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INTERNATIONALIZATION *AT* HOME

Ben-Gurion University of the Negev

Global Impact Institute

WP1
BGU & GII

- WP1 leads the work package on preparation to ensure that the theoretical & practical framework for the project is well established.
- Three **goals,** four **impacts** and five **deliverables** for IaH within Israeli Higher Ed Institutions.

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Promote a set of measures that support IaH strategies and policies across IL HEIs

International student support services, through development of protocols/guidelines and social integration schemas

Promoting virtual international classrooms and additional modules of internationalized learning as a means to engage faculty and students in international environments without having to go abroad.

International students feel safe and comfortable in their learning environment and host society. Local students are exposed to an international learning environment and gain skills that prepare them to function in an international setting.

IMPACTS

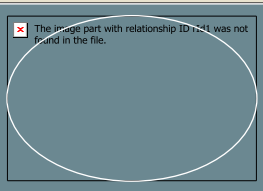
GOALS

International learning environment for home students

Social integration strategies

Needs of foreign students studying in Israel

9 MODULES OF IAH ACTIVITIES IN WILLIAM

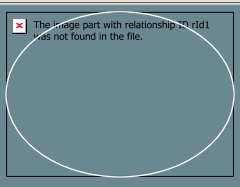


Int'l Experience of Home Students

1-Virtual International Classrooms

2-International Curriculum in English

3-Promotion of International campus

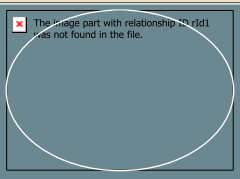


Social Integration

4-Develop social Integration campaigns

5-Integrated Academic settings

6-Joint extra-curricular activities



Supportive and welcoming environment for Int'l Students

7-Integrated IROs fostering a supportive environment

8-Clear Protocols, regulations for incoming students

9-Staff and faculty training

BASELINE INDICATORS
(PROCEDURES & PERCEPTIONS)

- Logical Framework Matrix (LFM)
- IMPI (composite indicators)
- CHE (faculty + students)
- SUCTI
- Interviews

LOGICAL FRAMEWORK MATRIX (LFM)

Questions on procedures, protocols & goals to the IROs

For ex:

- *Is an IaH strategy implemented at your institution?*
- *Does your institution have procedures and protocols for international students?*

- Each of the quantitative indicator direct to one of the three **goals and actions.**
- **Minimum standards / Unique to each institution!**

IMPI TOOLBOX

EU

me

Sel

Exa

Does your university/college provide incoming international students with information about study conditions at your university/college (such as the academic year schedule and timetable for examinations)?
Does your university/college provide language training for incoming international students?
Does your university/college assist international students with work placement issues?
Does your university/college offer semester/year-long language course units to incoming students?
Does your university/college require proof of language proficiency for incoming students?
Are e-coaching and virtual support to international students an integrated part of the mission of your university/college?
Does your university/college have a strategy to integrate ICT in the support to international students?
Does your university/college provide a structured information platform (e.g. website)?
Do the incoming students have access to the same online platforms as the local students?

SUCTI

SUCTI survey focuses on perceptions of internationalization for administrative staff.

