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## Sneak Preview: William Video



<https://youtu.be/71gtIGs-78M>

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## Working Definition of IaH



- ▶ “THE **PURPOSEFUL** INTEGRATION OF INTERNATIONAL AND INTERCULTURAL DIMENSIONS INTO THE **FORMAL** AND **INFORMAL CURRICULUM** FOR **ALL** STUDENTS WITHIN DOMESTIC LEARNING ENVIRONMENTS.”

(Beelen & Jones, 2015)

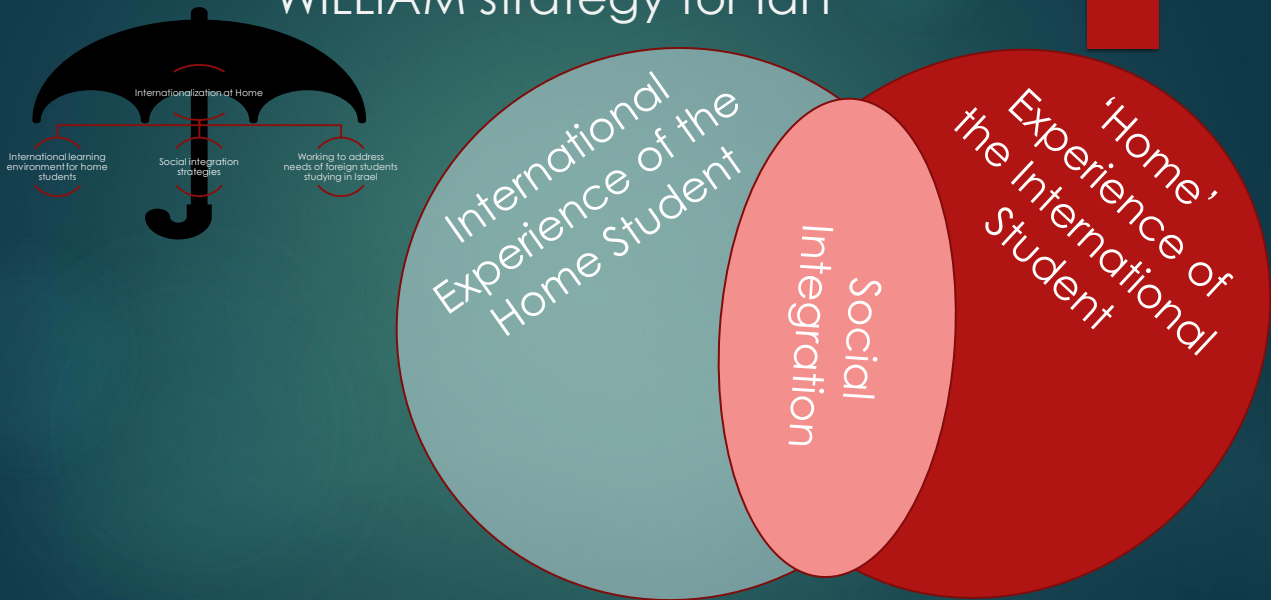
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## WILLIAM strategy for IaH



