

Strategic Plan for Internationalization

About us

Kaye Academic College of Education is the leading academic institution for teacher education and professional development of educators in the south. It has a total student population of approximately 3600 in a variety of programs. Students in the regular programs earn a Bachelor of Education degree (B.Ed.) and teaching certificate or a Master of Education (M.Ed.) upon completion of their studies.

Students at Kaye study in a multicultural and multilingual environment that reflects the composition of the Negev: Jews and Bedouins, recent immigrants and native Israelis, from a variety of cities, towns, rural villages and kibbutzim.

In recognition of its outstanding contribution to promoting multiculturalism and coexistence the College was the recipient of a special UNESCO Prize in 1996 and 2007.

The college responds to the needs of area schools by offering guidance about educational programs and furthering the continuing professional development of educators. For these achievements, Kaye College was awarded the Beer Sheva Municipality Prize for Excellence in the field of education in 2007.

Our goal is to provide students with opportunities to develop advanced academic knowledge and broad practical experience, competencies and skills in order to be deeply involved in the future of the educational system in Israel and to see themselves as agents of change.

Kaye Academic College of Education aims to prepare teachers who will take the initiative and become leaders in their schools and their communities. We strive to prepare teachers who can function in a multicultural environment and reach out to each one of their pupils.

Pedagogical innovation is one of the hallmarks of Kaye College. This was formally recognized when The ACE program (Active Collaborative Education or SHACHAF in Hebrew), the Kaye College program for educating academics to become teachers, received an achievement award for "A pedagogical initiative that makes a unique contribution to teacher education" during the 6th International Conference on Teacher Education: Changing Reality through Education, 2013.

The vision and mission

Kaye College is a center for research, study and educational innovation.

We regard education as a social mission and the teachers as educators who should be capable of dealing with important social questions and leading processes which narrow social gaps and

promote tolerance of diversity in a democratic and multicultural society. The College seeks to build a community of educational leaders, people who take initiative and can speak with a voice that imparts a character of pioneering and innovative activity.

We provide these promising teachers with advanced academic knowledge, broad practical experience and skills in a multicultural and multilingual environment.

Rationale

In view of its role in educating the teachers of the future and furthering the professional development of the teachers of today, the rationale for internationalization in Kaye College is primarily to improve academic quality and to further develop multicultural and multilingual competence among students and faculty in order to have an impact on education both locally and globally.

Internationalization is defined by Knight (2004, p.11)¹ as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education".

Academic Quality

For Kaye College, the term "academic quality" refers to the processes and outcomes of learning, teaching and research.

Internationalization opens new opportunities for collaborative teaching and/or course planning by faculty members from various academic institutions, enabling them to share knowledge and experience. It also allows students from different institutions and countries to study together and communicate with each other and through distance learning, this can occur without the need for physical travel.

These interactions also offer opportunities to learn about other education systems and pedagogies and to teach other people about ours.

Another advantage of internationalization is its impact on professional development of faculty members through opportunities for collaborative research and publication. For example, the European Union is opening new possibilities in order to attract highly qualified experts worldwide, by offering a new project Horizon 2020. In comparison to the previous European projects, which were open to European and their neighboring countries only, the new project is geared to all the interested countries.

Global Competence and Multiculturalism

In the changing world of the 21st century teachers have to be locally, globally and internationally competent. Teachers need to be aware of global issues in order to succeed, and to help their pupils succeed, in the changing world.

¹ Knight, J. (2004). Internationalization remodeled: Definitions, rationales, and approaches. *Journal for Studies in International Education*, 8(1), 5-31.

Teachers should be prepared to interact with people from other cultures and communicate across linguistic boundaries. To become part of the multilingual community, they will have to improve their command of the English language and to familiarize and adapt themselves to diverse cultures.

Goals and Strategies

Internationalization goals:

Goal 1: Improving academic quality (learning, teaching and research) and creating opportunities for educational innovations

Goal 2: Developing multicultural and multilingual competence among faculty and students

Goal 3: Developing infrastructure for implementation of Internationalization at the college

As a result of the above mentioned goals we will be able to promote:

- Preparation pre-service teachers as leaders capable of understanding and dealing with important social issues and leading processes to narrow social gaps and to promote tolerance of diversity in a democratic and multicultural society
- The impact on teacher education, education and educational systems in general, at home and abroad.

Planned strategies for 2013-2017 years

Goal 1: Improving academic quality (learning, teaching and research)

Professional development of faculty members

Objective: Supporting and promoting collaboration between faculty members and their colleagues from other academic institutions of teacher education in knowledge building, knowledge exchange, teaching, research and publications.

This will be established mainly using electronic channel (while face-to-face communication will be used when possible) through peer-to-peer and team-to-team contacts as well as on the level of institutional agreements.

