Erasmus+ - Key Action 2
Capacity Building within the Field of Higher Education

TIGRIS Project

*Evaluation Framework for Internationalisation of Kurdish Universities based on the
Self-Assessment Exercise (1.4)*

Version 1.0

Date	10.06.2020	Drafted By	GII
Version	1	In execution of	Working Package 3.3
		Useful for	All others

1. Introduction

This evaluation framework functions as a general tool to be used by any university in the region to assess their internationalisation. It is mainly based on the indicator list (1.3) and the self-assessment exercise (1.4) but also takes into account the aspects of peer reviews and the internationalisation and implementation plans.

The concept is to design a very short, concise framework that can be easily implemented by any university and which can also be adapted to its specific needs.

2. Structure of the framework

The evaluation framework builds on the following quantitative and qualitative pillars:

1. An indicator system for internationalisation
2. Internationalisation strategy with clearly defined goals, indicators and benchmarks
3. Management information System
4. International peer review

2.1. TIGRIS Indicator system

The TIGRIS Indicator System is the core of the evaluation framework. A sophisticated set of fixed indicators allows for a comparison across universities and also between departments. The following list should be applied:

Figure 1 TIGRIS Indicator System

Area	IMPI code	Concrete indicator	Type of indicator			Type of measurement
			input	output	outcome	
Mobility						
Staff						
Incoming	02-004	Existence of a defined institutional strategy to develop the participation of staff in internationalisation activities	x			Yes/no
	02-026	Number of different nationalities represented in institution's staff body comprise/Number of different countries of origin of staff (differentiating permanent and contract-based staff) in 2014-17		x		absolute number
	02-047	Visiting staff members from abroad as proportion of all academic staff members in 2014-17		x		percentage
		Development of percentage of international staff from 2014 to 2017			x	percentage
Outgoing	02-022	Proportion of staff that took part in an exchange programme abroad (2014-17)		x		percentage
	02-030	Proportion of academic staff members that attended at least one international conference or seminar (2014-2017)		x		percentage
	02-032	Proportion of academic staff members, that were members of at least one		x		percentage

		international academic or professional association (2014-2017)	x			
		Development of percentage of academic staff attending at least one international conference or seminar from 2014-2017			x	percentage
		*Students*				
Outgoing	01-001	Existence of institutional advise structure for students on study abroad opportunities	x			Yes/no
	01-003	Proportion of students that participated in outgoing exchange or mobility programmes (2014-2017)		x		percentage
	01-004	Proportion of all students that undertook studies abroad (2014-2017)		x		percentage
		Development of proportion of students that participated in outgoing exchange or mobility programmes (2014-2017)			x	percentage
		Development of proportion of all students that undertook studies abroad (2014-2017)			x	percentage
Incoming	01-023	Existence of institutional international alumni database	x			Yes/no
	01-008	Proportion of international students among all students who graduated from the institution (2014-2017)		x		percentage
	01-012)	Number of different countries of origin of international students at institution (2014-2017)		x		percentage
		Development of proportion of international students among all students who graduated from the institution (2014-2017)			x	percentage
		Development of number of different countries of origin of international students at institution (2014-2017)			x	percentage
International Office						
Strategy	02-093	Implementation of incentives to further/encourage internationalisation activities by institution's staff members	x			Yes/no
	03-001	Existence of a clearly defined strategy for internationalisation	x			Yes/no
		Existence of marketing strategies for internationalisation and staff/student recruitment	x			Yes/no
		Number of signed Memoranda of Understanding (2014-2017)	x			absolute number
		Percentage of signed MoUs that are active (2014-2017)		x		percentage
	03-009	Existence of a specific organisational structure to support internationalisation	x			Yes/no
		Development of share of active MoUs (2014-2017)			x	percentage
Budget and Grants						
		Existence of a budget allocated specifically to internationalisation	x			Yes/no