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## WILLIAM strategy for IaH



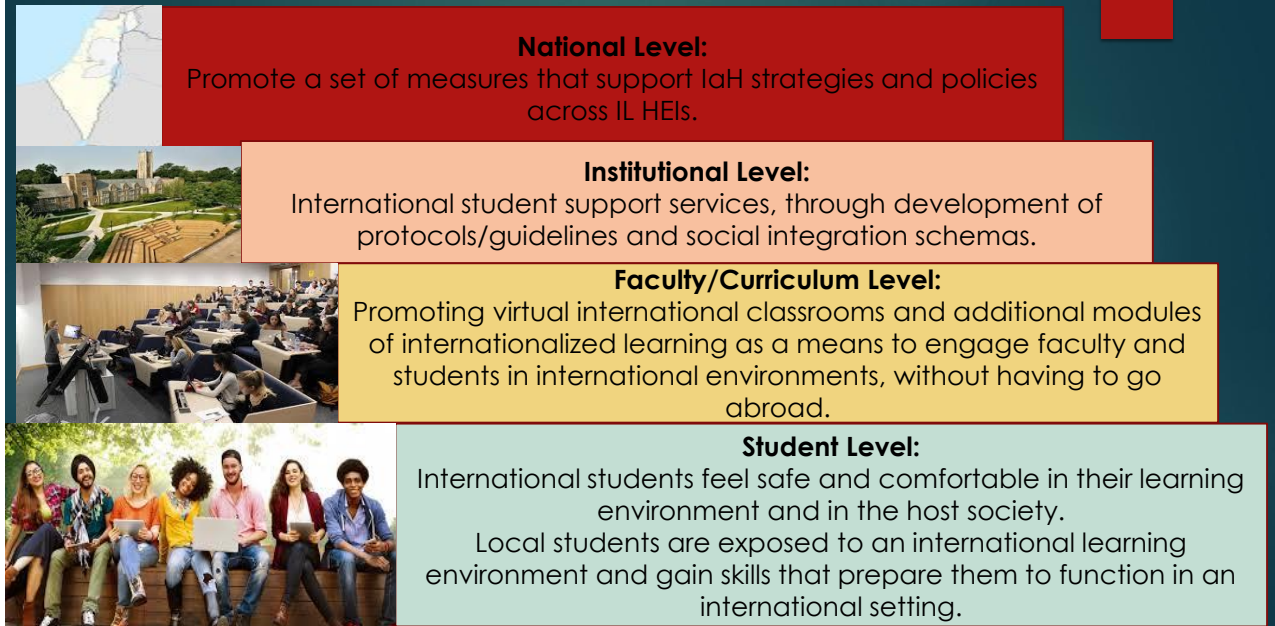
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## 3 Modules of IaH Activities in WILLIAM



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## IMPACT – 4 levels



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## Schedule Day 1:

- ▶ **9:00 – 10:15** Group activity, overview of itinerary & review of progress made
- ▶ **10:15 - 10:45** Review of upcoming consortium events, discussion of timeline for years 2 & 3
- ▶ **10:45 – 11:00** Break
- ▶ **11:00 – 11:45** Mapping of partner institutions: GII & BGU  
Presentation of results
- ▶ **11:45 – 12:30** Workshop Part 1: From mapping to IaH strategy building, Understanding results and identifying existing gaps (see breakout groups in itinerary)
- ▶ **12:30 – 14:00** Lunch/working meetings (see groups in itinerary)
- ▶ **14:00-15:00** Workshop Part II: From mapping to IaH strategy building, Identifying strategic directions per institution and training opportunities as a consortium
- ▶ **15:00-15:15** Break
- ▶ **15:15-16:15** Sharing of ideas for possible training opportunities
- ▶ **18:30** Welcome Dinner at Weisses Rössl (optional)



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## Schedule Day 2:

- ▶ **09:00 – 10:30** Workpackage planning document (see working groups in itinerary)
- ▶ **10:30 – 10:45** Break
- ▶ **10:45 – 12:30** Presentations of planning document by each workpackage & discussion
- ▶ **12:30 – 13:45** Lunch Break
- ▶ **13:45 – 15:15** Social integration strategies – workshop led by ESN in preparation for July visit to Israeli institutions
- ▶ **15:15-16:00** Consortium Meeting Summary / to do list
- ▶ **16:15** City tour (optional)



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# What are the five most important tangible outcomes of WILLIAM?



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## 1 Creation of standards for 'Internationalization at Home' for Israeli HEIs, along with a toolkit for IaH, including self-assessment - all accessible on the WILLIAM website.



**National Level:**  
Promote a set of measures that support IaH strategies and policies across IL HEIs.

Where we stand at present:

- WPI, conducted mapping using LFM and IMPI.
- Basis to think about strategy and quality assurance.
- Over the course of next year, we will expand on this to create a tool relevant to Israeli institutions

Tool will allow for:

- ▶ Assessment of current IaH within your institution (0-100%)
- ▶ Help in identification of gaps in IaH strategy
- ▶ Toolkit for how to implement possible models of activities
- ▶ Benchmarking to assess progress



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## Tool in progress...

Insights to date (based on LFM & IMPI survey):

**Logical Framework Model** (i.e. the operationalization of IaH concept & our commitment to EU).

- ▶ needs to develop more detailed questions that allow for standardization on the one hand and elaboration of where an institution stands on the other hand.

