Chinese government for seven and a half years. He came to Canada to get his Ph.D. because he knew that Canada had very good educational system. After graduation, he applied to become a permanent resident. Before he came to work in this university, he worked for the Ontario government for about 5 years. Because he likes the academic environment, where he could focus on research and teaching, he applied for a position at the university. He is an assistant professor and, in addition to research and teaching, he also participates in supervising undergraduate and graduate students. He is married and has two sons; his family is settled here with him.

Jane

Jane is a female faculty member from Malaysia who came to Canada after she finished high school there. She chose to study abroad because it was very racist in her home country. In Malaysia, the main population was made up of Chinese and Malays. There was a quota system for the Chinese and preference was given to the Malays. Her grandparents were immigrants from China. She did not like the Malaysian system, so she came to Canada, which she thought to be a place of freedom and a place where her skin color would not be considered. After she finished her Ph.D. program, she applied for several universities both in the U.S. and Canada, but the university where she works now was the first one that gave her an offer. Her supervisor advised her to accept the offer and she followed. She started working in this university in 1992 and now she is a full professor. There were few visible minority members in her faculty and she had been the only female faculty member for over 10 years. She does not have family here and is not married.

Robert

Robert is a male faculty member from Iraq. He came to Canada in 1977 as a landed immigrant from England, where he had studied for his graduate degree. He decided to come to Canada rather than return to Iraq because of the political situation there. After he got his Ph.D. he applied for jobs in a number of universities. He had experience working in several other universities before he started working at this university in 1991. He started as an associate professor and was later promoted to the rank of full professor. He has no family with him.

Simon

Simon is a male faculty member from Hong Kong and came to Canada to study after he finished high school in Hong Kong. The reason for coming to Canada was that there were too many people in Hong Kong and too much competition there. It was not easy to get into universities and the UK, Canada and Australia were popular locations that people from Hong Kong went to at that time. So he decided to come to Canada. After he finished his doctoral program, he received a job offer from this university in the late 1970s and he was the first visible minority member employed in his faculty. Now he is a full professor and also holds an administrative position in his faculty. He is married with grown children.

Bob

Bob is a male faculty member from India. He came to Canada because of new possibilities and new adventures here. He liked the quiet environment in the town so he accepted the offer and worked in this university from the early 1980s. Now he is a

professor. His family is here with him. He was not a talkative person, so that he did not provide much information about himself.

Research Findings

This chapter presents readers the three themes extracted from the analysis of the qualitative data. The three themes are: immigrant faculty members' experiences in post-secondary employment; immigrant faculty members' perceptions of their experiences; and immigrant faculty members' expectations and suggestions.

Immigrant faculty members' experiences in employment

The first theme concerns immigrant faculty members' experiences in post-secondary employment from three points of view: (1) academic environment, (2) academic activities, and (3) social life.

Academic environment. The six participants worked in different faculties and found that there were not many visible minorities in any of these faculties. When talking about the first few years when she came, Mary recalled:

> When I first started, there were only two visible minorities, myself included, among the thirty faculty members. Eight months after I arrived, the other faculty member left. So I was the only one for some time. (p. 2)

The faculties that Mike and Robert worked in, too, employed only three members of visible minorities. Jane said that there were another visible minority professor in her faculty, but since the person was Jewish, she felt that he was not as visible as she was (p. 24).

Simon didn't think the same as the other five participants. Simon was the first visible minority member who was hired in his faculty, but he found that there were more

and more faculty members from different cultural backgrounds coming in and the faculty was multicultural:

> In our faculty we have lots of visible minorities. If I were to count, we have 6 Chinese professors, and actually it is very multicultural. I'm very senior here. Most of them came after me. We have very different background in my career and faculty. You see people from different countries. (p. 59)

The two female participants, Mary and Jane, added more comments as they felt that the number of female faculty members was really small. Both of them were the first female members that were hired in their faculties and had been the only female member for quite a long time. "I was the only female in the faculty for about five to eight years" (Mary, p. 2). "Probably two or three years back, we had a second female in the faculty, and last year, 2003, we hired two other female faculty members, so I'm not the only one. But at least for long run, I was" (Mary, p. 11). Jane's situation was similar to Mary's. She had been the only female member in the faculty for about ten years till the last two years when the faculty hired another female.

All participants mentioned little about interaction with the university administrators because they seldom had the chance to talk with administrators face to face:

> I don't think I have good communications with the administrators because I don't communicate with them at all. As new faculty members, we tend to be swamped in all the teaching stuff, writing proposals in first years and second year, and there is no time for communication. If the administrators don't come out and reach us, there would never be communications. (Mike, p. 21)

> I think they have so many annual reports from faculty members coming in all the time. It's going to be a miracle for them to sit down and read every line that we do. (Jane, p. 26)
> The administration, generally don't have direct involvement other than when time comes for funding or allocation. (p. 69)

When asked about academic interactions with other faculty members, all the six participants did not think that they were isolated from other colleagues. For instance, Bob and Mike believed that they interacted with all faculty members very well and they thought everyone was quite open:

> If I need someone to proof and read my proposals I can go to almost anybody in the faculty. If I need some assistance for teaching I have my TA and all the stuff are available. That's quite good environment. (Mike, p. 19)

Mary found that when she discussed with her faculty colleagues in terms of teaching, they communicated well and could share experiences with other.

Simon made positive comments on his academic interaction with other faculty members, too. But he pointed out that there were always individuals that one could not get along with. He acknowledged that there were some people in the faculty whom he interacted with on a very cordial professional basis. Robert agreed with Simon's opinion when he said, "I'm neutral. I learn I have to be neutral" (p. 48).

However, most of the participants found that it was not easy for faculty members to understand each other's work because of their different academic backgrounds; therefore, they focused on their own work:

> In terms of research, we all have our own area. Sometimes we talk about what I do and what he or she does. But I don't think I understand their area that much. Probably I'd also say that they might not understand my work. (Mary, p. 2)

> One of the projects that I am doing is finally written with an agency in the community, but I found it quite difficult because they don't understand what research is and so their contribution is very minimal, and I end up doing a lot of work and find almost I was in 99% of the work. (Jane, p. 28)

> I don't really need support from someone else and I'm quite independent. As a professor you are supposed to be on your own. (Mike, p. 19)

Robert was also very positive that he did not need support from anybody except some people with whom he had common mutual interests.

Jane remembered that in the past there used to be a very good working environment, but later on with new faculty members hired in, they preferred to work alone:

> Since 2000 and 2001, there has been new faculty coming on board and those faculties, I believe, have a very different idea about how our department should be and their fate in the department. So as a result of that, before 2000 everybody was very cooperative; after 2000, it has become a more of dog-eat-dog world, every man for himself, every woman for herself. (p. 24)

Simon also noticed that some faculty members, especially the younger ones, would rather work independently than collaborate with others. He expressed some opposite opinions:

> If you are not outgoing and not willing to share, then you will be a loner and find that you will be isolated. I don't think it is healthy professionally, I know some people are like that. They like to work alone, and they can't stand to be in a crowd. It's not going to work professionally. (p. 68)

Relationships with students were also an important component of the academic environment. Since the participants were from other cultural background and knew little about Canadian students when they first arrived, several participants encountered some problems in dealing with students during the beginning years of their teaching careers. Mary recalled that she received very poor evaluations from students in her first year of teaching:

> I did experience some kind of resentment from first-year students in the sense that the subject was difficult. I didn't understand their background well and their academic background well enough to know that ... For students' evaluation, I actually had comment like "can't understand a word from her", "go home". (p. 5)

However, her relationships with students have improved greatly. Her students would always come to ask questions or have a chat, but she still found that she did not have as much time as she would have liked to communicate with students because she was a single parent and there were significant demands on her time.

The other five participants had generally positive comments on their relationships with students. Robert encouraged students to communicate with him by e-mail; after each class he would continue discussions with students through e-mails. "Each week I teach them, then they send me e-mails and I reply to them" (p. 56). Jane was known to be very helpful by her students, and there were always many students coming and asking her to be their undergraduate thesis supervisor. She stated that she turned away at least 12 students this year because she had already many thesis students. Her generosity attracted many students to her:

> I also get students who when they come in they sit down and talk to me. You know, they make some sentiments about the department that I share with, and that validates my point of view. But I do not tell them my problem because I don't think it appropriate. But when they come to me I try to help them. (p. 40)

Academic activities. All the participants described their academic workload as very busy and heavy. Their academic activities included teaching, supervising, committee work, research work; and one of them was also in charge of the academic unit's administration. Mary talked about her academic workload as below:

> My workload is actually typical in the faculty of [...]. Every semester we teach two half courses plus a degree project. And on top of that we are expected to contribute to our community work, and committee work as well. We've got to do our research in summer time and even during term time. (p. 3)

Robert taught different courses to both undergraduates and graduate students:

> I come here and teach all of them, J/I and I/S, J/I "Junior-intermediate", I/S "intermediate-senior" future teachers. Also in [the] graduate program, I teach them a course.

