Baseline for Internationalization *at* Home within Israeli & EU Partner Institutions

Stage Two: IaH Survey Results

WP1: Preparation and Planning
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Introduction

The purpose of this stage in the process is to create an Index of Internationalization at Home strategies and activities that will allow us to see where institutions stand as a baseline in a standardized manner. The baseline allows to do the following:

  1) Benchmarking institutional progress over time,

  2) Identifying gaps between Israeli institutions and EU partner institutions,

  3) Comparing between Israeli institutions.

To ensure that we have fully covered baseline for each institution regarding guidelines and procedures, all indicators in our tool are linked to their relevant measurement goal and action (e.g., Table 1 for LFM indicators).

What follows are results of relevant quantitative indicators and questions from the LFM and IMPI measuring tools analyzed by **Type of institution** and **Indicators** followed by a brief description of the qualitative data (presented mainly at the individual-institution analysis). To maintain confidentiality, we provided a Code for each institution in lieu of names. In addition, we grouped the institutions by the categories that we use for the rest of the analysis (Type 1 Israeli HEI, Type 2 Israeli HEI, European HEI).

	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.				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	G1	G2	G3	A1	A2	A3	A4	A5	A6	A7	A8	A9
1 Is an IaH strategy implemented at your institution?	1	1	0	1	1	1	1	0	0	1	1	0	0	1	1	0
2 Does your institution have procedures and protocols for international students?	1	1	0	1	1	1	1	0	0	1	1	0	0	1	1	0
3 Do you use marketing tools to advance an international campus for your home students?	1	1	0	1	1	1	1	0	0	1	1	0	0	1	1	1
4 institution provide collaborative virtual classrooms (i.e., students in	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0
5 the performance of the collaborative virtual classroom?	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1
6 Can you provide an exact number of courses offered in English (in person or virtual)	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1
7 Do you offer training for faculty teaching international students?	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1
8 Do you offer administrative staff intercultural training or training for internationalizati	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1

Table 1: LFM Goals, Impact & Activities

According to the responses of representatives at each partner institution, the extent to which IaH activities and strategies are currently implemented among our Type 1, Type 2 and EU partner institutions is as follows:

European ▬
Type 1 ▬
Type 2 ▬

An **IaH strategy** is implemented at 2/3 **Type 1** institutions and all **EU** institutions Strategies include but not limited to international curriculum; international faculty; international student population and short mobility window for students. Full degree programs taught in English, involvement in the Erasmus Student Network and partnerships.
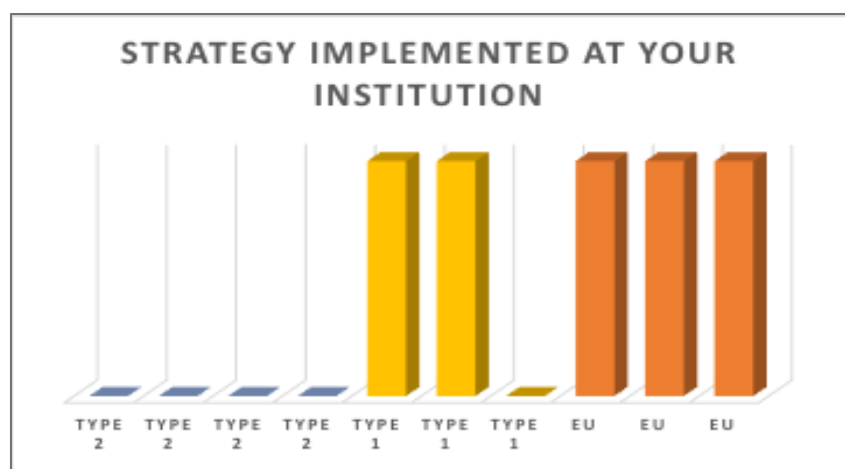
Figure 1a- Activity

Procedures and protocols for international students exist at 2/3 **Type 1** institutions and all **EU** institutions. This includes but not limited to procedures and protocols for international degree seeking students and short mobility windows such as summer and winter programs. Public announcements in both languages, an orientation day and trips for all new international students, information systems for international students, course registration procedures, training in safety and security, cultural differences, personal and academic support and pre-arrival information.
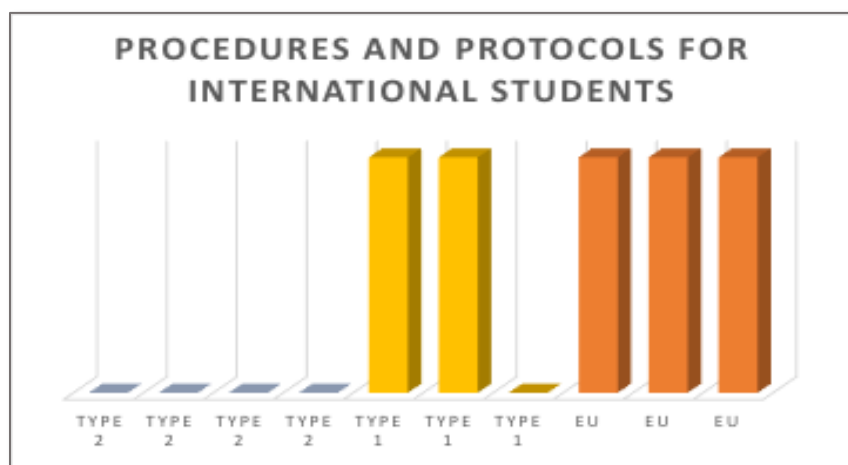
Figure 1b- Activity

Marketing tools to advance an international campus for home students exist among all **Type 1** institutions and 2/3 **EU** institutions. These include social media, flyers, handouts, International Fairs, ESN, seminars, workshops, concerts or cultural events.
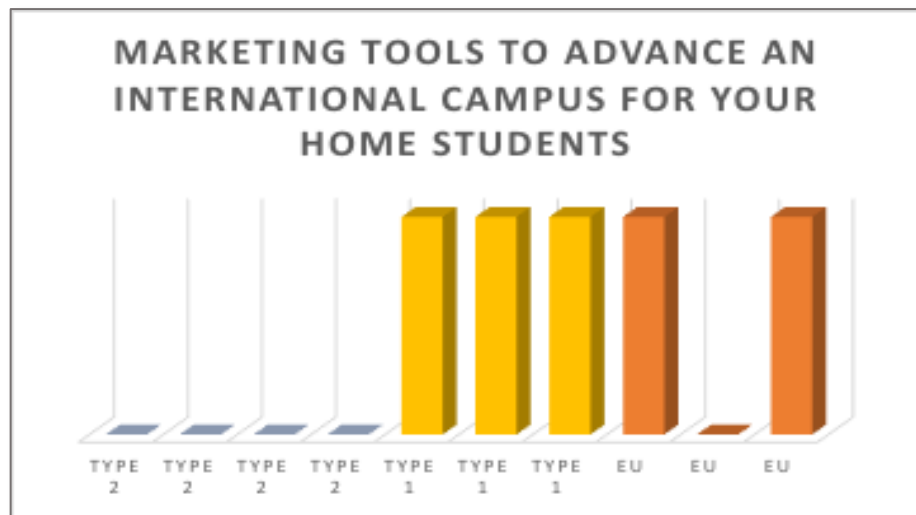

Figure 1c- Activity

Two EU institutions, one **Type 1** and three **Type 2** institutions reported they are **evaluating international student services** at their institution via surveys.

A collaborative virtual classrooms exist in one of each type of institution. The number of classes offered in those institutions are 1-3. Those classes are evaluated via surveys and student/team discussions.
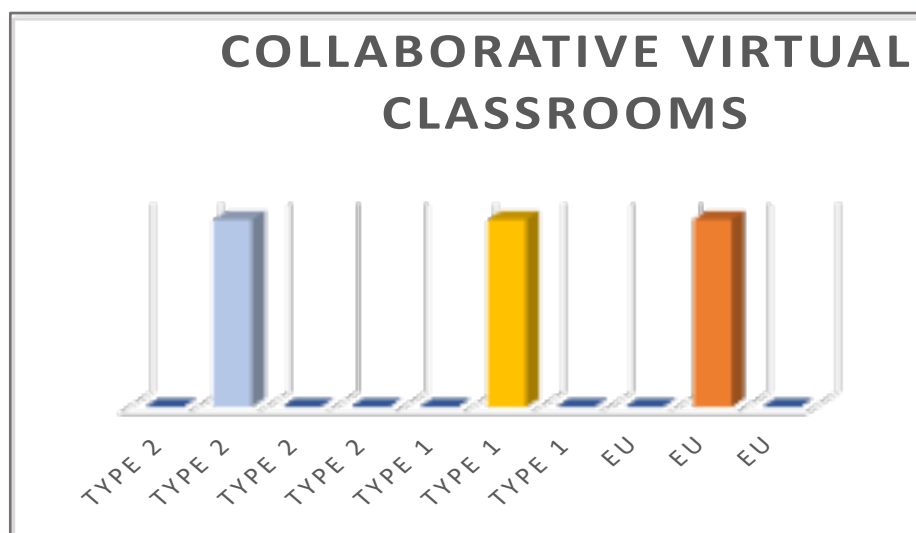
Figure 1d- Activity

All but one **Type 2** institution can provide the **exact number of courses offered in English** at their institutions (over 10 classes).
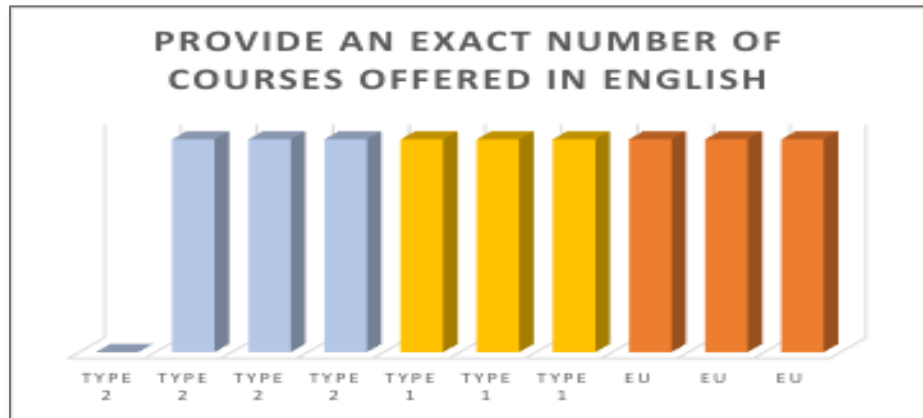
Figure 1e- Activity

Only two **EU** institutions offer **training for faculty teaching international students** (didactive and intercultural training).
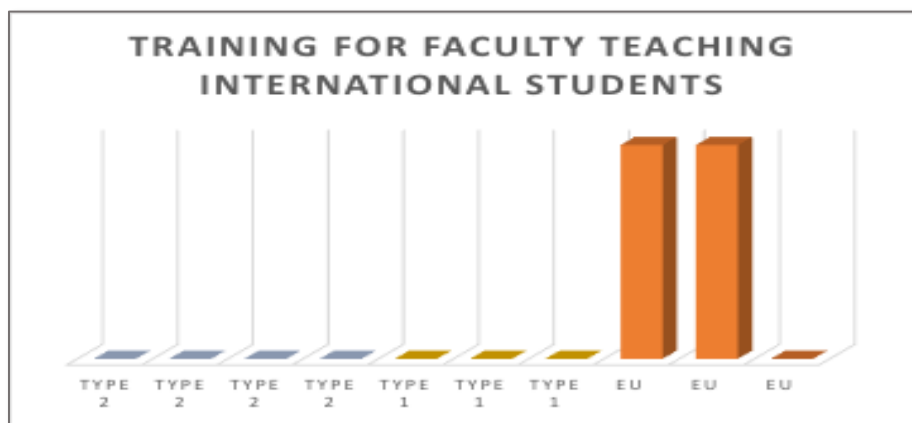

Figure 1f- Activity

Only one **EU** institution and one **Type 1** institution offers **intercultural training or training for internationalization awareness for administrative staff.**

Figure 1g- Activity

EU vs. Israeli Institutions

Results on the LFM indicators by Type

In the analysis by type, the following activities and strategies are implemented/exist. Each colour represents a certain **Type 1** institution.

