Regionalization of immigration: Enhancing the 'warmth of the welcome' in northern BC

Training Guide

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October 19, 2007

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Introduction to the Project

(SSHRC application)

This research employs a transnational migration framework, informed by social geography's interests in place, social space, identity, and urban settlement, to examine Citizenship and Immigration Canada's (CIC 2001a) new strategies for achieving a "more balanced geographic distribution of immigrants" and refugee settlement to small cities, towns, and rural areas of Canada. In **partnership** with the Immigrant and Multicultural Services Society (IMSS) of Prince George, I plan to examine the settlement, integration, and retention experiences of immigrants and refugees in British Columbia's (BC) northern communities to highlight the opportunities and challenges of a more geographically-even national settlement strategy. Both social and economic integration of newcomers is a desirable outcome of settlement and is considered an important factor in the ability of communities to retain newcomers.

<u>KEY QUESTION:</u>

How are immigration and settlement experiences shaped by both settlement services and social networks in the northern BC communities of **Prince George** and **Terrace**?

<u>OBJECTIVES</u>:

Two major objectives are:

1. To network with local and regional community organizations and municipal governments to examine their efforts to stem ongoing regional out-migration through renewed immigrant settlement and retention strategies, as well as;
2. To connect with the diverse immigrant populations to understand the opportunities and obstacles to non-metropolitan settlement.

These alliances are necessary: (1) to improve our understanding of the place-specific, gendered, and racialized implications of CIC's regionalization strategy for northern BC communities; and (2) to improve our understanding of the access to and availability of settlement services as well as the social networks (local, regional, national, and transnational) created and maintained by immigrant women and men in non-metropolitan locations.

<u>METHODS</u>

A multi-method approach will be employed. The first stage, already completed, involved sustained engagement with settlement service providers. In October 2004, I followed-up on two initial research trips through the communities of Prince George, Smithers, Terrace, Kitimat, and Prince Rupert conducted in July 2003 and 2004. I invited community organization representatives to Smithers for a **workshop** on the regionalization of immigration to identify concerns, strategies, varying experiences.

Building on this place-specific knowledge, the second phase involves **immigration policy analysis** and the development of detailed **statistical profiles** for the communities' immigrant, labour, socio-economic, and service capacities. In the third phase, **key informant interviews** will be conducted with service providers (formal and informal) in the communities of Prince George and Terrace to better understand the political and budgetary climate within which these organizations operate. Additionally, a series of **focus groups** will be organized for newcomer women and men to develop a rich portrait of the various migration streams which bring newcomers to the region. The focus groups will allow us to explore issues that influence immigrant decision-making regarding settlement and integration.

CONCLUSION

The study area of northern British Columbia is not incidental or merely convenient for the purposes of this research project. Growing concern with the intense concentration of immigrants in the gateway cities of Vancouver, Toronto, and Montréal is coupled with a desire for the regionalization of immigration and the opportunity for smaller centres to benefit from Canada's immigration vision. This research, therefore, will be of interest not only to academics and policy makers, but to those smaller Canadian communities making their way forward through social and economic challenges through renewed attention to immigrant attraction, settlement, and retention.

Background

Detailed Description Introduction

This proposed British Columbia-focused research grows out of my long-standing interest in issues of development, migration, and settlement, first explored in my PhD dissertation on the transnational migration experiences of Guatemalans in Ontario and later in various SSHRC-funded collaborations on issues ranging from immigrant women's place-making experiences in Canadian cities to the issues of social cohesion and refugee settlement experiences in urban and rural Canada. Due to migration (both forced and voluntary), something quite remarkable is happening to cities, towns, and regions in Canada and elsewhere. New geographies are being created within them and between cities, which presents a challenge to the ways in which we understand settlement and integration experiences. The social geographies of service provision and social networks are key areas of inquiry into new Canadian settlement geographies.

Regionalization of immigration is a new federal and provincial strategy to deal with the growing concerns with the intense concentration of new immigrants in the 'gateway cities' of Vancouver, Toronto, and Montréal (CIC 2001a; MCAWS 2005). Overall, approximately 62% of Canada's immigrant population lives in one of these three cities, but according to the *Metropolis Conversations Series 9* (2003, 1), in 2000, more than

74% of Canada's 200,000 new immigrants settled in one of these gateway cities. Central to new initiatives are strategies for a more balanced geographic distribution of immigrants and refugee re-settlement to small cities, towns, and rural areas of Canada. Settlement services provision for northern British Columbia (BC) operates from Prince George and struggles to serve a relatively small number of recent immigrants (1996-2001) -- approximately 1,100 people from countries as diverse as India, the Philippines, the United States, South Africa, and Russia -- thinly spread throughout the vast region between Prince George and the coastal city of Prince Rupert.

Program of Research

This research project examines the formal service provision as well as informal community networks of northern BC which work to integrate immigrants in the absence of local, place- and group-specific settlement services. This research will be of interest not only to academics and policy makers, but to those Canadian communities making their way forward through social and economic challenges through renewed attention to immigrant attraction, settlement, and retention. In **partnership** with the Immigrant and Multicultural Services Society (IMSS) of Prince George, I plan to examine the settlement, integration, and retention experiences of immigrants and refugees in British Columbia's (BC) northern communities to highlight the opportunities and challenges of a more geographically-even national settlement strategy. Both social and economic integration of newcomers is a desirable outcome of settlement and is considered an important factor in the ability of communities to retain newcomers.

The proposed research project plans to address the following **key question:** How are immigration and settlement experiences shaped by both settlement services and social networks in the northern BC communities of **Prince George** and **Terrace**? This research employs a **transnational migration framework** (which explores the links between international migration and globalization and situates local settlement experiences in broader perspective), informed by social geography's interests in place, social space, identity, and urban settlement, to examine Citizenship and Immigration Canada's (CIC 2001a, i) new strategies for achieving a "more balanced geographic distribution of immigrants" and refugee settlement to small cities, towns, and rural areas of Canada.

In terms of British Columbia, the immigrant settlement portrait reveals significant concentrations in the Vancouver area. The BC Ministry of Community, Aboriginal & Women's Services (MCAWS) (2005) documents that 90 percent of new immigrants settle in the Greater Vancouver Metropolitan Area, and, in 2001, nearly three in every four immigrants in British Columbia lived the Vancouver CMA, where immigrants represented more than 37% of the population (compared with the 26.1% province-wide share). Additionally, BC Stats (2003, 1) illustrate that over 85% of the people who moved to British Columbia from outside of Canada between 1996 and 2001 took up residence in the Greater Vancouver Regional District (the CMA plus surrounding communities). This trend is expected to continue as a majority of recent immigrants continue to choose to live in this small corner of the province.

The study area of northern British Columbia is not incidental or merely convenient for the purposes of this research project. Growing concern with this intense spatial concentration of immigrants is coupled with a desire for smaller centres to benefit from Canada's immigration vision. Canada's rural and northern communities have yet to benefit from the country's current influx of immigrants and little is known about the challenges immigrants encounter in rural and northern communities and about their potential contributions in these communities. The study area of northern BC, which stretches from Prince George (pop. 72,400) in the central interior 720 km west to the coastal community of Prince Rupert (pop. 15,600), has a population of approximately 200,000, of which 11% are immigrants (vs. 26% for BC). Population decline, not gain, is a feature of contemporary northern BC (Statistics Canada 2002, 14) and therefore recent immigrant numbers (1996-2001) are limited to 1,100 spread across this vast region. The major source countries for these recent immigrants include: India, Philippines, South Africa, United States, United Kingdom, Germany, Portugal, South Korea, and Russia.

Through the two identified communities, I will focus on the twin processes of: (1) the spatialization of immigrant settlement and the role of their social networks (local and transnational) in settlement, social and economic integration, and retention in these communities; as well as (2) the shifting terrain of service provision now centralized in the northern regional centre of Prince George.

Prince George serves as the site of regional service provision and receives the majority of recent immigrants in the identified region (410 or approx. 37%). As the central immigrant-receiving and immigrant service-provision hub for northern British Columbia, the Prince George IMSS, City Council, and informal social support networks are only now tackling the question of immigrant attraction, let alone retention (Prince George City Council 2004). **Terrace** receives far fewer immigrants (approx. 95 or 9%) and is dealing with major job losses and out-migration. But, the Terrace-based Skeena Multicultural Diversity Group (www.skeenadiversity.com) was established in 2001 as an initiative of then the Ministry of Multiculturalism to "work intensively on institutional change within the framework of anti-racism and multiculturalism." With a broad-based membership, which includes city councilors, the RCMP, the Terrace & District Multicultural Group, the Terrace Anti-Poverty Society, and so forth, the Diversity Group is poised to shape future planning regarding rural refugee and immigrant settlement in northern BC.

Objectives

The proposed research project has the major objective of examining British Columbia's regionalization strategy policy and how formal service provision as well as informal community/social networks of northern BC work to integrate immigrants often in the absence of local, place- and group-specific services. Two major aspects of this objective will be: (1) to network with local and regional community organizations and municipal governments to examine their efforts to stem ongoing regional out-migration through renewed immigrant settlement and retention strategies, as well as; (2) to connect with the diverse immigrant populations to understand the opportunities and obstacles to non-metropolitan settlement. Are immigration strategies on the radar of municipal and regional governments in northern BC? How do Prince George and Terrace propose to retain newcomers? What role does appropriate settlement service provision and informal social networks play in the settlement experiences of newcomers? Attention to this main objective will enable me to address the following **five goals**:

(1) To improve our understanding of the **place-specific, gendered, and racialized implications** of a strategy for the regionalization of immigration currently promoted by CIC and embraced by the Immigration Division of British Columbia's Ministry of Community, Aboriginal, and Women's Services (MCAWS 2004a, 2004 b). To achieve this objective, the "small centre strategy" developed at the 2003 National Settlement Conference II in Calgary (CIC in partnership with the Settlement Sector and Governments in association with the Voluntary Sector Initiative Project 2003) will be analyzed in the context of British Columbia's northern, rural, and remote communities.

(2) To analyze the **federal, provincial, and municipal policy** dimensions to regionalization of immigration strategies. What are the objectives and goals? What complementary or contradictory policy decisions and community dynamics impact these strategies? Are informal **social networks**, such as religious, community, and advocacy groups interested and able to take on services once funded by federal and provincial governments? What is the role of government-funded **settlement service delivery** in the integration process?

(3) To improve our understanding of the **social networks** (local, regional, national, and transnational) created and maintained by immigrant women and men in rural and remote locations. Do new immigrants heavily draw on transnational social networks (i.e., those previously established in their country of origin) during the early years of settlement or do local and regional social networks play a greater role in early social and economic integration (i.e., ability to obtain a job, join a local church, encounter others from the country/region of origin, and so forth)?

(4) To improve our understanding of how these different scales of analysis -- local, regional, national, and transnational – are necessary to understanding power, policy, service provision, and social relations.

Context

The proposed study is informed by developments in two related research areas: (1) transnationalism; and (2) theories of the spatialization of immigrant settlement and integration. The contributions of these research areas are outlined below.

Transnationalism

Scholars interested in the dynamic nature of population change through forced and voluntary migration are finding that transnationalism is a useful lens through which to study the interplay of local and global processes in the settlement process. Transnationalism, as a framework and theoretical starting point, urges an exploration of the relationship between globalization and international migration and the myriad factors which link the processes of migration and settlement (Basch et al. 1994; Castles 2001; Malberg 1997; Portes 2001). Sherrell and Hyndman (2004b, 16) recognize that, when studied through a transnational lens, "settlement and integration occur within the context of a nexus of social, political and economic relations that simultaneously connect immigrants and refugees to multiple nation-states." This approach, therefore, suggests that in order to understand local, place-specific settlement and integration processes, researchers must understand their connections to elsewhere. Massey et al. (1999) remind geographers that thinking spatially (or 'though a geographical perspective') enables us to understand multiple migration and settlement experiences that are developed through networks of connection and disconnection.

In this study, a transnational perspective is used to frame questions on newcomer incorporation, an approach, which I have argued elsewhere (Nolin 2000; 2004), recognizes that complex social processes of settlement and integration may be influenced by the maintenance of social, economic, and political ties to countries of origin. This approach offers exciting possibilities for thinking about and conceptualizing the social spaces of settlement, ones that enable us to analyze the resulting diversity and complexity in Canadian towns, cities, and regions (Hiebert 2003b; Hiebert and Ley 2003; Strategic Workshop on Immigrant Women Making Place in Canadian Cities 2002; Walton-Roberts 2003).

This research project will focus on the geographies of immigrant and refugee social networks to explore and evaluate the transnational nature of: (1) primary social relations and practices; (2) local/regional social networks of newcomer incorporation; and (3) Canadian policies, institutions, and organizations which may facilitate or impede incorporation and transnational practices. Are transnational social networks facilitated or impeded by current settlement services and local social networks? To answer this and other questions, I plan to explore a variety of aspects to the settlement experience, including policy dimensions and concrete practices, availability of and access to settlement services, and immigrant settlement experiences in northern British Columbia.

