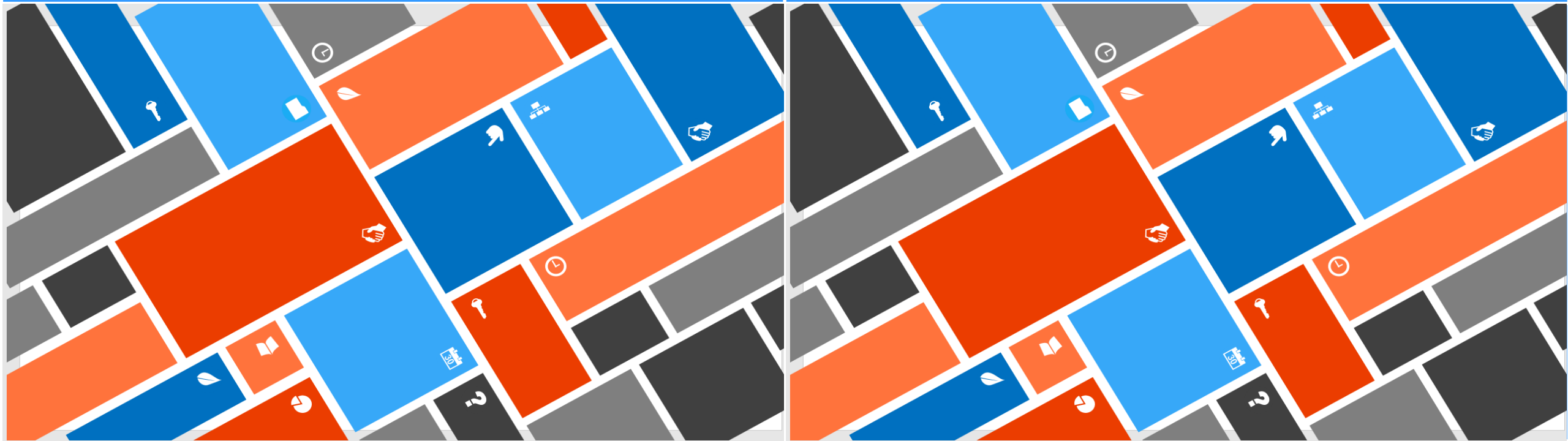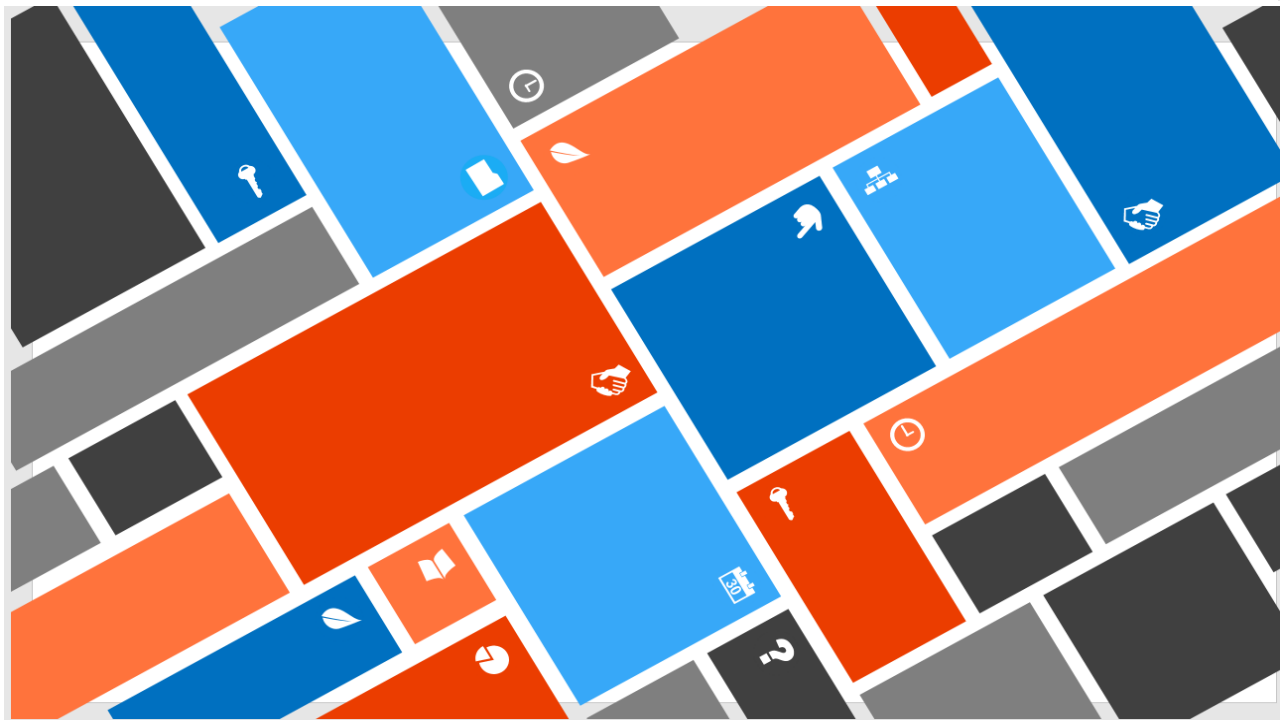