Type 1: All of LFM's activities and procedures apart from one (training for teaching international students) are implemented. Only two activities (Q3 & Q6) are Implemented by all of the **Type 1** institutions.
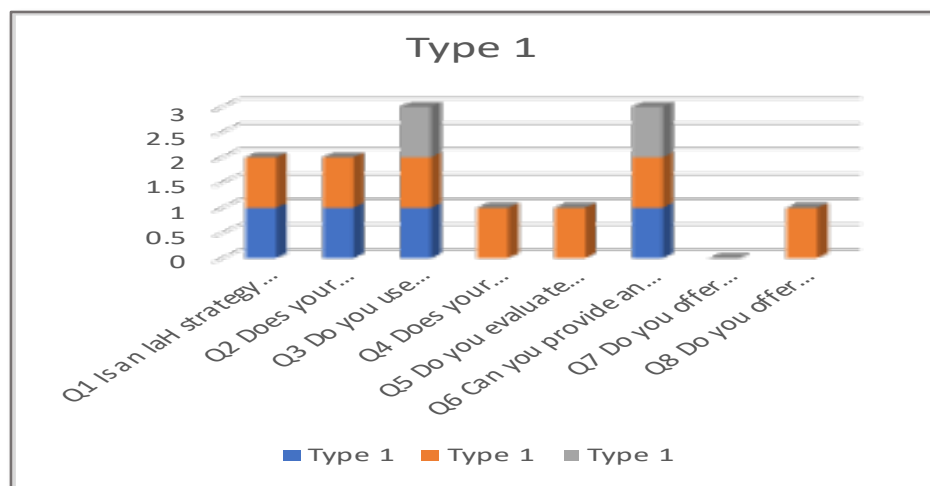

Figure 2a- Type/LFM

Type 2: Most of the LFM's activities and procedures are *not* implemented by Type 2 therefore there are various areas for a potential growth. Only one activity is implemented by three (out of four) **Type 2** institutions
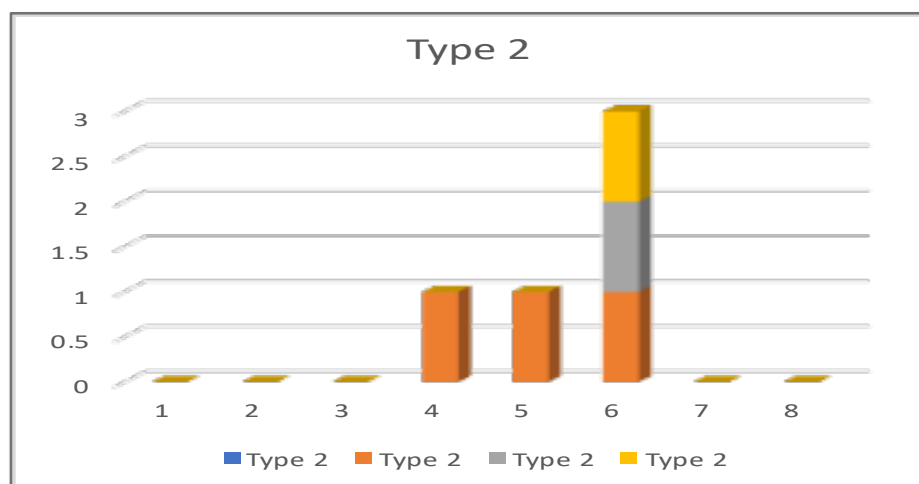

Figure 2b- Type/LFM

EU: All of LFM's activities and procedures apart from one (evaluation of virtual classrooms) are implemented. Three activities (Q1, Q2 & Q6) are implemented by all three **EU** institutions.
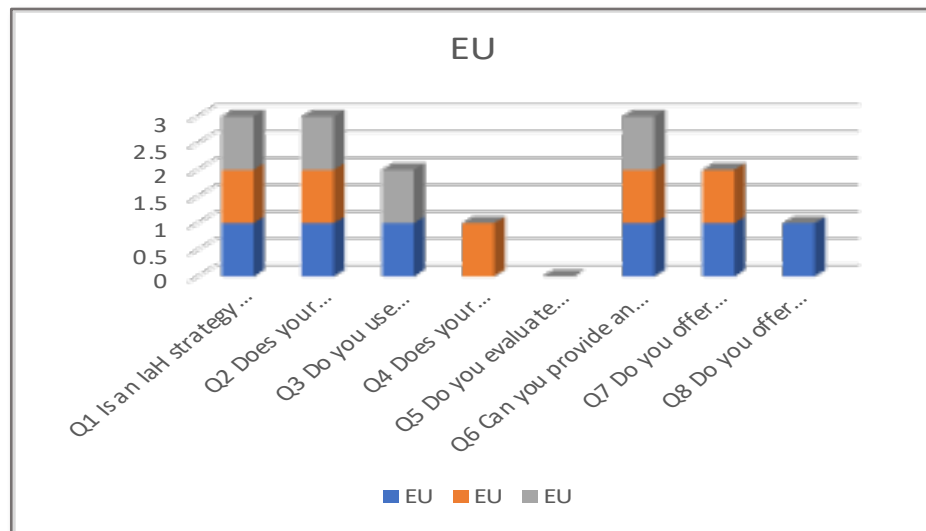

Figure 2c- Type/LFM

Overall, it looks as if **Type 1** and **EU** institutions are compatible in most areas other than training staff (both academic and administrative). In fact, none of the Israeli institutions offer training for faculty teaching international students. All institutions can improve by offering virtual classes and evaluating them. All but one institution offer classes in English

From this graph we see an overall view of all different strategies and activities (coloured blocks) and types of institutions that have implemented those. Variation exists among institutions in the degree of diversity of activities.
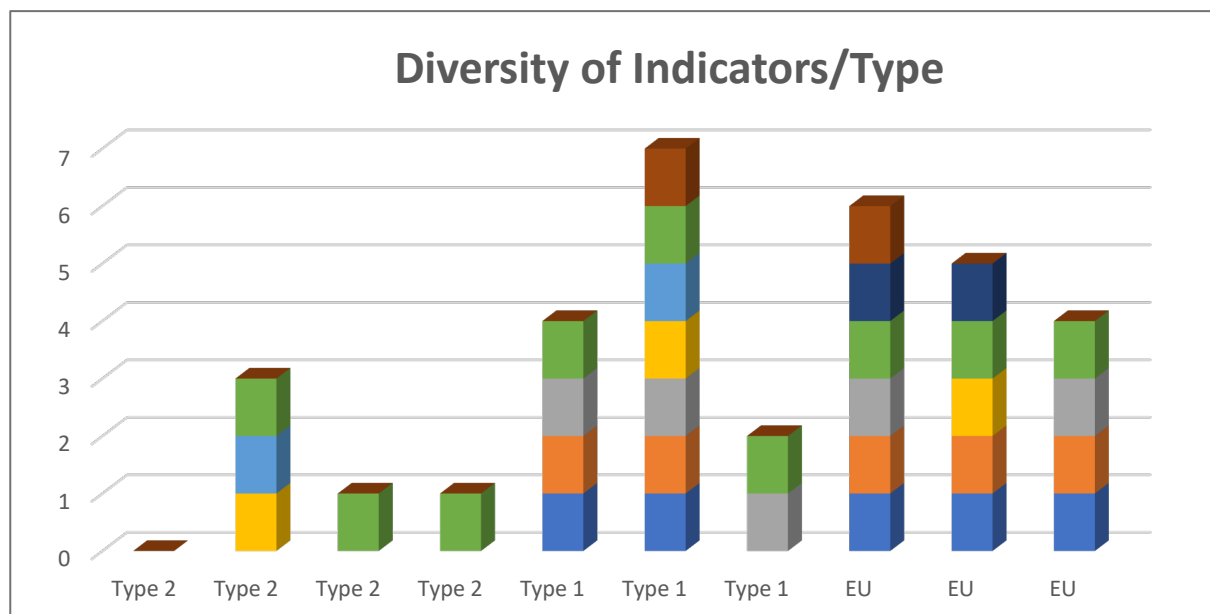

Figure 1:Group of activities/ Type

Results on the IMPI indicators by institution

Next, we analysed the performance of each WILLIAM institution according to the composite indicators. We already grouped the institutions by the categories that we will use later (Type 1 Israeli HEI, Type 2 Israeli HEI, European HEI). For the assessment of the current situation, the following thresholds applied:

➢ Larger than 66%: green and thus top tier

➢ 34% and 66%: yellow and thus medium tier

➢ Smaller than 34%: red and thus lowest tier

We see a rather diverse picture with **T2h** showing a perfect 100% score, the lowest score reported by **T2j.**
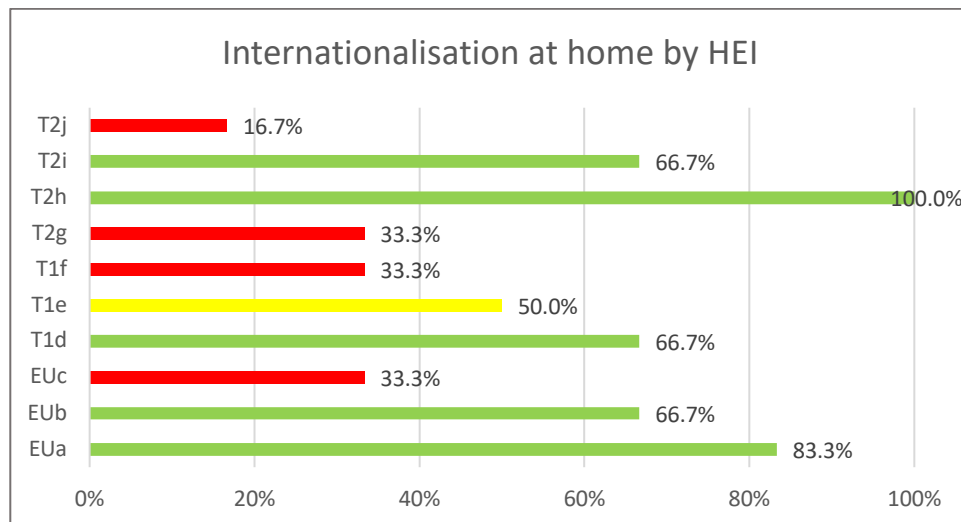

