In the Name of Allah, the Compassionate, the Merciful

IHES2 –Sharif University of Technology

Internationalization of Higher Education in Iran Despite Sanctions

S. Susan Marandi, PhD
Science Diplomacy Advisor to Acting Minister
Islamic Republic of Iran

December 13th, 2018

Three Main Policies of Current Iranian Ministry of Science, Research & Technology (MSRT)

- Bringing science & technology into the society
- Promoting/developing technical vocational training
- Internationalizing higher education

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Preparing/implementing a comprehensive strategic plan for internationalizing the institute
ompanies, incubators, KBOs,
and technology parks, etc.
udent exchanges
anges
non-
foreign faculty
Transnational education provision (academic courses/programs abroad, branch campuses, overseas joint venture, franchises)
Sabbaticals and post-doc opportunities
ors (ESI)
Recruiting fee paying international undergraduate students
ture journals
Outgoing mobility opportunities for faculty/staff
racts with
Outgoing mobility opportunities / learning experiences for students (study abroad, international internships, etc.)

Iran is top of the world in science
https://www.newscientist.com/article/dn20291-iran-is-top-of-the-world-in-science-growth/
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DAILY NEWS 28 March 2011

Iran is top of the world in science growth

By **Andy Coghlan**

Which country's scientific output rose 18-fold between 1996 and 2008, from 736 published papers to 13,238? The answer – Iran – might surprise many people, especially in the western nations used to leading science. Iran has the fastest rate of increase in scientific publication in the world.

And if political relations between Iran and the US are strained, it seems that the two countries' scientists are getting on fine: the number of collaborative papers between them rose almost fivefold from 388 to 1831 over the same period.

A rapid rise in Middle Eastern, Chinese, Indian and Brazilian science stands out from a report published this week by ion and citation rates between 1993 and 2003 with those between

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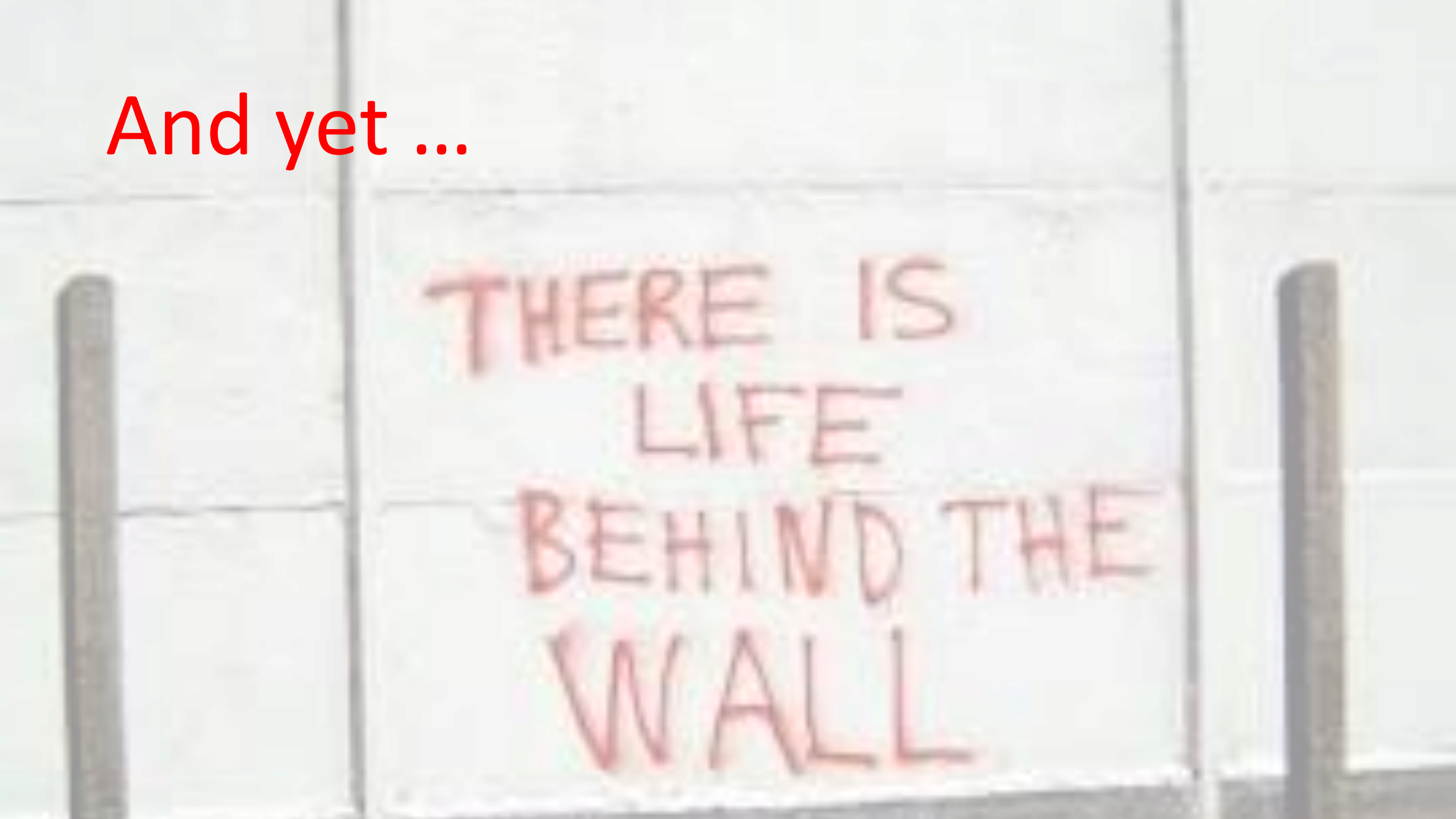
US-led Sanctions