Publications / citations	Code	Description				Unit
		Amount of internationalisation budget (2014-2017)	x			absolute number
		Share of the budget for internationalisation within the overall budget (2014-2017)	x			percentage
		Development of share of the internationalisation budget within the overall budget (2014-2017)		x		percentage
		Development of amount of internationalisation budget (2014-2017)		x		percentage
Research						
		Access to international research papers and journals offered by the institution	x			Yes/no
		If yes, highest impact factor of a journal the institution has access to		x		absolute number
Publications / citations	06-027	Proportion of published pieces (books, journal issues, articles, etc.) that were produced through international collaborative activities involving researchers (2014-2017)		x		percentage
		Number of international collaborative activities related to research in which the institution was involved (2014-2017)		x		absolute number
		Average length of these activities (for projects that started in 2014-2017 respectively)		x		absolute number
	06-037	Total number of international citations per paper for pieces authored (or co-authored) by researchers at the institution (2014-2017)		X		absolute number
		Average H-index of an academic at the institution (2014-2017)		x		absolute number
		Development of highest impact factor of a journal the institution has access to			x	percentage
		Development of proportion of published pieces (books, journal issues, articles, etc.) that were produced through international collaborative activities involving researchers (2014-2017)			x	percentage
		Development of number of international collaborative activities related to research in which the institution was involved (2014-2017)			x	percentage
		Development of average length of these activities (for projects that started in 2014-2017 respectively)			x	percentage
		Development of total number of international citations per paper for pieces authored (or co-authored) by researchers at the institution (2014-2017)			x	percentage
		Development of average H-index of an academic at the institution (2014-2017)			x	percentage
Education						
Curricula, Recognition of	05-039	Proportion of Master's programmes taught wholly in a foreign or second		x		percentage

English-taught programmes		language out of all Master's programmes offered (2014-2017)				
		Organisation of summer school programmes, language courses included	x			Yes/no
		Number of participants per summer course (2014-2017)		x		absolute number
	05-056	Number of summer programmes that were participated in by international researchers/students/staff members out of all summer school programmes offered (2014-2017)		x		percentage
		Implementation of the Bologna system for ECTS in the curriculum programs		x		Yes/no
		Development of number of participants per summer course (2014-2017)			x	percentage
		Development of number of summer programmes that were participated in by international researchers/students/staff members out of all summer school programmes offered (2014-2017)			x	percentage
Joint / double degrees / Co-tutelles	05-021	Proportion of international joint/double/multiple degree programmes or co-tutelles offers at Master's level		x		percentage
		Proportion of international joint/double/multiple degree programmes or co-tutelles offers at PhD- level		x		percentage
		Existence of legislation supporting the organisation of joint/double/multiple degree programmes	x			Yes/no
		Development of proportion of international joint/double/multiple degree programmes or co-tutelles offers at Master's level			x	percentage
		Development of proportion of international joint/double/multiple degree programmes or co-tutelles offers at PhD- level			x	percentage
Promotion of the institution						
	07-001	Does your institution have a defined strategy for international communication, promotion, and marketing	x			Yes/no
	07-005	Does your institution provide webpages for international students in at least one foreign language	x			Yes/no

For each indicator, the university should set an own benchmark per year that then allows to compare the achievement to the goal.

The results of both 2.1 and 2.2 (for 2.2 see below) should be analysed using an adapted OECD DAC framework such as the following:

Type of indicator	
yes/no	numeric
yes	high
"-"	medium
no	low

For overall scoring, a green result counts 3, a medium 2 and a low 1. An analysis of e.g. different departments could look as follows:

Figure 2 Example of the applied TIGRIS indicator system

		Incoming			Outgoing				Over-all rating
	Existence of a defined institutional strategy to develop the participation of staff in internationalisation activities	Number of different nationalities represented in institution's staff body comprise/Number of different countries of origin of staff (differentiating permanent and contract-based staff) in 2014-17	Visiting staff members from abroad as proportion of all academic staff members in 2014-17 (%)	Development of percentage of international staff from 2014 to 2017 (%)	Proportion of staff that took part in an exchange programme abroad (2014-17) (%)	Proportion of academic staff members that attended at least one international conference or seminar (2014-2017) (%)	Proportion of academic staff members, that were members of at least one international academic or professional association (2014-2017) (%)	Development of percentage of academic staff attending at least one international conference or seminar from 2014-2017 (%)	
Dep. A	yes	3.7	5.0	200%	0.0	3.3	1.7	-60%	1.75
Dep. B	yes	1.0	0.0	0%	0.0	0.0	0.0	-100%	1.25
Dep. C	yes	0.3	1.0	-100%	1.0	2.0	1.0	0%	1.25
Dep. D	yes	3.0	1.6	0%	0.2	16.7	0.3	600%	1.875
Dep. E	no	4.3	16.7	-50%	11.4	66.7	53.3	-38%	2.125
Dep. F	yes	8.3	0.0	-36%	0.0	12.4	2.2	21%	1.875
Dep. G	no	4.3	1.3	100%	3.5	2.7	2.0	50%	1.5
Dep. H	yes	4.3	1.0	-50%	1.0	1.0	1.0	0%	1.375
Dep. I	yes	22.3	2.0	-9%	1.0	5.3	12.7	0%	1.875
Av.	yes	5.7	3.8	-11%	2.3	13.8	9.3	0%	1.875

2.2.   Internationalisation Strategy

The next important part is an individual institutional internationalisation strategy which needs to define goals and activities for the university. These goals and activities then have to be quantified in terms of indicators and for each indicator a benchmark should be set.