Scholars of transnationalism and transnational migration such as Hyndman and Walton-Roberts (2000) and Winland (1998) identify several factors which shape the transnational possibilities for immigrants and refugees in Canada as elsewhere in the Americas (Bailey 2001; Bailey et al. 2002; and Mahler1998) factors such as: (1) reasons for departure (political violence, poverty, economic opportunity); (2) immigration policies and visa regulations; (3) migrant social capital (skills, social contacts); (4) social characteristics of the immigrant group (i.e., similarities and differences among the group in terms of country of origin experiences, ethnicity, gender, age structure); (4) employment opportunities, credential recognition, and access to settlement services, among others; (5) geographical location/concentrations/dispersals.

These factors will be addressed in this study to evaluate their continued centrality in smaller urban and rural settings and to examine their role in the transnational possibilities of rural and small town living. My previous work with Guatemalans in Canada (Nolin 2000, 2004) show how these factors worked to create and sustain transnational ruptures rather than transnational connections or flows. I identified that a *psychological transnationalism*, or the desire and yearning for connections in both the home and adopted countries, underlies the narratives of Guatemalan refugee identity, while *concrete transnationalism*, or processes that facilitate remittance-sending, on-going communication, and return -- recognized as central to immigrant transnationalism (IDTFR 2004; Goldring 2003; Levitt 1998) -- only develop in later stages of place making, if at all.

In their work with Kosovars in British Columbia, Sherrell and Hyndman (2004b) stress transnational linkages do not necessarily detract from integration in Canada. Moreover, they argue that "continued uncertainty in Kosovo/a may in fact hasten settlement in Canada." Therefore, a key question emerges on the connections between transnationalism and integration: Do these processes reinforce each other or are they incompatible? Though transnational research in Canadian urban contexts is still fairly limited, as demonstrated above, it is almost non-existent, with exceptions such as Smart (2003), in the study of non-metropolitan locations. This research project will attempt to fill that gap in the literature.

Spatialization of immigrant settlement in Canadian cities

Social geographers such as Bourne and Rose (2001), Hiebert (2000, 2003a, 2003b), Kobayashi and Peake (1997), Ley (1999, 2003), Olson and Kobayashi (1993), Peake and Ray (2001), Pratt (2003), Ray (1999), Rose et al. (1998), Rose and Ray (2000) have reinvigorated studies of the spatialization of immigrant settlement in Canadian cities and the gendered, racialized, and class-based implications of Canadian immigration policy. Contrary to conventional thinking, patterns of immigrant settlement concentrations followed more general Canadian population trends toward suburbanization and Preston and Lo (2000), Ray, Halseth, and Johnson (1997) and Ray (2003), among others, highlight the growing suburbanization of immigration. With few exceptions, though, this body of work is based on the experiences of Toronto, Vancouver, and Montréal.

Scant attention has been paid to settlement beyond these 'big three' until recent years. Though these gateway cities serve as primary destinations for immigrants and refugees (62% of all immigrants living in Canada in 2001), thousands (or 38% in 2001) -- live scattered across the country in small- and mid-sized cities and towns (Statistics Canada 2002, 2003a). Geographic studies by Di Biase and Bauder (2004), Halseth (1999), Halseth and Halseth (1999), Sherrell and Hyndman (2004a, b), and Walton-Roberts (2004), among others, complement a small, but growing literature on contemporary Canada's rural, small-town, and mid-sized cities' immigration experiences (Abu-Laban et al. 1999; Atlantic Metropolis 2004; Henin and Bennett 2002; and Statistics Canada 2003) and policy debates on a renewed interest in settlement in these communities (Canada West Foundation 2004; CIC 2001a, b, 2003; Fontana 2003; McIsacc 2003; Metropolis 2003; and Papillon 2002).

Di Biase and Bauder (2004) point to the challenges of documenting the spatial distribution of immigrants and other Canadians in rural and small-town Canada. For reasons of confidentiality, census data values are randomly rounded either up or down to a multiple of five or 10 and much information is suppressed for areas with populations of less than 40 (Statistics Canada 2003b, c). Therefore, I recognize the limits of available data and will work to create new forms of documentation at a local-level.

The Metropolis initiative (http://canada.metropolis.net/) has created a robust network of immigration researchers in Canada, but several aspects continue to elude analysis. I hope to address several of these silences through this project. First are the questions of integration and retention for non-metropolitan centres. Ray (2002) argues that "integration now is understood as a sustained mutual interaction between newcomers and the societies that receive them; an interaction that may well last for generations." In order to support not only integration, but retention, Fontana (2003, 15) argues that "settlement resources in regions of low immigration must come first if we expect newcomers to settle and stay in these areas." But, Walton-Roberts (2004, 25) accurately points to the contradiction between Federal government aspirations and provincial actions which are actively cutting back services to regions outside of the main urban centres. How do northern communities balance these parallel, yet contradictory, processes?

A second research silence is a lack of attention to the ways in which communities in large and sparsely populated areas, such as northern British Columbia, are struggling to re-make sustainable and viable communities, in the face of declining populations, through immigration attraction and retention strategies. Hayter (2000) and Halseth (2003-2004) argue that resource-dependent communities must re-shape their future visions through regional economic development strategies rather than individual community planning in isolation. Immigration planning is part of this vision. Additionally, the Standing Committee on Citizenship and Immigration recommends that "partnerships should be fostered between community members" (Fontana 2003, 15). Therefore, I will work to foster a collaborative, regional vision and situate this research project in the new UNBC Community Development Institute established by geographer, Dr. Greg Halseth, which is well-regarded by communities across northern BC.

Third, an understudied aspect of refugee and immigrant movements is the varied experiences of female and male migrants. Luin Goldring and I argue that gender must be a central focus on transnational migration studies in order to better understand opportunities to and barriers of Canadian settlement (Nolin and Goldring 2001). Therefore, a gendered perspective will permeate the all aspects of the research project.

Fourth, is the need to take seriously the recent work by DeVoretz et al. (2004), Lochhead (2003), Picot and Hou (2003), and others who highlight: (1) the persistent and growing income gap between immigrants (refugees in particular) and Canadian born residents; (2) the above average levels of poverty for recent immigrants; (3) the above average levels of unemployment; and (4) the under-representation in well-paid jobs in conjunction with over-representation in the low-income sector. Bauder's (2003) initial research points to a reverse pattern for those who "go rural." Therefore, geographical differentiation is a fifth silence that will be confronted. Geographic concentration and/or dispersal in urban, rural, small-town, down-town, and suburban spaces makes a difference to the settlement and integration experience.

Methodology

A multi-method approach will be employed to examine the social geographies of immigrant settlement, integration, retention, and service provision. The first stage, already completed, involved sustained engagement with settlement service providers. In October 2004, I followed-up on two initial research trips through the communities of Prince George, Smithers, Terrace, Kitimat, and Prince Rupert conducted in July 2003 and 2004. I invited community organization representatives to Smithers for a **workshop** on the regionalization of immigration to identify concerns, strategies, varying experiences.

Building on this place-specific knowledge, the second phase involves **immigration policy analysis** and the development of detailed **statistical profiles** for the communities' immigrant, labour, socio-economic, and service capacities. In partnership with IMSS, a series of projects are planned for graduate student employment during this phase:

(1) Conduct a content analysis of all related federal, provincial, and municipal policies related to the regionalization of immigration initiatives.

(2) Prepare community profiles for the two communities in terms of community capacity in terms of service provision and informal social networks/community organizations.

(3) Develop statistical profiles which grapple with the restrictions of census data for small urban centres and rural areas.

(4) Undertake a qualitative media analysis (QMA) of local and regional newspapers' coverage of immigration issues to understand the relevant local issues in the communities of interest. This activity is already underway as the UNBC library is donating regional newspapers previously recycled once out-of-date.

(5) Use the capacity of immigrants to inform the region on barriers to integration and retention. Focus groups with immigrant women and men will take place in the two communities of interest to develop a rich portrait of the various migration streams which bring newcomers to the region such as: documented and undocumented migration; employment; family and friends; internet and mail order brides; religious organizations; amenities; and so forth. The focus groups will allow us to better understand issues that influence immigrant decision-making regarding settlement, integration, and retention in rural, remote, and small town communities.

In the third phase, key informant interviews will be conducted with immigrant and refugee service providers (formal and informal) in the two identified communities to better understand the political and budgetary climate within which these organizations operate. In order to facilitate the analysis of key informant interviews and focus groups, the N-Vivo software package will be used to store and analyze the qualitative data. The bibliographic database ENDNOTE is in use for the media analysis and all related documents.

Communication of Results

This dissemination strategy is informed by strategies employed in feminist qualitative research (Pratt 2003; Ristock and Pennel 1996) and international development studies (WEDC n.d.; GDN 2004) which require the communication of research results beyond the academy. As such, I plan to include a mix of academic conference and community-based dissemination mechanisms. WEDC (n.d., 3) suggests that greater impact can be achieved through a staggered approach to share different types and levels of information. I have a firm commitment to updating community participants on various stages of the research project and presenting results in each community in year three.

I plan to present aspects of the research at annual meetings of the Canadian Association of Geographers, the Association of American Geographers, and at the immigration policy-oriented Canadian and international Metropolis conferences. I will submit a minimum of four articles for peer review in academic journals (e.g., *Canadian Geographer*, *Canadian Journal of Immigration and Integration*, *International Migration*, and *Gender, Place, and Culture*).

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University of Northern British Columbia REB

(Changes made to the research purpose)

<u>Purpose of Research</u>

This initial research project, the first stage of a two year study, is aimed at better understanding the level of preparedness of both formal and informal immigrant and refugee service providers in the communities of Prince George, Fort St. John, and Terrace, and how they are working together in service provision. The purpose of the broader study is to examine the settlement, social, and economic integration and retention experiences of immigrants and refugees in Northern British Columbia, specifically Prince George, Fort St. John and Terrace. The goal of this first stage is to better understand the capacity of these communities to offer a 'warmth of welcome' to newcomers as well as the level of pressure on immigrant and refugee services.

We hope to garner some foundational information by asking formal and informal service providers about: 1) the services they currently offer to immigrants and refugees in their communities, 2) any pressure points or 'hot issues' they might be dealing with in terms of immigrants and refugees (language, securing credentials, etc), 3) current impact from immigration and refugee policies at all levels of government, and 4) any future initiatives aimed at increasing the level of service or recruitment and retention of refugees. The results from this study will be used to inform the second stage of the broader research project: understanding the experiences and needs of the service users (immigrants and refugees) – proposed to be undertaken in the summer of 2008.

This project is being undertaken with support from the Prince George Immigration and Multi-Cultural Services Society (IMSS), offering services in Prince George and aiding immigrants and refugees in both Fort St. John and Terrace as well. These interviews are a follow-up to focus groups with formal and informal immigrant and refugee service providers to gain a better understanding of the services provided, challenges encountered, and initiatives undertaken by individual organizations.

Summary of Methods

This is a qualitative study, targeting formal and informal immigrant and refugee service providers. Participants will be recruited from a service provider database being compiled from publicly available lists in conjunction with the Prince George Immigration and Multi-cultural Services Society and the research involved in this project. The anticipated number of interview participants is at least five, depending on the level of services provided and organizations, in each community. Representation from both formal (ex – government) and informal (eg – community or volunteer associations) service providers in each community will be sought.

Potential respondents will be contacted by telephone and invited to participate. More information about the project and the interview process will be provided by mail to those interested in participating, and a suitable time for the interview ill be arranged.

The interviews will be audiotaped to verify the content. All information shared during the interviews will be held within strict confidence by the researchers. All the records will be kept in a locked research room at UNBC. Each participant will be given a code in the research materials to maintain anonymity and confidentiality. The information will be kept until the final report of the project is complete (approximately 5 years). After this time, all coding and information indexes containing identifiable personal information will be destroyed. All original audiotapes, notes from the interviews, and transcripts will be retained.

The responses given in the interviews will be coded for themes (latent content), categorized, and analyzed accordingly.

Research Ethics Boards and Research Review Committee Procedures

The ethics board and research committee approval must be confirmed before advertising, recruitment, focus groups, and interviews can be undertaken. Once a project is approved, any changes to forms (posters, focus group or interview questions, etc) as well as recruiting procedures must be forwarded to all boards/ committee that have approved the study.

UNBC Research Ethics Board

The UNBC Research Ethics Board (REB) has approved the project for 2007, for the period of 12 months. REB approval/ renewal of approval must be sought before the beginning of each field season.

Information about the REB can be found on the UNBC Office of Research website (contact information, forms). The forms and contact information should be up to date, however, the Office of Research is currently merging with Graduate Programs and re-organizing. This may affect the website: (www.unbc.ca/research/research_ethics__human_subjects.html).