Taking thesis students was another part of workload. Bob participated in supervising both undergraduate and graduate students. Jane took over 10 students:

> My workload, on paper that the Dean gives to me is no different workload from the other people get. But the reason that I work so much is because I have a lot of thesis students. You can see my thesis students that range from the honors, masters and PhDs. (p. 25)

Besides the regular academic workload that all faculty members were assigned, Jane also voluntarily did clinical supervision:

> I also do clinical supervision, which is not part of my workload but I do it voluntarily because our students need training. And I feel that it is my duty to train them. I don't get pay for it. The Dean does not recognize me doing that. I do it because the students need it. (p. 25)

Simon did not do much research during the period of the study because he was planning to retire in the coming year. He was the only person among the six participants who did administrative work in the faculty:

> In terms of administration, I spend a lot of time on counseling students, doing admission, doing a lot of administration work, and also teaching students' project on the undergraduate level. (p. 60)

With so much work to do, all the six participants felt that they had very busy academic lives and long work days. They kept working on weekends or at home in evenings:

> Typically I get up early, I stay in the office till 4 o'clock in the afternoon. And I always do my work even in the evening, because you know nowadays we get internet connection, we can get reply via email. (Mary, p. 4)

> Normally I would come to office at 7 o'clock or 6:30 in the morning to start my day ... I would go home normally around 4:30 or 5. So my day normally is about 10 hours ... I do some readings or exam markings at home. I spend most time

> pretty much in the office basically, even Saturdays and Sundays I am in the office in the morning. (Mike, p. 16-17)

Robert said that he never stopped thinking when he went to sleep. As well, Jane described her busy work:

> I would say that I work in the morning, all through the day. I work in the evening. When I go home I still work, sometimes I work till about, like last night I worked till about 2:30 in the morning, and I woke up at 7:30 this morning. I work on Saturdays and Sundays. (p. 25)

Simon, although not involved in research, was very busy:

> Usually I have long day. I come here at 8 o'clock, and sometimes I don't go home till 5 or 5:30. I'm always busy. Right now, particularly because of the electronic age, there are a lot of emails I have to respond on a daily basis. So my day is quite full. (p. 61)

Social life. Because of heavy workloads and full academic schedules, some of the participants found that they did not have much private time at home. Mary stated that she had to run the whole house, look after her son and also her job, so there was little time left for her to look after herself. She stated:

> I have actually quite a few good friends here. I am not the party type. Although I get invitations, I don't show up that often. But in terms of family matters in particular, kids education that kind of topic, I have several faculty members that I'd basically talk to at anytime.

Jane was single, but she still had little time to look after herself. She noted:

> I don't even have the time to go to the gym and work out. Sometimes I don't even have time to eat. Sometimes I forget to have lunch. If I haven't dinner by the time I get home like at 11 o'clock, I have some dinner and then I continue on working. (p. 47)

In contrast to the two female participants, the four male participants were not overwhelmed by academic work. Their responding indicated that they had a better balance between academic work and social life than the female participants did.

Mike noted that he always went to play sports with friends. He was in the habit of going to the gym. "Late afternoon normally I go to a gym to play basketball or badminton whatever is available there" (p. 16). Bob and Robert, sometimes, went out for get-togethers with friends:

> I go for a club of get-together and dance twice a week, Tuesday and Thursday nights, and I go for two and a half to three hours, from 7:30 to 10:30, as reach out to society, and good for my health. (Robert, p. 49)

Simon, in supplementary, mentioned that he did a lot of traveling now.

The first theme presented a vivid description of immigrant faculty members' work and life experiences in a Canadian university. All six participants worked very hard in their academic field and experienced difficulties from different aspects. The second theme, immigrant faculty members' perceptions of their experiences, is discussed as follows.

Immigrant faculty members' perceptions of experiences

Participants identified both: (1) positive factors that helped them in their teaching career; and (2) negative factors that hindered them in their career.

Positive factors. All six participants identified three positive factors: (a) personal characteristics rooted in their cultural backgrounds; (b) support from others in the university environment as well as family members; and (c) academic achievements. These factors helped them to overcome obstacles in their academic careers, prove themselves as qualified and confident faculty members, and achieve success in employment in a foreign country.

All six participants indicated that traditional cultural values were significant factors in their careers. Dedication was mentioned frequently by most of the participants.

Bob believed that people from Asian cultural backgrounds tended to work harder and they were more focused than Canadians, and he noted that many employers were hoping to see that work ethic. Mike said:

> I think Chinese cultural experience probably helped me in great detail in academic excellence and hard working, in honest, no shortcut road. That probably helped me the best in terms of academic achievement or success. (p. 18)

Jane said:

> We are intelligent, we are good people, and we are very dedicated and loyal. If I weren't dedicated and loyal, I would not be working into the nights and working on weekends! I've spent Saturdays and Sundays, whole days for students in my office because they need to get their theses done. We are capable of being very dedicated and we are good resource. And I think the university needs to know that. (p. 41)

Simon agreed with them:

> I would have to say that the Asian people generally, I am sure you know, have very good work ethics. We are very hard working people. I don't know where it comes from. I guess it's because of our population in Asia. There are so many of us to compete. So that means that from that early age, we really have developed very good ethics. If you don't work hard, there will be other people to replace you. (p. 64)

Besides that, modesty was also regarded as a very positive traditional cultural value. Participants considered modesty to mean that people show respect to others, and show self-restraint in front of others. Jane thought that Asian people were collectivistic because they looked after others first before themselves. For instance, she would restrain herself when she thought that somebody might not like what she wanted to say. "Having thick skin, being an Asian and a female, I don't say anything that is not respectful to the other person" (p. 38). She also thought that Asian people seldom blow their own horns, and being an Asian she had never been told to fight. Instead, she was told to be gracious. Mary also thought herself to be very modest:

> I don't know whether it's the oriental culture or the Chinese culture, I am a modest person. I just never think of myself higher ... I don't feel like I have to be the guy of big shot. The Chinese culture encourages honesty, and we could say that's a part of influence. (p. 7)

Bob thought that modesty was a virtue for him:

> After all, no matter how good you are there is always someone better than you. If you do something well, take quiet pride in your own work but don't walk around the department telling the students how wonderful you are, showing people your latest publications, and then demanding, demanding that you need to have your way for your own research interest. That's been done here. I don't like that. So that' modesty. (p. 75)

Intelligence was another characteristic that Robert mentioned. He was very proud of the great contributions that his culture had made to mankind. He attributed a great part of his academic performance and outcomes to the wisdom he got from his cultural background:

> My culture background has much to do with me. I'm a product of that. My culture is rich in laws, mathematics and science. In the Babylonia and Sumerian times, where the first writing ever known to human race was invented in Babylon. The first law ever existed is known and invented in Babylon 1500 years B.C. And the writing, obviously, is invented in Babylon, and before Babylon, the Sumerian, they used what we called "cuneiforms", like triangle shapes, characters, cuneiforms ... this is a base for me. I am from the area where most people are my people, my ancestors, and I'm proud to be one of them. (p. 51)

The second positive factor that participants indicated was the support that they received in their academic career, including university administrators, other faculty members, and students they taught, and from their families.

All six participants indicated that they had little communication with university administrators. However, some of them still pointed out that the upper level administrators gave positive support to them in case of preventing racism from the university and seeing that all faculty members were treated fairly. Jane noted that the Human Rights Commission was very strong, so that no one in the university could be

overtly racist. Robert stressed that the administrators were fair and he did not believe there was any bias from administrators towards faculty members who were from other cultural backgrounds. Jane, again, pointed, "There are no barriers from institution I think for regards to me as an Asian immigrant. I think they've been very careful about not seeing the color" (p. 29). Mary did not think either that the administrators compared visible minority faculty members to white Canadian faculty members. She felt that they saw all teachers from different cultural backgrounds as regular faculty members. She explained:

> For administrators, sometimes they try to look at things as us versus them, "them" in the sense of faculty, not "them" in the sense of faculty from certain region of the world ... They don't put us like white versus black, Asian versus American. To them, it's like "us" versus "them". They don't care you are white, black, or what color. (p. 13)

Bob found that the administrators supported him in many ways. "They recognize my talent and my achievement" (p. 75). Simon's comments corresponded to Bob's when he said that the administrators at the university were actually trying to please everybody at the same. According to his description, the university did a lot of work to help the faculty survive and thrive:

> We have to satisfy the requirement to get accreditation. The university understands that, and if they want this professional faculty, then they would better make sure to provide whatever we need to have a quality program that meet the national standards. In order to have that, we need to receive good administration support from the university. Although sometimes it's very tough, we generally get what we need. (p. 69)

All six participants were grateful to supports from other faculty colleagues. They were encouraged by the trust and help from other faculty members. Bob, Mike and Robert all made positive comments, such as "People are just quite supportive" (Bob, p. 83), "I was lucky to have all my colleagues and they were very important to me" (Robert,

54), and so on. Mary said that the other faculty members did not help her in a very direct way unless she asked for, but she thought that they helped her more on the fact that they did not question her ability to get the job done. She recalled one of her past experience:

> Actually the first year my teaching evaluation for one particular part was low, they still supported me. They didn't question me because of my background, because of this and that then I couldn't do the job. They didn't think that way. So it's that I guess I get confidence. (p. 9)

Jane appreciated the emotional support she got from her faculty colleagues. She found in her working area, there were people who were good listeners because of their professional academic training. She could go to talk to those people and they would be understanding and helpful. She said:

> I get supports from those people. I get supports when I go to talk to them and they give me the thoughts. I get support when I tell them I want something done, and what do they think they are going to help me, like instrumental support, sharing books, getting information. When I feel that I'm very distressed by something does happen in the department, and then I go and tell them and they really check and talk to me. That's an emotional support. (p. 40)

She even considered that the reason that she could be able to survive in the department, being the only female for many years, was because she had the support of a small group of people who were supportive of their colleagues.