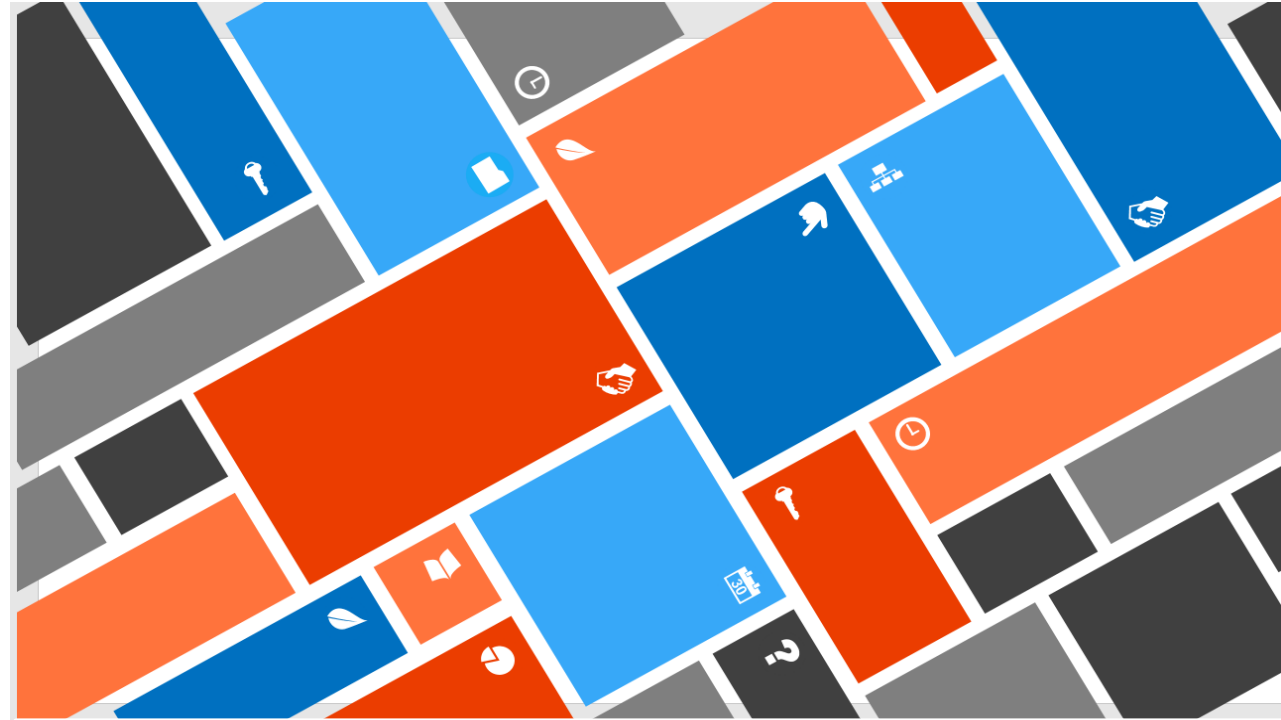# Internationalization