Catherine Nolin is our contact on the *Enhancing the Warmth of Welcome in the communities of British Columbia's Northern Region* team for how to proceed with the UNBC REB. Please contact her with any questions, for updated forms and procedures, etc.

TIMING: It is advised to begin compiling a submission in early/mid-March to ensure approval is secured well in advance of the field season. The turnaround time from submission to approval with the UNBC REB is usually quite quick (depending on requested changes, etc) (1 week after the meeting). The REB meetings are held monthly and then on an expedited basis during the summer months (June-August).

2007: A copy of the University of Northern BC REB approval for the *Enhancing the Warmth of the Welcome in the communities of Northern British Columbia* can be found _____.

The Northern Health Authority (RRC)

In order to interview a service provider working for **the Northern Health Authority**, a Research Review Committee will have to look at The Northern Health Research Review Committee (RRC). It is not an ethics review board per se, but committee designed to review potential research projects from the perspective of a health authority. The

Northern Health RRC can be contacted via email at: researchcommittee@northernhealth.ca. This email is maintained part time by an administrative assistant at Northern Health. If there are any questions about the research review process, contact Tanis Hampe, Regional Manager of Research and Evaluation at Northern Health (Tanis.Hampe@northernhealth.ca; 250-649-7557) and she will be able to field or re-direct your inquiry.

The application form asks for a Northern Health staff contact/project sponsor in order to ensure that someone inside the health authority supports the project. In 2007, for the CIHR project this was not necessary from our perspective as we were not asking any Northern Health staff to recruit potential participants, to devote time out of their work day to participating in the project, using Northern Health resources (equipment, space, etc), or conducting a study of solely Northern Health staff. It is recommended that the Northern Health RRC be contacted prior to submitting an application to ensure the correct explanation/ information regarding this aspect of the project is contained in the submission.

TIMING: It is advised to begin compiling a submission in early/mid-March to ensure approval is secured well in advance of the field season. The turnaround time from submission to approval with the Northern Health RRC is usually reasonable (depending on requested changes, etc) (1-2 weeks after the meeting). The RRC meetings are held monthly I believe and probably on an expedited basis during the summer months (June-August).

Field Work

Generics of Fieldwork

The first, and most important, factor to consider when doing fieldwork is safety. You must keep this in mind when interfacing with the community. First off, the team needs to check –in with the RCMP upon arrival into the community. Upon leaving the community the team is to check out with the RCMP as well. This is to ensure that the RCMP is aware of the field team's presence in the community. Check in requires letting the office know that researchers from UNBC will be in the community for a set period of time and will be making contacts with individuals in the community. It is customary to leave Catherine or Greg's business card with them as well as your phone names and contact phone numbers. An added aspect to this is to leave the project coordinators contact information as well.

Safety is the most important aspect of the field component and must be kept in mind at all times. This includes if a researcher is in the middle of an interview or focus group and feels that her or his safety is being compromised for any reason, that he or she should stop the interview or focus group and leave the unsafe situation. For that reason it is better to meet interviewees in a public place rather than their own home (unless the coordinator and researchers truly feel that it is a safe situation or if there is more than one researcher attending the interview at the individual's home (safety in numbers). As well, for focus groups situations there should always be other people (ex. Security or other staff) in the building of where the focus group is occurring.

It is recommended that before you leave for the field you make note of all contact phone numbers such as the name and phone number of your hotel, the home and work phone number for Catherine and Greg as well as the project coordinator, and any community contacts such as a regional office for the University. It is essential that you contact the project coordinator every evening once your work is completed for the day. This gives you the opportunity to review any concerns you have or to discuss your work from throughout the day. If you need to contact the project coordinator during the day, ensure you carry the office phone number with you at all times.

Another important component of fieldwork is the fact that you are representing the university, professors who are the lead investigators, the project, and yourself. You must be aware that you are working in small communities where everybody knows everybody and you are going to stand out. People will be watching what you do. Be courteous, polite, and stay aware of your position within the community.

Finally, interaction with people is at their convenience. You are asking for at least an hour of people's time out of their busy schedules for the interviews and at least two hours of a person's time for focus groups. Ensure you thank them for this imposition and try not to take up any more of their time than necessary. You can ensure this by being organized. Ensure your digital recorder works properly, you have the interview script ready, have extra pens and back ups of batteries, paper and pens with you so there are limited delays if something needs to be changed.

Staff Roles

Role: Project Coordinator

You are a critical component in recruiting participants for the focus groups and interviews. Look through the past field notes from previous field seasons. It is your job to coordinate all of the field logistics, including contacting service users and service providers (depending upon the field season). Information concerning this is found under (Starting the field season – the First Step). You are also responsible for leaving a navigational trail for the next group that will look at past data and collect new data. Please leave information (ex a paper and electronic copy of everything) that you feel will be helpful for the next person to take your position. You are a role model for the field team in work ethic, professional etiquette and boundary setting (ex confidentiality issues with working in research). Please keep this in mind. The team may at times need motivating, guidance and leadership. They need to feel a sense of leadership as they make important decisions out in the field. Please help to encourage this and guide them to make accurate and professional decisions.

You are the main go to person for the field crew. Therefore make sure that you have enough supplies available for them when they need it. They may need to restock up when they return each week from the field.

Get all of the contacts pulled out from the field notes (see starting the field season protocol for further assistance). Also, require the field team to write down a written record of the places they have been and people they have talked to. This is important for updating the contact list so that the next person who interfaces with that service provider or service user knows what interaction we as researchers have had with him or her in the past. This is critical as we continue the study and call upon service users and providers from past field seasons. This can be done in the field notes or however it would best serve (for time efficiency) the individual or team.

When the team is in the field, they must check in with you every evening to ensure everyone is safe, the team dynamics are okay, interviews are proceeding as expected, and to share information or changes in the interview schedule.

Role: Field Team

You are responsible for collecting data from the four main field sites. You need to conduct yourself in a responsible and professional manner while in the field acting as a representative of UNBC and more specifically a researcher in the Geography Program. You will be the interviewer or focus group facilitator. Please take excellent notes during the interviews and focus groups. Other duties out in the field may include: focus group participant recruitment (stopping in at agencies to put up posters, speak with them), informal thank you note writing and delivering to all participants, interview and focus group transcribing, field note writing each day, and anything else pertaining to research data collection.   Is important to work hard and some days may end up being very long while out in the field. **The other important aspect is to find time to relax, phone home and decompress**. You are a representative of Catherine and Greg and UNBC, so you need to reflect their work ethic but also not **burnout**. You will have to find a balance that is right for yourself.

Always keep your safety and the safety of the other team members the highest priority. If you ever feel uncomfortable in a situation (ex focus group or interview) leave the situation immediately. Your safety is more important. Find a way to cut the interview or focus group short, remember they do not know what the questions are. If you feel uncomfortable just thank them for their time and say that is all the questions you had!

When out in the field keep a written record of the places you have been and people you have talked to. This is important for updating the contact list so that the next person who interfaces with that service provider or service user knows what interaction we as researchers have had with him or her in the past. This is critical as we continue the study and call upon newcomers and service providers from past field seasons.

<u>Starting the field season- First Step</u>

Review the Training guide Manual! All of the information you need should be in the manual or on file in the black filing cabinet. There is a set protocol used for recruiting for focus groups and for service provider interviews. Please follow. Please look through past documents to learn how things were conducted during past field seasons. The past Field season coordinator was: Kelly Giesbrecht Summer 2007 (kelly.giesbrecht@gmail.com). If need be, contact the past coordinator to ask for assistance if you are unable to answer a question.

Put together a list of field team names and reachable numbers (see 2007 examples) of the field team crew, Catherine and Greg's contact information, accommodation information, RCMP phone numbers and addresses in each location

Keep a detailed contact list throughout the project so that we are aware of who talked with whom and when. The more detailed you are with all of the tasks you do the easier it will be to track information for the following field season.

Mechanics:

Organized preparation is necessary for successful fieldwork. Once initial contact is made with the interviewee or focus group participant, a follow up phone call to confirm their attendance the day before can save a lot of time while ensuring they have not forgotten about participating in the study. Some people will prefer to have a list of the questions you are going to ask them ahead of time. Every effort should be made that this is provided to them. Most people will prefer either a faxed or emailed copy while some people want a hard copy mailed to them. This should be done promptly to give them time to prepare.

All participants must have a copy of the consent form for their review prior to taking part in the study. This form **must** be signed and witnessed before the interview or focus group can take place. A signed copy is provided to them, along with the information sheet, for their own records.

<u>What you can expect</u>

1. Review manual and past documents
2. Develop and submit ethics applications
3. Determine field schedule and make travel and accommodation arrangements
4. Compile list of potential participants to be contacted
5. Interview training
6. Recruiting of potential participants* must have ethics approval (1 month in advance)
7. Media releases to each community (1 month in advance)
8. Field work
9. Interview summaries completed and mailed to participants for review
10. Data Analysis

Field Recruitment Strategy

Protocol for future field seasons for focus groups and interviews
Summer 2007

The summer of 2007, researchers were asked to interview the service provider community, both formal and informal service providers were interviewed. Roundtable discussions were also conducted in the summer of 2007 with the business community, in each of the three communities. Potential participants were identified from public sources of information based on their affiliation with organizations that 1) provides services/support to immigrants and refugees; 2) members of the business community; 3) decision makers.

A list of potential participants was made, and then passed on the Catherine to make sure that all the necessary service providers were contacted, for both the one on one interviews with service providers, and the roundtable discussion with members of the business community and decision makers.

Services such as 1) literacy society, employment services, school district, health care providers, daycare service providers, etc. were contacted for one-on-one interviews. 2) members of the business community such as the Chamber of Commerce, Rotary Club, Community Futures, and Economic Development Organizations. 3) decision makers such as the city council, and city planners.

Participants were contacted through community directories, city/district websites, and phonebooks. Participants in Fort St. John and Dawson Creek were also contacted from a list of focus group participants from IMSS. Because IMSS is in collaboration with UNBC research it is okay for the list to be shared.

Recruiting for interviews

1. Phone call was made to each participant introducing the project scope, time, date, location, and initiation to participate.
2. A follow up phone call was made if we did not hear from the potential participants after a week.
3. Background information and interview questions were provided to participants if they requested it.
4. Scheduled at participants convenience.

Recruiting for focus groups

1. An initial phone call or email was sent as an invitation.
2. A follow-up email or phone call was made after a week of the first phone call.
3. Background information and questions were provided if they requested for it (All participants in Prince George roundtable were given a package).

4. Community contacts were used whenever possible to communicate about the roundtable discussion (for example: In Terrace a key contact was sent information to provide to potential participants).
5. A set time, date, and location was made for the roundtable discussion in order to organize an appropriate group of individuals.

This was the first year for the *Enhancing the Warmth of the Welcome in the communities of Northern British Columbia* project. The project coordinator noticed that it was most difficult to get a hold of the business community, and community decision makers for the roundtable discussions. The main reason being, they are busy people. It is therefore convenient to provide a package of the roundtable discussion, the purpose, etc. people will know exactly what is being done, and may be more inclined to participate.

Important* - This project is in collaboration with IMSS in Prince George. Working in collaboration has many positive components. It does however; also have some components that make it a little more difficult or tricky! In the summer 2007, we were provided with contacts from IMSS to contact for both interviews and roundtable discussion. One contact in particular made the research more difficult, and although they were trying to help out, they ended up compromising some of the work that the interview and project coordinator had worked on. **Please refer to Katie's field notes in Fort St. John. Community contacts are a great thing to have, and we must be aware to thank them for any work they have helped us out with, but please be aware of some community contacts that might have their own agenda. That is also why it is important to "role play" before going out into the field, in case you are confronted with an individual might have an agenda of their own.

Steps!

1. Look through Training Manual and familiarize self with what occurred last field seasons (strategies that worked and did not work) in preparation for recruiting and planning the focus groups.

2. Minimum of 2-3 months prior to field season: Send a letter to all agencies from the contact list, including support groups from various site locations, purpose of study and description, pertinent information including contact info and supervisor information how they can help in recruiting individuals This letter should explain to individuals the projected timeframe of the focus groups (target week), what we are attempting to do and which groups of service users we are hoping to recruit. This is the first correspondence we have had with these agencies/groups since the last field season, give-back report.

2a.Get the Media Releases ready for the field season (please see media release section). Talk with Catherine and Greg as to when they would prefer the media releases to be sent out.

2b. Contact focus group locations to set up times and dates for the various locations. Please see focus group locations contacts. Keep in mind that a focus group may be run through support groups or other agency groups already in progress or may occur during the appointed time that you had set aside.

