A typological analysis of university from the viewpoint of the provisions of Iran’s higher education section of development plans (Development First, Second, Third and Fourth plans)

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Abstract

The development of many countries is pursuing through a long-term plan which is known as the country’s development plans. This category in our country, Iran, (after the Islamic Revolution) is pursuing in the format of development plan rules. Among all these plans, higher education has a special place, according to its basic functions. Each of the plans, also, considers some features for higher education with respect to macro outlook and time conditions which have obtained by reviewing of these plans. The emphasis of these plans is on the characteristics of modern universities. In this article, which is an attributive review, both the characteristics of the modern universities is studied and compared them in practice.

Keywords: higher education, plan, development plans, feature, university

INTRODUCTION

Planning began in Iran in 1316 (1937) with the formation of the Economic Council, to study the economic plans and suggest the practical ways to implement them to the Cabinet (consisting of 10 members and the prime minister). After the Islamic Revolution in Iran the strategic planning is pursued through the political, economic, social and cultural development plans every 4 years. To now, four plans from the listed programs have been implemented and the development fifth plan will be implemented from the beginning of 1389 (2010).

Higher education is the one of effective factors to achieve the sustainable development policy that one of its main functions is training of skilled manpower, production and dissemination of knowledge and offering the specialized services and the provisions of development plans have considered it. Attention to higher education in development programs is the result of manager’s care and planner’s consideration to this social important issue. Over the some decades to discuss and examine around the world this results has obtained that many universities and higher education in general, can been had important roles but different in innovation and economic development.

Each of development plan provision, apart from their technical composition and structure of the plan, follows the specific characteristics for the various sectors of economic, social, political and cultural. No doubt the
universities and higher education are not an exception and has been considered some specific goals to them in the parts of each the plan. By understanding these characteristics and peculiarities can be identified the development process of higher education and by closer looking the strengths and weaknesses of plans in the field of higher education. What is important in this review is to access the characteristics of the modern university than before and to be acted them.

Characteristics of modern universities

At the beginning of the third millennium, universities in developed countries have achieved characteristics that are distinct from others in the past. These characteristics have encountered universities to a difficult and dynamic situation, both structurally and functionally.

Modern universities are classified in six characters. Informational, competitive, international, management centralization, interdisciplinary and Trans disciplinary oriented and based on continuous training.

University informational

in advanced industrial societies, that can be called digital or informational societies, The universities have the various aspects but related to them, so that they can call informational. University and its elements are confronted with lots of information. This informational contact is beyond the working hours of teachers, researchers, staffs and students of the university. Informational networks have entered everywhere and the smallest academic units of universities (classes, teachers, rooms, etc.) have it. Student’s and teacher’s access to information is very easy and normal. The main issue is how to manage them .It means that how and to what extent should attend in these networks? In other words, how to produce and introduce information? The basic process is characteristics of modern universities (Yamani, 2003).

Competitive universities

The second characteristic is to be competitive in the advanced industrial world. Nowadays, universities by existing in and the environment and to attract and stream it within themselves are a clear example of an open system. In other words, universities act as the link that by receiving the economic, political and social needs of the world train and prepare required manpower. Obviously, if universities and institutions of higher education, recognize the needs in this process and properly conduct their inputs, including human, material and financial resources, can play a foundation role in the community that requires continuous and close relationship with the social environment. This relationship is possible with human factors. In this competition, the role of the human factors in quality management and information is necessary. Competitiveness depends on the quality of faculty, staff, and students, management of the university and the amount and quality of produced information (Yamani, 2003).

International university

About international university can say: “In today's world, competition in universities occurs not only in the national, but also will have the regional and global dimensions. In the other word, the university will be international. This is third characteristics of the modern university. Its presence in the international arena will be scientific, economic and research. Internationalization of the university is now common dispute of senior managers of advanced industrial universities (Yamani, 2003). Basically, the universities and science are so advanced, and cannot limit them . Today, science is international, however, as the past, great powers want to remain exclusive.

Modern centralization in management

After years expressing of the need to decentralization in the management of universities in industrialized countries, today it seems that the universities have to focus on the new centralism in management. Universities formed with integrated management (Yamani, 2003).

