Skills Research Initiative
Initiative de recherche sur les compétences

International Faculty in Canada:
An Exploratory Study

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Working Paper 2006 D-22

Human Resources and Social Development Canada/Ressources humaines et Développement social Canada
Industry Canada/Industrie Canada
Social Sciences and Humanities Research Council/Conseil de recherches en sciences humaines du Canada

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IC 60046

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Acknowledgements

The researchers involved in this project would like to express special thanks to the following institutions and individuals:

The universities and faculty members who supported and took part in this study. Clearly, without that support the project would not have been possible. The interviews were an entirely fascinating and enjoyable opportunity to explore this very important research area.

HRSDC and SSHRC for providing the funding which has enabled the study to be completed and for the results to be disseminated to stakeholders in the continued development and internationalisation of Canadian Universities.

Ata Haftchenary, our indefatigable research assistant who has made a remarkable contribution to the development of the project. We are especially grateful for his outstanding commitment to academic rigour and enthusiasm for the project. We wish him well with his future doctoral studies and in developing his own academic and professional career.

Julia Richardson
Ken McBey
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Abstract

The current shortage of faculty in Canada has led many universities to enter what is now an increasingly competitive international marketplace. A key concern, therefore, is for Canada to both attract and retain appropriately qualified and experienced faculty. As exemplars of internationally mobile professionals, international faculty have much to contribute to Canada, e.g. supporting the internationalization of Higher Education and creating internationally recognized research agendas. Thus, this qualitative study explores the experiences of a group of international faculty currently employed in six Canadian universities. The majority of faculty in this study believed that moving to Canada would have a positive impact on their professional development. Social reasons relating to quality of life were also a key incentive. While there is some concern that Canadian faculty are moving to the US in search of more lucrative salaries and research funding, the findings also suggest that Canada is an increasingly attractive destination for US faculty. Comments about the recruitment process were generally favourable although there was some concern about discrepancies between expectations and subsequent professional experiences. This finding signals the importance of realistic job previews and clarifying expectations regarding tenure and promotion. In evaluating their professional experience thus far, the majority of faculty were on the whole positive although some lamented the lack of recognition and reward for their international experience. This finding was especially important given that the majority felt that their experience could support the agenda for internationalization both in terms of research and teaching. Accompanying family were also a key influence on faculty experiences where concerns about finding employment for partners were widespread. Problems relating to immigration procedures were also commonplace as they had further implications for partners' employment and general lifestyle opportunities. Drawing on the findings this report suggests implications for 'best practices' in managing international faculty.

Résumé

À cause de l'actuelle pénurie de professeurs au Canada, de nombreuses universités se trouvent engagées dans une concurrence internationale de plus en plus vive. Il importe donc que le Canada soit en mesure d'attirer et de garder au pays des professeurs expérimentés et dotés des qualifications appropriées. Les professeurs étrangers sont de bons exemples de spécialistes sans attaches et, à ce titre, ils ont beaucoup à apporter au Canada, par exemple en appuyant l'internationalisation de l'enseignement supérieur et en élaborant des programmes de recherche de renommée internationale. Les auteurs de cette étude qualitative ont étudié le cas d'un groupe de professeurs étrangers qui travaillent actuellement dans six universités canadiennes. La majorité des professeurs visés par cette étude estimaient que leur déménagement au Canada aurait un impact positif sur leur perfectionnement professionnel. Des raisons sociales liées à la qualité de la vie ont également motivé leur décision. Même si certains craignent que des professeurs canadiens déménagent aux États-Unis en raison des salaires plus élevés et du meilleur financement de la recherche, les données tendent aussi à montrer que le Canada est une destination de plus en plus prisée par les professeurs américains. Les commentaires formulés au sujet du processus de recrutement étaient, en général, favorables, même s'il y avait certaines préoccupations concernant les écarts entre les attentes et l'expérience réelle de travail. Cette constatation témoigne de l'importance pour un candidat d'obtenir un aperçu réaliste des tâches et

de clarifier ses attentes concernant la permanence et l'avancement. Les professeurs sont majoritairement satisfaits de leur expérience professionnelle jusqu'à maintenant, bien que certains déplorent le manque de reconnaissance et de récompense pour leur expérience internationale. Cette donnée est particulièrement importante, compte tenu du fait que la majorité estime que leur expérience pourrait contribuer au programme visant l'internationalisation sur les plans de la recherche et de l'enseignement. La famille exerce aussi une influence sur l'expérience des professeurs, la recherche d'un emploi pour les conjoints étant une préoccupation fréquente. Les problèmes liés aux formalités de l'immigration sont aussi répandus, car ils ont des répercussions sur l'emploi des conjoints et les possibilités entourant le mode de vie. À partir de ces constatations, les auteurs proposent des idées de pratiques exemplaires pour la gestion des professeurs étrangers.

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1 INTRODUCTION

This report reflects the results of a qualitative study of international faculty in a sample of Canadian universities. The study's primary objective is to develop an in-depth understanding of international faculty experiences including incentives to come to Canada, evaluations of subsequent experiences and intentions to remain or move elsewhere. Additionally, the study aims to assess the effectiveness of contemporary management and administrative policies for international faculty. It is expected that the results will be used in two ways: first; to inform policies that will maximize the contribution of international faculty as a key strategic advantage in the Canadian economy, second; to inform policies that will strengthen Canada's ability to attract high quality faculty. This latter objective is especially important in the context of a predicted faculty shortage, the competitive nature of the current academic marketplace and fears about a 'brain drain' of faculty from Canadian universities to the US. The results of the study are also being used to construct a website providing information and resources for international faculty in Canada. Finally, the study will provide data to inform a much larger survey-based study of international faculty in Canada.

The report begins with a discussion about the internationalization of higher education in Canada more generally and noting in particular the increasingly international student body. The challenges that this process presents to institutions are then discussed with a specific focus on the paucity of faculty to fill the growing number of positions available within Canada. The role of international faculty is then introduced together with a discussion about the increasingly competitive global marketplace for appropriately qualified faculty. Section 6 of the report discusses the research methodology, including approaches to data collection, sampling and data analysis. The results of the study are presented in detail in Section 7. This approach is in-keeping with the traditions of much qualitative research. The specific value of this approach, where comments are presented verbatim as exemplars of the concepts and issues that have emerged during analysis, is that it presents the reader with a more 'emic' understanding of the findings. A discussion and summary of the findings is presented in Section 8, where direct connections are made with the existent literature and empirical study on expatriate

managers and/or international faculty. Section 9 presents the implications of the study and connects the findings to potential approaches to policy development. Section 10 suggests themes for further research with a specific focus on opportunities for linking the findings presented here with contemporary research on social well-being. The demographics and models pertaining to the research findings are presented in the appendix, together with the interview agenda.

2 THE INTERNATIONALIZATION OF HIGHER EDUCATION IN CANADA

The increasing internationalization of higher education is the focus of widespread political, economic and academic attention (Altbach 1996; Knight 1996; Welch 1997; Guest 1998; Bond and Lemasson 1999; Turnley and Feldman 1999; Bartlett 2002). Indeed, it was the central theme for the Canadian Society for the Study of Higher Education meeting in 2004 and will be the focus of a further conference on 'Internationalizing Canada's Universities' at York University to be held in March 2006. Yet, much of the existent Canadian research centers on education systems, institutions, pedagogical issues and the student body (e.g. Grayson 1995; Bartlett 2002; Bond 2003). Key themes in this research relate to the increasing number of international students, ethnic and cultural diversity, and the need for more internationally focused course content and pedagogy. By comparison, there is a gap in our understanding of the internationalization of faculty and the contribution of faculty with international experience (Bond and Thayer-Scott 1999). This gap is of particular concern given that in 2001, of the 43,765 faculty in Canadian universities, a full 40% were immigrants[1] (CAUT 2005). Moreover, little is known about whether current faculty management practices cater to the specific characteristics and needs of international faculty e.g. with respect to performance in research and teaching, tenure and promotion. At a policy

[1] These international faculty can be further divided into those who had subsequently obtained citizenship or permanent residence and those who were non-permanent residents or on work permits.

level, the value of examining the experiences of international faculty in Canada is important in the context of a putative move towards developing a more international profile for Canadian higher education. It is also important for developing Canada's position as a preferred destination for international faculty in what is now an increasingly competitive academic marketplace.

3 HIGHER EDUCATION IN CANADA: CURRENT CHALLENGES

Higher education in Canada is facing a number of challenges, not least of which is the expansion in student enrolment and concomitant demands for improved facilities and resources and an adequate supply of appropriately qualified and experienced faculty. In addition, institutions are under increasing pressure to reconcile the challenges of tighter budgets while ensuring maximum teaching and research output. The specific implications for faculty will be discussed in section 4 below; the implications for higher education in a more general sense will be discussed here.

Reflecting an 11% increase since 1993, Statistics Canada reported that some 635,639 full time students were enrolled in Canadian universities in 2002 (CAUT 2005). Of that number, there were about 90,000 international students. The same report also suggested that international students are most likely to come from East Asia, including South Korea, China, Japan and Hong Kong. In 2001, for example, these countries accounted for 43% of all international students in Canada. While this increase represents a fruitful source of income, it also demands that institutions address the specific needs of international students, for example ESL support, cross-cultural diversity in learning and relevant faculty and administrative support. It may be that faculty with international experience are especially well placed to meet the specific challenges and realize the potential contributions of international students and/or students with international experience. Of the overall distribution of the student body in 2001, Ontario captured the majority of students with 39%, followed by Quebec with 25% and British Columbia with 9%. Alberta received 9%, Nova Scotia 5%, Saskatchewan

and Manitoba 4% each, New Brunswick 3% and Newfoundland and Labrador 2% (CAUT 2005). The last three years have also seen a further increase of 130,000 student enrolments. In addition to the growth in international students, these increases can be partially explained by the 'echo boom' of 18-24 year olds in Canada. These are the children of the baby boomers born in the 1960's. It can also be explained by the trend towards more university participation where a university degree is fast becoming an essential qualification in the job marketplace. Clearly, these changing trends will mean an increasing demand for appropriately qualified and experienced faculty.

Where post graduate education is concerned, the need to expand and improve on current achievements has been widely recognized by both federal and provincial governments. Canadian universities currently award around 4,100 doctoral degrees each year, however roughly 25% of these are to foreign students (AUCC 2002), who may take their qualifications overseas. Indeed the Rae report, a recent postsecondary review conducted in Ontario, suggested that there is an urgent need to increase the quality and quantity of graduate education, including PhD's. This need has also been recognized in other provinces where the number of uncompleted doctoral theses has been linked with concerns about funding. The Ontario review, for example, called for $180 million to support expansion in graduate education. The paucity of PhD's also connects closely to concerns about ensuring an appropriate supply of faculty as well as research expertise. Specifically, the concern is to augment numbers of PhD's in order to address the predicted shortfall of appropriately qualified faculty to fill the growing number of positions that will be required in the next decade.

4 FACULTY IN CANADIAN UNIVERSITIES: CHALLENGES & TRENDS

Rapid expansion of education after the Second World War led to a dramatic increase in the number of universities in many countries (Welch 1997). Of particular significance was the move from "elite" to "mass" higher education (e.g. in Canada, UK, USA and Australia). While supporting the expansion of opportunities for higher education,

successive governments in some countries, including Canada, have paid insufficient attention to ensuring an appropriately qualified and experienced supply of faculty to fill the newly created positions. In Canada past government policy has impacted directly on current numbers of faculty, where reduced funding resulted in a 7.8% decline in the number of faculty between 1996 and 2001. Moreover, in 2001 nearly 30% of university professors in Canada were over the age of 55 (CAUT 2004). Consequently, large numbers of faculty are now nearing retirement and will need to be replaced in the not too distant future. In Ontario, for example, the Rae reported noted that Ontario universities will need to hire 11,000 faculty in the coming decade in order to replace retirees, improve student-faculty ratios and cater to the increasing student enrolment (Doucet 2005).

A further concern relates to the alleged flight of home grown faculty to the United States in search of more lucrative salaries and research funding. Indeed, some commentators (e.g. Holloway 2004) have suggested that the increasing number of Canadian PhD's going to US schools has exacerbated the shortage of potential faculty in Canadian business schools. While this trend is clearly of some concern there are also reports of a movement in the opposite direction. Those reports suggest that some US faculty are seeking positions in Canada in order to escape what they believe is a change in higher education policy and dissatisfaction with political trends (Ward 2004). In addition, a report in Canadian Business Magazine (Holloway 2004) contends that insufficient PhD's are graduating from Canadian Business Schools where the roughly 75 PhD's that graduate annually is nowhere near enough to satisfy the 400 business faculty openings. Moreover, where business education is concerned, institutions are challenged further to manage and retain international faculty in order to enhance their status (Liblin 2003). This challenge is especially important given that institutions such as The Financial Times use 'number of international faculty' as a criterion for ranking business schools.

From the discussion so far, it is clear that the task of recruiting faculty for Canadian universities presents an urgent and complex challenge. In order to counter the shortage of 'home grown' faculty, one option is to recruit internationally. However, given the expansion of higher education in Asia, the Middle East and South America the

international market is also increasingly competitive. Indeed, some Canadian PhD graduates are entering the international market themselves in order to take advantage of higher salaries and the emergence of good-quality schools in Europe and Asia (Holloway 2004) as well as the US market. A move towards the international market place may also be necessary if Canadian universities are serious about developing an international profile – especially given the potential contribution of faculty with international experience vis-à-vis expanded research agendas (Burba, Petrosko et al. 2001; Richardson 2002; Richardson and McKenna 2003; Richardson and Mallon 2005). International recruitment might also encourage the 'new blood' and corresponding vitality which Mwenifumbo and Renner (1998) suggest is missing as a result of historically limited hiring agendas.

In the context describe above, it is perhaps not surprising that many universities are moving towards a more international focus in their recruitment. The current policies and procedures for international recruitment, discussed below, offer a useful source of support in this endeavor. However, given the competitive nature of the global academic marketplace and current funding cutbacks (Mysk 2001), even if international faculty are recruited, institutions are still left with the challenges of retention and maximizing productivity.

4.1 Policy environment, regulations and practices in recruiting international faculty to Canada

When a University department or school wishes to recruit international faculty, they can only do so through a process that follows guidelines established by the University and the Human Resources and Skills Development Canada (HRSDC). These guidelines are included in text box 1[2], below. This policy states that all advertisements for faculty positions must indicate that priority will be given to Canadians.

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[2] http://www.hrsdc.gc.ca/asp/gateway.asp?hr=en/epb/lmd/fw/academic.shtml&hs=hze (accessed 6 Nov 2005)

Textbox 1

CRITERIA:

Before a degree-granting educational institution can hire a foreign academic for a position in Canada, it must:

- Advertise vacant positions in Canada;
- Make sure any vacant position advertised abroad is also advertised simultaneously in Canada;
- Advertise for a reasonable length of time (about a month) to allow broad exposure of the vacancy to Canadians and permanent residents;
- Demonstrate that the advertising medium used - web, print or electronic - is effective in attracting appropriate candidates for the position;
- Include in the advertisement this statement: "All qualified candidates are encouraged to apply; however Canadians and permanent residents will be given priority;"
- Meet all conditions of applicable collective agreements;
- Complete the Foreign Academic Recruitment Summary outlining the educational institution's hiring decision and providing summaries of Canadian applicants verified by the vice-president (academic) or other senior academic official of the educational institution.
- Be prepared to complete a yearly summary report on recruitment practices for Canadian academics and results.

HIRING STEPS:

Educational institutions hiring foreign academics for Canadian positions must:

1. Submit an HRSDC Foreign Worker Application for a labour market opinion (LMO) and the Foreign Academic Recruitment Summary to the HRSDC Foreign Worker office responsible for your area.
    - Learn more about the HRSDC LMO assessment criteria noting that a Quebec Acceptance Certificate (QAC) issued by the province is also required for jobs in Quebec
2. Once HRSDC has approved your job offer, send a copy of the HRSDC confirmation letter to the foreign academic.

3. Tell the foreign academic to apply for a work permit from CIC.

    Next, CIC decides whether the foreign academic will get a work permit according to the requirements to work and reside temporarily in Canada.

More recently, however, faculty shortages and increasing awareness of the fierce competition for faculty in other countries have encouraged Canadian universities to be more inclusive in their recruitment processes – especially with regard to foreign applicants. It is especially notable that although Canada is competitively placed when compared with other nations vying for the same talent pool, the competition is increasing dramatically as countries in Europe, Asia and Australasia seek to acquire highly skilled professionals (McLaughlin and Salt 2002).

McLaughlin and Salt (2002), offer an excellent and detailed overview of migration policies in Australia, Canada, Denmark, France, Germany, The Netherlands, Norway, Ireland, the UK and USA. They suggest that the policy initiatives adopted by these countries can be classified into five groups:

- Countries where a comprehensive scheme exists, for example, a 'Green Card' system in Germany and H1B visas in the US that are focused on attracting highly skilled immigrants.
- Governments which have made small but positive changes to the existing work permit arrangements in order to facilitate speedier access to the labour market for highly skilled professionals.
- Governments which have utilised exemptions from work permits or the relaxation of work permit regulations to enable employers and foreign workers to gain easier access to the labour market.
- Tax incentives for high earning foreign workers.
- Policies to encourage return migration of highly skilled nationals.

Textbox 2, below, draws on the work of Laughlin and Salt (2002) to present a summary of the general policies and strategies for the respective countries. Although not all of the conclusions displayed in the textbox are relevant to the recruitment of international faculty they offer a useful overview of the effort that is being put into recruiting highly skilled professionals more generally. Where Canada is concerned, they are especially

useful in illustrating the kind of competition Canadian universities are up against and the need to develop strategies and systems.

Textbox 2

- Most European countries, together with developed Asian ones, have not introduced special measures to recruit highly skilled workers. They continue to rely on their existing work permit systems. Where schemes have been introduced, they are invariably aimed at IT and health (especially nurses) staff and intracompany transferees (ICTs).

- In a minority of countries, most notably Australia, Canada and the US, the mainspring for policy has been the perceived benefit to national economic growth derived from the permanent acquisition of high-level human expertise. However, even in these countries temporary migration is becoming increasingly important as a strategy to cope with labour shortages in some sectors.

- In Europe, temporary migration has been the norm and schemes have been designed to deal with specific labour shortages that cannot be met by free movement within the EEA.

- In terms of the range of specific schemes and initiatives to attract the high skilled, the UK has moved faster and further than any other country, with the exception of Australia and to a lesser extent Canada.

- Most countries have managed to reduce the length of time taken for work permit approval but Work Permits UK provides a faster response rate than anywhere else.

- Student switching is not yet widespread but several countries are either in the process of liberalising or exploring possibilities. Where this does exist it tends to be sector specific for example IT graduates in France and Germany.

- Countries have a range of criteria for measuring the success of their schemes; some are seen as part of wider training or migration policies. In only a few cases, notably Australia, US and Germany, have there been systematic attempts either to collect the necessary data or carry out a full evaluation and follow-up research. Frameworks for evaluation are only now being worked out.

