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Internationalization of Higher Education Seminar

Mobility Programs

April 29-30, 2017, Tehran University of Medical Sciences (TUMS)



Secretariat Address: No.21, Damesgh St., Vali-e Asr Ave., Tehran - 1416753955, Iran
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Seminar Venue: Tehran University of Medical Sciences (TUMS), Central Building, Qods St., Keshavarz Blvd., Tehran - 1417653761, Iran

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IN THE NAME OF ALLAH
THE ALL MERCIFUL
THE MOST COMPASSIONATE



Internationalization of Higher Education Seminar

Mobility Programs

April 29-30, 2017

Tehran University of Medical Sciences

Tehran, Iran



Content

Poster of IHE Seminar	i
Welcome Message	ii
IHE Seminar Introduction	1
Mission	1
Expected Outcomes	1
Beneficiaries and Audience	1
Speakers and Speeches Overview	2
Host, Venue and Dates	2
Sponsors	2
IHE Seminar Agenda	4
IHE Seminar Speakers and Abstract of Speeches	10
Rossica Ilcheva Betcheva	11
Ramon Angel Bouzas Lorenzo	13
Adolfo Rafael De los Reyes Molina	15
Jacobo Daniel Feás Vazquez	17
Mohammad Bagher Ghahramani	19
Didier Pierre Houssin	21
Nancy Jane Knight	23
Bagher Larijani	25

Content

Reza Malekzadeh	27
Matthew Monkhouse	29
Enayat A. Shabani	31
Jan Škrha	33
Anzhela Stashchak	35
Amirhossein Takian	37
Lawrence James Watson	39
Pierre Mathieu Jérôme Willa	41
Ren Yi	43
IHE Seminar Organizing Committee Members	46



Internationalization of Higher Education

Mobility Programs

April 29 - 30, 2017, Tehran University of Medical Sciences (TUMS)

بين المللی سازی آموزش عالی

تبادلات دانشگاهی

۱۰ - ۱۹ اردیبهشت ۱۳۹۶، دانشگاه علوم پزشکی تهران



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MINISTRY OF HEALTH AND MEDICAL EDUCATION



Islamic Republic Of Iran

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Welcome Message



Dear Colleagues and Participants,

Tehran University of Medical Sciences (TUMS) has the honor to extend to you a warm invitation to attend Internationalization of Higher Education Seminar (IHE Seminar) to be held in the beautiful capital city of Tehran.

The IHE Seminar Committee is honored to provide a forum for all the participants to gain knowledge of different aspects of internationalization of higher education. The main theme of the IHE Seminar is Mobility Programs. IHE Seminar's National and International keynote speakers will give lectures in the mornings of the first and the second day. In addition, the participants will also benefit from discussion panels, accreditation and ranking round tables in the afternoon of Seminar days.

We hope you join us for a symphony of outstanding knowledge, and take a little extra time to enjoy the spectacular and unique beauty of Tehran.



Ali Jafarian

President of IHE Seminar

Chancellor of Tehran University of Medical Sciences



IHE Seminar Introduction



Mission

IHE Seminar aims at providing a platform for higher education educators, directors/vice-chancellors of internationalization, other professionals and interested parties of different universities worldwide to explore current and future challenges in mobility exchange, exchange experiences, and discuss the influencing factors on a successful mobility program.

Expected Outcomes

By attending IHE Seminar the participants will be able to:

- connect with like-minded peers and drive internationalization further
- directly discuss the application of what is learned with colleagues from diverse backgrounds
- take advantage of the opportunity to share, discuss and exchange on good practices
- receive advice from university experts and exchange knowledge

Beneficiaries and Audience

IHE Seminar will benefit the academicians, professional administrators of universities and other parties that are interested in Internationalization of Higher Education. IHE Seminar expects an audience of 300. Accreditation and ranking round tables will have an audience of approximately 60 in each round table.

Speakers and Speeches Overview

IHE Seminar with the major theme of Mobility Programs has succeeded in bringing together the academicians and administrators in the field of internationalization from different parts of the world. It is to host 18 honorable keynote speakers from different countries such as Australia, Bulgaria, Canada, Czech Republic, France, Germany, Iran, Spain, Switzerland and Ukraine. IHE Seminar is enriched with speeches, discussion panels and round tables. 15 keynote speakers are going to give speeches in 4 panels of Mobility/Innovation, Mobility/Research, Mobility/Education and Strategic Thinking during the two Seminar days. In discussion panels, 3 keynote speakers will give speeches and answer the questions of the panel audience on the first day of the Seminar, April 29th. Accreditation and ranking round tables are going to be held in the afternoon of the second day of the Seminar, April 30th. Round tables are held in Persian with the purpose of providing a chance for Iranian Universities to ask and answer about the related issues they are facing.

Host, Venue and Date

TUMS is honored to host the participants of the IHE Seminar. The Seminar is held on April 29-30, 2017 in the Central Building of TUMS, Qods St, Keshavarz Blvd, Tehran, Iran.

Sponsors

Office of Vice-Chancellor for Global Strategies and International Affairs (GSIA) of TUMS, Tehran, Iran, and the University of Santiago de Copostela (USC), Spain, are the financial sponsors of the IHE Seminar.