**IMPI** - EU funded tool for assessing internationalization

- ▶ Too long for practical use beyond partner institutions
- ▶ Some questions are not as relevant to the Israeli landscape
- ▶ Some redundancy and ambiguity that needs to be worked out

**Added** to the tool will be suggested ways of assessing one's IaH baseline

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## Supporting action for 'tangible outcome' 1 (tool for strategy development and assessment):

Analysis of Dataset from the Council of Higher Education:



### Where we stand:

1. Received 15,000 student dataset (waiting to receive faculty dataset).
2. Enlisted Dr. Gabby Kashy-Rosenbaum, social sciences statistician, to help with statistical analyses
3. Created usable SPSS file and started exploratory analysis.
4. Presentation of preliminary findings to CHE steering committee, June 16

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## Example of exploratory data analysis:

From CHE survey results:

- ▶ 78% of students are interested in interacting with international students.
- ▶ Of the possible barriers to interacting with international students on campus: (4 options)
  - ▶ cultural gaps,
  - ▶ lack of interest,
  - ▶ **lack of opportunities**, (60% of respondents marked this answer)
  - ▶ lack of common language

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## Example of exploratory data analysis:

Our exploratory analysis:

- ▶ We differentiate between colleges and universities, a significantly higher number of students answered 'lack of opportunities' **in the universities**. (55% at colleges and 66% at universities.) ( $F(2, 15342) = 84.18, p < .001$ )
- ▶ Possible insight: Just because you have more international students, don't think the connection will happen naturally. Social integration MUST BE PURPOSEFUL
- ▶ We did not find any differences between faculties, regarding this barrier.

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## Example of exploratory data analysis:

From CHE survey results:

Would you like to have more opportunities to meet students from abroad?

- ▶ 84% would be interested in more opportunities to meet students
- ▶ One might think that this is effected by level of English, faculty student studies in, etc...

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## Example of exploratory data analysis:

Our exploratory analysis:

- ▶ 84% is across the board,
- ▶ This is regardless of whether a student attends a college/university, OR the fact that university students' English level is on average higher ( $F(2, 11611) = 140.22, p < .001$ ), *universities*  $M = 3.32, SD = 0.72$ , *public colleges*  $M = 3.05, SD = 0.82$ .)
- ▶ Possible insight: Social integration strategies are applicable for ALL students.
- ▶ ...which is not the same when it comes to integrated learning environments, based on upcoming analysis.

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## 2 Number of new and revised guidelines and policies within the International Relations Office to support incoming students across 7 Israeli partner HEIs.



Institutional Level:  
International student support services, through development of protocols/guidelines and social integration schemas.

Where we stand at present:

1. Started learning about this at site visits (Pula & MCI)
2. Consortium meeting
  - ▶ WP1 mapping will inform this strategy
  - ▶ WP2 (with partner institutions) will start thinking of clusters of guidelines/protocols and possible trainings.

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## 3 Number of new and revised social integration programs



Institutional Level:  
International student support services, through development of protocols/guidelines and social integration schemas.

Where we stand at present:

1. Consortium meeting (ESN leads social integration workshop in preparation for July visit)
2. Consortium meeting, QA begins thinking of measures for evaluating social integration.
3. July 16-25, ESN visit to Israeli partner institutions for mentoring
4. July 24, national meeting with emphasis on social integration strategies
5. July 25, student union & administration workshop

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## 4 Number of faculty and staff that are trained and competent in working with international students and addressing their needs across Israeli partner HEIs



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

Where we stand at present:

- ▶ May 15, SUCTI Virtual presentation
- ▶ June Site visits, see what Pula and MCI have in place.
- ▶ International Consortium meeting, shift from preparation to development and begin thinking of relevant trainings
  - ▶ Implemented in year 2, each EU institution provides training
  - ▶ Israeli institutions provide trainings, in their areas of advancement

Conversation with Martin Bickl from DAIA

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## 5 Number of virtual classrooms piloted and integrated into the curriculum across 7 Israeli partner HEIs



**Faculty/Curriculum Level:**  
 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.

Where we stand at present:

1. Began more in-depth discussion at national meeting (Case study of GIVCA project, meeting with Sa'ar and HUJI virtual facilities team, began discussion of technopedagogy.)
2. Menachem sent out framework for Virtual classrooms (needs to be discussed and modified.)
3. Pula site visit – focus on virtual classrooms with COLMAN/PULA collaboration case study
4. Innsbruck site visit – MCI virtual classroom development
5. JCT unable to attend consortium meeting, they will develop WP milestones, timeline, and collaboration on this upon our return. (Hadar & Menachem meeting about this as we speak)
6. QA workpackage begins formulating evaluation measures for Virtual classrooms (with measures of students' international skillsets and desire for additional interaction with international students, as well as faculty assessment)

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## Some deadlines

(these will be repeated later, but good to keep in mind for now):

- ▶ **By July 11**, each workpackage lead submits their planning document.
  - ▶ These will be posted on website and discussed at the national meeting on July 24
- ▶ **By August 8**, each institution submits their IaH institutional strategy.
  - ▶ Step by Step Plan of Action - should include:
    - ▶ Areas of priorities, how they will be institutionalized.
    - ▶ Inclusion of all commitments to the LFM (Logical Framework Model from WILLIAM proposal to EU).
      - ▶ Number of intended virtual classrooms, social integration activity strategies, and number / area in which protocols/guidelines will be developed.



