nal constituencies or even to university faculty or others on campus. Everyone participating in our research project emphasized the key role of IACs in providing a global perspective and a sense of best practice from respected academic leaders and distinguished scholars. IAC members are much more than consultants—they are senior colleagues who have some inside knowledge of the university, and a commitment to its goals, values, and plans.

There was widespread agreement among the study participants that IACs are effective—*if* they are well organized, have clearly targeted agenda, and are taken seriously by the academic community—and if the university follows advice from the IAC.

The latest accoutrement of world-class universities, or those aspiring to world-class status, is an international advisory council (IAC).

Recommendations

Based on the findings of our research, we suggest that tertiary education institutions interested in establishing effective international advisory councils consider the following key questions in order to benefit fully from such an initiative:

•Do you value lessons from international experience to inform strategic decisions about the future of your university?

•What is your actual purpose in setting up an IAC? Have you defined the actual goals that you seek to achieve by establishing an IAC and working with its members?

•Does the composition of the proposed IAC reflect a healthy diversity in terms of voices and experience (gender, academic profile and disciplines, geographic distribution, balance between practitioners and researchers, etc.)?

•Do the IAC members have a clear notion of the specific inputs that are expected from them?

•What are the learning and decision-making objectives of each IAC meeting from the viewpoint of your institution? Is the meeting agenda sufficiently focused to achieve these objectives?

•Are you willing/able to objectively share the challenges that your institution faces and listen to constructive guidance with an open mind?

•Do you have a mechanism to ensure systematic follow-up after IAC deliberations and monitor the results of these actions on a regular basis?

• Do you have clear rules to replace IAC members and bring new ones on board in line with your evolving agenda?

•In what ways are you able to obtain useful contributions from IAC members, beyond their inputs during the regular meetings, when you seek additional advice on key decisions that your university needs to consider?

•Are you able to efficiently organize IAC meetings, providing sufficient advance notice to members, and help with logistics?

Finally, while IACs have so far been mainly limited to universities interested in strengthening their international profile and level of peer recognition, there is no reason why other types of tertiary education institutions could not benefit from IACs in their search for excellence in the areas that correspond to their specific mission and characteristics. Indeed, the institutions on which this article is based are all research-intensive universities—but other kinds of tertiary education institutions can draw the same benefits from the expertise and international perspectives of an IAC. ■

Internationalization of the Curriculum in Israeli Colleges

Amit Marantz-Gal

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The foundations for the higher education system in Israel were laid in the mid-1920s during the period of the British mandate, and until the establishment of the State of Israel in 1948, there were only two academic institutions (the Technion and the Hebrew University). The rest of the universities were established by the mid-1970s. An important legislative change in the 1990s enabled the opening of academic colleges (general, technical, and professional), a milestone which marked the transition to a conceptually new academic landscape.

Today, Israel is home to a total of 63 higher education institutions: seven research universities, one Open University and 55 colleges. At the opening of the present academic year, 306,370 students were expected to enroll in all academic institutions for bachelor's, master's, PhD, and diploma training. Out 190,400 bachelor's students (excluding those enrolled at the Open University), 66 percent enrolled

in colleges (data source: Israeli Council for Higher Education). Colleges in Israel nowadays constitute a central role in undergraduate education.

Despite the lack of a national policy governing and directing the internationalization of higher education in Israel, there is great commitment to the principles of the Bologna Process, expressed through the establishment of a National Erasmus Office, a Bologna Training Center, and the fostering of an Israeli group of higher education reform experts (HEREs).

Internationalization is increasingly identified by colleges as a strategic element, which can promote research opportunities and enhance qualitative aspects of curriculum development. Quite a few are taking their first steps to address the issue on a practical level. They are growing increasingly involved in EU-funded internationalization projects focusing on mobility, capacity building, curriculum design, and research. Because they are younger and smaller than universities, colleges may seem to have less capacity to embrace the complexities and challenges of internationalization, but they may just as well have some unique advantage points. The present paper outlines a few potential enablers Israeli colleges may benefit from as they attempt to internationalize, with a particular focus on internationalizing the curriculum.

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An Institutional Culture of Entrepreneurship and Diversity

Responding to change and adapting to the needs of a diverse population of students is central to the nature of Israeli colleges. From their moment of inception, Israeli colleges were identified with the academic objective of teaching and training, while research remained mostly the academic purpose of universities. Nowadays, however, college faculty members are also evaluated by the scope and level of their research, just like university faculty. As a result, many colleges are busy updating and redefining their institutional strategies, attempting to incorporate and encourage research in their institutional culture. This research focus seems to make them more receptive to embrace internationalization.

Compared with the universities, colleges cater to a more diversified population of students with respect to academic, sociodemographic, and ethnic backgrounds. Colleges are younger, smaller, and often rurally located. They are also more dynamic and open to change, and senior management—academics and administrators alike—is usually quite experienced at "dreaming the impossible." This entrepreneurial culture is one of the dominant values at many college campuses, cascading successfully to the different layers of campus populations (faculty members, students, and administrators).

