SURVEY RESPONDENTS

With 255 responses to the general section of the faculty survey, we generated approximately a 20% response rate (out of 1329 instructional, public service, and research faculty). The faculty who responded composed of 31% Full Professor, 31% Associate Professors, 22% Assistant Professor, 8% Lecturer or Senior Lecturer, and 8% Non-Tenure track teaching/research position and other faculty as shown in Figure 1. Other positions included 3 Visiting Assistant Professors, 1 doctoral student, 1 administrator, 1 department head, 1 research center director and 1 emeritus professor.

Over 50% of respondents take part in both teaching and research.

When asked to indicate department, we received 101 responses. Top departments represented were: School of Agriculture, Forest and Environmental Sciences (SAFES) (8), Physics & Astronomy (6), Management (6), Biological Sciences (6), Genetics & Biochemistry (5), and Bioengineering (5).

Each of the 5 colleges shares a roughly equal distribution of respondents, with Agriculture, Forestry and Life Sciences having the highest response rate of 27%.

<table>
<thead>
<tr>
<th>College</th>
<th>Responses</th>
<th>Response Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, Architecture, and Humanities (AAH)</td>
<td>280</td>
<td>22</td>
</tr>
<tr>
<td>Business and Behavioral Science (BBS)</td>
<td>192</td>
<td>19</td>
</tr>
<tr>
<td>Agriculture, Forestry and Life Sciences (CAFLS)</td>
<td>200</td>
<td>27</td>
</tr>
<tr>
<td>Engineering and Science (E &amp; S)</td>
<td>447</td>
<td>14</td>
</tr>
<tr>
<td>Health, Education, and Human Development (HEHD)</td>
<td>165</td>
<td>24</td>
</tr>
</tbody>
</table>
RESPONDENT GLOBAL ENGAGEMENT INDICATORS

Passport: 94% of respondents have a passport.

Language Use: 116 respondents indicated using at least 1 language other than English in teaching, research and/or service activities, with 26 languages indicated and French, Spanish and German as the top three most frequently used languages.

International Degrees Earned: Just over 25% of respondents had earned at least one degree outside of the United States.

<table>
<thead>
<tr>
<th>World Region</th>
<th>Country</th>
<th>Bachelor</th>
<th>Masters</th>
<th>Doctorate</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>North America</td>
<td>Canada</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dominican Republic</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mexico</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South America</td>
<td>Brazil</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chile</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Europe</td>
<td>France</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Germany</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Netherlands</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Romania</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Switzerland</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>UK</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Asia</td>
<td>Australia</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bahrain</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>China</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>India</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Japan</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
International Experience:

- 72% of respondents have lived or studied outside of the United States.
- 58% have traveled outside of the US as part of an educational study tour.
- 57% have lived outside of the US for an extended period of time.
- 38% participated in service activities outside of the US.
- 49% have taught outside of the US.
- 60% have researched outside of the US.
- 49% have participated in or received funding from grant with an international focus.
- 62% have developed publications with international content.
- 84% attended a conference outside of the US.
- 12% have developed performances, curated exhibits with an international theme or multicultural content.
- 7% have developed performances or curated exhibits outside of the US.
- 23% have received international awards/honors.

Many respondents indicated serving on an international professional board or committee, serving as a reviewer or editor or serving as an elected official or volunteer. These services include UN technical experts, research congress, graduate committees and art exhibitions.
Other international activities include serving as a co-PI on research from the Chinese Academy of Sciences with a professor at the University of Hong Kong, collaborating with Argentina on a USDA International Science and Education grant, teaching domestic courses “packed with international content”, leading or facilitating study abroad courses, hosting international students and travel to share research.

**General Attitudes:** Respondents overwhelmingly indicated that international content should be incorporated into the curriculum, the presence of international students in the classroom enhances the undergraduate experience and that colleges need to respond and adapt to the increasingly global economy and marketplace.
CURRENT CLEMSON INTERNATIONAL CLIMATE ASSESSMENT:

International graduate students: 48% of respondent believe the current enrollment of 1400 international graduate students should increase. 48% believe the number should remain stable.

International undergraduate students: 87% of respondents believe that our current enrollment of 170 undergraduate students should increase. 12% believe the number should remain stable.

Country of origin: 79% of respondents do not find this acceptable that “Clemson’s current international graduate students come mostly from China (37%) and India (27%), with no other country comprising more than 10%.”

Students studying abroad: 74% of respondents would like to increase the number of students studying abroad each year.