Another support in the working area was from the students the participants taught. All of them mentioned that students' understanding was a great support to them. Jane said:

> The students are very supportive when they understand that maybe I cannot get the theses done in 24 hours and they say, "we understand". (p. 40)

Mary, who received some complaints and negative comments from students in the beginning years, talked about the great importance of the fact that now students could understand her better and she did not receive complaints as before. She felt that with the

students complaining less and being more understanding, her situation was getting much better:

> They do understand that some people are from different culture, they just look in a different way, and sometimes they want to know how are things in oriental culture. They are not that narrow-minded either. (p. 7)

> After a couple of years, they generally would say, "she wasn't born and raised here, but most of the time you would understand what she is saying..." They would say things like that. (p. 8)

Being remembered by students after their graduation was regarded as a great support too. Robert described that when he read sentences from students' e-mails that told him that they learned a lot from him and they would not forget him, he felt it was an encouragement to him to continue. Mary was very pleased when some students who had graduated dropped by and said hello to her. She noted, "they may not fully appreciate what I am doing, but a couple of years down their roads they will. That probably will keep me going for some time" (p. 10). Simon thought it would be the best support if students could still recognize him after they graduated:

> I think the best support that I get as a professor are those graduates, after they leave the university, the work here and there, all over, and because of my professional involvement, very often I bump into them in the airports, they say, "Dr. Simon, I know you! I am your student." That's by far the most satisfying that our students and our graduates are eventually becoming very successful in their careers. (p. 71-72)

Some faculty members mentioned that student assistance was also helpful to them. Bob said that his teaching assistant was available when he needed some assistance for teaching. Jane said that she received practical support from her teaching assistants:

> I have teaching assistants and they help me a lot in my teaching duties in talking to students, going through exams, Xeroxing, helping me with course development. That's the way they help me. (p. 40)

Family support was also considered to be of great importance in their teaching career. Mary indicated that family provided much moral support for her. Simon, as well, thought that he gained much moral support from his family:

> That's a direct help in a sense, I think. You could say that it is an emotional need. But in terms of professional help, if I have a happy family life, then I'm happy with professional area. So they are sort of related. (p. 68)

Achievement was considered to be another positive factor in helping them in their teaching career. All six participants realized that they gained more respect and confidence from professional achievements such as scholarly publications. Robert remembered that when he was unemployed many years ago it was his activity in academia that helped him to get this job offer:

> I applied to too many places, till I had offers from two universities at the same time, because I kept publishing, I kept writing, and I kept doing research. They looked at what I was doing and said, "this guy is not dead, although he is out of [the] profession. He is very active." To the point, they assigned me here as an associate professor right away. (p. 52)

He also believed that his research publications were the reason that the university gave him associate professor right away instead of initially hiring him as an assistant professor and then requiring him to apply for promotion to the rank of associate professor.

Simon, too, indicated that if faculty members demonstrated their abilities through scholarly publication, they would generally be respected. As a faculty administrator, he believed that research ability was the main focus when administrators want to hire new faculty members:

> When we look at applications for new positions we don't even consider the background of the individual and we only concern about their academic qualifications, teaching abilities, research abilities, and personal skills. (p. 60)

Improvement in English speaking was another achievement that the participants benefited from. All the participants agreed that good communication with others depended on not only personalities and behaviors, but on their ability in English. Simon did not have many language problems because he had worked hard at learning English and had acquired a good command of English. Knowing the benefit of good language skills, he never stopped learning. "I'm still learning like how to compose and put something into reasonable form" (p. 67). Bob had the same feeling as Simon. He described how hard he studied the language:

> I know it should not be a barrier for me, so I worked very hard to learn. I made a lot of funny ideas, collecting words, remembering ten words per day from the newspaper and documents, and make collection. That's how I made it ... so I really do well in language and feel comfortable when communicating with people. (p. 82)

Negative factors. From the participants' responses, a number of barriers were obvious in different aspect of the participants' careers. Participants discussed negative factors: cultural shock, sexism, racism, lack of support, and language difficulties.

As mentioned before, all six participants valued their own cultural background highly and they were influenced positively by it. However, three participants, Mary, Jane and Robert, mentioned that they encountered awkward situations caused by cultural differences.

Mary pointed out that she had little knowledge about Canadian students when she first started her university career. When she brought her Asian teaching style to Canadian students, the students complained. She said:

> For our culture, it's like you need an entrance exam to get into a good primary school, another entrance exam to get into a good junior high, and one more to get into a senior high. It's like exam after exam. That's become just a fact of life.

> Here, sometimes my feeling is that you ask them to do one more assignment, they resent. (p. 6)

> I think students have stereotype, for example they say all Chinese professors are tough, or you know that kind of stereotype. They have their own and probably we have our own. (p. 5)

Jane had also similar experiences with her Canadian students. She saw Canadian students as motivated and independent, but the bad side was that they argued with her. She stated:

> I have a big problem with attitude problems with some students that I have taught. I find some of them to be very disrespectful. In our Asian culture, you respect your professors. Here they come in, they push you and they question your judgment, they want more marks, they argue with you, they even tell you your answer is wrong. And they come and tell me how I should teach and what I should teach because what I teach is too hard, I should make education accessible to everyone and make sure everybody passes. And I also find that they don't work hard and because they don't work hard I end up working hard for them. (p. 35)

Jane thought that Asian people were very thoughtful and considerate to others, but in Canada people would not understand that. Too much consideration on her part only resulted in less effective communication with others. People here would not reciprocate. She recalled that in the past when she had been more deferential and accommodating only to find that people would not consider her as much. There was no reciprocity. In the North American culture people did not have to do that.

Robert shared some similar feelings about cultural conflicts he encountered. He described the following:

> I passed through this more than once, but I try to avoid it. I don't want to fight to the bitter end of it. I accept it as a part of our life here. You know in academia, you have people who are very fair and there are many people who would not look fairly on you as a person unrelated to your background and your culture. Unfortunately, there are some signs. I'm not accusing anybody. I feel like that, maybe I'm wrong, but it happens. So I don't blame on anybody. Sometimes, I was feeling that I was fighting 360 degrees around me. (p. 52)

Sexism and racism seemed to be controversial topics among all six participants. Participants did not report much in the way of racial tensions in the university. Government and university policies concerning human right meant that participants did not experience any racial attacks in public. However some of them still sensed racism underneath:

> For students' evaluation, I actually had comments like "can't understand a word from her", "go home." "Go home" is a little bit too resentful because it has the racial discrimination. (Mary, p. 5)

> You are from different culture, different values, different way of life, different languages, and you look differently. Although I look like Italian, I don't deny that there are some sort of ... at least you are labeled as visible minority anyway. That labeling itself is not normal. (Robert, p. 50)

> To the best of my understanding, there is no racial tension anywhere here. But on the other hand, there may be individually something hidden in the mind and you don't know, but openly I don't see any at all. (Simon, p. 60)

Sexism was a very serious problem for the two female participants, who gave a lot of commentary on their experiences dealing with sexism. Mary had been the only female member in her department for nearly 10 years, and she still remembered that in the early years of her employment she felt a great deal of pressure because of her sex. She described:

> When I first came I was the only female faculty member, so it put me in a very special position. I felt I was the fish in the fish bowl and everyone was watching me. I'd rather be just a regular person. If I failed, people would say "you see, women just couldn't handle," or things like "Chinese women couldn't do it." (p. 11)

> That's why I don't think it is fair to any individual that we say he or she is in this category. He or she is just another employee, that's probably fair. (p. 12)

Jane confirmed that there was sexism in the university and it was expressed in two different ways. One was salary. She thought that women faculty members typically started at a lower salary. Secondly, women were not heard when they said something.

> A man can say something and people will pay attention to him. He is reinforced; he is rewarded what he says. As a woman, when you talk, people will politely listen but maybe not follow through with what you say. That is sexism. (p. 30)

Some female participants thought that people did not bother to see whether women worked hard. They thought that women did not need to work hard but still got tenure and promotion. Women were sometimes overlooked in certain academic situations. She gave a hypothetical example that in a meeting if the chair wanted someone to be the head of a committee, all the faculty members would point to males and no one would point to her. People did not take women's abilities seriously. They even thought that women were like protected species. Jane remembered that when she first came to the faculty she was told, "If you are a woman, you automatically get tenure and promotion. You don't have to work for it" (p. 30). Jane found that as an Asian woman faculty member, she had to fight with double discriminations of sexism and racism.

> If the racism exists, sexism is more pervasive than racism because they are very blatant. Human Right Commission is very strong that people cannot be racist. So they cannot call me a "Chink" ... They can treat me in a way that I can't pinpoint "you are sexist", but they do it in a way that I feel. I can feel the racism if it happens and I can feel the sexism as it happens ... Sometimes it was what you don't say or what you don't do, which are also sexism and racism. (p. 30)

Another negative factor that participants mentioned was that sometimes they felt that they lacked support for their work from university administration, other faculty members, and students. When they discussed the issue of limited institutional support, all six participants agreed that the most difficult thing for them was to ask for funds to start research, upgrade facilities, buy equipment, and so on. Bob said, "if there is a barrier, it's

the funding opportunity probably" (p. 85). He also indicated that faculty members were encouraged to seek outside funding to support research because the university didn't have a lot of funding to provide internal. Jane felt that the university administrators' help was limited, and said that she even spent her own money to buy a new computer because they had passed down some new old computers to the faculty.

> They said they had no money. But I have to do my work. I have to buy my own computer and guess when my computer went down they would not want to fix because it was not the university's property. So I'm responsible to take care of my computer, which I bought for the university to my work for the university. I have to pay if it gets down, which I think it is very unfair. (p. 41-42)

Mike complained as well, "the administration gave us so little money that we could not do anything" (p. 21).

One of the participants, Mary, didn't think that the university had helped support her research very much and as a result her work had not turned out how she had expected. She commented:

> They still try to help but because of the culture of the university in the sense that they didn't start as a research university, they started as a teaching institution. So like my research is not where I thought I would be at when I first started, and at least I would have written x numbers papers. (p. 10)

There was another reason that some participants complained about the administrators' limited support. The university's decision-making was often political, which meant that administrators would only listen to whoever got the biggest grant and had the most publications. Jane explained that a certain percent of the money went to the university administration when a faculty member got a grant and it was a reason that the university administrators encouraged faculty members to go out and get funding. She had a bad impression of it:

> Excuse me for saying this: they prostitute you. You are a prostitute in a way. If you want to have any pull with the administration, you have to play the political game. Remember it's whoever publishes the most and brings the most money has the loudest voice. You bring in no money, you are even not there, and they will not return your phone-calls. You are nothing. (p. 44)

Some participants were also disappointed with the fact that other faculty members were not willing to share resources or work collaboratively. In that sense, they regarded it as a barrier. Jane, for example, discovered that people here were very individualistic. She said that if she found any opportunities for research collaboration, she would be happy and tell other people to join in. However, she noticed that other people did not do that if they had possibilities for research collaborations:

> Do they invite me in even if it is in my area? NO. They are very selfish to keep it to themselves. They protect it. It's like finding a gold mine. They find a gold mine; they don't share. Me, if I find a gold mine, "hey, everybody come here and look, I find a gold mine. Let's all dig in!" (p. 43)

As well, several of the six participants said that if they had more support from students their work would have been easier. Mary expressed her regret of not having a graduate program in her faculty because without a teaching assistant she found it difficult to actually get as much done as possible. Sometimes because of poor communication between students and faculty members, as well as lack of cultural knowledge, the participants found that students would misunderstand them or even refuse to do what they required. That wasn't supportive at all. Jane said that she lowered her requirements for students tremendously due to some complaints from them that the subject was too difficult and there were too many assignments, but she was surprised that students still complained and she found herself in a dilemma. *Headache* was the expression she used to describe this dilemma.