- There is a strong sense that schemes are employer driven, sometimes resulting in over-estimation of the scale of shortages.

- No country has yet ceased an IT programme.

5 INTERNATIONAL MOBILITY AND ACADEMIC CAREERS

We have already noted that the academic marketplace is becoming increasingly international. Indeed, international activity is a regular occurrence in both academic careers (Baruch and Hall 2004) and campus life more generally. In this context, it seems intuitively correct to assume that international experience would be an advantage for career mobility because faculty with such experience may be better equipped to manage an international student body and research agenda (Napier, Vu et al. 1997; Bird, Osland et al. 1999). Moreover, in electing to take a position in a Canadian university, international faculty demonstrate significant confidence in the portability and transferability of their knowledge and experience. Likewise, Canadian institutions are also demonstrating confidence in the transferability of that knowledge and experience. Yet, the link between international experience, more effective teaching and research and enhanced career prospects is unclear. The extent to which international experience is utilized once faculty have been recruited is also unclear (Bond and Thayer-Scott 1999). Studies in Canada and the US, for example, have suggested that while demands for the internationalization of higher education continue unabated, international activities receive only minimal recognition and reward (Knight 1996; Mestenhauser 1996). Interestingly, the corporate arena also reflects similar contradictions. The corporate rhetoric suggests that international experience is essential for promotion to senior management. Yet, some studies suggest that it is inconsistently rewarded where repatriated managers frequently complain about lack of recognition and/or reward (Selmer 1999; Dickmann and Harris 2005). This contradiction is especially problematic given the findings of one study (Tung 1997) which reported that career and financial incentives were the top two motives for corporate executives seeking and/or accepting an overseas assignment.

Although there is little research on international faculty in Canada, a study of British faculty in New Zealand, Singapore, Turkey and the United Arab Emirates (Richardson 2002) suggests several themes for examination in the Canadian context: incentives to taking a faculty position in Canada; the experience that follows and how faculty evaluate that experience. In Canada, the extent to which international experience is understood

to contribute to career development and the contribution of international faculty to host institutions in research and teaching is particularly salient. The Richardson study noted above suggests that, using British faculty as exemplars, international faculty are explicitly aware of the internationalization of higher education and connect it very closely with their own mobility. A particularly dominant view was that it affords a distinct advantage in the context of an increasingly diverse student body. At a policy level, they also made a strong connection with the growing number of international students, calls for more internationally informed research agendas and the need for academics to have some form of international experience (Richardson and Mallon 2005). Where specific management processes were concerned, the results of the study suggest that (at least in the respective host institutions) international experience was recognized and rewarded in recruitment, tenure and promotion decisions and/or equivalent procedures (Richardson and Mallon 2005) - a perception somewhat at odds with the findings in Canada and the US, noted above. It was also suggested that international faculty would facilitate expanded research agendas through international collaboration and strategic alliances between universities. While advances in technology were understood to support international research activity anyway, the majority of participants stressed the importance of personal connections gained through direct experience. The study also pointed to specific management practices (particularly with regard to recruitment and retention) which might be augmented to maximize the efficacy of international faculty.

Addressing faculty careers in more detail, the study of British faculty, noted above, drew a strong connection between international experience and organizational career concerns (Richardson and Mallon 2005). Expectations and accounts of promotion, progression and salary increases were prominent. However, a caveat of ‘where’ was introduced. Thus it was not international experience per se which facilitated promotion but where the experience was gained. Experience in certain countries (notably North America, China, Singapore and Australia) and specific institutions within those countries was understood to convey more advantage than in others. Accepting this caveat, participants perceived themselves to be in a stronger position than faculty without

international experience. While it may be that international recruitment is a growing trend in Canada, it does not necessarily follow that international experience is either valued or rewarded – particularly if recruiting internationally is driven by a need to fill faculty positions rather than a specific desire for internationally experienced faculty. Moreover, although the Richardson study moves towards a deeper understanding of internationally mobile faculty, given that participants were in institutions in New Zealand, Singapore, the United Arab Emirates and Turkey, the results and related policy implications may be specific to those particular countries. They might not be applicable to the Canadian context. A pilot study also suggested that other nationalities would present different findings.

As a final note, the authors acknowledge that international faculty are a group with their own special qualities (highly educated and often specializing in a particular field). Yet, they also share qualities with other mobile knowledge workers e.g. hold positions of authority, have performance based evaluation and must communicate effectively – sometimes despite language differences –with host nationals. To that extent, this study extends to understanding of other groups of highly skilled mobile knowledge workers in Canada, e.g. doctors, dentists, engineers etc. Additionally, international faculty are often at the cutting edge of a broad range of research activity, and the extent to which this can be harnessed within Canada has considerable potential economic implications.

6 METHODOLOGY

This section provides information about data collection and analysis. The authors emphasize that the names of all participants have been changed in order to retain anonymity and confidentiality.

6.1 Data Collection

The objective of this study is to provide an 'emic' or individualized understanding of the experiences of international faculty in a sample of Canadian universities. Thus, in-depth semi-structured interviews allowed participants to present their own interpretations and reflections in addressing the specific research themes indicated below. An agenda of questions ensured consistency while allowing for flexibility, where participants could introduce further themes that they felt were particularly pertinent to their own experiences (See Appendix 1: Interview Agenda).

6.2 Research Questions

6.2.1 Deciding to Come to Canada:

The first set of questions explored the decision to come to Canada and specifically their host institution. Particular attention was paid to exploring which themes were more or less influential and the extent to which they were connected with particular dimensions of participants' lives, e.g. professional, family etc. Participants were also asked about the recruitment process, e.g. the kinds of expectations they had and the extent to which those expectations were met, either professionally or personally. This line of questioning also included exploration of institutional support for the move to Canada such as information about housing and immigration and perceptions of whether their international experience, including research, teaching and professional connections were valued during the recruitment process.

6.2.2 The Experience of Being in Canada

The second set of questions explored participants' experiences of being in their host institution and Canada, paying particular attention to professional experiences, including research and teaching activity and evaluations of social and cultural adjustment. Specific attention was also paid to the extent to which they drew on their international experience and if so, how? Where appropriate this part of the interview also explored the extent to which their international experience was recognized and rewarded in their

current institution. This latter theme was also introduced later in the interview during exploration of how the experience of being in Canada was evaluated. Questions also explored themes relating to interaction and relationships with students and other faculty.

6.2.3 Evaluations of Being in Canada and Intention to Stay or Leave

The third set of questions explored participants' evaluations of their experience of coming to Canada. They focused especially on the criteria for evaluation and which, if any, were more dominant than others. These questions tended to revolve around professional and social themes such as the extent to which their professional lives had been enhanced by coming to Canada, particularly with regard to research output. As noted above, participants were also asked about whether their international experience was recognized and/or rewarded in their current institution. Finally, participants were asked about their intentions to either stay in their current institution and/or Canada more generally.

Each interview lasted between one and one and a half hours. All interviews except one were tape recorded and transcribed verbatim. In the single instance where the participant preferred not to be recorded, notes were taken during the interview and included in the data analysis.

6.3 Sampling

In order to access participants, an initial letter describing the objectives of the study was sent to the VP Academic in each of the host institutions. The letter also asked if that person would be willing to circulate an invitation, via e mail, to all international faculty in the respective institution to take part in the study. All VP's accepted this invitation and either sent the invitation directly to all faculty or through respective deans. The invitation to faculty provided information about the study's objectives and expectations and arrangements for participation. The key objective here was to allow participants to self-select. All participants who volunteered to take part and who met the criteria set out above below, were contacted directly in order to schedule an interview. A further two

participants were included who were born in Canada but who had spent the majority of their previous academic career elsewhere and recently arrived in Canada to take up their current academic positions. Of the 52 volunteers, 44 were scheduled for interviews. The remaining five could not be interviewed due to problems with scheduling. All interviews were carried out in March and April 2005, in order to coincide with the end of the academic year when it was expected that faculty might have more time available before the summer recess and conference season.

The final sample reported here comprises 44 international faculty in six Canadian universities[3] : Dalhousie; Memorial, British Columbia; Manitoba; MSVU and Queens (see Appendix 2: Demographics). These universities were chosen for two reasons. First, they represent different geographical areas of Canada. Queens and Memorial were included because they are located in smaller communities than the others, which are located in or near to large and more densely populated cities. This criterion relates to findings in the Richardson study, introduced above, suggesting that geographical location, especially proximity to centers of large population may influence international faculty experiences. MSVU was included in order to capture international faculty's experiences in smaller universities which are more focused on teaching than research.

The authors feel it is important to address two further points about the sample. First, the low response rate from the West Coast is regrettable because having more participants from this location might have provided a 'fuller understanding' of different experiences across Canada. A further, much larger study might seek to extend the geographical

[3] In the original proposal it was anticipated that the study would draw on faculty from Dalhousie, UBC, York, McGill and Queens. At the time of writing, the authors were still awaiting permission to have their invitation to participate circulated to international faculty at York. This delay is indicative of the difficulties and frustrations involved in conducting research on the academy. It also suggests the perceived sensitivity of examining faculty experiences. A decision was also taken to include participants from Manitoba and MSVU owing to low response rates from UBC and Queens and, at the time of scheduling the interviews, no response from McGill.

coverage reported here. Second, there is clearly unequal distribution of faculty across all of the six institutions. This is also regrettable; however, it was not something the authors could resolve as it reflected the difference in the number of volunteers in each of the host institutions. Indeed, the authors made all attempts to recruit equal or as many participants as possible in each of the host institutions. Third, it is regrettable that visible minorities were not more adequately represented – again this reflects the range of volunteers. However, the authors are continuing to fill this gap in an extension to the reported study.

For the purposes of this study, international faculty are defined as "teachers, researchers and senior academic staff" (Mwenifumbo & Renner, 1998) not originating from Canada with appointments in a Canadian university. Faculty on sabbatical were excluded from the sample. All participants had held a faculty position in a university in their home country or elsewhere prior to coming to Canada although some participants had subsequently obtained Canadian citizenship. Ensuring that participants had previous experience in their home country or elsewhere supported exploration of the perceived differences between professional experience in Canada and other countries. It also supported exploration of themes relating to whether international experience is recognized and/or rewarded in Canada and whether connections with overseas universities and respective faculty are maintained. The demographic details of the sample are provided in Appendix 2.

6.4 Data Analysis

All interviews were transcribed verbatim and in full and then analyzed using the computer assisted qualitative data analysis software, Nvivo. Transcriptions were analyzed using template analysis (King 1998) where themes were identified, coded and connected if appropriate. An initial set of themes that had already been identified apriori based on the researchers' knowledge of existent literature and other studies of

international academics (see for example Richardson 2002) provided an initial framework. However, that framework was amended where codes were added and removed as analysis progressed. New themes introduced by the participants, were also included in order to provide a more accurate account of the findings. For example, in exploring participants' professional experiences, a number of subsidiary themes emerged: research networks, use of international experience and interactions with students and faculty. Further dominant themes were also introduced such as immigration processes and the perceived influence of participants' geographical location on their experience in Canada (See Appendix 3: Models). Thus, the final models are wholly informed by the data in that they reflect the dominant and subsidiary themes for each of the respective research questions.

7 RESULTS

The findings of the study are presented below. Although they are presented separately with respect to each of the main research questions, it is important to acknowledge that the boundaries between the themes is blurred where, for example, participants might draw on similar themes to explicate different elements of their experience or evaluation. In such cases, 'parallel coding' during analysis allowed for the same data to be placed in different locations in the models. The authors would also like to point out that as with much empirical research, the findings presented here are only a portion of what might be discovered. It is expected that analysis will continue and may reveal further themes and concerns not reflected here. The implications of the findings presented here with respect to policy development are presented in section 9 of the report.

7.1 The Decision to Come to Canada

7.1.1 Key drivers in the Decision to Come to Canada

The findings suggest that the decision to take a faculty position in Canada was driven by a combination of factors. Of those factors, professional reasons were generally a key driver, where the majority believed that the move would have a positive impact on their professional development and status. However, the accounts also suggested that not everyone shared their optimism. Faculty coming from the US were especially likely to report negative reactions from colleagues:

> I think that most of them again have probably never even heard of this university but most Americans have not heard of any Canadian universities other than McGill, Toronto, UBC. That's probably pretty much it. (Jane)

> Just, mostly just complete disbelief. Most of all, where is [name of university]? So the ignorance of Americans about Canadian geography is true. And then, I mean and I'm an optimistic person so I would always, you know, paint this glowing picture…. I think they recognized the fact that it was very unusual in terms of choices and that most academics want to leave Canada. (Clare)

Such comments might have provided food for thought. Yet, it is notable that they did not dissuade the participants in this study from making the move anyway- primarily because the majority were clearly convinced that the move would be beneficial for their career and/or personal life. A key finding here, however, is that the majority of US faculty in this study, especially those who were at Associate Professor level, emphasized that they would not have moved without tenure regardless of their own conviction about the value of the move. The accounts also suggested that faculty coming from other countries were less likely to report negative comments from their colleagues. Thus, Marta reported that her colleagues in Brazil had been very positive about the move:

> For my colleagues in Brazil, I think that they recognized that I needed to have more room and more space for my career and my profession so they decided to support me to come to Canada.

Political reasons were a dominant driver for participants coming from the US, where the majority talked about 'issues' they had with 'the current administration', as evidenced by Mary and Zach, below:

> I had already made a decision about whether or not I wanted to take this job and so I sort of wanted to get out of the U.S. because I didn't want to pay taxes to George Bush and didn't like the climate of the way things were going in the U.S. and so when he ran for President …I said, if he wins I'm moving to Canada. (Mary)

> I'm in political exile. Absolutely. For two reasons: one is the foreign policy of the United States, which I think is unconscious-able …..and unconstitutional. (Zach)

Four participants from the UK also drew on political themes – although to a lesser extent than their US counterparts. Some of the US participants in this study suggested that such sentiments might be relatively widespread where dissatisfaction with US politics and the impact of current policy on higher education and research activity are an increasing source of concern among faculty. Further, non US faculty were also asked whether they had considered seeking an appointment in the US rather than Canada. The majority like Rudi, below, responded that they would never contemplate such a move, again for political reasons.

> It was a fleeting idea and by and large I wanted to stay clear of the U.S. because I don't like their political environment. I like the University environment and University people I meet at conferences have many resources that I sometimes envy but they have a way of life that is not colourful to me. I don't want to live in a big centre in the U.S. I mean that would be fearful. I don't like the way the fundamentalism is going. The front there is taking over and now that's actually impacting in teaching. (Rudi – moving to Canada from Australia)

This finding presents a challenge to contemporary concerns about a 'brain drain' of faculty in Canada to US universities. It also suggests that there may even be a movement in the opposite direction and thus supports the reports noted in section 4, above. Yet, as will be reported below, the US retains much of its status as a 'preferred destination'. This status is a reflection of its more lucrative research funding opportunities– a point which many of the faculty in this study are keenly aware.

Family reasons were also a dominant driver in the decision to come to Canada. They were a particularly important driver for participants with young children, where Canada was understood to provide a positive environment within which to raise a family. Some of the US academics, like Clare below, emphasized this theme and connected it to political themes, where they felt that they did not want to bring their children up in the current political climate in the US:

> And actually I felt that I was in some ways substituting what would be a good social environment, political environment, you know, a place for my kids, I mean it's, when I say that I feel like a real immigrant, you know, a better place for my kids to grow up but it's true.

As noted above, some of the British academics who had come to Canada in the 1960's and 70's and were now moving towards the end of their careers also drew on political and social reasons when they referred to Canada as being a good place to raise a family. However, these participants were more likely to make specific reference to a desire to escape the 'class system' in Britain rather than the political environment.

Social reasons were an important driver for all participants, where the majority reported that the decision to come to Canada had been influenced by perceptions that they would enjoy a 'good' standard of living. Personal safety emerged as a subsidiary theme within the dominant theme of 'social reasons', where Canada was understood as a safe environment in which to live. This driver was especially important for participants coming from developing nations and those with children, like Marta who was coming from Brazil:

> I decided by the safety, it's a safe country it's a nice place like any European country, it's not like the United States I think of Canada as having social peace. That is important for me because at that time I had a five year old boy but I had no more information about this country or the nursing profession in Canada.

A further important driver was the presence of a healthcare system which most participants felt would provide them with an appropriate level of physical well-being. This theme also arose in participants' discussions of why they had not, or would not; consider moving to the US – where the lack of a public healthcare system was a major deterrent. This finding presents a useful framework within which to evaluate current debates about the prospect of Canada moving towards a healthcare system that reflects the US system. In particular, it suggests that such a move might limit Canada's ability to attract international faculty, and indeed other professionals as indicated by Ben, below:

> Well, I'd been in North America quite a number of times so I knew that compared to Sweden, Canada gets about the same type of health system, gets the same type of infrastructure, social structure, I mean every country is different but it wasn't like moving to the U.S. where you have to pay for your health insurance, you have to pay for the kids going to school, things like that which is quite different from the system that I was brought up in, Canada is more like the European system (Ben)

The final dominant driver in the decision to take a position in a Canadian university resonated with the theme of 'adventure' reported in other studies of internationally mobile professionals, including academics (see for example Osland 1990; Richardson and McKenna 2002). Several participants spoke of the desire to have 'a bit of an adventure' or 'explore another country'. These accounts also alluded to the decision as an opportunity for learning and self development as well as professional advancement.

7.1.2 The Recruitment Process

At the time of this study, all participants reported that their host institution and all universities in Canada are obliged to adopt a 'Canadian's First Policy' when recruiting faculty. One participant, Anne, indicated that the policy had dissuaded her from making

an application to institutions in Canada and that she had only done so because she had been asked to apply for a position:

> I had essentially decided not to apply for Canadian jobs because I knew that they were officially not supposed to consider non-Canadian applicants and in general my experience is that institutions were unresponsive in the sense that you would never really get 'a thank you but no thank you' letter from them, ever. And so I felt that I was sending my applications into a black hole and the job search is a wearing process, I think. In any case, I had reached the point where I felt that it was eventually a waste of my energy.

However, the findings also suggested that several participants were *unaware* of the policy at the time they applied for their position. One participant indicated that although it hadn't dissuaded her from applying, she saw it as a potential barrier but submitted an application 'anyway'. A key finding here, however, was that those who knew about the policy before making their application had relatively limited understanding of how it would be implemented. Specifically, there had been little awareness, at least before arrival, that the preference for Canadians only comes into play when potential candidates of equal standing are being evaluated.

The findings suggest mixed levels of satisfaction with the recruitment and selection process prior to moving to Canada. Predictably, participants who were provided with assistance in finding accommodation, information about schools, financial matters and immigration procedures were especially positive. Ben, for example was most appreciative of the warm welcome he and his family received:

> They were actually very good when we came here and we had a lot of invitations, we met a lot of faculty people and they were quite friendly and they showed [us] a lot of things so they really wanted new faculty members to feel good, to promote that. … I think it's important from the very beginning that you have contact with some of the faculty people and see what Canadian life is all about and they invited you to their

> homes and showed you things. I mean when I started working at the university in Sweden, nobody cared, I was just in my office and that's it, this is more of a social welcoming thing, they had a welcome party and they do a lot of things for you as a new employee as well.