Respondents indicated a very neutral attitude toward the following statements that Clemson University’s international initiatives reflect:

- A strong emphasis on the institution’s mission
- Good communication between management and academics
- An inclusive decision making processes
- A cumbersome administrative process
- A supportive attitude of university leadership toward international activities
- Administrative units and politics supportive toward international activities

Respondents were neutral as well to the statements:

- Hiring non-US nationals for tenure line positions is adequately supported and facilitated by Clemson HR and Immigration Service procedures.
- Clemson exchange programs with institutions in other countries foster internationalization of instruction, research and service learning.

Respondents agreed strongly with the statement:

- Clemson’s Development Office should include internationalization as a fundraising priority.

Respondents disagreed strongly, however with the statement:

- Hiring non-US national for academic positons is discouraged at Clemson.

When asked to list any challenges encountered for international faculty, scholars and staff, 72 respondents provided a written response. 31 challenges referenced the university culture including topics like integrating international students, support for international employment and immigration, lack of global learning environment, ineffective study abroad programs, funding
insufficiencies and general disrespect for cultural differences. 24 responses indicated challenges with visa support such as no HR support for non-US national employees, variable timeframe for acquiring visa and communication challenges from International Services. 10 responses indicated challenges with the Clemson community including topics like housing, transportation, open-mindedness and diversity in town. 7 responses indicated challenges in English language support including lack of support in writing, speaking and teaching for students and TAs.

When asked to suggest services, practices or resources that would enhance the success of international scholars and faculty visiting Clemson, 61 respondents provided a written response. 27 respondents suggested housing and services support, 10 suggested funding support, 8 suggested community support, 8 suggested university structural support and 6 suggested HR support. The most common response was a need for travel funding.

Respondents were asked to indicate to what extent they agree or disagree with the following statements about international initiatives and opportunities at the university.

Respondents disagreed with the following statements:

- International teaching activities are valued in the TPR guidelines and decisions within my college.
- I am adequately informed about international service opportunities.
- I am adequately informed about international teaching opportunities.
- I am adequately informed about university procedures and policies for conducting international research.
- International activities (e.g. teaching abroad, research abroad) are credited toward my annual workload.

Respondents agreed with the following statements:

- Study abroad programs are the best way for students to encounter another culture.
- Meeting a set of global education competencies should be part of the college’s general education requirements.

Respondents were neutral toward the following statements:

- International teaching activities are valued in the TPR guidelines and decisions within my department.
- My department actively recruits international faculty when conducting faculty searches.
- Lack of faculty involvement in international activities is a real problem.
- My department considers and values international experience in the faculty hiring decisions.
- International service activities are valued in the TPR guidelines and decisions within my college.
• International research activities are valued in the TPR guidelines and decisions within my college.
• International research activities are valued in the TPR guidelines and decisions within my department.
• Our students are provided sufficient opportunities to increase their knowledge of other cultures through activities outside the classroom.
• I am adequately informed about the policies and procedures for implementing a Study Abroad course.
RESEARCH SECTION

International Experience: Of 69 faculty responses to the research section:

- 73% conducted research abroad over the past three years
- 53% conducted research on international/global issues
- 73% participated in international collaboration
- 31% engaged undergraduates in international research
- 53% engaged graduate student in international research
- 38% applied for funding from an international agency or foreign government
- 22% received funding from an international agency or foreign government
- 48% applied for funding for international activities from US agency or government
- 27% received funding for international activities from a US agency or government
- 39% participated or initiated partnership, exchange, or joint degree programs

Research Language: All 55 respondents indicated using English as the primary language for research:

- "English - this is the international language of science, not just because I am ignorant of other languages - of which I speak three."
- "English. I've never heard of an international body that uses any other language. If the body is truly international as opposed to national work in a foreign country, it is hard to think of a more appropriate language as English seems to be the primary second language of most academics."

78% of respondents, however, indicate using a second language in research, including Spanish (5), German (3), French (3), and Italian (3) as well as Kiswahili, Afrikaans, Latin, Greek, Arabic and Japanese (1).

Visiting Scholars: Most respondents indicate that they have not sponsored a visiting scholar in the last 3 years, because there is not funding to support this activity. One respondent, however, indicated hosting 12 visiting scholars in the last 3 years.
Barriers to International Research:

52 respondents indicated at least one significant barrier to international research.

