**National Research University**

**Higher School of Economics**

**REPORT**

**On the Implementation in 2009-2013 of the**

**Development Program of the National Research**

**University Higher School of Economics**

**For the Period 2009-2015 and up to 2020**

**Moscow 2014**

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The Development Program of the Higher School of Economics (HSE) for the period 2009-2015 and up to 2020 has been developed on the basis of Russian Government Order #1,177 of August 12, 2008, and approved at the HSE personnel conference of March 24, 2009.

The goal of the Development Program is to create at HSE a world-class research, educational, analytic, consulting and project center in economics and the social sciences that would make a major practical contribution to Russian innovative development and global competitiveness.

The principal indicator of the success of the Development Program is the university's competitiveness among the world's top research and educational centers in economics and the social sciences.

The program includes 5 strategic goals:

1. "Supplying the Russian economy with researchers, analysts and managers with competences meeting the standards of the 'top league' of global markets of intellectual and administrative resources"

2. "Establishing a world-class research center in the social sciences and economics"

3. "Promoting the diffusion of innovative social and economic knowledge and practices"

4. "Developing human resources for a research and project university"

5. "Creating an infrastructure for education and research at the level of the best international research and educational centers"

In accordance with the strategic goals of the Development Program, the present report outlines the main targets during the reporting period (2009-2013), describes the attained results, and presents key development priorities for the following five years.

# Main Achievements during the Reporting Period

Over five years of implementation of the HSE Development Program,

- The volume of research & development increased by 2.7 times from 978.2 million rubles in 2008 to 2,728.6 million rubles in 2013. In this indicator, HSE ranks third among Russian universities after Moscow State University and Bauman Moscow State Technical University

- Revenues from research and education increased by 3 times from 3,965.6 million rubles to 11,913.8 million rubles (not counting capital investments). In particular, revenues from non-state-budget sources grew by 1.6 times from 2,511.1 million rubles in 2008 to 3,957.3 million rubles in 2013.

- The number of full-time students grew by 1.7 times from 12,648 people in 2008 to 22,108 in 2013. At the same time, the university meets high standards of educational quality with high positions in rankings of salaries and of the demand for alumni.

- The university attracts the best students from all Russian regions, the former Soviet republics, and other countries: from year to year, HSE ranks among the top five Russian universities in the average USE score of students admitted on a scholarship basis; the percent of olympiad winners among students admitted on a scholarship basis to the Moscow campus exceeds 30%. The percentages of bachelor's students from other regions and master's students from other universities exceed 50%.

- Admissions to full-time master's programs more than tripled from 754 students in 2008 to 2,441 in 2013. Admissions to HSE master's programs on a scholarship basis are among the highest in Russia, amounting to 2,054 in 2013. Master's and doctoral students represent 23% of the total student body.

- Offering extensive opportunities for professional self-realization and competitive salaries, the university attracts top specialists from the Russian and international labor markets. In 2013, the average monthly salary of HSE faculty at the Moscow campus amounted to 96,800 rubles or 170% of the average salary in the region.

- Considerable success has been achieved in the internalization of research and education: the university is offering double degree programs with top universities in Great Britain, Germany, the Netherlands, Luxembourg, France, Italy, USA, Canada and China; the university has opened 16 international laboratories directed by leading foreign scholars; and a system for recruiting personnel from the international labor market has been set up.

During the implementation of the Development Program, HSE won the following federal competitions that had been initiated by Russian Government decrees:

| **Russian Government Decree/Order**  | **Results of Federal Competitions** |
| --- | --- |
| Order № 1613-r of November 2, 2009 | In 2009, HSE was selected in an open competition of development programs of universities aspiring to obtain "national research university" status. The Higher School of Economics was awarded the status of a national research university. |
| № 218 "On measures of public support for the development of cooperation between Russian higher educational institutions and organizations implementing integrated projects on establishing high-tech production" | 2 grants in 20101 grant in 20121 grant in 2013 |
| № 219 "On public support for the development of innovative infrastructure in federal higher educational institutions" | In 2010, HSE was selected in an open competition of the Russian Ministry of Education and Science |
| № 220 "On measures for attracting leading scholars to Russian higher educational institutions" | 2 grants in 2010 2 grants in 20111 grant in 2013 |
| № 211 "On measures of public support for leading universities of the Russian Federation for improving their competitiveness among leading international research and educational centers" | In 2013, HSE became one of 15 winners of the open competition for public support for leading universities of the Russian Federation to improve their competitiveness among leading international research and educational centers. The HSE Roadmap was recognized by the members of the Global Competitiveness Council as one of the best documents submitted by universities selected in the competition. |

# Goal 1 "Supplying the Russian Economy with Researchers, Analysts and Managers with Competences Meeting the Standards of the 'Top League' of Global Markets of Intellectual and Administrative Resources"

 **Main Targets during the Reporting Period**

1. Creating a logically comprehensive range of study areas
2. Developing master's studies as a second key level of higher education
3. Integrating research and project work into the educational process
4. Increasing the flexibility of educational programs and the role of independent student work
5. Maintaining the high quality of incoming bachelor's students and improving the quality of incoming master's students
6. Creating full-time graduate programs
	1. **Creating New Educational Products and Standards**

*Diversifying Study Areas and Expanding Master's Programs*

During the implementation of the Development Program, HSE completely shifted to the "bachelor's master's" two-level system in all areas of study. Admissions to full-time master's programs have grown by 3.2 times since 2008. Admissions of master's students to HSE on a scholarship basis are among the biggest in Russia, amounting to 2,054 in 2013.

71 new master's programs were opened. In all, the university is offering 61 bachelor's programs and 115 master's programs.

The percent of master's and doctoral students in the overall student body increased, attaining 23% in 2013.

The range of study areas was considerably expanded, making HSE one of biggest educational centers in economics and related fields in Russia and Eastern Europe and allowing it to develop interdisciplinary educational programs.

HSE opened new subdivisions offering higher education programs: the Faculty of Mathematics (2008), the Faculty of History (2010), the School of Asian Studies (2010), the Faculty of Business Informatics in Perm (2010), the Faculty of Philology (2011), the Faculty of Media Communications (2011), the School of Integrated Communications (2011), the Graduate School of Urban Studies (2011), a double bachelor's degree program between HSE and New Economic School (2011), the Faculty of Logistics (2012), the Institute of Innovation Management (2012), the School of Cultural Studies (2012), the Institute of Education (2012), the Faculty of Humanities in Nizhny Novgorod (2012), the Faculty of History in Saint Petersburg (2012), and the Faculty of Design (2013).

In 2012, HSE merged with the Moscow State Institute of Electronics and Mathematics (MIEM) and two continuing education institutions – the Management Training Center and the State Academic of Specialists in the Investment Sphere. A new Faculty of Electronics and Telecommunications opened at HSE MIEM.

New study areas have been opened: at the Moscow campus, history, philology, fundamental and applied linguistics, asian studies, urban studies, innovation studies, as well as new engineering study areas and design after the merger with MIEM; at the Perm campus, history, political science, law, business informatics, and program engineering; at the Nizhny Novgorod campus, philology, fundamental and applied linguistics, and program engineering; and, at the Saint Petersburg campus, history.

*Original Educational Standards*

In 2010, HSE began to develop and introduce original educational standards that meet international requirements and assure the inculcation of modern basic and professional competences, the individualization of study, the acquisition of practical experience in one's field of study, the mastery of English at the level of international standards, and the creation of a general cultural foundation for student self-development.

Over the period of implementation of the Development Program, 50 original educational standards have been developed in 23 bachelor's programs and 27 master's programs. The transition to the new educational standards led to considerable changes in curricula. In particular, the number of courses in bachelor's programs was reduced, while their fundamentality was increased and research seminars beginning from the first year of studies were introduced. New evaluation tools and test materials based on a competence approach were created.

An important area for improving HSE educational programs is increasing the flexibility of education and allowing students to design individual study trajectories. Whereas students could only choose 15% of bachelor's courses and 20% of master's courses (not counting elective courses) during the 2009/2010 academic year, the same indicators attained 35.5% (bachelor's programs) and 54% (master's programs) during the 2012/13 academic year.

In recent years, a number of innovations were introduced for improving the integration of university educational programs, including programs implemented by different campuses. In 2013, a program of student mobility between campuses was launched. At the same time, the "Magolego" program opened in Moscow for master's students, offering a pool of courses that can be chosen by students from any master's program.

83% of bachelor's and master's programs are based on original HSE educational standards. If one takes specialist training programs (which are mostly offered at HSE MIEM) into account, the total share of educational programs based on original HSE educational standards amounts to 65%.

HSE has justified the expediency of opening the new field of study "Media Communications" and developed the corresponding federal state educational standard that was approved by the Russian Ministry of Education and Science.

In 2011, an innovative bachelor's program in Economics was launched together with the New Economic School. The program offers an individual approach to each student and organizes academic exchange with top foreign universities with mutual credits for all courses taken.

A bachelor's program in economics launched in 2008 is being offered together with Ural Federal University.

*Full-Time Doctoral Program*

In 2010, HSE opened a full-time doctoral program modeled after the structured PhD program. 65 graduate students are currently studying in the program in 8 fields: economics, physics and mathematics, history, philosophy, philology, sociology, education, and political science. An essential program element is research internships at foreign universities or research centers lasting from a month to a semester. There HSE doctoral students take courses for PhD or master's students that directly relate to the subject of their dissertations, participate in research projects, and present the preliminary results of their research to foreign colleagues. Annual attestations of doctoral students take the form of research seminars with the required participation of foreign researchers as expert reviewers. Students of the HSE full-time doctoral program take an expanded program of courses in Russian and English and participate in HSE research projects (paid employment) corresponding to the subjects of their dissertations. Students get a higher university monthly scholarship of 30,000 rubles. In 2013, the geography of research centers where doctoral students can go for internships was expanded. They now include research and educational centers not only in the USA (Bentley University, Columbia University, and MIT), Great Britain (University of Essex, Oxford University, Goldsmith College at the University of London, and University of Warwick), and Germany (University of Kiel, University of Bielefeld, University of Frankfurt, and Technical University of Darmstadt) but also in France (Ecole Normale Superieure of Cachan and Toulouse School of Economics), Austria (University of Innsbruck), Sweden (University of Gothenburg), and Switzerland (University of Geneva).

HSE also developed its traditional doctoral programs. It opened new areas of doctoral studies: history, philology, mathematics, and education. The range of technical fields was also expanded in doctoral programs. Instruments were introduced for providing incentives to doctoral students and research advisers, including special scholarships for doctoral students and salary bonuses for research advisers for doctoral dissertations that are defended on time. The research infrastructure was expanded so as to enable doctoral students to participate in research projects: jobs were created in HSE research & educational and international laboratories.

*New Conception of Teaching English*

In 2012, a new conception of teaching English was introduced at HSE. It calls for bachelor's students to defend senior theses in English and take international English exams at the higher level. In 2013, students from 13 HSE faculties took an English language test corresponding to the IELTS test at the higher level. Students of the Faculty of World Economy and International Affairs took an English language test corresponding to the Business English Certificate at the higher level. Of the 920 students that took the IELTS test, 73% got excellent and good marks, 25% passing marks, and 2% failed. Of the 225 students that took the BEC test, 63% got excellent and good marks, 36% passing marks, and 1% failed. The results of the international exams showed that the marks given by external examiners correspond on the whole to the marks given by HSE professors.

In January 2013, the university introduced a rule that the results of international English language exams would be credited as a mark in the course "Foreign Language (English)" for 2nd-year students. The transfer credit is accorded for five types of international certificates corresponding to the advanced level and above (C-1 and C-2 levels according to the European scale) with an overall mark corresponding to the mark not lower than "good" on the HSE 10-point scale.

The percent of courses taught in English in HSE higher educational programs has greatly increased. Whereas only 58 courses were taught in English at the university in 2008, they numbered over 500 in 2013. The share of courses with over two credits taught in English in the overall number of courses with over two credits amounted to 9.7% at the Moscow campus and 6.8% in HSE as a whole. Every year, HSE provides financial support for the development of over 50 course programs in English through a competitive program of the Educational Innovation Fund.

During the 2011/12 academic year, master's programs began to be taught in English: 6 master's programs were taught entirely in English during the 2011/12 academic year, 7 in 2012/13, and 9 in 2013/14.

*Research and Project Work Components and Cooperation with Employers*

The research and project work components were expanded in the educational process: the share of credits obtained by students through participation in research and project work in the overall number of credits in higher educational programs rose to 10%. Research seminars and project work are a required part of HSE higher educational programs. Students are involved in research and project work (some of which is commissioned by external organizations) through a network of research & educational and project work labs and groups and corporate subdepartments.

In research & educational labs and groups, HSE undergraduate and graduate students carry out research projects under the direction of leading scholars, beginning their research careers and acquiring practical experience in research activities. Whereas there were 13 research & educational labs at the university in 2008, their number rose to 33 in 2013. The directors of six labs are leading foreign scholars. In 2013, 290 undergraduate and graduate students were working as research interns in HSE research subdivisions. In addition, research & educational groups are annually organized on a competitive basis. They work on the implementation of research projects. These temporary research teams include HSE scholars and undergraduate and graduate students. There were 39 research & educational groups in 2013.

At project work labs, students carry out applied research and business projects under the direction of researchers and specialists in the field. These projects are commissioned by the university or external organizations. There are 7 project work labs in all at HSE. Moreover, about 10 project work groups are established every year.

For the purposes of improving the educational process and increasingly orienting it on practice, HSE is also recruiting highly qualified practical specialists from the domain of research and business. In this case, corporate subdepartments serve as a platform for the interaction of the university with government bodies and commercial and non-commercial organizations. These departments are established by the corresponding external organizations at HSE faculties. There are 46 corporate subdepartments in all at the university.

HSE is expanding the practical component of the educational process by having its students do internships at organizations, commercial companies and government agencies. During the 2012/13 academic year, 12,781 HSE students did internships at 2,414 organizations.

Direct cooperation also develops between the university and employers through target and contractual continuing education for company personnel on the basis of contracts with companies and organizations. In the framework of the quotas set down by the HSE Academic Council, HSE admits target students to bachelor's and specialist programs. In 2013, 29 target students were admitted to bachelor's programs and 3 to specialist programs. HSE had a total number of 68 target students in bachelor's programs and 15 target students in specialist programs.

HSE offers target education in several master's programs. For example, the HSE Faculty of Economics offers the master's program "Finances" in the study area "Finances and Credit" that was specially developed for Sberbank of Russia. The bank's personnel participate in implementing the program, and program graduates find jobs in Sberbank subdivisions. 50 students were admitted to the program in 2012 and 2013. The HSE master's program "Mathematical Modeling" offers the specialization "Analysis of Internet Data", whose conception and basic curriculum was developed together with Yandex Company (<http://company.yandex.ru>). Lecturers from the Data Analysis School ([http://shad.yandex.ru](http://shad.yandex.ru/)) also teach in this program. In 2013, 10 people were admitted to the first year of the specialization, and 9 people were studying in the second year. After students finish the master's program, they are invited to work at Yandex Company.

In 2012, HSE began to develop a system for involving employers in assessing educational outcomes and competencies of HSE alumni. In the framework of curricular support for educational standards, HSE has developed an electronic questionnaire for assessing the systemic competencies of university students and used it to conduct a pilot poll among employers at Siemens Corporation. It has also developed and operated an Internet site for discussing methods of competency assessment and methods of developing test materials for HSE educational standards.

In October and November 2013, HSE polled employers about the quality of higher education at HSE's main and regional campuses. Employers highly rated the competencies of alumni from all faculties and the relation between their positions and qualifications: 85% of employers gave a mark of 5 (competencies fully match educational targets) or 4 (competencies mostly match educational targets) on a 5-point scale. The weighted average mark of employers of the general professional competencies and personal qualities of alumni amounted to 4.4 on a 5-point scale. The weighted average marks of specific professional competencies of alumni ranged from 4.3 to 4.4 on a 5-point scale, depending on the faculty of study. According to employers, graduates are particularly good at analyzing information, communicating (with clients and partners as well as with colleagues and management), and solving non-standard problems. Employers consider the main shortcoming of the education of alumni to be their lack of practical skills. They recommend that educational programs include a larger block of practical courses and master classes with company personnel and programs of practical training and internships at companies. This study led to the identification of priority spheres of employment for graduates from each faculty, including sectors and areas of activity of companies, job positions and typical job responsibilities; the compilation of a list of personal qualities and business skills of alumni that are important for getting a job from the standpoint of employers; the assessments of employers of the narrow professional competencies of alumni from each faculty; the identification of the competencies of alumni that should be strengthened according to employers; and the courses that should be offered to improve the educational programs.

In the 2013 International Ranking of Universities That Supply Personnel for the World's Leading Employers that was compiled by the rating agency Expert RA, HSE ranked 141st among the world's universities and 2nd among Russian universities.

*Internationalization*

Considerable success was attained in the internationalization of education. While HSE offered 12 double degree programs with foreign universities during the 2008/09 academic year, the number of such programs attained 30 in 2012/13 and 36 in 2013/14. Double degree programs are implemented together with 23 leading universities in Great Britain, Germany, the Netherlands, France, USA, Italy, Canada, China and Luxembourg, including the London School of Economics and Political Science, Humboldt University, the Sorbonne, Erasmus University, the University of Warrick, London University College, Lancaster University, Wilhelm University of Westphalia, the Technical University of Eindhoven, Laval University, the University of Luxembourg, City University of Hong Kong, and George Mason University.

HSE has begun to issue European diploma supplements to graduates from all HSE educational programs.

The number of HSE students participating in international academic mobility has grown by 7.8 times from 80 students in 2009/10 to 620 in 2012/13, while the number of students in long-term student mobility programs has grown by 7.2 times from 32 students to 231. During the last three years, the number of HSE bachelor's students participating in long-term academic mobility programs has doubled annually (in 2012/13, 101 HSE bachelor's students participated in such programs).

The number of students coming to study at HSE from foreign countries outside the former USSR is growing rapidly. In 2012/13, 412 foreign students participated in incoming academic mobility, which is 3.4 times higher than the 2009/10 figures (120 students). Most of these students came from the USA, Germany, Great Britain and France. To attract an increasing number of foreign students, one should offer more programs taught in English and programs implemented together with leading foreign universities; participate in the Alfa Fellowship Program; launch a new program together with DAAD; and organize individual research internships (in particular, through the Erasmus Program).

The total number of foreign students studying at HSE higher education programs (not counting mobility programs) amounted to 634 students in late 2013 (which is 5.2 times higher than the 2009/10 figure of 120 students), including 58 students from outside the former USSR. The percent of foreign students in the total student body amounted to 2.8% in 2012/13 and 1.5% in 2008/09. The growth in the number of foreign students is due to the reception of scholarships from the Russian Ministry of Education and Science for foreign students, the increasing number of participants in HSE olympiads in CIS and Baltic countries, and the organization of advertisement campaigns for promoting HSE educational products.

The geography of HSE's cooperation with foreign universities is rapidly expanding, and the number of strategic partners with which HSE is implementing educational and research projects is growing.

Partner ties are developing first and foremost with leading research universities that hold high positions in global rankings and have advance experience and high international reputations in HSE's priority fields. This promotes the further development and diversification of existing institutional partnerships, on the one hand, and the attraction of new partners among universities that are leaders in HSE priority development areas, on the other.

For example, HSE has launched new educational and research projects with the Universities of Groningen, Maastricht and Nijmegen in the Netherlands. It has established ties with new Dutch partners whose educational programs have strong project and practical components and which are leaders in HSE priority development areas (Stenden University of Applied Sciences, Design Academy Eindhoven, and Avans University of Applied Sciences).

In Germany, HSE has institutionalized academic cooperation and student exchange with such leaders of the German "Excellence Initiative" as the Ludwig Maximilians University Munich and the Free University of Berlin. HSE has launched research cooperation in economics, program engineering, philology and linguistics with Humboldt University in Berlin, another leading German university and long-time HSE partner.

In Switzerland, HSE has laid the foundations for integrated multidisciplinary cooperation with ETH Zürich, which ranks among the world's best research and educational centers in science and technology. This will boost the development of HSE's block of mathematical, IT, and managerial disciplines and foresight.

In Austria, student mobility programs have been expanded with the Vienna University of Economics and Business, the University of Klagenfurt, and the Vienna University of Applied Sciences. HSE's target of expanding the international educational and practical component of business informatics is being attained through new projects with the Vienna Institute of Applied Technologies and Vienna Technical University in Austria, EURECOM, and the Interdisciplinary Center Herzliya (Israel).

In Great Britain, HSE has not only expanded cooperation with existing partners but also institutionalized cooperation with the University of Sheffield in a broad range of social sciences and economics as well as in Asian studies and philology. It has expanded the range of fields and forms of cooperation for the development of double degree programs and integrated education with Lancaster University Management School and, in the field of hospitality management, with Oxford Brookes University. It has concluded agreements on educational cooperation and the development of mobility in international economics, international politics and international relations with the University of Edinburgh and City University London.

New European areas include the development of academic mobility and educational and research cooperation with Norwegian universities in logistics and linguistics (University of Tromso, Molde University) and planned cooperation with the internationally reputed mathematical research center of the University of Oslo.

Cooperation with Eastern and Central European universities has been developing in the framework of international educational consortia (coordinated by University College London) and through the interdisciplinary mobility projects "Aurora" and "Innovations. Integration. Institutes" of the European program Erasmus Mundus. In 2013, an international master's program in law and public administration has begun to be developed in the consortium under the direction of the University of Maribor (Slovenia) with the support of the EU Tempus Program.

Together with Fudan University in China, HSE has cast the foundations for cooperation on creating new educational products in the field of emerging economies for master's and doctoral students of both universities with the prospect of their use at universities in other BRICS countries. HSE has expanded ties with Shanghai University in the field of sociology. It has cast the foundations for regular academic exchange in the master's program on international relations in the Asian region that is offered by the HSE Faculty of World Economy and International Affairs in cooperation with the Institute of Regional and International Studies of East China Normal University. In Hong Kong, HSE and the City University of Hong Kong have launched a double degree program in Asian studies and reached an agreement on cooperation and student exchange with such a reputed institution as the University of Hong Kong (with which HSE is already implementing joint research projects in education).