3. 1-2 months prior to the field season contact via phone the agencies to verify that they received the initial contact letter and to determine their interest in helping and if there are ways for them to help in recruiting. One example of this is to ask if they would put posters up in their lobby or could hand out fliers to service users. If they are interested in giving out fliers it would be beneficial to mail out flyers to them in a package. Contact both the Executive Director and the front desk manager of the agencies. In the past we had contacted just the Executive Directors. Various instances the Executive Directors did not pass along the information to the rest of the staff (This may be due to lack of time, or for other reasons. We want to cover all of out basis). The front desk managers are usually quite successful at passing along information to the rest of staff members. An added benefit to this is when the field team goes in to the agencies upon arrival in the communities, the front desk manager is aware of the study already.

4. 1 month – 3 weeks prior to field season send out another letter to confirm dates of the focus group time and again explain the purpose of the study and description. This is a follow up letter and should also be used to confirm appointments (1:1 interviews or focus group participants, or general focus groups already scheduled) already made.

5. 1 week before the field team arrives at the field site, contact the pertinent agencies to let them know that the field team will be in the community and may stop by to put up more posters or check-in with agency for more recruiting.

6. Finally, the day before the appointment/focus group, follow up with a phone call or email to confirm the time and place.

Once back from the field:

7. Thank you notes (informal) should be dropped off to all of the participants while out in the field after an interview or focus group has occurred. Please see thank you note (informal) in the Training Manual.

8. Thank you cards (formal) should be mailed to all who participated in the study (see than you cards informal and formal in the Training Manual). As well formal thank you cards should be sent to those who helped to make the field season possible (ex focus group schedulers, helpful agencies or individuals in recruiting for participants).

9. Finally a giveback report of the findings should be mailed to all who participated.

Important Field Logistics:

Further to the principle of safety in the field, you must phone in as soon as you arrive in your research community. Also, check in with the RCMP and let them know you are conducting interviews in the community, that you are representing the university and how long you intend to stay. When you are ready to leave, check out with them as well. This is a courtesy when going into a small community. If community members ask who you are, the RCMP will already be informed.

At the end of each day in the field, you must phone in to the office as well. Contact the project coordinator, Catherine or Greg if any issue or concern arises at any time. Your estimated time of arrival and departure from the community should be given to the project coordinator and if there are any variations in this, call in to inform of the change.

General Information:

Forms:

The university has strict guidelines for students to follow who work in the field. Before you leave campus, you must complete a *Request for Travel Authority* form (Appendix A). You can obtain this from either the project coordinator or from www.unbc.ca/, click finance department, and forms. This form is signed by the research assistant as well as their supervisor and is kept in the filing cabinet in the office. Upon returning from the field ensure you complete a UNBC *Travel Claim form* (Appendix B). This documents your meal allowance, hotel costs and any other incidentals that you may incur while in the field. Two copies must be made of this form; the original is sent to the finance department for reimbursement, one copy is kept in office, the other copy is for your own records. If you incur any other costs you must complete a UNBC *Cheque Requisition Form* (Appendix C) and attach all receipts. Two copies are also made for this form; the original goes to the finance department for reimbursement, one copy is for the office and the other copy is for your own records. All these forms can be found online at the previously listed address. The supervisor must sign all these forms before they are sent in for reimbursement and the original must be sent to the finance department for payment – they will not pay a copied invoice or receipt. Allow four weeks for processing of these payments. The travel claims should be completed in between field work weeks when possible.

Thank you notes:

There are two different types of thank you cards that are used throughout the summer; formal and informal cards. The informal cards are signed by the research assistant and are hand-delivered to participants while still in the community, if time permits (otherwise come back to the office and mail them). The formal thank you letters are signed by Catherine and Greg and are mailed out to the participants once the research assistants are back in the office at the end of the summer. This is followed by an initial report summary that is completed within the first three months after the fieldwork is completed.

Before leaving for the field, ensure that you have enough thank you cards to give back to the participants while in the community. Also, bring extras in case the number of participants increases. Overall, the participants receive an informal thank you card from the research assistant, a formal thank you letter from Catherine and Greg, and finally, a hard copy of the interview or roundtable discussion.

The 'Four Box' Principle:

Field Box	**Interview Box**	**Focus Group Box**	**Catering Box**
Information on town	Interview scripts	Note pads	Juices
Census data	Consent forms (x2)	Markers for flip chart	Coffee (Instant and brewed)
Travel claim forms	Information sheets	Paper for flip chart	Styrofoam plates
Paper	Purpose of study	Digital/ Tape recorders	Napkins
Pens, pencils	Tapes	Microphones	Kettle
File folders	Back-up tape recorders (x2)	Book to put under the recorder	Plates for serving cookies
Mailing list	Batteries for both digital and tape recorders	Scissors	Garbage bags
Contact information	Extension cords	Two tapes per night	Tea (herbal and black)
Itinerary	Digital Recorders	Flip chart (EMS)	Hot beverage cups
Sticky notes		Masking tape	Cold beverage cups
Paper clips		Name placards	Two thermoses
Stapler, staples			Stir sticks
Schedule			Sugar
Disc with forms			Coffee maker
Business cards			
Thank-you cards			

Shop in town for: coffee, cream, juice boxes, baked goods, fruit

SCHEDULES: Also remember to bring interview schedules and contact information.

LAPTOPS: Field laptops are also available and necessary for downloading of audio files and typing up field notes, interview notes and summaries when in the field. LOGIN BEFORE YOU GO TO THE FIELD. There are a limited number of allowable logins before your credentials need to be updated on the computer by being connected to the UNBC system. This was a problem for researchers in summer 2007 as the computers only allowed 10 logins without being connected to the UNBC system. This has been changed to 50 logins, however, it is advised that you refresh your credentials before you go to the field so that you are not locked out of your computer.

Field Notes

Field notes are typed up every evening in the field. These notes are basically a word narrative that must cover three things (one page per day):

1) Logistics: times left/arrived, quality of the hotel, transportation problems, etc.

2) Project: how the interviews/focus groups went, site profiles, comments off the street, programs mentioned- anything related to the research project

3) Personal impressions: private observations such as your sense of community, time frames, and work loads.

Please note that these are to provide an account of field work activities and insights. Keep in mind that your field notes will be read by the research team and future team members.

Interview Process

Interviews are typically done one-on-one although it is always beneficial to do the first few interviews with another researcher present.

Introduction:

Prior to the interview starting, ensure that you go over the project information sheet and that all applicable consent forms are signed- if another person joins in halfway through you must stop the interview and have them sign a form as well, so always bring an extra with you. Ensure that you explain the purpose of the project, highlight the confidentiality, mention that the questions have passed through the UNBC Ethics Board and highlight that their participation is voluntary. Always ask if they have any additional questions or concerns before starting. Have two consent forms signed and keep one of them.

You must ask for the participants permission to record the interview- let them know that you will turn it off at any point if they become uncomfortable or do not want certain information 'on the record'. Downplay the use of the recorder as it is really helpful to have the recording when transcribing.

Process:
Bring two scripts along to the interview so that if the interviewee so chooses, s/he can follow along as you read. Make notes on the interview form during the interview. This is a good back-up in case there is a problem with the tape/digital recorder.

Be efficient, but do not rush. Do not feel obliged to apologize for the time you take to record answers.

Clarify answers if you are unsure of the response or if it is not specific enough:

For example: Q: Do you have a newsletter?
A: Not yet.
Q: When do you expect to have a newsletter?

If they wish to fill out the answers themselves, allow them to do so but try to avoid this if at all possible. If they do end up filling the answers out themselves, try to observe that they fill them out correctly.

Know the questions! Make yourself comfortable with terminology (i.e. social capital) and definitions (i.e. what is meant by a partnership?). Make sure you are comfortable with using the script so that you can fill it out efficiently.

Have examples prepared for if/when someone asks for clarification- i.e. Q: what are meant by resources? A: Money, space, books, computers, labour, etc.)

Wrap-up:
At the end of the interview I always like to turn the recorder off before asking if they have anything further to say- I find that once they know they are no longer being recorded, they will share extra information.

Let s/he know that the information will be processed at the university over the summer and give an estimate of when any results might be sent back. Invite them to stay in touch with further questions and thank them for their time.

Interview Summary:
Try to complete a summary of the interview as soon as possible after the interview- this is often a pain to do but it is really helpful in the long run. Record how the participant was to interview (i.e. helpful, knowledgeable, refused to answer a question, etc.). You can also record any little bits of information that might help the researchers down the road (I.e. a new researcher knowing that s/he used to live in Alberta can be useful in making them comfortable).

Summer 2007:
Interview summaries were sent back to participants shortly after interviews were completed in the community. It is important to have an accurate account of the interview from your interviews notes. The audio files are useful for verifying or clarifying your notes. Please ensure a thorough edit for typos, clarity, grammar, etc has been completed prior to sending to interviewee.

Please also ensure all contact information provided in cover letters is current (beware of using older files as templates).

<u>Focus Group Logistics</u>

Characteristics of a focus group:

There are two main characteristics of a focus group:

1.) Interaction between members of the group helps differentiate a focus group from the interview method where interaction is between the interviewer and interviewee alone. The group setting is generally dynamic as people respond to the contributions of others.

2.) The researcher has a central role in focus groups in that he/she is responsible for promoting group interaction and focusing the discussion on the topic or issue. The researcher draws out the range of views and understandings within the group and sometimes even promotes disagreement between participants. Similarly, the researcher may also take a hands-off approach and just observe what is going on in the room.

Planning and conducting focus groups:

1.) Selecting participants:
Participant selection is critical for focus groups. Typically, they are chosen on the basis of their experience related to the research topic.

2.) Conducting focus groups:
Focus groups are generally held in easily accessible and neutral settings such as community centres, libraries, churches, and schools. Food and drink can be offered when they arrive to help them relax. It is also helpful to provide name tags.

Focus Group Logistics

There are three main roles in focus groups: the facilitator, the note taker and the person who ensures that technology is working properly.

The facilitator: usually the researcher or one who is the most familiar with the project as well as keeping the conversation focused on the information that is necessary to collect. The facilitator is responsible for facilitating the script and discussion. This person must keep the group on task while trying to cultivate important discussion around the topics from the script. Make it clear to the participants what the purpose of the study is. Speak slowly at all times and provide opportunities for all of the participants to speak. For those who dominate the conversation, politely steer the conversation back on target and ask the quieter participants their opinions.

It is important to follow the script (asking each question and using the prompts when appropriate. The prompts are there to guide the discussion. However these prompts are helpful in finding out specific information and are useful when analyzing the results of the study. They should be asked, unless the participant has already provided the information or eluded to it. A simple clarification of the information given might be appropriate. Use your researcher judgment. It is better to clarify than to guess. The facilitator goes over the consent forms and information sheet with the participants.

Be careful to not probe too much or lead the participants. This is a fine line. The issue is: do not lead but at times provide the prompts given in the questionnaire. In the past field seasons we have used this philosophy. It is not good to lead (force the participant to answer the question in a way that you would like them to, or around a specific topic that you are pushing for) the discussion, but use prompts to access the information from them that is critical for the study that has not already been flushed out from the discussion.

For example when asking the participants about food: The facilitator might ask: What is your favorite food? (The prompts on the question are: appetizers, salads, entrees, desserts, drinks) The facilitator would ask these specific prompts. These are general non biased type of information concerning the topic itself. If the facilitator asked the question: You like pizza right? That is very specific information and forces the participant to answer either yes or no (closed ended question). The answer from this question does not tell us what their favorite food is, but rather whether or not they like pizza. This would be a leading question. This is a difficult topic and should be discussed the field team and coordinator as well as Catherine and Greg prior to entering the field. You all should go over the scripts and determine how Catherine and Greg would like you to follow this aspect of the field research.

The note taker: responsible for keeping a list of who speaks and in what order and a brief description of what they talk about. This helps when transcribing any audio-tapes that may be made of the focus group discussion.

The note taker takes the notes during the focus group (whether on the computer or by hand). After the facilitator has gone over the purpose of the study and the consent forms, the note take must capture the signature on the consent form of the participants who come in late. The individual cannot participate in the study until they have signed the consent form. Keep on eye on the facilitator to make sure he or she does not need anything during the process of the focus group. As well keep an eye for puzzled looks on the faces of the participants. If there seems to be an issue and the facilitator has not noticed, flag down the facilitator or in a professional way, interject and help alleviate any confusion to the questions.

You are responsible for capturing the dynamics of the room (meta analysis or fish bowl effect) and the noises or distractions that occur.

Tech. person: responsible for ensuring the tape recorder is working and it is placed in a location where all voices can be heard. This person is also responsible for general mechanics of the focus groups, that is, ensuring the coffee pot is full, and there are sufficient condiments, snacks, etc for the participants.