Figure: 4a

The picture remains diverse in the Strategy/Regulations/Structures section with **EUb** showing the strongest result, closely followed by **T1d**. Again **T2h** shows the by far strongest result amongst the **Type 2** HEIs.
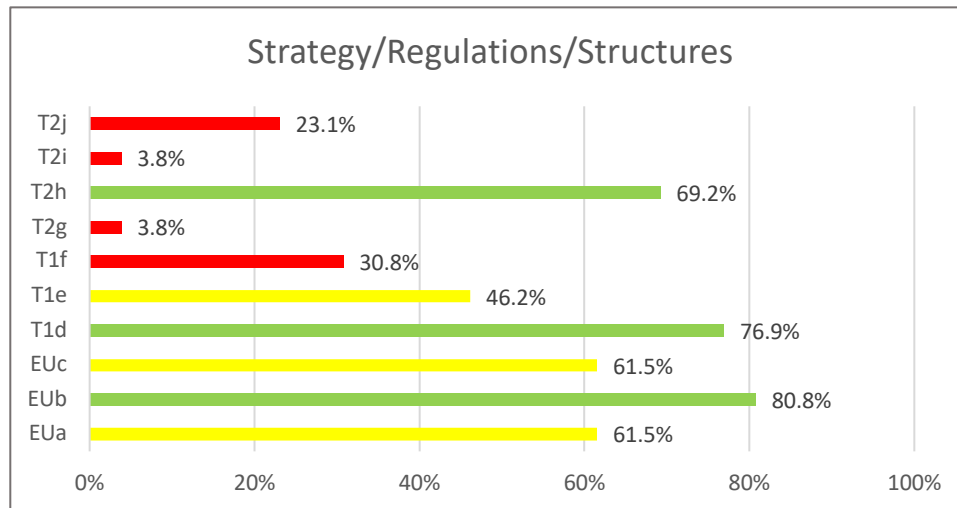
Strategy/Regulations/Structures

HEI	Value
T2j	23.1%
T2i	3.8%
T2h	69.2%
T2g	3.8%
T1f	30.8%
T1e	46.2%
T1d	76.9%
EUc	61.5%
EUb	80.8%
EUa	61.5%

Figure: 4b

In the Quality Assurance section, two European universities come out strongest (**EUa** and **EUb)** while all **Type 1** HEIs show very similar in-group results, as do the **Type 2** institutions.
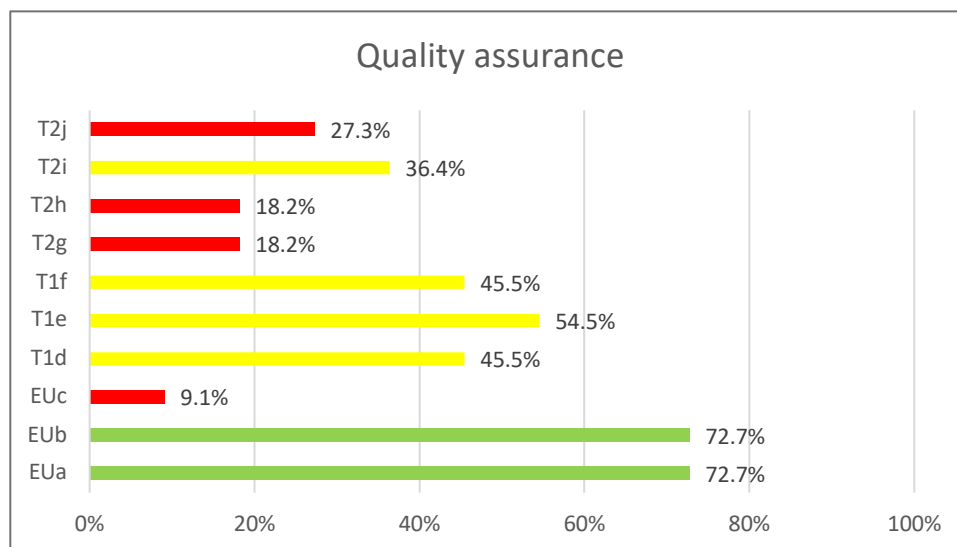
Quality assurance

HEI	Value
T2j	27.3%
T2i	36.4%
T2h	18.2%
T2g	18.2%
T1f	45.5%
T1e	54.5%
T1d	45.5%
EUc	9.1%
EUb	72.7%
EUa	72.7%

Figure: 4c

9

In the Special Need section, **T1e** scores a perfect 100%, followed by **EUa** with 80%. Several institutions from all three types score 60%, three **Type 2** HEIs and one European score 0%. Here we have the largest discrepancy within one sub-group, since **T2h** again scores comparable to the European and Type 1 HEIs.
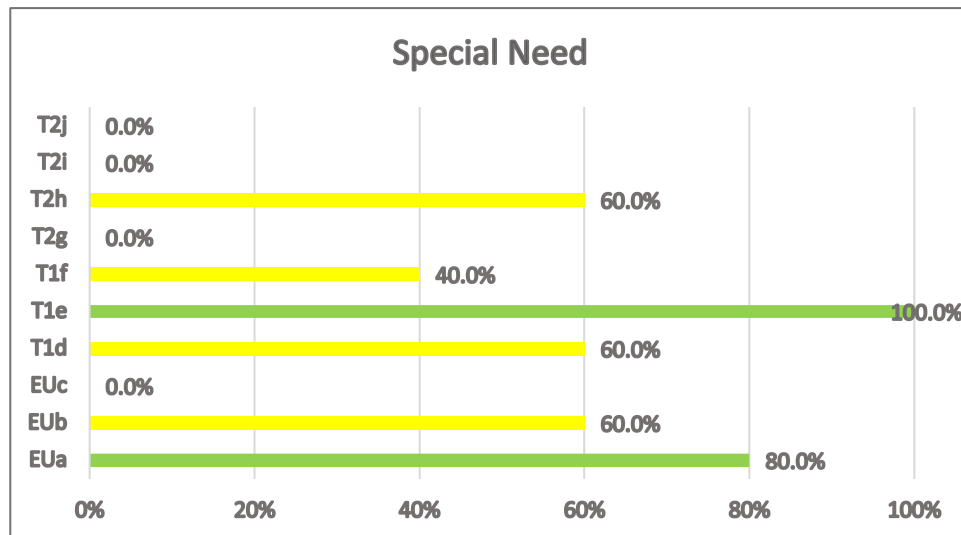
Special Need

T2j	0.0%
T2i	0.0%
T2h	60.0%
T2g	0.0%
T1f	40.0%
T1e	100.0%
T1d	60.0%
EUc	0.0%
EUb	60.0%
EUa	80.0%

Figure: 4d

Internationalisating Curriculum/classroom is strongest in **EUb** with nearly 86%, here again the **Type 1** and **Type 2** HEIs show very similar in-group results.

Internationalising Curriculum/classroom

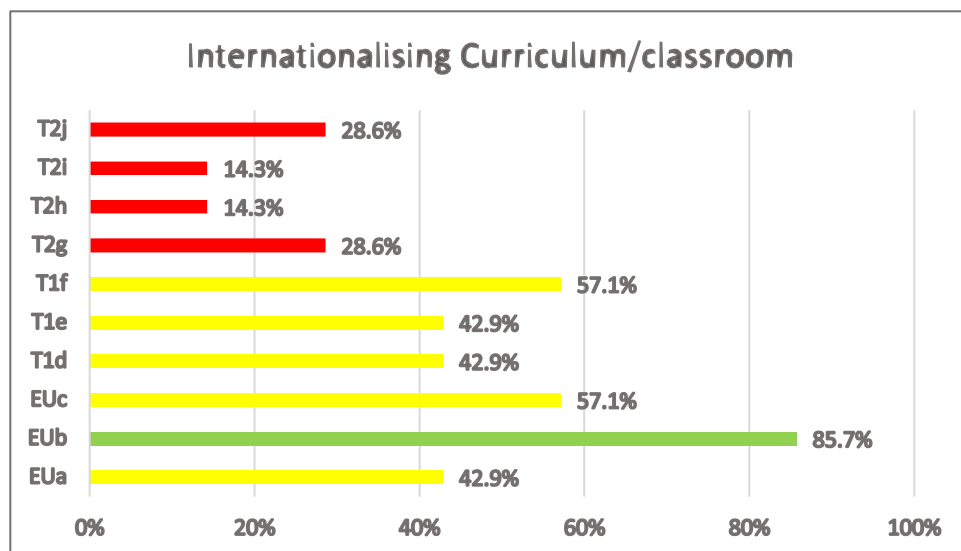|	
T2j	28.6%
T2i	14.3%
T2h	14.3%
T2g	28.6%
T1f	57.1%
T1e	42.9%
T1d	42.9%
EUc	57.1%
EUb	85.7%
EUa	42.9%

Figure: 4e

In the Support International Students section, we have basically a binary split between six HEis that perform between 62 and 78% (European and **Type 1)** and the **Type 2** HEIs.
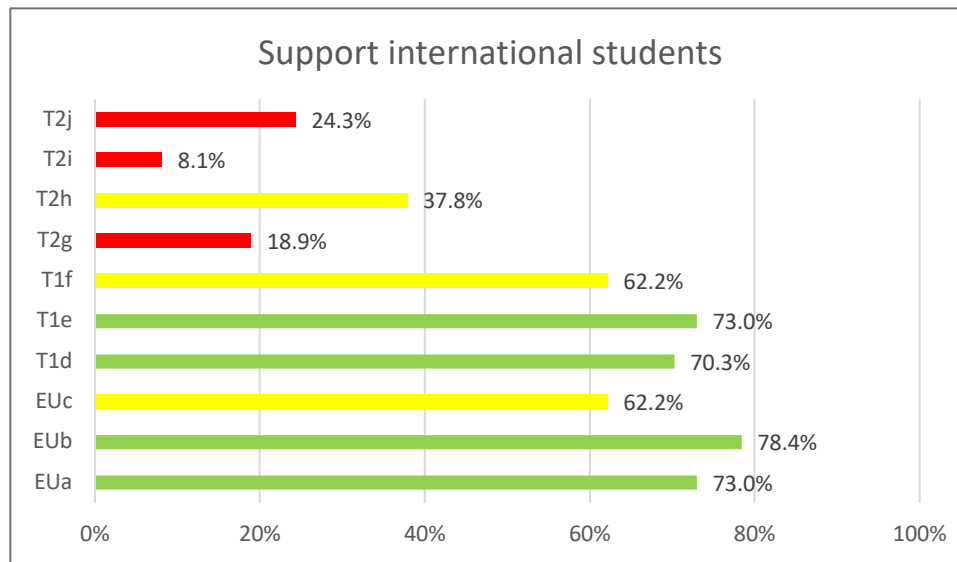
Support international students

HEI	Value
T2j	24.3%
T2i	8.1%
T2h	37.8%
T2g	18.9%
T1f	62.2%
T1e	73.0%
T1d	70.3%
EUc	62.2%
EUb	78.4%
EUa	73.0%