Nowadays one person as the president or other officer does not run universities, in summary, it can be said that the university is managed by the university. Of course this does not mean all persons directly involved in the management. In other words, this sentence means that conditions and the changes form policies and decisions. In the other description, the university is run by the management core. Conditions, characteristics and trends in university are the basis for their policies and strategies. So one of the tasks of management core is to identify the university strategies which requires a dynamic relationship with the university system. Thus the idea of decentralization in management is abandoned practically. Although the new centralization is clearly different from the old centralization.

Interdisciplinary and trans disciplinary university

By revealing the complexity of social, human and cultural phenomena shows the modern universities are
incompatible with traditional approach in this field. It means that universities are designed by faculty, department and specific disciplines. Today events are not understandable by different disciplines (Yamani, 2003).

By this way, the university will be interdisciplinary and multidisciplinary. Today ,this is evident that university will not succeed to understand, comprehend and analyze the studied phenomena without an acting and thinking of interdisciplinary and trans disciplinary . The university should be interdisciplinary to match the changes in modern society and respond to current needs. May be interdisciplinary will be important in human sciences more than other disciplines. Because man is a complex and non-simplified creature. The study of human needs an interdisciplinary or trans disciplinary attitude. Without this, understanding of humans and human phenomena would be unrealistic, unscientific and incomplete. In addition, to have practical thoughts and actions ,also needs to the interdisciplinary fields especially in human sciences.

Continuous training

Continuous training which is the basic strategy to attract new audiences and to identify the capabilities of the local and national communities in advanced industrial universities, strongly has attracted the attention of university administrators (Yamani 2003).

Nowadays, universities cannot operate in the turbulent and volatile environment as the past. In the following years the most important actions would be common and the skilled human resources would be inefficient. All of the above express the need to accelerate the development and updating of all elements of the higher education system, including the of manpower. The university needs to self-efficacy and self-command and entrepreneur manpower. Continuing training is one of the vital factors in increasing the capacity of human resources in universities. But it should not forget the education should be based on the functional requirements of manpower.

Thus the modern university cannot and should not act without knowing about the six characteristics. In other words, according to the world and the society which we live in, university must organize itself so that not only be able to take information but generate enough and good information. Today is the competition era at the international level, to stay must be knowledgeable and updatable. If the university was based on discrete units and its management was decentralized and from the top to the bottom in the past, But today, the management should be from bottom and should be centralized with some changes in the last attitudes. Top and modern universities should think and act multidisciplinary, interdisciplinary and trans disciplinary. Atomization has ended or at least has lost its effectiveness. University management both must develop interdisciplinary and trans disciplinary fields and enable and empower your organization to respond the ongoing needs. University isn’t an independent, separate and distinct islands and it cannot and should not be. It should respond the needs of their community to survive and grow and flourish. And solve the problems of society through human resources training to its officers. This means that the university should be a very dynamic and updated. This update should be included both the production of information and knowledge and professors and the students who should be updated constantly.

Quality objectives, administrative policies of development plans

The development first plan for higher education has eight qualitative objectives. The study of these objectives shows the planners focus on development of science, training specialists, improvement of quality indicators, the relationship between educational programs and the specific needs of society, balancing between the resources and educational opportunities and the relationship between higher education and researches and between institutions of higher education to other sectors. The number of qualitative objectives in the development second plan are also eight. Seven of them follow the previous objectives. And only one that is new includes the development of the duties and options of boards of trustees of universities and institutions of higher education and research (Akhlaqi and Sabouhi, 2008).

The structure of the third plan is different from the previous plans. In this plan, after evaluating of the strengths, weaknesses, opportunities, opportunities and challenges, have been anticipated twelve strategic policies. In addition to what has been predicted in two previous plans, also some issues have been considered such as diversification of systems and financial resources, to be useful internal and external evaluation system and institutional reforms. Qualitative objectives of the fourth plan has been codified in relationship to forecasted idealistic goals in the upstream document. This plan has nine qualitative objectives. Four of them are associated with the primary ideal objectives (having an advanced society with knowledge and capability in science and technology), three of them are associated with the second ideal objectives (achieving to the first place in science and technology in the Southwest Asia) and two of them is associated with the third ideal objectives (achieving to the developed society based on ethical principles, Islamic values and national identity). The first ideal objective, includes to be effective the higher education system, providing the required human resources, accessing to higher education and financial
supporting from academics. The second ideal goals, includes to support the new technologies, and technical-research talents and enhancing the software movement. The third ideal goals includes to expand the religious knowledge, promoting self-esteem and improving the mental and physical health (Akhlaqi and Sabouhi, 2008).

