

IN THE NAME OF ALMIGHTY

Strategic Thinking in Internationalization of Higher Education



TEHRAN UNIVERSITY
OF
MEDICAL SCIENCES
School of Public Health
National Center of Excellence for
Public Health Education



Seminar on
Internationalization of
Higher Education

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What is Internationalization of Higher Education

Defined as “the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.”

- A result of global interdependence and an effort for reposing to its challenges/using its opportunities.
- Considered important by the majority of educational institutions worldwide.
- Variations in the scope of internationalization and different from **globalization**.
- Encouraged in medical education due to a lot of factors.

References:

1. **Updating the Definition of Internationalization**, 2003, Jane Knight
2. **IAU 4th Global Survey – Executive Summary**, 2014, Eva Egron-Polak, Ross Hudson
3. **International Medical Education and Future Directions: A Global Perspective**, 2006, Ronald Harden

International Medical Education and Future Directions: A Global Perspective

Ronald M. Harden, MD

Abstract

Internationalization, one of the most important forces in higher education today, presents a powerful challenge and an opportunity for medical schools. Factors encouraging internationalization include (1) globalization of health care delivery, (2) governmental pressures, (3) improved communication channels, (4) development of a common vocabulary, (5) outcome-based education and standards, (6) staff development initiatives, and (7) competitiveness and commercialization.

A three-dimensional model—based on the student (local or international), the teacher (local or international), and the curriculum (local, imported, or

international)—offers a range of perspectives for international medical education. In the traditional approach to teaching and learning medicine, local students and local teachers use a local curriculum. In the international medical graduate or overseas student model, students from one country pursue in another country a curriculum taught and developed by teachers in the latter. In the branch-campus model, students, usually local, have an imported curriculum taught jointly by international and local teachers.

The future of medical education, facilitated by the new learning technologies and pedagogies, lies in a

move from such international interconnected approaches, which emphasize the mobility of students, teachers, and curriculum across the boundaries of two countries, to a transnational approach in which internationalization is integrated and embedded within a curriculum and involves collaboration between a number of schools in different countries. In this approach, the study of medicine is exemplified in the global context rather than the context of a single country. The International Virtual Medical School serves as an example in this regard.

Acad Med. 2006;81(12 Suppl):S22–S29.

References:

1. **International Medical Education and Future Directions: A Global Perspective**, 2006, Ronald Harden

Pros and Cons of Internationalization of Higher Education

Pros

Improved academic quality

Diversifying and enhancing the learning environment

Internationally oriented students and staff

Knowledgeable and cross-culturally sensitive graduates

National and international citizenship for students and staff

Revenue generation

Brain gain

Cons

Low quality education

Commercialization with profits mostly for institutions in developed nations

The loss of cultural or national identity

Homogenization of international curriculum

Widening the gap between socioeconomic classes

Inhibiting the developing countries of using their students' potential for their own homeland

Brain drain

References:

1. IAU 4th Global Survey – Executive Summary, 2014, Eva Egron-Polak, Ross Hudson
2. Internationalization of Higher Education: Potential Benefits and Costs, 2015, Tahira Jibeen, Masha Asad Khan

A New approach to Internationalization of Higher Education

- Due to the multi-aspect nature and countless pros and cons stated for internationalization of higher education, the **ongoing evaluation** of its essence, impacts and tools is surely a priority.
- Such evaluation can be beneficial, if and only if equipped with a **systematic approach, i.e.:**



Strategic
Thinking

What is Strategic Thinking?

Strategic thinking is defined as one's capacity for thinking conceptually, imaginatively, systematically, and opportunistically with regard to the attainment of success in the future.

A requirement for all organizations and individuals working in today's World of uncertainty

A comprehensive and action-oriented analysis of all opportunities and challenges

Different from strategic planning

References:

1. **Thinking Strategically**, 2010, Harvard Business School Press
2. <https://strategicthinkingcoach.com/2013/01/28/strategic-thinking-defined>

Strategic Thinking – Step 1

Look for the Big Picture!

To get aware of the general strategies, objectives, concerns and perspectives of the whole institute, the community, and the internal or external stakeholders.

ETH Zürich

ETH Zurich – Swiss Federal
Institute of Technology

WMIU Rank: 1

TWUR Rank: 9

- For Lino Guzzella, president of ETH Zurich, “being **international in itself is not the goal**”. Rather, universities become international to be “**excellent in science, in teaching and excellent in knowledge transfer**”.
- This, he confirms, is particularly true in a small nation such as Switzerland because there are not “**sufficient numbers of talented people within Switzerland**” to recruit as scholars and students.

Reference of interview:

1. <https://www.timeshighereducation.com/features/worlds-most-international-universities-2017>

REASONS FOR DIFFICULTY FILLING JOBS

Top 5 reasons employers are having difficulty filling jobs in Switzerland



50%

Lack of technical competencies (hard skills)



45%

Lack of available applicants/ no applicants



13%

Lack of soft skills



12%

Lack of experience



7%

Looking for higher salary than is offered

Strategic Thinking – Step 1

Look for the Big Picture!

Practical Recommendations

1. Try to understand the main strategies of your institute and discuss its details with other colleagues.
2. Critically evaluate the customers, competitors and the higher education industry (needs, values, etc.)
3. Critically evaluate the demands, concerns and perspectives of internal stakeholders.
4. **DESIGN A VISION!**

Strategic Thinking – Step 2

Define Strategic Goals.

To understand and clarify what you need to do, why you need to do it and how it get fit in the big picture of your institute.