Figure: 4f

The Social Integration is showing again a more diverse picture. We see two perfect 100% scores (**T1e** and **T1f)**, all Europeans perform the same, and four institutions with 66.7% but also one with 0%. This seems to be one of the sections with the largest potential for peer learning.
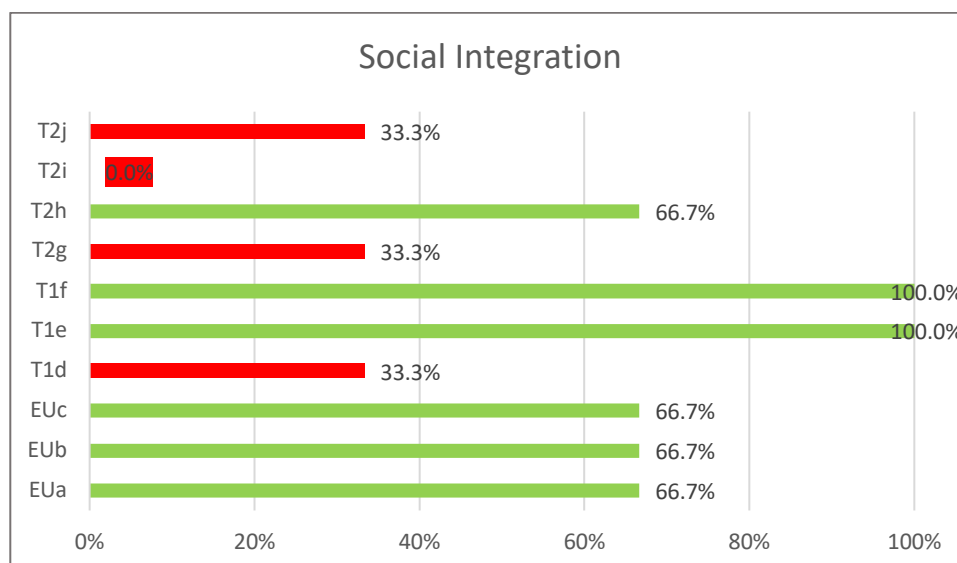
Social Integration

HEI	Value
T2j	33.3%
T2i	0.0%
T2h	66.7%
T2g	33.3%
T1f	100.0%
T1e	100.0%
T1d	33.3%
EUc	66.7%
EUb	66.7%
EUa	66.7%

Figure: 4g

The final indicator "Virtual/ICT" is similar to the last one with this time **EUb** and **EUc** showing a perfect 100% score, four others with 66.7% and two with 0%. It is also the only one, in which **T2h** shows a 0% score.
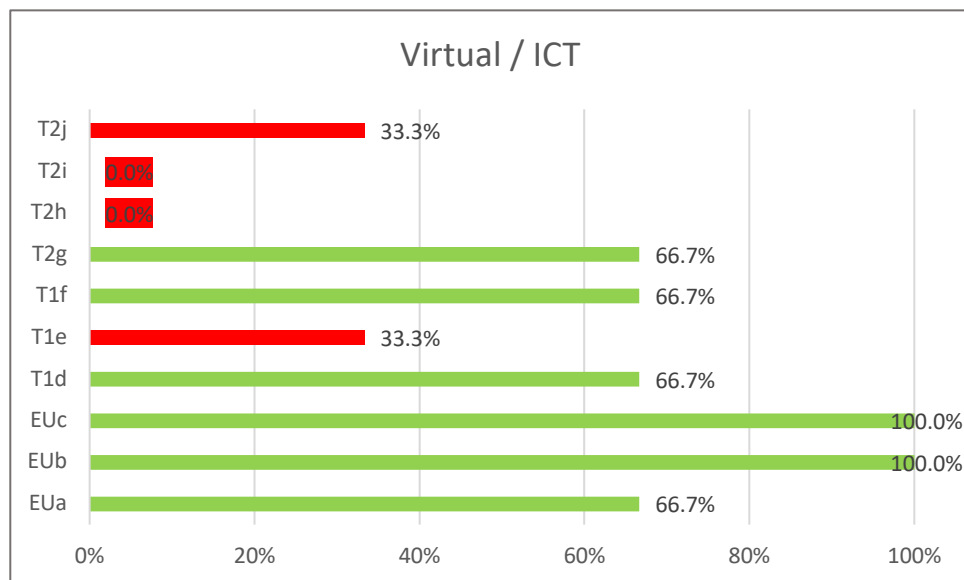
Virtual / ICT

Indicator	Value
T2j	33.3%
T2i	0.0%
T2h	0.0%
T2g	66.7%
T1f	66.7%
T1e	33.3%
T1d	66.7%
EUc	100.0%
EUb	100.0%
EUa	66.7%

Figure: 4h

Finally, if we combine all composite indicators, we observe how the different indicators level out and we have basically two HEIs that perform beyond the majority and three that perform below average.

Overall

Indicator	Value
T2j	23.3%
T2i	16.2%
T2h	45.8%
T2g	25.4%
T1f	54.4%
T1e	62.5%
T1d	57.8%
EUc	48.7%
EUb	76.4%
EUa	68.3%

Figure: 4i

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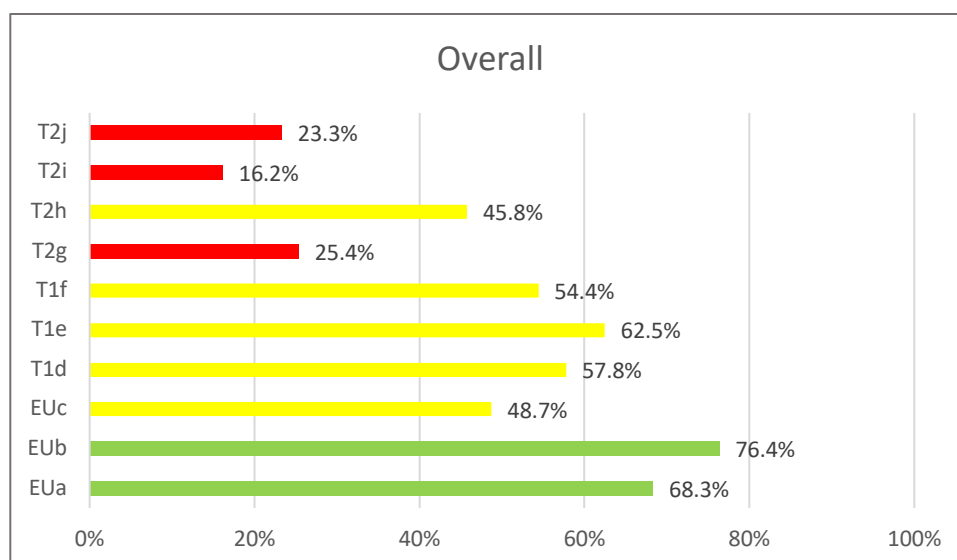
The individual results already seemed to indicate that the previously agreed distribution into three types: **type 1**, **type 2** and European may reflect the reality in IaH.
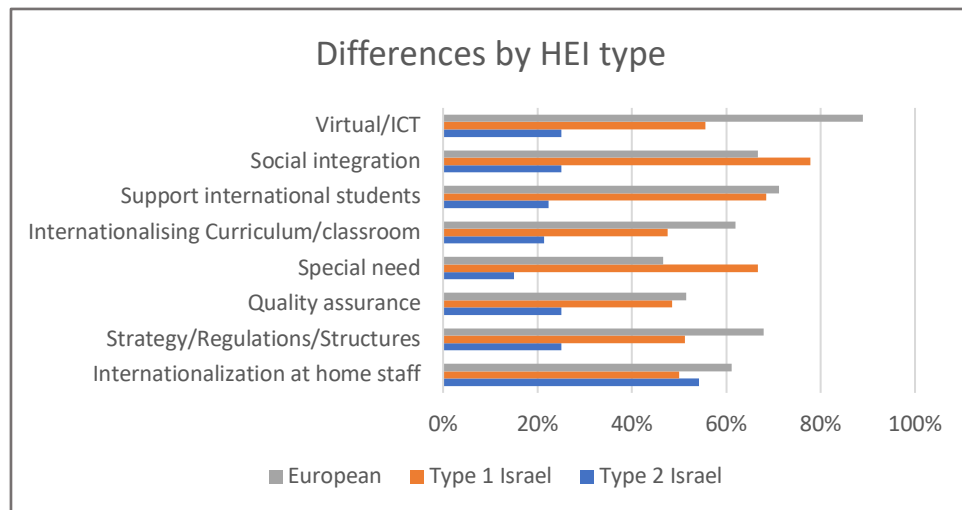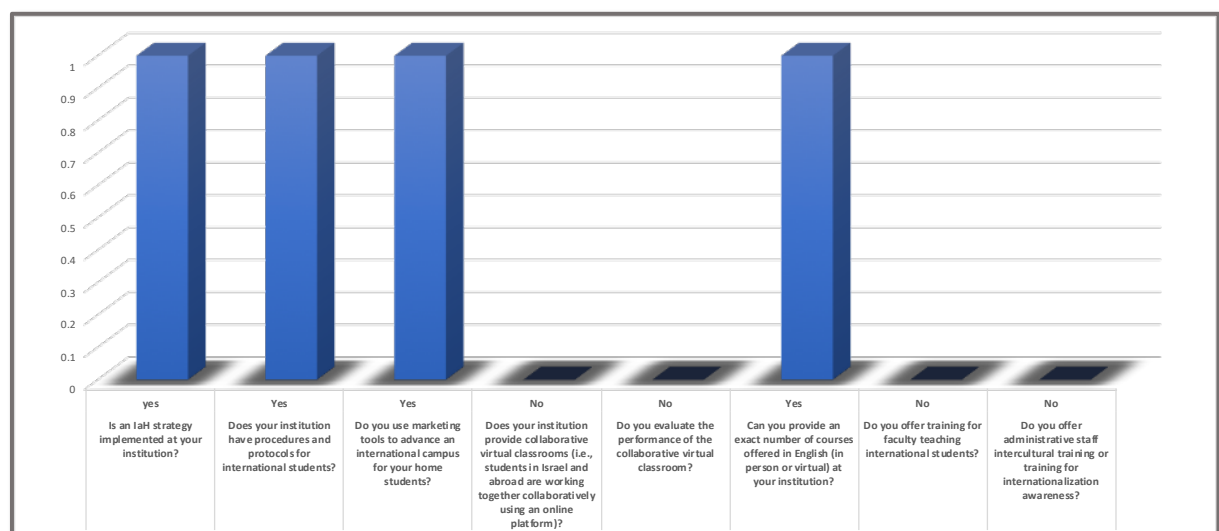

Figure 5: Group of activities/ Type

Indeed, if we draw a picture across all composite indicators by type, we see that in 6 out of 8 indicators, the European HEIs perform better than type 1 and 2. This means that the basic assumption of WILLIAM, that the Israeli partners might benefit from their European counterparts, seems to hold. However, regarding Social Integration and especially Special Need, the Type 1 HEIS outperform all others. This indicates that there is definitely also a learning potential for the European partners. The Type 2 HEIS usually show the lowest level of development on the IMPI indicators. This is in line with the basic assumptions of WILLIAM that on the one hand the differentiation into the two types makes sense and secondly, that there is a substantial potential for inner-Israeli peer learning within WILLIAM.