In order to achieve the qualitative objectives have been implemented some general policies and then implementing of policies and strategies. In the first plan, the quality objectives have been pursued through the strategies, at the first step and the general policies and administrative policies of each plan and has been determined, in the next step (educational and training programs). The positive aspect of formulation of plan policies (general and administrative) is classification of implementation policies based on plans and topics. In the second plan after determining the qualitative objectives has been expressed the basic guidelines and policies. In other words, after the basic policies, the achievement of the policy has been expressed by the guidelines and executive actions. In the third, as mentioned the plan was compiled with a different structure from the previous plan.

The plan began with the strategic policies. Another different of the third plan was to adopt the provisions as the executive strategies for the higher education (as other parts). In the mentioned program, for the first time, twelve strategic policies were predicted to achieve. They were executive strategies which to implement them in the next step, activities and financial resources were created with regard to credit items. However, in later years, by changing the budgeting system and the integration of parts of the main credit agencies, these also changed in practice. In the fourth plan, after determining ideal and qualitative objectives, is cited the basic actions of each objective. Relationship between the cited issues is explained in the table A (Akhlaqi and Sabouhi, 2008).

Analyzing the modern university characteristics in the articles, notices and policies of development plan provisions

Development First Plan (1372-1368)(1993-1989)

General analysis of higher education from the perspective of the provisions of development first plan

The first plan provision related to economic, social and cultural development of the Islamic Republic can be divided into three main parts. These sections are: Single article and its notices, goals, policies, general policies and large tables of five-year plan.

The cited provision which was approved by Islamic Consultative Assembly, has 52 notices. The higher education sector has eight notices.

A brief review on the notices of the higher education shows that the following items has been approved by Islamic Consultative Assembly. These include:
- To the develop the higher education in deprived areas in order to provide the necessary human resources through increasing the quota to higher education admissions (paragraph 3 of notice 6).
- To create a centralized institution with facilities and logical authorities to focus on planning for all levels of education (notice 24).
- To provide the necessary skilled manpower in deprived areas by obtaining service obligations (notice 28).
- To provide the necessary faculty members by attracting Iranian graduates from foreign countries (Note 44), to invite non-Iranian faculty members (notice 46) and to provide the necessary facilities such as land, buildings, and other loans (notice 45).
- To develop master’s degree and PHD courses and interaction with foreign universities and research centers (notice 47).
- To participate in higher education costs through the establishment and implementation of evening and special courses (notice 48).

As it is observed, the first plan focused on the following three aspects:
1. Special attention to planning in education by creating the centers which are logical.
2. Attention to the development of higher education in deprived areas by using of public resources and private sector participation in evening and special courses.
3. Serious attention to increase the capacity of graduate courses and provide the necessary faculty members (Akhlaqi and Sabouhi, 2008).

Analyzing the provisions of first plan from the perspective of characteristics of modern university

In the development first plan, based on components or characteristics of modern universities, following items can be extracted:

In the first plan, characteristics of international university is one of the main characteristics which is addressed to it. Notices 44, 46 and 47 have been proposed some issues such as providing conditions to attract abroad educated students as faculty, using of foreign faculty to teach in universities, signing up agreements with foreign universities for exchange students and faculty. The characteristics of international university can be extracted from this plan. Another characteristics are the characteristics of competitive university, continuing education and the new centralization of management.
Pragraph 10-3 "To create the scientific centers" focuses on the competitive issues.

Paragraph 11-3 "Development of Master and PhD courses" focuses on the continuous training.

Notice 24 "Creating a centralized institution with the resources and legal authority to focus on the planning for all levels of higher education" and characteristics of university and new centralization of management.

Development second plan (1378-1374) (1999-1995)

General analysis of higher education from the perspective of the provisions of development second plan

The number of notices of second plan are 101 which are twice the first plane. Among them, 7 notices have been related to the higher education. The results show the predicted items of these notices are as follows:
- To prepare a comprehensive plan to manpower training at different levels of higher education in a period of ten years in order to coordinate and implement of action plans according to the labor market needs (Notice 36).
- To attract Iranian experts from other countries (Notice 40).
- To establish the evening and special courses and take the fees (Notice 87)
- To transfer all the benefits and facilities of faculty members to research and educational institutions dependent on other ministries and agencies in order to develop research and the greater use of faculty members (Notice 89).
- To use of non-Iranian faculty members and to develop and complete the master and PhD courses (Notice 90).
- To supply the needed currency credits to purchase equipment and training of at least a thousand faculty members per year and sent to other countries in the PHD courses (Notice 91).
- To encourage non-governmental sector to invest in the fields of higher education by providing loans and banking facilities to students (Notice 92).
- To maintain Payame Noor University as a public university, and providing required resources through take the fees and popular contributions and the general budget (Notice 93).

