

EDITORIAL COLUMN



Vladimir Briller, release editor

As an Executive Vice President of Higher Education Broad Sector Analysis (H.E.B.S.A.) company, Vladimir Briller applies his more than 25-year experience of teaching and senior administration at the U.S. public and private universities to advise colleges and universities on institutional effectiveness, academic governance and accreditation.

Vladimir Briller received his doctorate from Columbia University in New York in 1995 and had post-doctoral training in program and project evaluation. His consulting work has included more than a hundred U.S. and international projects funded by the U.S. government, European Union, the World Bank, Asian Development Bank and private foundations in more than 20 countries.

In 2005, 2007, 2011, 2016 and 2019 he was awarded Fulbright Specialist grants by the U. S. State Department to advise universities in Kazakhstan, Vietnam, Azerbaijan, Ukraine and Myanmar on strategic planning, educational research and data-based decision-making.

As an Associate Professor, Vladimir Briller has taught graduate courses in Systems Analysis, Strategic Planning, Computer Ethics and Data-Based Decision-Making at the College of New Rochelle and NJIT in the U.S. and Higher School of Economics in Russia; he also has multiple publications and presentations at major international conferences.

In the 21st century, the traditional model of higher education looks disrupted; colleges and universities are experiencing difficulty deciding where to focus their attention and dedicate scarce resources. New learning technologies, cultural shifts, innovation, increased revenue pressures, student engagement challenges, and need to enforce ethical behavior in teaching, learning and research make administrators seek new solutions to support their educational mission.

Another biggest challenge is an argument over whether universities should focus on getting every student accepted to higher education institution, or whether they should place more emphasis on career

preparation. Both need to be done – and unfortunately, many universities are not doing either one very well. Higher education serves a wide array of students with differing needs, resources and capacities, and problems and opportunities appear quite different from these various perspectives, and actions and interventions can yield different outcomes across different groups of institutions or across different types of students or faculty.

Ten articles in this issue use qualitative and quantitative research methods to address most of the above problems and raise questions or propose solutions that will be helpful to university administrators in different countries.