Strategies:

1. Promoting cooperation between faculty members and international colleagues in various spheres: teaching (lessons or courses), research and publications.
2. Holding joint online seminars with partner teacher education Institutes where research findings will be presented or pedagogical issues can be discussed.
3. Increasing financial support for faculty members' participation in international conferences.

4. Increasing faculty members' awareness of internationalization and its importance through the use of multiple channels such as: faculty meetings, department meetings, newsletter, web page and surveys.
5. Supporting faculty mobility.
6. Developing institutional agreements of cooperation in teaching, research and publications with partner teacher education institutions.
7. Reviewing and renewing previous professional contacts with universities and creating new partners in order to expand a network for cooperation.

Curriculum and Teaching

Objective: Adapting the curriculum to develop and enhance global competence.

Strategies:

1. Delivering workshops for redesigning curricula to integrate international and intercultural perspectives.
2. Supporting cooperation of faculty members with colleagues in partner institutions, aimed at discussing and improving the curriculum.

Objective: Initiating contacts between student with their international peers for learning and teaching purposes.

Strategies:

1. Delivering online courses in collaboration with international partners.
2. Holding international online student meetings on relevant subjects (for example, Educational Reforms in Israel and Abroad) thereby helping overcome financial and cultural obstacles related to student mobility.
3. Co-supervision of Master and Bachelor final projects with faculty from other institutions.
4. Promoting students' mobility - short-time visits to provide exposure to other educational systems and cultures (visiting schools, kindergartens colleges and universities).

Objective: Involving students in institutional events, dealing with Internationalization in order to increase their awareness of internationalization and its importance

Strategies:

1. Involving the College Student Association in planning internationalization strategies and activities.
2. Inviting students to guest lectures delivered by international visitors.
3. Preparing student ambassadors to host international visitors at the college

Goal 2: Developing multicultural and multilingual competence among faculty and students

Objective: Developing faculty and student awareness of various cultures in a multilingual and multicultural society. Familiarizing and adapting themselves to diverse cultures and approaches, developing the ability to communicate effectively across cultural and linguistic boundaries as well as developing the ability to study and work in an international setting.

Strategies:

1. Including topics relating to multiculturalism and internationalization in courses over and beyond courses specifically dedicated to these topics.
2. Continuing the cultural identity workshops all students currently participate in.
3. Incorporating the co-existence workshops developed by Tempus DOIT into the curriculum
4. Offering workshops for faculty members, aimed at familiarizing them with different cultural and religious traditions (offered by the Koren Center).
5. Offering courses to groups who have come to Israel to study and tour (project Taglit).
6. Offering additional frameworks and opportunities for the promotion of Jewish-Bedouin co-existence (Example: "A musical dialog" - Rikma choir).
7. Increasing active involvement of the Bedouin faculty members in research activity.
8. Organizing a National Conference on Multiculturalism.

Objective: Improving language proficiency skills of faculty members and students

Strategies:

1. Providing support for editing conference presentations and publications in English.
2. Offering a course in oral and written proficiency for faculty members.
3. Working with the English Department staff to plan ways of improving students' English oral proficiency and reading comprehension skills.
4. Increasing the emphasis placed on reading professional literature in English in various courses.

- Approaching foreign embassies and other institutions for funding for conversational English courses.

Goal 3: Developing infrastructure for implementation of internationalization at the college

Strategies:

- Establishing an International Relations Office (IRO) and preparation of staff
- Involving college academic administration in planning and implementing the Internationalization process
- Recruiting wider core group of staff to be part of planning and implementation process (champions)
- Preparing academic staff for implementation of the Internationalization process
- Providing internal funding resources and looking for external funding possibilities.

Draft timetable for first stage

Note: Many of the planned steps are interrelated and/or simultaneous

Action steps	Stage / planned dates	Comments	Lead
Internal college actions			
Recruiting wider core group of staff to be part of planning and implementation process (champions) <ul style="list-style-type: none"> distribution of college-wide invitation to participate in "internationalization team" 	January, 2014		Bobbie
Increasing faculty members' awareness of internationalization and its importance through the use of multiple channels such as: <ul style="list-style-type: none"> online survey of faculty knowledge, attitudes and behavior regarding internationalization integration of internationalization information on college web site 	Beginning January, 2014	beginning with attitude and behavior survey department meetings will also be used to gather information on current state of internationalization (see below)	Survey – Bobbie Web site – Bobbie (with web site manager)