However, Anne, who is currently contemplating leaving Canada altogether, reported minimal support:

> [name of university] gave me no support, at all. No practical support and certainly no support in terms of paperwork. I was basically told you have to get your work permit and ….you know what Canadian bureaucracy is like. That was a whole thing in itself and at one point I was convinced that I would not actually be able to turn up and take this job because I would not have the appropriate work permit because HRDC was not going to issue the appropriate letter because they insisted that they didn't need to and I was sort of trapped between Canadian immigration and HRDC and [name of university] was sort of like, well we can't do anything about this.

It is worth noting here that Ben and Anne were both at the same institution – which clearly suggests that, within that institution at least; the level of support provided differed considerably between one department or School and the next.

Most faculty acknowledged that universities cannot assume responsibility for all aspects of relocation such as children's education, provision of accommodation etc, as might be the case for business expatriates sent on an overseas assignment. However, the majority emphasized the need for more support with immigration procedures. These comments were particularly common among participants who had arrived in the last three years on work permits rather than with Landed Immigrant/Permanent Residence status. At the time of the interviews these participants were either in the process of applying for Permanent Residence or still on work permits. The particular concern was that having a work permit imposes restrictions on other areas of the respective faculty member's life, a fact that they had not been previously aware of, for example obtaining credit cards, mortgages and their spouse's ability to find employment. Concerns about the immigration process became even more prominent during discussions about the

experience of being in Canada. These concerns will be discussed in more detail in section 7.2.4 below.

In order to move towards a deeper understanding of expectations of coming to Canada, participants were asked about the kind of expectations that evolved before and after the interview process. Moreover, when it came to evaluating their experiences they were asked about the extent to which their expectations had been met. A key issue that arose during these discussions was the importance of a realistic job preview. This was particularly the case for junior faculty entering their host institution at assistant professor level on tenure track. Surprisingly, some participants had little understanding of what was expected of them in order to achieve tenure, even after they accepted their position. Neither the recruiters nor the respective participant had sought to ensure that expectations regarding tenure were clarified. As a result, after arriving in Canada, many were confused and in some cases frustrated and angry about what they had to achieve in order to gain tenure. Kerry, for example, complained about the inconsistency between what she had been told about achieving tenure in her department and 'the reality', as she perceived it, after arrival. Thus, whereas she had understood (and felt she had been led to believe) that it was a relatively straightforward move, she discovered that in fact a number of her colleagues had not been granted tenure and that it was in fact difficult, as indicated below:

> About the chances for tenure, I mean when you're being told by Deans [before coming to Canada] …..that there's not a problem to get tenure here, they would know. Only …….when you come and you see it's all a lie. (Kerry)

Another participant, Rudi, complained about the discrepancy between what he had been told about research facilities and the reality he faced after arrival. The particular issue for him was that the discrepancy, while inconvenient initially, had serious implications for his research productivity. At the time of the interview he was especially

concerned that it would impair his chance of achieving tenure. James, also complained about having insufficient information to support his negotiations with the Dean of his school:

> I found out later that [opportunities for advanced standing] were something that they didn't want to tell me in the interview, … then later I was in the faculty association as a committee member, executive committee member, so I looked at the collective agreement and it says that if you had taught for three years outside before coming here then you could get tenure within two years or three years, that's something you'd negotiate with your dean at the time of interview. So I was never told that, they put me on probation. I didn't know, I mean because I never worked here before and I had no one here to tell me, like you know, my friends or anyone to tell me. Then I went to the union and said, hey I have three years of experience as a lecturer and so how come they didn't tell me?

Despite these potentially negative outcomes, however, most participants who complained about the discrepancy between their expectations and reality did not feel that they had been somehow 'duped' into taking their position. Rather, the general consensus was that the institution or recruiters had simply been unaware of the importance of clarifying expectations and what procedures might be put into place in order to ensure a more realistic job preview.

7.1.3 Serendipity versus Planning

Continuity in professional career notwithstanding, the decision to move to another country is likely to mean a significant life change. Thus, we might assume that such a move would be preceded by a good deal of planning and thought. However, reflecting the findings of other studies of internationally mobile professionals (Osland 1990; Peltonen 1998; Brewster and Harris 1999) serendipity played an important role in participants' decision to come to Canada. In fact, twelve participants drew on serendipity to explain their move to Canada. They connected this serendipity with

opportunities arising from a dynamic network of contextual and individual factors, as evidenced by Liam:

> I was very community active as a scholar and was giving a paper in Windsor; some people from [previous university in Canada] heard me and the next thing I knew I had an offer to come out for one year as a visitor. So I went in 1982 to [previous university in Canada] and stayed for 12 years.

Of the sixteen who explicitly cited a *lack* of planning the most common theme was that they had planned to leave their previous country but had not intentionally planned to come to Canada. Thus, like Harry below, they were more intent on finding an academic position in another country rather than choosing Canada as a specific destination:

> I was just looking and learning [to see] what there was available I didn't find places in Argentina or New Zealand or whatever. I, my wife and I, have always [felt] and continue to feel we're internationalists and would have been happy to have gone elsewhere if that opportunity would have been a better one

Similarly, Evan had sent out applications to universities in the US, UK, Australia and Canada and had taken a position in his current university because it was the 'first one that came up'. This finding emphasises how Canadian universities seeking to attract appropriately qualified faculty are operating in a highly competitive environment, where they must compete in what seems to be a global academic marketplace.

7.2 The Experience of Being in Canada

In order to gain a broader understanding of participants' experiences of being in Canada, initially three major lines of questioning were introduced – themes relating to cultural adjustment, family issues and professional issues. However, as the interviews evolved a further dominant issue emerged: immigration.

7.2.1 Cultural Adjustment

Cultural adjustment was an important theme for the majority of the participants in this study – although not necessarily because they had problems in adjusting. In fact, most

said that they had few problems in adjusting to living in Canada. To a large extent, this finding reflects widespread expectations that Canada would be a relatively straightforward 'destination country' in which to live. However, as might be expected, participants coming from culturally 'distant' (Hofstede 1980) countries such as Malaysia, India and Brazil suggested they had experienced more difficulty than those coming from culturally 'close' (Hofstede, 1980) countries such as Australia, New Zealand, UK and US. While none of the participants from culturally 'distant' countries indicated that the difficulties were insurmountable, it was clear that they had had an important impact, particularly during the initial period of coming to Canada. Further, participants from 'distant' cultures were especially likely to draw on the absence or presence of other immigrants in their city or town as an important theme in their ability to adjust. For example, describing the difficulty he and his family had in settling into their current location James, who was from Singapore, surmised that had he moved to a more multi-cultural location, his experience might have been more positive:

> I think if I'd probably moved to Ontario or Vancouver the climate would have better for me and it is a lot like an Asian community, [there is a] big Asian community in those places so if I wanted to go eat in an Indian restaurant or Chinese restaurant, they're accessible and inexpensive, like in Toronto I know it is. Cross cultural living is high there...

Mark, from Mexico, had similar feelings:

> Socially for me it has been hard and especially before we moved to [name of town] we have a better network of friends now and we see them more often and there are a few Latin Americans around so I get to chat a little bit… it's something that I didn't think that I would miss so much but it's something that you can identify with very fast and if someone is talking Spanish and they are from the Latin American country, you have a common place with that person.

It was also notable that faculty originating from culturally close countries such as US and UK but who had previously lived in more multi-cultural locales were also much more likely to cite lack of multi-culturalism in their current location as a reason why they were

finding it difficult to adjust. These participants, like Noam who had previously lived in Hong Kong, also specifically referred to Toronto or Vancouver as potentially easier places in which to live:

> I'm much more multicultural in my orientation it's just the proportion of different cultures is sort of not international enough here. There are a few from the Indian subcontinent but by and large there is no real multiculturalism.

This finding is salient given current debates about the challenges that some provinces and smaller cities face in trying to attract suitably qualified and skilled immigrants. Several participants living outside major cities also complained about the lack of cultural activities and opportunities to access things like theatre, concerts, restaurants and consumer goods. These participants suggested that other cities within Canada, especially Montreal, Toronto and Vancouver might have been more suitable. This finding explains why these three cities continue to be the most popular destinations for immigrants coming to Canada. However, on a more positive note, despite the reported attraction of the larger cities noted above, a few participants specifically referred to their own city as a preferred location. Vita and Clare, for example, had chosen to go to Winnipeg and Halifax specifically because of their smaller size and geographical location. Similarly, Peter had been attracted to Newfoundland because of the potential lifestyle it offered him and his family:

> As I said, it depends a bit on the places you like I mean, for me it's just the right thing now that I don't have so many people [around me] because I found that population density creates stress, be it traffic or any kind of stress, whatever it is so all of this, it creates stress and I find that I can live a much more relaxed [life] in the country.

7.2.2 Family Issues

Again resonating with other studies of mobile professionals (Huckerby and Toulson 2001; Richardson and McKenna 2005), family issues were a dominant theme in participants' discussions of their experiences in Canada. A key finding was that all of the participants with children spoke positively about the extent to which their children had

adjusted to living in Canada. As a father of two teenage boys, Ben spoke about how easily they had settled in. However, the same cannot be said for spousal adjustment. In some cases inability of spouses to adjust was a major problem. Thus, although Enzo had been in Canada for over 25 years, his wife had only recently reconciled herself to the fact that they would never return to Belgium. Similarly, Rudi and his wife were facing particular problems because of her inability to find a job suited to her qualifications and experience:

> She's had a harder time…..she's taken a huge cut in salary. She was making $70,000 a year down there [in Australia] and now she's making half that and she's doing a job that's not challenging and the market here is tight. She's applied for some jobs that are in her sector and they didn't even bite.

This finding also reflects other studies of managers sent on an international assignment which suggest that inability of the spouse to adjust can be a key factor prompting early returns (Schaffer and Harrison 1998). As suggested by Rudi, above, a key issue with spouses relates to inability of the accompanying spouse to find a suitable job. Thus, the wife of one senior academic had been unable to find a high school teaching position despite extensive qualifications and experience (she had ended up working in a call centre). Similarly, it had taken the wife of another participant several years to find a job that matched her qualifications and experience. The husbands or partners of female participants had faced similar problems. This finding clearly points to the problem that some dual career couples may face during relocation to Canada. As noted above, it also echoes the findings of other studies of internationally mobile business professionals (e.g. Harvey 1997; Harvey and Wiese 1998; Eby 2001; Moore 2002).

The examples cited so far reflect the experience of participants whose spouses were not academics; some of the participants with partners who were academics had also encountered problems. Anne, for example, and her husband had been living in separate countries for the past two years because she had not been able to find a suitable faculty position in UK and her husband had not been able to find a suitable faculty position in

Canada. Aware that this arrangement could not continue indefinitely, they were planning to enter the job market again – a decision that may mean Anne leaving Canada altogether:

> Well, next year or the year after, we're hitting the job market as a couple and I would be happy to move to the UK. I would be thrilled, I'd be even happier for my husband to get a job here and I'd be pleased if we ended up in some third place.

One potential solution to this problem, of which Anne was well aware, is spousal appointments. However, she was also certain that such appointments require a good deal of negotiation between both the respective faculty members and their potential employer:

> I would be thrilled if some kind of spousal hire deal came through here and he managed to end up down the hall from me, that would be lovely….. But that obviously will require a good deal of negotiation between the two of us and between us and our respective institutions and us and any place else we are likely to apply [to].

Indeed one participant had found such a system extremely helpful where his wife had been offered a position in the same university. However, two participants indicated that this 'solution' may also bring further problems. They especially pointed to the potentially negative impact on relationships with other faculty where accusations of unfair practice were not uncommon. Oisin, for example commented that although the spousal appointment system had helped him and his wife there had been something of a 'backlash' from colleagues and other university staff:

> By and large you get some really good faculty and then there are those who have egos as big as the sun and they think they're God's gift to everybody. I'm sure there are some individuals who are probably very jealous of the joint appointment we had ….and they would love to see us go down or whatever, but what can you do? (Oisin)

7.2.3 Professional Issues

Accounts of professional experiences of being in Canada related to a number of subsidiary themes, as indicated in appendix 3: research networks, use of international experience, interactions with other faculty and interaction with students.

Given the importance of research activity in academia, and particularly in places like Canada where tenure systems operate, it is perhaps unsurprising that a key issue for the majority of participants related to their research activity, including research networks. On a positive note, twenty one commented how they were able to expand their research networks in Canada in addition to maintaining and extending their existent international networks. This finding emphasises the potential value of international faculty to Canada in that they may support extended international research networks in addition to the skills and knowledge they bring as individuals.

However, some participants indicated that their lack of research networks in Canada was also problematic, particularly for accessing funding. This problem was particularly acute in the medical and natural sciences where lack of a funding history and research connections within Canada was seen as a distinct disadvantage. Thus, Tony who had come from the US, for example, talked about how his lack of funding and research history in Canada prevented him from getting access to funding for his research program. He was certain that this problem would ultimately have a negative impact on his overall research activity and productivity.

Although participants' international research networks were, on the whole, maintained and useful in promoting research activity in Canada, reports of the extent to which their

broader international experience was recognized and or rewarded were mixed. Some participants, like Evan who had come from India, reported that his Indian experience had been valued during his initial interview and during his subsequent experience. Other participants indicated that their international experience was especially useful in the classroom where they would draw on it to illustrate examples. In this context, they felt that it promoted positive interactions with students, some of whom were also seeking to pursue international careers. Some participants also drew on the increasing number of international students to explain the value of their own international experience. Glen, for example, indicated how his international experience created a common point of reference with some groups of international students. However, other participants reported that their international experience was neither recognized nor rewarded – even to the point where one participant wondered how he had 'made it through the interview'. Ashley, for example, felt that students did not accord any importance to his experience but were more focused on the Canadian context. He also suggested that his international experience was a weakness because many students and colleagues saw it as a sign that he lacked experience and understanding of Canada.

Continuing with the theme of interaction with students, a key finding of this study relates to the challenges faced by faculty for whom English is a second language. Excepting Ben, all of the participants in this study for whom English is a second language commented on the problems they faced as second language speakers. Some, such as Marta and Ashley reported complaints from students and subsequent low teaching evaluations – predominantly because of their linguistic ability:

> I think that the most important barrier is the language …..It is very difficult to be in front of the class and speak in a clear way when you have a lot of complex thoughts. In Canada you should be able to endure this kind of psychological challenge - that is not being able to speak correctly in the first language. (Marta)

Other second language speakers indicated a strong awareness of this problem when asked about their views about international faculty more generally. The particular point of concern was accent – where a hierarchy of accents emerged. Thus, whereas Tim reported that his students believed his English accent was 'cute' he was fully aware that international colleagues from places such as India and China encountered much more negative reactions. Rene, also reported how her language skills had presented a significant problem in delivery of courses, which had, like Ashley and Marta resulted in poor teaching evaluations – a factor which she drew on to explain subsequent problems with tenure and promotion.

7.2.4 Immigration

The theme of immigration has already been introduced above, however it became particularly dominant in participants' discussions of their experiences in Canada and will, therefore, be addressed in more detail here.

It was interesting to note that whereas immigration processes are often associated with the initial move to another country, for the participants in this study the challenges of immigration were more profound once they had arrived in Canada. By far the most problematic immigration issue was the transition from work permit to permanent resident (or landed immigrant) status. At this point, it is worth noting that of the 44 participants comprising this study, 17% were permanent residents, 61% dual citizens and 22% work permit holders. Moreover, as might be expected the work permit holders had been in Canada less than three years. Of these the majority were either in the process of applying for permanent residence or about to apply. It was these work permit holders who expressed most concern about the process in addition to several participants who had already become permanent residents. Even among the dual citizens several had vivid memories of the problems they had encountered moving from work permit to permanent resident status. In contrast, there were few complaints about the transition from permanent residence to citizenship. Analysis suggested that a key concern here was the implications of having permanent residence as opposed to being

on a work permit. Thus Ben's children were unable to find part time employment while they were studying because he did not have permanent residence in Canada (although he was in the process of applying):

> One thing that is quite obvious in our family is that my kids can't get a job. They have a study permit so my oldest son he wants to have a job at McDonald's or whatever because all his friends are having a part-time job or at the weekends but he's not allowed to do that.

Evan who had come from India, via the US, and was also in the process of applying for permanent residence had been unable to obtain a Canadian credit card because of his work permit status:

> I was denied a lot of credit applications. I gave back my US things, just because I didn't want to transact in two currencies …..And I'm still sending money home …..keeping a bank account active in US, for sending money ..If had closed [my credit account in the US] before coming here . I would be in dire straits.

Thus, as indicated above, participants on work permits had much more to gain by obtaining permanent residence, for example more chance of being able to get a credit card, mortgage or for the spouse/partner to find suitable employment. A particularly common complaint was the time and required documentation to complete the process. Thus Nick, who had come from the US, was frustrated that he had been waiting over fifteen months and in the meantime he could not get a mortgage:

> We've been in the process now for fifteen months, we applied for permanent residency in December '03 and because we have two children, we're about thirty-five hundred dollars into the process. I wrote a letter [to a newspaper] that started like this: Canada's great, I'm really proud to be here, I have this great position and I'm so lucky I got it but the immigration is just awful, and CBC Nova Scotia picked that up and interviewed me on one of the radio shows and then finally the Buffalo Consulate Office, that's who Americans go through, responded to one of our faxes saying why this is taking so long

Similarly, Peter was frustrated by the fact that his wife had been unable to find a job suited to her qualifications and experience because she was still on a work permit.

The findings reported above clearly present a negative image of immigration processes, particularly in terms of their implications for other aspects of participants' lives. Yet, curiously, the difficulties of not having permanent residence were inconsistent where some participants who were still on work permits had been able to secure a credit card and mortgage whereas others had not. Yet others had been able to secure a mortgage but not a credit card. Nonetheless, taken as a whole the findings offer clear evidence that immigration and particularly the move from work permit holder to permanent or landed immigrant is a source of considerable anxiety and frustration for many of the participants in this study.

7.3 Evaluations of Coming to Canada

Thus far we have reported participants' accounts of their decision to take a faculty position in Canada and their subsequent experiences of being here. While those accounts clearly had some element of evaluation, we will report their evaluations here more specifically. The latter part of the interview agenda attended to evaluation where participants were asked to evaluate their general experience in Canada, but especially their professional experience. Examining evaluation of professional experiences is important, given the study's research objective: to provide data that will inform policy development to enhance Canada's position as a first choice destination for international faculty. In addition to evaluations of professional experience, participants were asked about advice they might give to other faculty considering a move to Canada – this question sought to capture not only their evaluations but also whether they would encourage others to come to Canada. Further questions, again focusing on evaluation, asked about intention to stay in Canada. These questions were particularly important for

gauging Canada's ability to attract and retain international faculty once recruited. The model depicting this dimension of the research findings can be found in appendix 3.