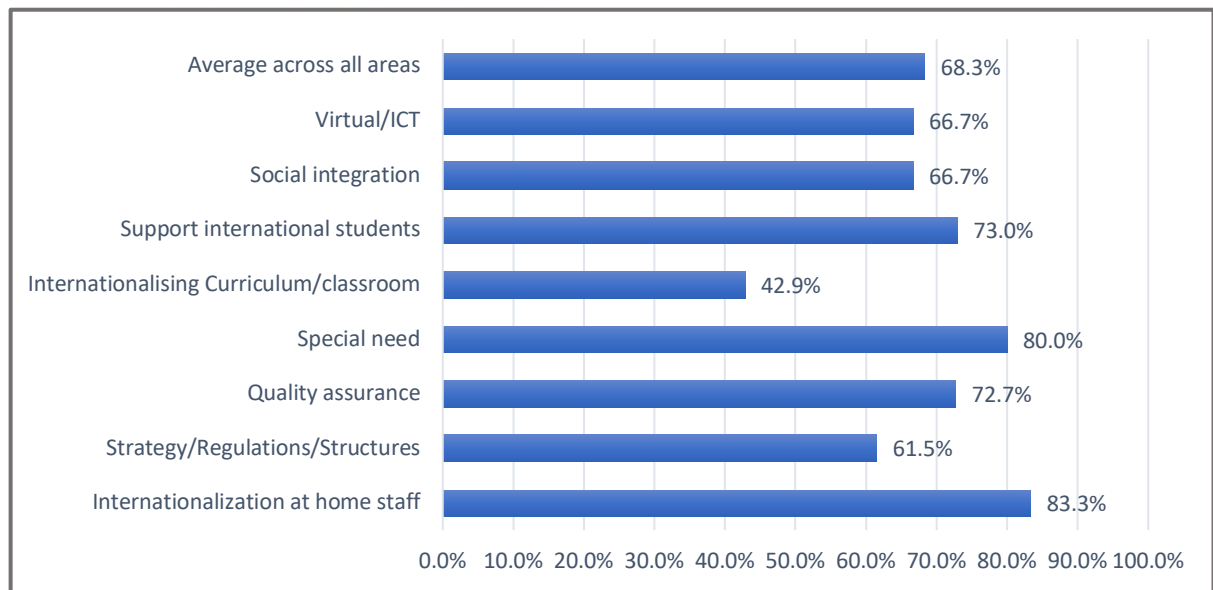# Description by an Individual Partner-Institution

Below is a description of the data for each institution based on their reported answers to the LFM and IMPI questions. It also includes a brief summary of responses from the open-ended questions. Each institution individually is now able to identify areas for improvement in line with the LFM and the gaps that have been identified.

Institution EUa

In this institution, the IaH strategy is part of an internalization strategy, (e.g., students are involved in the Erasmus Student Network, and the internationalization of curricular including mobility windows). Another important part of the strategy is the requirement for all students to be involved in exchange, take a certain number of courses in English or write their thesis in English in order to graduate. In terms of procedures and protocols, all international students are register in the information systems of the university. They are in contact with a focal person from the beginning for an easier transition. They are informed about procedures on how to register for accommodation, course registration and other necessary procedures before they arrive. All international students have to participate in the Orientation Week before semester starts. During this week they are trained in safety and security protocols, cultural differences and how to use the university information systems. They are also informed about the work of some essential departments where they can get help or advice in case of difficulties. Here they encourage students to participate in the ESN and become tutors for international students. Those who are members of ESN receive discounts. They organize activities for local and international students and staff. They have different seminars, workshops, concerts or cultural events. All international students are encouraged to present their country and university during the country presentation or other events. To evaluate international students services, they distribute questionnaires where they get feedback on the academic satisfaction and administrative services. They offer over 10 classes in English.


EUa-LFM

Category	Percentage
Average across all areas	68.3%
Virtual/ICT	66.7%
Social integration	66.7%
Support international students	73.0%
Internationalising Curriculum/classroom	42.9%
Special need	80.0%
Quality assurance	72.7%
Strategy/Regulations/Structures	61.5%
Internationalization at home staff	83.3%

EUa- IMPI

This institution is currently implementing a variety of strategies and protocols such as an international curriculum; international faculty; international student population and short mobility window. They have procedures and protocols in place for international degree seeking students and for students from their partner universities who come to the institution for a semester on exchange or short mobility windows such as summer and winter programs. For marketing, they use social media, flyers and handouts. They evaluate international students services by sending evaluation survey to all incoming students at the end of their stay. Survey contains questions on academic quality and overall stay. They offer over 10 classes in English.
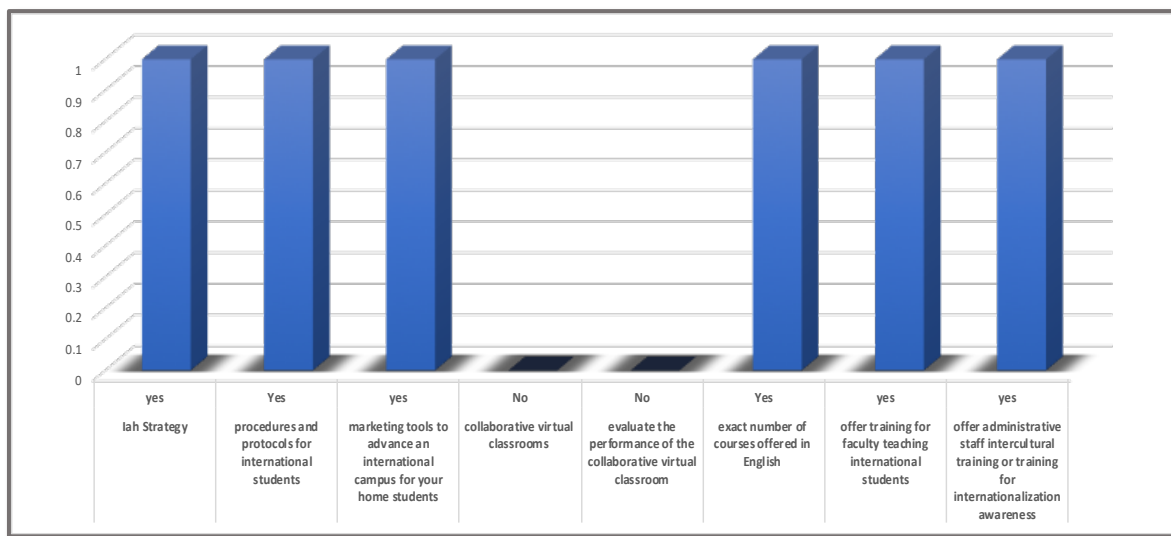
EUb- LFM
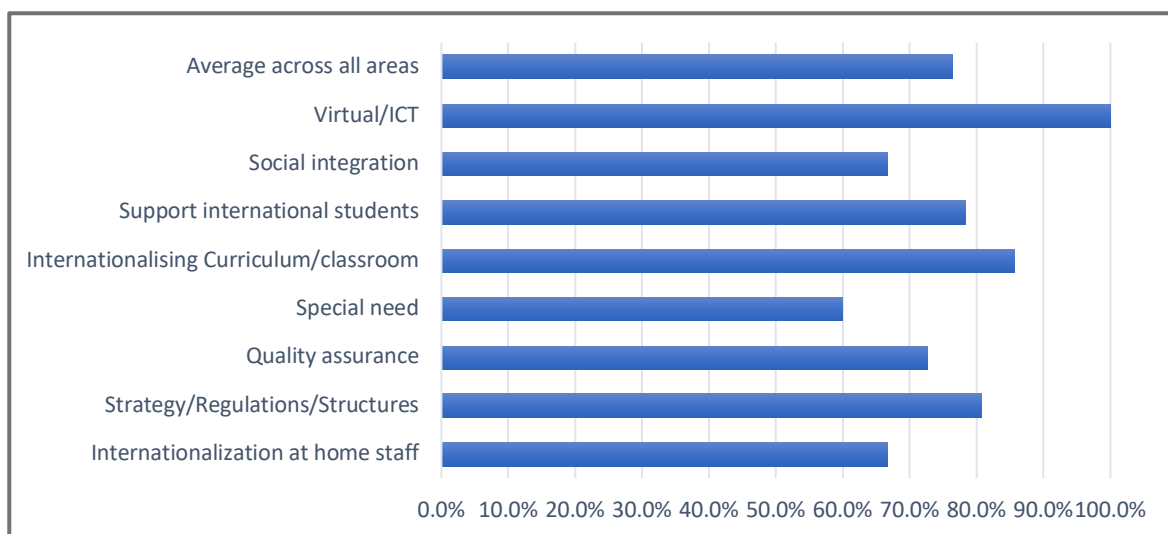
EUb- IMPI

Internationalization at this institution mainly refers to the cooperation with the EU and student and staff exchange. They have written procedures for inbound and outbound students and staff mobilities. They have 1 virtual classroom and over 10 courses in English. They also offer language courses for inbound students and welcome orientation day.
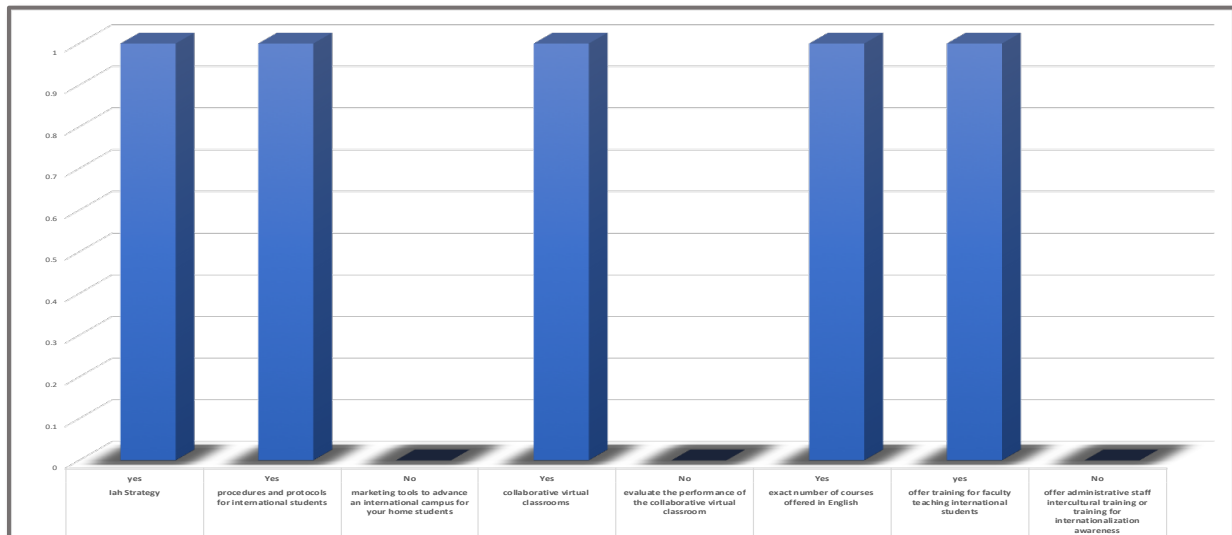

EUc- LFM
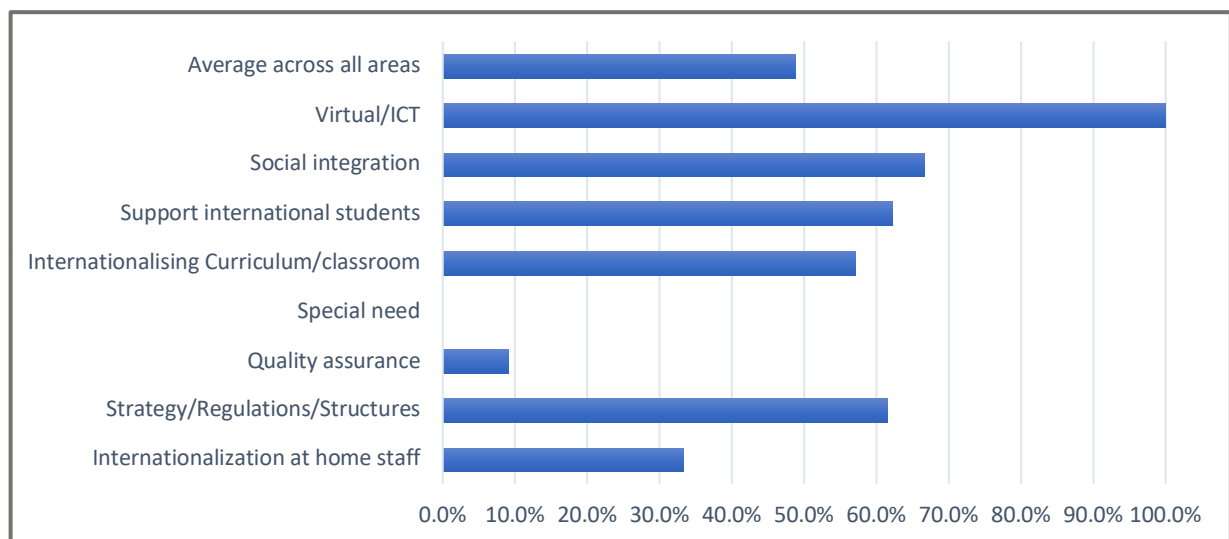
EUc- IMPI

Institution T1d

This institution has a variety of procedures, protocols and activities as a strategic institutional priority (e.g., Students Abroad, Master's, Doctoral and Post-Doctoral programs for international students, partnerships, and short-term study programs). In terms of procedures and protocols, the report indicated "security and safety" protocols as well as orientation protocols. These include but not limited to registration through a separate management system, Pre-Arrival Information Communication, cultural matters, geographical orientation, city services, security protocols and duties of Student Life Staff.