IHE Seminar Agenda

Saturday, April 29, 2017

07:00	Registration
08:00 – 08:45	Opening Ceremony
08:45 – 09:00	Recitation from the Holy Quran and National Anthem
Mobility/ Innovation	09:00 AM – 10:40 AM
Panel Members	Ali Jafarian, Hossein Salar Amoli, Jane Knight, Bagher Larijani, Reza Malekzadeh
09:00 – 09:20	Welcome Speech Ali Jafarian, President of IHE Seminar Hossein Salar Amoli
09:20 – 09:40	International Program and Provider Mobility: Innovations and Challenges Jane Knight
09:40 – 10:00	World Class Level of Higher Education in Medical Sciences: Tracking an Academic Evolution Way Bagher Larijani
10:00 – 10:20	Infrastructure for International Research in Iran and Innovative Pathway Reza Malekzadeh
10:20 – 10:40	Question & Answer Session
10:40 – 11:00	Late Prof. Oberling’s Toga Dedication Ceremony
11:00 – 11:30	Intermission

Mobility/ Research	11:30 – 13:10	
Panel Members	Nima Rezaei, Ren Yi, Pierre Willa, Adolfo Rafael de los Reyes Molina, Jan Skrha	
11:30 – 11:50	International Research Collaboration Management and Internationalization of Research Ren Yi	
11:50 – 12:10	Internationalization of Higher Education: A Swiss Perspective Pierre Willa	
12:10 – 12:30	Collaboration with Iran: The Future of EU and Non-EU Countries Mobility Programs (KA107 and CBHE) Adolfo Rafael de los Reyes Molina	
12:30 – 12:50	International Research Collaboration and its Impact on Higher Education Jan Skrha	
12:50 – 13:10	Question & Answer Session	
13:10 – 14:30	Pray and Lunch	
Discussion Panel	14:30 – 16:00	(Registration is Required)
14:30 – 16:00	The German Research Landscape and Funding Opportunities Frens Stoeckel, Saeed Balalaie	
14:30 – 16:00	Mobility and Recognition of Higher Education Qualifications Lawrence James Watson, Tania Azadi	
14:30 – 16:00	Strategic Thinking in Internationalization of Higher Education Jane Knight, Amirhossein Takian	

Sunday, April 30, 2017

07:00	Registration
Mobility/ Education	08:50 – 10:30
Panel Members	Ali Movaghar, Enayat A. Shabani, Anzhela Stashchak, Jacobo Feas, Rossica Betcheva
08:50 – 09:10	Internationalization of Higher Education in Iran: A Call for a Centralized National Internationalization Program Enayat A. Shabani
09:10 – 09:30	How to Pursue Internationalization through Mobility in Higher Education Anzhela Stashchak
09:30 – 09:50	EU Cooperation Projects: Outcome and Lessons Learned Jacobo Feas
09:50 – 10:10	Cooperation in International Education Programmes as a Way to Joint HE Degrees Rossica Betcheva
10:10 – 10:30	Question & Answer Session
10:30 – 11:00	Intermission

Strategic Thinking	11:00 – 12:40	
Panel Members	Jane Knight, Mohammad Bagher Ghahramani, Didier Houssin, Ramon Bouzas, Matthew Monkhouse	
11:00 – 11:20	Mobility and Cross-Cultural Understanding Mohammad Bagher Ghahramani	
11:20 – 11:40	The Evaluation of the Internationalization Policy of Universities Didier Houssin	
11:40 – 12:00	Key Steps in Strategic Planning: Processes, Actors and Leadership Ramon Bouzas	
12:00 – 12:20	Best Practice in Internationalisation and the Benefits of a Centralised International Strategy Matthew Monkhouse	
12:20 – 12:40	Question & Answer Session	
12:40 – 12:50	Conclusion Session by Jane Knight	
12:50 – 13:10	Closing Ceremony	
13:10 – 14:30	Pray and Lunch	
Round Table	14:30 – 16:00	(Registration is Required)
14:30 – 16:00	Accreditation Round Table (in Persian)	
14:30 – 16:00	Ranking Round Table (in Persian)	



**IHE Seminar Speakers
and
Abstract of Speeches**

**Rossica Ilcheva Betcheva**

Dean of International Academic Mobility and Education
University of Chemical Technology and Metallurgy, Sofia,
Bulgaria

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Biography: Prof. Dr. Rossica Ilcheva Betcheva of the University of Chemical Technology and Metallurgy (UCTM) , Sofia, Bulgaria is the Erasmus University Coordinator and the Dean of International Academic Mobility and Education. Her work is connected with the active participation of UCTM in EU educational programs – Tempus, Socrates, Lifelong Learning, Erasmus Mundus and Erasmus+.

Together with the coordination of UCTM international student and staff exchange, she has been the Bulgarian local coordinator for several Erasmus Thematic Network in the field of Chemistry and Chemical Engineering, Biotechnology, Continuous and Adult Education. Prof. Betcheva has been coordinating the participation of UCTM in 12 Erasmus Mundus Action 2 consortia for mobility from and to Universities in Asia, Africa and Western Balkans.

In 2016 Prof. Betcheva was awarded by the European Association of Erasmus Coordinators for her considerable contribution to the Erasmus program for the last 10 years.

Cooperation in International Educational Programmes as a Way to Joint Higher Education Degrees

Abstract:

We are living in the time of a global economy, global communications and global job options. Job providers are interested more and more in the competences of their young employees. Foreign investors trust the quality of their own educational systems and very often the employment decision can be taken based not only on the competences declared but on the University quality label and the University location. One of the most important achievements of the European Union in the field of higher education is the creation of the European Higher Educational Area as a result of the so called Bologna Process.

