



Mapping Indicators for Internationalization at Home within Israeli Partner Institutions

Step One: Compilation of Indicators

WP1 -Preparation and Planning

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Mapping Indicators for Internationalization at Home¹

In the following report you will find relevant quantitative indicators and questions from the following measuring tools: IMPI Toolbox, Logical Framework Matrix (LFM), SUCTI, Council for Higher Education (CHE) as described in much details in the Performance Measurement Plan (see Appendix A). These indicators have been compiled into a questionnaire that has been distributed to each international office of participating institutions to complete/obtain data from within their institution. All indicators are linked to their relevant measurement goal (Impact, Goals and Action) to cover baseline for each institution regarding guidelines and procedures for the IRO office (i.e., staff/faculty training on internationalization, social integration strategies, virtual classrooms, etc.) Please see Appendix B for a complete explanation of the Matrix and output.

¹ WILLIAM bases its initial concept of IaH on the definition provided by Jos Belen and Elspeth Jones from 2015 as: "The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments". For the purpose of this project, it is important to clarify these terms: "*curriculum*" refers to any kind of intervention that is meant to improve the knowledge and mindset of the individual exposed to such intervention. "*Formal*" as any intervention that is recognized as part of the university curriculum for students or staff development policies for academics and other staff as well as any intervention as described under "*curriculum*" which is recognized as a formalised part of the university policies. "*Informal*" as any intervention as under "*curriculum*" that is initiated by the HEI and conducted by HEI staff/academics/students/alumni for any target group without a formal recognition or regulation. "*Domestic learning environment*" as any location that does not require physical mobility beyond the city, region or country in which the "student" is located. Overall, IaH is about putting a focus on creating a campus in which all students have the opportunity to reap the benefits of international higher education without going abroad.

Logical Framework Matrix (LFM)

To determine baseline, the following questions from the LFM has been completed by each partner institution by May 15th, 2019.

Is an IaH strategy implemented at your institution? If so, please elaborate
Does your institution have procedures and protocols for international students? Please elaborate briefly on types/nature of these procedures and protocols.
Do you use marketing tools to advance an international campus for your home students? If so, please provide some examples
How do you evaluate international student services at your institution? If and how do you measure this?
Does your institution provide collaborative virtual classrooms (i.e., students in Israel and abroad are working together collaboratively using an online platform)? If so, how many classes?
Do you evaluate performance of the collaborative virtual classroom?
Can you provide an exact number of courses offered in English at your institution?
If yes, please provide the number of courses and course title in the 2017-2018 school year
Do you offer training/support for faculty teaching international students? What type of training?
Do you offer staff or faculty intercultural training? If so, please elaborate on type, frequency and target audience
Do you receive funding from the Council of Higher Education for internationalization? If so, is any of your funding from the Council of Higher education used to support WILLIAM's activities?

IMPI

The questions from the IMPI Toolbox below have been completed by each partner institution for the following purposes: 1) to determine baseline for IaH strategies (together with LFM) 2) identify gaps between IL and EU partners in order to fine tune learning on site visits, 3) as a pilot to develop a tool for dissemination to help IL HEIs better define their IaH strategies.

Internationalization at home staff
Are the foreign language skills of staff members taken into consideration for promotion and tenure?
Does your university/college have offices dedicated to international activities of staff (international programmes, cooperation and research, trips, visiting lecturers, etc.)?
Does your university/college implement incentives to further internationalisation at home activities of staff?
Does your university/college provide opportunities for academic staff members to learn how to internationalise their teaching and the curriculum?
Does your university/college provide facilities adapted to the needs of a culturally diverse staff population?
Does your university/college provide support to international staff with special needs?
Strategy/Regulations/Structures
Does your university/college have a clearly defined strategy for internationalisation at home?
Does your university/college have a clearly defined human resources strategy for internationalisation at home?
Is your university/college's internationalisation at home strategy endorsed by your university/college's academic staff members?
Is internationalisation at home a holistic endeavor within your university/college?
Is responsibility for internationalisation at home within your university/college clearly assigned?
Within your university/college, is responsibility for internationalisation at home at central and sub-unit levels clearly assigned?
Are procedures for decision making with regard to internationalisation at home clearly defined within your university/college?
Does your university/college have a specific organisational structure to support internationalisation at home?
Are meetings held between non-academic staff members and academic staff members in your university/college on internationalisation at home?
Do your university/college's senior management staff members play a part in receiving international students?
Does your university/college have defined regulations, procedures enabling and supporting internationalisation at home?
Does your university/college have policies aimed at encouraging and supporting internationalisation at home?
Is responsibility for internationalisation at home assigned at the highest management level of your university/college?
Does your university/college have an office dedicated to internationalisation at home?
Does your university/college provide special funds to support the integration of international/local students with special needs in international activities?
Does your university/college use the Common European Framework of Reference for Languages CEFR?