<ul style="list-style-type: none"> participation of project team in department meetings 			Meetings – Olzan
Involving the College Student Association in planning internationalization strategies and activities	January, 2014		Riva (with Dean of students)
Establishing an International Relations Office (IRO) and preparation of staff: <ul style="list-style-type: none"> Improving physical conditions Expanding support staff hours Redefining Riva’s role and role of IRO 	Physical improvements – March, 2014	International relations role exists but role of IRO needs rethinking and office needs physical upgrading	Riva
Reviewing current state of internationalization in college	Beginning April, 2014	Meetings with staff (by grouping of departments and centers) and student union	Olzan
Offering workshops for redesigning curricula to integrate international and intercultural perspectives (including encouraging increased emphasis on including reading professional literature in English in various courses)	Late spring	Implementation in 2014-15 academic year	Bobbie
Encouraging activities for faculty members, aimed at familiarizing them with different cultural and religious traditions (offered by the Koren Center)	Planned for this academic year	Dependent on faculty response	
Increasing active involvement of the Bedouin faculty members in research activity.	Ongoing		Olzan
Involving college academic administration (on all levels) in planning and implementing the Internationalization process	Ongoing on presidential level	needs more emphasis on other administrative levels (including forum “a”)	Lea
Actions with international partners			
Developing institutional agreements of cooperation with partner teacher education institutions.	ongoing	3 existing agreements, others under examination	Riva
Promoting cooperation between faculty members and international colleagues in teaching, research and publication spheres: <ul style="list-style-type: none"> Holding joint online seminars with partner teacher education Institutes Supporting cooperation of faculty members with colleagues in partner institutions, aimed at discussing and improving pedagogy and the curriculum. 	In beginning stages In planning stages In planning stages		Riva Olzan & Riva

<ul style="list-style-type: none"> Delivering online courses in collaboration with international partners 	In planning stages for delivery in 2014-15		Riva & Olzan
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Indicators for measuring progress

Indicator	2012-13	2013-14 Will be updated	2014-15
1. Indicators of awareness and attitudes of faculty members concerning internationalization and its importance		Data is being collected	
2. Indicators of awareness and attitudes of students concerning internationalization and its importance	Low level		
3. Number of courses designed to integrate international perspectives		Data is being collected	
4. Number of courses designed to integrate intercultural perspectives	6		
5. Number of partner international institutions	3 (Warsaw, Klagenfurt, York)	4 (+ Penza)	
6. Number of faculty members collaborating at institutional level with international partners (research, teaching, publication)	10 (York, Klagenfurt, Warsaw)	8+ (Warsaw, Klagenfurt, Penza, York)	
7. Number of faculty members collaborating at an individual level with international partners (research, teaching, publication)		Data is being collected	
8. Number of faculty members on institutionally sponsored international visits	2 (San-Diego)	2 (San-Diego)	
9. Number of online seminar meetings between faculty members and international colleagues	1 (Penza)		
10. Number of faculty members, participating in international conferences	~30 (in Israel) + 5 (abroad)		
11. Number of courses taught collaboratively with teachers from other Israeli institutions	1	1	

12. Number of courses taught collaboratively with teachers from non-Israeli institutions			
13. Number of faculty teaching in non-Israeli institutions	2	2	
14. Number of international guest lecturers	5		
15. Number of students participating in joint study activities in the international framework	14	32+	
16. Number of supervised foreign students	0		
17. Number of students from the home institution supervised by foreign experts	0		
18. Number of college students visiting international partner institutions	0		
19. Number of foreign students visiting the college	0		
20. Number of students prepared to serve as ambassadors in hosting international visitors at the college	0		
21. Number of Bedouin faculty members involved in research activity		Data is being collected	
22. Number of conferences and study days organized by the college on multiculturalism and/or internationalization in teacher education	1 Research, + Salim's conf		
23. Level of oral and written English proficiency of faculty members (self-assessment)		Data is being collected	

Appendix

SWOT

The management team of the college, together with the college's representatives working on the TEMPUS-IRIS project, brainstormed the strengths, weaknesses, opportunities and threats that Kaye Academic College of Education has to take into account in its efforts to become more internationalized. The preliminary results of the major points raised by this process are summarized below.

Strengths

The overwhelming strength of the college is the ***people who are part of it and the organizational culture*** they have created. The college has a culture of openness, participation and teamwork. These norms and values contribute to a willingness on the part of the upper management and the faculty to take risks, to innovate and to critically examine their practice and learn from it. There is a relatively large group of highly motivated, competent faculty who actively seek ways to continue developing professionally and internationalization is path that can directly feed into this need.

This same group feels a deep sense of belonging and commitment to the college and its mission, leading them to contribute a lot of (unpaid) time and energy to helping each other, and the organization as a whole, continue developing and moving forward.

The upper management of the college is very supportive of the idea of increasing the internationalization of the college and has been very active in seeking out and developing several projects to that end.

The college has a lot of ***experience with multiculturalism***. Kaye College is located in Beer Sheva, in the part of the country known as the northern Negev. Approximately 50% of the students are Muslim Arabs, mostly Bedouins, and the other 50% of the students are Jewish. Israel is a country of immigrants and among the Jewish students there are students from many different cultural backgrounds, religious and secular students, first and second generation immigrants and veteran Israelis. The faculty and staff of the college have a similar cultural profile. Workshops in multiculturalism are part of the curriculum.