In South Korea, HSE has launched student exchange programs with the Universities of Kunming and Chunnam and Seoul National University of Science and Technology. With the support of the Korea Foundation, a course of video lectures by professors of Seoul National University is being developed and a Korean professor is working at the HSE School of Asian Studies. The foundations have been cast for institutional cooperation with Seoul National University.

In Japan, HSE has concluded cooperation agreements with such leading institutions as Meiji University, Tohoku University, Hosei University, Akita International University, and Chiba University, making it possible to implement international academic mobility and academic cooperation programs in Asian studies and other fields of mutual interest. A joint educational project in the field of mathematics is being implemented with the University of Kyoto.

In North America, academic exchange and new forms and areas of cooperation are developing with such HSE institutional partners as the University of Indiana (in the field of public administration and international business), George Mason University (in the framework of a global university consortium in the field of international economic and political relations on the subject "global affairs" in the form of joint online courses and summer schools), and the University of Texas at Austin (on intensive Russian language study in the form of special summer courses). A graduate student exchange program has been launched in the framework of cooperation with the Davis Center for Russian and Eurasian Studies at Harvard University. In Canada, student exchange has been launched with the University of Toronto, and a student mobility program with the University of Quebec in Montreal that offers a broad range of on-campus and distant programs and courses is being organized.

In Latin America, student exchange has been organized with the University of CEMA; agreements on research cooperation have been reached with the leading Brazilian analytic center CGEE. Thanks to talks at the NAFSA Conference, the foundations have been cast for cooperating and developing mobility with leading universities in Argentina, Brazil, Columbia and Mexico.

HSE is expanding its participation in the work of international university associations and networks, including conferences and seminars of the European University Association (EUA) and the EUA Council on Doctoral Education (CDE EUA), events of the European Association for International Education (EAIE) and NAFSA, and the European Foundation for Management Development (EFMD), OECD programs on institutional management in higher education, an international study of the assessment of higher education learning outcomes (AHELO), the Program for International Student Assessment (PISA) in the framework of the Program on Institutional Management in Higher Education (IMHE), the Interuniversity Consortium for Political and Social Research (ICPSR) under the aegis of the University of Michigan, the European Association for Comparative Economic Studies (EACES), and others.

In 2013, HSE and Fudan University initiated the establishment of the BRICS University League and held an international conference on discussing this initiative in Shanghai. Conference participants included specialists from China, Brazil, and South Africa as well as representatives from four leading Russian universities: Saint Petersburg State University, Ural Federal University, Far Eastern Federal University and the Higher School of Economics.

*Electronic Educational Environment*

The target of providing courses with learning packages equipped with distant support is being attained through the introduction of the Learning Management System (LMS) on the e-Front platform. Special technological modules have been developed for the system, enabling individual study trajectories through the independent selection of courses, a multi-point record of marks that takes into account the different weights of various forms of knowledge assessment, group and multi-stage research & educational projects, and the "One-Stop Student Service" that allows students to get all the necessary certificates and submit documents to different competitions. With the help of LMS, multidisciplinary state final exams are held at HSE regional campuses in test form. The analysis of student responses recorded by the system makes it possible to identify the weaknesses and strong points of courses and provides a basis for decisions on managing the quality of education at HSE. In 2012/13, 59% of professors and 100% of students systematically used the LMS in the educational process.

*Evaluation of the Quality of Educational Programs*

A system is being created for the regular international expert evaluation of HSE educational programs. In 2012, a model methodology for conducting external evaluations of educational programs was developed. In 2013, 13 educational programs at 4 HSE faculties (Faculties of Economics, Public Administration, Sociology, and Applied Political Science), including 9 master's programs, were evaluated on the basis of this methodology. The evaluation was conducted by reputed international experts from leading international universities and expert organizations in the field of education (Harvard University, Princeton University, University of East Carolina, University of Indiana, University of Rochester, University of Wisconsin at Madison, World Bank, European Association for Public Administration Accreditation (EAPAA), etc.). Its aim was to assess the programs' competitiveness on the domestic and international educational markets and to make recommendations on modeling the development of programs. The following program aspects were evaluated: quality of teaching staff, curriculum and content of program, content of courses, quality of knowledge assessment, and participation of students in research projects. The experts evaluated program documents in June-September 2013 and then came to HSE in October to evaluate the programs at first hand. The experts noted the high qualifications of HSE teaching staff, the considerable potential of students, and the rapid development of programs.

Moreover, an international expert evaluation of the HSE Faculty of Mathematics was conducted in 2013 by a commission of Fields Medalists. The members of the commission noted the high level of education and the research potential of the faculty. According to the experts, the HSE Faculty of Mathematics is among the top 100 mathematics departments in the world.

The master's programs of the HSE Faculty of Management ("Strategic and Corporate Governance," "Marketing," "Human Resource Management," and "Project Management") were included in the Top 10 Eduniversal Best Masters Ranking 2013-2014 in the region "Eastern Europe."

*Managing Educational Programs*

A new model of managing educational programs was introduced. It involves the transition from management at the faculty level to management at the level of educational programs. New structures called "curricular offices" were established at 19 faculties for managing the educational process at the level of educational programs. A conception of the work of a curricular office was developed, a model for selecting the structure and staff of a curricular office depending on the number of students was elaborated, and descriptions of the positions of four categories of office personnel (administrator, curricular specialist, communications officer, and educational program manager) were made. A system for attesting managers of the educational process was developed. It focuses on assessing the necessary qualifications for entering the international market of educational services, promoting student academic mobility, meeting demands for individual study trajectories from different groups of clients of educational services, and using modern management information systems. Parameters for evaluating candidates to positions in curricular offices were set down for personnel departments. In 2013, the transition to the new model of curricular offices was completed at 38 (33.6%) of educational programs.

*Main Challenges*

- Today, HSE educational programs are mostly positioned through the overall HSE brand. The university has not yet launched the marketing of individual educational programs. This is largely due to the fact that educational programs have not been viewed as individual products so far and have not received the necessary managerial and marketing support.

- The expansion of the range of study fields has created new challenges. Assuring unified standards for educational programs is becoming an ever more complex task given the major differences between subject fields. The large student body leads to increasing demands on the administration of educational programs and faculties for assuring unified standards for organizing the educational process and on the professionalization of the management of educational programs.

- The entry onto the global educational market requires the development of educational programs in English and the transition to teaching in English. The shift of emphasis from domestic competition for the best students and professors to international competition puts new demands on the content of educational programs, the forms of organizing business processes and the university's infrastructure.

- The main problem with the content of educational programs continues to be the poor inculcation of practical and research-oriented competences. Despite the inclusion of research work into bachelor's and master's programs, the participation of students in research remains limited. A weak point continues to be the insufficient catering of programs to the demands of the labor market. No system for regularly tracking the changing demands of employers or analyzing the positioning of graduates on the labor market has been developed, making it impossible to update the content of educational programs accordingly. The development of professional standards in many areas of activities makes it necessary to harmonize educational and professional standards.

- There are many master's programs, yet they do not all meet with sustainable demand. This situation shall perhaps be overcome in 2015 when the first massive graduation of bachelor's students takes place. Nevertheless, one should continue to improve the quality of master's programs or even restructure them and improve their positioning on the domestic and international markets of educational services.

- Competitiveness and the entry onto the global academic market call for the organization of regular expert evaluations of educational programs and their international accreditation. It should be said that HSE was unable to obtain EFMD accreditation of its educational programs in management in 2012, which shows that HSE educational programs are still not very competitive.

- Despite the university's willingness to invest considerable resources into its doctoral programs and, in particular, into full-time doctoral programs, the demand for doctoral programs as the first step of an academic career remains low. This explains the small number of applications to full-time doctoral programs and the low demand for academic development instruments among doctoral students that do not participate in full-time doctoral programs. Another hindrance to the development of doctoral programs is the lag in a number of areas behind the global research "agenda" and the lack of mechanisms of rotating ineffective research advisers. The low number of on-time dissertation defenses (despite the constantly growing absolute number of defenses) is due not only to the relatively low motivation of graduate students to complete their dissertations but also the contradicting demands of the university for the quality of dissertations and external demands for the quantity of on-time dissertation defenses.

* 1. **Attracting Talented Undergraduate and Graduate Students**

In the conditions of the growth of the student body, HSE accords particular attention to organizing events for attracting talented students with a good education to HSE. An integrated system of special events has been developed for attracting talented students: olympiads, competitions, career orientation events, preparatory courses, advertisement campaigns, participation in educational fairs, etc. These events are implemented in all Russian regions and most CIS and Baltic countries. They are intended for two main target audiences: bachelor's applicants and master's and doctoral applicants.

In 2013, 38.3% of the students admitted on a scholarship basis to bachelor's programs at the Moscow campus were olympiad winners. Since 2010, the number of students admitted to HSE on the basis of olympiad results grew by 56%. HSE ranks second after Moscow State University in the number of winners and medalists of the Russian School Olympiad among admitted bachelor's students.

The number of students from CIS and Baltic countries admitted to HSE on a scholarship basis has grown considerably, attaining 168 in 2013.

During the reporting period, Russian universities began to employ USE results for admitting students to bachelor's programs. As a result, the admissions process underwent major functional changes, which had an impact on many universities. Despite the changes, admissions to HSE grew along with a growth in the quality of incoming students. The average USE score of admitted students grew approximately by 5 points between 2010 and 2013. In certain majors, the average USE score of incoming students surpassed 90 or even 95 points.

HSE Moscow constantly ranks among the top five Russian universities in the average USE score of students admitted on a scholarship basis. In 2013, HSE ranked first in this indicator (87.4 points) among major Russian universities with annual admissions of over 1,000 students and fourth among all Russian universities.HSE Nizhny Novgorod and HSE Saint Petersburg rank among the top ten Russian universities in the average USE score of students admitted on a scholarship basis with indicators amounting to 83.9 and 83.6 points, respectively. In itself, a growth in this indicator does not necessarily imply growing student quality: when the average USE score exceeds 80, fluctuations in the indicator are mostly random in nature.

The average USE score of students admitted on a tuition basis is also quite high: 75 points. For about half of HSE faculties, it surpasses the average USE score of students admitted on a scholarship basis to other prestigious universities in the same field of study.

Despite its growing admissions standards, HSE has managed to overcome the relative decline of the number of students admitted on a tuition basis in 2010-2011. The record high number of students admitted on a tuition basis in 2013 surpassed by 38% the corresponding figure of 2009. Although the demand for tuition-based study greatly depends on the field, the HSE brand made it possible to attract tuition students to all faculties.

The university attracts talented young people from all Russian regions. Over the whole period of implementation of the Development Program, the share of students from other regions admitted to bachelor's studies at HSE Moscow has not surpassed 50%, while the share of students admitted to master's programs from other universities amounts to 50-60% at HSE Moscow, 50-67% at HSE Saint Petersburg, 30-50% at HSE Nizhny Novgorod and 30-40% at HSE Perm.

*Olympiads for High-School Students*

Olympiads organized by HSE play a major role in attracting talented university applicants. The number of participants in the "Vyshaya Proba" Interregional Olympiad for High-School Students grew from 1,648 during the 2008/09 academic year to 28,650 during the 2012/13 academic year.

During the 2012/13 academic year, the Vyshaya Proba Olympiad was held in 14 general fields of study and fields of early professional orientation in 81 Russian regions and 15 CIS and Baltic countries; 3,808 foreign citizens participated in the Olympiad. Seven top Russian universities served as co-organizers for the Olympiad, while another seven universities and research organizations served as Olympiad partners. There were 2,238 winners and medalists in the Olympiad: 491 winners (including 14 people from CIS and Baltic states) and 1,747 medalists (including 94 people from CIS and Baltic states).

In 2013, 441 winners of the Vyshaya Proba Olympiad were admitted without exams to HSE.

The Russian Council of School Olympiads gave HSE olympiads in social studies, mathematics, economics and history a first-level ranking and HSE olympiads in law and literature a second-level ranking. HSE olympiads in economics and social studies became the only first-level olympiads in these fields in Russia.

HSE serves as a co-organizer of another five olympiads for high-school students.

HSE's work for recruiting talented students is furthered by its activities aimed at supporting and developing the talent of high-school students.

For 8th-11th grade students, HSE organizes the open competitions Young Economist, Young Sociologist, Young Lawyer, Young Political Scientist, Young Journalist, Young Advertiser, Young Psychologist, Young Philosopher and Young Asian Scholar. Over a thousand people participated in these competitions during the 2012/13 academic year. In November 2013, distance preliminary rounds were held for the competitions Young IT Specialist, Young Asian Scholar, Young Engineer, Young Political Scientist, Young Psychologist, Young Advertiser, Young Sociologist, Young Philosopher, Young Economist, and Young Lawyer.

A new step became the organization (together with the "Step into the Future" Program of Bauman Moscow State Technical University) of student research competitions that include both the defense of a research project (project work) and an olympiad competition. HSE organized the research symposium "First Try: Research Innovations in Engineering and Society", which included 8 workshops (111 participants) and olympiad competitions for participants of the "Step into the Future" Forum in seven fields of study and areas of professional orientation (365 participants). The development of partner ties in the framework of the program "Step into the Future" led to HSE's participation in organizing and holding federal district competitions in 7 Russian regions. The winners and medalists of the competitions are invited to participate in the final round of the Vyshaya Proba Olympiad.

In the fall of 2013, HSE carried out curricular work to organize a new olympiad for 9th-11th grade students living outside the Russian Federation: the International Humanities Olympiad, which is scheduled to be held for the first time in March 2014.

*HSE Lyceum*

In 2013, HSE established a lyceum for high-school students where courses are taught by HSE faculty members. The study programs in different fields, which have been developed on the basis of the latest Federal State Educational Standards, allow high-school students to choose between basic and advanced course levels. In 2013, two 10th grades began to study at the lyceum. Students are admitted to the lyceum through a competition that includes an essay, an interview , and tests. Lyceum students include 21 medalists of the district round of the All-Russian School Olympiad of the preceding year, 4 medalists of the regional round, and one medalist of the final round. The lyceum has 21 teachers, including 1 Doctor of Science, 9 Candidates of Science, and 9 associate professors. Other members of the HSE faculty are recruited to teach individual course modules. HSE students work as teaching assistants at the lyceum. In 2014, 8th and 9th grades shall open at the lyceum.

*HSE Base Schools and Regional Centers*

HSE has created a network of base schools and regional centers introducing high-school students to the advanced study of social sciences and humanities and assisting them with professional orientation.

Today, the HSE system of pre-university education includes 69 base schools located in Moscow and the Moscow Region. HSE is also working with 44 educational institutions that serve as the university's regional centers in different Russian regions, including the cities of Vladikavkaz, Voronezh, Dimitrovgrad, Yekaterinburg, Kaliningrad, Kirov, Krasnoyarsk, Makhachkala, Novorossiysk, Ryazan, Samara, Saratov, Sergiyev Posad, Surgut (Nizhnevartovsk), Ufa, Cheboksary, Krasnodar, Tula and Chelyabinsk.

The number of high-school students that have studied in specialized classes of HSE base schools attained 1,850 in 64 schools during the first semester of 2013 and 2,070 in 69 schools during the second semester of 2013. In the base schools, the knowledge of high-school students studying in the social science and economic specialization and in the social science and humanities specialization is tested externally. Test results allow each high-school student to compare his or her level of knowledge with the level of knowledge of other students at the same educational level. 4,978 students were tested during the first semester of 2013 and 4,726 during the second semester of 2013. 353 of the 1,410 students that graduated from base schools in 2013 were admitted to HSE.

HSE regional centers organize programs for the advanced study of subjects in the social science and economic specialization and the social science and humanities specialization and also assist students with professional orientation. HSE study programs allow students from Russian regions to prepare for olympiads at different levels and get high scores on the USE. During the 2012/13 academic year, 2,594 high-school students participated in such events at 25 HSE regional centers and base schools. Students from 22 Russian regions participated in the study programs. The study programs are offered by HSE regional centers and base schools under the direction of the HSE Faculty of Pre-University Study, which provides study programs and curricular materials developed by HSE teachers and implements external quality control by regularly testing the knowledge of participating high-school students.

To improve its system of selecting the best high-school graduates from CIS and Baltic states, HSE has established the Office for Developing Cooperation with CIS and Baltic States. One of its tasks to is to find and work with the best high-school graduates from foreign countries. Partnerships are being developed with two educational centers in CIS countries (Moldova and Uzbekistan) and 14 schools in Armenia, the Ukraine, Moldova, Uzbekistan and Kirgizia: physics and mathematics schools and schools for gifted children. Work with strong schools was conducted in several areas. One of the main areas is visits by HSE specialists to conduct open lessons, seminars and master classes in HSE core areas (mathematics, economics, Russian language, and sociology) as well as holding curricular seminars for teachers in the same disciplines.

*Professional Orientation Schools and Events*

Gifted high-schools students from all Russian regions and CIS and Baltic states are invited to participate in HSE specialized winter and summer schools: humanities school, psychology school, economics and law school, the multidisciplinary school in the humanities, economics and technology, and the "Ahead of Your Time" School for high-school students with an interest in science and technology. In 2013, over 300 students from 44 Russian regions and two CIS and Baltic states participated in the professional orientation schools.

The HSE MIEM Physics and Mathematics School is open free of charge to 7th-11th grade students from Moscow with an interest in mathematics, physics and computer science.

In addition to the organization of HSE specialized schools, HSE faculty members are increasingly participating in regional specialized schools, including the Summer Economic School in Lipetsk, the Summer Multidisciplinary School in Berdsk, the Krasnoyarsk Summer School, the Voronezh Summer Economic School, etc.

The implementation of the professional orientation projects "Envoys of Science," "Invite a Scholar," "Information for High-School Students about HSE," and Science Days helps to attract high-school graduates that have already made a well-considered choice of their future profession. The high-school students take part in business and role-playing games, discussions and lectures about their future professions and learn about study and research conditions at HSE. In 2013, over 3,000 high-school students from different Russian regions and CIS and Baltic states took part in these projects.

*Internet School*

The HSE Internet portal offers an open-access distant educational program (<http://ischool.hse.ru/>) for 10th and 11th grade students. It lets high-school students use curricular and control materials and take tests to assess their knowledge. During the 2012/13 academic year, 15,108 students (number of registered visitors) used this educational resource as compared with only 565 in 2008/09.

In 2012/13, 2,506 people studied in the Internet School (as compared with 565 in 2008/09). Separate study programs are offered for each subject. Students can choose between ten subjectareas: mathematics, history, biology, English, Russian, social science, economics, basics of philosophy, political science, law, and sociology.

*Olympiads for University Students and Graduates*

Every year, HSE holds olympiads for university students and graduates. The olympiads are open to students in the junior and senior years of bachelor's studies and graduates from bachelor's and specialist programs of Russian, Baltic and CIS universities. A total of 3,242 people, including 714 foreigners, participated in the 2013 olympiad. The olympiad was held in 31 fields that include 64 specializations in 28 Russian regions and 9 CIS and Baltic states (Armenia, Belarus, Kazakhstan, Kyrgyzstan, Latvia, Moldova, Tajikistan, Uzbekistan, and the Ukraine). 807 people became winners and medalists of the olympiad; 47% of them were students or graduates of other universities. The winners and medalists included 45 people from CIS and Baltic states. 444 olympiad winners were admitted to HSE master's programs without entrance exams.

*Winter and Summer Schools for University Students and Graduates*

In 2013, HSE organized 27 summer schools (including international and national summer schools) that were attended by 970 undergraduate and graduate students.

For applicants to HSE master's programs, 13 winter professional orientation schools were held in the following fields of study and specializations: economics and international relations, management and logistics, sociology, public administration, business informatics, mathematics, humanities, engineering and technology, law, political science, psychology, journalism, urban studies, and design. The winter schools were attended by 501 people from Russia and abroad, including 39 from CIS and Baltic states.

*Pre-Master's Department and Courses for Master's Applicants*

HSE also attracts talented students to master's programs through its Pre-Master's Department. In 2012/13, 224 people from 56 Russian regions and 6 CIS states (Belarus, Ukraine, Kazakhstan, Uzbekistan, Armenia, and Kirgizia) studied in the Department. They attended courses in the fields "Economics," "Management," "Law," "Business Informatics," "Sociology," "Psychology," and "Applied Mathematics and Informatics." Of the students studying in the Department in 2013, 20 attended HSE winter schools for master's applicants. A considerable number of students in the Department took part in the HSE Olympiad for University Students and Graduates. 33 students of the Pre-Master's Department, including 14 graduates of regional universities, became winners and medalists of this olympiad.

In 2012/13, 215 students attended HSE pre-master's courses on a tuition basis in the following fields of social science and economics: economics, management, mathematics, and business English.

*Providing Dormitory Accommodations and Scholarships for Students*

All HSE students at HSE Moscow, Perm, and Saint Petersburg in need of dormitories are offered accommodations.

Students studying on a tuition basis are offered educational loans covering up to 100% of tuition.

A system of competitive target support has been set up for full-time graduate students and for the best undergraduate students involved in research. A system of competitive support for teaching assistants financed by HSE non-budgetary resources has also been established.

HSE provides financial support on a competitive basis for undergraduate and graduate students that give talks at scholarly events held in foreign countries or in other Russian cities. The university covers the students' living and travel expenses. In 2013, 96 undergraduate and graduate students got HSE financial support through this competition.

HSE provides financial support to undergraduate and graduate students wishing to study abroad through academic mobility programs. University funds allocated through the competition are used to fully or partially cover expenditures on travel, study, living, visa support and medical insurance. In 2012/13, financial support was provided to 236 undergraduate and graduate students.

