## APPENDIX A

MANUSCRIPT TABLES

**Table A1: Faculty and Staff Respondents by Unit**

| Unit | *n* |
|---|---|
| Liberal Arts | 448 |
| Science and Engineering | 195 |
| Agriculture | 145 |
| Education | 140 |
| Libraries | 68 |
| Biology | 68 |
| Business | 64 |
| Public Health | 43 |
| Nursing | 36 |
| Design | 35 |
| Continuing Studies | 32 |
| Student Health Services | 32 |
| International Student Services | 26 |
| Student Affairs | 18 |
| Equity & Diversity Office | 12 |
| Undergraduate Admissions | 11 |
| Student Support Office | 10 |
| Disability Services | 9 |
| Other | 86 |

**Table A2: Faculty and Staff Agreement About How Nonnative English Speakers Enhance the Learning Environment**

| Statement | *n* | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| All students learn about diverse perspectives. | 1,366 | 51% | 34% | 11% | 2% | 1% | 1% |
| All students develop greater intercultural communication skills. | 1,313 | 48% | 34% | 15% | 2% | 1% | 0% |
| All students develop greater critical thinking skills. | 1,362 | 30% | 34% | 25% | 7% | 4% | 1% |

*Note*. Percentages may not sum to 100% due to rounding. 1 = *strongly agree*; 2 = *agree*; 3 = *somewhat agree*; 4 = *somewhat disagree*; 5 = *disagree*; 6 = *strongly disagree.*

**Table A3: Faculty Agreement About Limiting Factors for Meeting Course Requirements**

| Factor | *n* | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Low English proficiency | 705 | 27% | 32% | 28% | 6% | 5% | 2% |
| Cultural differences | 644 | 5% | 16% | 35% | 16% | 20% | 8% |
| Prior academic preparation | 620 | 6% | 16% | 30% | 14% | 24% | 10% |
| Study skills | 617 | 2% | 11% | 20% | 14% | 32% | 19% |

*Note.* Percentages may not sum to 100% due to rounding. 1 = *strongly agree*; 2 = *agree*; 3 = *somewhat agree*; 4 = *somewhat disagree*; 5 = *disagree*; 6 = *strongly disagree.*

**Table A4: Staff Agreement About Limiting Factors for Communicating Effectively**

| Factor | *n* | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Low English proficiency | 637 | 14% | 36% | 32% | 11% | 6% | 1% |
| Confusion about university processes | 609 | 17% | 31% | 29% | 11% | 9% | 3% |
| Cultural differences | 621 | 4% | 16% | 34% | 17% | 23% | 6% |

*Note*. Percentages may not sum to 100% due to rounding. 1 = *strongly agree*; 2 = *agree*; 3 = *somewhat agree*; 4 = *somewhat disagree*; 5 = *disagree*; 6 = *strongly disagree.*

**Table A5: Faculty Use of Support Strategies for Nonnative English Speakers**

| Statement | *n* | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| I adapt my communication style so that my language is more comprehensible. | 709 | 15% | 21% | 27% | 27% | 6% | 4% |
| I recommend the use of campus support centers when it might be helpful. | 717 | 21% | 15% | 19% | 23% | 11% | 11% |
| I take into account students language background when assigning groups. | 685 | 10% | 13% | 20% | 23% | 16% | 18% |
| I allow the use of dictionaries during some exams when appropriate. | 651 | 24% | 9% | 7% | 10% | 9% | 40% |
| I consider my students' cultural background when planning my curriculum. | 704 | 8% | 12% | 19% | 29% | 20% | 12% |
| I provide extra time to take in-class exams. | 644 | 16% | 9% | 9% | 12% | 14% | 40% |

*Note*. Percentages may not sum to 100% due to rounding. 1 = *always*; 2 = *most of the time*; 3 = *often*; 4 = *sometimes*; 5 = *rarely*; 6 = *never*.

**Table A6: Staff Use of Support Strategies for Nonnative English Speakers**

| Statement | *n* | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| I adapt my communication style so that my language is more comprehensible. | 648 | 16% | 27% | 36% | 18% | 2% | 0% |
| I recommend the use of campus support centers when it might be helpful. | 643 | 5% | 10% | 19% | 22% | 22% | 22% |
| I try to give feedback on language errors when appropriate. | 647 | 2% | 8% | 13% | 34% | 32% | 11% |

*Note*. Percentages may not sum to 100% due to rounding. 1 = *always*; 2 = *most of the time*; 3 = *often*; 4 = *sometimes*; 5 = *rarely*; 6 = *never.*

**Table A7: Faculty and Staff Interest in Training Support**

| Strategies | *n* | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Strategies to help NNES improve comprehension | 1,318 | 46% | 35% | 13% | 6% |
| Strategies to encourage participation from NNES | 1,292 | 45% | 33% | 15% | 7% |
| Awareness about campus resources | 1,315 | 38% | 38% | 16% | 7% |
| Information on language accommodations | 1,297 | 36% | 41% | 15% | 8% |
| Strategies to help NNES improve language skills | 1,300 | 40% | 34% | 18% | 8% |
| Information on students' cultural & linguistic background | 1,309 | 38% | 34% | 20% | 9% |

*Note*. Percentages may not sum to 100% due to rounding. NNES = nonnative English speaker. 1 = *very interested*; 2 = *interested*; 3 = *somewhat interested*; 4 = *not interested.*

**Table A8: Faculty and Staff Perceptions of Preferred Format for Support**

| Support | *n* | *%* |
|---|---|---|
| Online resources (website) | 771 | 59% |
| Online training course | 677 | 52% |
| In-person workshops | 649 | 49% |
| Email newsletter | 547 | 42% |
| Individual consultations | 259 | 20% |