Does your university/college have a strategy to integrate ICT in the support to international students?
Does your university/college provide facilities adapted to the needs of a culturally diverse student population?
Does your university/college have an international student center?
Does your university/college have a central office or information point for international student services/guidance?
Does your university/college have a designated contact person(s); to serve as the primary point of contact for international students?
Does your university/college offer student services in different languages?
Does your university/college provide housing services/support for international students?
Does your university/college cooperate with local student organisations & student representatives?
Does your university/college support students involvement in international, student networks, organisations?
Does your university/college provide facilities adapted to the needs of a culturally diverse staff population?
Quality assurance
Is a quality assurance procedure in place for the international study programmes in your university/college?
Is a monitoring system in place for the international study programmes in your university/college?
Are translations of degree certificates conferred by your university/college available?
Does your university/college have a clearly defined strategy on measuring outcomes of internationalisation at home?
Does your university/college use results of measuring outcomes for quality improvement procedures in internationalisation at home?
Does your university/college use student surveys to get information about the quality of international modules/courses?
Are international students actively involved in the quality control of your university/college's study programmes?
Does your university/college articulate a set of intended international/intercultural learning outcomes for students?
Has your university/college undertaken a benchmarking process to assess whether any programme(s) is/are considered to be aligned with relevant international standards or developments within the discipline?
Does your university/college articulate a goal for expansion of study programmes taught in a foreign language?
Does your university/college require proof of language proficiency for incoming students?
Internationalising Curriculum/classroom
Has your university/college implemented a strategy to use the cultural or academic background of exchange or full degree students in their classes?
Does your university/college use the International Diploma Supplement?
Does your university/college articulate a set of intended international/intercultural learning outcomes for students?
Has your university/college undertaken a benchmarking process to assess whether any programme(s) is/are considered to be aligned with relevant international standards or developments within the discipline?
Does your university/college articulate a goal for expansion of study programmes taught in a foreign language?
Does your university/college incorporate international content into its curricula (i.e. international perspective, issues, cases)?
Does your university/college offer courses/lectures conducted by teachers from foreign universities, institutions (i.e. e-learning courses, visiting lectures, etc.)?
Support international students
Does your university/college provide detailed information on courses for international students at your university/college?

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?
Does your university/college offer online administrative support to incoming students?
Does your university/college provide facilities adapted to the needs of a culturally diverse student population?
Does your university/college have an international student centre?
Does your university/college have a central office or information point for international student services/guidance?
Does your university/college have a designated contact person(s); to serve as the primary point of contact for international students?
Are all facilities provided by your university/college to domestic students also available to international students?
Does your university/college provide international students with comprehensive pre-arrival information (covering such topics as visa procedures, cost of living, tuition fees, accommodation options, university services, sports and cultural activities)?
Does your university/college provide pick-up services/support for international students upon arrival?
Does your university/college provide international students with comprehensive arrival information (covering such topics as where to check in at your university/college, whom to contact upon arrival, first steps for settling in)?
Does your university/college provide a welcome meeting or orientation session for international students upon arrival?
Does your university/college provide services/support for international students who may wish to participate in campus or community cultural activities?
Does your university/college provide a mentoring or "buddy"-system for international student support?
Does your university/college provide support for international students to encourage/enable interaction with domestic students?
Does your university/college provide support for social activities for international students?
Does your university/college provide support to international students with special non-academic needs?
Does your university/college have a team or procedure in place to assist international students in crisis?
Does your university/college offer student services in different languages?
Does your university/college provide housing services/support for international students?
Does your university/college provide visa and/or residence and work permit services/support for international students?
Does your university/college provide travel services for international students?
Does your university/college provide financial guidance services for international students?
Does your university/college offer online language training units for incoming students?
Does your university/college offer online cultural training units for incoming students?
Does your university/college provide special services for international students with special needs ?