7.3.1 Professional Issues

The overall accounts of professional experiences included both positive and negative themes, as noted in section 7.2.3 above. Evaluations of their professional experiences also reflected a combination of positive and negative themes. Commencing with a more positive note, the majority of participants were very positive about their professional experiences in Canada. As might be expected, with the exception of one or two, all of those who had been here ten years or more were especially positive. Indeed, those who were coming to the end of their careers expressed a great deal of satisfaction with what they had been able to achieve in their professional lives. A key theme in these accounts and indeed in most accounts was the sense of democracy that exists in either Canadian institutions more generally and/or in their own institution specifically. This characteristic was evaluated as a very positive feature, which also had a positive impact on their productivity because they had enjoyed relative independence with respect to their professional activities as described by Lily, below:

> It's very democratic here. I noticed that as soon as I got here, there's a huge difference…Here, we spend hours in committee meetings and everybody has to have their own say and more than once and you know, sometimes decisions don't get made and sometimes nothing will happen because of that but at the same time you have your say, I mean that's a nice aspect of it, you can have a lot of influence, if you want to take that (Lily)

Moreover, in evaluating the impact of their move to Canada on how their careers had evolved the majority indicated that it had facilitated upward mobility, in some cases commencing from assistant professor and moving through to full professor relatively quickly. These participants pointed to the career opportunities they had found in Canada to pursue varied research interests in a relatively open and supportive environment.

However, while these findings are evidently positive, some evaluations were far less complimentary. A key complaint for some junior faculty was the lack of structure and guidance relating to criteria for tenure, as noted by Kerry in section 7.1.2, above. This issue was especially problematic for participants who came from different cultures or institutions where tenure and promotion were different to those found in Canada or did not exist at all. Thus, Rene, a visible minority participant coming from Africa, described a particularly traumatic experience in her application for tenure. Even though her own experience encouraged her Department Chair to implement further guidance, as far as she was concerned it did not help her own case and had in fact made her very cautious about applying for promotion:

> I realized that the Chair did not exactly have my best interests at heart, so I decided to cut him off you know, just do my own thing. So I got support from outside and went through it and I think one of the recommendations he brought to the department is to try to help new faculty - not to leave them to swim or sink. After that, they invested time to have proper criteria... Though the experience helped me grow but in a difficult way …..when new people come they need support, ….I didn't know a lot of things and that made it so hard, coming from a different culture altogether …..(Rene)

It is perhaps significant that participants who came from culturally distant countries, such as Rene and Ashley, commented on the difficulties they experienced with the tenure and promotion system. Indeed Rene commented that other visible minority women in her institution had left precisely because of problems they experienced with the tenure and promotion system.

> All newcomers have their own culture. You come here, you go to [name of another nearby university], the custom may be different and also the different departments may be different from the departments there and coming here. Since I came here I think three other black women have come and left because when they come to the [time for] appointment or the time for tenure applications, they always went through a lot of headaches. (Rene)

The findings also suggest that participants for whom English is a second language were more likely to have a negative evaluation of the tenure and promotion system or at least to have experienced problems with it. Ashley who came from Iran, for example, had experienced negative teaching evaluations because students complained about his language skills which, he felt, had had a detrimental impact on his application for tenure and promotion – something which the system did not take into account. Kerry, also a second language speaker, expressed similar frustrations with the tenure and promotion system in that she felt she had not received sufficient guidance and support. She also commented on the experiences of other international faculty who had left her institution explicitly because of problems relating to the tenure and promotion system:

> So I don't know exactly what happened before I came but it was known that they had problems keeping people and a lot of people left, and I think it is also pretty clear that everyone who came here as a foreigner had a hard time for several years and you know that when the time of tenure application is coming then there's just additional panic and I think that they expect that, that you fit in the system or you leave.

A further key issue in participants' evaluations of their professional experience in Canada reflected problems with access to research funding. While this is arguably a common complaint among academics worldwide, it is worthwhile exploring the specific findings of this study here. Several participants compared access to research funding in Canada with what is available in the US. While these comparisons acknowledged that access to funding was much more competitive in the US; they also suggested that the amount of funding available is much greater than in Canada, both in terms of the overall funds available and the value of individual grants. Evan, who had come from India but had extensive experience in the US, provides an example of the kind of comparisons that were made:

> I cannot say that there is a lack of funding; it's just that they don't want to commit to large sums, even though they are called big grants. $20,000, $40,000 grants are the provincial level grants, what I'm getting and it has helped me start things, no doubt ... but it won't be seen [as very big] in US. It's just kind of like complementing research.

> Their minimum grant is about, what you call a start-up from university …. about US$200,000 to US$250,000 as a total package. Here it does not even cross C$100,000.

These comparisons clearly support current concerns about a ‘brain drain’ of Canadian faculty to the US in search of better research funding. They also suggest that the US might be a ‘first choice’ destination for some international faculty. This comparison was made by both recent arrivals and those who had been here for over twenty years. Thus in the latter case, it is at least encouraging that such comparisons had not encouraged them to leave Canada –although three participants suggested that they had tried to make applications for positions in the US but had been unsuccessful.

A further finding, already introduced above, was that international faculty who had recently arrived in Canada believed that they faced additional challenges that more established researchers were not aware of. There were two major issues here. First, some participants noted that because they were on work permits they were not able to apply for funding – they had to either be permanent residents or Canadian citizens, as suggested by Evan, below:

> If I don't get grants, I don't get settled here. There are so-called "B" grants to further your career but I don't get an opportunity to even apply for that kind of funding because of my immigration status, which meant that I'm at the set-back stage as far as other competitors are concerned.

Clearly, this problem connects to the immigration issues also noted above. Given that 22% of the participants were on work permits it could be very problematic both for individual careers but also in relation to Canada’s ability to attract international faculty – unless they arrive with permanent residence. However, the authors feel obliged to point out here that not all funding agencies impose a criterion that applicants must be either permanent residents or Canadian citizens at the time of application. In some cases it is sufficient to have submitted one’s application for permanent residence. Indeed, two of

the authors on this project had work permit status when they applied for funding. However, the extent to which Evan's perception is true for all or only some funding agencies is in some respects not important. What is important is that if international faculty believe that they cannot apply for funding, and this study suggests that they do, then it may have significant implications for their willingness to come to Canada and, once here, their willingness to apply for funding.

A further problem for more recent arrivals was that because they were not established in Canada they felt that it works against them in the application process. This was particularly the case for those who had arrived at Associate Professor level because they did not have the advantage of being considered junior faculty, yet they had no record of funding in Canada to support their application. This point has already been introduced above, with respect to Tony as one example. Also, there was some concern about the 'closed' nature of some funding agencies in Canada where some participants, including junior faculty, were concerned that because they did not have a very well established professional network, it might mean that their chances of funding were more limited. This concern was most often described in terms of having to compete with other Canadians and well-established international researchers who were already 'well known' in Canada. Thus, as outsiders or newcomers to the 'faculty neighbourhood', they might be somehow disadvantaged. Again the extent to which these accounts are factually true is, perhaps, not important (indeed two of the authors in this project had only been in Canada a year when the funding for the project was awarded). What is important, however, is if the perceptions behind them are widespread they may also impact on international faculty willingness to come to Canada and, once here, to make an application or even stay in Canada.

Finally, a further concern for some participants in the medical and natural sciences related to approaches to, or modes of, funding. These participants were also especially

more likely to make comparisons between funding opportunities in the US and Canada. The main concern was where federal funding in Canada can only be secured provided that matched funding is gained from industry. As Tony, below, suggests there was a dominant concern about the implications for research productivity and professional development:

> At the end of the day, NSERC Canada are still oriented toward matching funds and even if you had the provincial money or you had the industry money you spend a lot of your time going out and courting industry because one way or another you have to keep that private funding or other external funding cranking in so you can get the matching funds…… With the industrial model you have to protect it first of all and that means you can't publish until the thing is a little farther along and so you have this conflict. On the one hand your professional career is dependent on the number of publications, period. You've heard the old expression that "Deans can't read but they can count." Boy is that a true statement. On the one hand you have to publish but ….you can't publish if you want to patent. So, if you can't patent then the companies aren't interested ……So we've got this fundamental conflict and the academic is stuck right in the middle.

The fact that participants in the medical and natural sciences were most likely to make a comparison with Canada and the US presents further support for current concerns about a potential 'brain drain', particularly in science. Indeed, Tony was actively looking for a position in US.

7.3.2 Advice to other International Faculty

It is to be expected that participants' recommendations to other international faculty would be informed by their evaluations of their own experiences and their observations of the experiences of other international faculty. In responding to this question most participants were generally positive, although there were a number of caveats they imposed on their recommendations. Only three participants specifically said that they would actively discourage anyone from coming to Canada. As might be expected, all

three had had predominantly negative experiences and were currently looking for faculty positions outside of Canada.

The suggested caveats emphasized the need to ensure complete understanding of all matters relating to professional development and immigration – mainly in order to avoid some of the problems either the respective participant had encountered or had observed in others' experiences. Thus Rene, noted above, emphasized the need to understand the tenure and promotion process in one's host institution. Evan emphasized the importance of getting immigration procedures settled beforehand, and specifically trying to obtain permanent residence status before arrival. Peter also emphasized the importance of understanding the immigration process:

> I would prepare them for this long wait in terms of the [immigration process], so there should be a clear understanding…that they [will] take eighteen months to get their permanent residence and they should be prepared I guess

Others focused their advice more on professional issues, such as Rudi, below. Participants, like Rudi, in the medical and natural sciences were especially likely to focus on alerting potential newcomers to the difficulties of funding:

> I think that I would advise that if you are an individual who is looking to be very high profile then I don't think Canada is the place to be. If you enjoy your research and you want to do good quality research then Canada can be rewarding, but I think that the problem with our major funding agencies such an NSERC, even CIHR which can give substantially more but still not compared to American agencies, is that NSERC has been giving decreasingly less money to researchers …. We don't have the scale of economy that the Americans do. Now, I would encourage people to come here because I think that we have good political climate. We have an open mind to all realms of research be they science, arts or whatever. I think that it is a liberal culture so it is a comfortable place to be so I think that Canadians on the whole have a good healthy world perspective. In that sense, I think that most people would be made welcome here.

While Rudi clearly presents a cautionary approach, it is notable that he imposes a further caveat on these negative points by emphasizing a positive political climate and academic freedom.

Other recommendations tended to centre on more social and emotional issues relating to self management and adopting the 'right attitude'. It is interesting to note these kinds of recommendations came predominantly from people who had been in Canada for ten years or more, whereas the more 'practical' recommendations came from more recent arrivals. Thus, participants such as Bill, Enzo and John emphasized the need for an 'open mind', not being too easily disappointed and trying to maintain positive relationships with one's colleagues. This finding is significant because it may point to the changing concerns of international faculty where in the initial years it is, perhaps understandably, the more practical issues that are important. However, once these issue have been resolved there is more time to reflect on the more emotional and social aspects of such a move.

7.3.3 Expectations for the Future: Intention to Stay or Leave

Thirteen of the fifteen participants who were in the later stages of their careers, and particularly those in the 56+ age group were more likely to expect to stay in their current institution and indeed, in their current location after retirement. One participant, Doug, had contemplated returning to UK but acknowledged that this idea was unrealistic. He drew on conceptions of his having 'moved on' since leaving the UK and acknowledged that his desire to return was driven more by nostalgia then a realistic expectation that such a move might be possible. In comparison, other participants in the same age group indicated that returning would be impossible and, anyway, for most Canada was now 'home'. It is also notable, and perhaps to be expected that ten of the fifteen said that they would not engage in further 'career exploration' in terms of seeking a position

in another institution in order to secure promotion - primarily because they had already attained full professorship.

As might be expected, compared to those who had attained full professorship, participants who were at the assistant or associate professor level expressed more openness to a move to another institution, either within or outside of Canada. Indeed seven said they expect to leave Canada. Moreover, these participants were younger than the majority of full professors. This finding clearly supports contemporary research suggesting that geographical mobility is more likely to occur at the beginning or middle stages of an individual's career. Some participants believed that a move might improve their access to research funding, or, in some cases enhance their productivity. These participants also suggested that promotion was more likely to occur if they moved between institutions rather than waiting to be promoted within their own institution. Dissatisfaction with access to funding was a key influencing factor for some academics like Tony, introduced above, who believed that he would have significantly better access if he were able to return to the US. This finding provides further support for contemporary debates suggesting a brain drain to the US where perceptions of better funding opportunities may be connected to faculty decisions to leave Canada. Nonetheless seeking a position outside of Canada, or indeed in another part of Canada, was not always the first option – indeed, many saw it as something they would prefer to avoid as it might cause disruption of both their professional and personal lives, as indicated by Charles, Kerry and Jane, below:

> I really don't want to have to re-climb the ladder elsewhere, I think the time to do those things would have been when I received [other] offers in 76, maybe in 84……moving to another part of Canada really has never been a major interest. (Charles)

> I should have left in the first year or so because I was really not happy here, but then I knew that I had moved around so much, and you lose a lot when you move around and you cannot build something up, that is difficult. (Kerry)

> Yes. I think any move in my experience; any move slows you down because you're putting your life on hold when you organize your things- especially if it's an international move. There are things that you have to put away and not think about for a while and then you're still slowed down because you are learning the culture of a new institution and you are learning the culture of your department and what your students are like and how you have to teach things differently and the exceptions that you make in one place that you can't make in other place. All that stuff and that takes greater energy I think if you're starting the teaching part of the new job and then it sucks energy out of the research part while getting used to that. (Jane)

One participant, James, also cited provincial differences concerning recognition of his qualifications and experiences as a barrier to moving within Canada. Themes relating to provincial recognition arose especially among participants operating in the medical sciences, primarily because they affected the extent to which they could practice.

> Here there are other problems too because every province is separate, it's like a different country. So it's not very integrated. But for me to move to Ontario is very hard and even to practice there, that's the other thing. (James)

Thus far we have reported the connection between professional concerns such as access to research funding and promotion and participants' expectations for the future. Social circumstances also had an important influence on whether participants expected to remain in their current institution or look elsewhere. We have already reported Anne's intention to enter the job market in order to live with her husband (see section 7.2.2). Other participants, like Mark, also cited themes relating to dual careers for wanting to move either to another institution or outside of Canada altogether:

> I think the main improvement is to have both of us [living] in the same town. I think the second great improvement would be [for] both of us to be in a university that is more focused on research and it may be looking for jobs in Ontario because there are more universities and also because my wife's family is from Ontario.

Broader family issues such as children's education and access to healthcare were also closely connected to participants' future intentions. Thus, James was concerned about whether his son would have access to what felt would be a good education and healthcare facilities:

> Even within Canada, parents who move from Ontario say that the Nova Scotian school system is like a year behind Ontario. So we have concerns about that, I mean living in Nova Scotia we look at all the rankings, you know. They test them with national exams, we come out like at the bottom of the pile….. [We think about leaving] every week, sure…..when I got sick, the health care system was pretty inaccessible so that's hard, yeah, so then because we had lived in Singapore, which was very accessible …and even in Australia where they have a two-tiered system which is good. I think there isn't such a thing here, so then we talk about what if something serious happens to one of us or our son, what will we do?

The findings reported thus far suggest that it might be fruitful for some institutions and related bodies to adopt new policies or change current policies in order to retain international faculty. For example they might implement clearer guidelines for tenure and promotion requirements, they might expand assistance for funding etc. However, some participants, such as Lucia below, suggested that faculty may be inclined towards mobility regardless of their personal and professional circumstances. For these individuals there might be little the host institution or indeed Canada in general could do to encourage them to stay.

> I don't stay in one place ever….. I have so many international commitments. But there's only so much I can scale it down.

8 DISCUSSION

The results of the study thus far will be discussed in relation to the main research questions and findings as outlined in previous sections. This discussion will also draw more substantially on contemporary research and theory and professional practices. It is, however, useful to iterate that the nature of the study was exploratory and our discussion recognizes some of the broader context within which interpretation of the findings can be considered.

8.1 The Decision to Come to Canada

8.1.1 Key drivers in the Decision to Come to Canada

Our findings suggest the negative response from colleagues of faculty coming to Canada from the United States contrasted with the largely positive response of colleagues of participants who came from elsewhere. In the general scheme of things, this may appear of minor importance. Within the context of the Human Resource Management (HRM), however, and especially issues of recruitment and retention, the evaluations of others – particularly colleagues or peers - may play a pivotal role in deciding whether to pursue or accept a faculty position in Canada. Moreover, once the decision to come to Canada has been made, the evaluations of others may continue to play an influential role in deciding whether or not to remain in the long term. This issue might be particularly relevant to US faculty, for whom political reasons were a dominant driver in the decision to come to Canada. It might be assumed that if political circumstances change in the future, returning to the US might become an attractive option, particularly if other, more tangible and professionally related matters are or become more significant.

Continuing with the theme of politics as an influence on the decision to take an overseas position, the findings indicate that several non-US faculty did not consider the

US as a destination specifically because of its political climate. Whether they would do so in the future if the political climate changes is an important question. Furthermore a key concept in this study is the notion of a 'preferred destination'. There will be aspects of being a professional academic that may convince academics to favour one destination over others. Yet, a key concern here is the extent to which it is preferable to attract those who wish to *come to* Canada versus those who wish *to leave* their respective 'host' country – be it their country of origin or otherwise.

The findings also suggest that issues relating to accompanying family were closely connected to the decision to come to Canada. Concerns about raising children in a 'better place' and providing opportunities for what is perceived as a 'better lifestyle' were especially important. Several US academics explicitly framed this reason in a political context. However, they also viewed Canada as a positive social environment in which to raise a family. This again raises the issue of the permanence of the move and the specific attractiveness of Canada as a location. Non-US academics, and particularly those from developing countries, also identified social reasons as a key driver for coming to Canada. For these faculty the perception of a desirable standard of living, access to a good healthcare system and safety were also important, both in and of themselves, and in relation to the US as an alternative.

8.1.2 The Recruitment Process

While the previous section has considered issues surrounding faculty recruitment arising from this study, retention is an important theme that arises after faculty have been recruited. A number of issues were raised by participants that are worth addressing here.

First, there is some confusion over both the nature and content of what participants saw as a 'Canadians First Policy' in recruitment of faculty. The preference for Canadians under circumstances where everything else is equal is not well articulated by government agencies or universities and thus seems to be poorly understood. Furthermore, the actual implementation of this approach is likely to vary from university to university and may be influenced by internal politics and rigid application of rules, which creates problems and delays in the recruitment and selection process. In terms of recruitment and selection as a Human Resource Management issue, it is important to realise that it is a process beginning with accessing the most capable and appropriate of candidates, not all of whom may currently reside in Canada.

From a HRM perspective successful retention requires that an individual has a good understanding of what is involved in their job and the factors that will be taken into account in promotion etc. Secondly, an individual will need to be fully aware of issues relating to their domestic context as well as professional context. This is, of course, particularly important in relation to individuals who have relocated to a different country. The findings reported above indicate that faculty who receive assistance with accommodation, information concerning children's' education, financial matters and immigration are likely to form a positive impression of their employer and location. Lack of or insufficient support and orientation may discourage commitment, particularly during the early stages of the appointment. In some cases there were inconsistencies in the level of support offered within the same university. The implications of support and induction for building commitment and satisfaction are well established in the HRM literature and will be discussed in section 9 of this report.