Another set of strengths is connected to ***ICT (Information Communication Technology)***. The college staff has been developing its ICT skills and pedagogies for almost 15 years and there is a highly-skilled support team in place. All of the students take at least one distance learning course, all of the courses have course sites and many of the students also develop online lessons or learning activities for their practice teaching. All of these skills can help promote "long-distance" internationalization both in terms of joint online courses and joint research.

Although Kaye College specializes in teacher education, there are ***additional programs and projects*** which may be of interest to diverse groups looking to study or research areas such as parenting and families, informal education or community involvement. Kaye College also has a long-standing resource site called **MATAL** (<http://kaye7.school.org.il/>) which serves students and faculty all over the world and has attracted over 38,000,000 visits as of this time.

A final strength is the college's **participation in two Tempus projects, IRIS and DOIT**, and the opportunity to learn from and consult with colleagues in Israel and Europe about internationalization and multiculturalism. In addition, the connections made through these projects, along with the **international relationships the college has previously made** such as those with the University of York in England, form a basis on which to build and strengthen future relations.

Weaknesses

The SWOT analysis also raised several weaknesses that may have a negative impact on internationalization efforts. The two main issues are **English language skills and financial issues**.

English is considered the "language of internationalization" but for most of our students, English is a third language and their proficiency in reading and aural comprehension, and writing and oral expression, is low. This is true for many of our M.Ed. students as well and a fair number of faculty members have similar problems. While the English reading comprehension of the faculty is higher, many of them do not feel comfortable enough with the language to present conference papers in English or to casually talk to people they meet at international conferences.

Participation in joint research projects and international conferences is a major part of internationalization in the eyes of the faculty. But when the issue of research and conferences is raised, the issue of financial support immediately comes up. Financial constraints mean that there is very little internal financial support for research and even less support for meeting conference expenses. Because of our location, expensive air travel is the only way to physically participate in an international conference (not held in Israel) and travel expenses are paid for by the participants although conference costs themselves are sometimes partially subsidized. This makes participation very costly for the faculty and therefore, a relatively rare event for some of them.

The same multiculturalism mentioned as strength is also a weakness when it comes to student mobility. The **cultural norms and values** of some groups such as Bedouin girls and religious students with dietary restrictions can make travel difficult.

An additional weakness is a **lack of awareness or appreciation for the importance and benefits of internationalization** on the part of students and some of the faculty.

A final weakness concerns the "business we are in". Kaye College specializes primarily in teacher education. At the moment our **teacher education credentials are not transferable** to or from other countries and while the education portions of our programs incorporate many unique, innovative approaches, our disciplinary studies are very similar to programs in other places, possibly making our institution less attractive to international students.

Opportunities

The major opportunities seen at this point are all connected to **the college's location**.

Starting from the closest circle, the college is located in Beer Sheva, the largest city in the southern part of the country. The "capital of the Negev", as it is sometimes called, has a young, dynamic mayor who is working very hard to have Beer Sheva known internationally for its innovativeness,

progressiveness, education, and so on. The college's internationalization program may fit well into his aspirations and plans.

Beer Sheva is also the home of a major university and a science and technology college thereby opening up opportunities for ***collaboration on internationalization between the different educational institutions***.

Moving out a little, we are ***located in the Negev***, a desert region. This area presents unique opportunities to study the sciences of the desert as well as the culture and history of the Bedouins.

Within the next circle, a radius of 50km around Beer Sheva, there is a micro-cosmos of different educational approaches offering opportunities for learning and research. Besides "regular" kindergartens, primary and secondary schools, these include a democratic school, a Waldorf school and kindergartens, a technical school preparing students for careers in the Israeli Air Force, a bi-lingual (Hebrew/Arabic) school and kindergarten, a school for gifted children, and regional schools serving rural kibbutz and moshav communities.

The fourth geographical circle is ***Israel*** itself. The intersection of history, archaeology, and religion make Israel a venue that offers intriguing areas of research and study found nowhere else.

Threats

The major threat to any internationalization efforts connected to mobility is the ***security issues*** Israel faces. In many cases, people are scared to come to what they perceive as a "war zone".

Reactions to the political situation in Israel, such as boycotts of Israeli academics, may threaten other internationalization efforts such as joint research or Israeli faculty mobility.

The presence of ***other institutions of higher education in Beer Sheva*** can also be a threat if not handled with care. The international reputation of the university is much higher than that of Kaye College (which has no real international reputation) and it has greater and more diverse sources of funding and other resources.

A final threat to internationalization activities is the instability and the low level of ***funding*** received by teacher education colleges. Although not everything requires additional funding, it is unlikely that the college itself can make funds for internationalization available from its regular budget.