Does your university/college provide support to student organisations which provide social activities for international students?
Does your university/college provide services/support for international students who may wish to volunteer in the local community?
Social integration
Does your university/college provide support for international students to encourage/enable interaction with domestic students?
Does your university/college provide support for social activities for international students?
Does your university/college provide services/support for international students who may wish to volunteer in the local community?
Virtual/ICT
Are e-coaching and virtual support to international students an integrated part of the mission of your university/college?
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?

Council of Higher Education- battery of questions for local students

The following questions are on perceptions of Israeli students on Internationalization, courtesy of the Council of Higher Education survey (2018). Relevant questions from this survey can be used as baseline to compare students' perceptions/attitudes between those who took part in particular interventions and a quasi 'control group'. Each institution can decide which questions are relevant to include, depending on their activity for social integration.

Perceptions of interaction with international students
Are you interested in forming relationships with international students?
Do you keep in touch with international students?
Have you formed a relationship with international students in the past?
Have you socialized with international students off campus?
Do you think academic rigor is enhanced as a result of the interaction with international students in class?
Do you think positive social experiences are enhanced as a result of the interaction with international students in class?
Would you be interested in having more opportunities to get to know international students on campus?
Do you find exposure to other cultures as an advantage for integrating international students in academic programs in Israel?
Do you find exposure to English as an advantage for integrating international students in academic programs in Israel?

Do you find academic rigor as an advantage for integrating international students in academic programs in Israel?
Do you find diversity of opinions as an advantage for integrating international students in academic programs in Israel?
Are you interested in having shared classes with international students?
Would you consider having little opportunities to meet with international student as a barrier to get to know them?
Would you consider language difficulties as a barrier to get to know international students?
Would you consider having major cultural differences as a barrier to get to know international students?
Perception of English proficiency
Would you be interested in improving your English ?
Would you be interested in learning a course in English during your program of study?
Are you required to take a course in English in your program?
Do you think learning a course in English is useful for enhancing English- language skills?
Did you have a chance to participate in a course in English during your academic studies?
Did you receive a support from your institution and/or professor while taking a class in English (i.e. English tutoring).
Perception of mobility opportunity
Did your institution offer programs abroad during your academic studies?
Are you planning to take part in one of those programs?
Would you be interested in taking a course abroad or doing internship during your academic program?
Exposure to cultures and languages
Do you perceive knowing other cultures as important ?
Would you consider developing relationships with people from other countries as important?
Would you consider sharing information about Israel abroad as important ?
Did you take a course with an international professor during your studies?
Would you be interested in an academic experience in a different language?
Are you exposed to texts in different languages in your program of study ?
Do you have assignments in different languages in your program of study?
Do you have lectures in different languages in your program of study?
Do you have lessons on multi-culture and globalization in your program of study?
Are you exposed to scholarly research from different countries in your program of study?

Council of Higher Education- battery of questions for faculty interventions

Israeli partner institutions can use these question after their interventions and compare them with the dataset from the CHE faculty survey on perceptions of internationalization and IaH.

Experience teaching international students
Do you have teaching experience in courses that include international students?
Do you feel comfortable teaching international students?
Do you think you have teaching support from the institution when teaching international students?

Would you be interested in receiving training in teaching a multi-cultural class?
Exposure to international learning environment
Do you agree that Israeli students benefit from the interaction with international students in the classroom ?
Do you agree that the exposure to international students in class is useful for the academic experience ?
In your experience, are there any academic gaps between international and Israeli students that influence understanding of class material?
In your experience, where there any social gaps between international and Israeli students that influence understanding of class material?
Do you think part of the academic experience is to provide students with multicultural skills?
Do you think part of the academic experience is to provide students with global employability?
Do you think part of the academic experience is to provide students with a better understanding of cultural differences ?
Challenges
Do you think that the academic level of international student was a barrier in teaching the class
Do you think that the academic level of Israeli student was a barrier in teaching the class
Do you think that cultural differences was a barrier in teaching the class
Do you think that language skills among Israeli students was a barrier in teaching the class
Do you think that language skill among international students was a barrier in teaching the class
Do you think that lack of student support from the institution was a barrier in teaching the class
Do you think that lack of faculty support from the institution was a barrier in teaching the class
Level of English proficiency
Do you have experience in teaching in English?
Do you feel comfortable teaching in English?
Do you think it is important that Israeli students will take a course in English (or other languages) during their studies?
Would you like to receive training in a foreign language?
Perception of internationalization
Do you support and encourage international experiences among your students?
What type of interaction do you support and encourage?
Do you support a semester abroad
Do you support an internship abroad or in an international organization in Israel
Do you support study trips or faculty-led trips
Do you support and encourage interaction with international students
Do you think that promoting internationalization is important for your department/institution?
Does your institution promote international initiatives?