Language was another barrier to the participants especially for those who had a foreign accent when speaking English. Although they were all confident in their language abilities and they did not regard the language problem as a serious crisis, they still admitted that they encountered some embarrassing situations:

> For students' evaluations, I actually had comments like "can't understand a word from her"... I do have an accent and in particular for first year university students, they have never heard a foreign accent before, it's difficult for them. (Mary, p. 4)

> I think sometimes I don't pronounce words in the right way and people end up laughing at me. In a good way, they find it very funny. So then they would try to help to pronounce in a different way. Sometimes I just avoid saying words I don't understand how to pronounce. I just use a different word and so that is how I protect myself. (Jane, p. 39)

> When you listen to someone speaking English with an accent, there are always people who don't think very kindly ... I think that for new immigrants coming to Canada, when they learn how to speak good English, their accents may hinder their profession. (Simon, p. 67)

The second theme identified both positive factors that helped immigrant faculty members in their employment, and negative factors that dragged them back. The third theme presents all the participants' expectations of others and their suggestions for new immigrant faculty members.

Immigrant faculty members' expectations and suggestions

Based upon their experiences of being visible minority faculty members in a Canadian university the participants expressed their: (1) expectations for other members of the university community, and (2) suggestions to new faculty members.

Expectations. According to the six participants, they had different expectations for university administrators, faculty colleagues, and the students they taught.

There was little comment about communications with university administrators. However, they did mention what they hoped the administrators could do. Increasing funding was one of these expectations, as Bob said:

> The only thing I want to tell the school administration was that they have to give more funds to faculty members. We need funds to deliver a good program. (p. 90)

Secondly, university administrators were expected to educate faculty members and students about multicultural sensitivity. Some participants hoped that the administrators might know more about their cultural background and understand them better.

> Well we should not expect the host culture to adapt to us. We have to adapt to this. But it will make adaptation easier if the host culture could understand that we are we are capable of being very dedicated, and we are good resources. And I think the university needs to know that. (Jane, p. 41)

Jane also expected that the university administrators should be aware of the fact that females got lower salary. Women were not aggressive in negotiating for salary and therefore the institution should not take advantage of women. The fourth expectation mentioned by one participant was that administrators should continue to be fair to all faculty members. Bob thought that they were already fair and hoped they could continue.

> I would like them to continue to be fair, to accept applicants from all kinds of people, no matter what background you have, religion you have, country of origin you are from. It doesn't matter as long as you meet the criteria and the qualifications they are looking for. (p. 55)

Simon added two more expectations for administrators: making themselves more frequently seen in the university environment, and being transparent to faculty members:

> Don't just go there saying that they are in charge, they direct, they rule, and that's very bad attitude. Now we do have one administrator who is not going to be here eventually, has that attitude in my opinion. Generally that's what I think the university needs that at the senior level you should make yourself more visible to people who work for you and I think that's by far the most important. (p. 72)

> Don't hide anything, give the facts, provide information to the community, particularly if they have effect on their life, career or to the job. That's also very important. (p. 72)

When talking about what they expected other faculty members could do, only Mary made one point on it. She hoped that other faculty members could stop categorizing people on the basis of sex or race, and she wanted to be treated as a regular teacher. She noted:

> I just want to be one of them, a regular person, nothing special but nothing more. I don't want anything less, but I don't want more pressure. I want people to treat me as a person the way I am. The reason is that if people start to categorize, then what they are actually doing is if you succeed they don't say anything, and if you fail they start saying things like "all women are like this." It's not fair. (p. 11)

Some of the six participants also talked about their expectations for students. Mutual understanding was the key point. Plus, they also wanted students to work harder. Mary mentioned that some students resented it because they thought the workload she assigned was too heavy; in contrast, based upon her experiences in China, Mary thought that the workload was reasonable. "I just want students to feel they are doing something good for their life and career. Although it may be hard and difficult right now, all that will pass and a couple of years later when they look back they will feel okay." (p. 10)

Suggestions. The six participants' responding made a number of suggestions that they thought would be useful information for new immigrant faculty members. First, they made suggestions in terms of the essential component of their work. Jane and Mike stressed that for new faculty members, it was important to focus on teaching:

> I think all faculties here try to involve in many issues. As a new faculty, you have to focus on your teaching, which is probably the No.1 issue. (Mike, p. 20)

Robert stated the importance for new faculty members to focus on research. He addressed:

> When you are new, in some respects you'd see whether you are worthy it. So you are going to prove it. It's not in how good theses you supervise [are] because nobody is going to read the theses but you and the committee. You need to have some more public display of success. Number of publications, and grants, that's all what you need to do. (p. 57)

Simon indicated that both research and teaching were important in the university environment:

> When there are new faculty members coming here, I think their main focus is to get their courses ready, to get their researches going, and to go through the process to get research grants, to make publications, and eventually to get tenure. (p. 74)

Supervision of undergraduate and graduate students was a part of academic work, but there was no need for faculty members to overly invest themselves in producing perfect theses, according to Jane. She said:

> Nothing is perfect. Know how to balance things, know what to keep and know what to throw away. Know the things that are going to help you, do not pile up things that are not going to help you. (p. 45)

She also advised them to be careful when considering supervising students' theses:

> Don't take students in for these out of pity, which I've done. Because they can't find anybody else; because they are not good enough and nobody wants to work with them, out of pity I take them, but I end up writing the whole thesis and doing lots of work myself. (p. 45)

With respect to obtaining funding for research, the participants suggested the importance of networking. Robert pointed out:

> Go outside of the department, do not overlook yourself in committee work but go in and do a bit of committee work, get to know people from outside [the] department ... Go and get your funding, internally and externally. External is better than internal. (p. 56)

In terms of communicating with administrators, faculty members, and students, the participants shared their experiences and provided suggestions for new faculty members.

It was unnecessary to concern oneself too much with having an accent. Mary said, "let's accept the fact that we do have an accent. Don't hang up on this accent and cultural thing too much. Just to be objective" (p. 12). She believed that if immigrant faculty members were open to students' culture, students would be quite open to theirs too.

Another point one participant made was that Asian people should learn how to communicate in a more effective way. Simon encouraged new faculty members to go out of their offices and ask people whenever they had problems because if they did not take the initiative to ask, no one would come and tell them what they should do and should not do.

> This is always an ongoing thing when people are new they have a lot of things to learn. But at the same time, if they don't ask questions, no one goes and tells them. They have to understand that in the first place to ask questions how to make themselves a better teacher, how to make themselves a better faculty member for the university, how to make themselves successful, and so on. (Simon, p. 73)

In addition, it was important for immigrant faculty members to learn that they should speak for themselves and take pride in their accomplishments. Jane made these comments:

> Make sure that other people know what you do. If you don't speak up for yourself, nobody will listen. Nobody will go through the C[entennial]B[uilding] and talk to you, "oh, what are the good things you are doing!" But do it like being Asians, we do it in a non-arrogant way. You don't have to be arrogant, but we are honest. And don't be afraid of showing what you do. (p. 43)

> Take pride in accomplishments, not arrogant pride, but be satisfied and happy about accomplishments. And you need tell people about the good things they've done, presenting as you are sharing happiness with them. (p. 43)

Another point was suggested by Bob that new faculty members should not take sides when they first came in. He stated:

> Do not play politics when you first come in, know who your friends are, and do not automatically assume that everybody is your friend, do not assume

> automatically that everybody is your enemy. Let them prove themselves to you first. (p. 96)

As well, some participants wanted to tell new faculty members that they should be realistic in terms of expectations, as Mary said:

> Don't expect too much from students of what they know. Any textbooks here would cover more than you can deliver during the term time. (p. 14)

The above section of this chapter presented the research findings. Next, the interpretation of the findings will be discussed in the following section.

Interpretation of Research Findings

After analysis of the qualitative data, three themes emerged, which were: (a) immigrant faculty members' experiences in post-secondary employment; (b) immigrant faculty members' perceptions of their experiences; and (c) immigrant faculty members' expectations and suggestions. The following section is an analysis of the research findings as they relate to the literature review.

Immigrant faculty members' experiences in employment

This research studied immigrants who worked in post-secondary universities in Canada. All six participants had very good educational backgrounds and all had Ph.D. degrees in their academic areas. After they finished their doctoral programs, they applied to work in universities and all got job offers. There were few roadblocks in their way with respect to obtaining jobs. Canadian immigration policy did not prevent people with advanced education from entering Canada since the Merit Point System was introduced (Isajiw, 1999). They were the beneficiaries of this new system, since independent and sponsored applicants were assessed by immigration officials according to their possession of a set of characteristics, and each characteristic was assigned a range of merit points

(Isajiw, 1999, p. 85). Richmond (1978) commented on the new system and its later modifications, pointing out that it removed racial discrimination and widened the door for more individuals who wanted to enter Canada. Independent applicants would be permitted entrance if they could score fifty out of a possible one hundred points. The new system provided the chance for individuals around the world, especially those who had sufficient educational, occupational, and language skills (Richmond, 1978, p. 105-10).

