



Information on the peer review (WP4.3) and how to prepare for it

I. Introduction and context of the peer review

The peer review (WP4.3) is an **internal quality assurance activity**, meaning it is conducted **by partners for partners**, in order to check and evaluate the structures, cooperation arrangements and procedure you have established within your university within the lifetime of the TIGRIS Project in order to make internationalisation a reality at your university.

For the internationalisation of your university, the **International Relations Office** you have set up is key and therefore will be at the center of the peer review, but not solely.

Originally, it was planned that EU HEI partners travel to the Kurdistan Region and visit each Kurdish university participating in TIGRIS conducting the review on-site. Due to the Covid-19 pandemic, we now decided to implement the peer review visits as **virtual meetings**, which take the form of a **structured interview**.

The output of the peer review will be an **individual report** containing both the **findings and advice** by EU HEI partners. This feedback can be used for **fine-tuning the structures and operations** you have put in place. Hence, the **main purpose** of the peer review is **not to judge** but to **establish the status quo** and in case **identify potential for further improvement**.

In this sense, we very much follow up on the review activities conducted during the workshop at the University of Göttingen in March 2020. For the preparation of the peer review meetings, partners are well-advised to revisit what was discussed during this workshop.¹

Below, you find information on how and what to prepare for the upcoming peer review.

II. What will be the subject of the peer review?

EU partners have identified **4 main areas of interest** (SUBJECTS) which will be reviewed during the peer review and on which we would like you to report and elaborate on. In order to help you prepare, some guiding questions are provided.

1. **SUBJECT 1: General institutional setup for the internationalisation of your university**

- What institutional setup was achieved in order to implement the internationalisation of your university?
- Where in the institutional structure of the university was the International Relations Office set up? Are clear reporting lines established?

¹ For this, e.g. use the presentation, which can be found here: http://www.tigris-erasmusplus.eu/wp-content/uploads/2020/05/TIGRIS_Hedderich_Muuss_Analysing_Kurdish_IROs_2020-03-03.pdf.

- Which institutional structures besides the International Relations Office have been identified as important for internationalisation and are involved? How are they involved?
- Can you describe the process put in place to formulate the international strategy and policy? Who is involved and how are decisions made? Who monitors internationalisation and how?
- What cooperation arrangements and links with the colleges (faculties) have been created? How does this collaboration look like? What structural or personnel capacities for internationalisation exist there?

2. SUBJECT 2: The organisation of and resources available at your International Relations Office

- What is the organisational structure of the office?
- When was the office established?
- Where is the office located? How does the office look like?
- How is the office equipped and where has the equipment purchased with TIGRIS funds been installed?
- What personnel resources are available at the office?
- Is staff with sufficient English language proficiency available at the office?

3. SUBJECT 3: The scope and mode of operations of your International Relations Office

- What is the core business of your International Relations Office and how do you implement it?
- Who is responsible for what?
- Can you describe the services offered (or to be offered) to students and staff both from your own university and those coming from international partners?

4. SUBJECT 4: Experience of students and staff with internationalisation at your university and services offered by your International Relations Office

- In what internationalisation activity did they participate (e.g. academic mobility)?
- What support did they receive?
- What was the general experience with services offered and support provided?

III. Who is to be present during the peer review meeting?

We would like to invite the **Presidents or Members of the Steering Committee** who have presided over the project and past reforms to participate **in the beginning of the peer review meeting** and elaborate on key aspects of reforms implemented during the lifetime of the TIGRIS project thereby addressing SUBJECT 1. The **Focal Point** should also be present during this session. If wished for, one or two additional representatives² who play an important role in internationalisation at your university can be included.

For the session of the peer review meeting addressing SUBJECTS 2 & 3, the **Focal Point** and **Head of the International Office**³ are required to be present. **ADDITIONALLY**: If implemented as intended as on-site visits, we would have met with your International Relations Office's staff. We would like to keep this as a part of the virtual peer review. Therefore, we would very much appreciate if **selected**

² For example, this could be a representative of the colleges, e.g. a Dean.

³ In cases that both are not identical.

key staff members of your International Relations Office would participate in the virtual meeting and in case answer some questions.⁴

If implemented as intended as on-site visits, we would have met with **students and staff of your university** that have participated in international activities such as academic mobility to talk with them about their experiences. We would like to keep this as a part of the virtual peer review. Therefore, we ask partners to identify **2 students and 2 staff members** who took part in internationalisation activities recently to be briefly interviewed thereby addressing SUBJECT 4.