In addition to traditional scholarships (public academic scholarships, public social scholarships, public higher scholarships, and scholarships of the Russian President, the Russian Government, the Russian Ministry of Education and Science, and the Moscow Government), HSE students can apply to a number of scholarships offered by commercial organizations and charitable foundations for special achievements. HSE partners include such well-known foundations and organizations as the Oxford Russian Foundation (annual scholarship quota for HSE students: 225), Vladimir Potanin Foundation (20 HSE students got scholarships in 2013), Lukoil Charitable Foundation (5 HSE students got scholarships in 2013), Gazprombank (5 HSE students got scholarships), Alfa Chance (20 HSE students that won national and interregional olympiads got scholarships), and Deloitte & Touche (accords scholarships through competitions). In 2012, HSE established the special prize "Silver Nestling" that is awarded annually to 25 HSE students. Moreover, HSE faculties also award special prizes to students from their own funds.

*Work with Alumni*

HSE has created a unified alumni database that contains information on 27,360 graduates from bachelor's and master's programs and 58,584 graduates from continuing education programs. Information about graduates from HSE MIEM shall also be included in the database.

Since 2011, HSE has conducted annual monitoring studies of alumni and surveys of employers about the quality of education of alumni.

Alumni have begun to participate actively in the decision-making process at HSE, including the discussion of strategic tasks (participation in the work of the International Advisory Committee), the implementation of student projects (participation in the Council of the Student Initiative Support Fund), assisting in organizing practical work and employment for students, etc.

HSE has considerably expanded the range of offline events for alumni (forums for alumni from a specific faculty or alumni working in a particular area) and initiated new traditions (meetings in Moscow's Gorki Park, an annual prize awarded to the best alumni). Interest in these events has grown among alumni by an order of magnitude over the past two years.

HSE alumni groups are actively working in social networking services. Regular mailings get an ever greater number of positive responses from alumni, and the number of subscribers is constantly growing (today, over 5,800 alumni subscribe to official groups).

The HSE Alumni Association has been established. Alumni have donated over a million rubles for the XV April Conference.

*Main Challenges*

* Work on attracting talented students to HSE bachelor's and master's programs focuses primarily on the Russian educational space
* HSE performs fairly poorly in the competition for attracting the most talented and motivated students from CIS countries as well as in attracting talented students to HSE MIEM engineering programs
* Falling demand for HSE master's programs among HSE undergraduate students and graduates as well as falling demand for instruments of attracting and selecting students for master's programs (student olympiad)
* Insufficient balance of working instruments in pre-university training ("interfering projects"), low involvement of academic subdivisions in working with potential applicants to bachelor's and master's programs
* Low efficiency of pre-university training and work with applicants at HSE regional campuses

*Main Tasks*

One of HSE's priority tasks is to expand admissions to tuition-based studies while preserving high standards of student quality.

To attract talented students, one has to diversify and develop new forms of work with different categories of Russian and foreign bachelor's and master's applicants.

To this end, one must

* Increase the number of different competitions for school students in all HSE study areas (research and project work competitions, festivals, etc.), involve a large number of 5th-7th grade students in competitions, and expand the participation of foreign school students, especially from CIS and Baltic states
* Create a comprehensive professional orientation system oriented at the "elite" segment: school students from the best schools in Russia and CIS and Baltic states
* Hold competitions in English for master's applicants from the ex-USSR and other countries and organize systematic support for talented Russian and foreign students, including tutor support
* Involve employers as experts and partners in organizing and holding olympiads for university students and graduates
* Develop mechanisms for assuring the visibility of the HSE MIEM brand and attracting high-school and university students to HSE MIEM preparatory programs
* Develop distant forms for working with potential applicants, talented school students and students interested in pre-university training (Internet School, personal pages of applicants, etc.)
* Develop the Lyceum as the main instrument for constituting the "nucleus" of applicants prepared for study at HSE
* Increasing cooperation between subdivisions engaged in pre-university training
* Strengthening work with applicants in all academic subdivisions of HSE campuses through the single contract and elaborating KPIs for working with applicants

Important tasks for working with alumni include

* Completing the development of the alumni web portal
* Checking information about alumni and fine tuning the system for collecting information about alumni (surveys have shown that over 30% of the information about graduates of the preceding year are inaccurate)
* Regularly updating HSE educational programs to account for the recommendations of employers
* Expanding instruments for involving alumni in HSE projects
	1. **Developing Continuing Education Programs**

In 2013, 34 subdivisions of HSE Moscow and 16 subdivisions of three HSE regional campuses offered continuing education programs.

The number of subdivisions offering continuing education programs has increased by 50% since 2009. Several new subdivisions have been created: the Higher School of Project Management, the International Institute of Statistical Education, and the International Institute of Administration and Business.

The number of research subdivisions offering advanced training programs based on their research results has grown to 8. Virtually all international laboratories established at HSE also hold seminars and offer advanced training programs.

In 2012, two continuing education institutions merged with HSE: the Management Training Center and the State Academy for the Retraining and Advanced Training of Managers and Specialists in the Investment Sector (GASIS). The Management Training Center, which is located in Pushkin (Saint Petersburg), is a reputed center for the retraining and advanced training of university administrators. Thanks to the merger with the new educational institutions, HSE has considerably expanded its range of continuing education programs through programs in the domain of investment, building, residential services and public utilities, network and telecommunication technologies, informatics and electronics.

As a result of the growing number of subdivisions offering continuing education programs, the number of students in retraining and advanced training programs increased by a third: 31,086 people in 2012/13 in comparison to 21,317 in 2008/09.

In the framework of the state commission, HSE annually provides training for 3,000 students in the Pre-Master's Department and for 4,200 administrators of higher educational institutions.

Courses in continuing education programs are taught by leading HSE faculty members (37% of program faculty), faculty of other universities (18%), and practical specialists (45%).

Today, HSE is offering 1,100 continuing education programs, including MBA, DBA, MPA, and EMBA programs, retraining programs of different types, and advanced training programs. The number of continuing education programs increases annually: for example, the number of retraining programs has more than doubled in comparison with 2008, while the number of MBA programs has doubled. The total number of continuing education programs has increased more than fivefold since 2008.

HSE is creating modular continuing education programs in the social sciences and economics that offer students the possibility of creating flexible individual trajectories. It has elaborated principles for creating educational modules offered in different continuing education programs from advanced training and retraining programs to the use of some modules in higher education programs.

The selection of programs is constantly being expanded and updated. New specializations have been opened in MBA programs: "Project Management," "Strategic Logistics," "Managing Real Estate," "Pharmaceutical Business," "Public Health Management," "Strategic Management in the Fashion Industry," etc.

At the same time, HSE ranks only second among leading Moscow universities in the number of continuing education students in MBA programs. Nevertheless, it remains a leader in terms of cost.

In the volume of principal commissions from federal government bodies in continuing education programs, HSE ranks third (11%) after the Russian Presidential Academy of National Economy and Public Administration (65%) and the Financial University (24%).

A target that is still not attained today is the creation of an agency that would bring together all the university's possibilities for offering on the "market of public contracts" competitive services for providing advanced training to public civil officials. In 2013, the conception of the Higher School of Public Administration was worked out for solving this problem.

In order to expand the audience and promote continuing education products on the market of educational services, a system for organizing education with the use of distant technologies for advanced training and retraining programs has been developed. At HSE Moscow, 17% of the total number of offered continuing education programs make use of distant educational technologies.

Continuing education subdivisions are striving to bring their programs onto international market: 2 programs of the Banking Institute have the status of partner programs of the CFA Institute. In 2012, students were admitted to the double degree master's program in European business with ESCP Europe. In 2013, a contract was signed with the University of Graz (Austria) on the development and implementation of a joint LL.M. program. The program is scheduled to open in the fall of 2014. In 2013, talks were concluded with FIFA on offering the joint program "Sports Management" at HSE Moscow and HSE Nizhny Novgorod.

HSE Business School ranks 2nd in the Eduniversal Ranking of Russian business schools in the category 3 Palmes and 125th in the world. Two HSE MBA programs are on the list of the Top 50 Master's Programs in the World 2013-2014.

The financial indicators of the work of continuing education subdivisions are fairly stable. HSE's revenues from continuing education and "second higher education" programs have grown by 33% since 2009, although the main continuing education subdivisions that account for 80% of all revenues from the implementation of continuing education programs have not recouped their losses from the financial crisis and the transition to the two-level education system. The situation at HSE regional campuses with regard to revenues from continuing education programs and the "second higher education" is deteriorating. Regional campuses have been unable to diversify their package of continuing education programs and compensate missing revenues after the closure of specialist programs.

*Main Challenges*

* Lack of administrative consensus on the areas of development and cost of services of continuing education
* Slowness of making administrative decisions and providing support in the domain of "rapid and flexible" services, which lowers the economic efficiency of the implementation of continuing education programs and increases the ill effects from the untimely reception of funds (it takes 8 months on average to create a continuing education subdivision)
* Shortage of classrooms for the development and creation of larger continuing education subdivisions (as a result, the number of places in a classroom may put a limit on the number of students accepted to a program) and lack of classrooms meeting modern standards for business education programs
* Lack of important services for clients: library access, modern means of payment for education, parking places, etc.
* Insufficient support from HSE auxiliary structures: PR services, HSE web portal, legal and financial offices, etc.
* Low level of cooperation between continuing education subdivisions: lack of modern educational projects and programs uniting different training areas, existence of internal competition, and lack of the practice of cross-selling

*Main Tasks*

* Transition from extensive growth (new areas, new subdivisions, new programs, additional resources, etc.) to integrating resources for development on new markets. Creating larger continuing education schools by merging similar subdivisions and programs with overlapping subject matters.
* Further individualization of study and creation of integrated multidisciplinary continuing education programs in the "cloud" format
* Analysis and detailed study of the market of continuing education programs. Elaborating a market strategy at the university level. Aggressive promotion of programs at the level of the university as a whole and of individual subdivisions.

**Priorities for the Development of Educational Activities over the Next Five Years**

1. Internationalization and creating a dual language environment
2. Increasing the flexibility of educational programs and enabling individual study trajectories
3. Using electronic resources and creating MOOCs
4. Developing the model of full-time graduate studies
5. Reforming the continuing education system
6. Reforming the system of working with schools and developing the HSE Lyceum
7. Conducting systematic work with alumni, receiving feedback, and involving them in HSE activities

# Goal 2HSEHывав "Establishing a World-Class Research Center in the Social Sciences and Economics"

**Main Targets during the Reporting Period**

1. Promoting the growth of research activity among faculty
2. Promoting international research cooperation for the implementation of research projects
3. Creating a modern empirical base for research and the elaboration of social and economic policy
4. Expanding the circle of clients of applied research
5. Organizing systematic expert assessment and analysis

## 2.1. Conducting Research & Development at an International Standard of Quality and Attaining International Leadership in a Number of Contemporary Areas of Social Science and Economics

*International Laboratories*

In 2010-2013, 16 international laboratories headed by leading foreign scholars were established at HSE. Young HSE scholars and graduate students participate actively in the work of these labs.

Six international labs were organized in accordance with Russian Government Decree "On measures for attracting leading scholars to Russian higher educational institutions":

* The Laboratory of Algebraic Geometry and Its Applications headed by Professor Fedor Bogomolov of the Courant Institute of Mathematical Sciences of New York University (USA) was established in 2010. Its aim is to develop the Russian school of algebraic geometry. The lab does research in the domain of algebraic geometry and related areas such as number theory, differential and complex geometry, and geometric analysis.
* The Laboratory for Comparative Social Research headed by Professor Ronald Inglehart of the University of Michigan (USA) was established in 2010 at HSE Saint Petersburg. Its aim is to develop quantitative comparative studies and instrumental methods for analyzing large data sets in Russia.
* The Laboratory of Theory of Markets and Spatial Economics headed by Professor Jacques-François Tisse of ENPC (Paris) was established in 2011 at HSE Saint Petersburg. Its main area of research is the study of market models.
* The Laboratory of Algorithms and Technologies for Networks Analysis headed by Professor Panos M. Pardalos of the University of Florida (USA) was established at HSE Nizhny Novgorod in 2011. It conducts research in the domain of algorithms and analysis technologies for networks and graphs.
* The MIEM Research Laboratory for Space Research, Technologies, Systems and Processes headed by Professor David Waring Dunham of John Hopkins University (USA) was established at HSE in 2012. The laboratory's staff conducts research on the mathematical modeling of physical and mechanical systems and processes, celestial mechanics and ballistics, astronavigation and the development of controlled space missions and protection missions in the face of asteroid and comet threats.
* The International Laboratory of Quantitative Finance headed by Professor Yuri Kabanov of the University of Besancon (France), a member of the Mathematics Section of the European Academy, was established in 2013. The laboratory will engage in both purely theoretical research and research for the needs of industry and business, where the demand for mathematical modeling is quite high today.

Ten international laboratories were established at HSE's own initiative:

* International Laboratory in Financial Economics headed by Professor Christian Julliard of the London School of Economics and Political Science (Great Britain) was established in 2010 at the HSE International College of Economics and Finance. Its principal aim is to promote the development of fundamental research in financial economics. Many of the lab's research projects focus on developing markets. The lab's staff mostly consists of faculty members of ICEF and the HSE Faculty of Economics with PhD degrees as well as foreign colleagues working at top European universities.
* The International Laboratory of Decision Choice and Analysis, whose leading research fellow is Nobel Prize winner in Economics Professor Eric Maskin of Harvard University (USA), was established in 2011. The lab conducts fundamental research on the theory and practice of decision making and applied research on the analysis and support of decisions in concrete areas of economics, informatics, management, and public administration; elaborates models and conducts research on individual and collective choice; and makes expert evaluations and tests computer systems for supporting decision making.
* The Laboratory for Economics of Innovation headed by Professor Ian Miles of the University of Manchester (Great Britain) was established in 2011. It works on the development of theoretical approaches, models and quantitative studies on the economics of innovation and the development of methods and instruments of evidence-based innovation policy.
* The Research Laboratory for Science and Technology Studies headed by Jean Guinet, Head of Country Studies and Outlook Division, Directorate for Science Technology and Industry, OECD, was established in 2011. The lab develops integrated methods and instruments for studying the trends and development priorities of science and technology and promotes the creation of effective mechanisms of scientific and technological policy.
* The HSE Laboratory for Institutional Analysis of Economic Reforms headed by Professor John Nye of George Mason University (USA) was established in 2011. Its aim is to conduct research on the institutional design of different markets and economics sectors.
* The International Center for the Study of Institutions and Development headed by Professor Timothy Frye of Columbia University, Director of the Harriman Institute, was established in 2011. The Center's researchers from the Higher School of Economics, Columbia University and the University of Wisconsin-Madison study development institutes.
* The International Laboratory for Education Policy Analysis headed by Professor Martin Carnoy of Stanford University (USA) was established in 2011. The lab conducts research on the economics of education and assesses the quality of education in cooperation with top international researchers.
* The International Laboratory for Strategic Behavior and Institutional Design headed by Professor Maarten Janssen of the University of Vienna (Austria) was established in 2011. Its main research areas are consumer markets and auctions.
* The International Laboratory for Socio-Cultural Research headed by Professor Peter Schmidt of the University of Giessen (Germany) and Professor Shalom Schwartz of Hebrew University in Jerusalem (Israel) was established in 2011. The lab studies the impact of cultural values on socioeconomic development and changes in the cultural values of Russians and elaborates a unified conception of cultural changes that brings together already existing conceptions and approaches.
* The International Laboratory of Process-Aware Information Systems headed by Professor Wil van der Aalst of Eindhoven University of Technology was established in 2013.

Laboratories headed by leading foreign scholars play an important role in internationalizing research activities and raising the level and quality of research. In addition to the labs' permanent staff, associated researchers from Europe, the USA and the CIS actively participate in lab research and events. In 2013, 315 researchers (including 187 under the age of 40) were working in HSE international laboratories. HSE undergraduate and graduate students are actively recruited to work in the labs through open competitions. In 2013, 123 students were working in the labs. An important area of activity of international labs is advanced training for young HSE researchers and graduate students: in addition to conferences, summer schools and academic mobility programs, international labs organize open monthly and weekly research seminars, inviting leading scholars to give talks. Some of these events are held in video conference format. In 2013, lab members gave 565 talks and presentations and prepared 441 research publications. Each lab has its own site on the HSE portal and updates it with information about the lab's current activities in Russian and English.

HSE conducts work on creating a unified system for evaluating research results with the participation of a vast pool of international and domestic experts with high qualifications. Today, these experts are evaluating research projects implemented within the framework of the HSE Basic Research Program, drafting recommendations on their further improvement (according to a methodology worked out in 2012), and evaluating research projects implemented at the HSE Center for Advanced Studies in 2013. Such evaluations shall help to improve the scientific and methodological level of research conducted at HSE and present the results of HSE research activities to the international scholarly community.

*Development of Fundamental Research*

As a research university, HSE strives to identify and support the most promising fundamental research. The implementation of research projects is based both upon the scholarly initiatives of researchers and the need to resolve concrete problems commissioned by the Russian Government from HSE.

Fundamental research is implemented at HSE in accordance with thematic plans that are annually approved by the HSE Academic Council. Since 2011, thematic plans have been elaborated on the basis of the state commission to the university.

586 projects were implemented between 2008 and 2013 (including 31 in 2008 and 142 in 2013). The volume of fundamental research grew by a factor of 5.6 from 126.5 million rubles in 2008 to 710.7 million rubles in 2013.

Over the past 5 years, HSE has expanded the subject matter of its fundamental research from the socioeconomic domain to the entire range of fields that currently being studied at the university.

The following Table present figures for 2011-2013 on the makeup of projects by field of knowledge in accordance with an adapted version of the JEL classification system (a system proposed by the *Journal of Economic Literature*).

|  |  |  |  |
| --- | --- | --- | --- |
| **Field of Knowledge**  | 2011 | 2012 | 2013 |
| Health, Education, and Welfare | 16 | 15 | 23 |
| Industrial Organization & Microeconomics | 7 | 8 | 9 |
| Economic Development, Technological Change, and Growth | 16 | 11 | 12 |
| Sociology | 8 | 9 | 6 |
| Public Economics | 9 | 5 | 7 |
| Law and Economics | 11 | 8 | 10 |
| Macroeconomics and Monetary Economics | 6 | 6 | 4 |
| Labor and Demographic Economics | 5 | 6 | 12 |
| Mathematical and Quantitative Methods | 12 | 4 | 5 |
| International Economics | 5 | 3 | 2 |
| Financial Economics | 4 | 4 | 4 |
| Business Administration and Business Economics, Marketing, and Accounting | 2 | 2 | 2 |
| Other | 13 | 36 | 46 |
| Special Topics | 9 | 0 | 0 |

Since 2011, research has been conducted most actively in the following areas: "education, social security and healthcare," "economics of the public sector, economics of labor and demography," "economic development, technological changes and growth," "microeconomics and the organization of sector markets," and "law." In 2012 and 2013, the number of projects in the humanities (philosophy, history, culture, etc.) grew largely as a result of the appearance of new areas of research and the establishment of new subdivisions at HSE. Moreover, an increasing number of fundamental projects were implemented in the areas "education, social security and healthcare" and "economics of labor and demography." The reduction of the number of project in the area "sociology" is explained by the fact that the projects in this area are increasingly multidisciplinary in nature and are classified in the category "Other."

The special projects implemented in 2013 relate to the following areas: "education, social assistance and healthcare," "economics of the public sector," and "economics of labor and demography." They focus on solving concrete problems, and their results shall be used to elaborate public programs and take decisions regulating the corresponding spheres.