You are also in charge of recording the group. Make sure that you have a back up recorder going as well. Stagger the start time of the tapes so that when one tape ends the other will keep going long enough for you to be able to put in the new tape. Also test out the recorders before the group begins. Prop the recorders on a book (ex phone book). This helps to muffle table noise on the recording. The tech person can write the information on the flipchart, to help out the facilitator.

You may find that you only have 2 researchers out in the field, and so you must remember to be flexible with what comes your way, and discuss before hand what tasks you will take over..

Prior to focus group:

*If possible try to get to the location where the roundtable will be held one hour in advance. It may take you only 30 minutes to set up, but you also might have early birds show up, and if that happens your ready to go!

Make sure all of your supplies work.
Set out information for the participants (consent forms (2), information sheet, name cards, pen…..). Please make sure that you have the first and last name of each of the participants (unless they would like pure anonymity. Also, specify that if they would like follow up information on the study (ex give-back report) that we will need either their email address or mailing address.

Set – up
The set up of the room should be either a circle of tables and chairs or a U- shape of tables with chairs. Try to be flexible and see what set- up would work best for the participants in terms of comfort and accessibility.

After each of the focus groups the team should debrief about the occurrences of the group (what happened, any major themes, issues, positives, negatives, facilitator aspects, note taker aspects……).

When an emotional moment occurs take a 5-10 minute break from the discussion. After the focus group has finished the script ask the participants if they know of any other people that might be interested in participating in the study. After the 1st focus group, regroup to see what went well and what needed improvement. Wait until the end of the group to hand out the gifts.

Food for focus groups

Provide neutral food that is non-offensive and may reflect the group you are meeting with (ex diabetic group). Some researchers prefer to place the food off to the side away from the discussion, however see what the group dynamics are, sometimes it is nice to have the food in front of the participants, it makes the feel more comfortable to grab things. Provide water, tea and coffee. You could also provide ice tea, or juice, some kind of cold beverage. In past groups, cookies have been made by researchers who had facilities in their accommodations to do so. This was received very well by participants. Other ideas that would work well are: fruit platters and options, muffins, subway sandwiches cut into small finger food sizes. Keep in mind the budget restrictions, but also if you provide food, people will come! Also keep in mind if you are holding a focus group with diabetics, please make proper food choices and avoid sweets.

3.) Analyzing and presenting results:

1.) transcribe the audio-tapes
2.) read the transcribed material over several times as a means of becoming familiar with the discussion
3.) make a note of key quotes that might be used in written material

When ready to report the findings ensure they are presented only in terms of the discussion within the groups. Focus groups do not produce findings that can be generalized to a wider population. Focus group results are also expressed in impressionistic rather than numerical terms.

4.8 Field Team Travel Aspects

Field Team Travel – Accommodations, Car Rental, Focus Group Locations

In looking at the varying accommodations one must consider safety first above all else. The other criteria includes: low cost, location, kitchenette option and comfort. Please keep these in mind when booking locations. Please consider that the team will be out in the field for at least four weeks and that the accommodations are their home away from home. It is best to put yourself in their shoes and find a location that encompasses all of these criteria as best as possible. UNBC research qualifies to receive the governmental rate at hotels if it is available (you must ask for it upon booking the accommodation).

In Summer 2007, the research coordinator for CIHR and SSHRC used their credit card for some booking and payment (as Greg and Catherine were away during the time this was being organized). This is not recommended due to the long waiting period for processing and reimbursement. Greg's visa was also used for accommodation and car rental booking and payment. For future field seasons, please consult the supervisor (Catherine or Greg) as to how they would prefer this to be accomplished. For whomever's credit card is used, please return original receipts to him or her for their reimbursement. Make sure to keep a copy for the overall projects' budget and record keeping (please see the Budget section).

* IMPORTANT NOTE:

> The Summer 2007 field team had an unplanned 2 week break in between locations. The original schedule allowed for a one week break between 2 consecutive weeks of fieldwork. The preference for the field team is to have a break in the middle of the season to regroup, recollect supplies, and have personal time. It is helpful for team morale and overall work efficacy. The field work schedule must be able to allow for unexpected circumstances (eg. the flooding in the Terrace area in summer 2007) and possible rescheduling of field weeks.

Accommodations

Fort St. John

<u>Summer 2007</u>

The team stayed at the Northern Lights College residences. They each had their own room with a common living space and kitchen. They were very happy with this accommodation.

An application for the residences must be filled out for each persons (no fee charged this year?) and faxed to the manager over for approval. The website application is: www.nlb.bc.ca/services.residences.fsj.apply.php

> UNBC residences
> Verna Collins-Amos Residence Manager

Phone: 250-787-6239
Cell: 250-261-6193
Fax: 250- 787-6261
vcollins@nlc.bc.ca
$25 each application fee, $22.50/night

Terrace

Summer 2007

The team stayed at the Calem Hotel. There were kitchenettes and the rooms were acceptable.

Calem Motel
250-635-2362
$60/ night + tax

Focus Group Information- locations

There are a few locations that may work. Please keep in mind accessibility for those who are handicapped as well as safety for the field team. There should always be a person on site (security or staff member) while the field team is at the focus group location. During the focus group all team members are to be present.

Summer 2007

Fort St. John

Focus Group Location

UNBC Fort St. John campus contact
Orland Wilkerson, Regional Chair
Betty Powers, Assistant
Phone: (250) 787-6220
powersb@unbc.ca
9820 120th Ave.
At the same location as the Northern Lights College

Employment Connections
Contact: Annette Jones
Phone: (250) 787-0024 ext 224

Additional community contacts:

Peace River Regional District
Area C Director
Larry Houley
(250) 263-7752

RCMP
Fort St. John Detachment
10648-100th St.
Fort St. John, BC
V1J 3Z6
Phone (non-emergency): (250) 787-8140
Fax: (250) 787-8133

Emergency number: 911

<u>Terrace</u>

<u>Focus Group Location</u>
Community Futures Development Corporation of 16/37
#204-4630 Lazelle Ave.
Terrace, BC.
V8G 1S6
info@1637cfdc.bc.ca
250-635-5449
1-800-663-6396

<u>Focus Group Location from other studies</u>
UNBC Northwest Campus
Colleen Maser
4741 Park Ave
Terrace, BC
V8G 1W2
1-800-697-7388
maserc@unbc.ca

Terrace Public Library
250-638-8177
Board Room

RCMP
Terrace Detachment
3205 Eby St.
Terrace, BC
V8G 2X7
Phone (non-emergency): (250) 638-7400

Car Rental
For Summer 2007 field research rented from Rent-A-Wreck, working with Terry as the contact person. Additional Roadstar insurance was purchased for the primary driver (cost of about $40). Rent-A-Wreck was good about being flexible with pick and drop off times/ arrangements, but make sure you go through Terri for all arrangements as sometimes they get lost in translation! It would be a good idea to confirm arrangements a couple of days prior to picking up the vehicle. They were good about re-scheduling our rental when we had to re-schedule our Terrace field week. However, the field team did have to switch for a new rental vehicle at one point due to repairs that needed to be made to the vehicle in their possession (not due to the field team). This was inconvenient and potentially unsafe.

Rent A Wreck
Summer 2007: Weeks 1&2 = $540; Weeks 3&4 = $815

Budget: Grant info, copying, bookstore, mailroom

The budget should be kept throughout the field season process. This includes before the field season begins (supplies, mailings, calling cards, etc) and after the field team has returned. Please see past field season budget to get an idea of what types of information needs to recorded for budgeting purposes. It is difficult to follow calling costs and copy card costs, but do the best you can to record this information into the budget. Create an excel spreadsheet to track budget items (see summer 2007 files for an example). Categories can include: supplies, travel costs, accommodation costs, salary costs, per diems, etc.

Keep ALL receipts for budgeting purposes. Original receipts will need to go the Finance Department with the travel reimbursement sheets. When this occurs you need to make a copy for the office records as well as for the individual who is submitting the reimbursement sheet. Otherwise keep all receipts (copying, phone, etc….)

Grant information and UNBC Copy Centre
The grant information is as such: **CIHR 27419 org/ 4125 SSHRC ???** This information should be given when purchasing items at the bookstores or making copies at the copy center with Barry. Please give Barry plenty of notice when dropping off items to be copied. He is extremely helpful and we would like to extend this courtesy to him as well.

Bookstore and Other supplies

The team will need to see what supplies are available already in the office (ie coffee maker and coffee, tea, sugars and other focus group food supplies, participant gifts, thank you notes and envelopes, folders, recording tapes, pens, and other important needed supplies.

To purchase items at the bookstore your name must be placed into the database. You will need paper for the flip chart (which can be purchased at the bookstore or Staples). The flip chart holder should be check out from the EMS office located in the UNBC library.

Please include the first aid kit when putting together the boxes to take out in the field.

Mailroom

For mailing out letters they can be dropped off at the mail room located near the copy center. The letters should either be bound together with a sticky note that has the grant number **CIHR 27419 org/ 4125** on it or the grant number can be printed above the return address label. Unless you need a special courier, please let the mail room staff know that the letters should go regular mail.

Please remember to add all mailings or letters to the overall budget. When you drop off the letters you can ask the mailroom staff what they would expect would be the cost for mailing and add this to your overall budget.

Faxes, Phone

To send a fax please create or use a fax cover sheet and put with the item you are going to fax. The cover sheet would include all of the pertinent information including Catherine or Greg's information and yours as well (please see past fax cover letters). The fax can be sent in the Geography program office. You will need to lay documents face down, dial 1-6-**06-07-57**-9-1-# and the area code and number you are trying to fax to.

To make a log distance phone call for research purposes, the access code is 9-1- # - **06-07-57**. This will allow you the ability to call out of the office. To dial out for local phone numbers you need to dial 9 then the phone number. For in house calls to other UNBC numbers you dial the last four digits in the number (960)- **5311.**

Cell phone

The cell phone is used for field participants during the field season. It should not be used for personal phone calls but to check in with the project coordinator each day. It is also useful as you travel from Prince George to the various site locations for safety on the road. For local calls within each site please attempt to use the calling card or accommodations telephone if possible (usually this is a free service). The cell phone charges $0.25 per minute. It can be recharged by purchasing a pay and go calling card at any Telus, gas station, grocery store locations.

Cell Phone notes:
Chelan Hoffman

- To ***answer the phone***, open and press "send" (green button). If you are interrupted by a call and want to cancel the ringing or vibrating, simply press the button on the side of the phone. This will silence/stop the ring.

- ***To turn to vibrate/silent mode***, press and hold the * button until the phone shakes. To turn off vibrate/silent mode, press and hold * again until it says "Exit silent mode".

Checking Voicemail
(Page 20-21 of Starter Guide)

- To ***check voicemail***, hold down the little envelope button until you see that it is dialing for voicemail. Voicemail can only hold three messages, so be sure to record the message and delete it ASAP so that the mailbox does not fill up. Messages can be saved for 3 days, but they still count towards your 3 message limit.
- The password to check voicemail is: 1671
  - To save a message, press 9
  - To delete a message, press 7
  - To hear the date / time, and the number it was sent from, press 5

Adding $$$

- As per the printed out "cards" from convenience stores, make sure that these cards are for ***<u>Telus Mobility Pay and Talk</u>*** – not long distance cards or prepaid Internet cards. The number to call from the cell phone to add minutes is: #123 – it will list instructions on how to add minutes.
- The PIN number to add money to the account or to access customer service is: 1671

If we add:	The minutes will expire in:	The rate per minute is:
$10	30 days	40 cents
$25	60 days	33 cents
$50	90 days	25 cents

- The phone does have an ***alarm clock***!
  - Menu → "Do More" → "4" for "Tools" → Scroll down to "Alarm clock" and press "ok" (centre button). Scroll to the alarm you want to set (1, 2, or 3) and press "ok".
  - When waking up, press the side button to stop the phone from going off.

(See page 27 of Starter Guide for tips on calling 911 from the cell phone!)
(Trouble shooting – page 30 to 31 of Starter Guide)

Calling Card

Purchase a calling card for use of long distance calling if the project coordinator is contacting individuals from outside of the office. It is also beneficial for the field team to have a calling card to use while out in the field. This can be purchased at any grocery store location, post office, or gas station.

Focus Group gifts

In the past focus group participants have received a small gift for participating. This could include: hot chocolate packets and chocolates or tea. Please ask Catherine or Greg what they would prefer (especially concerning budget issues). We did not give out gifts to interview participants for field season Summer 2007. However, in summer 2007, gifts were given to helpful community contacts (coffee mug with hot chocolate, specialty coffee or tea) and roundtable participants.

Media Release Information and Protocol

Please see past media releases from CIHR field work and Summer 07 Immigration fied work. There is a template if need be. Modify the template for the exact information needed. Seek supervisor (s) approval. Telephone each of the newspapers to determine best course of action for submitting a media release ("press release", or "public service announcement" may be other jargon that they use to describe it). Contact each of the newspapers via email with the media releases. Please see contact list below. This is a free service and should not require payment to post media releases.