An important concept in the HRM literature is the idea of the *psychological contract* (Rousseau 1995; Guest 1998; Turnley and Feldman 1999; Coyle-Shapiro and Kessler 2000) Essentially, the psychological contract is established in the interactions between the 'employer' and the 'employee'. For example, an employer or an employer's representative (manager) might indicate to a newly recruited employee that they can

expect some form of promotion within two years of entering the organization. This establishes in the mind of the new recruit an expectation that if not fulfilled can be perceived as a broken promise. For academics in Canada tenure and promotion is a critical aspect of their professional development and achievement and thus plays a pivotal role in expectations and planning for the future. For some of the participants in this study the criteria and process associated with tenure and promotion within their university were confusing and in some cases non-existent. Problems included mixed messages from Deans, lack of information and lack of support. It is imperative that universities, through their agents, give appropriate and accurate information to new faculty regarding tenure and promotion, a core idea in the HRM literature that is referred to as a Realistic Job Preview. Such a preview establishes fair and reasonable expectations and thus subverts the possibility of perceptions of violated psychological contract(s). Specific discussion about the implications of the findings relating to this theme is made in section 9.2.1, below.

8.1.3 Serendipity versus Planning

An important finding in this study is that opportunities to move overseas often arise serendipitously and although participants had thought about relocating to another country the move may involve little planning. In this context the choice of Canada for academics may not be a planned one and, as with other globally mobile professional groups, there are many possible destinations that could be attractive to the faculty member. In this context, retention becomes an especially important issue. If Canada is not a specific choice of destination, it is especially important to discover what issues are important to newly arrived faculty and especially what issues might encourage their long term commitment, thus ensuring a long term 'brain-gain' rather than a future 'brain-drain'.

8.2 The Experience of Being in Canada

8.2.1 Cultural Adjustment

In the expatriate management literature cultural adjustment is an important factor affecting expatriate performance (Aryee and Stone 1996; Selmer and Shui 1996; Caligiuri, Phillips et al. 2001; Welch 2003). There is a continuing debate with respect to 'cultural distance and closeness' and individual ability to adjust after an international move. Although it might be intuitively correct to assume that the ‘closer’ the culture the easier it might be to adjust this is not always so (Hofstede 2004). Moreover, there is often as much diversity within countries as between countries. Similarly, there may be as much diversity within an organization or institution as between organizations or institutions. Pursuing this line of enquiry, some of the participants in this study commented that if they had been elsewhere in Canada they may have settled better. Some participants felt that if they had been in a more multicultural environment adjustment would have been easier, while others were concerned about what they perceived to be parochialism. These are important points in a context where most immigrants, including internationally mobile professionals, are more likely to establish themselves in the larger cities on the east and west coasts of Canada. Having said that; some participants indicated a preference for smaller city locations, although they were in a minority.

8.2.2 Family Issues

There is an extensive and well established body of literature indicating that spousal adjustment is crucial for successful expatriation among business managers and corporate executives sent on an overseas assignment. In response to these findings, organizations have developed innovative ways of finding opportunities for spouses where it is legally possible to do so (Dowling and Welch 2004). The accounts provided in this study echoed this theme. Problems were especially common in situations where partners had successful careers of their own prior to coming to Canada but were unable

to find comparable positions after arrival. Moreover, the findings suggested that these problems had the potential to create significant difficulty both for the participant but also for the family as a whole and in some cases for intentions to remain in Canada.

Some of the participants in this study had partners who were also academics and who had been unable to find a faculty position – either in the participant's institution or elsewhere. This situation arose for a number of reasons: the partner had been unable to find a position in the same university because there were no opportunities available, because they were not considered suitable or because the university did not support such a practice. Potential solutions to this problem will be discussed in section 9 of this study.

8.2.3 Professional Issues

The contemporary discourse about a globalized academic community suggests that it is important for faculty to have an international network of contacts to support their research output. While this assumption may be more applicable in some disciplines than others, the findings of this study suggest that overall international faculty have considerable potential to contribute to Canadian universities' research productivity. In some instances however, the problem for international faculty is their lack of Canadian research activity and networks, which creates subsequent problems in the acquisition of funding and research activity. To that extent, it is incumbent upon faculty newly arrived in Canada to acquire an appreciation of the Canadian context with regard to their specific discipline and concomitant funding opportunities as soon as possible.

Turning now to teaching, the findings reported here suggest that the potential value of international experience for teaching is likely to be discipline specific. Moreover, faculty arriving in Canada for whom English is a second language (ESL) raised issues

concerning problems with lecture delivery, relationships with students and subsequent teaching evaluations. Specifically, they reported that some 'accents' are perceived by students as ‘problematic’ both within and outside the classroom. This 'hierarchy' and perceptions and creations of such by students have the potential to do much damage to faculty and institutional reputations unless dealt with effectively. However, it is notable that student performance may also be adversely affected. Students for whom certain subjects are innately difficult may have their problems compounded through poor communication and rapport with an overseas faculty member.

8.2.4 Immigration

The findings on immigration reported in 7.2.4, above, indicated the concerns that some participants expressed with the transition from work permit to landed immigrant or permanent residence status. In a number of cases work permit status was highly restrictive. Spouses had difficulty getting work and in many instances participants encountered financial and associated constraints. These concerns were compounded because of the length of time it took to acquire permanent resident status, usually a minimum of 18 months. Yet, it is notable that problems arising from work permits status were not consistent across all the geographical locations covered in this study. While credit cards and financing were obtained in some locations they were not in others. Inconsistency notwithstanding, there is little doubt that immigration processes were perceived by many participants as slow and inefficient. There was also a general consensus that the process should and could be speeded up. Indeed many accounts were characterized by considerable frustration and anxiety where information about the requirements for permanent residence in different parts of Canada and in different universities was often haphazard and/or inaccurate.

8.3 Evaluations of Coming to Canada

For those participants coming to the end of their university careers evaluations of their experience of being in Canada were overwhelmingly positive. To a large extent, this is not surprising. However, perhaps more interestingly, there were broad synergies between some of the evaluations of older participants and some (but not all) of the newer, younger, arrivals. When comparing professional life in Canadian universities with those they had previously experienced there was a positive view that Canadian universities were more 'democratic' and more 'participative'. This was certainly the case among participants who had come to Canada from the USA – particularly recent arrivals. In the context of current debates and developments towards the 'corporatisation' of universities and so-called 'academic entrepreneurialism' these comments are important (Deem 2001; Giroux 2002). They are especially important with respect to two developments in contemporary higher education in the US and the UK. First, in the context of increasing pressure for universities to prepare students for employment as distinct from providing a more liberal education. Second, in the context of a New Public Management (NPM) that is emerging in certain areas of university administration (Bessant 1995; Altbach 2001; Apple 2004) which has created a focus on efficiency, corporate management techniques and academic entrepreneurship.

As noted above, the accounts of senior faculty were generally positive when it came to evaluating their experience of taking a faculty position in Canada. As also noted above, junior faculty made similar comments. However, junior faculty were more likely to cite problems – particularly the most recent arrivals. A key area of concern was tenure and promotion, as a critical aspect of the academic career. Complaints mainly revolved around perceptions that the process or introduction to the process had been dealt with poorly by their institution and/or department.

Research funding was also an area of significant concern by a number of participants. Canadian research funding opportunities were compared unfavourably to opportunities available in the US. While some areas of research will require more funding than others, if only by virtue of the equipment that may be necessary to undertake research, the accounts presented here suggested that the potential to access greater funds in the US may discourage long term commitment to Canada.

Having discussed, and to a large extent summarized the findings of the study, section 9, below will propose specific implication for developing policy that speaks to the individual faculty member, host institutions and departments and relevant government policy makers.

9 IMPLICATIONS

As noted in the introduction to this report, this study centers on moving towards a better understanding of the `best practices' that might be developed for attracting and retaining high quality international faculty in Canadian universities. Given the relatively small sample size and the multi-faceted and dynamic nature of individual experiences presented here, we are cautious about making any 'iron clad' recommendations with respect to policy development. However, given the depth of analysis and subsequent understanding of the subject area, we are more confident in presenting a series of recommendations that speak to the specific implications of the findings.

The findings of the study clearly indicate that the current levels of competition in the academic market place present Canadian universities with an extremely complex, multi-layered challenge to attract and select those faculty members who are deemed to be

the best fit with their organizational and strategic requirements. They are also further challenged to be attentive to a diverse range of factors, both personal and professional which, if unresolved, may lead to early `attrition'/turnover. The findings corroborate the extant literature reviews in that we also found a strong and negative relationship between organizational tenure and turnover, with the initial period of entry and `pre-tenure' being most strongly associated with losses of personnel (McBey 1996). That the initial period of coupling between the international faculty member, and his/her new Canadian university employer is most strongly associated with `labour wastage' is hardly surprising. The newly arrived international faculty member has to undergo multiple social adjustments and `fit in' with several, often very different university cultures/sub-cultures (e.g. department, faculty, and the university as a whole), whilst also `learning the ropes' of living in a new city, province and country which may be very different from the country of origin. It is critical to note that these multiple concurrent adjustments are not limited to the new scholar, his/her spouse and family are simultaneously attempting to adjust to their changed environments, and all must do so successfully in order for the new hire and family to become `embedded' within the university and within Canada. As this report suggests, oftentimes the fit between the individual scholar and the university-working environment is significantly less problematic than the multiple adjustments (Wanous 1992) faced by spouses and children (e.g. seeking employment, making new friends, etc).

The findings of the study highlight the importance of dealing with multi-faceted concepts of identity, career, personal and family goals, and not merely integration of the international faculty member into the work environment of his/her new employer. The implications of these findings are that the unit of analysis for recruitment and selection interventions should be the `scholar and family', rather than the traditional approach of focusing on the individual (McBey and Karakowsky 2000). Furthermore, for these reasons, our subsequent discussion will address the implications for interventions by government, and universities, as well as for actions that can be taken by the scholar and his/her family. The findings suggest that the international faculty member is less

concerned with attributing causality to a `dissatisfier', than ensuring that it doesn't happen in the first place. To that extent, it is crucial that open consultation occurs with a common aim of devising congruent policies that operate seamlessly across all levels. While cautious of adopting an overly linear approach, it is useful to consider the implications of the findings in accordance with the 3-stage model of 1) Attraction; 2) Selection; and 3) Attrition/Retention (Wanous 1992).

9.1 Stage 1: Information Exchange, Recruitment & Attraction:

9.1.1 `Test Driving'

The findings of this study suggested that despite the relatively serious implications of making an overseas move for family and career some international faculty members may pay only limited attention to exploring the conditions and expectations of their new work and social environment. This finding is particularly salient given that most academics possess a freedom of movement and flexibility in their work arrangements unmatched by many other occupations, and which might accommodate a trial visit period at a Canadian university prior to committing to a move. Scholars, accompanied by their family members, might, for example, utilize sabbatical leaves, conferences, and even unpaid leaves of absence to spend a trial period at their potential new Canadian university employer to see first-hand the working conditions, meet and assess colleagues, and to experience living and functioning in the new community/country. This time would be invaluable in developing a more realistic picture of the prospective work environment. While some Canadian universities are already offering this facility, more may be encouraged to provide on-campus university housing earmarked for visiting scholars and potential new-hires, and to actively encourage them to spend a trial period on-campus prior to accepting an academic appointment. They, in turn, might also ask their international visitors/potential new-hires to make several research presentations and guest lectures to students and faculty in order to better assess and/or confirm the selection process and their performance and fit with the university's specific requirements

9.1.2 The Information Exchange: Process & Planning

We have already noted that some international faculty report only the briefest of prior interactions with their new Canadian institutions. This finding suggests that more attention needs to be devoted by both parties to the planning and information exchange process. The international faculty member, for example, might be encouraged to specifically seek out detailed information about the prospective position (e.g. workload and performance standards, tenure and promotion criteria, resource and funding availability, compensation and benefits etc.) and the local community (e.g. residence locations, food and housing costs, educational standards and location of schools, climate, ethno-cultural `mix', economic situation and availability of spousal jobs, community support groups, religious institutions, etc.). Failure to seek out such information means that any subsequent university employment decision will not be well informed (Feldman and Klaas 2002). To help facilitate this planning process, it might be useful to develop websites that operate at a minimum of two levels, the Federal Government level and the University level:

- Federal Government International Faculty Website:

  The implications of the findings discussed in this report suggest that it might be useful for federal government to establish a centralized Canadian university `information clearing house' website with links and information on each university in Canada, and a standardized template listing all national faculty vacancies. This site should utilize Statistics Canada information to provide standardized comparable sets of information (and website links) on each university/tertiary institution in Canada (to facilitate comparisons), a listing of academic and non-academic appointments in Canadian universities, quick snapshots and capsule information on each university, city, province, etc, with economic (costs of living, faculty median salaries by institution, etc) and demographic information, as well as information on immigration issues (e.g. work permits, permanent residency and citizenship procedures). Personal contact names and numbers might also be

provided, and the website might also be linked to other related governmental sites, as well as other university-related websites such as the Canadian Association of University Teachers (http://www.caut.ca), Maclean's Annual rankings of Canadian Universities (http://www.macleans.ca) The Times Higher Educational Supplement (http://www.thes.co.uk, and other foreign faculty hiring sites e.g. http://www.jobs.ac.uk .

- University Websites:

Although all Canadian universities have their own websites, there are considerable variations in the amount and relevancy of information provided. In addition to the standard `virtual tour' of picturesque corners of the campus, and the ubiquitous list of each university's noteworthy accomplishments, there should also be easy to follow links to the following information: Faculty Association Collective Agreements including full compensation and benefit information, Tenure and Promotion Criteria both at the university and departmental levels, HR policies and procedures including full criteria for faculty selection processes, Course teaching schedules with class size listings, faculty: student ratios for the university, and each of its constituent departments, schools, faculties, etc. Most Canadian university websites fall far short of disclosing most of the above information, all of which is highly pertinent to a new faculty member, and especially to international scholars who are at a considerable distance from the potential Canadian universities in question.

9.1.3 `E- Recruiting'

Although all Canadian universities have websites, very few have taken advantage of `e-recruiting'. By enhancing university website capability to e-recruiting standards, international faculty will be able to submit CVs and complete application forms on-line, greatly speeding up the process for both the applicant and the university. E recruiting enables the Canadian university to attain `global reach', and not be constrained by

geography or the physical differences in location between applicants and their university campus. Furthermore, when combined with other technology such as `video-conferencing' it enables an initial `screening' interview to be conducted at the applicant's location, reducing travel and accommodation expenses for the university, and time expenditures on the part of both parties. This process is not a panacea, however, as it does not replace the need for proper selection processes. However it can dramatically help enhance the number of international faculty applicants for pre-screening before the selection stage.

9.2 Stage 2: Selection:

9.2.1 Utilize `Realistic Job Previews' (RJPs)

Given current global shortages in university faculty, and the resultant highly competitive international hiring market, it is perhaps not surprising that much of the information contained in materials and web-site information produced by Canadian universities frequently ranges from slightly to wildly optimistic and misleading, with respect to working conditions, class sizes, research support, salaries, etc. A good example of this is a university website that highlights disingenuous faculty salary data on *mean* salaries (which include senior faculty administrators, past presidents holding faculty appointments etc) instead of the much more accurate *median* income data. This approach may create an `expectations: reality gap' on the part of the incoming faculty member who may develop `inflated' expectations prior to entry. After he/she arrives and gains actual experience in the new institution, he/she may find conditions at odds with the information previously provided by university officials or university documentation/ websites. As this report has indicated, faculty may then feel betrayed and misled,

causing considerable unhappiness, dissatisfaction, and turnover. Indeed this connection has also been reported in other studies of turnover (e.g. Buda 2003). An alternative to this approach, the `realistic job preview' (Wanous 1992) does not preclude the university advertising its positive attributes, but it does caution against exaggeration and recommends openly presenting elements of the university and its environment which have been found to be dissatisfying or problematic. Through utilizing the RJP approach to recruiting information, incoming faculty members are exposed to a more accurate and balanced picture of their potential university employer. Furthermore, such an approach enables international faculty to form a more realistic assessment of their potential position, and thus to make a much more informed employment decision. As universities seek to compete in the international market for faculty, they may be wary of openly providing both positive and negative information. Yet, empirical research suggests that high quality employees are not necessarily deterred from applying to organizations utilizing RJPs (as opposed to using a traditional `selling' recruiting style) (Saks and Cronshaw 1990). This study presents similar findings, where several participants looked more favourably on their host institution for providing more honest and realisitc information. The potential value of such an approach is particularly important given that usage of RJPs is associated with a significant decrease in subsequent turnover from new job applicants, as compared to traditional approaches (Phillips 1998).

9.2.2 Obtaining Written Confirmation

The findings indicated that several participants were not provided with formalized documentation indicating important workload and job-related information (e.g. teaching

load, research support and resources, tenure and promotion standards, etc.). This omission gave rise to subsequent misunderstandings, unmet expectations and, in some cases, frustration and disappointment. By comparison, those who had access to the respective information before arrival in Canada reported a much more positive experience of the recruitment process. Clearly, this finding indicates that written standards dramatically reduce problems of misinterpretation of expected role behaviours, performance levels, resources and rewards for both parties. This is particularly important given that new faculty members are quite often *untenured,* whereas university officials and senior faculty with whom they have to interact to gain resolution on these matters tend to be tenured personnel, reducing the likelihood of these issues being properly addressed and corrected for fear of retribution. Furthermore, above and beyond the problems which may result from conflict over differing interpretations and/or possible misleading information, these unfulfilled expectations contribute greatly to reported job dissatisfaction, a factor strongly and negatively related to turnover behaviour (Chan, McBey et al. 2004). Finally, even if the international faculty members have received an oral promise from an honest and conscientious university official, given the dynamic hiring market for university faculty, there is no guarantee that the hiring official him/herself will not be hired away by another university or retire, before the international faculty member commences work.

9.2.3 Linguistic Competencies

The findings of the study present important implications for the hiring of faculty for whom English is a second language. Universities exist as systems of knowledge creation and dissemination. Communicative competencies, both oral and written, are critical for achieving this aim. It is in the best interests of both the university and the potential new international faculty member that the recruitment and selection process ensures that candidates are fully competent in teaching and conducting research presentations in the Canadian institution's language of operation (English and/or French). This must be done by appropriate assessment of a candidate's competency in delivering live oral

presentations. Research on selection methods are unequivocal that `work samples' have high levels of validity (Catano, Cronshaw et al. 2004), and there can be few aspects of a scholar's work more directly relevant to the job than making a research presentation or teaching a class.