This would result in the following schedule:

General schedule for peer review meetings

Session #	Meeting with	Subject of meeting	Duration
#1	University President Focal Point Possibly 2 other representatives	SUBJECT 1	30 min
#2	Focal Point Head of IRO Selected staff of IRO	SUBJECT 2 & SUBJECT 3	30 min
#3	2 students serviced by IRO in recent past	SUBJECT 4	20 min
#4	2 staff members serviced by IRO in recent past	SUBJECT 4	20 min
#5	Session for post-preparation by EU Partners		20 min

(!) Please inform UGOE **one week in advance** who will participate in the virtual peer review meeting on behalf of your institution with relevant personal details such as name and designation (position) and contact details.

IV. Preparing a presentation (mandatory!)

For you reporting, please **prepare a PowerPoint presentation** to be shown during the meeting to document and illustrate your reporting.

UGOE would very much like **to use the presentation in the final reporting to the EU** in order to document the implemented reforms and International Relations Offices set up at your university. Thereby the presentation becomes publicly available, so please try to **make it look nice**. Below, some mandatory requirements for the presentation to be prepared.

One the first slide, please title your presentation as given below:

Presentation for the Peer Review of Kurdish HEIs

Work Package 4.3

Duhok Polytechnic University (← change to name of your university)

Please also include your **university's logo** and the **TIGRIS logo**.

⁴ The International Relations Offices vary in size, some have 10 employees while others have much less. The decision on which staff member to include is the discretion of the individual partner institution. However, being able to communicate in English is a requirement. Partners should also look to it that key functions of the office are covered, e.g. academic mobility.

Besides that, your presentation must include:

1. Organisational chart of your university

An **organisational chart of your university** showing the institutional structure and the International Relations Office within it. In the chart, please also **identify other institutional units** of the university you have found **important for and included in its internationalisation**. As a good example on how this was done in the past, please see the attached organisational chart of UOR, which was submitted in preparation of the trainings in March 2020 in Göttingen (WP3.4).

2. Organisational chart of your International Relations Office

An **organisational chart of your International Relations Office**. As a good example on how this was done in the past, please see that attached organisational chart of EPU (area highlighted in red), which was submitted in preparation of the trainings in March 2020 in Göttingen (WP3.4). Other examples for organisational charts can be found in other TIGRIS training material linked in the footnote⁵.

3. Photos

If implemented as intended as on-site visits, we would have visited and inspected the premises of your International Relations Offices to see if it has been properly set up and equipped. Since the peer review is now implemented as a virtual meeting, in your presentation please **include photos showing your International Relations Office and its equipment, especially show the equipment purchased with funds provided by the TIGRIS project**. In the photos, please show **exemplary** that the equipment purchased with TIGRIS funds was **properly marked** as acquired with the support of the Erasmus+ Programme of the European Union (!).

4. Information on date of establishment and physical addresses

On one slide of the presentation, please indicate the **date** when the International Relations Office was established (e.g. date of decree) as well as the **physical address** of a) your International Relations Office b) where the server purchased is (or will be) located c) where the literature purchased is (or will be) located.

5. Table with information on personnel resources and capacities

On one slide of the presentation, please **provide information on the staff of the International Relations Office**⁶ in form of the following table:

Employee #	Function and task(s) of employee	FTE (Full-time equivalent) ⁷	Employment condition (permanent, temporary, voluntary)	English language proficiency level ⁸

⁵ http://www.tigris-erasmusplus.eu/wp-content/uploads/2020/03/TIGRIS_Muuss_Intra-Institutional-Cooperation_2020-03-03.pdf and http://www.tigris-erasmusplus.eu/wp-content/uploads/2019/06/MU_How-to-run-an-IRO_final.pdf.

⁶ For this, revisit the data submitted with the *Questionnaire on Kurdish IROs & existing needs in preparation of trainings in WP3.4*.

⁷ Full-time equivalent: One person working full-time is 1 FTE; a person working half-time is 0.5 FTE. So, if a staff member is working 40 hours a week and is working 20 hours at the International Relations Office (IRO) while spending the rest of his working hours on teaching at a faculty, his FTE for the IRO is 0,5.)

⁸ For this, please use the rating of the Common European Framework of Reference for Languages: A1, A2, B1, B2, C1, C2; if proficiency levels are not clear, use estimates.

V. Additional notes

Please note that for the purpose of documentation, UGOE intends to record the virtual peer review meeting. Therefore, UGOE will provide the infrastructure for the virtual meetings. An individual test run with Kurdish partners to ensure the proper functioning of the technical setup might be scheduled.

In case of any question in advance to the peer review, please do not hesitate to contact UGOE.



The European Commission support for the production of this publication does not constitute an endorsement of the contents, which reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.