- Nuclear industry
- Energy/petroleum industry
- Banking
- Central Bank of Iran
- Missile/arms industry
- Islamic Revolutionary Guard Corps
- International trade
- Shipping industry
- Insurance
- Foreign firms dealing with Iran
- Muslim Ban
- Washington's general imposition of unilateral sanctions on Iran in violation of UN Security Council Resolution 2231

And yet …



Internationalization of Higher Education: Definition

- "The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society"

Source: de Wit et al, 2015, European Parliament Study

Some questions to ask ourselves:

- Do we have a unified, comprehensive strategy?
- What are we looking to gain out of internationalization?
- Who are the main stakeholders?
- Who are the true partners of our institute/community/ country?
- Does internationalization in Iran have to look like internationalization in other countries?
- Does internationalization in one Iranian institute have to look like internationalization in other Iranian institutes?
- What will be the impact of our strategy in 3, or 5, or 10, or 15 years? On the students, on the staff, on the institute, on the society?
- Have we developed the required international competencies in those people who are supposed to shoulder the burden of our plan?
- Will our plan truly enhance the quality of education?
- Will our plan truly enhance the usefulness of our research?
- Which problems of the society and the community at large will it help resolve?
- Is it in line with our values?

Some things which do not require foreign currency or visas

- Internationalization at Home (including Internationalization of the Curriculum, joint programs, etc.)
- Quality assurance (Focusing on excellence in teaching and research, useful knowledge production and transfer, graduate employability and generic skills, lifelong learning, etc.)
- Increased flexibility (increased electives, increased interdisciplinary education, dual degrees and double majors, etc.)
- Developing the required skills and competencies in students and staff (intercultural understanding, technology skills, international languages, how to go about an international project, etc.)
- Enhancing the lifestyle of our existing students and staff (including health issues, economy, surroundings, attitudes, simplifying bureaucratic procedures, and yes, just plain having fun)
- Playing to our own strengths and valuing the potential contribution of our knowledge, skills, culture and values to the international community
- Encouraging collaboration instead of competition among national institutes
- Online networking, videoconferencing, e-learning, webinars, MOOCs, etc.

Developing mutual trust between the upper and lower levels of the system (e.g. the ministry and the universities and institutes, the university and the staff/students, etc.)

https://scholar.google.com/citations?user=jrMQhyUAAAAJ&hl=en

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Contrastive EAP rhetoric: metadiscourse in Persian vs. English S Marandi Unpublished doctoral dissertation). University of Tehran, Tehran, Iran	21	2002
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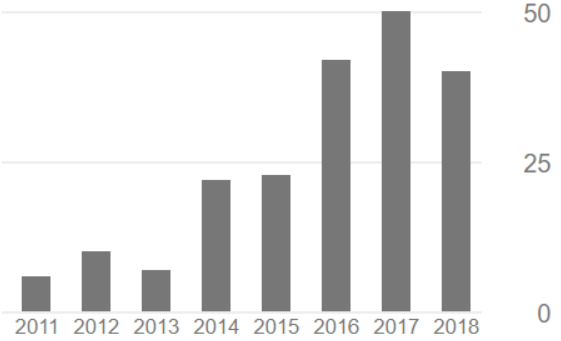

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Tehran, Iran

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Professor (Associate)