THE UNIVERSITY OF HONG KONG

WMIU Rank: 3

TWUR Rank: 43

- Peter Mathieson, vice-chancellor of the University of Hong Kong, says that his institution recently established a new **“10-year vision” to become “Asia’s global university”**. **One goal is for 50 per cent of its undergraduates to be given two opportunities to study outside Hong Kong during their degree by 2019, and for all students to have this opportunity by 2022.**

Reference of interview:

1. <https://www.timeshighereducation.com/features/worlds-most-international-universities-2017>



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香港大學
THE UNIVERSITY OF HONG KONG

ASIA'S GLOBAL UNIVERSITY

THE NEXT DECADE
Our vision for 2016-2025



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Strategic Thinking – Step 2

Define Strategic Goals.

Practical Recommendations

1. Talk to your superior managers; clarify what they expect from your unit and why they do it. Advocate for new ideas.
2. Define long term goals for your unit. Consider your strengths and weaknesses and forecast about the possible opportunities and challenges of tomorrow.
3. Never accept a new project before analyzing its congruency with your own goals and thinking out its different impacts on other units and the whole institute.

Strategic Thinking – Step 3

Collect data and Look for critical Trends.

To systematically collect data, figure out what critical patterns or trends are present within the system and how one can address them appropriately.



Sense of crisis within Japan's university administration:

- Before 2014, Only 2.9% of students enrolled at Japanese universities were from overseas and in Japan only 5.1% of teaching staff are from abroad, **compared with 29.5% at Harvard University (U.S.) and 41.4% at Cambridge University (U.K.).**
- Only approximately **57,500** Japanese students went abroad in 2011, compared with around **83,000** in 2004.

Strategic Thinking – Step 3

Collect data and Look for critical Trends.

Practical Recommendations

1. Establish a system for internal and external evaluation of your performance. Ask others for their feedback and perspectives.
2. When collecting data, do not focus on unnecessary details.
3. Pay attention to the 20/80 rule; Most of the time, there is no balance between inputs and outputs.
4. Try to think critically about what is happening and why. Is there any similarities or linkages between some apparently unrelated challenges?

Strategic Thinking – Step 4 Be Creative!

Try to form new ideas and provide innovative solutions by welcoming the fact that challenging assumptions or traditions may lead to unpredicted success.

JUSTUS-LIEBIG-



Justus Liebig
University Giessen

WMIU Rank: -

TWUR Rank: 300 - 350

- Internationalizing higher education is officially considered to be a major goal for German universities.
- Some believe that the integration of three core elements of internationalization (**international mobility, global health and cultural competences**) within the medical curriculum of Germany is still rather weak.

References:

1. **Preparing Medical Graduates for an Interconnected World**, 2014, Alexander Stütz, Wendy Green, Lindy McAllister, Diann Eley

Internationalizing Medical Education: The Special Track Curriculum 'Global Health' at Justus Liebig University Giessen



[GMS Z Med Ausbild.](#) 2015; 32(5): Doc52.

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Language: English | [German](#)

Internationalizing Medical Education: The Special Track Curriculum 'Global Health' at Justus Liebig University Giessen

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A **voluntary** course run for 3rd to 6th year medical students about the subject of global health, almost covering about 10% of students.

Consisting of lecture talks, seminars, clinical electives, portfolio activities and a **compulsory stay abroad program**.

The SPC Global Health is one project for the internationalization of medical education, **adapted to the particular local conditions**.

Strategic Thinking – Step 4

Be Creative!

Practical Recommendations

- 1. Challenge your assumptions! Think twice about the traditional routines and established processes. Is there no better way rather than coping with the current situation?**
- 2. Never rule out new and apparently irrelevant ideas. At least consider some time to think about them in your leisure time. Many perfect ideas of today came from the foolish and irrelevant ideas of yesterday!**
- 3. Share your vision and ask for help. Promote creativity and idea generation in your work environment.**

Strategic Thinking – Step 5 Choose your actions!

Analyze the different alternatives, prioritize based on the big picture and deadlines; then make your decision.



TEHRAN UNIVERSITY
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WMIU Rank: -

TWUR Rank: 501 - 600



- TUMS is the 1st and only member of M8 Alliance from the MENA region.

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Our mission is to educate students at all levels and disciplines of the medical sciences in accordance with the highest educational standards. We educate future medical doctors, dentists, pharmacists, and health scientists to work in diverse communities.

Our vision is to become an internationally recognized university that will draw international students, fellows and researchers from all around the world.

Our commitment to the advancement of education in medical sciences is evident through our ever-expanding interactions with professors, researchers and students present in international academic landscapes.

Tehran University of Medical Sciences (TUMS)

Strategic Thinking – Step 5

Choose your actions!

Practical Recommendations

1. Focus on important activities that fit the most in your big picture. Don't sacrifice important/strategic activities for urgent/routine tasks.
2. Analyze each alternative thoroughly. Make a balance between short term and long term needs, consequences, benefits and challenges.
3. Invest in those areas that you have an added value.
4. Learn to say "NO"!

A Few Final Questions...

Are we considering internationalization of higher education, i.e. medical field within the context of big picture(s)?

What do we aim to achieve by internationalization? Are we used to perform strategic and SMART goal setting?

Do we have a plan for detecting and addressing the critical patterns or trends regarding the internationalization?

What predefined assumptions are driving our decision making?
Are we ready to challenge or even change them?

How do we choose our next actions for internationalization? Do we enrich our strategic plans with strategic thinking?

THANK YOU!

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