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

**SELF DESCRIPTION OF ACCENT**

- Persian/turkish
- British
- Southern European
- American (US)
- Greek
- Chinese
- German
- African
- Indian/British
- Pakistani/Indian
- South American
- Iranian
- French/Canadian
- Irish/Scottish

**GENERAL REACTIONS TO ACCENT**

- Hardly Noticeable: 7%
- Noticeable: 70%
- Very Noticeable: 23%
56% of the educators who self-identify as individuals of European descent did not believe they had been discriminated against due to accent.

A pattern suggests that certain types of accents are afforded more respect and are less likely to experience harassment and/or discrimination.

Coping Mechanisms

36% of accented educators reported to have changed the way they interacted with students; and 29% of accented instructors changed the way they communicated with colleagues because of their accent.
SLOWED DOWN MY VERBAL COMMUNICATION
INCREASED RELIANCE ON WRITTEN COMMUNICATION
INCREASED RELIANCE ON SOFTWARE PROGRAMS
AVOIED VERBAL COMMUNICATION
EMPHASIZED MY ACCENT
USED A 3RD PARTY TO HELP FACILITATE COMMUNICATION

COPIING MECHANISMS ARE USED BY INSTRUCTORS TO PREVENT MICROAGGRESSIONS, DISCRIMINATION OR HARASSMENT

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