Marketing tools here are done via promotion of student exchange for potential local students. They offer over 10 classes in English and a total of 3 virtual classrooms which are being evaluated via student satisfaction surveys. They also offer administrative staff intercultural training annually on general internationalization matters (40 hours/ca. 25-30 persons); a mini-course for admin staff, staff working with students on intl student issues and Erasmus+ admin staff exchange visits (over 40+ in each direction for staff weeks and individual visits).
Recommendation: implement training for faculty teaching international students


T1d- LFM

TId- IMPI

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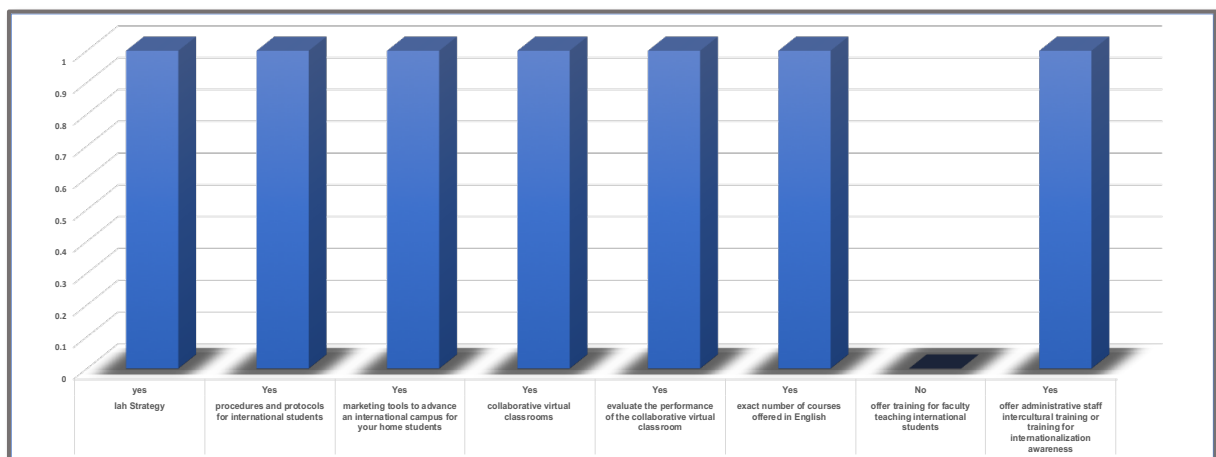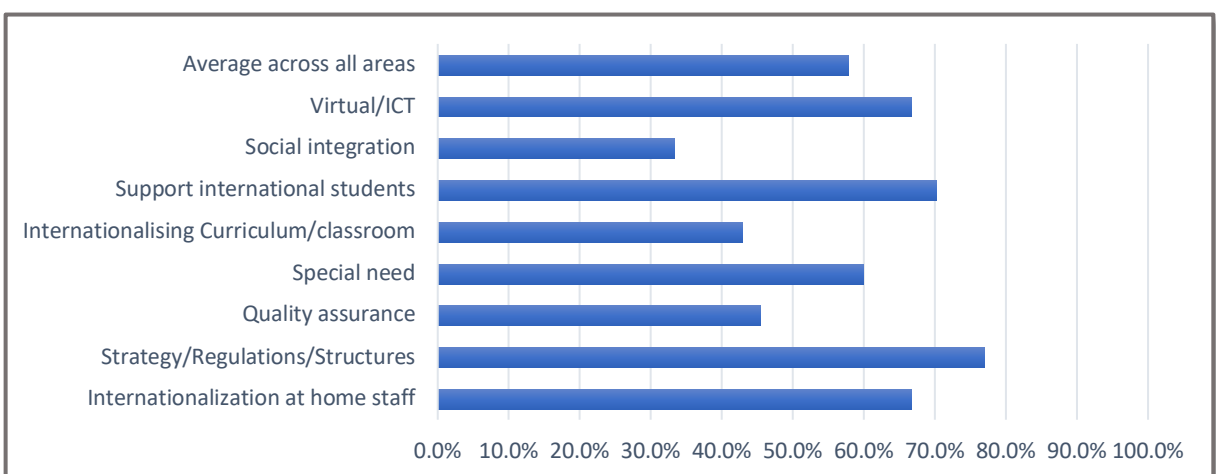
This institution representatives reported they have few full degree programs and over 10 classes taught in English. A class must be taught in English if there are international students in the class. In terms of protocols, most public announcements (e.g., the Security Department) are sent out in both languages. Also, they have an orientation day for all new international students, trips once a semester and some additional activities (study abroad/exchange/MSIH). The marketing tools here include campaign and an International Fair for students who want to participate in the "outgoing student programs" (semester / summer course etc.,). Most marketing tools are dedicated towards recruiting international incoming students (full degree, semester and summer courses). Evaluating international student services is done by conducting surveys for participants who have participated in trips for international and outgoing students (upon their return).

Recommendation: implementing collaborative virtual classrooms, training faculty teaching international students and intercultural training of administrative staff.


TIe- LFM

TIe- IMPI

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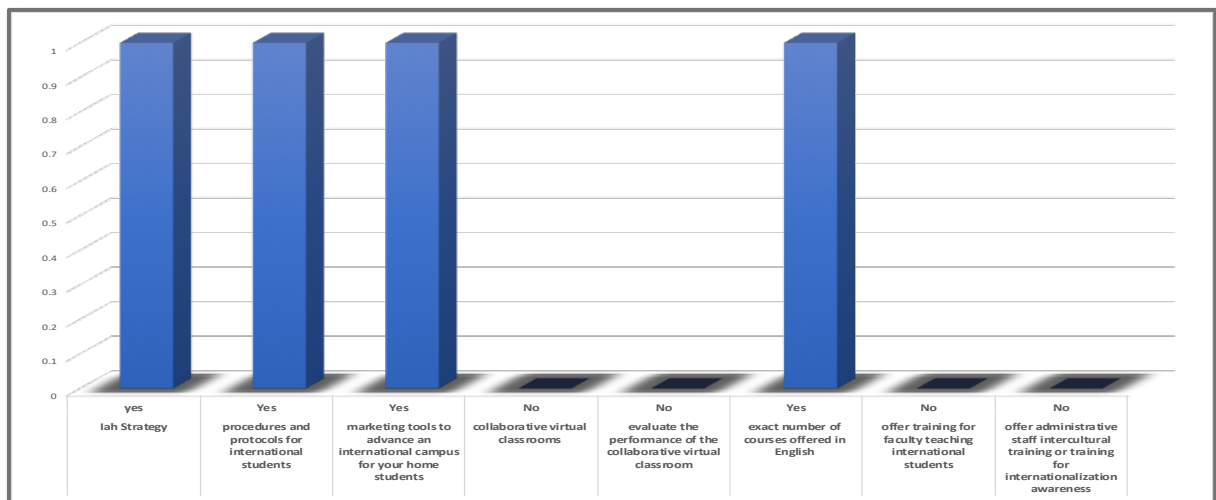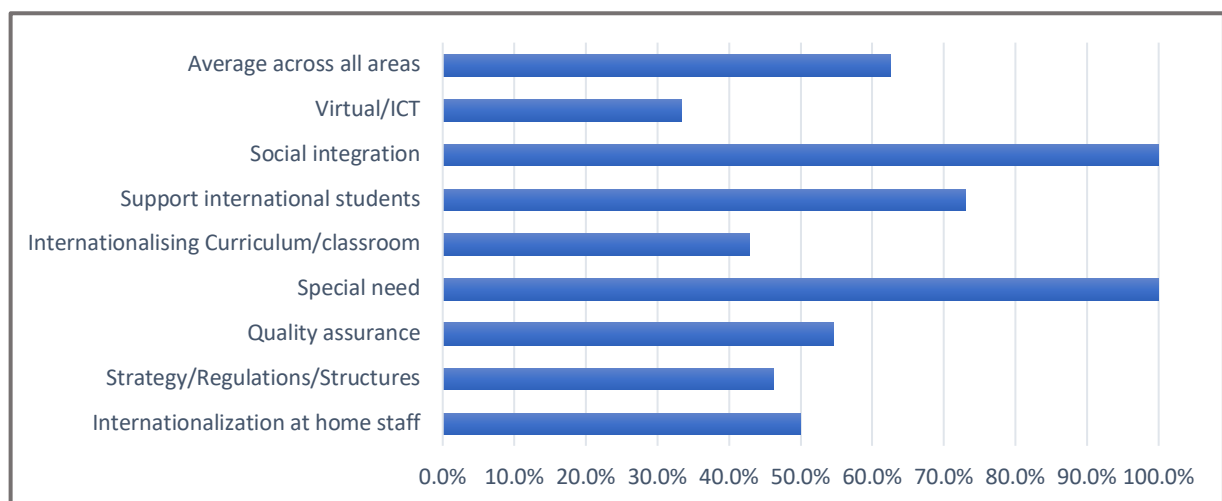
Marketing tools at this institution includes various flyers & advertising in print and electronic media. They reported that evaluation of international student services takes place via part-time program coordinators: two for the English speaking program and one for the French speaking program. They offer over 10 classes in English.