SUCTI (administrative faculty)

The SUCTI survey focuses on perceptions of internationalization for administrative staff. This survey can be adapted to any target population: 1) students, 2) administrate, 3) faculty and 4) university management.

Internationalisation Please state to what extent you agree with the following statements:	Universities should receive more international students
	Universities should encourage national students to have a study abroad experience
	Internationalization of education is a luxury that universities cannot afford
	Staff should receive training regarding the challenges of internationalization
	It is not enough to know languages in order to understand international students' needs
	International students are harder to manage than local students
	If you have gone on an exchange abroad, you understand international students better
	Exchange periods should be compulsory for all university staff
	Many international students do not make enough effort to integrate into our way of doing things.
	Becoming more international is a priority for all universities
	International students represent a cost to the host institution

Appendix A

Tools/types of Indicators to Measure Performance:

In order to measure performance, we have compiled the following 5 tools to help institutions develop their IaH strategies and to serve as a base line.

- 1) **IMPI Survey** - To map and then assess Internationalization at Home strategies and standardization of what currently exists in each institution, we will use relevant indicators from the IMIP survey that related to our 4 impact areas, 3 central goals, and 9 action lines (see addendum for a summary of these). The IMIP survey is a product of an EU funded Life Long Learning Programme for Internationalization (2009-2012). It is a toolbox to support institutions in defining indicators for measuring internationalisation for the purpose of self-assessment and benchmarking. Out of these 500 indicators, we will use all that are related to our goals, action lines, and impact areas. See IMPI website <http://www.impi-toolbox.eu/>
- 2) **LFM Indicators** – All indicators stated on the LFM will be compiled in a table that each IL partner will use to identify baseline. Each institution will be responsible for collecting data in relevant intervals to assess progress.
- 3) **Indicators from the Council of Higher Education (CHE) Survey for Internationalization.** The CHE has produced a survey of 15,000 students in Israel

and ~2,000 faculty across institutions on perceptions of internationalization, included within this survey are several measures for Internationalization at Home. WILLIAM has obtained permission to use this dataset in order to create a baseline for our institutions. Over the course of the project, we will re-survey students and faculty perceptions for those who took part in interventions/activities in order to have a mechanism to compare our progress vis-à-vis a standard baseline for two types of campuses (as defined by the CHE).

- 4) **Indicators from SUCTI survey** – The SUCTI survey focuses on perceptions of internationalization for administrative staff. SUCTI is a Capacity Building project currently in its final year of funding. We will draw from this survey to supplement questions from the CHE survey where necessary to create a baseline and track progress. This survey can be adapted to any target population: 1) students, 2) administrative, 3) faculty and 4) university management. See SUCTI website: <https://suctiproject.com/>
- 5) **Qualitative interviews with various stakeholders**– We will design a qualitative interview template for interviews that will be conducted with selected students and faculty across each institution. This data will add richness to the level of understanding and analysis of perceptions of internationalization at home PRIOR to the project and additional interviews DURING activities in order to make necessary adjustments and gain feedback in real time. It will also offer some contextualization of the quantitative data and elaboration of stakeholders fears and challenges when it comes to advancing an international campus agenda.

Methodology for Data Collection and Analysis to Establish Baseline and Tracking Mechanisms:

Step One: Compilation of Indicators

Deadline: March 31

We will compile all relevant quantitative indicators from the above tools (IMPI, LFM, SUCTI, CHE) into a questionnaire that will be distributed to each international office of participating institutions to complete/obtain data from within their institution. Based on the composite indicators, we will be able to create an index of internationalization at home strategies and activities that will allow us to see, from 0%-100%, where institutions stand as a baseline in a standardized manner (i.e. 0% indicating no IaH strategy/activities, 100% indicating full and elaborate IaH). Indeed, 100% is likely a theoretical score based on full completion of all composite indicators.