The following results were obtained in the framework of work on studying the development problems of the Russian economy and economic policy:

* Elaboration of scenarios of the socioeconomic development of Russia and the world economy in the medium and long term (up to the year 2030); identification of the main "development lines" during these periods; identification of the main parameters determining the Russian agenda in the long term
* Study of factors influencing the spatial distribution of direct foreign investments into Russian regions; verification of the hypothesis of the self-selection of larger and more productive enterprises of the processing industry as importers; study of the educational effects of import: changes in the innovation model of corporate behavior as a result of the import of raw materials, accessories and equipment
* Development of a system of consolidated indices anticipating general economic trends by 3-6 months
* Study of the particularities of the operation of mixed markets and a comparative analysis of their regulatory mechanisms
* Elaboration of macroeconomic methods of analyzing and designing optimal fiscal and monetary policies; modeling business cycles; construction of a dynamic stochastic model of general equilibrium for the export-oriented economy and testing this model for the case of Russia with the help of the Bayesian method
* Study of the role of social networking services in political self-organization in contemporary Russia and in the reevaluation of views about the capacity of Russian society for such self-organization
* Identification of factors influencing companies in their choice of lobby methods and consideration of the impact of the conditions of the political environment on this choice; construction of a mathematical model describing the interaction of government officials and company associations
* Construction of a theoretical model of an energy system taking into account the rational behavior of consumers and producers; elaboration of a system of indicators for evaluating the effectiveness of operation of the United Energy System; presentation of recommendations on the method of its introduction into the practice of public regulation of the power industry
* Development of an approach to modeling the intergroup price index of foodstuffs depending on the microeconomic characteristics of households and development of a modification of the model of a stochastic manufacturing boundary for companies of the food industry

In the framework of work on the analysis of demographic and social processes:

* Development of a system of indices of social welfare (detailed description of changes in the parameters of social welfare and construction of profiles of social welfare for different categories of households) and their development trends over two time intervals of the past decade
* Development of a theoretical and methodological approach to the study of the innovative potential of Russian young people
* Comprehensive analysis of informal employment, including the study of the nature of informal employment, the evaluation of its scope and trends, the study of the institutional reasons for its emergence and of factors bringing workers to this segment of the economy, and different consequences of informal employment for the population
* Identification, justification and all-around description of factors influencing the interaction of domestic and foreign labor markets from the sides of labor demand and labor supply; systematization of methodological methods for analyzing the interaction of domestic and foreign labor markets from the standpoint of the impact of factors from the sides of labor demand and labor supply
* Study of the consequences of the police reform in Russia and comparison of these consequences with the situation and changes in Kazakhstan, Bulgaria and Georgia with the help of sociological methods; compilation of a database of the results of a survey of police officers in Latvia
* Critical analysis of theoretical and empirical studies on the theory of the psychological contract; identification of their main strengths and weaknesses; identification of the main trends, vectors, and standpoints of studies of social expectations and obligations of employees and employers in the field of the psychological contract

In the framework of work on improving public governance and Russian government institutes:

* Further development of a methodology for assessing the political effectiveness of regional government in Russia taking into account its relative decline in popularity and the new challenges stemming from governor elections and the increasing accountability of regional government; identification of the complex and intrinsically conflictual nature of the informal differentiation of power in Russian regions in the conditions of the predominance of neopatrimonial characteristics of the political regime
* Identification of the subject characteristics of institutes, organizations and individual representatives of developed civil society that are particularly important in the context of the new model of economic growth and the new social policy; compilation of a database with information from a survey of the adult population of the Russian Federation in 43 Russian regions on the theme "challenges and development prospects of civil self-organization and charity work in Russia in the medium term"

In the framework of integrated socioeconomic studies:

* Identification of key strategies of innovative research organizations; identification of factors influencing the choice of innovative strategies and their effectiveness; evaluation of the sensitivity of strategies to different instruments of state scientific, technical and innovative policy
* Analysis of figures characterizing the diffusion of innovative practices in households, the perception of innovations, innovative skills and attitudes, and other factors influencing the innovative behavior of the Russian population
* Study of the laws of creation and development of human resources in the scientific and technical domain; analysis of the makeup and principal socioeconomic and demographic characteristics of highly qualified scientific and engineering personnel; and identification of factors influencing their mobility both within and outside the country
* Elaboration of recommendations on improving the mechanism of public purchases aimed at changing laws on public purchases in order to adapt them to purchases of customized products through the introduction of quality (and not only cost) criteria for choosing suppliers
* Analysis of theoretical approaches to technological monitoring including the attempts of research teams to elaborate a system methodology for identifying key trends of scientific and technical development; development of a general algorithm for the automatic identification of technological trends
* Study of changes in the monthly trends of indicators of production, export and import and of the production of goods and services in the basic types of economic activity in the real sector of the economy (months marking the beginning and end of periods of growth, decline and stagnation) with the use of procedures of calendric and seasonal correction and trends of overcoming the consequences of the 2008 financial and economic crisis
* Series of studies of parents, teachers, and directors of preschool establishments and schools and of the investments of Russians in education, health and upbringing of children; compilation of a database bringing together the results of studies of households conducted between 1994 and 2012 on a Russian national sample
* Identification of trends in the prevalence of credits among the Russian population; compilation of a database with the characteristics of the financial behavior of the Russian population and supplementary variables and a database with the results of a survey on the theme "monitoring the financial activity of the Russian population" conducted by Zircon Research Group between 2010 and 2012
* Development of a theoretical conception explaining the social activity of different subgroups and psychological types of representatives of the middle class; further development of a methodology for conducting monitoring studies of civil society in its different projections; compilation of a database with the results of a study of non-governmental non-commercial organizations and a database with the results of a study of independent centers of economic analysis

*Publication Activity*

Over the years of implementation of the Development Program, the number of scholarly articles published by HSE faculty members in peer-reviewed international academic journals increased substantially along with the number of cited publications.

For example, the number of publications in academic journals reviewed by Web of Science and Scopus increased by a factor of 11 since 2009: from 36 in 2008 to 414 in 2013.

The citation index of publications by HSE faculty members in the scientometric databases Web of Science, Scopus and the Russian Scientific Citation Index is growing rapidly. For example, the total number of citations over five years in Web of Science amounted to 78 in 2008, 382 in 2011, and 1,118 in 2013. The same indicator in the Scopus database amounted to 105 in 2008, 456 in 2011 and 1,463 in 2013. In the Russian Scientific Citation Index, the citation index of publications by HSE faculty members amounted to 2,955 in 2008, 8,447 in 2011, and 14,644 in 2013. Over the years of implementation of the Development Program, the citation index has increased by a factor of 14 in Web of Science and Scopus and by a factor of 5 in the Russian Index of Scientific Citation.

In 2013, HSE faculty members published 2,702 scholarly articles in academic journals indexed by Web of Science, Scopus and the Russian Citation Index (including such authoritative journals as *American Economic Journal, Economics Letters, Nature, International Journal of Industrial Organization, Economic Theory, Social Choice and Welfare, The B.E. Journal of Theoretical Economics, Journal of Institutional and Theoretical Economics, Macroeconomics and Finance in Emerging Market Economies, Journal of Chemical Physics, Compositio Mathematica, Journal of Mathematical Physics*, etc.). HSE faculty members also published 2,153 articles in Russian journals included on the list of the Higher Attestation Commission.

In the pilot issue of the *Map of Russian Science* published by the Ministry of Education and Science in November 2013, HSE ranks first among economic universities in the number of publications in economics in 2012-2013 indexed by the Web of Science.

At the annual European Economic Association Congress/European Meeting of the Econometric Society, HSE faculty members gave 16 talks – more than any other European faculty. HSE was also well represented at one of the most important economic conferences of the year, the Annual Meeting of the International Society for New Institutional Economics, which took place in Florence in June 2013.

A system of measures for encouraging the writing of scholarly publications by HSE faculty members has been put in place, including salary bonuses for publications, lower teaching loads, and teaching academic writing skills in English at the HSE Academic Writing Center. These measures have led to the growth of this indicator and of the academic reputation of the university in specialized research fields.

In 2013, a system for assessing the publishing activity of HSE researchers was put in place. 737 researchers at HSE Moscow took part in a pilot campaign for assessing publishing activity. The results of the assessment showed that about 35% of evaluated researchers fully correspond to the criteria elaborated by HSE. The next step shall be the development of a system of criteria for assessing the productivity of individual research projects and research subdivisions, which will take both publishing activity and other criteria into account, including signed contracts for applied R&D.

For the rapid dissemination of research results in the international scholarly community, HSE introduced the practice of publishing preprints of faculty publications in English. Today, HSE issues 13 series of preprints that are published in electronic repositories, including the databases of the Social Science Research Network and the Russian Index of Scientific Citation. Since the establishment of the preprint series in September 2011, over 420 articles have been received, and over 300 preprints have been published.

The growing international recognition of HSE research activities is shown by the improvement of the university's position in the specialized bibliometric rating of the Research Papers in Economics, which evaluates the best European educational and research institutions in economics and related fields: since 2011, HSE has risen in this rating from 286th to 152nd. In the RePEc rating of the best Russian educational and research institutions in economics and related fields, HSE ranks second after the New Economic School.

In the specialized rating of the Social Science Research Network that evaluates educational and research institutions in economics and related fields of December 1, 2013, HSE ranks second among 1,500 universities and research centers in the number of published authors, 4th in the number of new publications, and 14th in the number of publications copied by users over the preceding 12 months. The total number of citations of university publications is growing: HSE has risen from 330th to 117th in this indicator since 2011.

In 2013, HSE took steps to make its academic journals meet international standards for academic periodicals, including inclusion in the Scopus international analytic database (financing in the framework of the fifth block of the Program). This work had the following results:

* HSE's academic journal *Foresight* was included in Scopus in 2013
* Two journals (*Economic Sociology* and *Journal of Social Policy Studies*) took all the necessary steps for being included in Scopus and have submitted applications
* 11 journals took the main steps and prepared the principal elements of the package of documents for inclusion in Scopus

Steps were also taken to publish information about HSE journals on the Web of Knowledge platform to facilitate their promotion in the international information space.

Moreover, a simple non-exclusive license for access to and use of the Science Index was purchased. As a result, information about publications of HSE faculty was added to the Science Index, including metadata and full-text versions of almost 40,000 publications over the period 2004-2013 in the sections of articles, monographs, chapters of monographs, preprints, and materials of a methodological nature. This will make it possible to include all the publications of HSE faculty in the Russian Citation Index and then in a separate database integrated into the Web of Knowledge. This will greatly expand information about the work of authors that is published, among others, in HSE academic journals.

*Implementation of International Research Projects and Programs*

HSE is participating in implementing international programs and doing research at the commission of international organizations and institutions.

Such research includes projects aimed at expanding international cooperation:

* Long-term project for the European Commission in the person of the project coordinator German Aerospace Center on studying possibilities for expanding the bilateral partnership with the Russian Federation in research and innovation
* Research for the Eurasian Economic Commission on designing and introducing a system for analyzing the development of industrial complexes of the Common Economic Space as a function of changes in industrial legislation on the territory of the Common Economic Space and Customs Union
* Project for the European Commission in the person of the project coordinator International Bureau of the Federal Ministry of Education and Research at the German Aerospace Center on Russia's entry into the European research space: coordination of ERA scientific and technological programs of EU member and associated states for cooperation with Russia
* Project "Analyzing the effects on the economy of Kazakhstan from joining the WTO with the help of mathematical modeling" implemented at the commission of the Center for the Development of Trade Policy and others

Part of the HSE program of monitoring studies of the main areas of development of the economy and social sphere in Russia is implemented in the framework of international comparative studies in cooperation with OECD, Eurostat, and the UNESCO Institute for Statistics.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Revenues from R&D conducted at the commission of international and foreign organizations (million rubles) | **2009**  | **2010**  | **2011**  | **2012**  | **2013** |
| 56.80 | 31.10 | 32.78 | 56.23 | 39.37 |

During the period 2009-2013, HSE faculty members took part in the work of the following international organizations and professional, scholarly and expert communities in the domain of science and technology:

* OECD
	+ OECD Working Party of National Experts on Science and Technology Indicators (NESTI)
	+ NESTI OECD Advisory Board
	+ OECD NESTI Task Force on Developing a Conceptual and Methodological Framework for Emerging, Enabling and General-Purpose Technologies
	+ OECD NESTI Task Force on Calculation of R&D Full-Time Equivalents
	+ OECD Working Party on Nanotechnology
	+ OECD International Foresight Professionals' Network
* EU
	+ European Foresight Monitoring Network
	+ European Foresight Platform
	+ International Foresight Academy
	+ Scanning for Emerging Science and Technology Issues
	+ ERA.Net RUS
	+ EU-RU.Net
	+ Eurostat Working Party on Science, Technology and Innovation Statistics
	+ Joint Russian-European Working Group on Human Resources Mobility Studies
	+ [S&T International Cooperation Network for Eastern European and Central Asian Countries](http://www.inco-eeca.net/)
	+ International Foresight Academy
	+ Regional Foresight Blueprint Expert Group
* UNIDO
	+ Technological Foresight Expert Group
* Global Innovation Index Advisory Board (INSEAD, World Intellectual Property Organization)

For the purposes of developing international cooperation, HSE is organizing competitions in the framework of the project "Support and development of international research partnerships between HSE and foreign research organizations."

*Expert Evaluation of Research*

HSE is implementing work on creating a unified system of expert evaluation of the results of research activities with a vast pool of international and domestic experts with high qualifications. Experts are evaluating research projects implemented in the framework of the HSE Basic Research Program in 2012, elaborating recommendations on their improvement (according to a methodology developed in 2012), and evaluating research projects implemented at the HSE Center for Advanced Studies in 2013. Such evaluations shall help to improve the scientific and methodological level of research conducted at HSE and present the results of HSE research activities to the international scholarly community.

*Main Challenges and Tasks*

* Assuring the greater involvement of HSE (both at the individual and at the institutional level) in research projects with international participation
* Assuring the synergy of academic, applied and fundamental research and expert evaluation and analysis. Such mechanisms are still lacking today, and positive experience is more an exception than the rule.
* Creating a system and culture of evaluating the effectiveness of research work in projects and subdivisions (requires the establishment of unified management accounting at the university)
* Developing (at large faculties) mechanisms for accounting for the particularities of broad disciplines when elaborating evaluation criteria for research
* Creating the conditions for full-fledged research work in the framework of the single contract
* Creating a market of research personnel (searching for mechanisms for overcoming inbreeding)
* Compiling and constantly updating a full-fledged database of experts (including international experts) for the evaluation of academic research projects in all fields. HSE should develop as a center of academic expertise.

## 2.2. Conducting Systemic Research & Development (including Multidisciplinary Studies) in Topical Areas That Meet the Future Needs of Russian Socioeconomic Development and That Are Insufficiently Represented in Russia

*Development of Applied Research*

The main targets of the development of applied research include the consolidation of HSE leadership in the domain of applied R&D, bridging the "gaps" in the areas that are most important for the Russian economy, and increasing the volume of implemented work.

Work on increasing applied R&D led to a two-fold or more increase of applied research implemented at the commission of external clients: from 772.6 million rubles in 2008 to almost 1.75 billion rubles in 2013.

*Volume of Applied R&D (million rubles)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Makeup of Applied R&D** | **2011**  | **2012**  | **2013** |
| Federal government bodies  | 519.66 | 666.53 | 738.03 |
| Regional and municipal government bodies | 209.48 | 471.87 | 519.79 |
| Russian organizations | 556.41 | 489.15 | 423.05 |
| Russian grants | 8.16 | 33.33 | 35.27 |
| International and foreign organizations | 32.78 | 56.23 | 39.37 |
| **Total applied R&D** | **1326.49** | **1717.11** | **1755.52** |

Since 2008, the number of applied research projects implemented at HSE and the number of clients doubled (from 208 to 434 and from 129 to 200, respectively).

*Number of Research Projects and Clients*

|  |  |  |
| --- | --- | --- |
| **Year** | **Number of Projects** | **Number of Clients** |
| 2008 | 208 | 129 |
| 2009 | 186 | 120 |
| 2010 | 235 | 130 |
| 2011 | 317 | 199 |
| 2012 | 422 | 208 |
| 2013 | 434 | 200 |

This was attained through the development of existing research teams and their entry onto new markets as well as the recruitment of new research teams in topical areas. Over the past years, the block of applied research subdivisions was expanded through the inclusion of the following areas:

* Transport (Institute of Transport Economics and Transport Policy Studies)
* Energy (Institute of Economics of Energy and Utilities, Energy Institute)
* Environment (Institute of Natural Resources Economics and Environmental Policy)
* Regional and urban studies (Institute for Regional Studies and Urban Planning)
* Healthcare (Institute for Health Economics, Center for Healthcare Policy)
* Information technologies (Institute of Information Technologies)
* Public finances (Institute of Public Resource Management)
* Social entrepreneurship (Center for Social Entrepreneurship and Social Innovation Studies)

The number of grants received by HSE faculty also increased considerably: between 2009 and 2013, the number of awarded grants grew from 16 to 76. As a result, HSE now ranks among the top three Russian universities in the volume of applied R&D while preserving its status as a major Eastern European research center in the social sciences, economics and the humanities.

The creation of new research subdivisions in the aforementioned areas has gone hand in hand with the successful development of already existing subdivisions, some of which have already turned into major research teams that are recognized both in Russia and abroad. At the same time, several subdivisions that had lost their research excellence and human resources were closed.

Applied research subdivisions actively recruit HSE professors and lecturers to participate in their work. In 2013, almost 400 HSE professors and lecturers participated in conducting R&D financed by external clients or grants. However, due to the rapid growth of the size of the HSE faculty, the percent of professors and lecturers participating in such work on a paid basis fell from 21 to 17% over the period 2009-2013. Moreover, this figure is even lower for research fellows at academic subdivisions: about 10%.

The diversification of research competences and the growing coordination of the activities of research subdivisions have made it possible to switch to the practice of "package" offers and the implementation of large-scale integrated multidisciplinary projects (in particular, the elaboration of development strategies for Russian regions and corporate strategies: for example, the Strategy for the Socioeconomic Development of Moscow to the Year 2025, socioeconomic development strategies for the Samara Oblast, Tula Oblast, Ulyanovsk Oblast, Tyumen Oblast, Khanty-Mansiysk Autonomous Okrug, Kamchatka Kray, etc.).

On the market of applied research & development, HSE focuses on three main groups of clients: government agencies (at the federal and regional levels), major corporations (both public and private), and international and foreign organizations.

Increasing cooperation with regional and corporate clients has led to major changes in the financing structure of applied R&D: whereas almost 58% of projects had been commissioned by federal agencies in 2009, their share amounts to only 42% today (despite a growth in their absolute amount). HSE plays an important role in the elaboration of development strategies for Russian regions and in expert and analytic support for the design of regional policy. Over the years of implementation of the Development Program, the volume of research implemented for regional governments has grown by a factor of 7.5 (attaining 519.8 million rubles in 2013). Strategic agreements have been concluded with regional governments, state corporations and strategic companies for the implementation of long-term large-scale research projects.

Major corporations (Gazprom, Russian Railways, Aeroflot, Rosneft, Tatneft, etc.) and development institutes (Vnesheconombank, Rusnano, RVC, Moscow Innovative Development Center, etc.) have become active HSE partners commissioning R&D work. In 2013, HSE partners included over 100 major organizations from different sectors of the Russian economy: fuel and energy, transport and logistics, finance, public utilities, healthcare, high-tech manufacturing, telecommunications, etc.

These results were made possible by the establishment of the R&D Directorate that provides the necessary organizational and informational support to all participants in applied R&D and grant projects. The centralized service providing interested subdivisions with daily information about tenders for R&D and the development of communications with regions and business at the university level greatly enhance the marketing activities of successfully developing research subdivisions. In 2013, the university launched the program "HSE Fund for the Development of Applied Research" for the purposes of developing applied research (first and foremost by conducting pre-project research at the university's own initiative in the interest of potential clients). HSE introduced the practice of verifying all reports on HSE research work in the Antiplagiat System for preventing incidences of plagiarism and/or unfounded self-citation.

HSE is a key participant and resource center for the long-term forecasting of scientific and technological development: in 2013, the university completed a long-term forecast of the scientific and technological development of the Russian Federation to the year 2030. The project identified over 150 key global trends of scientific, technological and socioeconomic development; made a detailed description of over 50 priority thematic areas of development of science and technology and identified over 1,000 concrete applied research areas; characterized over 80 promising markets for the application of scientific and engineering results and over 250 groups of innovative products and services; and evaluated the state of domestic research in comparison to international leaders, identifying "blank spots" and leadership zones.

HSE takes active part in the implementation of federal and regional target programs of socioeconomic, scientific and technological development, including the federal target programs "Research and research-teaching personnel in innovative Russia for the period 2009-2013," "Research & development in the priority areas of development of the scientific and technological complex of Russia over the period 2007-2013," "Reforming and developing the civil service system in the Russian Federation (2009-2013)," and "World Ocean"; the Federal Target Program for the Development of Education in 2011-2015; the Moscow City Programs "Information city (2012-2016)," "Development of the transport system for 2012-2016," "Culture of Moscow 2012-2016"; and target programs in other regions.

Since 2010, HSE has participated in the development and implementation of a state initiative for the creation of technology platforms. It performed a scientific and methodological study of the technology platforms instrument in general and provided methodological, consulting, and organizational support for the creation of individual technology platforms. HSE participated in the development of a methodological base for the creation of technology platforms, which was used to evaluate applications for the list of technology platforms approved by the Council of the Russian President for Russian Economic Modernization and Innovative Development. HSE is currently participating in the work of nine technology platforms: "Deeper Oil and Gas Processing," "Medicine of the Future," "Technologies for Environmental Development," "Bio-Industry and Bio-Resources (BioTech2030)," "Intellectual Energy System of Russia," "National Program Platform," "Innovations Technologies Use To Increase the Efficiency of Construction Activity and Automobile and Railway Roads Security and Maintenance," "Hydrocarbon Mining and Usage Technologies," and "Technologies of Mechatronics, Embedded Systems of Control, Radio Frequency Identification and Robotics."

HSE is developing cooperation with organizations implementing integrated projects on the creation of high-tech production. This cooperation was launched in 2010 in the framework of Russian Government Decree #218 of April 9, 2010. Two projects were implemented in 2010-2012: "Scientific, methodological, informational, and analytic support for setting up high-tech production of hardware-software complexes for the effective management of enterprises and economic sectors in contemporary Russia" in partnership with Avicomp Services and "Setting up high-tech production of cross-platform systems for processing unstructured information using freeware for improving the effective management of innovative activities of enterprises in contemporary Russia" in partnership with IT Co. In 2012, HSE launched the project "Setting up high-tech production for providing services for the remote monitoring of vital human indicators, forecasting the risk of their deterioration, and rapidly reacting in emergency situations using an innovative information and communication system and for the purposes of improving quality and longevity" in partnership with IT Co. Since 2013, it has been implementing the project "Development and organization of high-tech production of energy-saving multiprocessor hardware-software server complexes for public and corporate information systems and data processing centers" in partnership with M-RCB Consulting Company.

*Systems of Empirical Studies and Databases*

HSE conducts monitoring studies in the main areas of Russian social and economic development, including

* Studies of the development of the Russian economy (for example, monitoring manufacturing indicators in the real sector of the economy and monitoring the business climate in organizations of the real sector and the service sector)
* Studies of science, technology and innovations and mechanisms of managing innovations (monitoring the innovative activity of participants in the innovation process; the development of the intellectual services sector; the labor market of highly qualified research personnel; the innovative behavior of the population; and global technology trends)
* Studies of education, healthcare, innovations, the intellectual services sector, companies in the real sector of the economy, the labor market, civil society, and the behavior of households

Today, the HSE Program of Monitoring Studies includes 12 large-scale empirical studies, some of which are oriented at international comparative research and are implemented together with OECD, Eurostat, and the UNESCO Institute of Statistics.

The system of monitoring studies serves as a foundation for the preparation of annual analytic reports, the elaboration of long-term forecasts for the socioeconomic development of Russia and individual Russian regions, the design of strategies for the innovative sector of the economy, the modernization of education, science, and healthcare, the improvement of instruments of sectoral policy, etc., as well as for various applied studies implemented by HSE.

A Joint Economic and Social Data Archive is being created on the HSE portal. The Archive includes unique sets of empirical data that provide an information basis for research and analytic products (<http://sophist.hse.ru/db/>; <http://sophist.hse.ru/eng/>). The Archive contains 2 major groups of datasets: survey data and state statistics. Today, the Archive draws on about 25 sources. Survey data are transmitted to the Archive by public opinion study centers, independent institutes and institutes of the Russian Academy of Sciences, universities, and marketing companies. The economic data in the Archive come from the Russian Federal State Statistics Service.