Supplement questions from the CHE survey to track progress

COUNCIL OF HIGHER EDUCATION

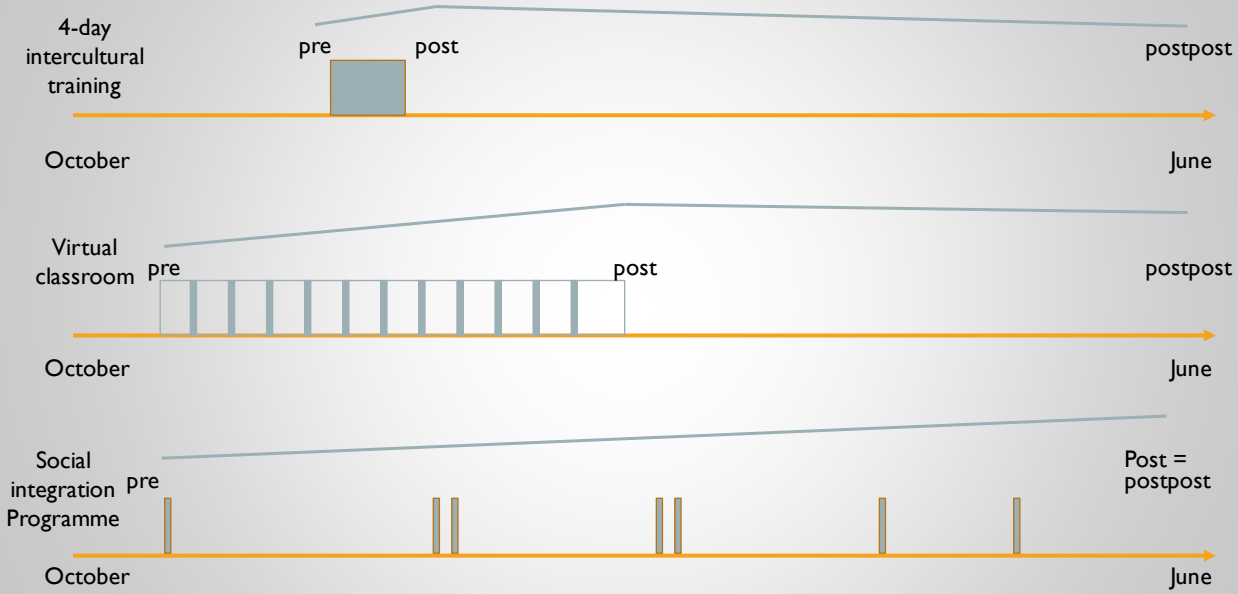
Survey of 15,000 students and ~2,000 faculty across institutions on perceptions of internationalization.

Re-survey faculty and students perceptions after interventions/activity to compare progress for *Type1* vs. *Type 2 campuses*

For ex: *Do you agree that local students benefit from the interaction with international students in the classroom?*

Why we need a pre intervention survey

Pre, post and postpost impact assessment



INTERVIEWS

Qualitative interviews with various stakeholders across each institution throughout the project.

Providing context and depth to the quantitative data.

TRACKING MECHANISMS

15/5

Assessment
compile indicators from the tools into a questionnaire. Determine Baseline in a standardized manner

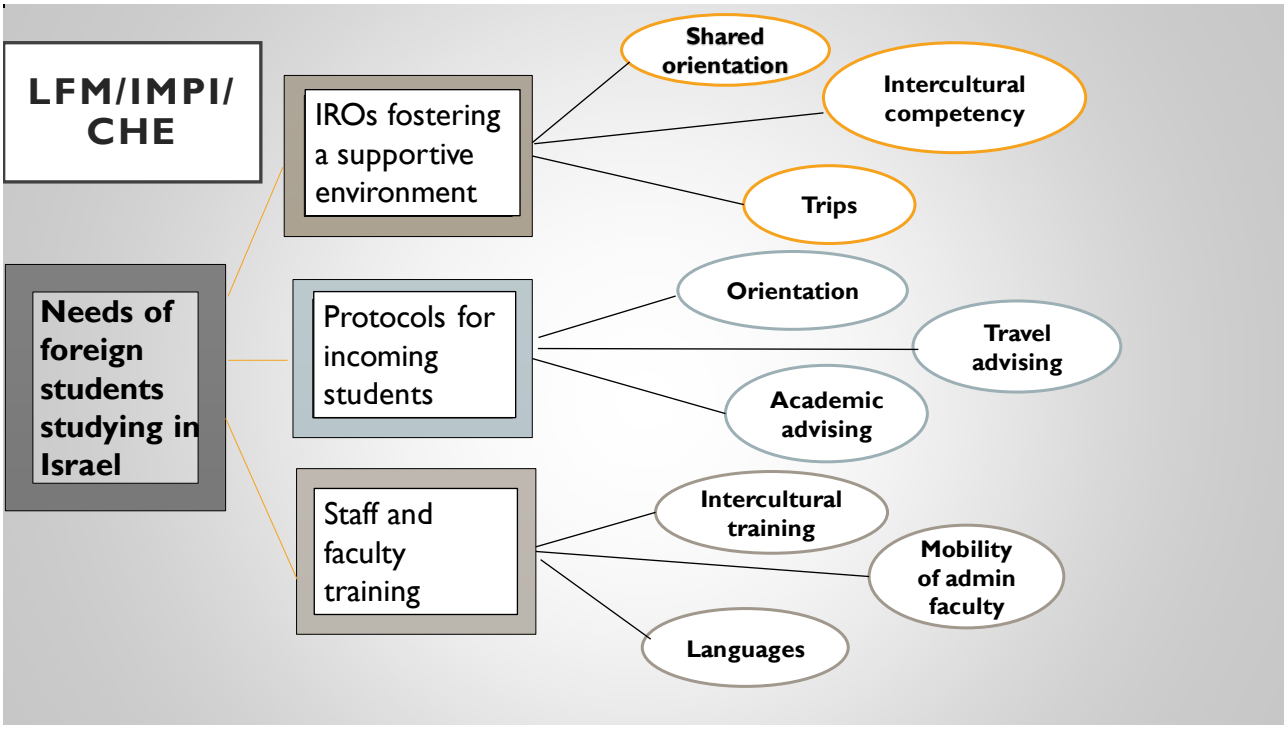
Assessing Levels of IaH on a 0%-100% Index of strategies and activities of each institution