Terrace Standard
Rod Link
250-638-7283
newsroom@terracestandard.com

The Northerner
Ph: 250-785-5631
Fax: 250-785-3522
Editor
ahnews@awink.com
Articles
editornorth@awink.com

Here is an example of the email sent out to an editor for the fall 06 field season for CIHR project:

Dear Gail,

I am a research assistant with the Geography Program at UNBC in Prince George. We are going to be in Williams Lake area in a few weeks and would like to submit a press release (public service announcement) sometime this week if possible. I have attached the press release with this email. Please let me know if you are able to publish the public service announcement.

Sincerely,

Mollie Cudmore MSW

Research Assistant

UNBC

Geography Program

250-960-5311

Summer 2007
Please be sure to double check contact information for each newspaper you will be contacting as some incorrect information was discovered (changed above). The media release from 2006 was used and revised for 2007 and sent to the contacts above using the email approach outlined by Molly. Media releases were forwarded to each community newspaper approximately one month prior to the scheduled field work. Copies of the articles have been kept for the project files.

Digital Recording Tips and Saving Protocol

Digital Recorder Tips: Sony IC Recorder (Model Number: ICD-P520)
* You might also want to check or take with you the instructions accompanying the recorder.

Extended warranty (2 years) with London Drugs
Halseth 1&2: Warranty # 20083761; Halseth 3&4: Warranty # 20083759

General Info:

- Digital recorders have been given **user names** as requested when first connecting the recorder to the software. These user names are labeled on the back of each recorder.
    - CatherineNolin
    - Halseth 1, Halseth 2, Halseth 3, Halseth 4.

- Turn on:
    - On the right hand side, press the 'hold' button down.

- Turn off:
    - On the right hand side, press the 'hold' button up…the screen will flash a couple of times and then it will turn off.

- Display:
    - Top left corner shows: The folder that you are recording in and microphone sensitivity (high = H; low = L).
    - Top right corner shows: The battery level and recording mode: HQ = high quality; SP = slow play; LP = long play.
    - Middle shows: Selected message/recording number (the one that you are on) / number of messages/recordings in the folder. Can move through the different recordings by using the + and – buttons at the bottom.
    - Bottom shows: Time.

- When recording display will show:
    - Top right corner: 'rec' below battery and recording mode (HQ, LP, SP).
    - Bottom: Will starting counting the length of the recording (good way to check in re: how long interviews are taking, etc).

<u>Recording info and Saving protocol:</u>

- **How to record**:
    - Select the folder – start recording in folder A (four folders: A, B, C, D.)
        - Hold own the 'display/menu' key until it shows 'mode' at the bottom.
        - Use the + and – keys to scroll through the options (hit – once to access folder selection) and hit 'play/stop/enter' to select.
        - The folder should flash in the top left hand corner of the recorder, use + and – to select new folder and 'play/stop/enter' to save your selection. Hit stop to go back to the main display.
    - Ensure that HQ is selected for the recording quality. We will be using HQ for interviews – it allows us 30 hours or so of recording time and the best possible quality.
    - 'Rec/pause' button starts a recording when you press it. The recording time should start counting after you have hit the button.
        - Use the 'rec/pause' button if you need to stop and continue recording during an interview. Every time you hit the 'rec/pause' button after you stop a recording, it will start a new recording. Therefore, you must be careful to continue recording the same interview in the same message/recording number.
        - If you hit 'stop' and the 'rec/pause' and the same interview ends up in 2 recording numbers, please ensure you note this to yourself, in the tracking of recordings, and when you save your digital files.

- **Keeping track of your recordings**:
    - When making recordings and to make saving them later much easier, please note the folder number, interview number, name of interviewee, and the date…looking something like this:
        - Folder A:
            - #1: John Doe – May 21
            - #2: Jane Doe – May 21, etc
        - Folder B:
            - #1: John Smith – May 22
            - #2: Jane Smith – May 22
    - Keeping written track of this at the time of the interview will make saving the digital files using the digital recorder software MUCH easier! Don't throw this away until the files have been downloaded and the field season is over.
    - Please see note above re: same interview in multiple recording files (using the 'rec/pause' button.

- **How to save your digital recordings**:
    - Please note that these files are quite large. Save and back-up as often as possible, especially after a full day of interviews (example 5 recordings).
    - Be sure that you have room for the files on your computer!
    - Insert USB into computer and digital recorder
    - Create a folder on DESKTOP folder called "Digital Recorder Files – (Name)" (This will likely be created before you go into the field).
    - Click on "Digital Voice Editor 3" icon on desktop
    - Screen will display 4 sections
        - Top left: shows the folders on the digital recorder and which one is open in the screen below.

        - Bottom left: shows the digital files saved in the open folder, including the message/recording number, the user name (digital recorder number), and the date.
        - Top right: shows the folders on the computer (like in Windows Explorer).
        - Bottom right: shows the files in the folder that is open above.
        - You want to transfer files from the bottom left to the bottom right, please ensure you are transferring to the desired folder and can find the files later!
    - On the bottom left section: make sure your user name is right (Halseth 1, Halseth 2…etc.). This corresponds to the digital recorder number you have.
    - Heading for this section are:
        - No.; Mode; User/Artist Name; Message Name; Rec Date/Time; Length; Priority; Alarm
    - The file name will look like this before you change the message name:
        - 001 HQ Halseth 1 ….then it will display the date/time and length
    - Change message name (see headings in this section – this one will be blank) to be:
        - Initials of interviewer (space) community and year (space) interviewee name (space) SU or SP.
        - Looks like: KG SU T2 WL2007 John Smith
    - Make sure "Digital Recorder Files – (Name)" is highlighted (top right corner).
    - Then highlight interview recordings on bottom left corner (shift arrow down) and then drag on to the bottom right corner.
        - The title of the message will now look like:
        - 001_A_001_Halseth 1_KG_SU_T2_WL2007 John Smith_2007_04_07.
    - Close once the transfer is complete.
    - Check folder see if files have transferred and are in the right folder.
    - At the end of the day (everyday) save all files on 2 CD's.
    - Delete files from recorder once they are on the CD!!

- **How to erase your digital recordings once you have backed them up, of course!**
    - Once you have backed up your recordings on the desktop and on CDs you can erase the files off the digital recorder.
    - To do this, select the recording you wish to delete (using the + and – keys), press 'play/stop/enter' and hit the 'erase' button on the right side of the digital recorder once – 'erase' will blink and show on the screen below the message/recording number and then, if you are sure you want to erase, press the 'erase' button on the side of the recorder a second time.

Document Saving Protocol

In order to keep the data separate for each field season there is a protocol needed for saving documents. It follows this strategy:

1) Place and time- T2007, PG2007, FSJ2007, DC2007.

3) Job or version - Int (interview), FG (focus group), FN (field notes).
4) Tag (number)
5) Identifier -last name of interviewee, focus group/interview type
6) Version (Draft, EDITED)

You should place a hyphen between each step and make sure there is a space before and after each underscore.

example:
FSJ2007-Int01-Name of Individual-EDITED

Summer 2007:
AUDIO FILES
Recorder number (inserted automatically) – Initials – Place – Type – Interviewee – Date (inserted automatically: year, month, day)
Halseth 1 – KM – FSJ2007 – Int – John Doe – 2007_08_21

Content Analysis

Content analysis is used to examine information from other methods such as a qualitative interview. It can combine qualitative and quantitative aspects by examining the frequency of words or the occurrence of themes. As a part of content analysis, a coding scheme must be developed. A scheme aids in ensuring the rigour and reliability of the process, and contains four main steps.

Types of content analysis:

- Manifest content analysis is 'the visible, surface contents'
- Latent content is the underlying meaning of the text or message (Babbie 2001, 310).

The type of content to be analyzed is determined by the nature of the research being undertaken although most researchers will choose the depth in understanding resulting from latent content.

One purpose of undergoing content analysis is triangulation to verify the content of several sources of data (Riddick and Russell 1999; Yin 1994).

Parts of content analysis:

- Coding scheme: used to aid in ensuring the rigour and reliability of the process. It contains four main steps:

    1. Define the recording unit or units of observation (i.e. a word, sentence, theme, paragraph or whole text).

2. Define the categories for the recording units. These categories should be exhaustive, mutually exclusive and independent in order to eliminate ambiguity.
3. Test a sample portion of the text.
4. Review the coding for consistency and accuracy.

- Examples of coding categories:

1. Community organization
2. Community representation
3. Community accountability

Benefits of content analysis:

It is unobtrusive (Babbie 2001; Weber 1990; Krippendorf 1980). In other words, the subject matter does not influence the context. However, content analysis is limited to the examination of recorded communications which can lead to ambiguity in establishing categories (Babbie 2001).

Coding schemes:

A coding scheme aids in ensuring the rigour and reliability of the process, and contains four main steps:

1. define the recording units
2. define the categories for the recording units
3. test a sample portion of the text
4. review the coding for consistency and accuracy

Types of coding schemes:

- Interview data coding scheme: coding that is directly related to the interview questions. This allows for grouping question and responses according to the topic addressed by the question.

- Minute data coding scheme: coding according to the particular topics or issues the text reflects.

Seven Types of qualitative research (Yegidis et al. 1999):

1. Unstructured systematic observation
2. Ethnographic studies
3. Cross-cultural research

4. Case studies
5. Grounded theory (triangulation)
6. Oral histories
7. Feminist research

Six general characteristics of qualitative techniques (Yegidis et al. 1999):

1. Admittedly is subjective
2. Seeks to understand
3. Reliance on inductive logic
4. Seeks to generate hypotheses
5. Data is processed as received
6. The researcher is the data collection instrument

Benefits and challenges of content analysis:

One of the main benefits of content analysis is that it is unobtrusive; examination of the subject matter does not influence the content. It is, however, limited to examination of recorded communications. Larger portions of text are harder to code as they can potentially contain more readings and are more subjective.

It is important to note that any errors that occur and remain undetected in the first stages of coding produce cumulative effects in subsequent ones.

References

Babbie, E. (2001). The Practice of Social Research (Ninth Edition). Belmont, California: Wadsworth/Thomson Learning.

Krippenford, K. (1980). Content Analysis: An Introduction to its Methodology. Newbury Park, California: SAGE Publications.

Weber, R.P. (1990). Basic Content Analysis (Second Edition). Newbury Park, London, New Delhi: SAGE Publications.

Yegidis, B.L., Weinbach, R.W., and Morrison-Rodriquez, B. (1999). Research Methods for Social Workers. Boston: Allyn and Bacon.

Development of Themes

A theme emerges through the analysis of the collected data. Themes have not been *asked* in the interview scripts but they emerge in various places of the script. They are not something that we can strategize to receive because they are unknowns prior to the field work- we are learning these themes *from* the respondents.

In order to determine the themes from the Immigration interviews and roundtable discussion, two research assistants review each section of the interview and they make note of any recurring themes (i.e. there is a lack of funding to provide services, there is community cohesion, or small town dynamics). Once this is completed, you should have two separate sheets of themes (one from each research assistant). All team members should then sit down together and review the themes on these two sheets and merge them into one document. On this separate form, the theme should be noted as well as the question number where the theme was found. The purpose of this exercise is to get different views on the themes and to ensure that no themes are missed. You should now have one cover page of themes for each interview script.

Appendix

Interview Script

Section A - Introduction

This introduction to the interview conversation will allow the UNBC researchers to provide an introduction to the meeting, an overview of the goals of the meeting, an overview of key issues, and identify our partnership with IMSS.

[Some of this information will be included in the Handout #1 to be distributed at the interview meeting]

Drs. Catherine Nolin and Greg Halseth of the Geography Program at UNBC are conducting a study to understand the 'warmth of the welcome' for immigrants and refugees in northern BC communities from the perspective of municipal governments, service providers, members of the business community, and immigrants themselves. Anisa and Katie are research assistants with the project and are in Terrace, Fort St. John, and Prince George this spring to conduct round table discussions and interviews to: (1) better understand the settlement, social and economic integration, and retention experiences of newcomers; and (2) better understand the capacity of these communities to offer a 'warmth of welcome' to newcomers.

Our interest in developing this project comes from Catherine's long-time affiliation with IMSS in Prince George as well as the federal and BC governments' interests in so-called 'regionalization of immigration' initiatives which is meant to encourage immigrants to consider settlement in BC beyond Vancouver and for communities beyond Vancouver to consider immigration recruitment and retention strategies.

Section A – Overview of UNBC-IMSS Partnership, Goals & Key Issues

Goals for the Interviews:

1) We are working in partnership with the Immigrant and Multicultural Services Society (IMSS) in Prince George with the goal to develop an integrated, collaborative approach to attract, integrate and retain newcomers in northern BC;

2) To meet with community decision-makers and service providers in these three communities which all have differing experiences with immigration and settlement to understand barriers to and opportunities for strengthened participation of new immigrants in northern communities in order to:

    i) To identify successful strategies for attraction, integration, and retention of newcomers;

    ii) To evaluate strategies developed in other regions of Canada and assess their potential for northern BC; and

    iii) To assess interest in joining the UNBC-IMSS team as we develop a Northern BC Immigration Network which would work to develop an integrated, collaborative approach to these issues among communities in northern BC.