Vered Holzmann & Amit Marantz-Gal

Tempus IRIS: Fostering Academic International Relations in Israeli Colleges to promote education, research and innovation

Erasmus+ IN2IT: Promoting Internationalization by Innovative Technologies to strengthen the capacities for teaching & learning, researching, and training

01 Strategy for Internationalization

02 Internationalization of the Curriculum

**03** Internationalization Maturity Matrix

01

Strategy for Internationalization

STRATEGIC PLANNING

- is about positioning (regional, national, international)

- is designed to strengthen and enhance the performance and quality of an institution

- is participative, dynamic and future focused

- is fundamentally a change process

- results in decisions and actions

BENEFITS
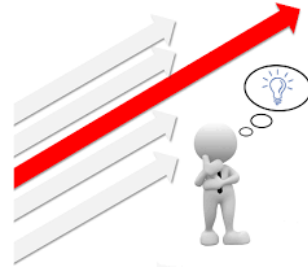
It is a means to face current challenges, offering the opportunity to:

- ✓ **Align** the organizaiton with its environment

- ✓ Establish **vision**

- ✓ Create a framework for **future direction**

- ✓ Set clear **priorities**

- ✓ Create a process for **implementation**

- ✓ **Benchmark** with good practice

- ✓ Take greater **control** of events

THE STRATEGIC PLAN

- Timeframe

- Vision & Mission

- SWOT Analysis

- Strategic Goals

- SMART Objectives

- Work Plan

- KPIs (Key Performance Indicators)

THE STRATEGIC PLAN

Timeframe

The timeframe for strategic plans is often **3 - 5 years.**

A **dynamic strategic plan** evolves by responding to changes in the organization and in the environment.

It elicits dialogue and can be continually refined and improved.

THE STRATEGIC PLAN

Vision & Mission

A **vision** statement describes the **desired future position** of the institution**.**

A **mission** statement talks about **how** you will get to where you want to be.

The vision and mission must be aligned with the institution's strategy.

THE STRATEGIC PLAN

SWOT Analysis

A useful technique for understanding your **Strengths** and **Weaknesses**, and for identifying both the **Opportunities** open to you and the **Threats** you face.

By looking at yourself and your competitors, you can define a strategy that helps you distinguish yourself from other HEIs, and exploit your **competitive advantages**.

THE STRATEGIC PLAN

Strategic Goals & Objectives

Goals are the general anticipated results of internationalization.

SMART Objectives are the specific accomplishments that the efforts or actions are aimed to achieve.

THE STRATEGIC PLAN

Work Plan

Detailed list of activities to be carried out in the short-term.

Define **milestones** to signal anchors, significant events or stages in the progress of internationalization.

Assess the available **human resource skills and capacities**.

Assign clear **responsibilities** for each prioritized activity in the plan.

Define **financial resources** needs.

THE STRATEGIC PLAN

KPIs (Key Performance Indicators)

Measurable (more quantitative than qualitative) values that demonstrate how effectively the institution is achieving key internationalization objectives.

Measuring inputs – resources to achieve the outputs

Measuring activities – actions taken to achieve the outputs using the inputs

Measuring outputs & outcomes – results of activities

THE STRATEGIC PLAN

Summary

The international strategy has to be **tailor made** according to the vision, the values and the priorities of the institution.

Top management must be involved and needs to make strategic choices and prioritizations.

The plan must be **communicated** to internal and external stakeholders.

Continuous monitoring and evaluation ensures **sustainable** internationalization and leads towards **maturity.**

02

Internationalization of the Curriculum

INTERNATIONALIZATION OF THE CURRICULUM

The Process

*"the incorporation of an international and intercultural dimension into the **content** of the curriculum as well as the **teaching** and **learning** arrangements and support services of a program of study"*

(Leask)

INTERNATIONALIZATION OF THE CURRICULUM

The outcome

An internationalized curriculum will engage students with internationally informed research and cultural and linguistic diversity and purposefully develop their international and intercultural perspectives as global professionals and citizens.

(Leask)