We will be able to use this tool for the purposes of:

- 1) Benchmarking institutional progress over time,

- 2) Identifying gaps between Israeli institutions and EU partner institutions (evidence based way to inform what trainings EU partners should be providing specifically),
- 3) Comparing between institutions

As part of the construction of the index, all indicators will first be linked to their relevant measurement goal (i.e. how do the indicator relate to 4 impact areas, 3 goals, 9 action lines). This will ensure that we have fully covered baseline for each institution regarding: guidelines and procedures for IRO office, staff/faculty training on internationalization, social integration strategies, virtual classrooms, etc..).

In addition, to the compilation of indicators for quantitative data measurement, we will devise templates for qualitative interviews which will be prepared in order to understand the unique situations of each institution and offer context for the baseline data. Note: Qualitative interviews will take place in year 1 and 2. Currently, we will be focusing on the template for year 1 as part of the mapping and understanding of existing attitudes/fears/challenges regarding Internationalization at home.

The preparation and QA workpackages will work to devise this questionnaire and to develop the process outlined here by which each institution will be collecting baseline data.

Step Two: Baseline Data Collection by HEIs

Deadline: May 15th

Each Israeli institution will be given the questionnaire and relevant data collection procedures for baseline data collection. At the national meeting, the preparation workpackage presented the tool and data collection process. Each institution will submit what IaH strategies/policies exist and report on a standardized template provided by WP1.

Step Three: Creation of IaH Index and Data Analysis

Deadline: May 30

Creation of the Internationalization at home index that will include the toolbox itself, the measures, and results of each institution on a 0-100% index assessing level of internationalization at home. Analysis identifying gaps between Israeli and EU partners will be identified so that EU partners can focus on the gaps in the site visits offering specific teaching and training that enhances IaH strategies based on systematic assessment.

By May 30, we will have a report that will inform the 1) institutions in what is standard in WILLIAM, 2) what are the differences we can among Israeli institutions 3) what are the main differences in IL versus EU partner institutions.

Step Four: Institutions Establish/Revise IaH strategies

Deadline: October

Institutions establish/revise IaH strategies based on process above. Each institution individually and as a consortium identifies clearly what areas will be improved and how, in line with the LFM but more comprehensive now that IaH will be clearly defined for each institution and gaps identified.

At this stage there will be a transition from the preparation workpackage to QA, as the mapping and baseline indicators will be complete and we will move to tracking based on milestones and in line with planned activities..

Timeline for Completion of *Entire* Performance Measurement Table:

What IaH strategies/policies exist already in each of the participating HEIs already?

By May, 15 each institution will submit what IaH strategies/policies exist and report on a standardized template provided by WP1 across all areas of focus (social integration, virtual classrooms, staff training, guidelines/protocols).

Baseline indicators on this at present

By March 31, the tools necessary for each institution to clearly identify its strategies/policies tied to IaH in a systematic way will be established (based on IMPI indicators and LFM). Israeli and EU partners will complete IaH analysis so that comparisons can be made between IL and EU and so that gaps can be determined. This is a central part of WP1 Preparation.

What new strategies/policies will be introduced?

By October, Institutions establish/revise IaH strategy based process outlined in previous section (steps 1-4). Each institution clearly identifies what areas will be improved and how, in line with the LFM but more comprehensively and in a systematic way after IaH has become clearly defined for each institution, gaps identified, and learning from EU partners absorbed (through site visits, mentoring, and consortium meetings).

How will existing strategies be changed?

By July 1, as addressed above, each institution will submit in standardized manner a document which outlines how strategies will be changed, in line with LFM.

Same indicators as in baseline to be used to measure this change

By September 1, QA workpackage will establish standardized measures (where possible) for tracking progress and determining milestones and processes for data collection from each institution. This will be a direct continuation of the preparation workpackage as the same measures will be used in order to track progress. By now, each IL institution will have a clear strategy and plan for improvement, hence by Sept. 1 the specific target populations can be identified for interventions and evaluation of them (i.e. which classes, which students, which faculty). This is primarily relevant for the social integration schemes and virtual classrooms.