Profiles of all six participants were consistent with another study by Zhao, Drew and Murray (2000). They analyzed statistics relating to the educational levels of immigrants in Canada from 1980s to 1997, and found that the Canadian economy experienced a rapid increase in demand for skilled and specialized knowledge, in particular in areas such as computer science, engineering, natural science, and so on (Zhao, Drew and Murry, 2000, p. 39). Among the six participants, three of them had engineering backgrounds and two had natural science backgrounds. One of the participants, Simon, believed that there were always many opportunities for immigrants in Canada because Canada had never stopped immigration and the country depended on immigrants, especially those who had higher learning levels.

Isolation. The participants' comments showed that over half of the six participants did not frequently interact with faculty members from the majority group in terms of professional issues, and preferred independent work in academia. Mary said that the faculty members had their own areas and did not think they could understand each other's area that much. Another participant, Mike, insisted that he did not really need support from someone else and he was quite independent. As well, Jane noted that she would

share resources with people only when people asked to share, otherwise she would not voluntarily share with others.

In Thiessen, Basic and Goodon's (1996) study on immigrants who were employed in education fields, the findings indicated that they struggled very hard for integration in terms of societal factors, and they felt isolated from other peer teachers and sensed unjust treatment in schools (Thiessen et al. 1996). Balakrishnan and Hou (1999) also stressed immigrants' isolation from majority groups. They pointed out that the rapid growth of ethnic and racial minorities through immigration would increase their concentration and segregation from major groups. Balakrishnan and Hou indicated, "the premise is that rapid and substantial increase of such immigrants will stimulate negative attitudes toward them. They may be seen as a threat to employment opportunities and a strain on local services and welfare systems" (Balakrishnan and Hou, 1999, p. 117). They analyzed the segregation of immigrants from others from the perceptions of majority groups and based their conclusion on economic reasons.

Independence. The present study added some other perspectives from the point of view of the immigrants. In this study, most of the participants expressed their preferences for independent work. Five out of the six had this attitude, and they regarded it as a good work ethic, they were very proud of it as well. Compared with independence, collaboration was not frequently mentioned, but they did not deny the significance of it either. In their experiences, independent work was a more prevalent style than collaborative work. What was the reason of their preference for independent work? Did they take this from their traditional culture? It seemed not related to cultural factors. Data from their responses revealed that sometimes they felt to be misunderstood by other

people because others had little knowledge about different cultures. For example, Mary and Jane saw that there were communication gaps between students and them. Mary said, "I think students have stereotype, for example they say all Chinese professors are tough" (p. 5). But they did not rely on more communication to deal with misunderstandings, instead they relied on their own achievements to prove their competence and confirm their reputations. A strong belief in focusing on teaching and research, as well as producing more publications prevailed among all six participants. Bob said that as an immigrant from another cultural background he could not change something or anybody, the only thing he could do was to ignore them and survive by working hard. Loo and Chun (2002) interviewed eight Asian American faculty members and found that "Asian American have been taught to believe that academic achievement is the ticket to success" (p. 96). Ignoring misunderstanding, focus on working hard in their own area, and convincing others through academic achievements, might partially account for why immigrant minorities segregated themselves from others.

Fleras and Elliott (1999) compared earning differentials among ethnic groups in Canada in 1996, but they did not compare male to female in any single ethnic group. Their findings indicated that Canadian-born visible minority men earned less than Canadian-born white men, and foreign-born visible minorities in turn earned less than Canadian-born visible minority men. The same applied to women but the wage gaps between women from different ethnic groups were minimal (Fleras and Elliot, 1999, p. 139). The two female participants in this study perceived that they were paid less than other male faculty members, but they did not provide accurate data to confirm the perception.

The findings of the present study suggested that immigrants with higher education levels were able to find employment in Canada in their fields of expertise. Achievements were viewed as the most significant in their work so that they all worked very hard to prove their qualifications.

Immigrant faculty members' perceptions of experiences

This theme explored both positive factors that supported immigrant faculty members in their work and negative factors that hindered them. Analysis of the data suggested that cultural benefits, support from others, and academic achievements were considered as positive factors; and cultural shocks, language ability, lack of support and sexism and racism were the primary barriers they encountered. Cultural issues, language, and prejudice from others influenced immigrants' working performance and quality of life in Canada.

Traditional cultural values. First, culture had a great influence on immigrants. All six participants made statements indicating the importance of retaining traditional cultural values. Robert was very proud of being a product of his cultural background because their cultures had made great contributions to the world's history. He attributed his achievements in academic life to the work ethic that was a part of his culture. Simon also indicated that Asian people educated their children to work very hard to compete, and that he had learned a positive work ethic, which helped him to survive in Canada. Jane and Mary both said that they viewed modesty as a positive aspect of their cultural background. The participants' attachment to the cultural values of their original cultural background was very strong. Jacobs, Cintron and Canton (2002) proposed that when immigrants realized that they benefit from their cultural background, and if they keep

positive cultural ethics and take pride in them, they will be more confident when handling cultural differences. Jacobs et al. (2002) referred to culture therapy and argue that it is a way to help immigrants integrate into the new society. "Culture therapy was the realization that there had to be an acceptance of the self-based on a profound historical and cultural knowledge of one's own family" (Jacobs, Cintron and Canton, 2002).

Cultural issues. Cultural issues, on the other hand, also had some negative effects for the participants. All six participants encountered cultural shocks in different situations. Jane felt that she kept behaving in ways that reflected Asian cultural values for many years, being thoughtful and considerate to other people. But she was disappointed that other people would not reciprocate in the same way, and she quit doing that. Jane and Mary both lowered their expectations for students because otherwise the students would not cooperate with them; they would complain, make discriminatory comments, and so on. Thiessen, Basica and Goodson (1996), in their study on visible minority teachers in Canadian schools, found that their perspectives on teaching in Canada reflect tension. Thiessen et al. (1996) pointed out, "this tension is revealed in the taken-for-granted habits of Canadians some feel are important to learn; in the frustrations some express about the perceived core values in this society; in the style some argue anyone living in Canada must follow to ensure fair treatment; and in the skills some encourage their students to develop, in order to survive and prosper in this land" (p. 148).

Language as a barrier. Secondly, language was always a barrier for immigrants. Among the participants, five of them considered themselves to be very fluent in English. The exception was Mary who acknowledged that some students had complained that they could not understand her accent. Robert, Simon and Mike all studied very hard in English

because they thought that poor English would be a barrier for them. Although Jane thought herself very good in English, she was embarrassed when people laughed at her pronunciation and would be careful to choose other words to substitute for those she could not pronounce the right way. Simon stressed the importance of language competency, given that it could affect communication to a large extent. He believed that "if you can eliminate accent, you will find yourself going places better" (Simon, p. 67). Boyd (1999) concluded that language skills had economic consequences for immigrants' working experiences. He pointed out that people with lower levels of proficiency in English always had higher rates of unemployment compared to those who had higher levels of proficiency. Halli and Driedger (1999) also noted that people with lower levels of English skills were more likely to work in low-skill occupations, and they had lower wages and salaries compared to other groups with higher levels of proficiency.

Isajiw (1999) analyzed the barrier that immigrants encountered due to their lower level of language skills. It can be supported by Jane, who also believed that sometimes situations of cultural conflict or misunderstanding arose became of her reliance on idioms transferred from Chinese. She recalled an example:

> For instance people come and talk to me that they have thought and they have concern. Would it be a minor concern, I said "oh, don't worry", which in Chinese means "do not bother or do not be concerned". They will look at me and say, "I am not worried". I did take it very literally. I find sometimes I have to do what I say, so they would understand. (p. 38)

Isajiw (1999) proposed that language was the key to the deeper feelings, attitudes and values shared in a society, but simple language knowledge was not enough for immigrants. "To fully understand these, one has to have an ample knowledge of the language of the people. However ... simply knowing the language or having the ability to

communicate in it does not by itself necessarily mean that the person has come to accept the internal aspects of culture that stand behind the language" (Isajiw, 1999, p. 172). In the present study, Simon also expressed the conception that communication did not only mean to learn the language well, but also meant to project one's personality.

Another factor that influenced immigrants' life and work in Canada was the way other people from the majority groups looked at them, in particular, in terms of prejudice from others. Participants in this study talked about three kinds of prejudices: stereotype, racism and sexism.

Stereotyping. Mary found that students held stereotypical views when they said all Chinese professors were tough. She also admitted that as a faculty member from another cultural background, she had her own stereotype for other people from the mainstream culture. Stereotypes are often maintained even if most of the persons in the group were not what the stereotypes state they were, but the reason for this was that people often saw what they wanted to see. In Canada, Hutterites were seen as hardworking, thrifty, healthy, sexually moral and mentally healthy, but also shy and quiet. Ukrainians were regarded as ambitious, hardworking, warm toward others and happy, but cliquish and uncouth. Indians were predominantly seen in negative stereotypes as unambitious, lazy, dirty, incompetent in work habits, shy and sad (Isajiw, 1999).

Racism. Racism was an ongoing issue for several participants. Although the university protected visible minority faculty members from overt discrimination, Mary, Jane, Robert and Simon all experienced situations that involved racial prejudice. It was inevitable for some people, who had certain racial discrimination in their minds, and according to Robert and Simon, sometimes they ignored them or sometimes they

responded it directly. For example, Robert sometimes responded to racial discrimination by writing E-mails to those people. Simon did not experience any racial problems at the university, but he did experience outside. While, Jane said the university prevented people from discrimination and no one could call her a "Chink", but there was hidden racism that she could feel if it happened. It was supported by Isajiw (1999) who found that elements of racism were transmitted in an implicit and subconscious manner, which could be found for example in newspapers (p. 151). Miller's (1994) study on newspapers in Canada's five major cities revealed that comments on racial minority groups in newspapers were always negative and those comments could easily develop a bad impression of racial minorities among the majority group.