This presentation aims at showing how the University of Chemical Technology and Metallurgy, Sofia, developed and implemented some Joint Degree courses through an active academic mobility under EU Educational Programmes. UCTM Sofia has been participating in EU HE programmes and the connected with them academic mobility since 1994. Activities performed under these programmes contributed to the international transparency of the education quality and the level of competencies of awarded study degrees. The most important results of this transparency are:

- Development and implementation of EU Master Degree course in Environmental Protection and Sustainable Development (certified with a joint Diploma signed by several EU Universities).
- Chemical Engineering curriculum with awarding of Double Diploma with the Technical University of Hamburg and with the University of Magdeburg.

**Ramon Angel Bouzas Lorenzo**

Dean of the Faculty of Political and Social Sciences

University of Santiago de Compostela, Spain

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Biography: Dean of the Faculty of Political and Social Sciences (University of Santiago de Compostela, Spain). PhD in Political Science and Senior Lecturer in Political Science and Public Administration (University of Santiago de Compostela). He has been visiting scholar at Goldman School of Public Policy (UC Berkeley, EE.UU.), Università degli Studi di Bologna (Italy) and London School of Economics (UK). His research and teaching focuses on public management (strategic planning; quality management, HRM; organizational design) and e-government.

Key Steps in Strategic Planning: Processes, Actors, and Leadership

Abstract:

Strategic planning is a management technique used around the world and by organizations in every sector. The entities that apply strategic planning can benefit from its capacity to adequately adjust the objectives of a project or program to an organization's environmental conditions and internal availability of technologies, economic resources and appropriate human capital. Planning provides a script by which the actors and resources come on stage with a specific role to play at a specific time, which gives cohesion to organization. However, application experiences do not always achieve the desired outcomes, which makes it necessary to study the factors that determine success. As part of the conference on the internationalization of education, this talk provides an overview of the basic concepts of strategic planning, with special attention to the study of the context, the orientation of the project, and the cohesion and leadership of those involved in its implementation. The author's research informs a review of the key factors that can either obstruct or guarantee the success of the project.

**Adolfo Rafael de los Reyes Molina**

Representative of Ministry of Education, Spanish Service for the Internationalization of the Education, Ministry of Education, Spain

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Biography: Born on May 13, 1971 in Ciudad Real (La Mancha, Spain). He studied System Engineering, Computer Engineering, Aeronautical and Airport Management and Physics. He first started working in Andersen Consulting as a Computer engineer. After that short incursion in the business world, he started teaching in almost every educational level for over 20 years. He was teaching in USA in a High School, Environmental science, physical science, geology, biology, anatomy and physiology and robotics. In Spain he teaches in High School, Technology and Industrial Technology. At vocational training level, Electricity, At College level, Electrical and Automatic System, Bilingual Education of Higher Technician in Industrial Automation and Robotics. At University, computer organization, computer structure, computer technology, iPhone programming and robotics. He is now working as an education advisor in Sepie, the Spanish national agency which deals with Erasmus matters. He is managing strategic associations between countries.

The Future of EU and Non-EU Countries' Mobility Programs: KA107 and CBHE

Abstract:

The past, present and future of the European cooperation with Iran.

Erasmus + provides grants for a wide range of actions and activities in the fields of education, training, youth and sport. The programme gives opportunities to students, trainees, staff and volunteers to spend a period abroad to increase their skills and employability. It supports organisations to work in transnational partnership and to share innovative practices in the fields of education, training and youth. Erasmus+ also includes a strong international dimension (i.e. cooperation with Partner Countries) notably in the field of higher education, which opens the programme to institutional cooperation and mobility of young people and staff worldwide.

**Jacobo Daniel Feás Vazquez**

International Advisor to the Vice-Rector
University of Santiago de Compostela , Spain
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Biography: Dr. Jacobo Feás (PhD Economics, 2008) is a Professor of Economics at University Santiago de Compostela (Spain). His research activity focuses on project management, decision-making, integrated assessment and management of natural resources, with main focus on integrated water resources management. His specific methodological interests are in multi-criteria analysis and decision support systems.

He authored and co-authored several scientific publications related to the above mentioned topics.

He has visited scientists at Cà Foscary University, Climate Policy Initiative, Venice International University. He is also adviser of the Vicerectorate of Internationalization of the USC since 2011 and he has collaborated in several cooperation projects.

EU Cooperation Projects: Outcome and Lessons Learned

Abstract:

The main purpose of this talk is to present the experiences, lessons learned and outcomes from EU cooperation projects under the perspective of an EU higher education institution. After an introduction of the University of Santiago (USC), we analyse the main reasons that lead the internationalization process of one the oldest universities in Spain. The role of internationalization in the strategic vision of USC and the main implications of this strategic approach are presented. At this moment, our university is reviewing its strategic plan of internationalization as part of a continuous improvement process. Once the framework of internationalization of the USC has been presented, we deliver the main experiences of the USC as a participant in European cooperation projects, in which it participates both as a partner and coordinator. USC has participated in several cooperation projects all over the world, from Latin-America to Asia. Now the University of Santiago is facing new horizons under the ERASMUS+ scheme and we have to face new key challenges based on our global strategies such as the increase of the attainment levels of the USC to provide the graduates and researchers, to improve quality and relevance of HEIs and HE with more transparency and international impact, to improve the quality through mobility & international cooperation, understand how to link HE, research, business and regional development and how to manage governance and funding to support strategic choices.