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## Review of upcoming consortium events, discussion of timeline for years 2 & 3

...See handout in folder

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## Coffee break



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## Day 2

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## Workpackage planning session

- ▶ Take out 'workpackage planning document' in folder
- ▶ By **July 11**, each workpackage needs to submit\*:
  - ▶ Statement of Purpose (main goals of the workpackage)
  - ▶ Strategy/plan to reach your goals (written out and/or visualized in a graph)
  - ▶ Milestones
  - ▶ Timeline and deadlines for implementation of your workpackage (with emphasis on YEAR 2)
  - ▶ How will best practices/lessons learned be collected? (for dissemination purposes)
  - ▶ Names and email for contact people for this workpackage.

\*Preparation workpackage needs to submit: Report for EU on mapping & document that can be published on website which shows the mapping goals, process and findings based on type 1/2/EU.

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## Summary session



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## Feedback on consortium meeting:

- ▶ Structure / length of the consortium meeting
- ▶ Suggestions for improvement for next time
- ▶ Things we should have covered, but didn't
- ▶ Things we could have gone into more detail
- ▶ Ideas that came up which we should follow up on
- ▶ Any other insights

\*Note: You will receive a survey for your feedback by email next week for both the consortium meeting and site visit, please make sure to complete.

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## TO DO LIST:

- ▶ By June 1 (overdue) – revised equipment lists to Samara (Israeli Institutions)
- ▶ By June 20, submit document to ESN and confirm date.
- ▶ By July 1<sup>st</sup>, submit all expenses from January 15th-June 15th.
- ▶ By July 11, each workpackage needs to submit (via email) a Planning Document that includes:
  - ▶ Statement of Purpose (main goals of the workpackage)
  - ▶ Strategy/plan to reach your goals (written out and/or visualized in a graph)
  - ▶ Milestones
  - ▶ Timeline and deadlines for implementation of your workpackage (with emphasis on YEAR 2)
  - ▶ How will best practices/lessons learned be collected? (for dissemination purposes)
  - ▶ Names and email for contact people for this workpackage.

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## TO DO LIST (continued):

- ▶ By July 15, preparation will request feedback on LFM/IMP survey and work on revised shortened version that is suited to Israeli IaH. (multiple stakeholders will be engaged for this process).
- ▶ By July 24, we will have the tentative dates / locations of events for year 2 and year 3.
- ▶ By August 15, each institution needs to submit institutional strategy for IaH. (will be discussed at national meeting on July 24).
  - ▶ Statement of purpose, related to your broader internationalization strategy (remember definition of IaH).
  - ▶ How you will operationalize WILLIAM goals and activities in your institution, including NUMBER OF.....

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## Working Definition of IaH

- ▶ “THE **PURPOSEFUL** INTEGRATION OF INTERNATIONAL AND INTERCULTURAL DIMENSIONS INTO THE **FORMAL** AND **INFORMAL CURRICULUM** FOR **ALL** STUDENTS WITHIN DOMESTIC LEARNING ENVIRONMENTS.”

(Beelen & Jones, 2015)

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## 3 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 strategies and campaigns
- 5-Integrated Academic settings
- 6-Joint extra-curricular activities



### Supportive & 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



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## 5 tangible outcomes of WILLIAM

- ▶ Creation of standards for 'Internationalization at Home' for Israeli HEIs, along with a toolkit for IaH, including self-assessment - all accessible on the WILLIAM website.
- ▶ Number of new and revised guidelines and policies within the International Relations Office to support incoming students across 7 Israeli partner HEIs.
- ▶ Number of new and revised social integration programs
- ▶ Number of faculty and staff that are trained and competent in working with international students and addressing their needs across Israeli partner HEIs
- ▶ Number of virtual classrooms piloted and integrated into the curriculum across 7 Israeli partner HEIs

### IaH Institutional Strategy

We, x college/university, hereby commit to:  
 X number of x, in x department, led by x team, in the areas of x....