ACADEMICS' RESPONSES

"The concept is all very well, but how do I get started? I understand the idea but I can't see what's behind it. I can't find a direction. It's all too abstract, ideological even. It doesn't take you anywhere."
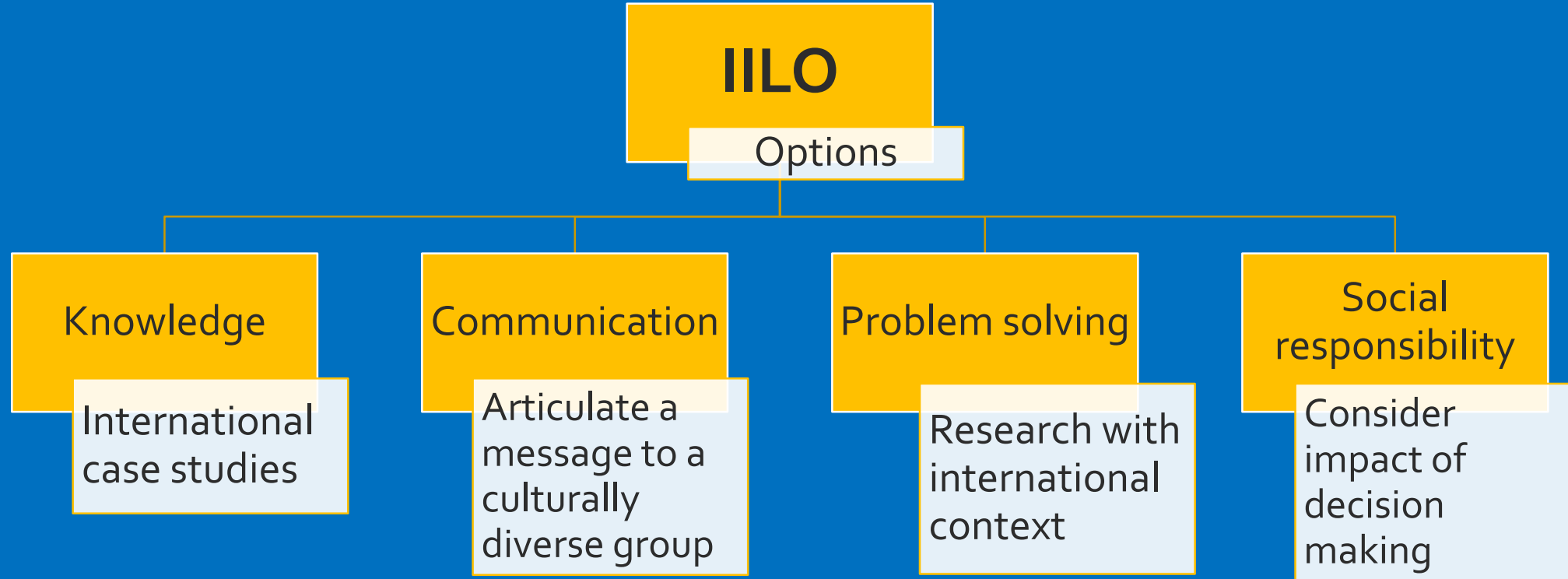
(Green & Whisted)

SOME ASSUMPTIONS

- Varies across the disciplines
- Super-complex context
- Fuzzy, abstract
- Academics at the core
- Never ending, cyclical

SOME MISCONCEPTIONS

- Teaching in English = IoC
- The presence of international students = IoC
- IoC necessitates international students
- A simple, content add-on feature

INTERNATIONALIZATION OF THE CURRICULUM PROCESS IN AN ISRAELI COLLEGE

Responses, motivations, interpretations and enactment across 3 academic disciplines
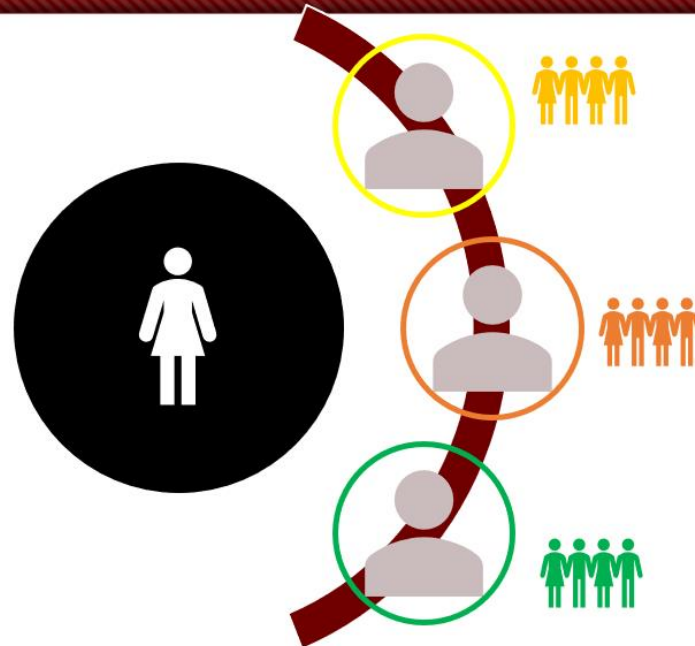
LOOKING FOR