The study has reported that several faculty members for whom English is a second language reported receiving poor teaching evaluations which had a detrimental effect on their tenure and promotion process. This finding suggests that ignoring bona-fide occupational requirements for faculty members in Canadian universities to possess communicative competencies in English and/or French is unfair to the respective faculty member. Specifically, it is likely to lead to poor performance/teaching evaluations and problems with the tenure and promotion process, as well as hindering integration and interaction with fellow colleagues and students. All of these outcomes are also likely to lead to negative work experiences. Furthermore, at the university level, it may also result in unwanted and unnecessary faculty turnover, which could be avoided if proper selection screening is conducted at the outset (Belcourt and McBey 2004; Catano, Cronshaw et al. 2004)

9.2.4 Spousal Employment/Family Assistance Programs

Although employees may successfully engage in the work activities of his/her new employment setting, turnover may still occur if other family members are dissatisfied (McBey and Karakowsky 2000). One important consideration in this regard is the availability of satisfactory jobs for spouses seeking employment. The findings of this study suggest that some Canadian universities are lagging behind universities in several western countries in this regard, particularly the U.S. Spousal/family employment assistance programs should be run centrally at the university level (with the possible exception of high-profile `professional' faculties such as law, business, engineering, which may possess their own well-developed network contacts), with the

`international faculty office' (see below) having ongoing contacts with job opportunities in public, private, not-for-profit organizations through key alumni linkages (Eisenkraft 2005). Done properly, the spousal employment assistance programs can be a `win-win' proposition and an important factor in an international faculty member and his/her family choosing one university over another.

The findings of the study also present important implications for policy in situations where the spouse is also an academic. Although spousal hiring policies must be handled carefully in order to avoid some of the situations described in this study, they can undoubtedly prove richly rewarding for all parties. First, it is critical for the credibility of both scholars, as well as the institution itself, that the principle of academic merit is paramount in all activities associated with the selection process. The performance of each scholar throughout their separate selection processes, taken in conjunction with their demonstrated scholarly achievements, as reflected in the CVs, research publications, teaching evaluations, etc., must fully substantiate the merit-based hiring of both scholars by the same institution. Finally, any attempt by a Dean or university official to bypass the normal `open' collegial selection committee process must be avoided as it may lead to problems and dissension, including charges of bias with regard to decisions to offer one or both spouses an academic appointment.

9.3 Stage 3: Orientation/Induction, Retention & Controlling Attrition:

9.3.1 Establish a University-Wide' International Faculty Centre

A key finding in this study is the widely divergent success rates in attraction, selection and retention of new international faculty members *within* the same university and *between* different operating departments or faculties. This finding emphasizes the need to establish a centralized university-wide `international faculty centre' to operate as the centre of excellence for best practices associated with hiring international faculty (Eisenkraft, 2005). Ideally multilingual and with extensive cross-cultural experience, staff

of the International Faculty Centre would be well placed to liaise between international scholars and foreign universities, as well as Canadian federal, provincial, and municipal governmental officials, and administrative staff from specific departments/faculties. The Centre might also serve as the central repository of information for international scholars as well as the university's operating departments, on all aspects of attracting, selecting and retaining international faculty members. They might also be responsible for developing modular orientation sessions for new faculty (see 9.3.2, below), and helping to resolve new faculty issues such as immigration, house buying, locating suitable schools, accessing medical care, and cultural groups, etc. The international faculty centre might also function as an on-campus social interaction/support centre for all international faculty members.

9.3.2 Modular Orientation/Induction Programs

During relocation to Canada, international faculty and their family members experience a diverse and complex range of transitions that affect all areas of their lives including work, leisure, home/residence and local community activities. This study is unequivocal in pointing to the critical importance of effective orientation processes, and for developing attachments at multiple levels (e.g. work, community, etc.) as early as possible in the entry process (Sander and Kleiner 2002). For some new faculty, there may be significant additional changes with respect to linguistic, cultural, religious, climactic factors etc., over and above those transitions experienced by all newly faculty. The need for appropriate support systems to encourage cultural `fit' (Hofstede 1980) was supported by our findings. The findings also suggested that international faculty members arriving from countries with cultures similar to Canada (e.g. UK, Australia, US etc), reported having relatively fewer problems with the acculturation process. For these individuals, orientation sessions should be conducted for the work department, and for overall university processes, with perhaps reference materials and website linkages for other information on `life in Canada'. However for foreign scholars from countries very dissimilar to Canada, further `modular' orientation/induction sessions should be made

available on Canadian customs, traditions, law etc. to help facilitate their successful transition to working and living in this country (Al Lamki 1995; Al Lamki 2002). Providing differential induction based on a range of background factors might be especially useful for supporting the individual needs of faculty members.

9.3.3 Formal Mentors, Liaison Officers and Support Groups

In order to provide assistance to international faculty members and their families, several programs might be useful. First, each newly arriving faculty member might be assigned a formal *mentor* from his/her home department who can assist them with academic work-related issues, and provide guidance and support with respect to their day to day work interactions with colleagues, students and staff (Tilling 2000). In addition to this departmental resource, each *liaison officer* from the university's international faculty centre (see above) might be given responsibility for maintaining ongoing communication with specified international scholars and for acting as a facilitator in resolving issues that affect the scholar and his/her family. Finally, the international faculty centre might usefully act as an on-campus *support group* for the university's foreign faculty. International faculty might also be provided with contact lists, names and telephone numbers of local community clubs, groups and agencies which can assist them, provide a social network, and help them develop their lives and friendships outside of the university setting

9.4 Governmental HR Policy Recommendations:

9.4.1 `Canada': The Brand

The findings of this study present an optimistic view of Canada as a 'brand', where many international faculty members spoke positively of its international image as a safe and attractive country in which to live. This point was especially important to some of the American faculty in the study who reported that they came to Canada to enjoy what

they thought would be a better quality of life for themselves and their families, even if it meant taking a reduced salary and a reduction in research funding. Yet, there is also room for improvement where the Canadian government, and Canadian university officials, might utilise this reputation as a `competitive advantage'.

9.4.2 Brain-Gain, not just Brain-Drain

The findings of this study present a challenge to contemporary alarmism about a Canadian 'brain-drain', where talented professionals and scholars are hurrying to the United States. While it is undoubtedly true that some people do move to the US to maximize their earnings in US dollars, this study indicates that talented scholars are choosing to leave the US for Canada. A number of our respondents were very clear in reporting that they came to Canada in order to escape perceived problems in the U.S.

10 ISSUES FOR FURTHER RESEARCH

This study commenced with the specific objective of exploring a hitherto relatively under researched group of internationally mobile professionals. To that extent, it has provided a good deal of 'food for thought' with respect to both the findings reported here and themes for further research. Specifically, given the relatively limited sample reported here a much larger study might provide further information both in terms of breadth and depth. Further study might also seek to extend beyond the geographical locations considered here – as reported it is regrettable that the West Coast was not a fruitful source. Similarly, further study might seek to incorporate the views of more ethnic and visible minority faculty. This might include employing a survey/questionnaire approach or, if possible a larger interview-based study. While this study has focused on the experiences of individual international faculty members it might also be fruitful to explore the experiences of those who have recruited such faculty and their respective

colleagues. This might include exploration of the experiences and perceptions of Deans and university administrators.

A further interesting line of research could begin to connect our research, rooted in the sociological School of Interpretive and Symbolic Interactionism and the work of scholars in economics concerning the idea of social capital and subjective well-being. Social capital is enhanced through social networks that are based on norms of trustworthiness and reciprocity and reflect a social connectedness that has positive personal and collective outcomes (Helliwell 2002). Sources of social capital will include family, friends, associations, clubs, and workplaces and so on.

When international faculty move to Canada this report suggests that it is important for social capital to be built as soon as possible. This process can be enhanced through the activities of the immigrant and his/her family, joining clubs etc. However, it is also important that the development of social capital is assisted. For example, we have highlighted the difficulty faced by spouses of international faculty in finding suitable work and how many remain unemployed or underemployed for months and in a few cases years. The implications of this finding are particularly pertinent when we consider research on subjective well being which suggests that it is substantially lower in the unemployed (Helliwell 2001; Helliwell 2002).

The idea of ‘belonging’ is also very powerful in relation to subjective well being and the extent to which new arrivals to Canada can be helped to develop feelings of belonging to the country and to their organization is likely to increase their desire to stay. Participation and engagement and feeling that the environment in which they live and work is a trustworthy one also enhances feelings of well-being (Helliwell 2002). Thus,

the findings presented here might be very usefully developed to connect with the concept of social capital and in particular subjective well-being.

11 APPENDICES

11.1 Appendix 1: Interview Agenda & Demographic Data Form

11.2 Appendix 2: Demographics

11.3 Appendix 3: Models

APPENDIX 1: INTERVIEW AGENDA & DEMOGRAPHIC FORM

Ensure participants have read the information sheet, completed the demographic sheet and signed and dated the informed consent form.

Explain the format of the interview but emphasize that it is flexible also that they are free to stop the interview or decline any line of questioning at any time.

Whichever way participants wish to talk about their experiences, issues revolving around the following themes should be discussed. Information on the demographic sheet may also be useful for supplementing the following questions.

DECIDING TO COME TO CANADA

Ask about participants' background, history and training also themes relating to citizenships and academic positions to date.

This may stimulate discussions about their career development to date.

The decision to come to Canada, why come here rather than other countries?

Was Canada a primary choice?

Which other countries were also considered?

Why not stay in their home country? Explore home country environment for academics.

Who, if anyone else, is implicated in that decision?

Invite any discussion/comments on their previous institution/experience?

Opportunities to come to Canada – how did the participant create the opportunity?

Did they respond to a particular job advertisement?

Was it a personal recommendation?

Did they get the job before they came here or afterwards?

What is their perception of the difficulty in finding a job in a Canadian university?

Opportunities to come to the host institution?

Why did they want to come to their host institution?

What did they know about their host institution?

What were their experiences of the recruitment and selection process?

What was the reaction of others to the decision to come to Canada/their host institution?

EXPERIENCE IN CANADA/HOST INSTITUTION

What are the most salient themes in their experience of being an international faculty member in Canada/at their host institution? - Positive and negative if possible.

To what extent has being an international faculty member supported their achievements/professional development in their current institution? Probe here for issues to do with their previous international experience and advantage/disadvantage both from their own perspective and from their experience of T & P procedures.

Explore non-work arrangements –e.g. themes to do with accompanying family.

Find something out about current position – in relation to previous positions etc. Current roles – this line of questioning might explore perceived and actual academic roles, e.g. prioritising in relation to teaching, research and service and percentage of work time. What elements of their host institution facilitate or hinder their activities and respective achievements and what do they feel needs to be changed to maximise their overall productivity and satisfaction?

Identity and perceptions of self, others and how participant is seen by others.

EVALUATING EXPATRIATION

Looking back on their experience so far, how do they evaluate it? What criteria do they use to evaluate their experience?

There is a failure/success dichotomy in the expatriate management literature – do participants use a similar approach?

Who is implicated in their evaluation of their experience in Canada?

What are their expectations for the future – staying in Canada, returning to their home country or going to a third country?

What specific or general advice would they give to international faculty currently considering coming to a Canadian university? What advice might they offer to other international faculty to enhance their experiences in Canada?

FUTURE

This line of questioning explores future orientation – may be important for retention themes especially in terms of respective policy and management issues.

Finally, we may want to invite them to think what metaphor they might use to describe their experience as an international faculty member…could refer to Osland's 'hero adventurer' for expatriate managers as an example.

DEMOGRAPHIC DATA SHEET

INTERNATIONAL FACULTY IN CANADIAN UNIVERSITIES: RECRUITMENT, RETENTION & MANAGEMENT

Thank you very much for agreeing to take part in this study. It would be helpful if you could answer the following questions in order to provide some basic demographic details prior to the interview. If there are any questions you prefer not to answer you may leave a blank space.

1. What are your citizenships?
2. How long have you been living in Canada?
3. How many years have you been at your current institution?
4. How many other institutions in Canada have you worked in as a faculty member?
5. In which countries were you living in before you came to Canada?

6. What is your highest academic qualification?
7. What year did you graduate?
8. In what country did you graduate?
9. What is the title and subject area of your highest academic qualification?
10. What was your rank when you left your previous institution?
11. What is your current rank?
12. How many years have you been a full time academic?

13. What is your age?

20-25 □ 26-30 □ 31-35 □ 36-40 □

41-45 □ 46-50 □ 51-55 □ 56+ □

14. Sex:

Male □ Female □

15. Did you come to Canada with alone or a part of a family group?

Alone □ Part of a Family Group □

We are very much looking forward to meeting you for the interview.

Thank you for your help

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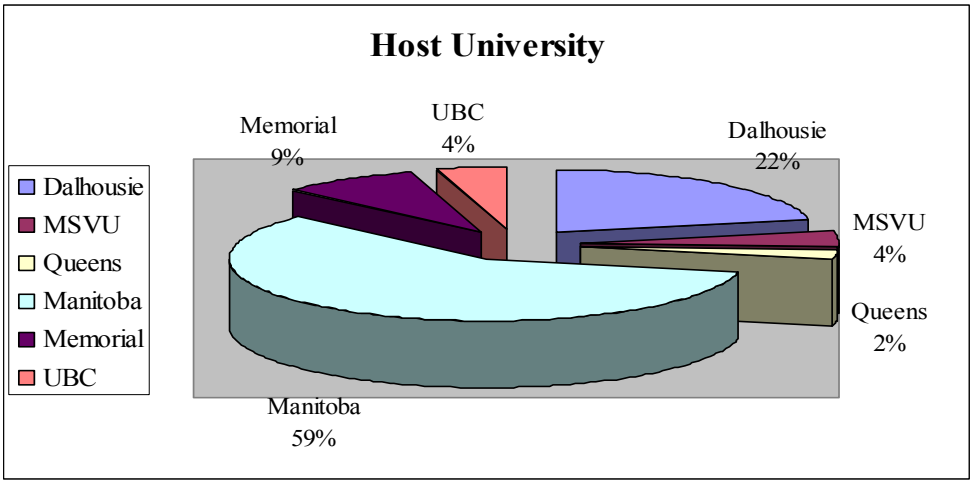
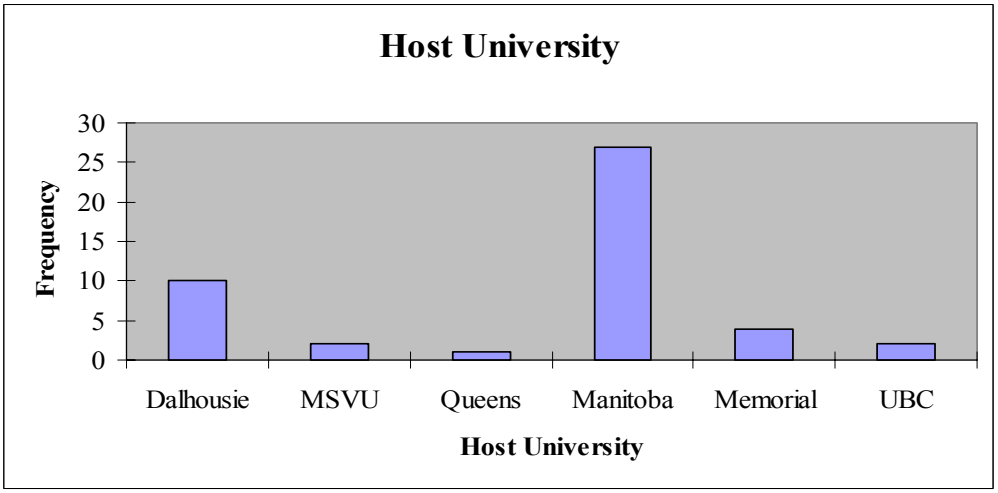
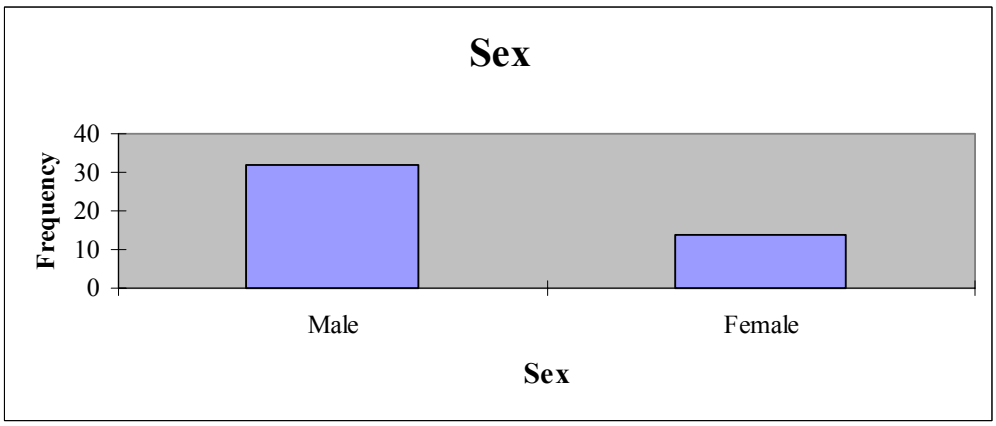
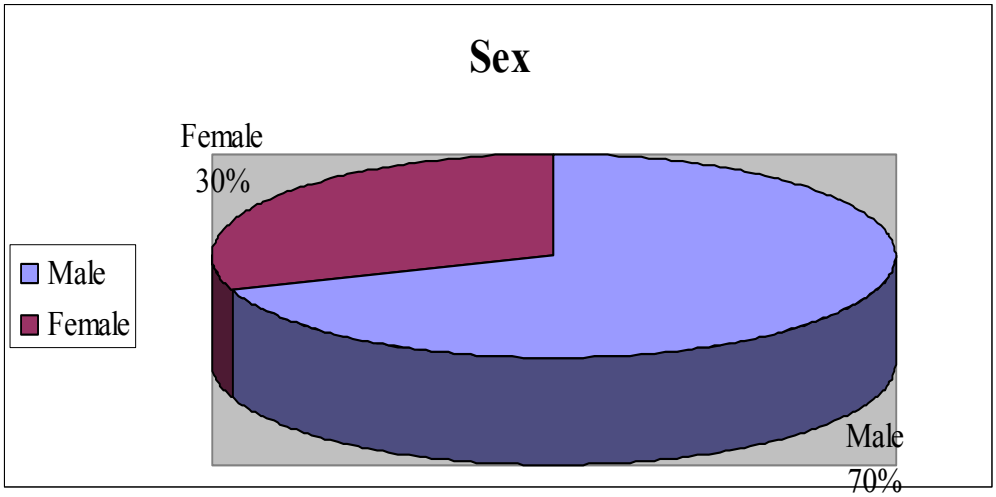
APPENDIX 2: DEMOGRAPHICS








