ACCENTuate THE POSITIVE

Perception of Accent and Authority among Classroom Instructors at Queen's University

31 QUESTIONS

PART I
SURVEY

42% TENURE/TENURE TRACK

PART II
FOCUS GROUP/INTERVIEWS

TEACHING ASSISTANTS 31%
ADJUNCTS/Others 27%

1% Non-binary
3% Did not disclose
41% Male
56% Female

ENGLISH AS A FIRST LANGUAGE

GLOBAL CITIZEN ● GLOBAL ENGLISH ● GLOBAL ACCENT

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EDUCATORS WHO SELF-IDENTIFIED AS ACCENTED

Participants were asked to self-identify in terms of accent. 24.4% self-identified as accented, whereas 75.6% self-identified as non-accented.

ACCENTED PARTICIPANTS HAD:

- Changed the way they communicate with students due to their accent:
  - Yes: 36%
  - No: 65%
  - Unsure: 9%

- Experienced reactions to their accent:
  - Positive: 49%
  - Negative: 32%
  - Other: 19%
  - Unsure: 19%

- Felt their accent was respected:
  - Yes: 10%
  - No: 62%
  - Unsure: 28%

56.2% of the self-identified accented educators HAD NOT experienced harassment/discrimination due to their accent, while 43.8% HAD experienced it.

56% of those who HAD NOT experienced accent harassment/discrimination were individuals who self-identified as being from European descent.

29% of those who HAD experienced accent harassment/discrimination were individuals who self-identified as Chinese, South Asian/West Indian, and West Asian.
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PLACE AND TYPE OF ACCENT DISCRIMINATION

93% of accented educators had experienced stress due to the negative responses to their accent.

29% felt they had been denied work, services, or opportunities at Queen’s because of their accent.

ALL PARTICIPANTS WERE ASKED TO COMMENT ON THE TYPE OF ACCENT DISCRIMINATION THEY HAD EXPERIENCED OR HAD WITNESSED.

WHERE?

CLASSROOM
- Undermining of academic ability
- Undermining of classroom authority
- Negative assumptions

USAT
- Derogatory/Abusive language
- Stereotyping
- Undermining of academic ability
- Undermining of classroom authority
- Hostile/Disrespectful treatment
- Negative assumptions

37% of educators had witnessed ACCENT HARASSMENT in the classroom.

87% of educators indicated they had witnessed NEGATIVE ASSUMPTIONS about accent being made in an instructional setting.

57% of educators had witnessed UNDERMINING OF AUTHORITY towards accented instructors among colleagues.