- Key engagement points

- Evaluating enactment

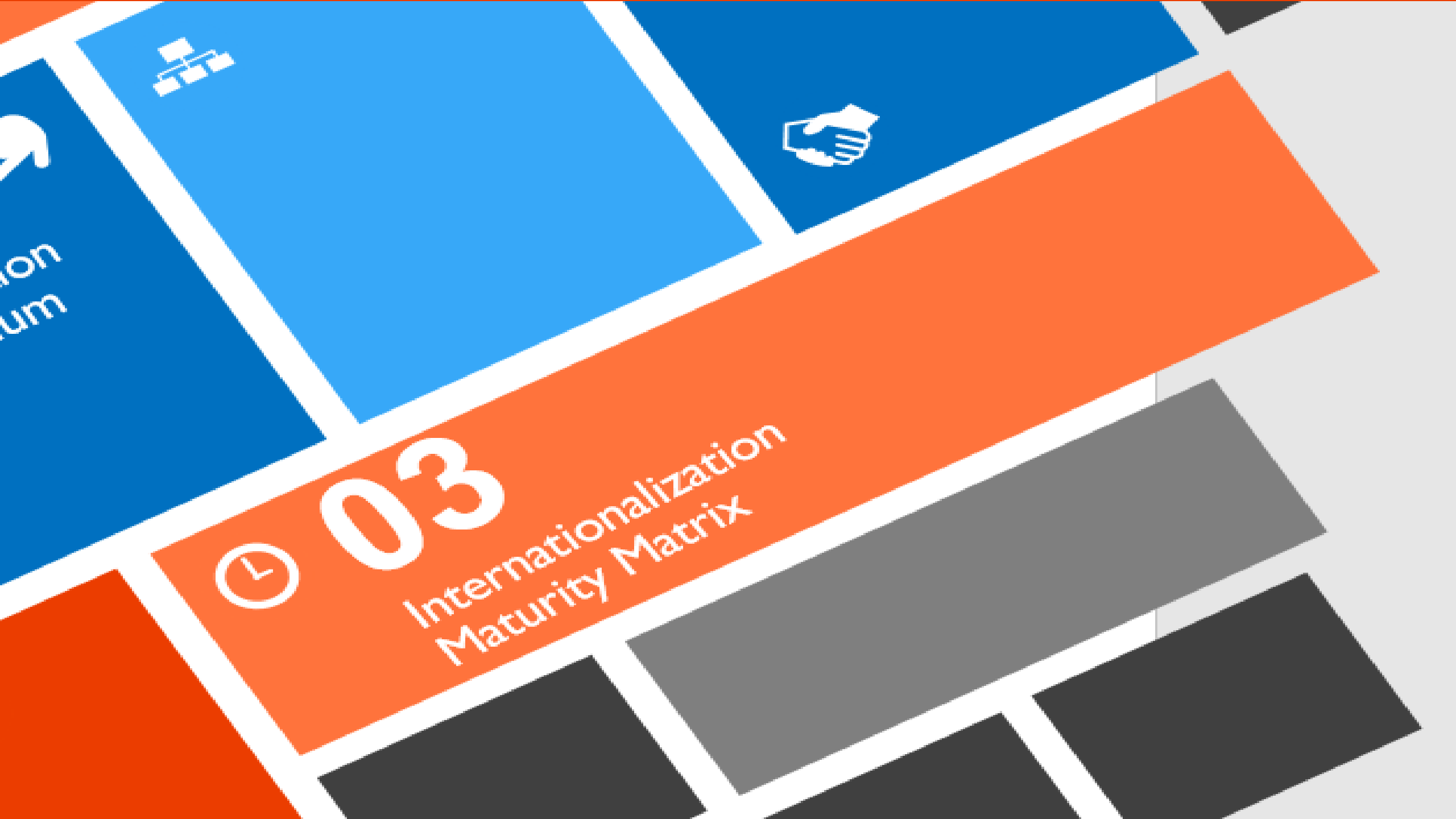- Facilitating the process – the Israeli way