Comparing the notes of first plan and second shows that first focused on creating the educational equal opportunities (Notice 6). For this reason, also this plan focuses on developing the higher education in deprived areas. In addition to establish the planning system in education, according to one of note of first plan, it is anticipated the effective planning center for all educational levels which requires government to prepare a comprehensive plan in order to train the manpower for a decade in the second plan. This aspect has been studied from the perspective of modern university characteristics. Some of the comments of the first and second plans were common such as supplying, training and attracting of faculty members, focus on equipping the universities and institutions of higher education, developing of specific, evening and part-time courses. But some of the items were new that were approved in the development second plan for the higher education sector, they are to give the banking facilities to invest in the public sector and long-term loans to non-government universities (Akhaqi and Sabouhi, 2008).

Analyzing the provisions of second plan from the perspective of modern university characteristics

The provision of second plan has focused on two characteristics more than other. These are "competitive university" and "International University". They are conceptually close. Their characteristics are listed below.

Competitive universities

Notice 40: "Attracting Iranian experts from other countries"
Notice 90: "The use of non-Iranian faculty members and the development and completion the master's and doctoral courses. "Notice 92: "Encouraging the private sector to invest in higher education by providing loans and facilities to the students."

Research policies "to cooperate in designing, creating and the strengthening of national technology and transfer the necessary technology and its development. Scientific and cultural infrastructure policies: Attracting Iranian and non-Iranian professionals to develop doctoral programs.

International University

Notice 36: to prepare a comprehensive program to train the manpower at different levels of higher education in a period of ten years according to labor market needs.
Notice 40: Attracting Iranian experts from other countries.
Notice 90: The use of non-Iranian faculty members and the development and completion the master's and doctoral courses.

Financial and organizational policies

To empower the scientifics by using different methods such as contracting with science centers around the world in specialized PHD and scholarship level and endowing scholarships and employment the faculty according to approved standards.
Research policy

Expanding facilities to exchange of scientific and research information to other countries and membership in research institutions and the active participation of Iranian researchers in the international scientific communities in order to become familiar with the scientific and technical achievements and promoting the research and cooperating in the implementation of joint projects.

Human resources and research policy

Workshops, national, regional and international scientific seminars, providing the necessary facilities in order to access of professors, researchers, managers, and students to the new scientific and technological findings, new methods of teaching, research, planning and management.

Scientific and cultural infrastructure policy

“Sending” sending students to other countries in required PHD courses

Development policy of regional and international scientific cooperation: to develop the exchanges of students and faculty members and researchers to other countries.

In addition to these two major characteristics, the following characteristics can be extracted:

Research policy

Focusing on aspects of informational university is expressed by "increasing the participation of faculty members and institutions of higher education, graduate courses students in the research activities "financial and

Organizational policies

One symptom of the new centralization of management is to develop and increase the universities tasks and public institutions authorities according to the specified regulations.

Coordination policy in decision-making: another symptom of the centralization of modern management is to coordinate in decision-making, policy-making, planning, monitoring the activities of teaching and researching and decentralization of the administration in order to improve the situation and integrity of the educational system.

Development third plan (1383-1379) (2004-2000) General analysis of higher education from the perspective of the provision of development third plan

The provision of third plan which is an economic, social and cultural plan of Islamic Republic of Iran was adjusted in three sections (sectoral and cross-sectoral areas and implementing and monitoring), twenty-six chapters and one hundred and ninety-nine articles that was approved by Islamic Consultative Assembly. The issues related to the education sector (including all levels of education) are in twentieth chapter. The followings were approved for higher education in the third plan:

- Acceptable costs that spend by individuals and non-governmental persons to build up, develop and complete and equip educational spaces and educational assistances as an acceptable cost of the taxation and exemption from taxation, in cases where the above mentioned persons transfer their property (Article 144).
- Responding to the demand for higher education, admission of Students by executive agencies which have department of higher education, holding off special and evening courses, helping Islamic Azad University and non-profit institutions of higher education, Payame Noor University, giving facilities to the private sector to invest in order to develop the higher education (Article 152).
- Government assistance to the Students' Welfare Fund to give facilities to students (Article 153.)
- Permission to form public companies, scientific, research and technical services in order to use expertise of staff (Article 154).