Sex
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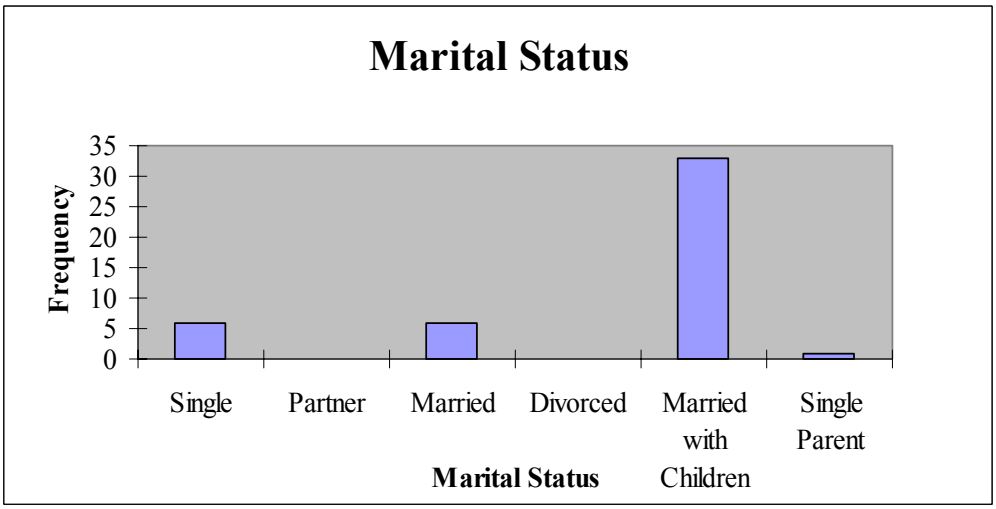
30%
Male
Female
Male
70%


Marital Status
Frequency
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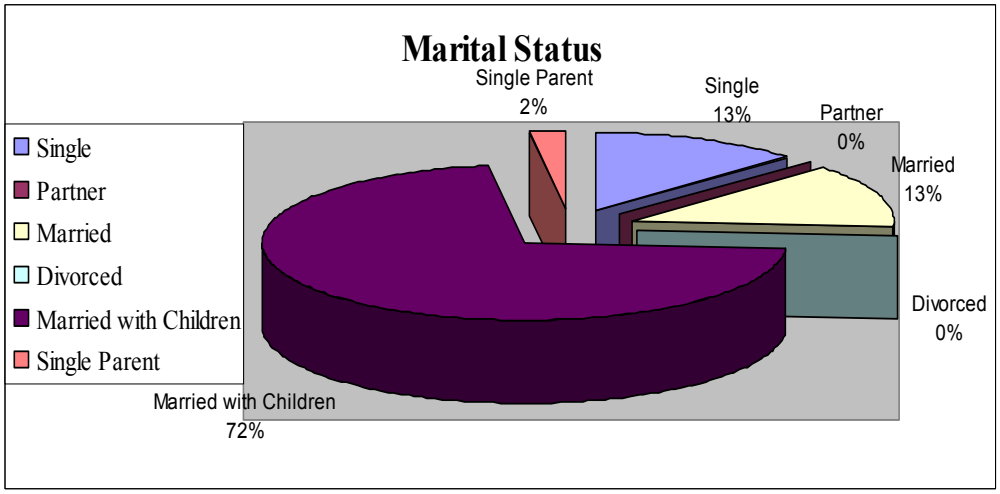
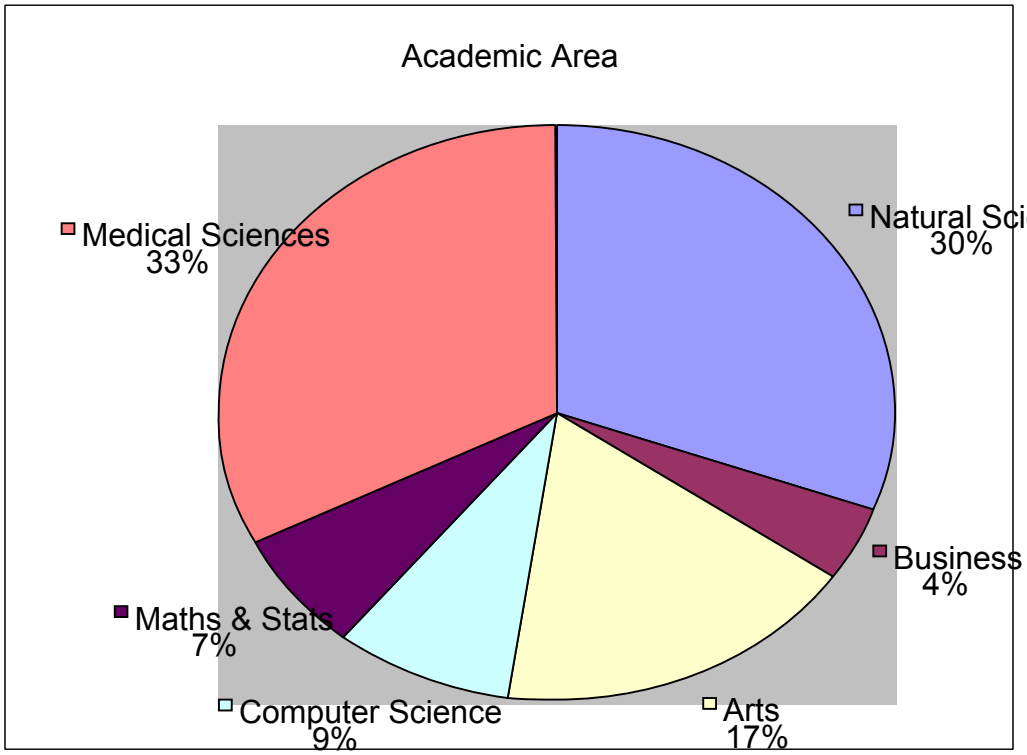
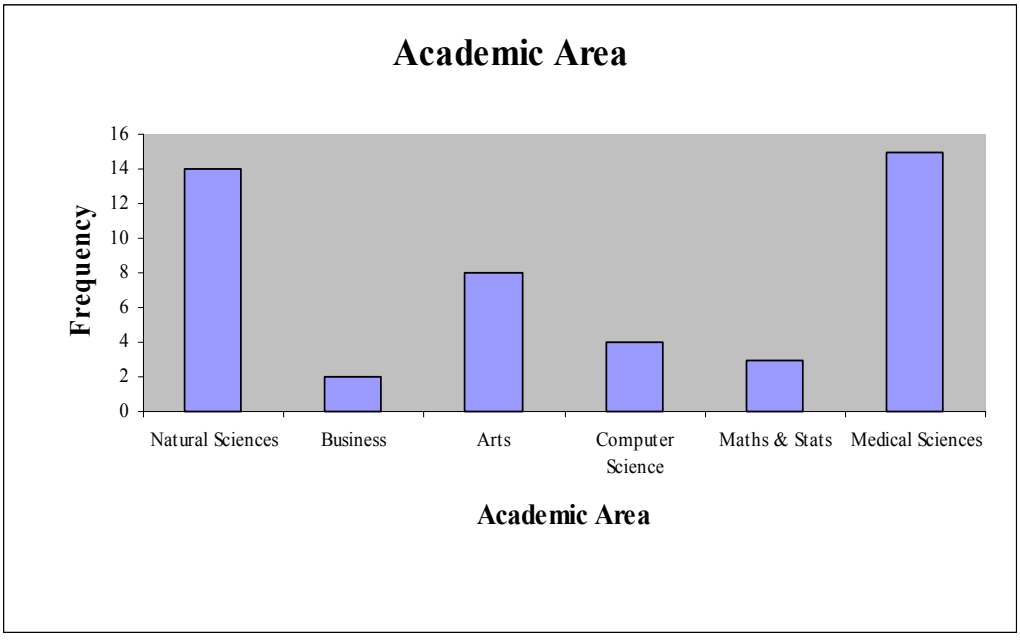
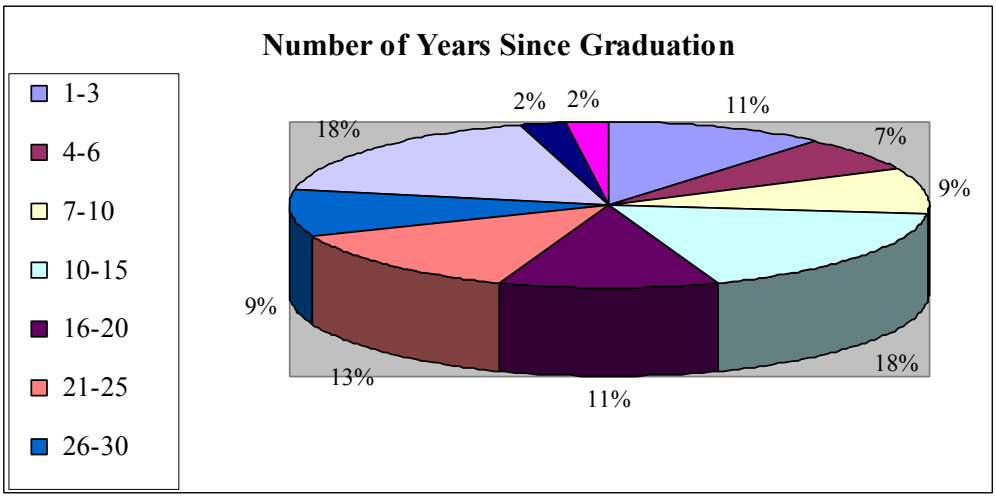
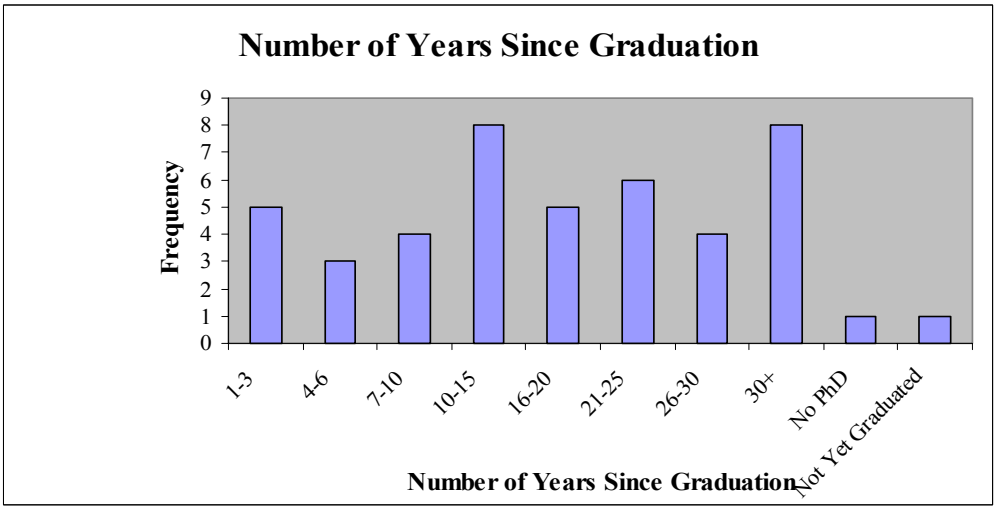
30
25
20
15
10
5
0
Single
Partner
Married
Divorced
Married with Children
Single Parent
Marital Status

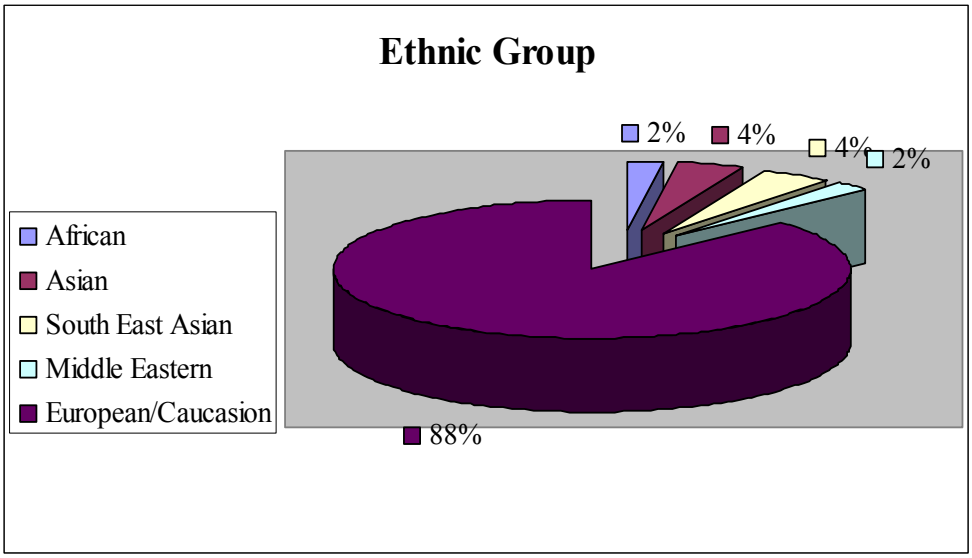

Marital Status
Single Parent
2%
Single
13%
Partner
0%
Married
13%
Divorced
0%
Married with Children
72%
Single
Partner
Married
Divorced
Married with Children
Single Parent

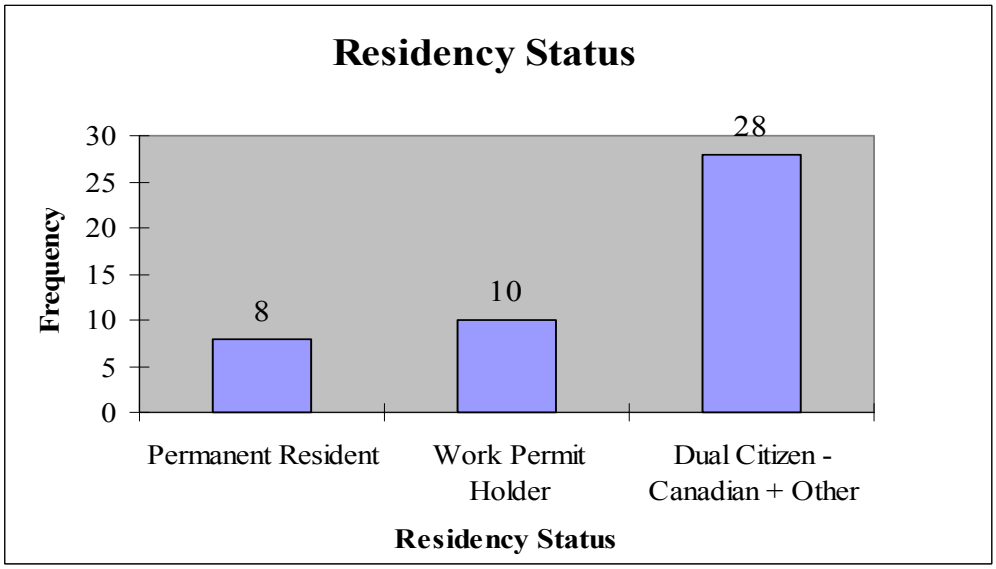

Academic Area
Medical Sciences
33%
Natural Sciences
30%
Business
4%
Maths & Stats
7%
Computer Science
9%
Arts
17%

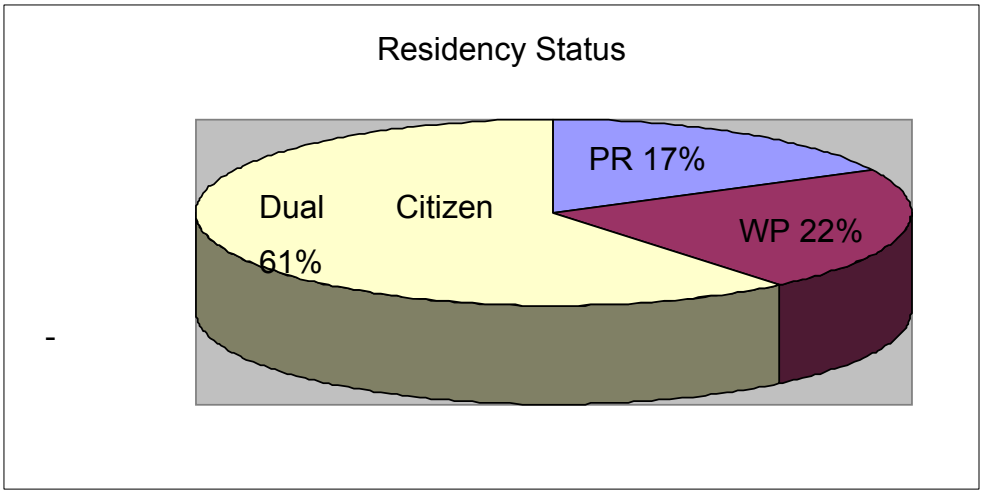

Academic Area
Frequency
16
14
12
10
8
6
4
2
0
Natural Sciences
Business
Arts
Computer Science
Maths & Stats
Medical Sciences
Academic Area


Number of Years Since Graduation
1-3
4-6
7-10
10-15
16-20
21-25
26-30
2%
2%
11%
7%
9%
18%
9%
13%
11%
18%

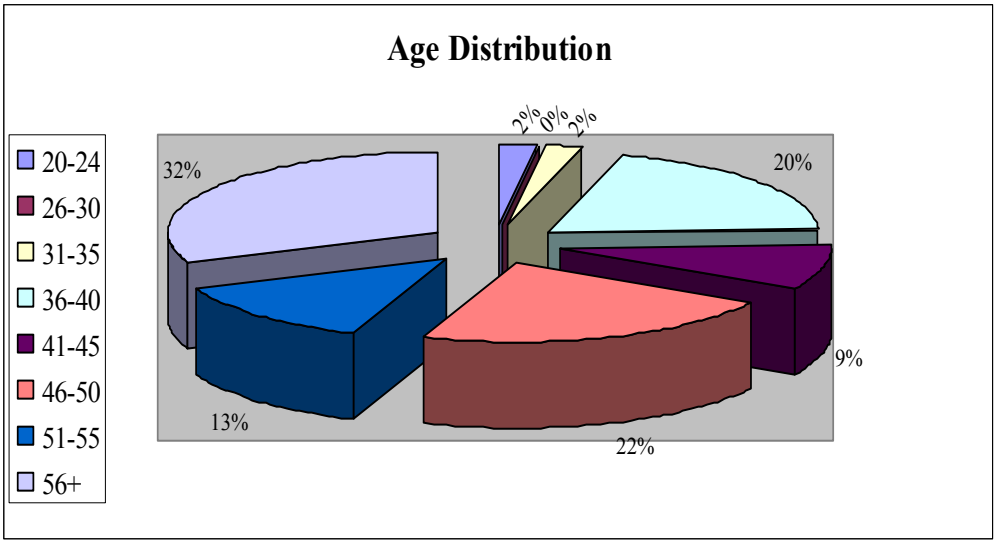

Number of Years Since Graduation
Frequency
0
1
2
3
4
5
6
7
8
9
1-3
4-6
7-10
10-15
16-20
21-25
26-30
30+
No PhD
Not Yet Graduated
Number of Years Since Graduation