Recommendation: implement virtual classrooms, training for faculty teaching international students and intercultural training of administrative staff
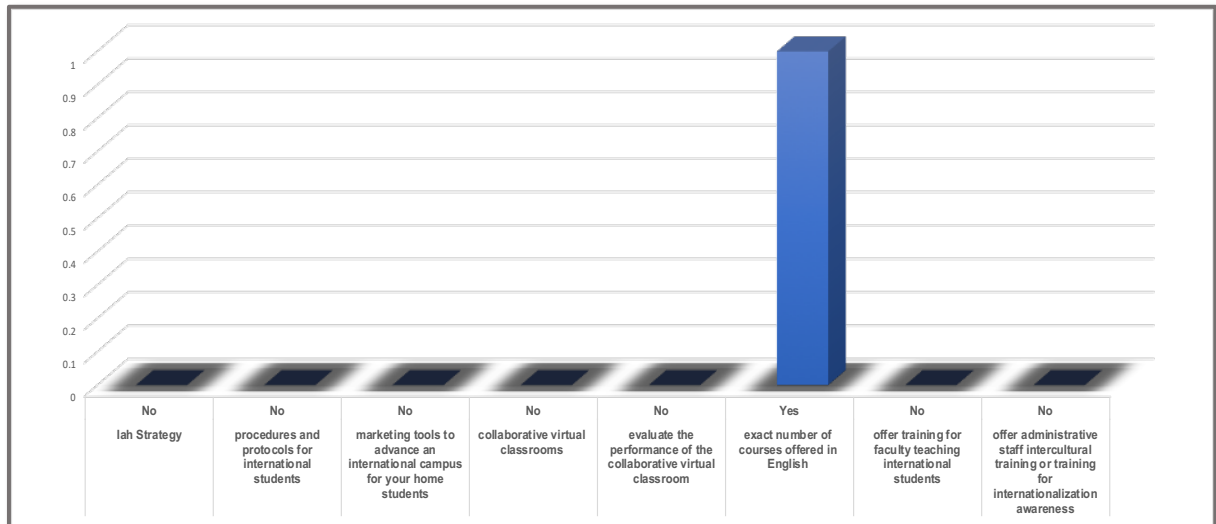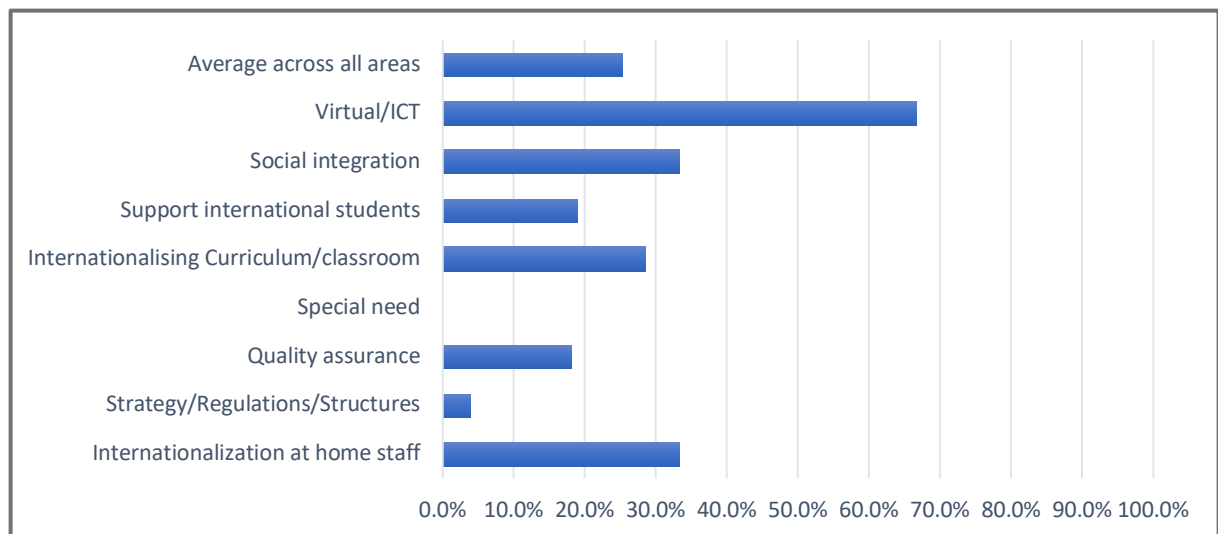

TIf- LFM
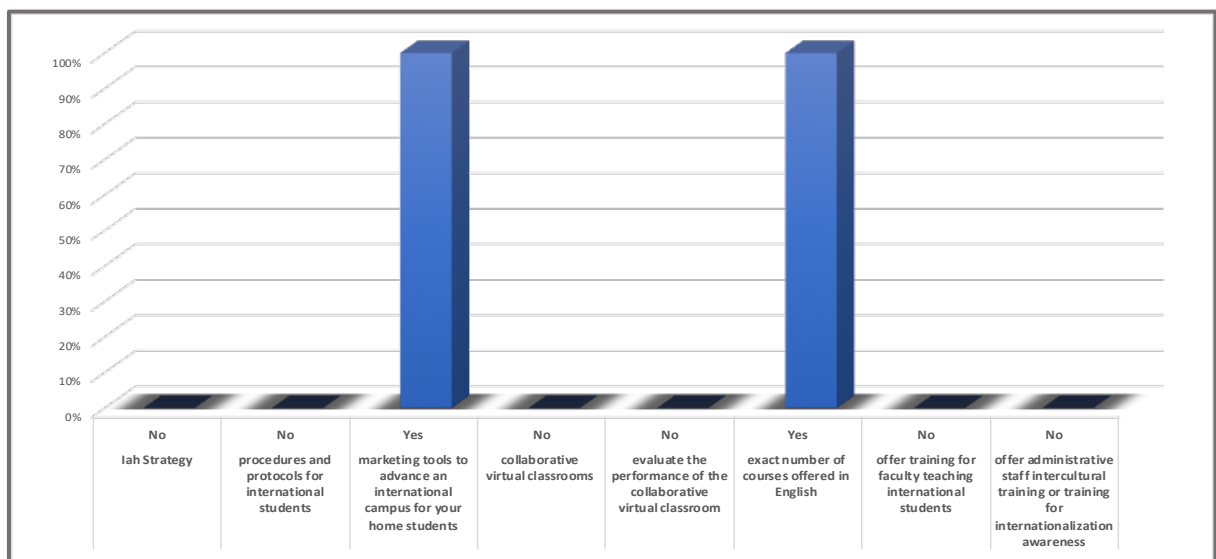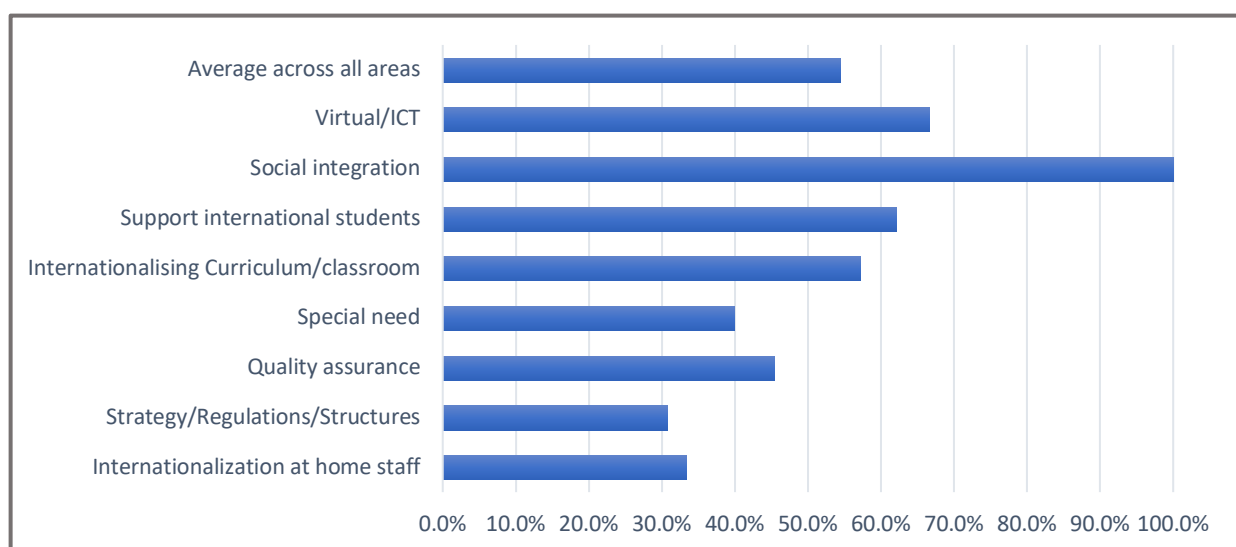
TIf- IMPI

T2g Institution

The representatives from this institution reported they use an annual survey to evaluate performance of the international student services at their institution. They also offer over 10 classes in English.
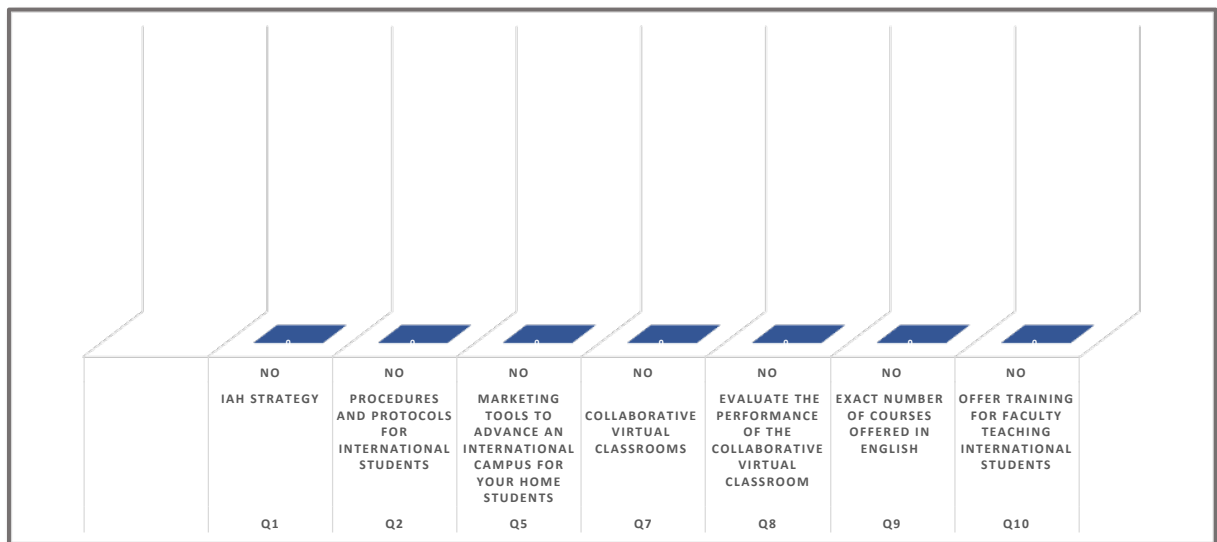**Recommendations: Enhance activities in all LFM areas including special need.**

No	No	No	No	No	Yes	No	No
Iah Strategy	procedures and protocols for international students	marketing tools to advance an international campus for your home students	collaborative virtual classrooms	evaluate the performance of the collaborative virtual classroom	exact number of courses offered in English	offer training for faculty teaching international students	offer administrative staff intercultural training or training for internationalization awareness