Comparing this plan with previous plans of higher education shows that this plan also focuses on the development of higher education and participation the private sector. But what is notable to constitute the SOEs in universities which is contrary to the general policies of this plan. However, the provisions of this article did not implement because of not to be final its statutes (Akhlaqi and Sabouhi, 2008).

Analyzing the provisions of third plan from the perspective of modern university characteristics

By studying the sets and articles of the third plan, these characteristics are more notable: "international university", "competitive university," "new centralization of management" and "interdisciplinary". Their descriptions are as a follow:

International University

Article 103: Providing the necessary conditions to access
external and internal information. Paragraph (c) Implementation Strategy 3: Holding the common courses with scientific and international centers.

**Competitive universities**

Paragraph (d) Implementation Strategy 3: Considering 20% capacity of graduate courses to foreign students.

Paragraph (e) Executive Strategy 3: planning to update the universities to access the information and scientific centers.

Paragraph (b) of Executive Strategy 7: Reviewing to manage of Azad university and large units in order to increase scientific competition and improve the quality of higher education. New centralization of management: Article 99: Coordinating to the planning, evaluation, monitoring and formulation the policies.

However, paragraph (a) of executive solutions 7 has been proposed the decentralization of administrative activities and increasing powers of the Board of Trustees.

**Interdisciplinary university**

Paragraph (A) of the executive strategy 5: To give options the university which has an audit committee to providing the curriculum and doing researches about curriculum and updating the content according to the world changes.

Paragraph (B) of the executive strategy 9: To revise and codify the texts especially humanities texts and to review the training programs.


**General analysis of higher education from the perspective of the provisions of development fourth plan**

The development fourth plan was approved in six sections and fifteen chapters and one hundred and sixty-one articles by Islamic Consultative Assembly. Articles related to higher education in chapter IV of this plan are as “development based on knowledge”. This chapter has fifteen articles which two of those contain enforced articles of third plan (Article 51 and Article 53). Over viewing this chapter shows that from fifteen articles only three related to higher education. The most important is article 49. For the first time was approved independence of universities and delegating to them. In mentioned article explicitly is expressed the universities and institutions of higher education and research in public and ...will be managed only based on Regulations, financial and employment and certain institutional administrative which are approved by the boards of trustees that they were also approved by the Ministers of Science, Research and Technology Health and Medical Education without obligation to obey Public Audit Act, Employment Law and other laws and regulations of the country of administrative, financial and employment.

Also the credits assign to executive agencies through general budget. Government contribution for the costs of public of higher education should be determined based on the cost per and its proportion increases based on the growth of the student population, compared to the same number in the third plan.

Other approved items are continuous evaluation of universities, creating the scientific centers based on comparative advantage, revising the academic disciplines and formatting non-governmental clubs to safeguard the country's talented. As previous cases some items related to the development in article 50 are responding to the demand for higher education through diversification of higher education (evening courses, part-time, distance, virtual education, joint programs with foreign universities and special programs) equal access to education and improving coverage to 30 percent of the student population, providing sufficient funds to support non-profit universities, students who do not have the ability to pay fees, providing the banking facilities or... to invest the private sector investment in the development of higher education. Some new items that should be provided by Ministry of Science, Research and Technology Health and Medical Education and Government include preparing a special program to improve the ability of public universities in the country to education and research and to prevent the exit of human, intellectual, scientific and technical capital .

Third article of this plan includes enforced articles of the section "A" of article 154(forming the public corporations of scientific and technical by universities and institutions of higher education) and paragraphs "a" and "b" of article 144 (Acceptable costs to develop of educational and research facilities as the cost of the tax and transfer to the natural and legal persons who own property such as buildings, campuses and transfer).

Notable articles in this plan are to approve the quantitative purposes of development in a five-year period. As mentioned, according to the provisions of article 50, the student population should be increased compared to the 24-18 year old population to 30 percent by the end of the fourth plan (Aklaqi and Sabouhi, 2008).

**Reviewing the fourth plan from the perspective of modern university features**

Features of fourth plan as follows
Informational university

Article 44: Providing conditions to access the information Paragraph one of article 52: using of IT equipment and informational network.

International University

Paragraph D Article 46: The development of effective international cooperation in research and technology Article 47: creating and developing the based knowledge companies and strengthening international cooperation. Article 50: Holding the common programs with foreign universities.

