SUREVEY RESPONDENTS

117 Staff members responded to a survey on Global Engagement and Internationalization. 73% (86 respondents) have a passport.

Language Ability:
31% of respondents indicate ability to speak a language other than English, with 19% speaking only 1 foreign language, 9% speaking 2 foreign languages and 3% speaking 3 or more foreign languages.
In addition to most respondents speaking Spanish, French and German, faculty indicate ability to speak Portuguese, Swedish, Farsi, Hindi, Greek, Swahili, Arabic and Italian.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Spanish</th>
<th>French</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak only 1 foreign language</td>
<td>23</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Speak 2 foreign languages</td>
<td>11</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Speak 3 foreign languages</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>21</td>
<td>13</td>
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</tbody>
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International Experience:
- 59% have lived or studied outside of the US
- 50% have travelled outside of the US as part of an educational study tour
- 31% have participated in service activities outside of the US
- 34% have worked outside of the US
- 33% have attended a conference outside of the US

General Attitudes:
Respondents indicated a neutral attitude toward the following statements:
- It is important to me to incorporate international/multicultural content into the work I do with students.
- Students should have a stronger voice in determining policy and strategy for internationalization.

Respondents indicated disagreement toward the following statements:
- Learning a foreign language is not essential for an undergraduate education.

Respondents indicated agreement toward the following statements:
- Presence of diverse nationalities in the campus population enhances campus experience for staff and students.
- It is important to provide our students with the knowledge and skills they need to function in a global society.
- Colleges and universities should respond to the increasingly global economy and marketplace.
STUDENT ENROLLMENT FIGURES (110 respondents):
Clemson’s current international graduate students come mostly from China (37%) and India (27%), with no other country comprising more than 10%. I believe that this distribution is acceptable.

CU currently enrolls approximately **1400 international graduate students**. I believe that this number should:

- Increase
- Remain Stable
- Decrease

CU currently enrolls approximately **170 international undergraduate students**. I believe that this number should:

- Increase
- Remain Stable
- Decrease

CU currently sends **between 1100 and 1200 students abroad** each year. I believe that this number should:

- Increase
- Remain Stable
- Decrease
Interactions with international students and staff:
87% of respondents indicate the general climate among colleagues toward international students and staff is positive.

Respondents report the following capacities for interaction with international students and/or staff:
- 38% serve or advise
- 37% work alongside
- 13% supervise
- 23% do not interact
- 25% indicate other capacities such as:
  - Friendship
  - Promotion
  - HR
  - Instruction

CHALLENGES

When asked to list any challenges encountered/aware of for international staff and students, 49 respondents offered an answer, with the top ten themes being:
1. Lack of English language and American culture support.
2. Insufficient staffing within International Services Office.
3. Local culture
4. Little housing, transportation and administrative support
5. Limited employment opportunities
6. Lack of cultural sensitivity in various staff
7. Poor distribution of nationalities of international students
8. Insufficient visa support
9. Barriers to getting involved and interacting with domestic students
10. Communication barriers

When asked to indicate challenges in work with international populations:
- 37% report insufficient knowledge of procedures and policies regarding international hires
- 44% report insufficient knowledge of procedures and policies regarding international students
- 27% report insufficient knowledge of procedures and policies regarding international operations
- 75% report communication challenges caused by language ability/accent
- 35% report communication/service challenges caused by my own uncertainty of cultural etiquette
- 11% report other challenges such as
  - Lack of patience
  - Loss of diversity (too many Indian and Chinese students)
  - Lack of transparency in who to contact
  - Insufficient knowledge of visa process
Respondents indicted extreme interest in participating in workshops/training in cross-cultural communication and presentations on cultures represented in the upstate.

49 respondents indicated 2-3 initiatives that the university could undertake to enhance experience working with international students and colleagues, including:

- Faculty and staff cultural training
- English language training
- Media relations promotion
- Increased staff services
- On-campus housing
- Increased International Services staff
- Increased job opportunities
- Recruitment and admittance of a more diverse international population
- Implementation of international advisor/staff member in each department