Gender prejudice. Gender prejudice, although it was hard to draw a conclusion from the present study due to limited sample size, it was a serious problem for the two female members. Mary and Jane both sensed that they were viewed differently because of their gender. Mary said that when she first came she was the only female in the faculty and she felt significant pressure because everyone was watching her. If she failed, people would say that female members were not qualified for the position. Jane also experienced a lot of situations that reflected gender prejudice. She mentioned that women faculty members had lower starting salaries. In addition, one of them had been told by others that she could get tenure without significant academic achievements--because she was female she automatically got everything and she was protected. She felt that people tended to ignore her ability. The two female participants' perceptions of gender prejudice were consistent with the findings that Burnet (1986) and Isajiw (1999) got from their studies. Burnet (1986) noted that in western societies women were always seen as inferior to men

and their proper place was in the kitchen and with children rather than in working areas. Isajiw (1999) pointed out that although women's social positions had been improved significantly, there were still stereotypes of women existent.

Support within institution. Finally, all six participants did not think that they got enough administrative support from administrators, faculty colleagues, and other people in the university setting. They were all happy about the support that they got from faculty colleagues, their students and family members, but in many situations, they found that they did not obtain enough support in the university. Funding is regarded as the most significant barrier that they had in academia. Only Simon said that he saw the university help his faculty by providing them with facilities that they asked for. The others had some complaints in this area. Mike said that he could not do anything because of limited funding; Jane was very angry when she had to pay the money to buy a computer for her office. They did not have much communications with the administrators and none of them expressed much interest in communicating with administrators. It supported Turner, Myers and Cresswell's (1999) findings. Turner et al. (1999) conducted a survey among visible minority faculty members in institutions of higher education and the findings showed that there were two main barriers for them. One of the barriers was the isolation from the academic networks, that is, visible minority faculty members did not obtain much support in the academic area. The other one was devaluation of visible minority faculty members' research because their research area was often regarded as not traditional.

To summarize, the participants found that there were both positive and negative factors relating to the university administration, faculty colleagues and students they

taught, which influenced their work performances in Canada. From their accounts of experience in the university, they were all concentrated on working hard to contribute within academia, and tried very hard to deal with barriers and prejudices that emerged in the work place.

Immigrant faculty members' expectations and suggestions

All the participants expressed their desire to be understood by students, faculty colleagues and university administrators, as Mary called it "mutual understanding" (p. 8). They expected that other people from the mainstream society could learn about their Asian culture a little more; at the same time, they did not want other people to view them in terms of stereotypes. They wanted to be regarded as regular teachers, regular faculty members, and so on. It showed a very contradictory mindset that they wanted other people to understand their behaviors better and recognize that they were from a different cultural background, while they also hoped that other people would not consider their ethnic, racial backgrounds and genders too much.

Expectation to adapt culturally. The contradiction was also revealed from the suggestions that all six participants made for new immigrant faculty members. They suggested those newcomers should adapt themselves to Canadian society by behaving like a Canadian instead of an Asian or others. For instance, Simon encouraged new faculty members to take the initiative in collaborating with their colleagues. Jane advised newcomers not to engage themselves too much in ways of thinking that reflected their cultural background, such as being collectivistic and being overly considerate to others.

Given their perception that these were not widely held values in Canada, there was no benefit or reciprocity for them to follow traditional cultural patterns. Therefore, it was quite obvious that not all aspects of traditional values should be retained. From the six participants' responses, immigrants should know what to abandon and what to keep if they wanted to be well adapted to Canadian society. Their strategy was to stop doing what the larger society could not understand or appreciate, and learn to do what was the most accepted.

The participants' suggestions for future immigrant faculty members were mainly focused on two parts: professional work and communication with people. Willingness to work hard was always seen as a positive cultural value, so it should be retained from generation to generation. New immigrants were advised to focus on teaching, doing research and other academic work. And there was no need to concern oneself too much about issues such as having a noticeable accent since participants believed that by working hard one's qualifications would finally be validated. In terms of communication, they suggested to extend oneself to the outside community to get research funding, take initiative to ask questions, learn to speak for oneself, and do not take sides and be neutral.

In conclusion, their accounts were consistent with Isajiw's (1999) analysis of the process of immigrants' incorporation, i.e. that immigrants need to learn to understand the mainstream identity and give up some aspects of ethnic minority identity, while at the same time keeping some aspects of their ethnic identity. Isajiw (1999) cited four outcomes of acculturation: *integration*, a process of adaptation including maintenance of one's ethnic and racial identity and becoming actively involved in the larger society. All six participants supported the goal of integration, but they were at different stages. A

second outcome, *assimilation*, did not stress maintaining one's ethnic difference, but did value moving out into the larger society. Between these two outcomes – absorption into a dominant ethnic group and multiple groups coming together to establish a new society – Simon provided some evidence of achieving the latter "melting pot" goal. He said that his children now saw themselves as Canadians, not Chinese. Isajiw (1999) noted two other outcomes – *separation*, where individuals or groups desired no contact with other groups but did maintain their cultural integrity and *marginalization*, where one's culture was lost and no affiliation with other groups was achieved. These were not modes of adaptation any of the six participants had chosen.

This chapter presented profiles of six participants in the study, the research findings from data analysis, and an interpretation based on these findings in relation to the previous literature. The final chapter provides a conclusion for the study and gives recommendations.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

This study investigated perceptions of six immigrant faculty members' experiences in post-secondary employments in Canada. The research design was qualitative (Patton, 2002). The method for data collection was the interview. The participants were all immigrants from other countries. Most of them had finished their post-secondary education in Canada, and worked in a number of different faculties in the same university. There were three themes that emerged from the data analysis. In this chapter, conclusions will be presented and recommendations will be made that may provide avenues for further research.

Conclusions

Three themes emerged through the process of data analysis: (a) immigrant faculty members' experiences in post-secondary employment; (b) immigrant faculty members' reflections on their experiences; and (c) immigrant faculty members' expectations and suggestions.

This study presented a picture of immigrant faculty members' working experiences in a university in Canada. The participants described three aspects of their experiences: academic environment, academic activities, and social life. The participants were all members of visible minorities in their faculties; in recent years there had been a steady increase in the number of visible minority faculty members. The number of female visible minority members in the university field was still small, compared to that of male visible minority members.

The participants did not have a high degree of interaction with the university administrators. They also did not express much interest in communication with the

administration. In terms of academic interaction with other faculty members, they all had some and considered their relationships with other colleagues to be good. But the participants did not think that they needed much help from others and they all worked quite independently. As for relationships with students, the participants felt very positive. There might be some difficulties caused by different cultural backgrounds among students and immigrant teachers, but the participants could successfully deal with them and had good relationships with students.

All participants found that their workloads were heavy and that there were considerately demands on their time schedules. They were expected to be active in several areas including teaching, research, supervision, and committee work. They were all very responsible in their work. They all worked hard not only during office hours but also in the evenings at home and even on weekends. Some of the participants also took on a considerable amount of student thesis supervision.

Because of their heavy academic workload, the participants felt that they did not have much time for socializing. Especially for the female faculty members, their social activities were quite limited. But if they had time, they would go out, have a chat, or play sports with families or friends.

The participants found some positive factors that were helpful to their work. First, the positive influences from their home culture were regarded as very beneficial. They viewed themselves as hardworking, intelligent, modest, and considerate people. Those positive values helped them to compete, make progress, and achieve goals.

Secondly, the participants benefited from the support of others. They received official support from the university, although they did not perceive themselves as having

high degrees of interaction with the university administration. The university officially protected faculty and students against racism and provided equal working opportunities for all the faculty members. As well, they got support from the university when their achievements and teaching performances were acknowledged and recognized. Help from colleagues was another source. The participants indicated that it was encouraging to them if other faculty members had confidence in their abilities and supported their academic work. In addition, support from students was also a significant factor in their academic area. The participants were inspired by students' understanding, providing assistance to them, working hard in their studies, and making good comments on teachers.

Third, achievements in their academic field as well as in language competence were both positive factors that helped a lot in their work. The participants believed that by producing more publications and doing more research they could obtain good reputations in academia and obtain a better situation in their new country. The participants also agreed that after they made progress in language proficiency they had better communications with other people and could smooth away some difficulties caused by misunderstanding.

The participants did not only mention the positive factors in their careers, but also talked about negative issues that were relevant for them. First, they encountered barriers caused by cultural differences. Coming from another cultural background, they were often misunderstood by others and felt themselves to be victims of prejudice because of certain stereotypes. They also felt that their attempts at being thoughtful or helpful were sometimes not well appreciated by other people from the majority groups. They also found that their expectations were very different from others' because of different

cultural values and they had to change their expectations in order to be accepted and understood.

Another negative point the participants mentioned was sexism and racism within the university. The university had made policies to prevent racism and the participants did not report that there were many overt racial attacks. However, they could feel some hidden racial prejudices in other people's words and behaviors. In general they did not respond to it directly but tried to avoid it. Sexism was an issue for the two female participants. They believed that women's starting salaries were lower than men's, and women's voices and contributions were not considered as highly as men's were.

In addition, the participants felt that they lacked support from others. They thought that they did not get enough support from the university administration in terms of funding and infrastructure. They all thought that it was very difficult for them to do research work without the university's funding support. And the infrastructure was not always well equipped and up to date, which also added some barriers to their work. Some participants were not very satisfied with the university's preference for those faculty members who had high academic achievements. The participants also expressed their disappointment with some colleagues who were too individualistic and not willing to share resources with others. Some participants found that their teaching load was too heavy because they did not have graduate assistants, and because of student complaints they felt that they were forced to lower their academic standards to meet the students' expectations.

Finally, in some cases language acted as a barrier for them. Some participants expressed concern over their level of ability in spoken English. For example, one

participant noted that she was very careful not to say words that she could not pronounce very well.

The participants expected that the university administration could help them by increasing research funding and providing better equipments. Moreover, they expected that the university could educate employees about multicultural sensitivity and create an equal working environment for visible minority faculty members. The administrators were expected to be fair to every faculty member, more available, and more transparent to all faculty members. Two female faculty members also expressed their wishes that women teachers should be treated the same way as men faculty members, particularly with respect to salary equality, also with respect to the issue of equal respect from colleagues.

The participants expected that students could work harder and understand teachers better. They demanded mutual understanding for both themselves and students.