Today, the Joint Archive site includes over 1,100 sociological surveys conducted between 1965 and 2012.

The economic section includes 195 statistical series, of which about 130 are constantly updated. The economic section also contains 390,000 spreadsheets.

The survey data are presented in the Archive in the following 5 collections:

* "Thematic Surveys" include sets of survey data on various concrete social problems of the past and present
* "Periodic Surveys" account for 70% of the total datasets deposed in the Archive and contain the results of omnibus surveys of public opinion such as the Monitoring Study of Socioeconomic Changes by the Levada Center and the Weekly Russian National PENTA Surveys of the Population by the Public Opinion Foundation
* "Consolidated Surveys" contain cumulative datasets on the electoral behavior of Russians
* "Comparative Surveys" include international surveys
* "HSE Survey Collection" includes surveys conducted by HSE research subdivisions on different topics, including the development of industry and trade, the emergence of civil society in Russia, etc.

Economic data are presented in two collections:

* "Statistical Series" contain series of Russian state statistical data from 1991 to the present, including the main macroeconomic, financial, social and demographic indicators and indices
* "Electronic Tables" include tables and statistical digests containing more detailed information about indicators presented in the collection "Statistical Series" and additional data

Since 2013, the Joint Economic and Social Data Archive provides access to 38 information resources that can be used both for research and educational purposes. The Archive also presents the results of 12 HSE surveys on the attitude of Russians to reforms at different times.

*Main Tasks*

* Developing mechanisms for stimulating the activity of research subdivisions together with the systemic evaluation of their work
* Continuing the policy of attracting highly productive research teams to HSE, including teams working in advanced areas that are new to the university
* Improving the research potential of HSE regional campuses, whose total R&D is just over 10 million rubles
* Developing international fundraising (R&D at the commission of foreign organizations currently amounts to only about 2% of the total revenues from applied R&D)
* Developing services for supporting applied R&D, including marketing, information and consulting services

## 2.3 Expert Evaluation and Analysis in the Interests of Society, Business and the State

*Expert Evaluation and Analysis for Government Agencies*

HSE is one of Russia's biggest and most active centers of expert evaluation and analysis in the field of economic and social policy.

HSE specialists participate in the development of virtually all strategic documents of the Russian Federation on social and economic development and many other documents determining foreign and domestic policy.

In accordance with Russian Government Decree #1,177-r, the Higher School of Economics has provided regular informational, analytic and expert support for the government's work since 2009. Before that time, HSE's work for the government was less regular and much smaller in scope.

In 2011, HSE and the Russian Presidential Academy of National Economy and Public Administration played a major role in elaborating recommendations for the Strategy of Socioeconomic Development of the Russian Federation ("Strategy-2020"). Over 100 HSE faculty members participated in the project. They made up the nucleus of working groups that included over 1,000 specialists from research, educational and consulting organizations, government agencies and the business community. Most of the elaborated recommendations were supported by the government. Many of them are reflected in the May 2012 decrees of the Russian President and are currently being implemented by the Government of the Russian Federation. Many of the specialists participating in drafting the Strategy-2020 got Russian state awards.

In 2013, HSE together with the Russian Presidential Academy of National Economy and Public Administration and a large group of external experts conducted an independent evaluation of reserves for increasing the efficiency of state spending at the commission of the Russian President.

Every year, HSE executes dozens of routine commissions by the Administration of the Russian President and the Staff of the Russian Government on evaluating draft documents and elaborating recommendations. As a rule, the commissions have to be executed within 1 to 7 days.

HSE representatives are actively working at the Public Chamber of the Russian Federation and at consulting bodies to the President and Government of the Russian Federation: in the presidiums of the Economic Council and the Council on Priority National Projects and Demographic Policy; human rights, civil society and anti-corruption councils; government committees on economic development, integration and open government; and ministry and department boards, public councils and committees.

HSE experts participate in the work of the following Russian Presidential councils and committees:

1. Russian Presidential Council on the Development of Civil Society and Human Rights
2. Committee for the Organization of the Training of Administrative Personnel for Organizations of the National Economy of the Russian Federation
3. Russian Presidential Council on the Development of Civil Society and Human Rights
4. Russian Presidential Council on the Implementation of Priority National Projects and Demographic Policy
5. Russian Presidential Anti-Corruption Council
6. Russian Presidential Council on Culture and Art
7. Committee on Civil Service and the Administrative Personnel Reserve
8. Working Group of the Russian Presidential Committee for Monitoring the Attainment of the Target Indicators of Socioeconomic Development of the Russian Federation
9. Presidium of the Russian Presidential Economic Council
10. 6 Working Groups of the Russian Presidential Economic Council

HSE experts participate in the work of the following committees and councils to the Government of the Russian Federation:

1. Russian Governmental Expert Council
2. Russian Governmental Council on Trusteeship in the Social Sphere
3. Governmental Committee on Implementing the Administrative Reform
4. Working groups of the Governmental Committee on Implementing the Administrative Reform
5. Governmental Committee on Coordinating the Work of Open Government
6. Working groups of the Governmental Committee on Coordinating the Work of Open Government
7. Governmental Committee on Migration Policy
8. Governmental Committee on the Fuel and Energy Complex, Mineral Reserves Replacement, and the Energy Efficiency of the Economy
9. Governmental Committee on Economic Development and Integration
10. Federal Expert Working Group for Reviewing Recommendations from the Internet Resource "Russian Public Initiative"

HSE experts participate in the following councils of federal executive government bodies:

1. Public councils of the Russian Ministry of Finances, Russian Ministry of Labor, Russian Ministry of Economy and Development, Russian Federal Accreditation Service, Russian Federal Press and Mass Communications Agency, Russian Federal Taxation Service, and Russian Federal Tariff Service
2. Expert Council on the Development of Trade in the Russian Federation of the Russian Ministry of Industry and Commerce
3. Expert Council on the Protection of Competition on the Market of Financial Services of the Russian Federal Antimonopoly Service
4. Expert Council on the Support of Small and Medium Entrepreneurship of the Russian Federal Antimonopoly Service
5. Research Council of the Russian Federal Migration Service
6. Higher Attestation Committee of the Russian Ministry of Education and Science
7. Expert Council of the Russian Ministry of Justice
8. Expert Council on State Regulation of Subjects of Natural Monopolies in Railroad Transport of the Russian Federal Tariff Service
9. Science and Technology Council of the Russian Ministry of Natural Resources and the Environment
10. Working Group for Developing an Independent Evaluation System of the Work of Organizations Delivering Social Services of the Russian Ministry of Labor
11. Expert Council of the Russian Ministry of Labor

As a sign of its appreciation of HSE's expert and analytic work, the government's state order to HSE began to indicate work for the needs of the Russian Government from 2013 on and work for the needs of the Russian Presidential Administration from 2014 on.

*Participation in Russian Professional Research and Expert Communities in Social and Economic Sciences and Practices*

In 2009-2013, HSE faculty members participated in the work of the following Russian professional, scholarly and expert communities, interdepartmental committees, and research and methodological committees in the domain of science and technology:

* Interdepartmental Committees of the Presidium of the Russian Presidential Council on Russian Economic Modernization and Innovative Development:
	+ On Implementing the Innovative Development Strategy of the Russian Federation to the Year 2020
	+ On Technological Development
	+ On Technological Forecasting
* Committee of the Russian Ministry of Economic Development for selecting measures that are taken into account by the federal government when allocating subsidies to Russian regions for the implementation of programs for the development of pilot innovative territorial clusters as well as measures of federal co-financing to Russian regions for the implementation of programs for the development of pilot innovative clusters
* Working Group of the Russian Ministry of Education and Science for compiling a list of priority research problems whose solution requires the use of the possibilities offered by federal centers for the collective use of research equipment
* Research and Methodological Council of the Federal State Statistics Service
* Public Council of the Federal State Statistics Service
* Public Council of the Russian Ministry of Industry and Trade
* Committee on Science and Technology Innovations and High Technologies of the Russian Chamber of Commerce and Industry
* Gazprom Science and Technology Council
* Research Council of the National Committee on BRICS Studies
* Working Group of the Russian Presidential Economic Council on Technological Development (Russian Presidential Decree of December 21, 2013)

HSE faculty members (L. Gokhberg and M. Goland) are participating in the work of the Committee on Cluster Policy and Cluster Initiatives of the Association of Innovative Russian Regions. The Association's goal is to promote the effective innovative development of member regions.

*Main Challenges*

* A fairly narrow circle of highly qualified HSE specialists are participating in expert evaluation and analysis. Traditionally, expert work is mostly done by research subdivisions (over 15 of them participate on a regular basis: HSE Institute of Public Administration and Municipal Management, Institute for Educational Studies, Development Center, Institute for Statistical Studies and Economics of Knowledge, Institute for Transport Economics, etc.), while faculties rarely take part.
* Participation in expert evaluation and analysis is valued a lot less at HSE than achievements in research, especially research oriented at the priorities of foreign journals that greatly differ from the priorities of Russian state agencies. This factor became even more significant after HSE's entry into the 5/100 Program.
* In accordance with the traditions of the scholarly community, researchers hesitate making evaluations and recommendations that do not directly follow from clearly proven research results, while state agencies most often require answers to questions that have not been fully explored by science.
* Most university faculty members do not have the necessary skills for presenting materials in formats that are habitual for state agencies and are not ready to perform work in short time periods
* There is a lack of means for adequately stimulating the participation of a broad group of faculty members in expert evaluation and analysis

*Main Tasks*

* To attain high-quality results in expert evaluation and analysis, four basic conditions must be met: (1) a subdivision must have a stable research basis, (2) regular contacts with the respective government departments and senior representatives in the government staff and administration, (3) sufficient expert potential for executing orders in extremely brief periods of time, and (4) an understanding of the basic positions of HSE on the main socioeconomic and sociopolitical aspects of the development of the Russian Federation
* One must work out special incentives for involving university faculty in expert evaluation and analysis
* The results of most of the research areas of the HSE Basic Research Program should contain analytic materials for the Russian Presidential Administration or the Russian Government
* The criteria for the successful work of the cadre reserve should include participation in expert evaluation and analysis
* It is necessary to allocate financing for routine expert evaluation and analysis (not including the state order assignments) at least at the 2013 level (60 million rubles)
* It is necessary to require all newly established research subdivisions to participate in expert evaluation and analysis on a regular basis. Participation in expert evaluation and analysis should become an evaluation criterion for all HSE research subdivisions.

## 2.4. Development of the Innovation Infrastructure

At the level of the HSE administrative system, the development of the innovation infrastructure began to be treated as a separate area in early 2010, which led to the adoption of the Program for the Development of the Innovation Infrastructure in 2010-2012. In mid-2010, this program allowed HSE to become a winner of a competition held by the Russian Ministry of Education and Science in the framework of Russian Government Decree #219 of April 9, 2010, "On state support for the development of the innovation infrastructure in federal higher educational institutions." HSE became the only university in economics and the social sciences that got this type of support from the Russian Government.

Over the reporting period, the university rapidly managed to develop this activity in three areas: creating new forms of cooperation between the university and businesses; introducing a system for commercializing the results of research & development; and developing the university's support system for innovative entrepreneurship.

Organizations for the infrastructural support of innovation have been created at HSE: the Office for Innovative Activities, HSE Innovation Center, the Business Incubator in Perm, the Entrepreneurship Center in Nizhny Novgorod, the student innovation and research center at HSE MIEM, the Prototyping Center ("HSE FabLab") for accelerating the creation and start of production of innovative products (especially products developed at HSE MIEM), the Faculty of Design and the Faculty of Business Informatics. The Business Incubator in Moscow is also developing.

In 2011, HSE initiated the establishment of the Club of Research and Innovations Directors, a professional community of top managers in charge of innovative development, research & development, and technological policy at major Russian companies. This professional community was created with the support of the Russian Ministry of Economic Development, the Russian Ministry of Education and Science, Russian Venture Company, and the Vnesheconombank Innovations Foundation. Club members include over 35 companies with an annual turnover of more than 10 billion rubles each. The Club's activities are aimed at developing the professional community of iR&D directors, augmenting its authority and influence, as well as solving inter-sectoral problems in the following areas: strategies and instruments of innovative development and R&D, financing R&D and innovations, personnel, training, etc.

HSE has set up a system for commercializing R&D results. It introduced a mechanism for protecting commercial secrets and formulated a policy in the domain of intellectual rights and a conception of material incentives to HSE faculty members for creating protectable results of intellectual activity. It organized processes for registering and securing rights to the most important intellectual property. In December 2013, HSE adopted the Intellectual Property Regulations, which were the fruit of three years of work together with leading Russian specialists on intellectual law. The core of the Regulations is made up of rules for allocating rights to the results of intellectual activity. The system of allocating rights that was chosen by HSE gives developers an exclusive right to most of the results that they obtain at the university. In this way, the Regulations follow a model based on the "professor's privilege." Since 2011, 375 objects of intellectual property (including 102 non-material assets) were registered at HSE.

A network of small HSE innovative companies is being created. It currently includes 10 companies.

HSE's interests in the management of newly established small innovative companies are protected through the Higher School of Economics Innovation Center LLC, an HSE subsidiary that was officially established in 2011. Besides performing registration and control functions, the Center's specialists provide consultative support to innovative project teams and assist in creating and developing the business of new companies. The HSE Innovative Center also acts as a coordinator for establishing strategic partnerships with big business: the Center's specialists attract major companies for joint work and help portfolio companies to market innovative products (to public enterprises, among others).

For stimulating the participation of faculty members and students in innovative activities, the HSE Foundation for Support to Innovative Entrepreneurship was established in 2010. Its aim is to lower the risks of organizing innovative projects at all stages from the idea to the working prototype. Since 2013, HSE alumni can participate in the competitions (as a rule, they start their businesses two or three years after graduating from the university and amassing the necessary experience). The Foundation's main priority is projects on commercializing the university's R&D that have great market potential. In 2013, the Foundation's assets amounted to 10 million rubles, which were allocated from the HSE budget for a competition that was held for the first time in partnership with QIWI Venture and RWM Capital, both of which announced special nominations. In all, 124 applications were submitted to the competition. In the near future, HSE plans to begin attracting the assets of private companies for financing the Foundation and to begin replenishing the Foundation's assets from revenues generated by HSE's participation in subsidiaries within the next five years.

A business community is actively forming around the entrepreneurship development centers at HSE's Moscow and regional campuses: over 10,000 people participate in university events annually. The participants include students from HSE and other universities, successful businessmen, specialists from major companies, business angels and other players on the venture market. The HSE system for supporting innovative entrepreneurship is based on the model of leading Western universities and includes all the different elements for involving students in entrepreneurial activity: from getting acquainted with such a career and acquiring skills in different educational and training programs to working in real start-up projects, establishing business ties, and getting assistance for developing businesses. As an environment in which dozens of start-ups emerge, HSE attracts beginning entrepreneurs and innovators from other universities from all over Russia.

The HSE Business Incubator in Moscow actively supports the innovative activities of young people. It holds the annual national business game championship Iron Entrepreneur in different cities in Russia, the Ukraine, Kazakhstan, and Belarus. In 2013, 15 technological companies participated in the championship, and 15,000 people visited the championship website.

The HSE{13K} open competition of innovative business projects is also popular. It is the first Russian university competition patterned after the business plan competitions held at MIT and Stanford University. In 2013, 135 innovative projects from all over Russia took part in the competition. A jury of experts consisting of 60 representatives of investment funds, successful entrepreneurs and consultants evaluated submitted projects.

The HSE Business Incubator also selects the finalists of the Russian stage of the international program StartUpSauna. In 2013, the winners of the national stage got the opportunity to participate in the competition's final round and training program in Helsinki.

In 2013, the university launched the new project HSE {lab} – a platform providing comprehensive services for the creation and production of prototype products and an educational program aimed at developing businesses commercializing the created prototype as well as providing individual services for producing prototypes and open master classes and courses aimed at popularizing technical areas such as digital production, industrial design and instrument manufacturing.

HSE Nizhny Novgorod positions itself as a center for the development of the regional innovative system. In 2013, the Entrepreneurship Center at HSE Nizhny Novgorod held a number of major events including the business project and business plan competitions BIT Volga Region 2103, the regional round of the business game Iron Entrepreneur, and business plan and business development competitions for high-school students entitled "Start Up a Business for Nizhny Novgorod." It provided consulting services for research on small and medium businesses in Nizhny Novgorod. The Entrepreneurship Center at HSE Nizhny Novgorod has organized numerous innovation events together with the regional government, RVC Company and local venture companies and funds. It is developing partnerships with the "Start-Up Investments" Business Angel Association, the Russian Business Angels Association, and universities in the Nizhny Novgorod Region.

The "Opportunity Navigator" Business Incubator of HSE Perm has become a point of attraction for IT companies and starting entrepreneurs in the Perm Territory. In 2013, the Business Incubator held 102 public events that were attended by over 2,000 people in all. It organized the regional round of the BIT Competition, the regional educational program "You Are an Entrepreneur," the inter-university competition "Young Financier," and other events with the help of the territorial administration, infrastructural organizations, and the business community. The Business Incubator became a partner in the Ural region of the major Russian Internet project competition "Web-Ready." The Ural region submitted the greatest number of applications to the competition.

A unique feature of HSE is its partner network in the innovation domain. Over the past years, the university has established partner ties with over 20 foreign universities and specialized organizations in USA, Europe, and Southeast Asia. HSE projects are submitted to major international business competitions and supported by leading Russian and international companies. To all intents and purposes, HSE is playing the role of a "start-up platform" for innovative businessmen with global ambitions.

HSE's work in this domain is coordinated by the Innovative Entrepreneurship Council that was established in 2010. The Council brings together specialists from Russian development institutes and venture companies as well as successful entrepreneurs. The Council is headed by I. Bortnik, Chairman of the Board of the Foundation for Promoting the Development of Small Businesses in the Domain of Science and Technology.

The main source of supplementary non-budgetary revenues of innovative infrastructure subdivisions is consulting projects at the commission of state agencies, universities and infrastructural organizations.

A key hindrance to growth and further development in this area is the lack of long-term sources of financing. The contemporary state of the Russian innovation system makes it currently impossible to build a sustainable model of a university system for the development of entrepreneurship without the direct support of the state.

**Development Priorities of Research Activities over the Next Five Years**

1. An eight-fold growth in the number of international publications and the citation index
2. Making ¼ of all undergraduate students and all graduate students participate in the implementation of research projects
3. Expanding the range of applied (profit-making) research and expert evaluation and involving scholars in the humanities and exact sciences in key projects
4. Assuring the connection between fundamental and applied research
5. Raising the share of fundamental research conducted with the participation of foreign scholars to 80%
6. Developing multidisciplinary research

# Goal 3 "Promoting the Diffusion of Innovative Social and Economic Knowledge and Practices"

**Main Targets during the Reporting Period**

1. Improving educational standards in Russian higher educational institutions (especially in economics and social sciences)
2. Establishing university associations and participating in their work
3. Developing HSE internet portals
4. Creating high-quality academic journals in HSE's main areas of activity

## 3.1. Promoting Good Education Practices in Economics and the Social Sciences in the Russian Educational Community

*Educational Associations Established at HSE*

The Association of Leading Russian Universities was created in 2010 at the initiative of Saint Petersburg State University, Ural Federal University and HSE. The Association brings together 40 of the country's top universities. The Association promotes the participation of the best Russian universities in the elaboration of the country's educational and research policy and aims to provide expert and methodological support for modernizing research and education. The Association's experts participate in the development of new instruments and mechanisms for improving the global competitiveness of Russian universities: the elaboration of new educational standards, mechanisms for assessing the effectiveness of the work of universities, and their financing principles; the development of instruments and test materials for admitting students to universities on a competitive basis and for assessing learning outcomes; etc.

The Association of Leading Universities in Economics and Management was established in 2012 at HSE's initiative. The Association's goal is to improve the quality of education in economics and management, which does not meet international standards and the needs of employers in many Russian universities today. The Association's co-founders include 17 top Russian universities in addition to HSE: Moscow State University, State Petersburg State University, Russian Presidential Academy of National Economy and Public Administration, Financial University, Russian University of Economics, Russian University of Administration, Saint Petersburg State University of Economics, MGIMO University, Peoples' Friendship University of Russia, Russian State Humanities University, New Economic School, Russian Foreign Trade Academy, Moscow State University of Economics, Statistics and Informatics, Siberian Federal University, Novosibirsk State University, Ural Federal University, and Moscow Institute of Physics and Technology.

Key areas of work of the Association are elaborating the conception, methodology and content of professional public accreditation of higher education programs and the independent evaluation of learning outcomes of bachelor's programs in economics and management; designing a model for an applied bachelor's program in economics and management; creating an inter-university system for advanced training and personnel development of member universities of the Association; conducting inter-institutional studies of the member universities of the Association; elaborating professional standards in economics and management together with the Russian Ministry of Labor and Social Protection; and developing a model for elaborating the structure and control figures of student admissions in the "Economics and Management" block of fields of study and specialties.

The Association has 15 committees and 7 working groups that consider the main aspects of the development of education in economics and management, including evaluating the quality of educational programs, participating in audit and accreditation, personnel development, development of professional qualifications, normative regulation, work in schools, curricular support for the United State Examination, organization of olympiads and competitions, and development and curricular support for educational programs in economics and management. Over 400 specialists are working in the committees and groups, and 48 meetings of committees and groups have been held since the establishment of the Association. In 2013, the Association served as a competence center in economics and management at the commission of the Russian Ministry of Education and Science. The Association organizes free programs for improving the qualifications of university teachers.

The Russian Association of Higher Education Researchers was founded at HSE's initiative and with its support. The Association has established partner ties with international specialized associations, held three international conferences, created a website, and initiated a series of network studies. A network of researchers and experts on education has formed around HSE's *Journal of Educational Studies*, which awards annual prizes to young scholars and analysts.