The substantial difference to 2.1 is that here all goals, activities and indicators can be set entirely individually by each university. Whereas 2.1 allows a university to compare to others or generate a standardised dataset across the institution, here the university can develop its internationalisation along its own individual interests and needs. This also means that it can differentiate between departments, faculties etc. with regard to goals, activities and indicators.

All the strategies of the TIGRIS partners as part of WP3 can be used as examples. Here we show an example of one dimension as prepared by KISSR:

Preparing Students for a Globalized World

In recognition of the effects of globalization, KISSR is committed to preparing its students for their work in an increasingly globalized and intercultural environment. Therefore, internationalization of the study experience is essential in providing students with the competences and skills needed to succeed in such an setting, , thereby not only increasing their international competitiveness and prospects for employment abroad but also providing adequately qualified employees for local businesses operating abroad as well as international companies and organizations operating in Kurdistan Region of Iraq.

To achieve its goal to better prepare its students for a globalized world, KISSR will:
- increase the number of language and cultural training courses;
- send students abroad via dual/joint programs and summer trainings.

It is expected that implementing the above activities have the following results:
- Improvement of foreign language skills of students.
- Increasing the students' adaptability to a globalized and intercultural work environment and capability to succeed in such an environment.
- Increasing the contribution of internationally trained staff in local embassies and foreign companies.

The above actions need to be measured through different indicators such as:
- Increase in number of language and cultural courses (up to 35%)
- Share of students in dual/joint programs and summer trainings (up to 50%)
- Increase in share of students with college-entry level English (up to 50%)
- Increase in international student enrolments in KISSR courses (+10% annually)
- Increase in share of graduated students to be hired in the embassies at Kurdistan (+10% annually)
- Increase in share of graduated students to be hired in the foreign companies in Kurdistan (+10% annually)
- Increase in adaptability level of graduates by using international personality tests such as the Big Five Inventory of Berkeley (+10% annually).

2.3. Management Information System

The TIGRIS partners set up a Management Information System for Internationalisation data at Kurdish universities. This data should be used to inform the datasets developed for internationalisation strategies (2.2) of newly internationalising Kurdish universities since it helps them to understand what already works at other Kurdish universities.

2.4. International Peer reviews

An evaluation framework should not rely on quantitative data only. While 2.2 already includes qualitative information in the sense of the descriptive strategies, it is necessary to include a human factor.

We therefore strongly suggest using international peer reviews as a qualitative component of the evaluation framework.

This means that each university would invite a team of 3-4 internationalisation experts from outside Kurdistan to review the situation on the ground. They would use the self-reports based on 2.1 and

2.2 but also conduct interviews with key personnel, focus groups of students and staff, and review infrastructure and procedures. Ideally, such a peer review should take place in person on the ground. However, such visits can be very expensive and time consuming. In addition, the COVID-19 crisis showed that it might be impossible to even conduct real visits. Therefore, it is also possible to conduct such peer reviews online using videoconferencing tools.

3. Other conditions

A functioning evaluation framework needs repetition and continuity. Therefore, it is essential that the university sets up an annual data monitoring using the tools above. Every year, the results for 2-1 and 2.2 should be analysed and compared over time to identify weak spots but also areas of clear improvement.

The peer review (2.3) should be conducted at least every 5 years, better every 3. It needs a minimum of 3 years in order to be able to draw reasonable conclusions, since changes from one year to the next maybe coincidental.

It is recommendable to include at least one high-level staff member of an IRO at an international partner university of the university that applies the evaluation framework in the peer review process, since these partners know the history of the university and better understand contextual conditions and limitations that might explain certain developments.

Moreover, it is strongly advised that any Kurdish university interested in internationalisation should first join the Network of Kurdish Internationalisation Practitioners as set up by the TIGRIS partner universities.

4. Conclusion

This concise and easy-to-apply evaluation framework for internationalisation will allow all Higher Education Institutions (HEIs) in Kurdistan and beyond to establish internationalisation in a sustainable way.

It generates therefore one of the long-term impacts of the TIGRIS project in line with the wider objectives as defined in the TIGRIS application.