**Mohammad Bagher Ghahramani**

Vice President for International Affairs

University of Tehran, Tehran, Iran

E-mail: mbgh@ut.ac.ir



Biography: Dr. Mohammad Bagher Ghahramani a member of the Department of Dramatic Arts, Faculty of Dramatic Arts and Music, University College of Fine Arts, University of Tehran (UT). He studied his B.A in Radio and Television at San Francisco State University (1986) where he finished his M.A in the same field (1993). Dr. Ghahramani continued his PhD in Theatre and Film at Birmingham Young university.

Dr. Ghahramani has directed and co-directed films and plays. He is the author of numerous publications. He also has a good sense of leadership. He has been the vice-president of Institute for North American and European Studies, Dean of the School of Performing Arts and Music of UT. Currently, He is the Vice President for International Affairs of UT.

Mobility and Cross-Cultural Understanding

Abstract:

University of Tehran (UT) has a rich experience in its exchange programs and this has enabled UT to give a new vision to people of both host and home countries. This lecture will focus on mobility and cross cultural understanding with a view on UT's status. The mobility is taking place from UT and to UT. We face a number of challenges in this internationalization phase that is a continuing process during which we have to safeguard our traditional national education system in a globalization atmosphere of this current age. It is inevitable that people from diverse cultures would meet, may blend together or might get into a conflict of ideas or emotions. How do we view the incoming population from abroad and what do we expect of them and of ourselves and what is it that might or should we suspect that is expected from us? The lecture would stress our view of humanity in general and how that would help us achieve an anchor to balance the seeming rocking atmosphere of our university with.

**Didier Pierre Houssin**

Medical Advisor, Department of International Affairs

Assistance Publique-Hopitaux de Paris, France

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Biography: Professor of surgery and liver transplant specialist at Paris-Descartes University since 1988, Didier Houssin served as head of surgery at Paris's Cochin hospital, as CEO of the French transplant agency, as Greater Paris University Hospitals' medical policy director, as vice-president of Paris-Descartes university and, from 2005 to 2011, as director general for health at the French Ministry of Health and inter-ministerial delegate for pandemic flu preparedness.

CEO of the French agency for the evaluation of research and higher education (AERES, then HCERES), from 2011 to 2015, and chairman of the management board of the French agency for food, environmental and occupational health and safety (ANSES) between 2013 and 2016. H has also served as an advisor to the World Health Organization since 2011.

He is presently a medical advisor to the Greater Paris University Hospitals, president of its subsidiary AP-HP International and member of the board of the European food safety Authority.

The Evaluation of the Internationalization Policy of Universities

Abstract:

Quality assessment is now seen as a major driver for progress in the field of higher education and research.

Self-assessment, followed by external independent assessment by a specialized and recognized quality assurance agency, is now required in many countries. Evaluation in the academic world is a multi-scale process, ranging from the evaluation of faculty members to the evaluation of higher education programs and research units, and to the evaluation of the university as an institution. Institutional evaluation of a university needs to consider all the functions and policies of the university: education, research, student life, governance and valorization of research, partnerships, administration, social responsibilities, and the internationalization policy. The assessment of the internationalization policy should be centered on the role that the international dimension plays in higher education and research, on the mobility of students and faculty members, and on international partnerships and cooperation including subsidiaries or higher education program organized abroad.

**Nancy Jane Knight**

Professor of the Ontario Institute for Studies in Education
University of Toronto, Ontario, Canada

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Biography: Professor Jane Knight of the Ontario Institute for Studies in Education, University of Toronto, focuses her research on the international dimension of higher education at the institutional, national, regional and international levels. Her work in over 70 countries with universities, governments, and UN Agencies helps to bring a comparative, development and international perspective to her research, teaching and policy work. She has been a visiting scholar at numerous universities including in India, Japan, Malaysia, United Arab Emirates, United States of America, Germany and South Africa. She is the author of numerous publications on internationalisation concepts and strategies, quality assurance, institutional management, trade, education hubs, and crossborder education. She is the co-founder of the African Network for the Internationalization of Education and sits on the advisory boards of several international organizations, universities, and journals. She is the recipient of several awards and honorary doctorates from the University of Exeter in the UK and Symbiosis International University in India and recently received the Outstanding Researcher Award from the European Association for Institutional Research and the Gilbert Medal from Universitas 21 for her contribution to higher education internationalization.

International Program and Provider Mobility: Innovation and Challenges

Abstract:

During the last two decades there has been an exponential increase in all forms of international academic mobility – student and scholar, programs and providers, policies and regulations, and the universal exchange of knowledge, ideas, values and culture. The diversity in the modes and forms of mobility is unprecedented. International Program and Provider Mobility (IPPM), in particular, is changing the landscape of international higher education. It is no longer only the students who are moving. Academic programs and providers are moving to the students. New models and modes of delivery such as joint universities, twinning, and double degrees programs, international branch campuses, franchise arrangements, and MOOCs are emerging. This has brought new opportunities and innovation to higher education but has also raised new issues and potential risks such as quality assurance, qualification recognition and relevance of curriculum. There is no doubt that international program and provider mobility is growing in scale and scope. In many countries it can provide 15% of higher education (HE) provision and in others up to 45%. There are significant new developments, challenges and opportunities with IPPM and it is time to be more vigilant regarding the classification used to categorize program and provider mobility, the policies and regulations that guide it, and the collection of international program and enrolment data. This presentation will address some of the innovations in international program and provider mobility and also some of the complexities and challenges.