What tangible results will be produced to demonstrate this change that can be uploaded on the project results platform

We have identified the 5 tangible and important results of WILLIAM (see addendum). This will guide our work continuously to be sure we have measures in place for all 5, results in addition to the other promised deliverables stated in the LFM.

Which of the pieces of equipment on your equipment list will be used for this purpose?

By July 1, we will provide a report of all suggested equipment for each institution and offer complete justification. Before then, each institution must review the equipment list in the proposal and make sure that it is necessary to fulfil their IaH needs. The site visits to EU partners will also allow us to think if there is equipment that would be more relevant for a particular institution.

By September 1, we will aim that all equipment will be finalized and purchased.

Note regarding the specific indicators in the Performance Measurement Table, The dates laid out above apply to all of them. However, it was not clear to us what was meant by “**What learning tools exist already**” was this intended for virtual classrooms specifically? We did not see this as a primary focus of WILLIAM, per say. Additionally, we would slightly modify the title offered which was: “**What interactive courses on cross-cultural management exist already in each participating HEI?**”

We Suggest: “**what trainings on internationalization at home and cross-cultural skills exist already in each participating HEI**”

Our goal for staff and faculty training is not only enhancing their cross-cultural skills but also increasing their awareness and interest in being part of an international campus. This is critical to IaH strategies.

Addendum: Recap of Goals, Activities/Action Lines, Outcomes, Impact

Goals:

- 1) International learning environment for home students
- 2) Social integration strategies for international and home students.
- 3) Working to address needs of international students studying in Israel

Activities/Action Lines:

1) International Learning Environment for Home Students (WP2&3)

- Virtual International Classrooms
- International Curriculum in English
- Promotion of International campus

2) Social integration strategies for international and home students (WP2)

- a) Develop Social Integration Strategies and Campaigns
- b) Integrated Academic Settings
- c) Joint Extra-Curricular Activities

3) Working to address needs of international students studying in Israel (WP2)

- d) Integrated IROs fostering a supportive environment
- e) Clear Protocols, regulations for incoming students
- f) Staff Training

Central Outcomes/concrete results

- 1) National level: Creation of standards for 'Internationalization at Home' for Israeli HEIs, along with a toolkit for IaH, and a self-assessment tool - all accessible on the WILLIAM website.
- 2) Institutional Level: Number of new and revised guidelines and policies within the International Relations Office to support incoming students across 7 Israeli partner HEIs.
- 3) Institutional Level: Number of new and revised social integration programs, including measures on number of participants in activities and their satisfaction with them across 7 Israeli partner HEIs.
- 4) Curriculum/Faculty: Number of virtual classrooms piloted and integrated into the curriculum across 7 Israeli partner HEIs (with measures of students' international skillsets and desire for additional interaction with foreign students, as well as faculty assessment)
- 5) Faculty/Staff: Number of faculty and staff that are trained and competent in working with international students and addressing their needs across Israeli partner HEIs (with measures of both increase in competencies and in their overall understanding/ interest in 'Internationalization at Home')

Impact – 4 Levels

National Level:

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

Institutional Level:

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

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.

Student Level:

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.

Appendix B

Impact	Goals	Impact serve	Actions	Deliverables	Dimensions
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1	National level: Promote a set of measures that support laH strategies and policies across IL HEIs	1	International learning environment for home students	1	2	3	4	1.Virtual Classrooms 2.International Curriculum 3.International campus	standards for laH toolkit & self-assessment tool Number of new and revised guidelines and policies within the IROs to support incoming students	Perceptions Attitude & degree of openness (Personal Impact Indicators) Composite indicators to measure existing processes, procedures protocols -Yes/no -What activities -# of activities (later) Interviews
2	Institutional Level: International student support services, through development of protocols/guidelines and social integration schemas.	2	Social integration strategies	X	X	X	X	4. social Integration strategies and campaigns 5. Integrated Academic settings 6. Joint extra-curricular activities	Number of new and revised social integration programs	
3	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.	3	Working to address needs of foreign students studying in Israel	X	X		X	7. Integrated IROs fostering a supportive environment 8. Clear Protocols, regulations for incoming students	Number of virtual classrooms piloted and integrated into the curriculum Number of faculty and staff that are trained to working with international students	
4	Student Level: 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							9. Staff and faculty training		