EVALUATING ENACTMENT

Syllabus markers for internationalization –
A practical tool

FACILITATING
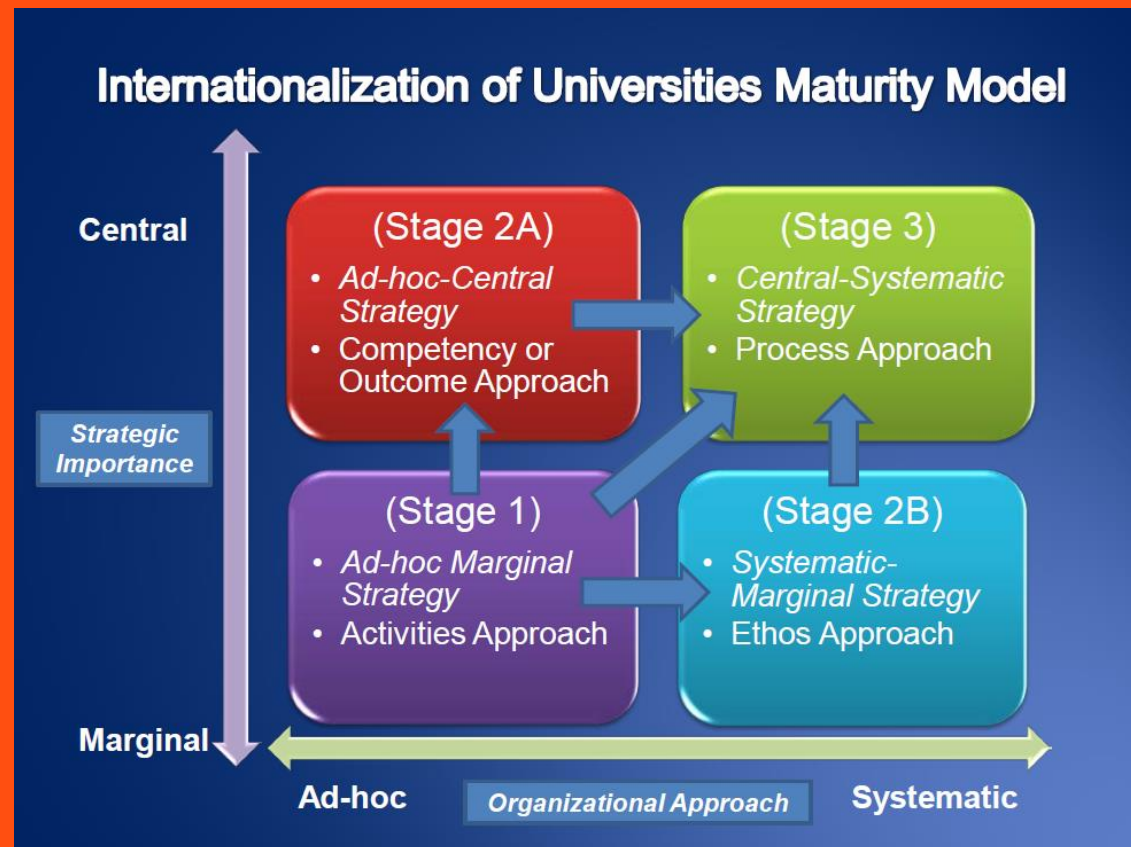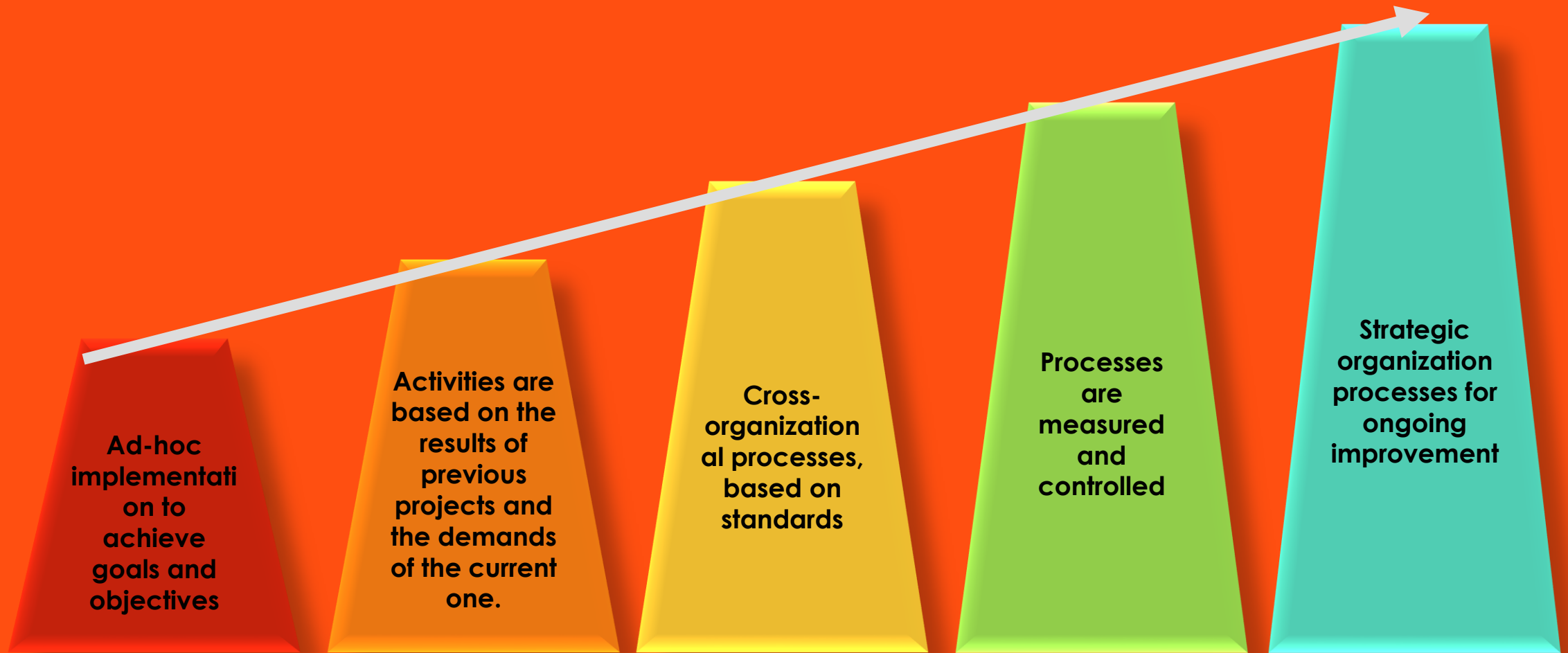