**Bagher Larijani**

Deputy Minister for Education

Ministry of Health and Medical Education, Tehran, Iran

E-mail: emrc@tums.ac.ir

Biography: Professor Larijani completed his primary medical training at Tehran University of Medical Sciences in 1987. He continued his education in the field of internal medicine at the same university where he ultimately completed his clinical training and graduated as an endocrinologist in 1993. Subsequently, Dr. Larijani obtained several international qualifications such as Fellowship American Collage of Endocrinology (F.A.C.E.). He is currently a Professor of Endocrinology at Tehran University of Medical Sciences and holds several national and international responsibilities. Dr. Larijani is Deputy Minister of Medical Education, founding Director-General and Chief scientific officer of Endocrinology and Metabolism Research Institute, and Acting Director of Medical Ethics and History of Medicine Research Center amongst other responsibilities. He also contributes to the Lancet Commission on Obesity as a commissioner. In April 2017, his citations exceeded 15492 with 414 Pubmed articles and an h-index equal to 58. Professor Larijani is ranked the 2nd in terms of citations to his medical ethics articles in Google Scholar and his fields of interest include diabetes, osteoporosis, and medical ethics.

World Class Level of Higher Education in Medical Sciences: Tracking an Academic Evolution Way

Abstract:

International scientific collaboration and networking play a key role in promotion of the quality of medical education. However, internationalization of medical education is a formidable task and there are several barriers are to overcome for implementation of an efficient international medical education system. Having realized these barriers, Iranian policy makers are determined to enhance human development index of the nation by means of promotion of knowledge-based decision making to secure economic and social progress of the country. In September 2015, the United Nations General Assembly officially adopted a “universal, integrated and transformative” 2030 Agenda to ensure sustainable development. Sustainable development is a process for meeting human development goals; and, in this regard, sustainability of higher education is of a singular importance. Medical Scientific outputs disseminate new knowledge, which can act as the central axis of development and prosperity contributing to the solution of significant health problems. In recent decades, our country struggle to be accepted as succeed county in knowledge production. We experienced more than fourfold growth in the number of medical sciences universities during three decades and consequently, the number of medical sciences students has increased three fold. The global competition between universities in quality and quantity revealed their potentials regards to international collaboration. Iran has experienced remarkable progress in this area. According to Scopus database, Iran has achieved the 16th global rank in the number of documents and 23th rank in the number of Citations for all science. One third of scientific publication in Iran is related to Medical sciences and in Middle East and North Africa, Iran state in the third position for citation in medicine area. Iran has achieved the 25th rank in terms of the number of hot papers, and 36th rank in number of top papers in the world. In both ranking, clinical medicine state in the first position between different subject areas. The growth of highly cited papers in medical subjects and the role of Iranian scientist in these papers provide the base of international collaborations. Currently, internationalization of medical education is one of the primary objectives of the system and different plans such as joint degree programs, student and staff exchange contracts, and networking are being formulated by the Ministry to ensure a smooth transition to a global model of medical education.

**Reza Malekzadeh**

Vice-Minister for Research and Technology
Ministry of Health and Medical Education, Tehran, Iran
E-mail: malek@tums.ac.ir



Biography: Dr. Reza Malekzadeh is Professor and the Director of Digestive Disease Research Institute of Tehran University of Medical Sciences, Tehran, Iran. He has supervised and conducted several epidemiological and clinical studies. He has established the first large-scale cohort study in the Middle East and North Africa (the Golestan Cohort Study). He has successfully secured internal and external funding for this large study and several other studies. He has been initiator of several collaborative studies with national and international institutions within the Golestan Cohort or as independent studies.

Biomedical Research in IR of Iran Developing Research Infrastructure for Future

Abstract:

According to the latest statistics released by the Scopus database, Iran produced 51187 scientific documents with 28965 citations in 2016 maintaining its 16th position in the world for the number of scientific documents and 18th position for the number of citations securing its first rank position in the Middle East and North Africa and above Turkey. Iran is among the countries with the world's fastest-growing scientific output, measured by the number of peer-reviewed papers published in the international journals on a yearly basis. More than 30% of scientific output is in biomedical science which is the most productive scientific field in Iran .During last 20 years Iran health system has been able to achieve most of sustainable developmental goals recommended by United Nation recently and could achieve the remaining goals before the deadline . During last 3.5 years one of the major achievements of ministry of health and the medical sciences universities across the country was to establish several most important research infrastructures necessary to speed up the world class medical research which in addition to better ranking in scientific output in future could at the same time improve the health system and specially decrease the number of premature deaths and disabilities in Iran and contribute to progress of medical sciences across the globe. This lecture will focus on introducing and explaining the most important infrastructures that have been built in recent years.

**Matthew Monkhouse**

Director, Global Engagement & Business Development
Macquarie University, Sydney, Australia

E-mail: matthew.monkhouse@mq.edu.au



Biography: Matt has an established career within the higher education sector with significant experience in international relations, student recruitment and international marketing. Matt's business development interests focus on stakeholder engagement with a focus on development of government and institutional relationships. As Director, Global Engagement and Business Development Matt is responsible for leading multiple teams, based both on-shore and off-shore whose responsibilities include; international development, international policy, strategic planning, international projects, the development of global partnerships (government, industry, Institutional), marketing and communications, international student recruitment and student/staff mobility programs.