Competitive universities

Paragraph E article 45: the development of science and technology parks Article 49: creating a scientific center. Paragraph( F) article 50: upgrading the major universities compared with international universities Paragraph (C) implementation strategy 4: evaluation of the scientific level of graduates.

Competitive universities

Paragraph E article 45: the development of science and technology parks Article 49: creating a scientific center. Paragraph (F) article 50: upgrading the major universities compared with international universities Paragraph (C) implementation strategy 4: evaluation of the scientific level of graduates.

Another characteristics are to provide the equal educational opportunity and interdisciplinary fields that is expressed in paragraph (e) of article 49 (reviewing the academic disciplines and the development of interdisciplinary sciences) (Table 1).

By over viewing the four plans we observe that some characteristics are considered more than others. For example, in the first plan the characteristics of international university is considered over other features that is presented in Notice 47 to 44.46. In the second and third plans, this characteristics, along with a competitive university are provided over other. Undoubtedly, this special attention is due to circumstances and the surrounding of higher education. One of the main causes has been the environmental conditions and characteristics of the previous plan. In other words, planners have been affected by the condition.

For example, in the first and second plan have been considered two characteristics of international university and the competitive university but not paying attention to interdisciplinary and informational university. Discussing about international university in the second and third plan is due to the need to interact with other countries that is considered less in next plans.

Since the interdisciplinary is new but it can be seen in the third and fourth plan.

Modern university characteristics from the perspective of monitoring reports

Monitoring reports are those which are released annually on the performance of the devices in the implementation of legal and administrative policies and programs. In two recent plans release them. These reports are quantity and it is important to them the changes in the number of students and faculty and budget and the cost. In other words these reports are not qualitatively and the objectives, strategies and policies are not examined by the monitoring reports. For example, none of articles are not acted in the twenty-first monitoring report of the third plan. And their reasons are summarized in several pages. It has been pointed out in the monitoring reports of 86 and the first three-year report of fourth plan. For example, in monitoring reports should be considered how to achieve scientific centers or relationship between international universities. For example the monitoring reports does not examine some items such as notice 40 of the provision of second plan when it is spoken about attracting Iranian experts from other countries and or notice 44 of the provision of fourth plan about providing conditions to access the information. One of the weaknesses of monitoring reports is due to lack of to assess the qualities. Through this study, we compare the monitoring reports to plans and check how to act them and know how our universities are moving towards these characteristics.

Discussion and interpretation

As previously stated the planning to run our country follows as plans which are known development plans. These plans also are based on vision and macro perspective. And obviously they should communicate to each others. In short overview the planning has injuries and problems that about the long-term planning is true. Today, higher education in the world moves towards the characteristics that were expressed and should be continued. But the important point is the planners and regulators have not considered these characteristics. And they are influenced by environmental conditions and changes. So we can clearly express the plans have been the result of planners thinking. Research Center of Parliament has studied the pathology of development Programs in1387. These studies have classified the damages of development plan in four categories. A)prerequisite of plan B) planning process C) the content
Table 1. Modern university characteristics from the perspective of the rules at a glance

<table>
<thead>
<tr>
<th>Modern university features</th>
<th>First plan</th>
<th>Second plan</th>
<th>Third plan</th>
<th>Fourth plan</th>
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<tr>
<td>Informational university</td>
<td>-</td>
<td>Research policy: &quot;increasing the level of participation in research activities.&quot;</td>
<td>- Providing conditions to access the information using of IT equipment and informational network</td>
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<td>Competitive universities</td>
<td>-</td>
<td>- Paragraph (d) implementation strategy 3: Considering 20% capacity of graduate courses to foreign students.</td>
<td>- Providing conditions to access the information using of IT equipment and informational network</td>
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<td>- Paragraph (e) executive strategy 3:planning to update the universities to access the information and scientific centers.</td>
<td>- Providing conditions to access the information using of IT equipment and informational network</td>
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<td>- Paragraph (b) of executive strategy 7: Reviewing to manage of Azad university and large units in order to increase the scientific competition and improve the quality of higher education.</td>
<td>- Providing conditions to access the information using of IT equipment and informational network</td>
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<td>- Paragraph (c) Implementation Strategy 3: Holding the common courses with scientific and international centers.</td>
<td>- Providing conditions to access the information using of IT equipment and informational network</td>
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<td>- Article 103: Providing the necessary conditions to access external and internal information.</td>
<td>- Providing conditions to access the information using of IT equipment and informational network</td>
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<td>- Paragraph D Article 46: The development of effective international cooperation in research and technology.</td>
<td>- Providing conditions to access the information using of IT equipment and informational network</td>
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<td>- Article 47: creating and developing the based knowledge companies and strengthening international cooperations.</td>
<td>- Providing conditions to access the information using of IT equipment and informational network</td>
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<td>- Article 50: Holding the common programs with foreign universities</td>
<td>- Providing conditions to access the information using of IT equipment and informational network</td>
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Notice 40: Attracting Iranian experts from other countries
Notice e 90: Using of non-Iranian faculty members and the development and completion of the master and PhD courses
Notice 92 : Encouraging non-governmental sector to invest in the fields of higher education by providing the banking facilities to students
Research policy to cooperate in designing, creating and the strengthening of national technology and transfer the necessary technology and its development.
Scientific and cultural infrastructure policies: Attracting Iranian and non-Iranian professionals to develop doctoral programs