Visiting Scholar/International Visitor
1. Bringing visiting scholars is a painful process;
2. International scholars/graduate students face difficulties within the community (diversity) cumbersome process to get international students is discouraging;
3. Too much paperwork for international scholars and no housing for international scholars;

OSP/Export Control Barriers
1. OSP difficult with international project, Overhead collected but does not reflect university investing it back to project
2. Export Control and Logistical Limitations

International Travel
1. The paperwork for reimbursement is difficult and faculty spends out of their own pocket no good system for this;
2. SC restriction on international travel from incentive money
3. Paperwork focused on liability, money (arduous) process for getting a travel advance/reimbursement; little support from International Office.
4. Lack of funding for international conference, turned down invitation due to funding;

Funding for International Research
1. Faculty pay out of their own pocket for international projects;
2. Lack of funding opportunities from college and university;
3. Faculty avoid international travel rather than consider it is a good thing for their career at Clemson University;
4. For non-US citizens many grants and funding opportunities are restricted and not accessible to the faculty;
5. Tenure track people feel that they can’t do international research/partnership before their tenure at Clemson due to the risk

Recognition for International Research
1. No appreciation, compensation, recognition for quality international research

Action to Better Facilitate International Research:

Strategic Plan/Buy in from Top Administration
1. Get the top university and administration (the board of trustees) on board to buy in and understand the role and need of international research

Build a Central Location on Campus
1. Central location on campus for international center of activities/cultural events etc

Increase Support for International Travel
1. Support travel to international universities and conferences to find collaborators and start work;
2. Seed grants for international travel so that faculty can develop collaborations;
3. Streamlined and dependable process for processing visa paperwork
4. Lift SC restrictions on international travel from incentive money or internal funds, it is getting difficult to secure international travel from grants, particularly for undergrad and grad students to send to a conference
5. Reduce paperwork and restriction on international travel; get rid of foreign travel authorization form
6. Change the reimbursement procedures

Increase Support for International Visitors/Scholars
1. Provide internal funding for international visitors/hires;
2. Centrally located facility to house international scholars/visitors;
3. There is serious issue about hiring international postdoc starting from visa to arriving on campus and a huge delay in payment hire non US postdoc is a hassle.
4. Have institutional support for hosting scholars and to connect to others on campus for hosting the international visitors, have standard transportation process to bring someone here;
5. Housing, temporary affordable, not just student-surrounded, not requiring a car;

Increase Funding for International Research
1. Support international research in a more sustainable way by providing faculty release times, facilities etc.;
2. Support, more funding for research such as seed money, internal grant supplement for international projects
3. Need some more targeted information about opportunities for funding, assistance in applying for international funding, staff support who understands the importance and logistics of international funding and then support the process;
4. International activities valued in the evaluation process and supported by the university; Encourage through TPR process
5. Provide funding for international partnership and research
6. Value them in faculty evaluation
7. Provide support of external international grant applications such as workshop on getting international funding
8. More publicity/recognition for international events, visitors or faculty accomplishments
9. Recruit more faculty with ability to collaborate internationally or international faculty
10. Support faculty involvement and recognize time commitments required to engage in international work, recognize international efforts in university publications, reward faculty who engage in international work
11. Faculty conduct research abroad and then use global experience in the classroom
12. Create incentive for faculty to develop study abroad programs
13. Offer module of creative inquiry courses abroad
14. Link with NGOs and Foundations that support international research
15. Financial support/funding/T&P benefits and rewards
16. Provide more sources to do international research such as providing faculty with internationalization allowance each year, allowing flexible foreign travel, university or college-initiated research collaboration with foreign countries
17. Enhance the quality of international programs and quality of research

Increase Support for International Graduate Students
1. Offer more assistantship for international graduate students, support/more funding for pilot studies
2. Recruit top quality students from South America and European countries, not just Asia – Graduate School Strategy for Recruitment

Increase Support for IRB/IP/OSP
1. Create an office to facilitate the labor, tax, and procurement issues working with foreign countries, export control issues;
2. Workshops related to working with international partners
3. Staff at VP of Research Office to identify international research opportunities – OSP, cultivate team members that can write the proposals and do the research, facilitate the grant writing proposals

Other Comments:
1. Reimbursement of international visitors is really difficult at Clemson compared to other institutions;
2. Money transfer for international conferences, money order etc. which faculty has to do it on their own then file for reimbursement;
3. Sometimes buying equipment requires money orders etc, transferring money is a major issue;
4. Expand information available to all faculty and students related to research opportunities, collaborative grants or other sources of external funding, and collaboration with other universities in international research;
5. Showcase the existing international research at Clemson through an event that acknowledge and shows appreciation for these efforts
6. Clemson should try to gain strengths in international research to gain global ranking…now no data is probably shared and international research partnership can do this…
7. Reorganize Office of Global Studies to function more efficiently.
TEACHING & CURRICULUM SECTION

International Experience: Of 40 faculty responses to the teaching and curriculum section:

- 37% led a short term (2-6 weeks) outside of the US
- 2% taught a semester long study abroad
- 6% taught an embedded study abroad program (3-10 days)
- 10% taught an international creative inquiry
- 81% supervised international students
- 25% travel with students to an international conference or event
- 19% taught at an overseas institution
- 2% taught in a language other than English
- 21% conducted distance education with overseas reach
- 29% developed course material for global learning
- 27% developed global curriculum
- 62% communicated electronically with students abroad

International Teaching Compensation:

- 8% received credit to teaching load
- 27% received summer/overload salary
- 11% received funding from third party
- 54% were not compensated

Barriers to International Teaching:

1. Not enough support—colleges, departments and administration discourage international teaching. It is not recognized or rewarded and is not a part of the TPR process.
2. Structure is not sufficient or clear—logistics and support in structure are unclear and confusing. The legal offices and departments are too risk adverse in analyzing study abroad programs.
3. Time issues—the time commitment is not recognized. The timeline is also ineffective. To commit to a program one year in advance can be cumbersome and unrealistic.
4. Opportunities—lack of opportunities or transparency of opportunities in certain fields.

Enhance the delivery of global learning content within your department/program’s curriculum:

- 80% would like to add or integrate an international element or element into an existing required course
- 40% would like to add a required international experience (Study Abroad)
- 43% would like to develop one or more courses with predominant international/global foci
- 47% would like to integrate a general education, global learning requirement into the major requirements
- 20% would like to restructure the major or minor curricula

November 2014 - 13
• 27% would like to restructure the Gen ED CCA curricula

**Improving Global Learning for Students:**
1. Active recruitment of international students
2. Restructure traditional study abroad—longer time abroad with more engagement (internships, service, etc.)
3. Develop a set of global competencies
4. Offer more options of global content without making it mandatory
5. Encourage language learning and compensate language faculty equally
6. Subsidize study abroad
7. Hire faculty with international competencies
8. Ensure international teaching opportunities are supported
9. Restructure the CCA requirement to be filled by a larger range of disciplines
10. Increase partnerships with institutions in Latin America, Africa and Asia
11. Provide financial options for study abroad

**International Students & Scholars:**
Of 48 responses, 40 indicate they teach up to 10 international graduate students per semester. 8 indicated they teach 11-25.

Of 48 responses, 47 indicated they teach up to 10 international undergraduate students per semester. 1 indicated they teach 11-25.

Of 47 responses, 40 indicated their department has hosted up to 10 international scholars or visiting faculty. 6 indicated they hosted 11-25 and 1 indicated hosting more than 50 international scholars of visiting faculty.

**Challenges to hosting visiting scholars or faculty include:**
1. Visa paperwork and processing
2. Housing and transportation
3. Office space
4. Reimbursement, funding and time for training and relationship building within the department
5. Communication and English language support

**Enhancing success of international scholars and faculty:**
1. Provide funding for expenses
2. Develop accommodation opportunities and system
3. Support for language and cultural barriers and other non-scholarly needs
4. Provide office space
5. Increase support (staff) in International Services

**Challenges to incorporating international graduate students into the learning environment:**
1. All 20 free responses indicate English language support is a crucial need for graduate students.

Challenges to incorporation international undergraduate students into the learning environment:
1. Not enough diversity
2. Not enough students
3. English language and American university culture

Challenges for international faculty, scholars and staff:
1. Visa application
2. Housing and transport
3. Lack of sensitivity and support from staff in all areas

Challenges for international students’ extra-curricular success:
1. Transportation
2. Language barriers
3. Low number of foreign language speaking nationals

Enhancing academic or extra-curricular success of international students:
1. Provide training to domestic faculty and staff to make them more sensitive and helpful towards problems
2. Provide funding for all international activities
3. English language support
4. Address housing and transportation issues
SERVICE SECTION

International Activities: Of 24 faculty responses to the service section:
- 24% have been involved with international services and/or organizations in SC
- 71% have been involved with international services and/or organization outside of the US
- 5% have been involved with international services and/or organizations in SC with students
- 33% have been involved with international services and/or organizations outside of the US with students
- 38% have been involved with other internationally oriented service

Barriers to international service at Clemson:
- 88% indicated lack of funding
- 64% indicated lack of incentives toward promotion and tenure process
- 60% indicated lack of support staff for international travel
- 28% indicated funding agencies’ restrictions on international travel

Other barriers include: available time for service activities and international travel during the academic year, global strategy and inadequate leadership in administration.

Those engaged in international service indicated funding is from:
1. Host institution
2. Research grant
3. Self-funding

Most international service opportunities are found through self-conducted searches, other institutions and organizations, collaborations and other networks.

EXTRAS/FOLLOW UP

No participants chose to answer the 2 questions in the follow-up section of the survey.