*Developing Federal Educational Standards and Curricular Support for Universities*

HSE has developed federal educational standards for bachelor's and master's programs in Economics, Sociology, Public Administration, Management, and Business Informatics. HSE has become a curricular resource center for the elaboration of educational programs based on these standards and provides day-to-day consulting support to other Russian universities. In 2013, HSE experts drafted preliminary versions of new federal state educational standards for bachelor's and master's programs (including applied bachelor's programs conferring the titles "academic bachelor" and "applied bachelor") in accordance with the new law "On education in the Russian Federation". A notable achievement of 2013 was the inclusion of the new field of Media Communications, which was developed and proposed by HSE experts, on the state list of study fields and specialties.

In 2013, the HSE Institute of Education together with the Russian Ministry of Education and Science developed (and continue to update) an information portal with expert and consulting support for the implementation of the Federal Law "On education in the Russian Federation" ([http://273-фз.рф/](http://xn--273--84d1f.xn--p1ai/)).

To promote the development of the Russian higher education system, HSE conducts annual monitoring studies of the transparency of the sites of Russian universities and the quality of university admissions.

*Training for School and University Teachers, Curricular Specialists and Administrators*

HSE offers advanced training programs for school teachers and curricular specialists from curricular resource centers in Russia and CIS and Baltic states. These programs aim to improve the curricular and teaching skills of teachers and augment their knowledge of the psychological and pedagogical principles of organizing the learning activities of school students. In 2013, 320 teachers attended these programs

To provide curricular support for teachers at Russian schools, HSE has launched the curricular journal *Module@hse.ru.*

HSE was among the first Russian universities to open specialized master's programs for school teachers, curricular specialists and administrators. Today, 7 such programs have been opened: "Information Resources of Historical Science" (for teachers of history and related disciplines), "Political Challenges of the Present Day" (for social science teachers), "Philological Hermeneutics of School Literature" (for Russian language and literature teachers), "Measurement in Psychology and Education" (for measurement specialists)," "Managing Education " (for administrators of educational institutions), "Managing Higher Education" (for university administrators), and "Evidence-Based Educational Policy" (for specialists on educational policy).

The university also offers advanced training programs for university teachers and administrators. In 2013, over 300 people attended such programs.

The Management Training Center, which merged with HSE in 2012, offers advanced training for university administrators. During the reporting period, over 4,000 university administrators attended courses at the Center.

HSE provides expert and analytic support for the elaboration and implementation of development programs for Russian universities. During the reporting period, consulting services in this area were provided to the Far Eastern Federal University, Ural Federal University, Kazan Federal University, Irkutsk Research State Technical University, Tomsk City University Consortium, Moscow State Machine-Building University, Krasnoyarsk Pedagogical University and other universities.

*Organization of Conferences and Publishing*

HSE is a major Russian expert and research platform: over 600 public scholarly events on topical social and economic problems (including about 20 international and national conferences and symposia) are held annually by the university. Experts, politicians and representatives of commercial and non-commercial organizations take part in the events. The annual HSE International April Conference on Economic and Social Development is a major scholarly event (<http://conf.hse.ru/2014/>).

The HSE Publishing House is issuing five book series: "Economic Theory," "Social Theory," "Political Theory," "Theory and Practice of Education," and "Cultural Studies." This is the first large-scale publishing project in the political, social and economic sciences in the history of modern Russian universities. HSE has opened the BookVyskha bookstore, launched the publication of electronic books, and organized a competition for the best textbooks. Nevertheless, marketing HSE publications continues to be a problem both in Russia and internationally.

*Cultural, Social, and Public Awareness Projects*

In 2013, HSE launched the new project "Engaged University" for organizing open lectures and musical and cultural events in Moscow museums, at the Gorki Central Park of Culture and Leisure, and on other platforms. Over 78,500 Muscovites attended these events in 2013. HSE faculty members and students played an active part in organizing these events.

In 2013, HSE launched the new social and educational project "Science without Boundaries" for handicapped school children. In the framework of the project, HSE faculty members give monthly lecturers at Moscow boarding schools for children with musculoskeletal disorders.

HSE's project "Spring Dialogue" offers a platform for discussing the directions and means of implementing public policy. The university strives hard to assure that the public policy that is developed with the help of HSE experts takes into account the interests of all the main groups of the Russian population and is built on a constructive dialogue with representatives of these groups. Representatives of the main political forces are invited to the discussions, where they can express their opinions on the key issues of economic, social, and legal policy and extend the space for discussing different policies.

## 3.2. Developing HSE Information Portals

HSE's three internet portals publish a wide range of scholarly, educational and analytic materials for scholars, experts, teachers and students. Over 10 million people visit the HSE portals annually.

The educational portal "Economics. Sociology. Management" (<http://ecsocman.hse.ru/>) publishes over 4,000 new educational and research materials in these fields every year. An academic journals section with 43 electronic journals has been created; professional orientation and consulting is provided for bachelor's and master's applicants; and internet conferences are held. The portal's information base of Russian schools (<http://ecsocman.hse.ru/schoolbase/search/>) presents information about 1,475 Moscow schools.

The "Open Economy" Expert Channel offers a discussion platform on the modernization of the Russian economy. Leading Russian and foreign experts participate in the discussion.

HSE is implementing the information project "Education" together with RIA Novosti Press Agency (<http://ria.ru/edu_analysis/>). The project's aims include discussing topical issues of current Russian educational policy, giving consultations to representatives of the educational community, conducting annual monitoring studies of the transparency of university websites and the quality of university admissions, and compiling ratings of university research and publishing activities.

The HSE corporate portal is one of the biggest university websites in Russia. It is the most open Russian website (openness is one of the four criteria of the Webometrics Ranking measuring the number of full-text educational and research materials in open access).

The corporate portal presents a distance education program for 10th and 11th grade students in open access (<http://ischool.hse.ru/>). The program allows high-school students to use educational, curricular and control materials and take diagnostic tests. In 2013, over 15,000 high-school students used this educational resource.

The HSE Joint Archive of Social and Economic Data is being compiled on the HSE portal. It presents unique empirical datasets that provide an informational foundation for research and analytic work (<http://sophist.hse.ru/db/>). An open competitive system of proposals on purchasing databases for research has also been created; nevertheless, this resource has not been widely used up to now.

All important HSE research and educational events (including lectures by Russian and foreign scholars) are placed in open access in the section "HSE Videos" (<http://www.hse.ru/video/>). Databases of dissertations and research publications by HSE faculty members, monitoring studies, statistical digests, reports and preprints, senior theses, and curricular materials for the implementation of HSE educational programs (<http://www.hse.ru/pubs.html>; <http://www.hse.ru/standards/>) are also available in open access on the HSE portal.

HSE publishes 19 academic journals, whose electronic versions are available on the corporate portal (<http://www.hse.ru/science/journals>).

One of the most important results of the five-year development of the portal is the creation of a full-fledged distributed filling system: internal portal users can independently fill pages within the framework of their competence. A "constructor" is provided for the convenience of users: it contains a selection of standard layouts that can be used to construct different kinds of pages rapidly and without special training.

For rapidly updating large datasets (personal pages, courses, etc.), portal sections are synchronized with the main HSE inventory and information bases. It should be said that the bases sometimes contain hidden inventory errors, which can come to the fore on the portal pages in public access. Nevertheless, to assure that the information on the portal is complete and reliable, it is important to continue work on automating inventory work.

The information on the portal is part of an interconnected system that automatically relates certain kinds of materials with others (such as news, personnel, subdivisions, courses, research projects, publications, dissertations, etc.). This makes it possible to offer thematically related materials to visitors and also simplifies keeping different sections of the portal up to date. Work shall continue on fine-tuning tags, thesauruses and other instruments for making the presentation of content more targeted.

*Developing Public Relations*

HSE has constantly augmented its public visibility over the past five years. Whereas less than 20,000 materials mentioning HSE were published in Russian media in 2009, this indicator more than tripled by 2013, attaining 61,500 mentions. Russian media actively cited HSE research and analytic materials. The main materials mentioning HSE are expert commentaries by HSE faculty with at least 10 expert commentaries daily on average in leading federal media.

At the same time, there remains the problem of the insufficient public visibility of the university in Russian regions: the brand awareness of HSE is insufficient at the regional level. In recent years, HSE has been implementing a number of projects targeted at regional audiences: the RadioVyshka Competition for university applicants on Radio Russia, an online calculator for the United State Examination, presenting the university at regional educational fairs, etc.

**Development Priorities over the Next Five Years**

1. Expanding the range and forms of participation in university associations
2. Promoting massive open online courses
3. Making the university engaged in the city

# Goal 4 "Developing Human Resources for a Research and Project University"

**Main Targets during the Reporting Period**

1. Introducing effective contracts with professors containing incentives for professional development and better quality work
2. Creating stable research and teaching teams targeted at global positioning and change
3. Creating an international recruiting system
4. Providing broad advanced training opportunities for faculty members
5. Creating "academic track" opportunities for the best students
6. Attracting academic managers from the international market

**4.1. Introducing Effective Contracts with HSE Teaching Faculty**

By proposing broad opportunities for professional self-realization and competitive salaries, HSE has created the conditions for attracting leading specialists from the domestic labor market and opportunities for hiring world-class specialists. In 2013, the average monthly salary of teaching faculty at HSE Moscow amounted to 96,800 rubles or 170% of the average salary in the region. The revenues of teaching faculty at HSE regional campuses also surpass the average salary in their regions.

During the reporting period, an integrated system of incentives was set up to assure competitive salaries for HSE faculty and comfortable conditions for professional activities:

* System of academic salary bonuses at different levels, encouraging the participation of HSE teaching faculty in research and promoting publishing activity (712 academic salary bonuses were accorded in 2013 on the basis of the level and quality of academic publications)
* Grants from the HSE Academic Fund allocated for individual and collective research projects (in 2013, 168 research grants were allocated; 39 research & educational groups including young researchers and graduate and undergraduate students under the direction of experienced advisers (leading HSE professors and researchers) were financed; and supplementary financing was provided for 46 research projects that had received grants from the Russian Fundamental Research Foundation and the Russian State Scientific Foundation)
* Salary bonuses to the best teachers (selected through the competition "Best Teacher of the Year"; about 600 faculty members in all) and bonuses for teaching courses in English
* Grants from the Educational Innovations Foundation, which provides financial assistance to HSE professors for the development of new educational products and technologies, including the creation of double degree programs together with foreign universities, teaching courses in English, introducing new educational technologies, developing methods for seminars and practical work, creating LMS educational products, etc.
* Starting grants and target scholarships for young professors (including part-time faculty members)
* Financial assistance for the academic mobility of faculty members (in 2013, 554 grants were allocated for the participation of faculty members in research events)
* Opportunities for teaching faculty to participate in the implementation of fundamental and applied research projects for additional remuneration
* Opportunities for participating in teaching continuing education programs for additional remuneration
* System of sabbaticals for teaching faculty for drafting research publications
* Teaching assistants for lowering teaching loads and giving professors extra time for engaging in research
* Broad opportunities for advanced training in Russia and abroad at the university's expense

The average monthly salary of teaching faculty at HSE Moscow grew in 2008-2013 by over 1.5 times (from 62,000 to 96,800 rubles). Nevertheless, the average salary did not grow fast enough. In real terms (taking inflation into account), this indicator was lower by 7% in 2013 in comparison to 2009. This is due, among others, to the fact that, despite a general growth in the salaries of teaching faculty of almost 214%, almost 73% of this growth stemmed from the salaries of new faculty members and only about 27% from an absolute increase in nominal salaries (mostly through the expansion of the variety and amount of academic bonuses and supplements).

The reasons for the falling rate of growth of the salaries of teaching faculty include the merger with the Moscow Institute of Electronics and Mathematics, in which the average monthly salary was only a third of the average salary at HSE, and the subsequent salary equalization. Another reason was the creation of new faculties during the reporting period; most of them did not generate any revenues of their own (except revenues from the state budget), and their members had fewer possibilities to join programs offering salary supplements (applied research, continuing education) or to participate in the system of academic salary bonuses.

It is noteworthy that the growth in the number of professors over the past five years surpassed the growth in the number of students (159% as opposed to 131%). In the present conditions, it is necessary to limit the growth of the number of professors with respect to the number of students (possibly allowing for differences for different levels of study) in order to assure the growth of faculty salaries. HSE is planning to establish a system of such limits during the transition to the new educational model and the gradual rise in the qualification requirements for faculty members. In particular, beginning already with the 2014/15 academic year, the procedure for planning the size of the faculty pool shall be modified through the transition to a system of targets for the teacher-student ratio during the design of study plans.

Thus during the coming 3-5 years HSE must raise the average salary of faculty members to at least 200% of the average salary in the region (today, this ratio amounts to 172% at HSE Moscow).

The makeup of the average monthly salary of teaching faculty has changed considerably. In the case of Moscow in 2008-2013, the fixed monthly salary and academic salary bonuses grew markedly. The share of starting grants and subsidies from the basic research program increased slightly. New salary bonuses for the best teachers were introduced. At the same time, the share of subsidies from faculty funds fell considerably, and the share of remuneration for the implementation of continuing education programs fell considerably on account of the merger with GASIS : faculty salaries had been lower by an order of magnitude at GASIS. In addition, the share of subsidies from the HSE Academic Fund for the implementation of research projects also declined in the makeup of salaries. Only the share of remuneration for conducting applied research remained the same.

HSE began to implement a new personnel policy, which features a closer connection between the numerous academic incentives introduced earlier and the basic requirements for teaching faculty. It includes

* Employing the criteria of publishing and other academic activities for hiring and competitive selection, which assures more stringent competition (in 2013, attestation committees recommended terminating contracts with about 20-25% of faculty members). At the same time, the higher requirements created tensions in the HSE academic milieu.
* Introducing labor contracts with a differentiated teaching load, including research contracts (‑25% of teaching load) and teaching contracts (+25% of teaching load). 28 faculty members have already passed over to research contracts, while 189 faculty members were shifted to teaching contracts.
* Using civil law contracts for members of the teaching faculty. Today, 350 people are working on such contracts. In all, almost 600 civil law contracts have been concluded since September 2013.
* Part-time faculty members were prohibited from participating in competitions (they had previously accounted for 50% of candidates)

A new competitive mechanism was introduced for selecting teaching faculty, similar to the mechanism of international recruiting: an open competition (external candidates may participate, too), a new online system for accepting applications, and screening by personnel committees, in particular on the basis of publications and talks. Approximately one out of three applications comes from external candidates.

**4.2. Recruiting Personnel from the International Labor Market**

*International Recruiting System for Hiring Faculty*

Since 2009, HSE has implemented an international recruiting program for hiring research and teaching faculty with PhD degrees from top international universities so as to improve the quality of research and the quality of education for the purposes of preparing qualified specialists. International recruiting was used by 11 HSE faculties and subdivisions during the 2012/13 academic year and 15 faculties and subdivisions during the 2013/14 academic year. Long-term labor contracts are concluded with the hired specialists (<http://cas.hse.ru/activities>). According to the contracts, the hired specialist's achievements shall be assessed by internal experts following the third year of work and by external experts during the 6th year of work. The results of these evaluations shall be used to make a decision on tenure.

Mechanisms for implementing international recruiting include the following measures:

* Creating search committees in different fields and expert committees within the search committees
* Organizing a campaign for posting open announcements in Russian and foreign mass media and on special international Internet resources of academic job openings
* Participation of members of search committees in specialized conferences and job fairs in Russia and abroad
* Organizing and holding interviews with foreign specialists with attested international qualifications that have applied for full and associate professor positions and that have been preliminarily selected by experts and search committees

In 2013, 274 applications were submitted to the HSE International Recruiting Competition. 62 specialists were interviewed, and 28 invitations were sent to the winners of the competition. As a result, 13 specialists were hired by the following HSE faculties: International College of Economics and Finance, Faculty of Economics, Faculty of Management, Faculty of Media Communications, Faculty of Sociology, Department of Statistics and Data Analysis, Faculty of Politics, Faculty of Psychology, Faculty of Philosophy, Faculty of Philology, and Faculty of History.

To assist in the integration of international specialists into the HSE faculty and create conditions allowing them to conduct research at the level of international standards, HSE has elaborated and approved Methodological Recommendations for International Recruiting and Academic Promotion at the National Research University Higher School of Economics.

45 specialists have been hired by HSE through international recruiting. Nevertheless, the quality of hired specialists is heterogeneous.

132 specialists recruited from the international labor market (including 102 foreigners) were working at HSE in 2013. About 200 visits of foreign specialists are organized annually (250 in 2013) for participating in research and education at HSE.

*Post-Doc System*

To create a system of competitive target support for promising researchers that have graduated from leading Russian and foreign universities, HSE opened a program of post-doctoral fellowships in 2013 at several faculties, research & education labs and research centers (<http://cas.hse.ru/post_docs>).

In 2013, HSE received 102 applications from candidates for post-doc positions and hired 8 researchers for periods of up to 1 year. An important element of the program is giving post-docs access to empirical studies on the Russian economy in order to promote interest in Russian studies among the international academic community.

The invitation of reputed scholars with high research productivity from abroad and other Russian universities and research organizations to permanent positions contributes to the rapid growth of HSE's research and educational potential, the inculcation of an international academic culture, and HSE's advancement in international rankings.

*Creating an International Academic Environment*

For the purposes of creating an international academic environment at HSE, the Directorate for International Academic Integration was established in 2013. Its main goals are to create comfortable working conditions for professors and researchers recruited from the international labor market, to develop effective processes for integrating foreign professors, researchers and students in university research and education, and to organize a unified process for managing and supporting professors, researchers and students, whether from Russia or abroad, and for inserting and developing highly qualified administrative personnel.

HSE has implemented special programs for the insertion and development of foreign specialists:

* Creation at faculties of the position of a professional coordinator/manager with excellent English language and communication skills for supporting the insertion of hired foreign specialists
* Creation of the targeted communications and information channel for foreign specialists *HSE LooK* that speaks about opportunities of professional self-realization, projects, competitions, research, teaching and social events at HSE (<http://ifaculty.hse.ru/en/the_hse_look> : an English-language supplement to the HSE newsletter *Windows of Academic Growth*)
* Organization of a curricular resource center for teaching Russian as a foreign language at the HSE Faculty of Philology where foreign specialists study Russian
* Hiring personnel for visa and migratory support for foreign specialists

The support and insertion system for foreign specialists has already successfully attained some of its targets (contracts, better medical services) and is currently working on the attainment of other targets (including retirement benefits and the full-fledged involvement of foreign specialists in the work of HSE faculties).

A model for the organization of sustainable international research teams is provided by international laboratories established at HSE under the direction of leading foreign scholars (for more information, see Section 2.1).

*Attracting World-Class Professional Managers*

In 2013, HSE took the following initiatives for organizing the international recruitment of candidates for filling vacant administrative positions:

* Establishing ties with the Odgers Berndtson Company, the world leader in the search, evaluation and development of top-level managers and members of Boards of Directors (#1 in Great Britain and Canada, #2 in Europe, and #6 internationally). In the framework of its cooperation with Odgers Berndtson, HSE hired specialists to the following positions: Dean of the Faculty of Psychology, Human Resources Director, Head of the Directorate for International Academic Integration, and Director of the Basic Research Center.
* Organizing work with Hays International, one of the leading players on the recruitment market in Great Britain and the Asian-Pacific region as well as in Continental Europe and Latin America. In the framework of its cooperation with Hays, HSE hired specialists to the following positions: Head of the Executive Office of the Directorate for Capital Construction and Renovation and Head of the Office for Capital Renovation.

HSE has expanded its practice of the open search and recruitment of specialists with international work experience and English language skills for filling top administrative positions. This search (conducted partly with the help of international recruiting companies) led to replacements in the following positions: Vice-Rector for International Affairs, Vice-Rector for International Recruiting, Dean of the Faculty of Psychology, Director and Deputy Director of International Academic Integration, Human Resources Director, Director of the Basic Research Center, Unit Head at the Department of Integrated Communications, and Head of the Unit for the Organization of Academic Mobility.

In 2013, HSE launched the New Administrators Program whose aim is to recruit highly qualified managers with excellent English skills to faculties and administrative subdivisions to create a unified English-language academic and research space.

In its search for highly qualified administrative personnel for managing educational programs, the New Administrators Program worked together both with the Human Resource Development Unit of the Human Resource Office and with top international recruiting agencies. It also organized a system for evaluating the professional competences of candidates, including their English language skills.

To attain these targets, the HSE Human Resources Office created the positions of legal consultant, two human resource specialists and a labor protection specialist with good English skills to provide migratory support for foreign specialists as well as a specialist of the Human Resources Development Unit whose tasks include finding administrative personnel with English language skills.

A considerable percentage of administrative and auxiliary personnel have attended specialized English-language programs.

## 4.3. "Academic Track" Opportunities for the Best Students and a System for the Insertion of Young Faculty Members

*System of Teaching Assistants and Research Interns*

To involve the most talented undergraduate and graduate students in teaching and research, HSE has introduced the positions of teaching assistants and research interns. Teaching assistants help leading professors in the teaching process. This allows future professors to get teaching experience in practice, on the one hand, and lowers the teaching load on leading professors and gives them more time for research. Students who want to become teaching assistant must have a mark of "excellent" in the respective discipline or a recommendation from the department responsible for teaching the course. Teaching assistants do not teach courses independently but participate in advising, checking homework, organizing independent work, preparing didactic materials, and posting materials in the LMS.

Undergraduate and graduate students with an interest in research can work as research interns at HSE research subdivisions. Candidates are selected to the positions of research intern and teaching assistant on a competitive basis. In 2013, there were 611 teaching assistants and 290 research interns at HSE. Thirty-four former teaching assistants are currently lecturers at HSE.

Sixteen HSE international labs help undergraduate and graduate students to choose their academic orientation by participating in lab work. About 60% of lab personnel are under the age of 40.

HSE provides financial assistance on a competitive basis to undergraduate and graduate students for giving talks at scholarly events in other Russian cities or abroad. The university covers the students' travel and living expenses. In 2013, 96 undergraduate and graduate students got HSE financial assistance through this competition.