Best Practice in Internationalisation and the Benefits of a Centralised International Strategy

Abstract:

International education continues to be a major contributor to the global economy. Though perhaps more importantly it's the increasingly vital source of revenue international students bring to individual institutions that is driving internationalisation strategies. Not to mention the importance internationalisation plays in an institution's ranking strategy and overall student experience. In a competitive market place its vital all university functions converge to effectively and efficiently meet a university's strategic intent. A centralised international office is a business unit comprising a global network of international experts tasked to lead the development of region-specific strategies across Global Engagement, Business Development and International Communications. Fundamentally driving the internationalisation strategy whilst providing support to Faculty, Higher Degree Research office and other vital internal stakeholders; ensuring strategic goals are realised. Using Macquarie University as an example we can demonstrate how a Centralised International Strategy creates synergy and maximises efficiencies across an institution.

**Enayat A. Shabani**

Director of International Affairs and Development
Tehran University of Medical Sciences, Tehran, Iran
E-mail: eshabani@tums.ac.ir



Biography: Enayat A. Shabani is director of international affairs and development at Tehran University of Medical Sciences (TUMS). He is in charge of Office of International Student Admissions, Office of International Marketing and Recruitment, Office of International Development Studies, Office of ISS & Consular Affairs and TUMS Secretariat of Curriculum Internationalization. He is a founding member of Education IRAN (An Interuniversity Project for the Internationalization of Higher Education in Iran). Enayat was the director of the International Journal of Women Research at University of Tehran in 2010-2011. He was also a member of the University of Tehran English Gatekeeping Test (UTEKT) Development Board in 2009. His research interests include language and linguistics, and he also has several publications on internationalization of higher education.

Internationalization of Higher Education in Iran: A Call for a Centralized National Internationalization Program

Abstract:

Higher education worldwide no longer works through isolated societies and communities. The trend of internationalization of higher education is now a dominant approach throughout the world. Numerous countries and thousands of higher education institutes have implemented plans to move towards internationalization in different aspects of higher education. Nevertheless, bearing in mind the close competition between institutes of different levels and rankings, it can prove difficult for single universities and institutes to achieve their desired results, particularly when the competition occurs between entities of more developed countries (at least in terms of higher education) and those of developing nations. In this case, a more centralized support system, preferably rooted in governmental initiatives in the initial stages, can become critical: a support system which covers many aspects such as operationalization of activities, financial incentives, strategic planning, monitoring, etc. Moreover, a highly valuable and essential feature of internationalization is that this process, contrary to what the concept of globalization prescribes, respects and holds in high regard the sovereignty of nations and their sociocultural values. Thus, although it aims to bring institutes into an international context, the main background and sociocultural features and values of home countries shall be taken into account. The two reasons mentioned above call for a more centralized and concentrated grand program of internationalization which encourage and guide internationalization schemes of smaller scales. To answer this call, some countries, including Iran, have either recognized or addressed the need for this centralized approach by establishing or taking the preliminary steps to develop national programs which are responsible, inter alia, for monitoring and enhancing the performance of their countries' institutes of higher education towards realizing a truly internationalized setting. Organizations of this nature can assist universities and higher education institutes in various areas of operation including strategic planning, student recruitment, curriculum internationalization and development, quality assurance and accreditation, international relations, student and staff mobility, and international marketing. The present paper discusses the need for establishing a Centralized National Internationalization Program (CNIP) and the necessary steps through which such an enterprise can be fulfilled.

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Biography: After finishing his Doctor of Medicine (1979), Professor Skrha worked at Department of Internal Medicine where he finished his PhD (1983). His scientific work has concentrated on diabetes since 1984. Professor Skrha has been Professor of Internal Medicine since 2001. He has participated in ten grants (since 1991 as the principal investigator) and since 1997 he has been involved as the principal investigator at University projects. Professor Skrha has published 260 communications, 140 of which as the first author, 82 have been published in international journals, (citations according to SCI 4200 times, HI 25). Professor Skrha has Participated in more than 250 congresses, symposia and meetings. He has received numerous prestigious awards and has been a member of different scientific organizations. Professor Skrha has been the Vice-Rector for International Affairs and Mobility at Charles University since 2006.

International Research Collaboration and its Impact on Higher Education

Abstract:

The interrelationship between the research and education is a typical sign of a modern university in the third millennium. The university teachers should have experiences and skills in the research work during their professional career and bring them to students. This increases students' interest, especially in medical and natural sciences. The research has no frontiers between the countries and it is the platform for collaboration of scientists and their scholars. Charles University was founded in 1348 with nearly 670 years tradition of medicine and its Medical School expanded its narrow collaboration with universities around the world. It is developed between academicians but significant enlargement has been done in education of students influenced by modern scientific trends spread abroad. Joint-degree and double-degree programs are popular for doctoral students but master-degree students are supported as well. They may prepare their theses abroad at partner universities. The exchange of doctoral students between universities is a promising area for collaborating institutions creating twinning partners. Further scientific achievements may be realized by creating post-doc positions. The young investigators bring new ideas and may form new research groups together with domestic young researchers. Charles University realized in 2016 total of 130 out of 215 exchanges of academicians, 73 out of 98 in exchanges of scientific stays of students with 35 universities, 11 Cotutelle programs and has in total 22 positions of post-docs. Mobility fund for financial support of exchanges has been created 15 years ago. The complex strategy of the university is necessary for establishing a prosperous research-education interrelationship because research enforces education and education stimulates the research.