Key Issues:

1. Briefly review regionalization & BC immigration picture [Handout]
2. Briefly review barriers to attraction & retention drawn from the literature [Handout]
3. Briefly review recommendations drawn from the literature [Handout]

Section B — Background Information Section

This second section seeks to gather briefly some basic information about everyone in the room. Some of you may already know each other well, however this gives us all a chance to learn a little bit more about everyone's role in the community.

Questions:

B1: What is your name and which organization or group do you represent?

B2: What is the role of your group/organization around issues of immigration, diversity or community cohesion in Terrace/FtSt.J?

B3: How long has your organization or group been present in Terrace/FtSt.J?

B4: How long have you worked in this community?

Section C — Community context

Now that we are more familiar and have established a good knowledge of each other, we would like to ask you all about the community in which you live and work. This part of the conversation will work towards establishing a context in which to consider the role and potential role of immigration.

Questions

C1: How would you describe the present economic and social situation in your community?

→ Probe for pressure points.
→ Probe for positive points.

C2: What direction do you see your community taking in the next 5 years? 10 years?

C3: What role do you see immigrants and newcomers playing in this future?

Section D — Welcoming immigration

Now we want to direct the question to the main topic of interest for today's discussion, that is the role of immigration and the idea of creating a warm, welcoming community for new immigrant settlement. The majority of newcomers to Canada settle in the country's largest cities, especially Montreal, Toronto and Vancouver. Over the last 10 years the provincial and federal government have expressed increasing interest in encouraging immigrants to settle outside of those metropolitan regions. The Provincial Nominee Program and the Welcoming Communities initiative are two examples of policy aimed at regionalizing immigration. Northern British Columbia is an area of great interest, so our conversation today will have special significance to this bigger policy context.

[Welcoming Communities are the foundation of effective immigration strategies and their outcomes. Can we probe into welcoming communities in the workplace, in the community itself, related to the provincial government, and related to immigrants themselves (i.e., issues of racism, discrimination, inclusion, exclusion, education, etc)?]

Questions

D1: What do you think are the elements of a welcoming community? What does successful immigrant integration mean to you (probe economic and social factors)?

D2: Is welcoming new immigrants (new workers) interesting or a priority to you or to the group you represent at this time? Why?

Sub-questions (see if they are addressed, if not probe)

D2 i) Do you think the entire community is interested in attracting more immigrant settlement?

D2 ii) Do you see immigrants (and/or non-"immigrant" new residents such as immigrants who move to your community as secondary migration rather than as a first place of settlement) a possible solution to your particular economic issues?

D2 iii) What would need to be changed in your community to create an ideal welcoming community?

→What infrastructural changes are necessary?

→What other changes are necessary?

D3: What information do you NOT have that would assist you in decision-making and planning?

Section E — Northern BC Immigration Partnership Network - Working together

In this section we want to talk a little bit more about the possibilities for co-ordination and co-operation in the community around the topic of the "warmth of welcome". This area may include a discussion about immigrant participation in the community, public involvement or education, or co-ordinated efforts between stakeholders, decision-makers, organizations or service providers.

Questions

E1: Have you coordinated with other people or organizations in the community to encourage immigration, improve services or plan for creating a welcoming community?

Sub-questions:

E1 i) If yes, what kinds of co-ordination have occurred?

E1 ii) If no, is there a possibility for co-ordination?

E1 iii) What are the challenges and benefits of co-ordinating?

E2: Are you interested in an integrated, collaborative, regional approach to more effectively attract, integrate, and retain immigrants? Do you feel the NEED for more coordinated immigration services? Something such as a Northern BC Immigration Partnership Network (modeled after the NS Immigration Partnership Initiative [Handout #2]

Section F — Strategies & recommendations elsewhere and here? Discussion & evaluation

In this section we can direct people to the Handout #2 and ask that they discuss and offer their reactions.

F1: Are any of the strategies employed elsewhere in Canada, on Handout #2, worth considering for your community or northern BC as a region?

F2: What recommendations would you like to make regarding a welcoming community and one that is prepared for a regional approach to immigration in BC?

- If so, discuss possibility of website and listserv.

Section G — Concluding Question

Thank you for your input, this brings us to the end of the questions we wanted to present to the group, now is your chance to bring up any issues you would like to add or emphasize.

G1: Is there anything you would like to add that we haven't already touched on?

Roundtable Script

Section A - Introduction

This introduction to the interview conversation will allow the UNBC researchers to provide an introduction to the meeting, an overview of the goals of the meeting, an overview of key issues, and identify our partnership with IMSS.

[Some of this information will be included in the Handout #1 to be distributed at the interview meeting]

Drs. Catherine Nolin and Greg Halseth of the Geography Program at UNBC are conducting a study to understand the 'warmth of the welcome' for immigrants and refugees in northern BC communities from the perspective of municipal governments, service providers, members of the business community, and immigrants themselves. Anisa and Katie are research assistants with the project and are in Terrace, Fort St. John, and Prince George this spring to conduct round table discussions and interviews to: (1) better understand the settlement, social and economic integration, and retention experiences of newcomers; and (2) better understand the capacity of these communities to offer a 'warmth of welcome' to newcomers.

Our interest in developing this project comes from Catherine's long-time affiliation with IMSS in Prince George as well as the federal and BC governments' interests in so-called 'regionalization of immigration' initiatives which is meant to encourage immigrants to consider settlement in BC beyond Vancouver and for communities beyond Vancouver to consider immigration recruitment and retention strategies.

Section A – Overview of UNBC-IMSS Partnership, Goals & Key Issues

Goals for the Interviews:

3) We are working in partnership with the Immigrant and Multicultural Services Society (IMSS) in Prince George with the goal to develop an integrated, collaborative approach to attract, integrate and retain newcomers in northern BC;

4) To meet with community decision-makers and service providers in these three communities which all have differing experiences with immigration and settlement to understand barriers to and opportunities for strengthened participation of new immigrants in northern communities in order to:

    i) To identify successful strategies for attraction, integration, and retention of newcomers;
    ii) To evaluate strategies developed in other regions of Canada and assess their potential for northern BC; and
    iii) To assess interest in joining the UNBC-IMSS team as we develop a Northern BC Immigration Network which would work to develop an integrated, collaborative approach to these issues among communities in northern BC.

Briefly review regionalization & BC immigration picture **[Handout]**

Section B — Background Information Section

This second section seeks to gather briefly some basic information about everyone in the room. Some of you may already know each other well, however this gives us all a chance to learn a little bit more about everyone's role in the community.

Questions for a go-around the table:

B1: Can each of you briefly introduce yourselves, identifying which organization or group you represent, and the roles (if any) that your group/organization plays around issues of immigration, diversity or community cohesion in Terrace/FtSt.J?

Section C — Community context

Now that we are more familiar and have established a good knowledge of each other, we would like to ask you all about the community in which you live and work. This part of the conversation will work towards establishing a context in which to consider the role and potential role of immigration.

Questions

C1: What direction do you see your community taking in the next 5 years? (10 years) and what role do you see immigrants and newcomers playing in this future?

C2: Do you feel that Terrace/FtSt.J are ready to receive and meet the needs of newcomers?

MAIN FOCUS

Section D — Welcoming immigration –

Now we want to direct the question to the main topic of interest for today's discussion, that is the role of immigration and the idea of creating a warm, welcoming community for new immigrant settlement. The majority of newcomers to Canada settle in the country's largest cities, especially Montreal, Toronto and Vancouver. Over the last 10 years the provincial and federal government have expressed increasing interest in encouraging immigrants to settle outside of those metropolitan regions. The Provincial Nominee Program and the Welcoming Communities initiative are two examples of policy aimed at regionalizing immigration. Northern British Columbia is an area of great interest, so our conversation today will have special significance to this bigger policy context.

[Welcoming Communities are the foundation of effective immigration strategies and their outcomes. Can we probe into welcoming communities in the workplace, in the community itself, related to the provincial government, and related to immigrants themselves (i.e., issues of racism, discrimination, inclusion, exclusion, education, etc)?]

Questions

D1: What do you think are the elements of a welcoming community? What does successful immigrant integration mean to you?

> → Probe for comments on the workplace, the community, related to who is responsible for creating a welcoming community.
>
> →What would need to be changed in your community to create an ideal welcoming community?

D2: What information do you NOT have that would assist you in decision-making and planning?

Section E — Northern BC Immigration Partnership Network - Working together

In this section we want to talk a little bit more about the possibilities for co-ordination and co-operation in the community around the topic of the "warmth of welcome". This area may include *a discussion about immigrant participation in the community, public involvement or education, or co-ordinated efforts between stakeholders, decision-makers, organizations or service providers.*

Questions

E1: Have you coordinated with other people or organizations in the community to encourage immigration, improve services or plan for creating a welcoming community?

Probes:

E1 i) If yes, what kinds of co-ordination have occurred?

E1 ii) If no, is there a possibility for co-ordination?

E1 iii) What are the challenges and benefits of co-ordinating?

E2: Are you interested in an integrated, collaborative, regional approach to more effectively attract, integrate, and retain immigrants? Do you feel the NEED for more coordinated immigration services? Something such as a Northern BC Immigration Partnership Network (modeled after the NS Immigration Partnership Initiative [Handout #2]

Section F — Strategies & recommendations elsewhere and here? Discussion & evaluation

In this section we can direct people to the Handout #2 and ask that they discuss and offer their reactions.

Questions

F1: Are any of the strategies employed elsewhere in Canada, on Handout #2, worth considering for your community or northern BC as a region?

F2: What recommendations would you like to make regarding a welcoming community and one that is prepared for a regional approach to immigration in BC?

Section G — Concluding Question

Thank you for your input, this brings us to the end of the questions we wanted to present to the group, now is your chance to bring up any issues you would like to add or emphasize.

Question

G1: Is there anything you would like to add that we haven't already touched on?

Forms

Handout #2 Regionalization of Immigration: Recommendations for Discussion & Evaluation

☐ 1. WORK COLLABORATIVELY WITH THE MUNICIPALITY, existing agencies, ethno-cultural communities, service providers and neighbouring communities for a regional approach.

☐ 2. CREATE A PROMOTIONAL PACKAGE to give to visitors, to place in larger regional centres. Send local representatives to provincial immigrant trade shows overseas, equipped with information about the community or region as a potential destination.

☐ 3. MAKE A PROFESSIONAL WEBSITE specifically designed for potential residents, highlighting appealing features of the community and providing links to community, municipal, provincial and federal resources.

☐ 4. WORK COLLABORATIVELY WITH BUSINESSES to promote the Provincial Nominee Program, and bring together employers who champion immigrant workers to talk to other employers about their experiences in venues such as the Chamber of Commerce, Rotary Clubs, etc.

☐ 5. MAKE a LONG-TERM PLAN, identify key players in the community and draw a commitment from them.

☐ 6. ASSESS AND REINFORCE SERVICE AVAILABILITY, undertake an inventory of the services for newcomers that already exist and assess them for their accessibility by immigrants.

☐ 7. PROMOTE USEFUL SERVICES THAT ALREADY EXIST.

☐ 8. EXPRESS YOUR INTEREST to the Provincial Government.

☐ 9. ASSESS THE CLIMATE OF RECEPTION, how WELCOMING is the community?

☐ 10. CREATE PUBLIC AWARENESS CAMPAIGNS. Develop an anti-racism campaign that focuses on all – Aboriginal people, immigrants and Canadian-born.

☐ 11. WORK WITH WHAT YOU HAVE, tap into newcomers or immigrants who already live in the community, do they have friends or family who are interested in moving?

☐ 12. LEARN ABOUT TEMPORARY MIGRATION OPTIONS, such as the Seasonal Agricultural Worker Program (SAWP), among others.

☐ 13. SUPPORT regional study of communities' needs to attract/retain newcomers (Nova Scotia has taken this approach).

☐ 14. CREATE A LIST of available interpreters and ensure that they are both trained and paid.

☐ 15. CONSULT the *Toolbox for Attracting Immigrants to Small Communities* (a CIC document).

☐ 16. WORK WITH SCHOOL BOARDS AND PUBLIC POST-SECONDARY INSTITUTIONS to develop a strategy that includes both marketing and welcoming.

☐ 17. Develop an internship program to provide a specific number of immigrants each year with Canadian work experience. A potential model is Career Bridge (www.careerbridge.ca).