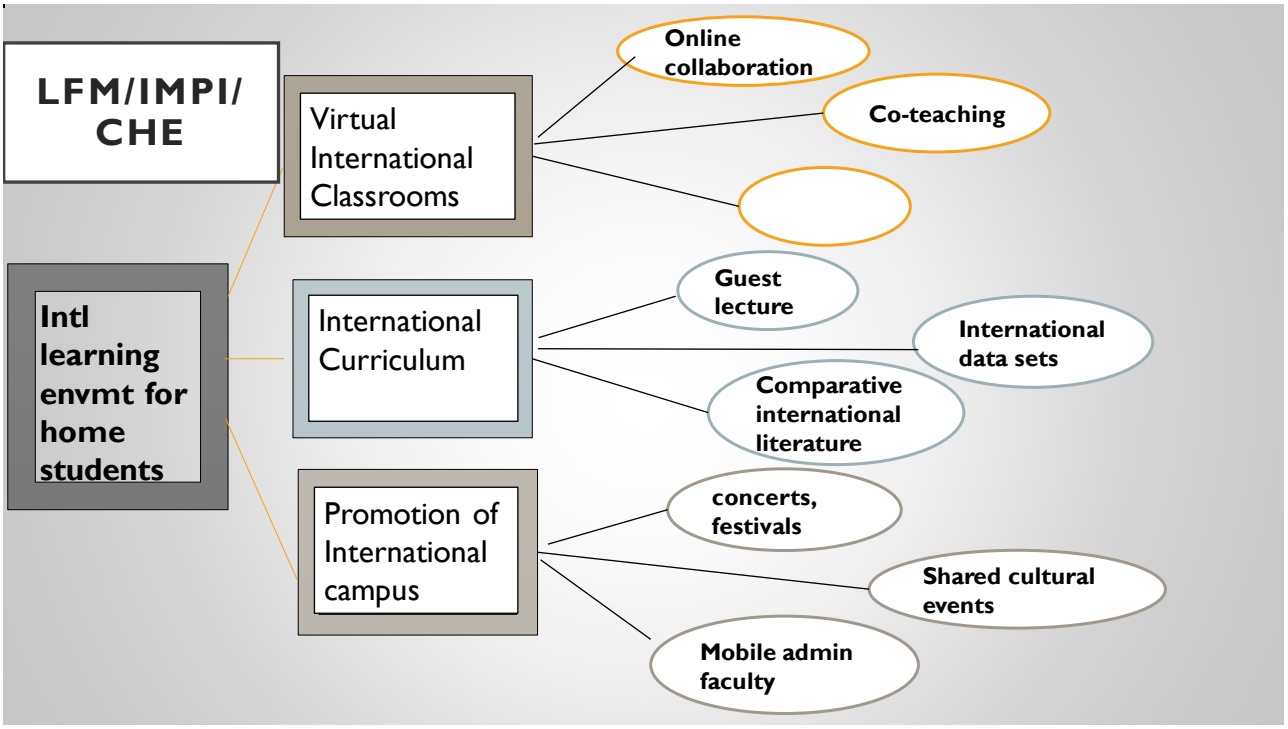
Identifying gaps & Comparing
Type 1/Type 2
Israel vs. Europe