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Biography: Anzhela Stashchak was born in Kharkiv, Ukraine in 1986. In 2006 she graduated from Kharkiv National University of Internal Affairs with a degree in Law, specialization International Law Enforcement Activities. And since that time served as a police officer at the same University at the position of the International Relations Officer. In 2015 Anzhela Stashchak defended PhD in Law. Since 2015 she heads the International Relations Office of Kharkiv National Medical University. In 2016 Ms. Stashchak entered Master studies in Education Science at Kharkiv National Medical University. She explores the topic “Modern state and tendencies in the development of medical education in Ukraine and in Europe”. She plans to further provide research in this sphere and make available data on the integration process of Ukraine higher medical education to the EU space.

How to Pursue Internationalization Through Mobility

Abstract:

Mobility is a driver to stimulate excellence in teaching, studies and research by means of introducing best practices to the activities of the institution. It provides academic staff and students with tools for enhancement of the opportunities for cooperation with partner countries, improves their competence and increases the motivation to the studies and successful professional activities. But the most valuable impact of mobility is personal intercultural experience. Nothing contributes so much to the tolerance and intercultural understanding. It is true not only for going abroad but for receiving foreign colleagues. First but not least visible challenge for mobility is the lack of the internationalization strategy. Not less challenging is the search for partners who share same strategic values on internationalization. The organization of the process plays the key role in mobility to satisfy all the participants and fully use all positive results. Special concern in this regard is the student mobility where new challenges arise: differences in curricular, different approaches to the “bureaucracy” etc. The communication with the partners is the most effective way to overcome these obstacles. To satisfy the needs in internationalization through mobility it is offered to organize possible exchange on top of the curricular (special summer or winter courses, practical training etc.) or communicate the possibilities for “flexible curricular” (when the student can choose subjects not according to the schedule but according to the demands of the sending institution).

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Biography: Amirhossein Takian (MD PhD FHEA) is Chair and Associate Professor, Department of Global Health & Public Policy, as well as Dean for International Affairs, at the School of Public Health, Tehran University of Medical Sciences, Tehran, Iran. He is also Deputy for International Organizations at the Ministry of Health and Medical Education, I. R. Iran, where he is in charge of overseeing the relationship between the Iranian health system, UN agencies and all international and global organizations. Since February 2015, Amir has been the communication focal point from Eastern Mediterranean region at the Board of the Global Fund to fight Aids, TB and Malaria, Geneva, Switzerland. In addition, he is a visiting professor of health policy and medical informatics at the school of health and life sciences, Brunel University London, UK. Dr. Takian has a track record research in health policy analysis in the field of primary care, global health, and e-health. He is a founder member of National Committee for Prevention and Control of Non-Communicable Diseases, MOHME, Iran; a member of National Committee on Social Determinants of Health, MOHME, Iran; member of advisory committee on health information technology (HIT), Academy Health, USA; member of editorial board at International Journal of Health Policy and Management; member and Senior Advisor to Scientific Deputy at the National Academy of Medical Sciences, Iran. Amir is lifetime fellow of Higher Education Academy of United Kingdom.

Importance of Strategic Thinking in Internationalization of Higher Education

Abstract:

Internationalization of higher education is one of the well-known means to improve the quality of education. It has been defined as the process of integrating an international or intercultural aspect into the teaching, research and service functions of an educational institute. This general definition has influenced a variety of educational fields, including medical education. Providing us with a lot of opportunities like improved academic quality, revenue collection and brain gain, internationalization of higher education has also resulted in a unique set of challenges. This forces the medical schools to carefully choose among different approaches of internationalization (mobilizing, internationalization at home, trans-national education, etc.) for maximizing their benefits and minimizing the obstacles. But, more important than what approach to choose and even before that, the medical universities' authorities should thoroughly consider different aspects of internationalization through a powerful lens, i.e. the lens of strategic thinking. Strategic thinking involves the generation and application of unique insights and opportunities intended to create competitive advantage for a firm organization. Strategic thinking is intent-focused and hypothesized driven; holds a systems perspective, thinks in time and values opportunities. We will start this talk by rapidly reviewing the basic concepts of strategic thinking and internationalization of medical education, then we reflect on the internationalization approaches endorsed in several exemplary institutes by trying to identify the core elements of strategic thinking in those approaches. We will come to an end by suggesting some practical steps for applying strategic thinking in planning for internationalization of medical and public health education.

**Lawrence James Watson**

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Biography: After teaching posts at Durham and Birmingham City Universities, in 1975 Dr. Watson became a member of the start-up staff team at Buckingham University, where he served for sixteen years as one of the administrative deans, with special responsibility for student recruitment, and as head of the School of Languages and Cultures. There he developed one of the prototypes of the British university international office. In 1991, he joined Northumbria University where he took operational charge of international work, helping the institution to become one of the most internationally active of all UK universities, before moving on to form his own consultancy company. Dr. Watson has published extensively on areas of international education and is an acknowledged expert on educational qualifications throughout the world. He is a member of the UK NARIC Quality Standards Group and has assisted a number of national governments in the restructuring of their qualifications frameworks. He has also chaired major consortia of UK universities operating in Malaysia and Nigeria, being one of the first to do so in both countries. In the 1970s, he pioneered the now widespread alliances between UK universities and the private HE college sector. He has been involved with the Accreditation Service for International Colleges (ASIC) since its inception in 2007. He serves ASIC as Chief Inspector and as Qualifications Adviser, and is a member of the Accreditation Committee. For several years, he has also chaired the board of trustees of Kensington College of Business.