Basing on personal experience and their perceptions of those experiences, the participants gave many valuable suggestions to new immigrant faculty members. They suggested that it was very important to focus on academic work and prove their competence through academic achievements. Immigrants from other countries were also advised to retain positive features from their cultural background, such as personal modesty and dedication. At the same time, participants suggested that prospective newcomers adapt themselves to general Canadian cultural norms, such as being more direct in expressing themselves, knowing how to communicate with people more effectively, and being careful not to take sides in their working environment.

Recommendations for Further Research

The material summarized in this chapter contains a number of comments that might be helpful for prospective newcomers.

As well, there are a number of areas in which further research would be useful.

1) The ways that immigrant faculty members deal with cultural shocks;
2) The ways that immigrant faculty members deal with prejudices in post-secondary employment in Canada;
3) The relationships between immigrant faculty members and students from majority groups;
4) Immigrant female faculty members' experiences and perceptions in higher education fields.

This research would add to the existing knowledge on immigrants who were employed in post-secondary employment in Canada, providing more useful suggestions and detailed information for both immigrants in Canada and people from majority groups.

REFERENCES

Balakrishnan, T., & Hou, F. (1999). Residential patterns in cities. In Halli, S., & Driedger, L. (Eds.), (1999). *Immigrant Canada: Demographic, economic, and social challenges*. (p. 116-147). Toronto: University of Toronto Press.

Berry, J. (1980). Acculturation as varieties of adaptation. In A. M. Padilla (Ed.), *Acculturation: Theory, model, and some new findings.* (p. 9-25). Boulder, CO: Westview.

Bogdan, R., & Biklen, S. (2003). *Qualitative research for education: An introduction to theories and methods* (4th ed.). Boston: Allyn and Bacon.

Boyd, M. (1999). Integrating gender, language, and race. In L. Driedger & S. Halli (Eds.), *Immigrant Canada: demographic, economic, and social challenges* (pp. 282-306). Toronto: The University of Toronto Press.

Brown, D. (2003). Skilled workers blocked: Critics. *Canadian HR Reporter.* Retrieved from http://www.immigrate.net/immigrationnews/Default.asp?superCateID=6.

Burnet, J. (Ed.). (1986). *Women and ethnicity.* Toronto: Multicultural History Society of Ontario.

Driedger, L. (1989). *The ethnic factor: Identity in diversity.* Toronto: McGraw-Hill Ryerson Limited.

Esses, V. M., Jackson, L. M., Nolan, J. M., & Armstrong, T. L. (1999). *Economic threat and attitudes toward immigrants. Immigrant Canada.* Toronto: University of Toronto Press.

Fleras, A., & Elliott, J. L. (1999). *Unequal Relations. An introduction to race, ethnic and aboriginal dynamics in Canada.* Scarborough: Prentice Hall Allyn and Bacon Canada.

Goldish, M. (1994). *Immigration-how should it be controlled?* New York: Twenty-First Century Books.

Gordon, J. (2000). *The color of teaching.* London: Routledge Falmer.

Canada. Three years in Canada: First report of the longitudinal survey on the economic and social adaptation of immigrants. (1974). *Manpower and Immigration, 1974. 4v.* Ottawa: Minster of Supply and Services Canada.

Halli, S., & Driedger, L. (1999). *Immigrant Canada. Economic threat and attitudes toward immigrants.* Toronto: University of Toronto Press.

Herberg, E. N. (1989). *Ethnic groups in Canada: Adaptations and transitions.* Scarborough: Nelson Canada.

Canada. Immigrant population by place of birth, provinces and territories. (2001 Census). *Statistics Canada, Census of Population.* Retrieved from http://www.statcan.ca/english/Pgdb/demo34a.htm.

Isajiw, W. W. (1999). *Understanding diversity. Ethnicity and race in the Canadian context.* Toronto: Thompson Educational Publishing.

Jacobs, L., Cintron, J., & Canton, C. E. (Eds.). (2002), *The politics of survival in academia: Narratives of inequity, resilience, and success.* Lanham: Rowman & Littlefield Publishers.

Knowles, V. (1992). *Strangers at our gates: Canadian immigration and immigration policy.* Toronto: Dundurn.

Lieberson, S. (1961). A societal theory of race and ethnic relations. *American Sociological Review 26,* 902-910

Loo, C., & Chun, M. (2002). Academic Adversity and Faculty Warriors: Prevailing amidst trauma. In Jacobs, L., Cintron, J. & Canton, C. E. (Eds.), *The politics of survival in academia: Narratives of inequity, resilience, and success* (p. 95-123). Lanham: Rowman & Littlefield Publishers.

Merriam-Webster's Collegiate Dictionary. (10th ed.). (1993). Merriam Webster Inc.

Miller, J. (1994). How Canada's daily newspapers shut out minorities. *Media Magazine, 1(2):* July.

Miller, P. W. (1992). The earnings of Asian male immigrants in the Canadian labor market. *International Migration Review 26*:1222-47

Oxford Advanced Learner's English Dictionary. (4th ed.). (1997). Oxford University Press.

Patton, M. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks: Sage Publication.

Porter, J. (1965). *The vertical mosaic.* Toronto: University of Toronto Press.

Richmond, A. (1978). Canadian immigration: Recent developments and future prospects. In Driedger, L. (ed.), *The Canadian ethnic mosaic: The quest for identity* (p. 104-25). Toronto: McClelland and Stewart.

Schram, T. (2003). *Conceptualizing qualitative inquiry: Mindwork for fieldwork in education and the social sciences.* Upper Saddle River, NJ: Merrill Prentice Hall.

Scientists and engineers. *Academia Journal of Higher Education, 71*, 187-222

British Columbia. Special feature: Earnings of recent Canadian immigrants. (2002). *BC Stats Immigration Highlights,* 02-04. Retrieved from http://www.bcstats.gov.bc.ca/pubs/immig/imm024sf.pdf.

Thiessen, D., Bascia, N., & Goodson, I. (1996). *Making a difference about difference: The lives and careers of racial minority immigrant teachers.* Toronto: REMTEL/Garamond Press.

Troper, H. (2004). *Immigration.* The Canadian Encyclopedia. Historica Foundation of Canada. Retrieved from http://www.canadianencyclopedia.ca/PrinterFriendly.cfm?Params=A1ARTA0003960.

Turner, C., Myers, S., & Cresswell, J. (1999). Exploring underrespresentation: The case of faculty of color in the Midwest. *Journal of Higher Education, 70*: 27-59

Whitaker R. (1987). *Double standard: the secret history of Canadian immigration.* Toronto: Lester & Orpen Dennys Limited.

Weir, T. (1988 ed.). *Canada.* The New Book of Knowledge.

Yagi, K., & Minami, K. (1990). Estimates of methane emission from paddy fields. *Research Reports of Div. of Environmental Planning of NIAES 6:* 131-42

Zhao, J., Drew, D., & Murray, T. S. (2000). Knowledge workers on the move. *Perspectives, Summer 2000*, p. 32-59. Retrieved from http://www.statcan.ca/english/studies/75-001/archive/2000/pear2000012002s2a05.pdf.

APPENDIX A: INTERVIEW GUIDE

Pseudonym_____ Age Range_____

Male/Female (CIRCLE ONE) Married/Single (CIRCLE ONE)

Nationality of Birth_____ Mother Tongue_____

1. Immigration and Employment Experiences:
   - 1.1 What are your reasons for coming to Canada?
   - 1.2 Before you came to Canada, what were your expectations of what Canada would be like?
   - 1.3 What is your professional background?
   - 1.4 When did you start working at this University?
   - 1.5 Why did you decide to work at this University?
   - 1.6 What is your academic rank?
2. Tell me about the faculty in which you are employed:
   - 2.1 Are there other members of visible minorities in your faculty?
   - 2.2 Tell me about your professional interaction and social interaction with other faculty members.
3. Describe a typical routine day:
   - 3.1 Working hours and your work load
   - 3.2 Research activities
   - 3.3 Socialization
   - 3.4 Family time
4. What factors have been barriers to success in your career?
   - 4.1 Please tell me about any institutional or administrative issues that are relevant.

4.2 Please tell me about any ethnic or racial issues that are relevant.

4.3 Please tell me about any interpersonal issues within the work place that are relevant.

4.4 Please tell me about any other issues that may have been barriers to success.

5. What experiences have had an impact on your success in your career?

5.1 How do you think your own cultural background influences your work experiences?

5.2 Have you experienced any situations that you consider to involve cultural conflicts? If so, please give an example.

5.3 Tell me if you think your level of fluency in English has an impact on your work experience. Give an example if you can.

6. Supports from others that you consider to be very helpful and useful:

6.1 How has support from your family, including your spouse and children been important for helping your career? Please give an example.

6.2 How has support from your colleagues has been important to you in your experience at the University? Please give an example.

6.3 How has the university administration has helped to support your research? Please give an example.

6.4 How do you think support from students you have taught have helped you in your career? Please give an example.

7. What changes would you suggest if you were asked to give advice?

7.1 To the employer about employment terms?

7.2 To new faculty about communication with other faculty?

7.3 To new faculty about communication with administrators?

7.4 To new faculty about class organization and scheduling?

APPENDIX B: ANTI-RACISM AND ETHNOCULTURAL EQUITY POLICY

POLICY CATEGORY: HUMAN RESOURCES
Effective Date: January 22, 1996
Approved By: Board & Senate (Approved on: Board - November 16, 1995 & Senate - January 22, 1996)

ANTI-RACISM AND ETHNOCULTURAL EQUITY POLICY

PREAMBLE

The University's commitment to social justice is reflected in the following goal from its Strategic Plan 1992-1998 which acknowledges the importance of institutional awareness and responsiveness.

The University undertakes to develop and support a responsive and open environment which values individual uniqueness, respects diversity, is culturally sensitive, is free from discrimination and is conducive to scholarly activities.