T2g- LFM

T2g- IMPI
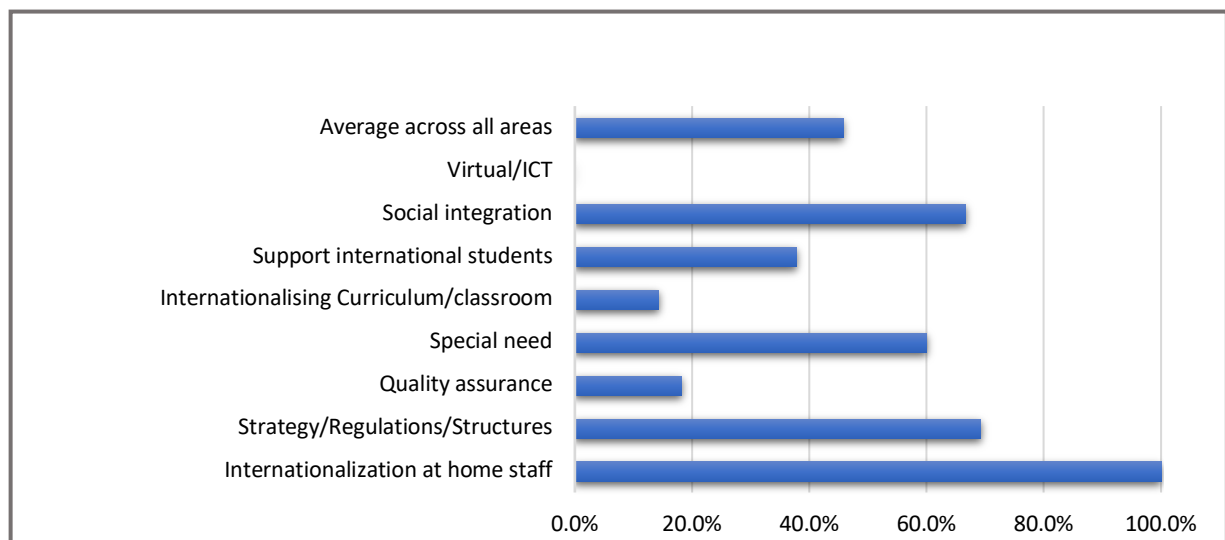
This institution has yet to implement any of the LFM strategies/activities but implemented a variety of IMPI activities. Some discrepancy exists between the LFM and IMPI results.
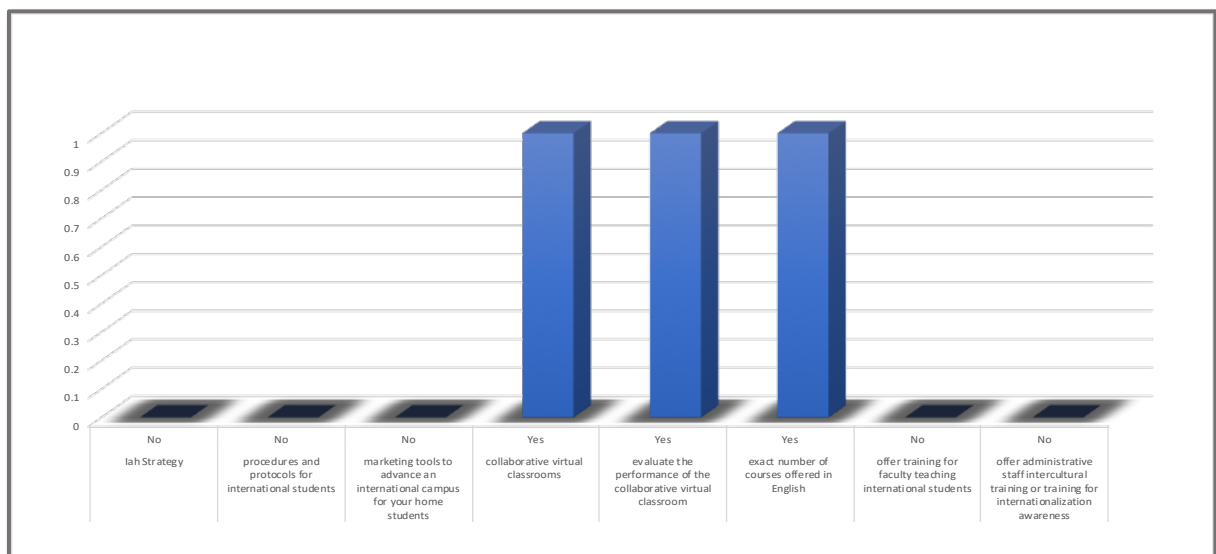**Recommendations: Enhance levels of activities in all areas of the LFM including Virtual Classes**

|	Q1	Q2	Q5	Q7	Q8	Q9	Q10
	NO IAH STRATEGY	NO PROCEDURES AND PROTOCOLS FOR INTERNATIONAL STUDENTS	NO MARKETING TOOLS TO ADVANCE AN INTERNATIONAL CAMPUS FOR YOUR HOME STUDENTS	NO COLLABORATIVE VIRTUAL CLASSROOMS	NO EVALUATE THE PERFORMANCE OF THE COLLABORATIVE VIRTUAL CLASSROOM	NO EXACT NUMBER OF COURSES OFFERED IN ENGLISH	NO OFFER TRAINING FOR FACULTY TEACHING INTERNATIONAL STUDENTS

T2h- LFM

T2h- IMPI

This institution evaluates international student services with evaluation forms. In addition, they evaluate performance of their virtual classrooms by formal evaluation forms, personal discussions with students and with faculty/staff involved. They offer a total of three virtual classes and over 10 classes in English.

Recommendation: implement training for faculty teaching international students and intercultural training of administrative staff. Enhance levels of social integration and special need activities.
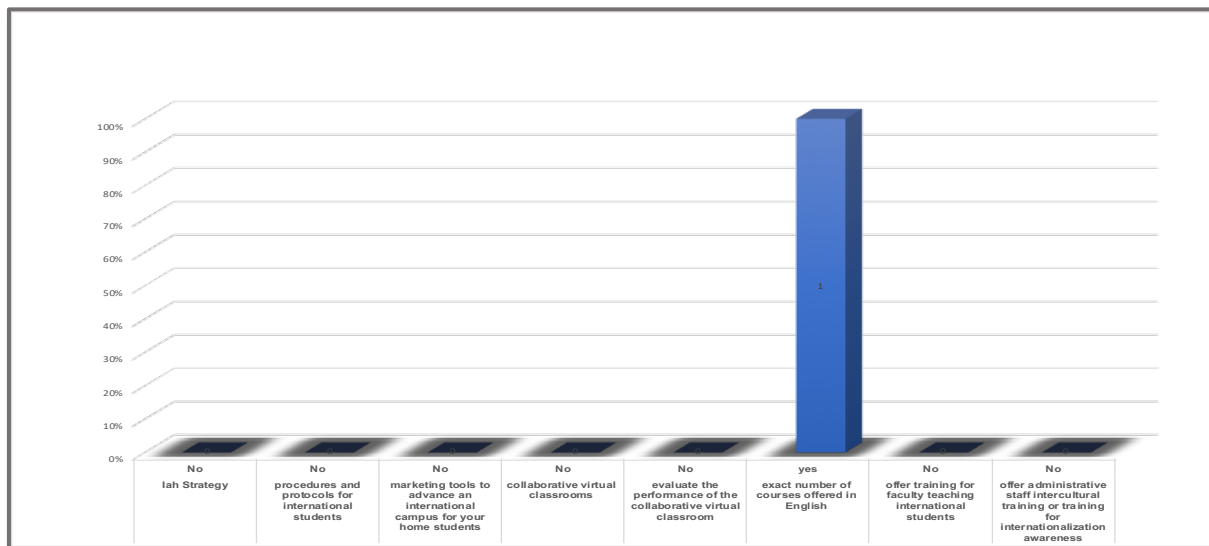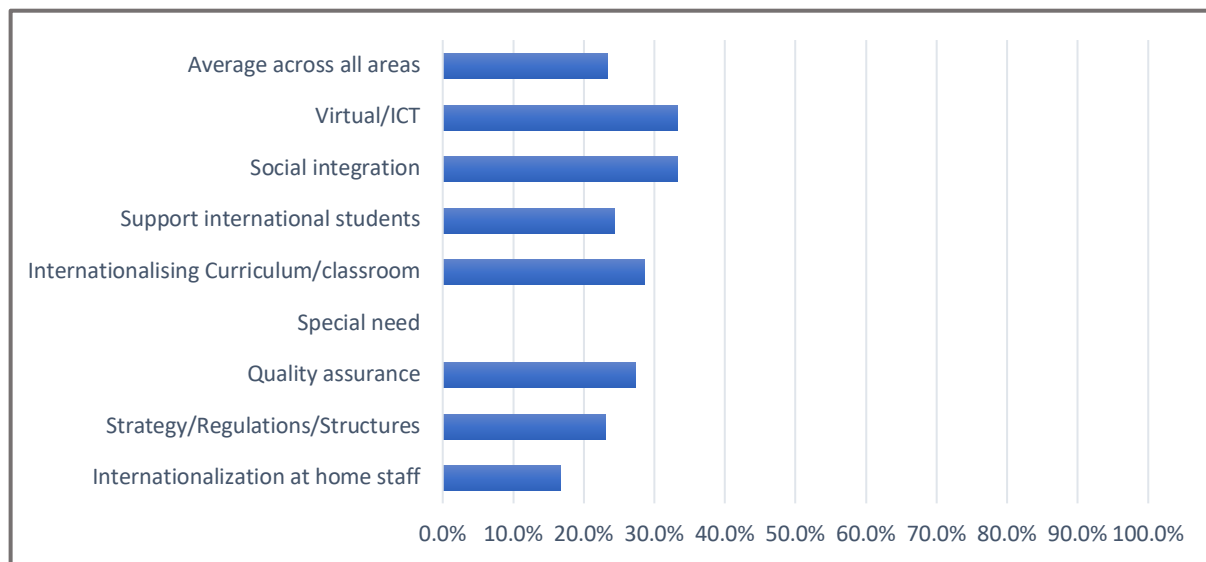

T2i- LFM
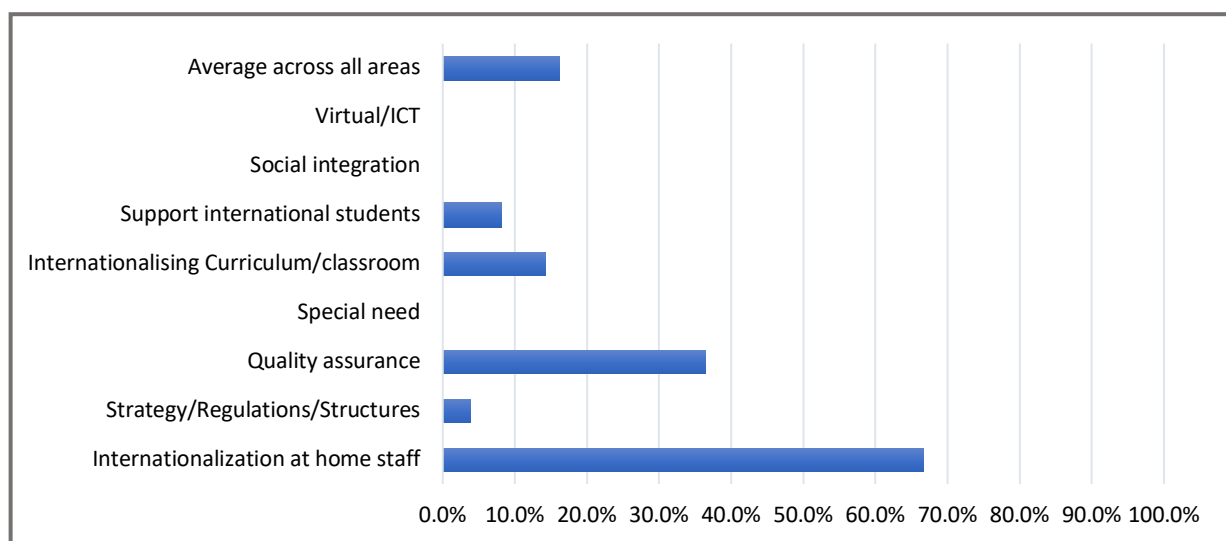
T2i- IMPI

Based on the report, this institution is currently offering over 10 classes in English and has yet to implement any of the LFM strategies/activities.

Recommendations: Enhance levels of activities in all LFM areas including special need.

T2j- LFM

T2j- IMPI