Mobility and Recognition of Higher Education Qualifications

Abstract:

Beyond the usual statistical and experiential data on outbound ‘in-session’ mobility we consider issues surrounding inbound as well as outbound mobility, and the systems for the mutual recognition of higher education qualifications. We examine the various purposes of mobility from the point of view of the individual student, of governments that fund outbound mobility, and of the countries and institutions that seek to encourage inbound mobility. Types of mobility considered encompass in-session mobility, academic progression, and professional mobility. Appropriate recognition is essential for all three types of mobility. This two-way process should ensure that students’ existing qualifications are recognised at an appropriate level, but also their onward placement is of the right standard. The European Higher Education Area is examined as a model, with its informal interface with the US credit system. We explore the global reach of the NARIC-ENIC networks, permitting detailed recognition and comparisons applicable to every country in the world. ‘Otherness’ is to be valued as part of the experience of studying in another country, but there need to be baseline expectations. This does not apply solely to qualifications, but to wider provision underpinning academic delivery, summarised for example in ASIC’s own Internationalisation Index. Accreditation reports, are one source of relevant information for mobile students. So too are relevant data in university ranking descriptions. Finally, we touch on the mobility aspirations of Iranian universities and students, as a platform for discussing practical solutions to problems encountered.

**Pierre Mathieu Jérôme Willa**

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Biography: Pierre Willa is the Director of the International Affairs Office of the University of Geneva. As a Swiss diplomat with the Federal Department of Foreign Affairs (FDFA) from 2001-2012, Dr. Willa held posts in New York, with the UN mission, and in Bern, where he was charged with Russia and the Central Asia region.

On sabbatical from the FDFA, he was named Director of UNIGE's International Affairs in 2007 and has contributed to the significant development of the internationalization of the University of Geneva, its programs, and its institutional and research partnerships. Several new programs, including the Geneva Summer Schools, have reinforced UNIGE's impact while supporting excellence in research and teaching.

Internationalization of Higher Education: A Swiss Perspective

Abstract:

Celebrating its 450th anniversary in 2009, the University of Geneva has grown from a Theological Seminary founded by Jean Calvin to one of the world's most international institutions of higher Education (ranking Times of higher education). From its world-class research to the excellence of its education, UNIGE is praised for its strong ties with other leading Global Universities, International Organization (eg. WHI, the ITU, the ICRCs, etc) as well as world-class leading centers of research such as the CERN. From Geneva the pursuit of excellence in research, teaching and competency building increasingly equates with the capacity to scope, analyze and integrate the Socio-political, economic and natural planetary dynamics of change. These are the new boundaries of the 21st century University and not its location. Consequently, the highest priority is given to networks of partners that help build and curate systems of knowledge as a result of centuries of fact finding, empirical analysis and knowledge exchange. To better adapt to our changing global environment and respond to the shifting needs of our digital era, the University of Geneva has embarked on an ambitious strategy of increasing its global impact through learning, research, global outreach and Service. This Global strategy requires a strong commitment to the pursuit of network of expertise with partner institutions of higher education, actors of Global governance and the public sector while developing new bridges and partnerships with the private sector to foster innovation in research and training.

**Ren Yi**

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Biography: Dr. Yi is an experienced research executive and researcher with a keen interest in the effective management of higher degree research processes. He has been working in higher education for more than 15 years, including positions at the University of Melbourne, The University of Queensland, Victoria University and the University of Southern Queensland. Dr. Yi is actively involved with the research management profession. He is currently President Elect of the Australasian Research Management Society and is an active member of the International Network of Research Management Societies. He has also been appointed to different research management committees by the Australia Research Council and by Universities Australia. In 2009, Ren was awarded an Australian Endeavour Executive Award by Deputy Prime Minister Hon Julia Gillard. In the same year he won an Award for Excellence from the Australasian Research Management Society for embedding research administration in a regional university. In 2016 Dr. Yi was awarded the Distinguished Service Award to Research Management by the Australasian Research Management Society. He has extensive experience as a researcher, completing a Ph.D. at the University of Melbourne in economic geography and international business in 2004. He currently holds an Australia Research Council grant focusing on international business and economic geography. Dr. Yi is currently a reviewer for the Academy of International Business and Australian Research Council.

International Research Collaboration Management and Internationalization of Research

Abstract:

It is often said that entwined in every successful global economy is a strong university system. In a similar vein, I believe that the engine room of every successful university is a quality research training program. Over the past decade, Macquarie University has firmly established itself as the Australian leader in research training on two core and unequivocal fronts. MQ International Research Training Partnerships (IRTP) Framework seeks to ensure MQ continue to lead as we expand our international research training programs with a particular and deliberate focus on quality across four perspectives; candidates, programs, collaborating university partners and funding sources. Major changes include the internationalisation of our PhD programs through the Cotutelle and joint PhD schemes, an increasing focus on strategic partnerships with international funding agencies, and the introduction of the Master of Research (MRes) as the main pathway to a PhD.

Macquarie's global perspective is central to the development of an International Research Training Partnerships Framework. Deep, durable relationships with international research universities through joint research candidate supervision is a significant priority for the Research portfolio and a core component of our broader strategy to strengthen collaborative partnerships globally.



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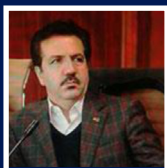
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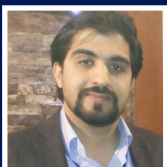
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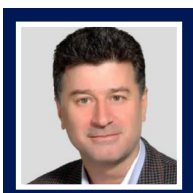
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