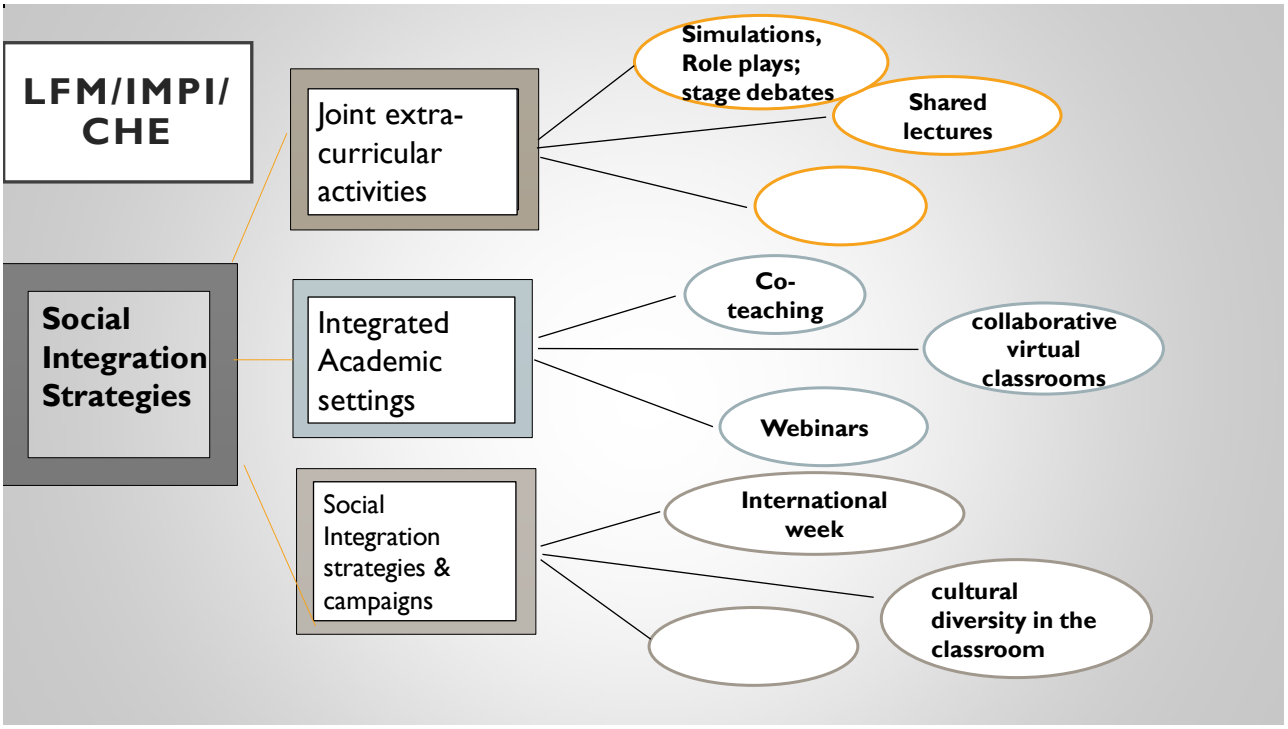
Benchmarking
institutional progress over time

Toolkit
how to implement possible models of activities

Implementation & Assessment
of possible models by each institution


LFM/IMPI/ CHE
Needs of foreign students studying in Israel
IROs fostering a supportive environment
Shared orientation
Intercultural competency
Trips
Protocols for incoming students
Orientation
Travel advising
Academic advising
Staff and faculty training
Intercultural training
Mobility of admin faculty
Languages


LFM/IMPI/ CHE
Intl learning envmt for home students
Virtual International Classrooms
Online collaboration
Co-teaching
International Curriculum
Guest lecture
International data sets
Comparative international literature
Promotion of International campus
concerts, festivals
Shared cultural events
Mobile admin faculty



UPCOMING EVENTS/DEADLINES

- May 15, summit baseline questionnaire)
- Site visits
  - May 28-29 Pula
  - June 11-14 Innsbruck, site visit and consortium meeting
- Institutional budget – Financial Management report Due June 1
- Equipment list – Due June 1, note about VAT
- General Reporting – forum and deadline to come
  - NOTE: keep track of all meetings, internal and with partners. Record date, participants, and short description.
- Create link to WILLIAM website from your institution – May 15
- Strategy for your work-package to be uploaded to website, submit June 1
- Suggestions for speaker for privacy policy webinar??