Set 10-3
Creating a scientific center

Notice 36: "to prepare a comprehensive program to train the manpower at different levels of higher education in a period of ten according to labor market needs"
Notice 40: Attracting Iranian experts from other countries
Notice 90: The use of non-Iranian faculty members and the development and completion the master's and doctoral programs
Financial and organizational policies: to empower the Scientists

Notice 103: Providing the necessary conditions to access external and internal information
Paragraph (c) Implementation Strategy 3: Holding the common courses with scientific and international centers.
by using different methods such as contracting with science centers around the world in specialized PHD and scholarship level and endowing scholarships and employment the faculty according to approved standards.

**Research policy:** "Expanding facilities to exchange of scientific and research information to other countries and membership in research institutions and the active participation of Iranian researchers in the international scientific communities in order to become familiar with the scientific and technical achievements and promoting the research and cooperating in the implementation of joint projects.

**Human resources and research policy:** "workshops, national, regional and international scientific seminars, providing the necessary facilities in order to access of professors, researchers, managers, and students to the new scientific and technological findings, new methods of teaching, research, planning and management."

**Scientific and cultural infrastructure policy:** "sending students to other countries in required PHD courses"

Development policy of regional and international scientific cooperation: to develop the exchanges of students and faculty members and researchers to other countries.

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**New centralization of management**

- (Notice 24): Creating a centralized institution with the resources and legal authority to focus on the planning for all levels of higher education focuses on characteristics of university and new centralization of management.

- Financial and organizational policies: "developing and increasing the universities tasks and public institutions authorities according to the specified regulations. Coordination policy in decision-making: Coordinating in decision-making, policy-making, planning, monitoring the activities of teaching and researching and decentralization of the administration in order to improve the situation and integrity of

- Article 99: Coordination in the planning, evaluation, monitoring and formulation policies.

- Paragraph (a) of executive solutions 7 has been proposed the decentralization of administrative activities and increasing powers of the Board of Trustees

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<th>Interdisciplinary University</th>
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<th>Continuing Education</th>
<th>- Paragraph 11-3: Development of the master and PhD courses</th>
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of the plan D) implementation of the plan (Research Center of Parliament, 87). Generally the problems are related to lack of monitoring, the plan, codifying the plan and its implementation. Some of them include the lack of a shared understanding of the concepts of development, reliable and effective statistical system, modified political and social structure of the plan and legal coordination between them. The second category of damages is concerned with the problems and shortcomings in the planning process and the third category is concerned with editing and content of plan. In this section, the content of plan is reviewed. And formulated plans are reviewed in terms of content and consistent with national priorities, operational level and the like. The fourth category, is concerned with implementation of the plan, which is actually derived from previous steps. The damages are expressed as follows (Karbala'i, 2009).

Nowadays the university is not considered as a closed system. Today, universities act as open systems which requires interaction and exchange of information and resources of their environment. Environmental changes are too and universities are faced with a lack of confidence in decisions. Information plays an important role in decision-making and reduces the uncertainty. In other words, by using this information, recognition of university administrators about their system and environment will be closer and higher.

If universities need to survival and durability to participation in international arenas and compete with other universities it is necessary the identification of components and sub-systems of the university and the quality of faculty, students, staff, the management of the university and continuous training of the human elements in order to stay updated and dynamic. Until they are introduced as superior and top university.

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