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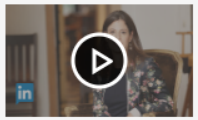

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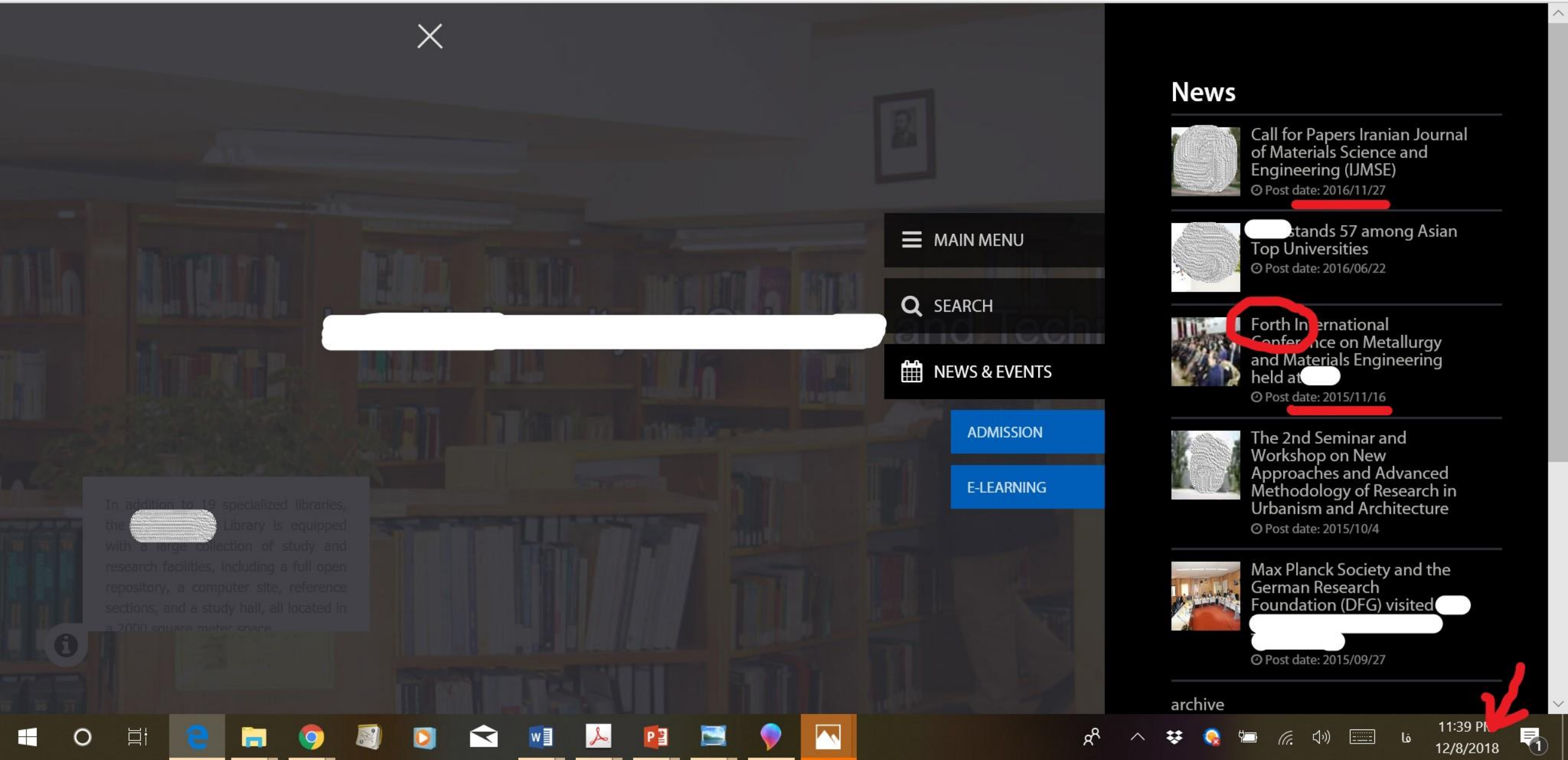
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Iran's scientists uncrushed by decades of sanctions

Shahin Akhondzadeh

US President Donald Trump's unilateral withdrawal from the Iran Nuclear Agreement (Joint Comprehensive Plan of Action; JCPOA) in May attracted international condemnation. As vice-dean for research in the Faculty of Medicine at Tehran University of Medical Sciences, I stand behind Iran's scientists, who have resolved to work even harder to

ogress (see also *Nature* **557**, 287–288;

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