Facilitation strategy: Orbits of IoC

Internationalization Maturity Matrix

INTERNATIONALIZATION MATURITY MATRIX

Source: Lee Tong Nge, PhD thesis, Leicester University, 2012

INTERNATIONALIZATION MATURITY MATRIX

Ad-hoc implementation to achieve goals and objectives

Activities are based on the results of previous projects and the demands of the current one.

Cross-organizational processes, based on standards

Processes are measured and controlled

Strategic organization processes for ongoing improvement

INTERNATIONALIZATION MATURITY MATRIX

Strategic Goal / Priority	Indicators Names
Develop internationalized curriculum (modules and courses) in English	1. Number of faculty members who have taken the IoC workshop (bologna oriented). 2. Number of new International courses opened (formalized and piloted) in the college Academic System in English. 3. Percentage of international academic CREDITS (total 20 credits covering one full semester, comprise of courses catalog of 3rd academic year only).
Increasing multicultural and multilingual competence and awareness among faculty and students	1. Number of courses that contain multiculturalism content. 2. (a) Number of multiculturalism courses delivered; (b) Percent of students participating in the course. 3. (a) Number of international guests; (b) Number of open international/English-language sessions for students and faculty.

INTERNATIONALIZATION MATURITY MATRIX

No.	Name of Indicator	Indicator Values			Modification in Data Collection[1] (YES or NO)	Remarks[2]	Conclusions[3]
		2018	2019	2020			
1	Number of faculty members who have taken the IoC workshop (bologna oriented).						
2	Number of new International courses opened (formalized and piloted) in the college Academic System in English.						
3	Percentage of international academic CREDITS (total 20 credits covering one full semester, comprise of courses catalog of 3rd academic year only).						

1 YES, if data was collected in a modified way (e.g. reports from individual people replaced by database inquiries); NO otherwise. If YES, please describe the changes in Remarks.
2 Explain briefly reasons why indicator value is changed (up or down) or not changed.
3 Any information regarding the Self-Assessment Survey, which may be important or useful for next surveys.

Thank You!

Vered Holzmann & Amit Marantz-Gal