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Appendix B

LFM

LFM Indicators & Questions					Goals served			Action line(s) served								
	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.	G1	G2	G3	Virtual International Classrooms	International Curriculum in English	Promotion of International campus	Develop social integration strategies and campaigns	Integrated Academic settings	Joint extra-curricular activities	Integrated IROs fostering a supportive environment	Clear protocols, regulations for incoming students	Staff and faculty training
Qualitative indicators	I1	I2	I3	I4				A1	A2	A3	A4	A5	A6	A7	A8	A9
Is an IaH strategy implemented at your institution? If so, please elaborate																
Does your institution have services, procedures and protocols for international students?																
Is any of your funding from the CHE used to support WILLIAM's activities?																
Do you use marketing tools to advance an international campus for your home students? If so, please provide some examples																
Do you use self-assessment tools to evaluate performance on internationalization at home?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
How do you evaluate the international student services (e.g., academic advising etc.) at your institution? If and how do you measure that?																
Does your institution provide collaborative virtual classrooms (i.e., students in Israel and abroad are working together collaboratively using an online platform)? If so, how many classes?																
Do you evaluate performance of the collaborative virtual classroom?																
Can you provide an exact number of courses offered in English at your institution?																
If yes, please provide the number of courses and course title in the 2017-2018 school year																
Do you offer training/support to faculty teaching international students? What type of training?																
Do you offer staff or faculty intercultural training? If so, please elaborate on type, frequency and target audience?		1	1													
Quantitative indicators																
How many end-users, visitors to websites and online videos do you currently have?	1			1												
How many promotional activities and material on internationalization at home do you currently have?					1	1	1	1	1	1	1	1	1	1	1	1
How many faculty participate in virtual classrooms?																
How many students participate in virtual classrooms?																

CHE student

	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.	G1	G2	G3	Virtual International Classrooms	International Curriculum in English	Promotion of International campus	Develop social Integration strategies and campaigns	Integrated Academic settings	Joint extra-curricular activities	Integrated IROs fostering a supportive environment	Clear Protocols, regulations for incoming students	Staff and faculty training
	I1	I2	I3	I4				A1	A2	A3	A4	A5	A6	A7	A8	A9
Perceptions of Interaction with Intl Students Are you interested in forming a relationship with international students? Do you still keep in touch with international students? Have you formed a relationship with international students in the past? Have you socialized with international students off campus? Do you think academic rigor is enhanced as a result of the interaction? Do you think positive social experiences are enhanced as a result of the interaction? Would you be interested in having more opportunities to get to know international students? Do you find exposure to other cultures as an important advantage for your education? Do you find exposure to English as an important advantage for your education? Do you find academic rigor as an important advantage for integrating international students? Do you find diversity of opinions as an important advantage for your education? Are you interested in having shared classes with international students? Would you consider having little opportunities to meet with international students? Would you consider language difficulties as a barrier to get to know international students? Would you consider having major cultural differences as a barrier to get to know international students?	1		1	1	1	1	1	1	1	1	1					1
Perception of English Proficiency Would you be interested in improving your English? Would you be interested in learning a course in English during your program? Are you required to take a course in English in your program? Do you think learning a course in English is useful for enhancing your academic performance? Did you have a chance to participate in a course in English during your program? Do you receive a support from your institution and/or professor while studying abroad?	1	1	1	1	1	1	1	1	1	1	1					1
Perception of Mobility Opportunity Did your institution offer programs abroad during your academic program? Are you planning to take part in one of those programs? Would you be interested in taking a course abroad or doing internship abroad?	1			1	1	1			1	1		1	1	1		
Exposure to cultures and languages Do you perceive knowing other cultures as important? Would you consider developing relationships with people from other countries? Would you consider sharing information about Israel abroad as a result of your study? Did you take a course with an international professor during your program? Would you be interested in an academic experience in a different country? Are you exposed to texts in different languages in your program of study? Do you have assignments in different languages in your program of study? Do you have lectures in different languages in your program of study? Do you have lessons on multi-culture and globalization in your program of study? Are you exposed to scholarly research from different countries in your program of study?	1		1	1	1	1	1	1	1	1	1					1