*Cadre Reserve Program*

The HSE Cadre Reserve Program is targeted at different categories of young HSE personnel (future lecturers, new lecturers, new researchers, and future professors) under the age of 35. It includes different advanced training programs (including programs at foreign universities and research centers), training seminars, competitions, and regular communication with university administration and older colleagues.

The programs envisages different incentives for young personnel: in particular, a 25% decrease in the teaching load for young lecturers and future professors, financial support for long-term (up to 3 months) internships at foreign universities and research centers, and participation in professional orientation, insertion and curricular events for advanced training and developing academic skills such as the preparation of publications for foreign journals. A system of starting grants has been put in place for personnel in the categories "New Lecturers" and "New Researchers." Monthly salary bonuses for these categories of the Cadre Reserve attain 35,000 rubles.

Since 2008, the size of the Cadre Reserve has increased from 78 to 253 people. In 2013, starting grants were allocated to 181 people.

All categories of the Cadre Reserve must meet certain requirements over the entire period of their membership in the Reserve. These requirements include a high publishing rate (including publications in foreign journals), active participation in scholarly events (conferences, seminars, round tables, etc., including events in foreign countries), internships in foreign universities and research centers (for senior members), high teacher ratings, participation in HSE research projects, and participation in different special events for Cadre Reserve members such as competitions, seminars and innovative projects.

The Cadre Reserve Program entails foreign internships for young personnel. In 2013, 21 members of the Cadre Reserve went on internships to universities in Canada, Austria, Germany, Great Britain, France, Slovenia, Korea, USA, Greece and the Netherlands.

Young lecturers working part-time at HSE get incentives that depend on their workload at the university. For example, a young lecturer with a 50% workload at HSE gets a monthly incentive of 10,000 rubles.

*Insertion Events*

HSE implements a program of insertion seminars for young lecturers and researchers and other categories of personnel. The insertion seminar is held once a year to inform new colleagues about opportunities for career and academic growth offered by HSE. In 2013, 72 people took part in the insertion seminar. In addition, the Program for the Insertion of Young Personnel has created information materials helping young specialists to find their way around the university's information space and institutional environment.

**4.4. System of Advanced Training for HSE Faculty and Administrative Personnel**

The Advanced Training Council was established in 2009, and a comprehensive advanced training system has been set up for developing general and specialized competences. The number of people attending advanced training programs and internships has grown from 1,100 in 2009 to 2,500 in 2013. Personnel at HSE Moscow and all regional campuses take part in the advanced training program.

In accordance with the university's strategic development goals, priority support is accorded to the following areas of advanced training for HSE personnel:

* Developing academic writing skills in English (at the HSE Academic Writing Center)
* Developing teaching skills in English
* Advanced training in individual fields of knowledge with an emphasis on acquiring toolkits (methods)
* Studying specialized information systems
* Developing working skills in the HSE Learning Management System

Advanced training courses are held both at HSE itself and at leading Russian and foreign universities and research centers. At HSE, 184 foreign specialists were recruited to give advanced training courses in 2013. 2,000 members of the HSE personnel attended advanced training courses given by these specialists.

The HSE Academic Writing Center helps faculty members to acquire and develop academic writing skills in English. This work should lead to a growth of publications by HSE faculty in international peer-reviewed academic journals. The Center engages in the following activities:

* Giving practical courses on academic English
* Holding seminars on the requirements of international publications (the seminars are given by native English speakers with publishing experience in international journals)
* Proofreading articles written in English
* Offering the advanced training program "Academic Writing and Related Skills," which was given at all HSE campuses during the reporting period
* Developing oral speaking skills ("proof-listening")
* Giving courses in the advanced training programs "Academic Writing and Related Skills," "Presentation Techniques," "Logical Grammar" and others

In 2013, 342 faculty members got linguistic support from native English speakers that proofread their texts for publication in foreign languages.

Over 100 faculty members and graduate students are sent on internships to foreign universities and research centers annually. In 2013, internships were organized at the Harvard Business School, the American Educational Research Association, the University of Michigan, Northwestern University, the University of South Florida, Indiana State University, the Kennan Institute at the Woodrow Wilson International Center for Scholars, the European Consortium for Political Research at the University of Vienna, Oxford University, the University of Essex, London Metropolitan University, the University of Coventry, the London School of Economics and Political Science, the University of Cologne, Leibniz Institute for the Social Sciences, the University of Hamburg, Munich University of Applied Sciences, Albert Ludwig University, Humboldt University (Germany), the University of Vigo, the Barcelona Graduate School of Economics, the Center for Monetary and Financial Studies (Spain), the University of Bologna, Michelangelo Institute, and the University of Salento, as well as other universities in Greece, Israel, Canada, the Netherlands, Slovenia, Turkey, France, Switzerland and Scotland.

HSE provides financial support allowing its personnel to study in master's and PhD programs at leading international universities: in 2013, 4 HSE staff members studied in PhD programs at the University of Paris I Pantheon Sorbonne (France), the University of Essex (Great Britain), Humboldt University (Germany), and York University (Toronto, Canada).

To increase the number of HSE faculty members having work experience at leading international universities and research centers, academic exchange programs (with courses given on both sides) are implemented with different partner universities, including the University of Bologna (Italy), Kyoto University (Japan), George Mason University (USA), Stanford University (USA), and East China Normal University (Shanghai, China). Such programs help to increase internationalization and the quality of education at HSE.

Today, the majority of HSE faculty members are studying English as a foreign language and in a program on LMS working skills. The integrated advanced training program for faculty members organizes study in programs that are aimed at the development of special skills needed for academic activities and that are taught by world-class specialists.

The advanced training program for administrative personnel also focuses on the study of English as a foreign language (including the skills of business correspondence and negotiating in English), the study of information systems, and specialized courses in the individual areas of work of administrators.

**Main Priorities over the Next Five Years**

1. Shifting all faculty members to
	1. Effective contracts (system of academic incentives) with different requirements for different categories of professors (engineers, journalists, designers, foreign language teachers, physical education teachers, etc.)
	2. Unified contracts that call for obligatory participation in three forms of work: teaching; research and project work; and administrative and internal expert work (services to the university)
2. Creating a system of open competitive recruitment to all regular positions
3. Raising the share of full-time faculty members recruited from the international labor market to 33% of the total faculty pool
4. Making advanced training programs for university personnel increasingly targeted

# Goal 5 "Creating an Infrastructure for Education and Research at the Level of the Best International Research and Educational Centers"

**Main Targets during the Reporting Period**

1. Expanding classroom facilities to meet the needs of the growing student body
2. Providing all students with comfortable dormitory accommodations with Internet access
3. Creating a modern information infrastructure with Wi-Fi access in all classroom buildings
4. Providing all classroom buildings with high-quality cafeterias

## 5.1. Creating Modern Campuses in Moscow, Saint Petersburg, Perm and Nizhny Novgorod

*Developing the Classroom and Laboratory Complex*

To develop the HSE infrastructure and creating a university campus, HSE has launched an infrastructure development program that includes capital construction in the framework of the Federal Target Investment Program, the acquisition of buildings on the real estate market, and the capital renovation of university buildings.

The development of HSE real estate infrastructure is financed by the federal government:

* Federal Target Investment Program: 17.6 billion rubles
* Purchasing buildings: 2.347 billion rubles
* Capital renovation: 1.6 billion rubles

As a result of these measures, the area of available classroom and laboratory facilities has increased by 1.3 times on average. The shortage of places in Moscow dormitories has been overcome. The shortage of places in dormitories at HSE regional campuses has been considerably reduced.

Nevertheless, the HSE property complex is becoming the university's biggest development hindrance at the present time. The HSE property complex was created "from scratch" after the first stage of restructuring of Soviet institutions. As a result, the university's infrastructure developed unsystematically and currently consists of small isolated buildings that were not originally intended for educational use but were built for research institutes, state agencies, industrial companies, and other organizations.

In the amount of classroom and laboratory facilities, HSE lags far behind most Russian state universities (including other leading universities).

The total area of HSE classroom and lab facilities amounts to 174,000 sq.m. in Moscow and 66,000 sq.m. at HSE regional campuses. At the same time, over 1/3 of all facilities (57,000 sq.m. in Moscow and 27,000 sq.m. at regional campuses) are dilapidated and require capital repairs or reconstruction. If one takes into account the HSE buildings in Moscow (47,000 sq.m.) and Saint Petersburg (12,000 sq.m.) that will be closed for reconstruction until 2016, operating HSE classroom and lab facilities have an area of about 8 sq.m. per student in contrast to 17 sq.m. on average at Russian state universities.

*Development of Dormitories*

In 2009-2013, HSE did a lot to develop dormitories for undergraduate and graduate students at its Moscow campus. It opened three new apartment dormitories with 5,150 beds. This allowed HSE to stop leasing rooms in dormitories at other Moscow universities and provide dormitory accommodations to virtually all students that needed them. As of September 1, 2009, 280 people were living in leased dormitories and 688 people in hotel rooms paid for by HSE. As of the same date in 2013, all students had been allotted places in HSE dormitories.

All new dormitories are comfortable, provide free Internet access, and have sport and leisure facilities. All dormitories have rooms for the temporary accommodation of parents. Students that fall ill are placed in medical isolation rooms under the supervision of doctors. Apartments in dormitories have fully equipped kitchens with electric stoves, refrigerators, microwave ovens and washing machines. Undergraduate and graduate students are provided with the necessary washing and cleaning detergents.

A major shortcoming of HSE dormitories is their remoteness from the main classroom buildings, making students spend between an hour and a half and two hours on commuting. Although HSE has set up its own free transportation for bringing students from its biggest dormitory complex in Dubki to the Odintsovo commuter train platform and back, the time spent by students on getting to the university is too great. After the Odintsovo circular highway is built, the time taken to get from the dormitories to classroom buildings should become a lot smaller. According to builders' plans, the highway should open in September 2014.

HSE has greatly overhauled its dormitories located within the city of Moscow, greatly improving the living conditions and making them among the best university dormitories in Moscow. During the reporting period, HSE dormitories have been selected on numerous occasions as winners in different competitions for Moscow university dormitories and have received 10 diplomas in different nominations, including "Best Infrastructure of a Student Dormitory," "Best Dormitory," and "Grand Prize."

HSE has also taken steps to develop its hotel complex. After renovation work conducted in 2011-2012, the professors' hotel on Vavilova Street has become more comfortable, as many foreign specialists visiting HSE for work or conferences have confirmed. Today, many foreign professors prefer to stay in the university hotel rather than being lodged in hotels in the city.

After its merger with GASIS in 2012, HSE got three more apartment-type dormitories. One of them has been converted to a dormitory for professors and personnel, while two others are used as hotel-type dormitories for accommodating students in continuing education programs that come from other Russian regions.

Today, the HSE hotel complex includes 111 rooms in the professors' hotel on Vavilova Street and 449 rooms in apartment-type dormitories. This makes it possible to meet virtually all the requests of HSE faculties and subdivisions to lodge visiting foreign and Russian professors and researchers.

HSE Nizhny Novgorod was established in 1996, yet the first steps taken to reduce the shortage of places in its dormitories were taken only in August 2010 with the opening of a dormitory with an area of 2,128.0 sq.m. at 1v Lvovskaya St. (the dormitory includes 27 apartments with 51 bedrooms and 134 beds). The second wing of this dormitory with an area of 2,052.3 sq.m. (44 bedrooms in apartments and 160 beds) opened in 2012. All dormitory rooms meet international standards for student dormitories: the rooms have modern furniture, household appliances, electric stoves, refrigerators, and washing and drying machines. The dormitory also has auxiliary rooms for drying and ironing and sports facilities. Free access to the HSE network is provided. The dormitory has a cafeteria and a vending machine with drinks and snacks. A parking lot is available. In the future, the existing shortage of dormitory places shall be overcome both through the transfer to HSE of unused buildings belonging to the federal, municipal and regional government and the opening of new comfortable dormitory buildings either through the reconstruction of buildings belonging to HSE Nizhny Novgorod or new construction on specially allocated building sites.

HSE Saint Petersburg has 400 places for out-of-town students in its own dormitories. During the 2013/14 academic year, the university could only provide only 40% of the 1,000 eligible students with places in its own dormitories. The other students were accommodated in rooms leased at the Inter-University Student Town. As a result, 100% of out-of-town students needing dormitory accommodation were provided with places during the 2013/14 academic year.

HSE Saint Petersburg has a corridor-type dormitory located at 3 Krupskaya Street. Students live in double, triple and quadruple rooms. All the rooms are fully equipped with new furniture. Communal kitchens are equipped with electric stoves, sinks, refrigerators, kitchen tables, microwave ovens, and water dispensers. The dormitory also has showers, toilets, rooms for washing, drying and ironing laundry, independent study rooms, and Internet access. The dormitory is equipped with a modern fire alert system and video surveillance that covers the entire dormitory territory and all the floors.

A corridor/apartment-type dormitory is located at 21-1 Shevchenko St., Saint Petersburg. Students live in single, double, triple, quadruple and quintuple rooms. All the rooms are fully furnished. The dormitory has communal kitchens equipped with electric stoves, sinks, and kitchen tables; showers and toilets (located on the floor on corridor-type floors and in each apartment on apartment-type floors); a gym; and laundry rooms with washing, drying and ironing facilities. The dormitory is equipped with a modern fire alert system and video surveillance that covers the entire dormitory territory and all the floors.

HSE Saint Petersburg is currently designing and renovating the dormitory at 21 Zaporozhskaya St. It is planning to build a dormitory at 3 Krupskaya St. In the near future, the HSE Saint Petersburg building shall be equipped with an access control system, improving the security of buildings and facilitating the allocation of keys for rooms. HSE shall also organize free Wi-Fi access zones, improve the design of libraries, and give students access to all-in-one printers with scanning and data transmission functions. Offices and classrooms are currently being equipped with new furniture and technologies, and a first-aid station is being opened.

Until 2009, HSE Perm had one dormitory with 360 beds at 34 Uinskaya St. In 2009, the Government of the Perm Territory gave the university a building on 37a Gagarin Boulevard, in which HSE transformed one floor into a dormitory with 62 beds. As a result, there has been no shortage of dormitory places during the 2013/14 academic year.

To assure comfortable living conditions, the dormitories have been equipped with gyms, lockers, and kitchens with refrigerators, washing machines and microwave ovens. In 2013, a first-aid station was set up in the dormitory for providing medical services to HSE Perm students and staff. Dormitory residents get access to wired Internet and broadband Wi-Fi.

At the same time, after new fields of study (law, political science and history) are opened, a shortage of up to 100 dormitory places may arise in 2015. To meet the demand, the building on 41 Gagarin Boulevard shall be transformed into a dormitory for undergraduate and graduate students (150 beds) with university apartments for professors (13 two-room apartments).

*Main Challenges and Tasks*

Even after the reconstructed buildings are reopened, the per capita area of classroom and lab facilities shall still be unacceptably low at HSE: about 9.5 sq.m. per student.

The remoteness of buildings (HSE Moscow has over 20 buildings in six different districts of the city, while other campuses have 3-5 scattered buildings) hinders the introduction of modern technologies for organizing the educational process (creation of a single pool of elective courses and a system of individual work of professors with students). The university has to schedule courses in three shifts. The attainment of working space standards for a national research university becomes virtually impossible in such conditions.

In contrast to other state universities, HSE does not have any sports or recreation facilities of its own. It is obliged to lease sports facilities for university teams and for student physical education classes.

The shortage of dormitories at HSE regional campuses also remains acute. Out-of-town students account for over 50% of the student body at HSE. There is a total shortage of over 4,300 dormitory places today. This figure will attain 7,500 in the next 5-7 years, mostly at HSE regional campuses (90%). The remoteness of dormitories from HSE classroom buildings creates difficulties for first and second-year students and foreign students.

To overcome the chronic shortage of classroom and laboratory facilities at all HSE campuses and the shortage of dormitory places at regional campuses, HSE has developed a program for real estate development over the period 2014-2030. Program measures include

* Acquisition of buildings in Moscow, Nizhny Novgorod and Saint Petersburg
* Transfer of federal and municipal buildings to HSE
* Capital renovation of buildings in Moscow, Perm, and Saint Petersburg that are not used by the university on account of their unsuitability for educational purposes
* Reconstruction of classroom and laboratory buildings and dormitories in Moscow, Saint Petersburg, Perm and Nizhny Novgorod

Approximately 80 billion rubles of financing from the federal government is required for implementing this program.

## 5.2. Developing Services for Students and Professors

*Healthcare*

The health of students and personnel is an important social problem. All university personnel are offered voluntary health insurance policies. In 2013, 1,900 people (37% of the total university staff) took out health insurance policies. In 2013, the voluntary health insurance program for HSE staff was expanded in comparison with the standard health insurance programs offered on the market of voluntary health insurance. The program includes outpatient care (clinics), dental care, hospital services (emergency and routine hospitalization), doctor house calls, and emergency medical services. The voluntary health insurance program was expanded through the inclusion of medical specialists, a greater range of medication and treatment procedures, and the organization of consultations and conciliums with highly qualified doctors from leading specialized clinics and departments of medical institutions in Moscow. Hospitalization includes an expanded range of diagnostic tests with the use of advanced equipment. The number of hospitalizations is not limited during the insurance policy period. In 2013, services in the HSE voluntary health insurance program began to be provided in English, too.

All students are attached for outpatient care to Moscow City Clinic #68, while students residing in dormitories are attached to the closest clinics from their place of residence.

During the reporting period, a first aid station opened at Dormitory #7 in the Odintsovo District of the Moscow Region (Dubki). It is equipped with medical first aid equipment. Two doctors and a nurse receive students daily there. This has improved the quality of healthcare for 3,000 students living in remote dormitories. Work is continuing on certifying the first aid station in Dormitory #6 in the town of Odintsovo as well as first aid stations in the university's classroom buildings.

*Food Catering for Students and Staff*

All HSE classroom buildings have food areas. Buffets, cafeterias, and coffee and snack machines are located in classroom buildings and dormitories.

The working hours of all food areas are designed to cater to the greatest number of visitors. The quality of food products is regularly checked by the staff of the Social Services Office and representatives of the social committees of faculties (students also serve on these committees). The HSE Administration together and the social committees of faculties strive to provide rebates for socially vulnerable students. All food areas include inexpensive lunch menus.

Nevertheless, it is not possible to organize adequate food service everywhere due to the shortage of facilities. In a number of HSE classroom buildings (on Ordynka St., Khitrovka St. and Trekhsvyatitelsky Lane), students and staff have to make do with small buffets serving a limited variety of dishes. In other buildings, buffets offer only precooked food (on Kirpichnaya St. and Petrovka St.). Certain classroom building (e.g., on Slavyanskaya Square) have no food areas at all.

*Rest and Recreation for Students and Staff*

Socially vulnerable HSE students can spend their vacations at resorts in the Moscow Region, which are selected on a competitive basis. In 2013, needy students were awarded three hundred free vacations to the comfortable Konakovo Resort in the Moscow Region, which has a well-developed modern infrastructure.

After the merger with MIEM, HSE students and staff can go on vacations to the Ruza Holiday Village located on the banks of the Ruza Reservoir. In the summer of 2013, students and about 20 university staff members with their families (including small children) stayed there. More people can be sent to the Ruza Holiday Village.

*Improving Facilities for Research and Education Subdivisions*

Individual offices and workplaces have begun to be set up for professors and researchers. By the end of 2013, 294 individual offices had been allocated and equipped for faculty members. 10% of faculty members had been provided with personal workplaces.

*Social and Psychological Insertion of Students*

HSE has established a Psychological Consulting Center and a Training Center for students.

The Psychological Consulting Center provides individual psychological consulting for students, off-premises consulting for students living in dormitories, annual advanced training courses for dormitory supervisors and practical psychology curators and an annual monitoring study of the social and psychological health of students and their need for psychological assistance.

The Training Center organizes insertion and training seminars for freshman students at faculties, training programs for older students, and special training programs on the development of business skills and personal effectiveness (about 20 programs monthly). It also organizes professional orientation business games and camps for high-school students (potential HSE applicants) as well as special training programs for student councils at faculties and dormitories and for student organizations.

*Student Employment*

The HSE student employment and career development system operates at several different levels:

* At the level of faculties and departments through the organization of intramural, extramural and pre-degree practical work, the involvement of practical specialists from different fields in the educational process, and the establishment of corporate departments
* At the level of student organizations, which include not only leisure organizations but also a number of organizations oriented at the professional development of initiatives
* Centrally at the level of the Career Development Center

The HSE Career Development Center (established in 2002) is a key institution for working with employers and assisting students and alumni in employment and career development. Its main functions are to cooperate with key employers for HSE faculties, organize career events and job fairs at HSE, inform students about internships, practical work, and employment in partner companies, and provide career consulting.

In 2013, over 80 companies from different sectors of the economy participated in CDC events. The number of HSE events involving employers grew from 5-10 in 2006 to 120-150 in 2012-2013. The events have different aims, from professional orientation to recruiting. It should be said that an increasing number of potential employers are HSE alumni that are corporate owners and/or directors. HSE alumni participate in job fairs, post information about jobs and internships for HSE students, and give master classes.

The CDC database includes about 900 companies (companies registered on the CDC website can have information about their job openings and internships posted automatically as well as searching in the database of user résumés) and over 8,000 students and 2,500 alumni. During the 2013 academic year, CDC developed a number of new partnerships with Gazpromneft, Philip Morris, Hogan Lovells, LVMH Moët Hennessy — Louis Vuitton, Moscow Exchange, United Traders, Volkswagen, Google, Russian Ministry of Industry and Trade, Russian Ministry of Justice, Moscow City Government, DaVinci Capital, Eurasian Development Bank, SHL, PepsiCo and others.

The portal presents information about job openings (in 2013, 50-85 active job openings on average were displayed daily on the site) and 20-60 announcements about internship opportunities (the highest indicators were recorded during the "peak season" for career opportunities: March-April and October-November). Employers are regularly sent information about CDC projects and events and give feedback on working with HSE students and alumni. HSE holds round tables with the participation of employers on working with young specialists on the labor market.