Israeli colleges are also committed to the idea of making academia accessible to all populations of Israeli society, with a particular emphasis on the immediate surrounding community. Minority populations such as Arabs and Jews from the periphery, Bedouins, Ethiopian, and Russian immigrants, who were hitherto generally excluded from elite higher education offered by the universities, can enroll in colleges. As a result, these institutions are more experienced in the practice of adapting dynamically to different community needs and addressing diversity issues, in the curriculum and with their administration. Because of the constant political tension around the Israeli-Palestinian conflict and the inclusion of Israeli Arabs as equal citizens in Israeli society, special attention is paid to these sensitivities. It would be easy to argue that Israeli colleges are already implementing the principles of internationalization at home.

So what may initially seem like built-in constraints of an institution's capacity to respond to the emerging need for internationalization, may just as well lead the way to a more creative and entrepreneurial institutional approach, which will eventually serve to expedite, not impede, internationalization.

Curriculum Changes and the Power of "Neutrality"

Israeli society is made up of an intricate mosaic of cultures, ethnicities, and religions. The diverse student population in colleges reflects this mosaic, and often academics and administrators find themselves deviating from the standard academic program to address sensitivities, learning difficulties, and tensions both inside and outside the classroom. Several colleges in Israel that participated in an EU-funded TEMPUS project have identified the vast potential internationalization of the curriculum can have in introducing curriculum change, contributing to the modernization of academic programs, and resolving existing tensions.

The term "internationalization" has been perceived by colleges as rather "neutral," free from local-social sensitivities such as those characterizing tensions between Jewish/Arab, secular/religious, industry/academia, and centre/periphery. They readily admitted that when this term was attached to their activities, these had a greater potential to

be embraced by both faculty and students. Through the process of incorporating an international and intercultural dimension into curriculum content, colleges therefore expect greater collaboration from academic faculty, a crucial component for a successful process.

At one of the colleges, for example, internationalizing the curriculum was identified with the purpose of curriculum modernization, alignment with the ECTS framework, and using English as medium of instruction in order to promote student and staff mobility, with careful attention on maintaining a "neutral" approach. Communicating this internationalization initiative throughout the campus yielded higher response rates from faculty members than expected.

Israeli colleges embarking on the process of internationalization in general, and internationalization of the curriculum in particular, may greatly benefit from paying attention to several factors. First, the existing institutional culture of entrepreneurship can be leveraged to successfully embrace internationalization, as the latter goes hand in hand with the former. Second, it may be worthwhile engaging all institutional knowledge on how to cope with diversity issues on campus. Finally, how internationalization is depicted and understood throughout their campus needs to be well captured. In the European context, internationalization may sometimes be charged with negative associations, such as the fear of losing an institution's national identity, or the reluctance to adopt a non-native language of instruction. This does not seem to apply in the Israeli context. "Neutrality" may prove to be a powerful driver for internationalization. From practical experience gathered so far with internationalizing the curriculum at the colleges, it seems to be particularly effective in addressing Jewish-Arab tensions. ■

Excellence Initiatives to Create World-Class Universities: Do They Work?

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In order to accelerate the transformation process towards building "world-class" universities, a few governments—in China, Denmark, France, Germany, Japan, Russia, South Korea, and Spain, for example—have launched so-called "excellence initiatives," consisting of large injections of additional funding to boost the performance of their university sector. While many of these programs are fairly young, having started in the past decade or even more recently, they have begun to impact the participating universities in a significant way. This makes it imperative to assess how effective these excellence initiatives have been and draw lessons from recent and ongoing experiences.

It is indeed unlikely that the scientific production of beneficiary universities would increase significantly within the first few years immediately after the beginning of an excellence initiative.

While the first excellence initiatives, especially in East Asia and the Nordic countries, reflected a long-term national policy to strengthen the contribution of tertiary education to economic development, the most recent wave seems to have been primarily stimulated by the global rankings. This was definitely the case with the 2012 French initiative that has encouraged mergers and alliances to give more visibility to the top universities in the country, or the 2013 Academic Excellence Project in Russia, which explicitly aims to place five universities in the top 100 globally by 2020. As a result, most of the excellence initiatives have sought to promote internationalization as a mechanism for attracting top academic talent, thus strengthening the research capacity of leading universities and reducing inbreeding

Challenge of Evaluating Excellence Initiatives

Measuring the effectiveness and impact of excellence initiatives on the beneficiary universities is not an easy task for at least two reasons: time and attribution. First, upgrading a university takes many years, eight to ten at the very minimum. Since many excellence initiatives are fairly recent, attempts at measuring success could be premature in most cases. It is indeed unlikely that the scientific production of beneficiary universities would increase significantly within the first few years immediately after the beginning of an excellence initiative. A thorough analysis would therefore require looking at a reasonably large sample of institutions for comparison purposes, either within a given country or across countries, over many years. The second challenge is related to attribution. Even if a statistical correlation could be identified on the basis of a large sample of institutions,