Handout #1: Immigration and regionalization review

Drs. Catherine Nolin and Greg Halseth of the Geography Program at UNBC are conducting a study to understand the 'warmth of the welcome' for immigrants and refugees in northern BC communities from the perspective of municipal governments, service providers, members of the business community, and immigrants themselves. Anisa Zehtab-Martin, Katie McCallum and Laurel Van De Keere are research assistants with the project and are in Terrace, Fort St. John, and Prince George this spring to conduct round table discussions and interviews to: (1) better understand the settlement, social and economic integration, and retention experiences of newcomers; and (2) better understand the capacity of these communities to offer a 'warmth of welcome' to newcomers.

Our interest in developing this project comes from Catherine's long-time affiliation with IMSS in Prince George as well as the federal and BC governments' interests in so-called 'regionalization of immigration' initiatives which is meant to encourage immigrants to consider settlement in BC beyond Vancouver and for communities beyond Vancouver to consider immigration recruitment and retention strategies.

Canadian population growth by 2026 is projected to be solely reliant on the arrival of immigrants. The distribution of new immigrants, however, is drastically uneven across Canada.

In 2006, BC received approximately 17% (42,204) of immigrants to Canada. During that time period 89% (37,552) moved to Victoria and the Lower Mainland. **Only 11% (4,652) of immigrants move to other areas of the Province.**

The Canadian Federal and Provincial governments have expressed increasing concern with uneven settlement patterns. This concern is founded on two perceived challenges:

- the assumption that metropolitan areas cannot manage rapid and ethno-linguistically diverse population growth; and
- the fear that smaller centres cannot survive without population growth and skilled workers.

Immigrant dispersal, or "regionalization", has been envisioned as a possible solution to these two challenges.

The **Provincial Nominee Program** (PNP), a partnership between the province and the federal government, allows BC to fast-track immigrants in high demand sectors. The program is *employer-driven* as PNP applicants need to submit their proposal with a BC employer who has already promised them work upon arrival.

The **"Welcoming Community"** initiative encourages the attraction and retention of new immigrants by manking communities more appealing. The concept of 'welcoming' intones the proclivity of a given city's population to *welcome* and *accept* new immigrants.

The CanadaWest Foundation highlights **five potential benefits** of migration to small or medium-sized communities:

- To help fill skilled worker shortages beyond local capacity
- To create jobs for Canadians through entrepreneurial and investor business immigration
- To expand trade markets through person-to-person contact
- To enhance business innovation
- To accrue humanitarian benefits

Smaller centres work past several **barriers to attraction and retention of newcomers:**

- the lack of rooted social networks (friends or family)
- a smaller labour market
- fewer public and private educational institutions (post-secondary etc.)
- a narrow range of settlement services, especially English language courses
- poor general public knowledge about areas outside of Vancouver

- remoteness (especially for those who travel to their home country often)
- misunderstandings about climate, life in the north, safety, etc.
- relative cultural homogeneity of smaller communities

We look forward to hearing your perspective on this important and increasingly talked-about subject!

Information Sheet for Interviews

Purpose of the Study

The purpose of this study is to examine the settlement, social and economic integration, and retention experiences of immigrants and refugees in northern British Columbia, particularly those newcomers in the communities of Prince George, Terrace, and Fort St. John. The goal of the first part of this study is to better understand the capacity of these communities to offer a 'warmth of welcome' to newcomers through interviews with service providers.

We hope that you will participate by being part of an interview for key service providers. This interview should take approximately 1 hour. The interview will be audiotaped to verify content. We will provide you with a summary of key themes for your review.

How Participants Were Selected

You were selected from publicly available lists on the basis that you are a provider of services to immigrants and refugees in the community of Prince George, Terrace, or Fort St. John.

Anonymity and Confidentiality

All information shared during this interview will be held within strict confidence by the researchers. All records will be kept in a locked research room at UNBC. Only the research team (investigators and research assistants) will have access to the data. A code will be used to identify information provided by participants in the research materials instead of personal identifiable information (i.e. - participant's name). Neither the names of participants nor any information that may identify individuals or organizations will be used in any reporting. The information will be kept until the final report of the project is complete. After this time, all coding and information indexes with identifiable personal information will be destroyed. All original audiotapes, notes from interviews, and transcripts will be retained indefinitely.

Potential Risks and Benefits

This project has been assessed by the UNBC Research Ethics Board. We believe that the project presents no risk to respondents. We hope that by participating you will have a chance to provide input into how immigrants and newcomers are welcomed into northern British Columbia communities and integrated into their social and economic fabric.

Voluntary Participation
Your participation in this research project is entirely voluntary and, as such, you may choose not to participate. If you participate, you have the right to terminate the interview at any time. Also, please feel free not to answer any questions with which you feel uncomfortable. You may withdraw from the project at any time and have any information you contributed withdrawn.

Research Results
In case of any questions that may arise, please feel free to contact Catherine Nolin (250-960-5875; nolin@unbc.ca) or Greg Halseth (250-960-5826; halseth@unbc.ca) in the Geography Program at the University of Northern British Columbia (UNBC).

Complaints
Any complaints about this project should be directed to the UNBC Office of Research and Graduate Programs (250-960-5820; reb@unbc.ca).

We are grateful for your time and consideration, and thank you in advance for your participation in this important project.

Sincerely,

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Information Sheet for Focus Groups

Purpose of the Study
The purpose of this study is to examine the settlement, social and economic integration, and retention experiences of immigrants and refugees in northern British Columbia, particularly those newcomers in the communities of Prince George, Terrace, and Fort St. John. The goal of the first part of this study is to better understand the capacity of these communities to offer a ‘warmth of welcome’ to newcomers through focus groups with service providers.

We hope that you will participate by being part of a focus group with key service providers. This focus group should take approximately 2 hours. The focus group will be audiotaped to verify content. We will provide you with a summary of key themes discussed in this focus group for your review.

How Participants Were Selected
You were selected from publicly available lists on the basis that you are a provider of services to immigrants and refugees in the community of Prince George, Terrace, or Fort St. John.

Anonymity and Confidentiality
The nature of focus group discussions means that we will be sharing information amongst everyone present. However, all information shared in this focus group will be held within strict confidence by the researchers. All records will be kept in a locked research room at UNBC. Only the research team (investigators and research assistants) will have access to the data. A code will be used to identify information provided by participants in the research materials instead of personal identifiable information (i.e. - participant's name). Neither the names of participants nor any information that may identify individuals or organizations will be used in any reporting. The information will be kept until the final report of the project is complete. After this time, all coding and information indexes with identifiable personal information will be destroyed. All original audiotapes, notes from focus groups, and transcripts will be retained indefinitely.

Potential Risks and Benefits
This project has been assessed by the UNBC Research Ethics Board. We believe that the project presents no risk to respondents. We hope that by participating you will have a chance to provide input into how immigrants and newcomers are welcomed into northern British Columbia communities and integrated into their social and economic fabric.

Voluntary Participation
Your participation in this research project is entirely voluntary and, as such, you may choose not to participate. If you participate, you have the right to terminate your role in the focus group at any time. Also, please feel free not to answer any questions or participate in discussions with which you feel uncomfortable. You may withdraw from the project at any time and have any information you contributed withdrawn.

Research Results
In case of any questions that may arise, please feel free to contact Catherine Nolin (250-960-5875; nolin@unbc.ca) or Greg Halseth (250-960-5826; halseth@unbc.ca) in the Geography Program at the University of Northern British Columbia (UNBC).

Complaints
Any complaints about this project should be directed to the UNBC Office of Research and Graduate Programs (250-960-5820; reb@unbc.ca).

We are grateful for your time and consideration, and thank you in advance for your participation in this important project.

Sincerely,

______________________________ ______________________________

Catherine Nolin
Geography Program
UNBC
3333 University Way
Prince George, BC V2N 4Z9
Phone: 250-960-5875
Email: nolin@unbc.ca

Greg Halseth
Geography Program
UNBC
3333 University Way
Prince George, BC V2N 4Z9
Phone: 250-960-5826
Email: halseth@unbc.ca

<u>Formal Thank You Letter Summer 2007</u>

(UNBC Letterhead)

Subject: Enhancing the Warmth of the Welcome in Communities in Northern BC

Dear Date

We are just writing with a quick note to thank you for participating in the Enhancing the Warmth of the Welcome in Communities in Northern BC project. It was good of you to take time out of your schedule to provide us with information that is vital to the success of this project.

Most research is done in urban centres, but it is important for the voices of rural communities to be heard. Research is intended to increase the understanding of the types of services and support available to immigrants and refugees in rural communities, as well as any regional initiatives to attract and retain newcomers to these areas and create welcoming communities.

Please find enclosed a draft summary of your interview. Please review and send back any comments or corrections you wish to add.

Sincerely,

Greg Halseth,
Geography Program

Catherine Nolin
Geography Program

UNBC
Prince George, B.C. V2N 4Z9
4Z9

Tel: (250) 960-5826
Fax: (250) 960-6533
Email: halseth@unbc.ca

UNBC
Prince George, B.C. V2N

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Fax: (250) 960-6533
Email: nolin@unbc.ca

UNBC Forms

Cheque Requisition

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
CHEQUE REQUISITION FORM

Payee ___________________________

Student/Employee I.D. # ______________________

Address: ___________________________
____
____
____

AUTHORIZATION:

____
(Signature)

____
(Print Name) (Phone Ext.)

Date: ____________________________

DESCRIPTION	FUND	ORG	ACCOUNT	PROG	ACTIVITY	(Shaded Areas for Office Use Only)			TOTAL AMOUNT
						Amount before tax	PST	GST	
					TOTALS				

Currency Type: CDN ☐ US ☐ Other ☐ MAIL ☐ Other ☐ ____________________________

NOTE:
1. Cheque requisitions will be processed with (ORIGINAL) invoices only.
2. Any attachments to be sent with a cheque must be PAPER CLIPPED to the requisition.
3. Photocopies of any attachments must be STAPLED to the requisition for backup.
4. Allow for a TWO (2) WEEK TURNAROUND.

REQUISITIONS WITHOUT PROPER APPROVAL OR ATTACHMENTS WILL BE RETURNED TO THE REQUISITIONER

(Revised: October 24, 2000)
H:\Word\Barb\forms\Cheque Req.doc

Travel Claim

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
UNBC Travel Claim

Name: ______________________________ **Purpose of Travel:** ______________________________
(Include dates/destination/conference/names, etc.,)

Student I.D./Employee #: ____________________ ______________________________

Organization: ______________________________ **Date:** ______________ **Travel Date:** ______________________

Telephone: ______________________________ **Destination:** ______________________________

Date:	Description of Other Expenses	Fund	Org	Acct	Prog	Activity	Lodging/ Airfare	Meals/Incidental B-$12, L-$15, D-$22, I-$5					Other Exp.	Grand Total
								B	L	D	I	Cost		

Personal Vehicle Allowance: KM x .36/KM =		
GRAND TOTAL:		
Less: Travel Advance:		
NET: Balance Due to: ☐ Claimant ☐ University		

PLEASE NOTE:

Please Allow Two (2) weeks For Processing

CERTIFICATION OF CLAIMANT: - TRAVEL AUTHORITY FORM MUST BE ATTACHED.

I hereby certify that these expenditures are true and correct, that the whole expenditure is a proper charge against University funds administered by the University and that the amounts claimed have not previously been claimed and/or paid to me on my behalf.

______________________________ ______________________ Date: __________ Phone Extension: __________
Signature of Claimant (Please Print Name)

______________________________ ______________________ Date: __________ Phone Extension: __________
Signature of Supervisor (Please Print Name)

H:\Word\Barb\forms\UNBC Travel Claim.doc
July 10, 2001

Travel Authorization

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
REQUEST FOR TRAVEL AUTHORITY

Please attach to the *YELLOW* Travel Claim or Travel Advance when submitting to Finance for reimbursement.

Name:

Department:

Date of Travel - From: **To:**

Purpose of Trip:

Trip Itinerary & Dates:

Amount to be Reimbursed to UNBC: $

Source of Reimbursement:

To be Charged to Credit Card: YES __________ NO ___________

Expenses:	Fund/Org/Account:	Projected Cost:
1. Airfare		$
2. Accommodation		
3. Car Rental		
4. Registration/PD fees		
5. Meals		
6. Other		
Total Projected Cost:		$

EMPLOYEE
SIGNATURE: ______________________________________ DATE: ________________
(Please Print)______________________________________

Immediate Supervisor
SIGNATURE: ______________________________________ DATE: ________________
(Please Print) ______________________________________

Expense, Department Code, Projected Cost, and Total Projected Cost -Project the cost of each of the expenses and provide the Fund/Org/Account Code. Provide a total for the Projected Cost.

Employee's Signature, Immediate Supervisor's Signature
Please sign and date the form, submit it to your immediate supervisor for authorization.

H:\Word\Barb\forms\Travel Authorization Form.doc
Revised: June 29, 1999