The Career Development Center's work is constantly adjusted to account for the situation on the labor market and the needs and desires of employers, students and alumni. Events involving employers are held regularly: inter-university job fairs at HSE (such as the HSE Career Fair with 35-50 participating companies and 1,500-2,000 participants from HSE and other leading universities and the "Summer Career" Fair of Summer Practical Work and Internships), master classes, seminars, lectures, business cases, business games, career days for professions and professional areas, etc.

In 2013, CDC continued to give a lot of attention to providing individual career consulting for HSE students and alumni. Every day, CDC consultants give free consultations to students in the CDC office and by email and Skype. In 2013, over 500 individual consultations were given on drafting résumés and cover letters and building career trajectories. Consultations are also given by representatives of partner companies and recruiting agencies at the "Career Development" Spring and Fall Training Seminars (February-March 2013, September-October 2013). The Training Seminars include meetings with leading employers such as McKinsey, BCG, Nestle, 3M, etc. In addition, CDC gives annual consultations and seminars on preparing for the Job Fair. Six seminars were held in 2013. The seminar *Résumé: Hit the Bulls-Eye* is held once or twice a month at different HSE campuses, drawing an audience of 15-50 students (18 seminars have been held up to now). The project "Career Advisors"[[1]](#footnote-1) was designed in 2012 and implemented in 2013 to make career consulting more accessible. With the help of project participants, 70 express career consultations were given to students at different HSE campuses.

The website of the Career Development Center (<http://career.hse.ru>) attracts 850 to 1,500 visitors daily. The number of users has been increased, and new types of content have been added to CDC groups in the social networking services Vkontakte, Twitter, and Facebook. These services are used to inform students and alumni about job openings, internships and career events.

In late 2013, the Career Development Center launched the practice of concluding long-term contracts with partner companies on accepting students for practical work and internships. This will continue to be a priority area of work in 2014.

## 5.3. Developing Information Resources

HSE developed information systems for the support of education, research, administration, and documentation.

All HSE classroom, laboratory and administrative buildings at all HSE campuses and some HSE dormitories have been equipped with wireless Internet access. Internet access channels have been expanded and protected.

The Learning Management System (LMS) on the e-Front platform has been introduced to raise the level and quality of the educational process. LMS modernizes learning technologies through the use of contemporary Internet technologies, the constant interaction between professors and students, the active exchange of information, curricular support for teaching, individualization of education, and the assessment of its results. LMS is integrated with other information systems supporting the educational process: it automatically creates student personal pages and course websites to which students get access based on their study plans. Work has been conducted for assuring the security and stability of the system under big loads, and an English-language version of the system interface has been introduced. By late 2013, the total number of registered users (students and professors) of the system surpassed 30,000 people. A "one-stop" service has been created for students to simplify the procedure of getting certificates and submitting documents for university competitions. A total of 3,206 students have used this service since September 1, 2013. HSE has begun to deploy the edX platform for developing and teaching massive open online courses. However, the current platform is not sufficiently productive under high user loads. HSE is planning to switch to a new Java platform to increase productivity.

HSE has modernized and expanded the functional capabilities of its ASAV information system on applicants, undergraduate and graduate students, alumni, and the educational process. An email service for students that is integrated with LMS and ASAV has been introduced. As a result, conditions for the effective electronic support of learning and the continuous management of the educational process have been created. In 2010, the databases of all HSE regional campuses were united with the central database. In 2011, personal pages for applicants and school students and web services were developed. In 2012, the system was integrated with the Federal Information System of the Unified State Examination. In 2013, the ASAV system was integrated with the IS-PRO personnel and financial accounting system (with regard to personal information about professors and students).

 Electronic assessment packages have been introduced, allowing students to test their knowledge on their own. All major written works by students are automatically checked for plagiarism.

The university's electronic document management system that covers all document flows has been modernized. The stable operation of the system under high loads has been assured (in 2013, there were 2,000 users of the system). Work has begun on integrating the system with ASAV and IS-PRO. A current development target of the document management system is to enable users to work with the system through mobile devices.

The personnel and financial accounting systems have been integrated on the IS-PRO platform. In 2012-2013, a unified system was introduced at all HSE campuses and recently annexed subdivisions (MIEM and GASIS). In 2013, the system was adapted to the new accounting scheme and new sources of financing, and the productivity of the server hardware-software system was improved.

The HSE corporate electronic mail system was modernized, and an anti-SPAM system was developed. The email address book was integrated with the human resources system, and a student email system was set up.

The number of international information resources available to users of the HSE electronic library was increased. Access to foreign collections of scholarly monographs and periodicals and statistical and financial databases (<http://library.hse.ru/>) is expanding annually.

HSE provided access to 32 online information platforms in 2008 and to 53 in 2013. Its subscription to leading foreign electronic journals in economics, mathematics, social sciences, and the humanities with over 18,000 series and periodicals is unique among Russian libraries. Access is provided to Web of Knowledge and Scopus, World Bank and OECD resources, IMF statistical resources, GMID, Datamonitor, etc. A library of electronic books with over 180,000 items and a collection of foreign and Russian dictionaries and encyclopedias has been compiled. Access is provided to a database of foreign dissertations, the Questel QPAT patent database, and a collection of over 2,000 full-text Russian periodicals. HSE library holdings include over 987,000 hardcopy books.

New databases have been compiled in different areas of university activities. In particular, HSE has compiled an electronic database of study disciplines (in Russian and English), an electronic database of research projects (in Russian and English), an electronic database of dissertations defended at HSE, etc.

Much of the work on modernizing the HSE portal focused on developing the English-language version of the portal and making it attractive for an international audience.

Work has been conducted on promoting HSE educational and research projects of international significance: a unified English-language site presenting the activities of HSE international laboratories has been set up (<http://www.hse.ru/interlabs/>); an English-language website has been created for the HSE Publishing House (<http://id.hse.ru/en>); all the results of the monitoring study of the quality of admissions to Russian universities and the transparency of university websites have been presented in English (<http://hse.ru/ege/en/use>); information on HSE electronic library resources has been fully updated ([http://www.hse.ru/en/library](https://mail2.hse.ru/owa/redir.aspx?C=Vd2sdfkhw0W64UQz0VqkLuBJ1zesudAINkhADkq47OGhmcioF6TLf2NLVDfnijEmMyLmnVG58lw.&URL=http%3a%2f%2fwww.hse.ru%2fen%2flibrary)); and an English-language website of Publications of HSE Faculty Members has been launched (<http://publications.hse.ru/en/>).

A unified catalog of courses taught in English has been compiled (<http://www.hse.ru/en/edu/study/>), and English-language personal pages have been created for all professors teaching courses in English (<http://www.hse.ru/en/org/persons/index_englect.html>; over 306 pages in all). Today, the HSE portal has 1,995 English-language personal pages of faculty members (including 992 personal pages of researchers and 1,363 personal pages of professors; 552 faculty members simultaneously hold research and teaching positions). The sites of master's programs taught in English are regularly updated (<http://oriental.hse.ru/en/asia/>, <http://icef.hse.ru/en/fin_econ/> , <http://we.hse.ru/en/mo_evro/>, <http://we.hse.ru/en/inbus/>, <http://math.hse.ru/en/matem/>, <http://fpp.hse.ru/en/polit_analiz/>, <http://se.hse.ru/en/progr_ob/>, <http://psy.hse.ru/cogito/>, <http://economics.hse.ru/en/riskman/>).

The section for attracting foreign applicants to HSE has been redesigned (<http://www.hse.ru/international/>). Courses and programs taught in English are now highlighted, and access has been simplified to important information for the insertion of potential foreign students.

A site on the international recruitment of HSE researchers and professors has been launched (<http://cas.hse.ru/>). A section on HSE's foreign partners has been created ([http://www.hse.ru/intpartners/](https://mail2.hse.ru/owa/redir.aspx?C=Vd2sdfkhw0W64UQz0VqkLuBJ1zesudAINkhADkq47OGhmcioF6TLf2NLVDfnijEmMyLmnVG58lw.&URL=http%3a%2f%2fwww.hse.ru%2fintpartners%2f)), along with an English-language video section (<http://www.hse.ru/en/video/>).

To facilitate the insertion of foreign students and professors into the HSE research and education environment, a system of subscriptions in English and Russian to events taking place at HSE has been set up: <http://www.hse.ru/en/news/announcements/?mode=expand>. The interface of the personal page of HSE faculty members has also been translated into English ([http://www.hse.ru/en/user/](https://mail2.hse.ru/owa/redir.aspx?C=Vd2sdfkhw0W64UQz0VqkLuBJ1zesudAINkhADkq47OGhmcioF6TLf2NLVDfnijEmMyLmnVG58lw.&URL=http%3a%2f%2fwww.hse.ru%2fen%2fuser%2f): access by user name and password), making it possible for foreign professors and researchers to use HSE resources actively and provide information about themselves.

An English news section has been created (<http://www.hse.ru/en/news/>). In 2013, about 300 materials were published there; a fourth of them were specially written for foreign readers. The website Moscow Beat has been launched for foreign colleagues living in Moscow or planning to come there. Every month, it publishes articles about interesting places and events in the capital written by HSE visitors and personnel.

English-language websites have also been created for HSE regional campuses: <http://spb.hse.ru/en/>, <http://perm.hse.ru/en/>, and <http://nnov.hse.ru/en>.

**Development Priorities over the Next Five Years**

1. Opening new classroom and laboratory buildings in Moscow and Saint Petersburg and increasing the per capita area of classroom and lab buildings to 75% of the norm
2. Opening new dormitories in Saint Petersburg to cater to the growing student contingent
3. Increasing the number of workplaces for professors from 10% to 40-70% depending on the campus and faculty

# Assuring Financial Stability for HSE Development

Total HSE revenues doubled over five years, amounting to almost 12 billion rubles in 2013.

The growth of revenues allowed HSE not only to fulfill all its obligations on time and in good order but also to make considerable investments in development: the share of HSE expenditures on development surpassed 20% of total expenditures in 2013. These resources were mostly spent on the opening of new research and educational areas and the development of the university's human resources.

About 37% of HSE's revenues came from non-state-budget sources. In this indicator, HSE outstrips most major state universities. Nevertheless, the percentage of HSE's non-state-budget revenues has fallen recently (from 48% in 2009 to 37% in 2013). This lowers the university's economic independence and demonstrates the need to behave more actively on target markets. In particular, HSE is clearly lagging behind on the continuing education market: although the latter is growing, HSE's revenues in this segment have begun to fall (by almost 10% in 2013 in comparison to 2012 at HSE Moscow). HSE's growth potential in the pre-university segment has not been exhausted, either.

HSE is entering a stage of falling revenue growth: we are forecasting a growth rate of 40% over the next five years in comparison to 100% over a similar period in the past. This is an objective result of the large scale of activities that we have attained.

At the same time, the existence of a sufficient number of long-term financing sources is crucial for the implementation of the global competitiveness program. HSE's ambitious research program and entry onto the international labor market require the university to make long-term commitments (long-term labor contracts, international laboratories, etc.). At the same time, the current instruments of public support for leading universities do not create adequate financial foundations for this. In particular, despite their size, subsidies from the 5/100 Program amount to only 10% of the HSE budget, while the rules of this program do not give any certainty about financing after the current year.

These factors create new demands for the university's financial policy. Its priorities for the short term (next 3-5 years) will be

* Raising non-state-budget revenues, especially from
	+ Continuing education
	+ Expanding Research and expert evaluation and analysis for the corporate sector
	+ Creating a system of trustee support
* Focusing internal investments
	+ Target support for advanced subdivisions implementing their own development programs oriented at the rapid growth of international academic reputation and supplementary revenues
	+ Concentrating resources for developing large academic subdivisions that can fuel integrated development in their fields
	+ Synchronizing performance indicators of central mechanisms and university programs with the indicators of the approved Roadmap
* Increasing the efficiency of day-to-day activities by
	+ Switching to a system of results-based management
	+ Budgeting educational programs
	+ Further integration of research and education
	+ Targeting the teacher-student ratio
	+ Optimizing administrative processes
	+ Modernizing information systems and technologies

# Management System

*Developing the Collegial Management System*

HSE has a system of collegial management based on principles of academic self-government and the participation of representatives of external organizations in the university's work.

HSE is developing an open management model that is turning the university into a communications center for business, society and the state on educational policy and science and technology forecasting and assuring the university's high market participation and competitiveness in different areas of activity.

The main bodies of university management are

* Supervisory Council
* Conference of HSE Personnel and Students
* Academic Council
* Student Council

The HSE Supervisory Council, which was instituted by Russian Government Decree #923-r of May 28, 2011, has been working since May 2011. The members of the Supervisory Council are A. Zhukov (chairman), V. Avtonomov, V. Bolotov, A. Volkov, A. Voloshin, G. Gref, I. Lobanov, D. Pristanskov, A. Sharonov, A. Shokhin, and E. Yasin.

The main powers of the HSE Supervisory Council are

* Making amendments to the HSE Charter
* Making conclusions on the draft HSE plan of financial and economic activities
* Representing HSE in other organizations
* Choosing credit organizations in which HSE can open bank accounts
* Approving major transactions by HSE and transactions with a vested interest
* Taking decisions on the audit of the annual accounting report and approving the auditing organization

The HSE Student Council, an elected representative body of university students, was established in 2013. Representatives of all HSE faculties and dormitories are on the student council.

The student council considers

* Proposals of the HSE administration on the size and conditions of state academic scholarships and state social scholarships within the limits of the HSE scholarship fund
* Draft HSE local normative acts on the size and conditions of material support for HSE students
* Draft HSE local normative acts on accommodation fees and public utility fees in student dormitories
* Draft HSE local normative acts regulating dispute settlement procedures between the participants of the educational process
* Other draft HSE local normative acts that affect the rights of students
* Draft student initiatives requesting support from HSE

In these matters, the Student Council elaborates its opinion and makes recommendations to the HSE administration. The Student Council also makes recommendations on commending students for active research, educational and social work; on improving the educational process and student research at HSE; on organizing student social work and holding events in the areas of activity of the HSE Student Council; on implementing student self-government and student initiatives; and on assisting HSE students in realizing their creative, organizational and scientific potential.

Representatives of the Student Council participate in the work of the HSE Academic Council, the Rector's Office, the HSE Student Affairs Council and other collegial bodies.

A broad network of representative, expert and self-government bodies established at HSE participate in managing the university. They include

* Supervisory Council of the Development Program
* International Advisory Committee
* Academic Councils of HSE faculties and campuses
* Academic Curricular Council
* Basic Research Steering Committee
* Academic councils of educational programs
* Council of the Academic Fund
* Council of the Educational Innovations Fund
* Expert Council on Research
* Innovative Entrepreneurship Council
* Advanced Training Council
* Alumni Council
* Student Initiative Council

HSE representatives along with external Russian and foreign experts participate in the work of these bodies. The main bodies assuring the external expert evaluation of the university's work as a whole are the Supervisory Council of the Development Program and the International Advisory Committee.

Some collegial management bodies implement expert evaluation functions and include external representatives (including the Council of the Academic Fund, the Expert Council on Research, and the Council on Innovative Entrepreneurship), while others assure academic self-government and promote the development of different areas of activity of the university.

The Supervisory Council of the Development Program was established in 2010 for the purposes of Public Expert Evaluation and the control of the progress and efficiency of implementation of the Development Program. The Supervisory Council includes representatives of government bodies, the expert community, employers, business associations, and society. The Chairman of the Supervisory Council of the Development Program is Moscow Mayor Sergei Sobyanin, while the Deputy Chairmen are Sberbank President and CEO German Gref and Rosgosstrakh Expert Council Director Ilya Lomakin-Rumyantsev.

The Supervisory Council of the Development Program has the following functions:

* Reviewing and approving annual reports on the implementation of the Development Program
* Reviewing analytic materials on the implementation of Development Program measures
* Monitoring the correspondence of attained results to program targets and the attainment of performance indicators of the Development Program
* Making recommendations for the HSE founder (the Russian Government) on the effective introduction and diffusion of the results of the Development Program

The International Advisory Committee was established to support the strategic development and international positioning of HSE. IAC members monitor the implementation of the Development Program, make strategic recommendations, assist HSE in developing cooperation with top international research and educational centers and promote the international marketing of the university's achievements.

The IAC includes eminent foreign scholars and international experts in the field of educational and research management. The IAC is chaired by Professor Eric Maskin of Harvard University, 2007 Noble Prize Winner in Economics.

At annual IAC meetings at HSE, international experts assess the results attained by HSE and evaluate and make recommendations on the development of the following areas of activity at the university: education policy, development of fundamental and applied research, international recruiting, internationalization of educational and research activities, and publishing research articles in foreign journals.

The following university committees in individual fields also assist in the implementation of the principles of academic self-government and the organization of intramural competitions:

* Human resource committees
* Committees on intramural surveys and the ethical evaluation of empirical research projects
* Conference Committee
* Committee on Summer Schools and Expeditions
* Academic Ethics Committee
* International Recruiting Committee
* Public Monitoring Committee
* Effective Management Committee
* Committee on International Research Partnerships
* Committee on International Student Mobility

*Making the Administrative System Transparent*

Feedback mechanisms have been created at HSE to account for the opinions of all HSE personnel and students about the administrative system and administrative decisions.

For rapidly identifying and reacting to problems in the organization of university life, the hotline "Expressive Button" was created in 2010 on the HSE portal for receiving opinions, requests, remarks and proposals by different participants of the educational process: students, professors, and students' parents and guardians.

Any HSE student or staff member can submit his or her message to the Expressive Button. Messages can contain the sender's personal information or be fully anonymous. All messages are sorted by subject and sent to the respective administrators for making further clarifications, analyzing problems, and taking the respective administrative decisions. The administrators prepare decisions in response to each message. If the message to the Expressive Button is not anonymous, the sender receives an answer to his or her message within two working days. A monthly cumulative report submitted to the HSE Rector's Office analyzes the messages submitted to Expressive Button and the administrators' answers. Over 3,000 messages are submitted to the hotline annually; the percent of resolved problems amounts to about 80%.

Feedback is also collected from HSE personnel and students through monitoring studies. In 2013, HSE established the Center for Institutional Research that conducts regular surveys and provides analytic support for university development. The Center for Institutional Research makes annual surveys of students, faculty members and administrative personnel as well as monitoring studies on the following themes: bachelor's and master's applicants; portrait of the first-year bachelor's and master's student; monitoring study of student and faculty life; alumni; and administrative personnel. The Center for Institutional Research also conducts isolated studies on different themes (e.g., dormitories, graduate students, international student mobility, etc.). The results of monitoring studies are discussed at meetings of the Rector's Office and the HSE Academic Council and published on the HSE portal: <http://cim.hse.ru/projects>.

HSE implements a policy of information openness: the HSE portal (<http://www.hse.ru/>) presents in open access all normative documents regulating university activities (<http://www.hse.ru/docs/>), educational standards, working curricula (<http://www.hse.ru/standards/>), and course programs (<http://www.hse.ru/edu/courses/>) for students to study. It also publishes the minutes of Academic Council meetings, reports on the implementation of university programs and projects (including reports on the implementation of the Development Program <http://www.hse.ru/org/hse/niu/niur/reports> and financial accounting <http://www.hse.ru/docs/89100764.html>), detailed statistical figures (<http://www.hse.ru/figures/>) showing the development and state of all the university's areas of activity, the results of internal competitions, videos of HSE events, etc.

All HSE faculties, research subdivisions, and administrative services present the results of their work and describe their current activities on their pages on the HSE portal. Moreover, all university personnel present information about their activities and their results on their personal pages. Most of the information presented on the HSE portal is open both to university personnel and all external users. To help university personnel and students find the information they need, the HSE portal offers special navigators and handbooks (including the Educational Handbook <http://www.hse.ru/studyspravka/>, the Personnel Handbook <http://handbook.hse.ru/>, etc.) for different target audiences: undergraduate and graduate students, alumni, professors, researchers, and administrative personnel (<http://www.hse.ru/our/>). The news and announcements sections provide information about all events taking place at the university.

Students and staff are also informed about HSE projects, events, competitions, professional development opportunities, etc., through mailings to HSE email addresses and intramural periodicals such as the newsletters *Windows of Growth*, *Academic Environment*, *HSE Geography, HSE Effect, Academic Forum, Teachers and Students, Roadmap* (<http://okna.hse.ru/>)*,* and *Typical HSE* (<http://cim.hse.ru/infnewsletter>) (all in Russian). The monthly newsletter *HSE Look* is published for English-speaking colleagues (<http://okna.hse.ru/?cat=74>).

# HSE Positions in University Rankings

| **Ranking** | **2011** | **2012** | **2013** |
| --- | --- | --- | --- |
| **QS World University Rankings:** among the world's universities | **551-600** | **501-550** | **501-550** |
| **QS World University Rankings:** among Russian universities | **6** | **7** | **9** |
| **QS University Rankings BRICS:** among BRICS universities | **-** | **-** | **50** |
| **QS University Rankings BRICS:** among Russian universities | **-** | **-** | **7** |
|  **Social Science Research Network - SSRN**:in the number of citations among the top 1,500 education and research centers in economics | **330** | **137** | **117** |
| **Research Papers in Economics:** among European universities and research centers in economics and neighboring fields | **286** | **244** | **152** |
| **Research Papers in Economics:** among Russian universities and research centers in economics and neighboring fields | **2** | **2** | **2** |
| **Expert RA: International Ranking of Universities Supplying Personnel for the World's Top Employers:**among the world's universities | **-** | **-** | **141** |
| **Expert RA: International Ranking of Universities Supplying Personnel for the World's Top Employers:**among Russian universities | **-** | **-** | **2** |
| **Webometrics Ranking:** among Russian universities (January/July) | **4 / 3** | **21 / 5** | **5 / 9** |

1. Career advisors are students from different faculties that have been trained by CDC and that have work or internship experience. They give express consultations on résumés and cover letters and career development to fellow students at HSE faculties. [↑](#footnote-ref-1)