

## Expectations of upstream documents from the higher education system

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### ABSTRACT

The main goal of this research is to identify the expectations of the higher education system of Iran from universities and research institutes. In line with the main goal research, an attempt has been made to analyze the upstream documents of Iran's higher education system and extract the expectations from the higher education system in order to provide suggestions for the governing institutions as well as universities and institutions of higher education. The present study was conducted qualitatively and with the method of document study using thematic analysis method. Two filtering stages were performed by two experts simultaneously and the results were compared in the next step, and finally 391 axes were extracted from these documents and clustered into eight categories. The study group of the current research was formed in the study section of upstream documents of the Iran's higher education system. The findings of research showed that the main axes of the concepts mentioned in the upstream documents can be clustered in the eight main axes of infrastructure, research, education, policy, scientific participation, communication with industry and commercialization. Meanwhile, the axis of education, which is the main function of most universities and institutions of higher education, ranks fourth in terms of the attention of upstream documents. Also, the fields related to the activities of the universities in the third and fourth generations, placed in the least amount of attention. On the other hand, the upstream documents, whose main focus should be universities and higher education institutions, include less than 20% of statements extracted from upstream documents. The results obtained from the study of upstream documents in the current research showed that the documents emphasize the axes of infrastructure, research, cultural and social, education, policy, scientific participation, connection with industry and commercialization, and in the meantime, infrastructure criteria, Cultural and social, research and education, respectively, have the most focus in the upstream documents of the higher education system. Upstream documents have diverse expectations from Higher Education systems. In some cases they are in far distance from Higher education systems' role in international scale.

**Keywords:** Upstream documents, Iran, Universities and research institutes, Higher education system.

## **Introduction**

The main goal of this research is to identify the expectations of the higher education system of Iran from universities and research institutes. In line with the main goal research, an attempt has been made to analyze the upstream documents of Iran's higher education system and extract the expectations from the higher education system in order to provide suggestions for the governing institutions as well as universities and institutions of higher education. In doing so, the research aims to offer valuable insights that can enhance the alignment between the expectations set by the higher education system and the actual practices within universities and research institutions in Iran. By thoroughly examining the upstream documents, this study intends to bridge any existing gaps and facilitate a more harmonious relationship between the different stakeholders involved in the education sector. Ultimately, the recommendations derived from this analysis could contribute to the overall improvement of the higher education system in Iran. In addition to enhancing alignment between the expectations of the higher education system and the practices within universities and research institutions in Iran, the recommendations from this analysis could further address potential areas for improvement. By fostering a more cohesive relationship among the various stakeholders in the education sector, these suggestions aim to contribute significantly to the ongoing development and enhancement of Iran's higher education system. Implementing these recommendations could lead to a more effective and efficient educational landscape in the country.

## **Methodology**

The present study was conducted qualitatively and with the method of document study using thematic analysis method. Two filtering stages were performed by two experts simultaneously and the results were compared in the next step, and finally 391 axes were extracted from these documents and clustered into eight categories. The study group of the current research was formed in the study section of upstream documents of the Iran's higher education system. In-depth analysis of the 391 extracted axes revealed insights that shed light on the alignment issues between the higher education system's expectations and the practical implementations in universities and research institutions in Iran. The comprehensive categorization of these axes into eight clusters provided a framework for understanding the diverse aspects of the expectations outlined in the upstream documents. This meticulous approach aimed to pave the way for improved collaboration and communication among stakeholders in Iran's education sector.

## **Findings**

The findings of research showed that the main axes of the concepts mentioned in the upstream documents can be clustered in the eight main axes of infrastructure, research, education, policy, scientific participation, communication with industry and commercialization. Meanwhile, the axis of education, which is the main function of most universities and institutions of higher education, ranks fourth in terms of the attention of upstream documents. Also, the fields related to the activities of the universities in the third and fourth generations, placed in the least amount of attention. On the other hand, the upstream documents, whose main focus should be universities and higher education institutions, include less than 20% of statements extracted from upstream documents. The results obtained from the study of upstream documents in the current research showed that the documents emphasize the axes of infrastructure, research, cultural and social, education, policy, scientific participation, connection with industry and commercialization, and in the meantime, infrastructure criteria, Cultural and social, research and education, respectively, have the most focus in the upstream documents of the higher education system. Upstream documents have diverse expectations from Higher Education systems. In some cases, they are in far distance from Higher education systems' role in international scale. The importance of aligning the expectations of the higher education system with the practical implementation in universities and research institutions cannot be overstated. By strategically focusing on the key areas identified in the upstream documents, governing institutions and educational entities can work towards enhancing collaboration and communication within the education sector. Improving the alignment between expectations and actual practices is crucial for fostering a more harmonious relationship among stakeholders and ultimately contributing to the advancement of the higher education system in Iran.

## Conclusion

The alignment between expectations and practical implementations in higher education institutions plays a crucial role in fostering collaboration among stakeholders and advancing the education sector in Iran. It is essential for governing bodies and educational entities to strategically focus on key areas identified in upstream documents to enhance communication within the sector. By bridging the gap between expectations outlined in these documents and the actual practices, a more coherent and efficient higher education system in Iran can be achieved. Strategically aligning expectations with practical implementation is paramount for facilitating smoother communication and collaboration within the education sector in Iran. By emphasizing key areas identified in upstream documents, governing institutions and educational entities can enhance the overall effectiveness of the higher education system. Bridging the existing gap between expectations and practices is crucial for creating a more cohesive and functional environment that benefits all stakeholders involved in the advancement and development of higher education in Iran.

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