CHE faculty

CHE Indicators (faculty)	Impact(s) served				Goals served			Action line(s) served								
	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.	G1	G2	G3	Virtual International Classrooms	International Curriculum in English	Promotion of international campus	Develop social integration strategies and campaigns	Integrated Academic settings	Joint extra-curricular activities	Integrated fostering a supportive environment	Clear Protocols, regulations for incoming students	Staff and faculty training
	I1	I2	I3	I4				A1	A2	A3	A4	A5	A6	A7	A8	A9
General																
What is your international experience?																
# of faculty who studied abroad																
# of faculty members who worked in an academic position																
# of faculty members who worked in a non-academic position																
# of faculty members who had frequent visits abroad																
# of faculty members who have no international work experience																
What degree did you pursue abroad?																
# of faculty members who have studied at the undergraduate level																
# of faculty members who have studied at the graduate level																
# of faculty members who have studied at the doctoral level																
# of faculty members who were employed as the post doctoral																
Where did you study?																
# of faculty members who studied in Europe																
# of faculty members who studied in the US?																
# of faculty members who studied in Asia																
Experience teaching international students																
Do you have teaching experience in courses that include																
Do you feel comfortable teaching international students?	1	1	1	1	1	1	1	1	1	1	1	1	1			1
Do you think you have teaching support from the institution																
Would you be interested in receiving training in teaching a multi-																
Exposure to international learning environment																
Do you agree that Israeli students benefit from the interaction																
Do you agree that the exposure to international students in class																
In your experience, are there any academic gaps between																
international and Israeli students that influence understanding																
Do you think part of the academic experience is to provide																
Do you think part of the academic experience is to provide																
Do you think part of the academic experience is to provide																
Challenges																
# of faculty members reported that the academic level of																
# of faculty members reported that the academic level of Israeli																
# of faculty members reported that cultural differences was a					1	1	1	1	1	1	1	1	1			1
# of faculty members reported that language skills among																
# of faculty members reported that language skill among																
# of faculty members reported that lack of student support from																
# of faculty members reported that lack of faculty support from	1	1	1	1												
Level of English proficiency																
Do you have experience in teaching in English?																
Do you feel comfortable teaching in English?																
Do you think it is important that Israeli students will take a																
Would you like to receive training in a foreign language?																
Perception of internationalization																
Do you support and encourage international experiences among																
What type of interaction do you support and encourage?																
# of faculty support a semester abroad																
# of faculty support an internship abroad or in an international																
# of faculty support study trips or faculty-led trips	1	1		1	1	1	1	1	1	1	1	1				1
# of faculty support and encourage interaction with international																
Do you think that promoting internationalization is important for																
Does your institution promote international initiatives?																

SUCTI

Personal Impact Indicators		Promote a set of measures that support laH 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.	G1	G2	G3	Virtual International Classrooms	International Curriculum in English	Promotion of International campus	Develop social integration strategies and campaigns	Integrated Academic settings	Joint extra-curricular activities	Integrated IROs fostering a supportive environment	Clear Protocols, regulations for incoming students	Staff and faculty training
		I1	I2	I3	I4				A1	A2	A3	A4	A5	A6	A7	A8	A9
BFI openness I am someone who...	Is original, comes up with new ideas	1		1	1	1	1	1	1	1	1	1					1
	Is curious about many different things																
	Is ingenious, a deep thinker																
	Has an active imagination																
	Is inventive																
	Values artistic, aesthetic experiences																
	Prefers work that is routine																
	Likes to reflect, play with ideas																
Internationalisation Please state to what extent you agree with the following statements:	Has few artistic interests	1		1	1	1	1	1	1	1	1	1					1
	Is sophisticated in art, music, or literature																
	Universities should receive more international students																
	Universities should encourage national students to have a study abroad experience																
	Internationalization of education is a luxury that universities cannot afford																
	Staff should receive training regarding the challenges of internationalization																
	It is not enough to know languages in order to understand international students' needs																
	International students are harder to manage than local students																
	If you have gone on an exchange abroad, you understand international students better																
	Exchange periods should be compulsory for all university staff																
	Many international students do not make enough effort to integrate into our way of doing things.																
	Becoming more international is a priority for all universities																
	International students represent a cost to the host institution																

IMPI

[illegible]

[illegible]