To this end, the President founded the University Anti-Racism Committee, with representation by students, faculty, and staff. Campus consultations confirmed the racial and ethnocultural diversity of the University community including students, faculty and staff. Campus members reported encountering racist incidents and barriers to full participation in education and employment on the basis of race and ethnicity. For many, discrimination on the basis of religion is closely related to race and ethnicity.

Racist behaviour denigrates its victim, brings dishonour to the perpetrator, disrupts the academic community as a whole, and diminishes the stature of the University. The University's Harassment and Discrimination Policy and Procedures provides every person with the right to freedom from discrimination and harassment on all the grounds covered by the Ontario Human Rights Code, including race, ancestry, place of origin, colour, ethnic origin and creed. It also provides a process to deal with complaints.

Changing student and faculty demographics in the University population, particularly with Aboriginal people, have made apparent the limitations of traditional educational perspectives such as a curriculum that focuses primarily on the experiences and achievements of people of European background.

With the view that the University needs to be open to and understanding of ethnocultural and racial diversity and needs to create a learning and working environment free of racism, this Policy has been developed.

POLICY STATEMENT

The University supports the racial and ethnocultural diversity of its community as a source of human excellence, cultural enrichment and social strength. This policy promotes a pro-active approach that emphasizes education and prevention.

The University acknowledges that it has a special responsibility to promote positive attitudes toward human diversity; to ensure that its practices foster excellence and respect among students, faculty, staff, and governing bodies; and to create an environment that allows all students and employees to develop to their full potential.

Affirming the values enshrined in the Canadian Charter of Rights and Freedoms, The Canadian Human Rights Act and the Ontario Human Rights Code, the University recognizes its moral and legal responsibility to ensure that all members of the community can study, work, and live free from discrimination and harassment on grounds prohibited by law. The University is committed to providing an environment in which all members of the community have access to and participate freely in all aspects of University life.

The University recognizes that achieving equity in education and employment requires institutional support, pro-active educational programming, effective complaints procedures, the co-operation of every member of the University community, and informed leadership at every level of the University.

Each member of the University community is responsible for respecting others' rights and freedoms and for helping to create an environment that is free from racial and ethnocultural discrimination and harassment.

This Policy applies both on and off campus to all members of the University community in the pursuit of University duties, or while engaged in University related activities.

DEFINITIONS for the purpose of this Policy:
Access is the right or opportunity to enter or use.
Anti-racism refers to opinions and actions which contribute to the elimination of racism in all its forms, as expressed in policies, procedures and practices of the University and in the behaviour of individual members of the University community.
Anti-racism education includes programs to identify and change policies, procedures, and practices that may be racist, as well as the racist attitudes and behaviour that underlie and reinforce such policies and practices.
Barrier(s) are hidden, invisible and/or visible obstacles to equity in education, employment or other services.
Bias is a preference or inclination that inhibits impartial judgment; prejudice.
Culture is the totality of ideas, beliefs, values, activities, traditions and way of life of a group of people.
Discrimination is action that has the effect, intentionally or unintentionally, of denying an individual or group treatment or opportunities equal to those accorded others in the areas of education, employment and other services.

Systemic discrimination is when intentionally or unintentionally discrimination becomes institutionalized in policies and practices which disadvantage certain racial or ethnocultural groups.
Diversity refers to variety in terms of race, religion, culture and ethnicity.
Equity is just, impartial and fair treatment for each person.
Equity program is a program that eliminates discriminatory policies and practices, remedies the effects of past discrimination and ensures equity within the University.
Ethnic group is a group whose members share a common heritage, culture, racial background and traditions.
Ethnocentrism is the tendency to judge all others by the norms and standards of one's own culture.
Ethnocultural group is a human population which sees itself or is seen by others as distinctive in its way of life.
Harassment includes words or actions that disparage or humiliate a person in relation to a prohibited ground contained in the Ontario Human Rights Code.
Inclusiveness ensures the inclusion of all groups.
Race is a social category used to classify people by certain physical characteristics.
Racism refers to actions based on a belief in the inherent superiority of one racial or ethnocultural group over another.

GUIDELINES:

Leadership

The Board of Governors, Senate, President and other persons in leadership positions will ensure that policies, programs and practices eliminate discrimination, promote positive race and ethnocultural relations and prepare students to live in a racially and culturally diverse society.

The leadership will participate in anti-racist training and implement this policy.

University Policies and Practices

Existing policies, guidelines and practices will be reviewed and where necessary amended to reflect this policy. Persons in leadership positions will ensure that guidelines and practices in their area of responsibility comply with this policy.

Educational Equity

The University will continually strive to provide an environment for its students that is free from cultural, racial and religious bias and/or discrimination in recruitment, admission policy and practices, educational programs, and evaluative policies and practices.

Promotional materials will portray and acknowledge the diversity of Canadian society in an equitable and appropriate manner.

Curricula and teaching methodologies should reflect the experiences and contributions of the diverse cultural, racial, and religious groups. Faculty will be

offered developmental workshops to increase awareness of cultural and racial issues and appropriate actions for dealing with such issues.

Teaching materials that contain discriminatory bias and stereotypes should be used exclusively in a critical context in order that students become open-minded, discerning and analytical thinkers, aware of historical and current values, attitudes and behaviours.

Support services will respect the diversity among the student body, be culturally sensitive and free from bias and discrimination.

Employment

Faculty and staff will be recruited, hired, evaluated, promoted and rewarded in a fair and equitable manner.

Educational Program and Awareness Raising

The University will provide faculty and staff with development activities and programs which will enable them to deal more effectively with race relations issues in their work. These activities and programs will increase the awareness of the need for equitable race relations and intercultural understanding; promote a widespread understanding about what constitutes racism, harassment and discrimination and its harmful effects; and improve knowledge and skills to work effectively in a multicultural, multiracial environment.

A comprehensive educational strategy may include developing a plan for training in intercultural and race relations issues; developing component(s) for orientation on intercultural/interracial issues for all members of the University community; educational, cross cultural workshops; campaigns such as international days; posting this policy prominently on campus; distributing the policy to all staff and students; workshops about the policy; and other appropriate awareness raising activities.

Special Programs

A person's right to equal treatment without discrimination is not infringed by the establishment of a special program. The University may implement special programs to assist persons of diversity to achieve or attempt to achieve equal opportunity and/or to contribute to the elimination of racial discrimination prohibited by the Ontario Human Rights Code.

Complaint Procedure

Individuals who believe they have been subjected to racial discrimination and/or harassment shall receive due process under the Board of Governors' Harassment and Discrimination Policy. The complaints procedures provided under the Harassment and Discrimination Policy shall be the procedures followed by individuals seeking resolution of racial discrimination/harassment complaints. Confidentiality shall be respected as in that Policy.

When the complaint is deemed to be of an academic nature, the Harassment and Discrimination Officer will appoint a facilitator to seek an informal resolution. In the event that a satisfactory resolution to the matter is not achieved, the complainant may request a formal investigation as provided under the Harassment and Discrimination Policy.

Collective Agreements & Academic Freedom

Some collective agreements contain articles on discrimination and academic freedom. In the context of interpreting this Policy, these articles should be referenced and used.

Visitors to the University

Persons visiting the University or contractors engaged by the University will be expected to adhere to this Policy.

Implementation

The President will ensure that appropriate procedures for Policy implementation are developed as soon as possible following Policy approval by the governing bodies. Such procedures will address, but are not limited to the following:

- increase awareness and understanding of race relations issues on campus;
- development and training in race relations matters;
- curricula review;
- employment equity;
- review of other policies, guidelines and practices.

Review

The Vice-President (Administration) in consultation with faculty, staff and students will review this policy within three years to ascertain if any amendments are necessary.

APPENDIX C: COVER LETTER

Dear Participant:

I am a graduate student at the faculty of Education, Lakehead University. I am writing to ask your permission to participate in an interview for my master's thesis. The purpose of this study is to explore immigrant university teachers' perceptions of experiences in post-secondary employment. Dr. John O'Meara, Faculty of Education, is supervising my research.

This study can assist in enveloping a greater understanding and the needs of Asian immigrant teachers in Canadian universities. We know very little about how immigrant university teachers work and live in Canada post-educational fields. This research will supplement the literature curriculum and may be of value to the members of your working area, and other universities that employ immigrant teachers.

I invite you to participate in an interview. The interview will be approximately 30-60 minutes. I also ask your permission to audiotape the interview. The location of the interview will be arranged for your convenience.

If consent is given, it is important that you understand the following:

- This study is consistent with the ethical guidelines articulated in Ethics Procedures and *Guidelines for Research on Human Subjects.*
- There are no risks to the participants.
- The participants have the right to withdraw from the study at any time.
- The participants' identities will be protected (anonymity) and confidentiality will be assured. The participants will be given pseudonyms in the final report.
- The data will be stored securely at Lakehead University for seven years, in accordance with Lakehead University's ethics guidelines.
- The final report of this study will be available in the faculty of Education Library, Lakehead University, Thunder Bay, Ontario.

If any other clarification is needed, please feel free to contact Yuchen Li at
or email You may also contact my thesis supervisor, Dr. John O'Meara, at 807-343-8054 or email jomeara@lakeheadu.ca.

Thank you for your consideration of my request. I look forward to your participation.

Respectfully,

Yuchen Li

APPENDIX C: CONSENT FORM

I have read the cover letter informing me of the research study being conducted by Yuchen Li. The purpose of the study has been explained to me. I understand the following:

- This study is consistent with the ethical guidelines articulated in Ethics Procedures and *Guidelines for Research on Human Subjects*.
- There are no risks to the participants.
- The participants have the right to withdraw from the study at any time.
- The participants' identities will be protected (anonymity) and confidentiality will be assured. The participants will be given pseudonyms in the final report.
- The data will be stored securely at Lakehead University for seven years, in accordance with Lakehead University's ethics guidelines.
- The final report of this study will be available in the faculty of Education Library, Lakehead University, Thunder Bay, Ontario.

I _____agree/do not agree (CIRCLE ONE) to participate in this study.

_____

Signature Date