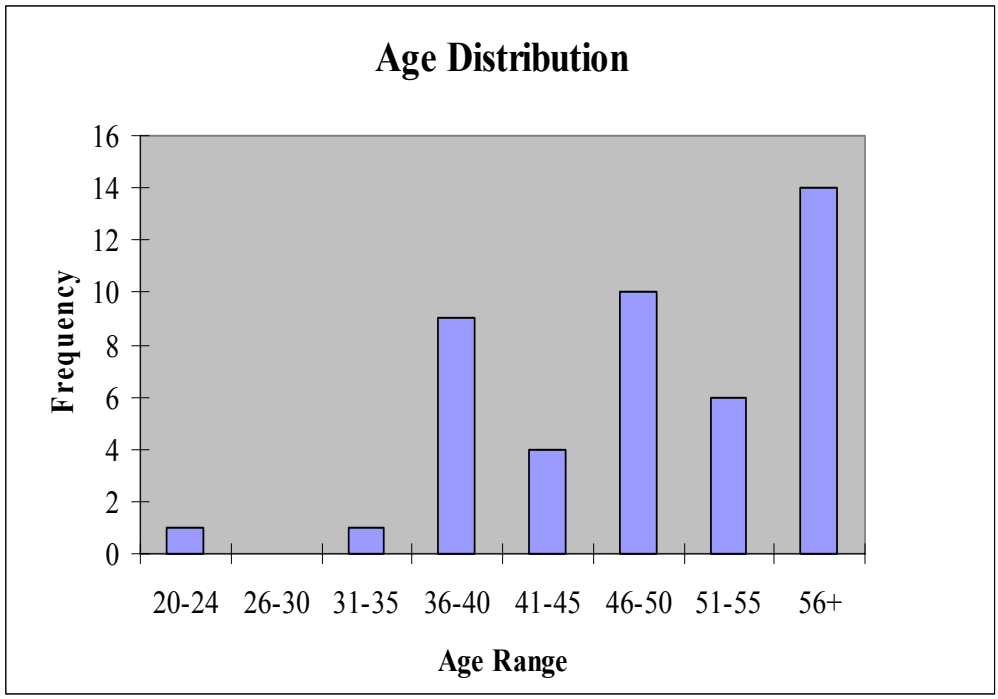

Ethnic Group
2%
4%
4%
2%
88%
African
Asian
South East Asian
Middle Eastern
European/Caucasion

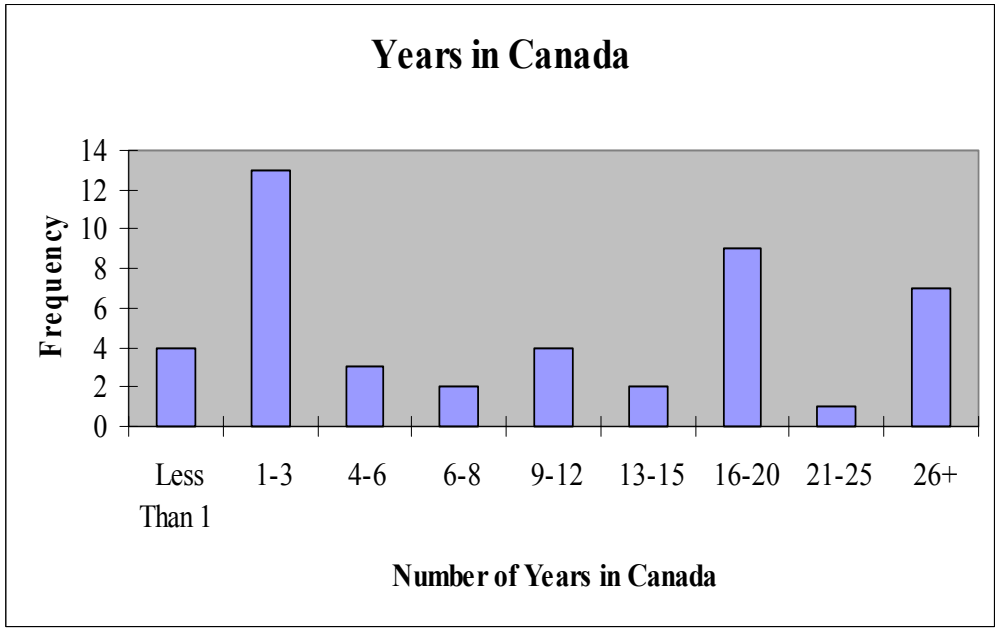

Residency Status
Frequency
30
25
20
15
10
5
0
8
10
28
Permanent Resident
Work Permit Holder
Dual Citizen - Canadian + Other
Residency Status

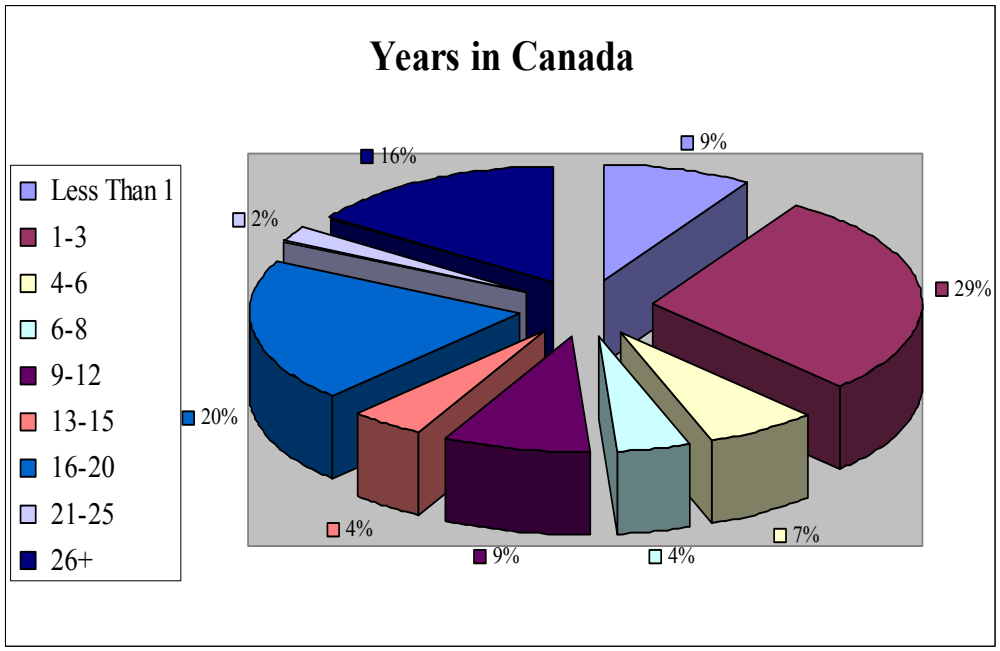

Residency Status
PR 17%
WP 22%
Dual Citizen
61%

-

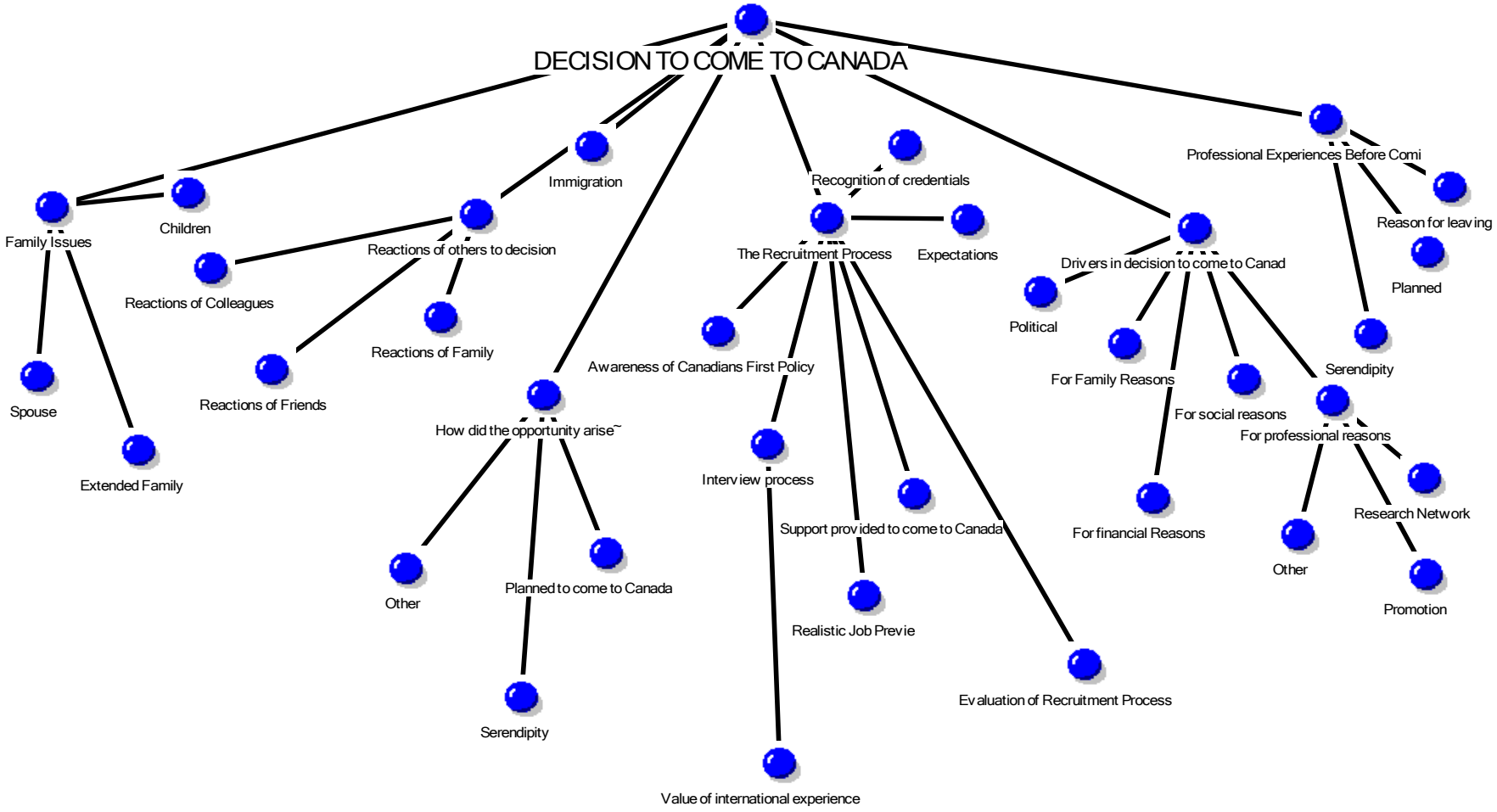

Age Distribution
20-24
26-30
31-35
36-40
41-45
46-50
51-55
56+
32%
2%
0%
2%
20%
9%
13%
22%

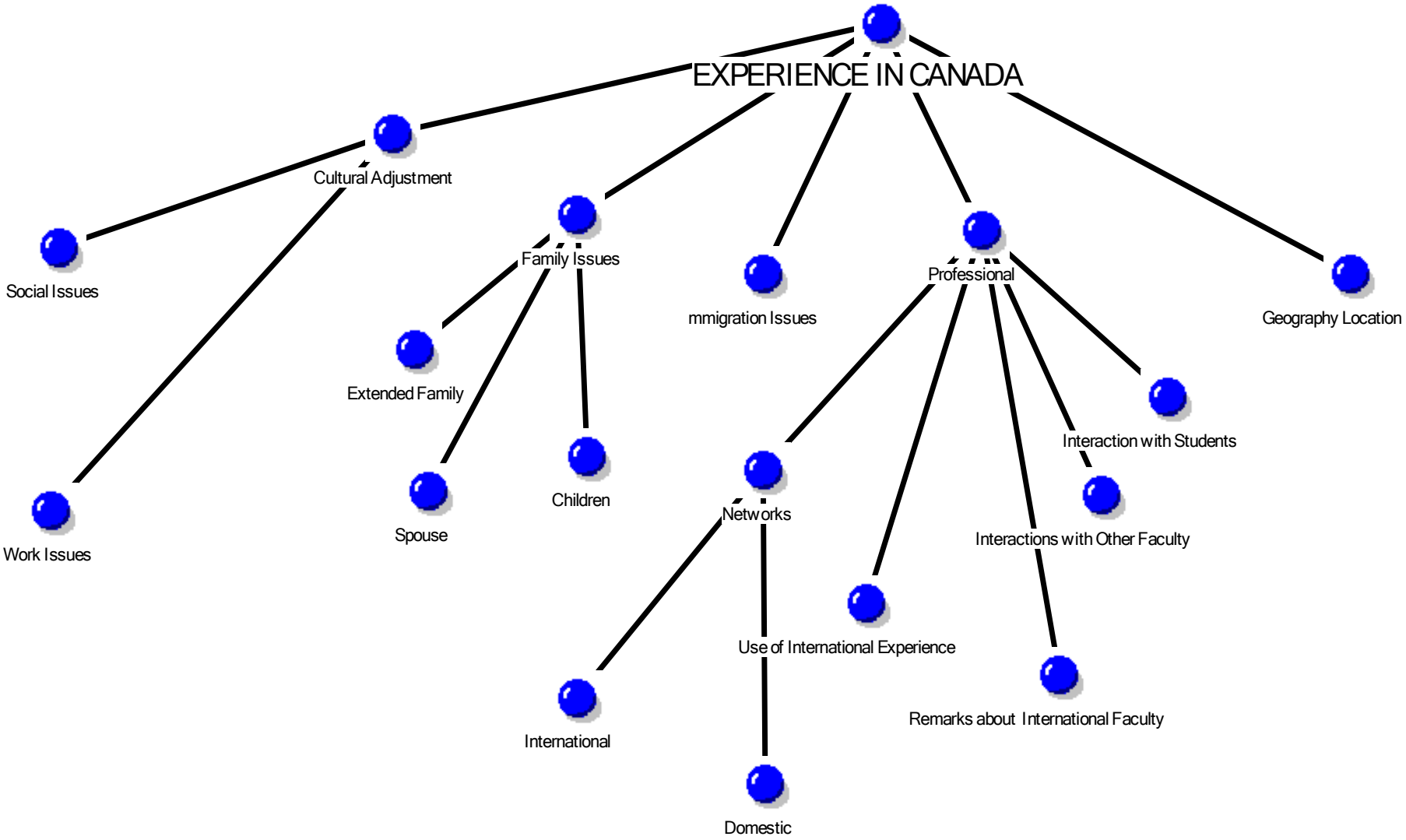

Age Distribution
Frequency
16
14
12
10
8
6
4
2
0
20-24
26-30
31-35
36-40
41-45
46-50
51-55
56+
Age Range

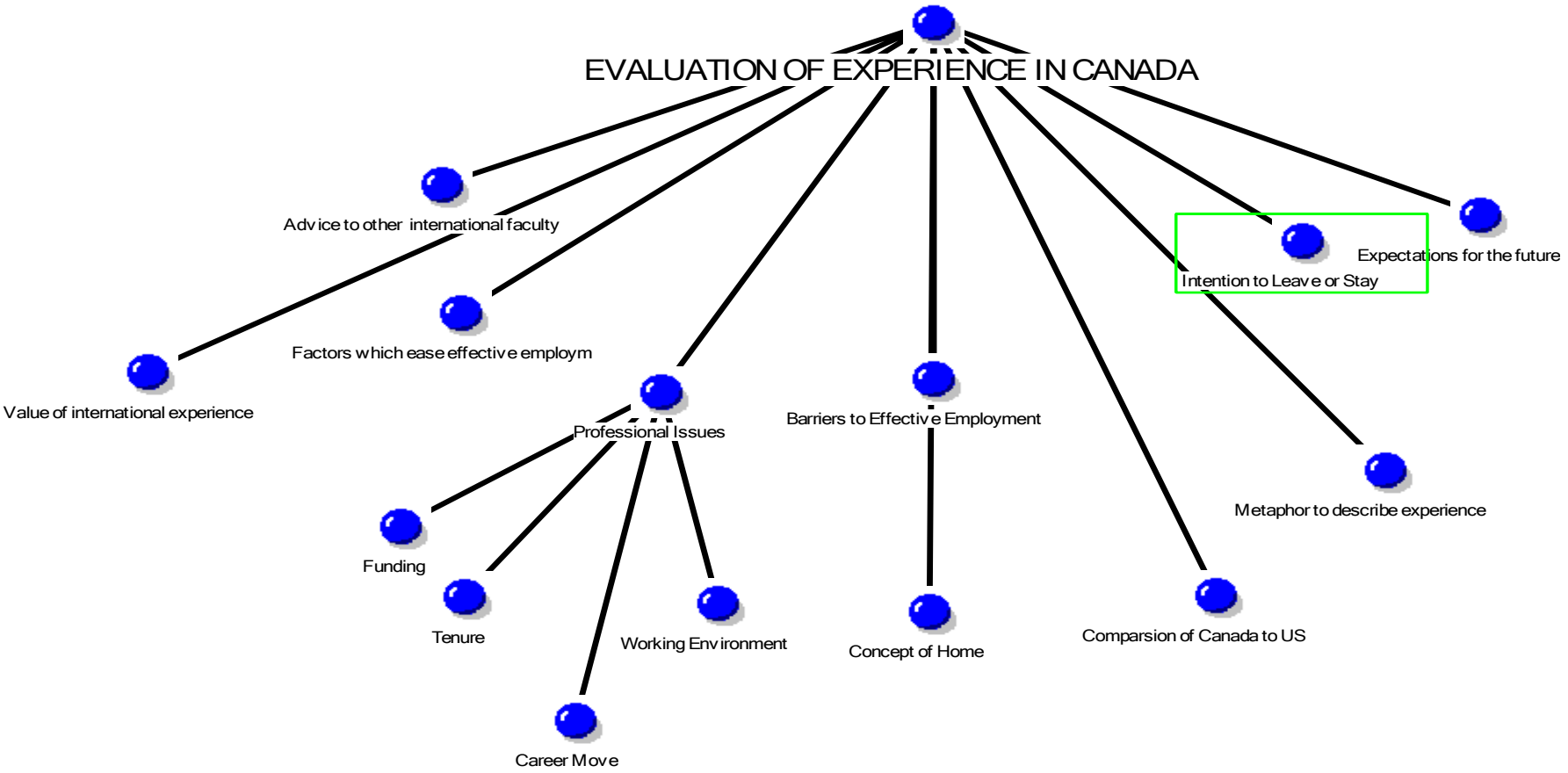

Years in Canada
Frequency
14
12
10
8
6
4
2
0
Less Than 1
1-3
4-6
6-8
9-12
13-15
16-20
21-25
26+
Number of Years in Canada


Years in Canada
Less Than 1
1-3
4-6
6-8
9-12
13-15
16-20
21-25
26+
16%
9%
2%
29%
20%
4%
9%
4%
7%

APPENDIX 3: MODELS




EXPERIENCE IN CANADA
Cultural Adjustment
Social Issues
Work Issues
Family Issues
Extended Family
Spouse
Children
mmigration Issues
Professional
Networks
International
Use of International Experience
Domestic
Interaction with Students
Interactions with Other Faculty
Remarks about International Faculty
Geography Location


EVALUATION OF EXPERIENCE IN CANADA
Advice to other international faculty
Factors which ease effective employm
Value of international experience
Professional Issues
Funding
Tenure
Working Environment
Career Move
Barriers to Effective Employment
Concept of Home
Comparsion of Canada to US
Metaphor to describe experience
Intention to Leave or Stay
Expectations for the future

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