**The Roadmap for Implementing the Global Competitiveness Program**

**of the National Research University Higher School of Economics:**

**Key Results of Implementation in 2015**

HSE’s strategic goal is to achieve globally recognized standards in its research, education and project work, and to join the ranks of the world’s leading research universities in the social sciences, economics, humanities, computer science and mathematics. The program is designed to increase HSE’s competitiveness and consolidate its position on the global market of education, research, and development.

The HSE Roadmap 2015-2016 was accepted by the Global Competitiveness Program Council on March 21, 2015, and approved by the Russian Ministry of Education and Science on September 16, 2015.

**Target Indicators and Their Values in 2015**

| **№** | **Indicator** | **Units of measure-ment** | **2015** |
| --- | --- | --- | --- |
| **Expected Indicator Values** | **Actual Indicator Values** |
| **Main Indicators** |  |  |  |
| 1. | Rank position (accurate to within 50 positions) in top global rankings (on the general list and the main subject lists) |  |  |  |
| 1.1. | QS – World University Rankings | position | 401-450 | 501-550 |
| 1.1.1 | QS – World University Rankings by faculty: Social Sciences and Management | position | 251-300 | 161 |
| 1.1.2 | QS – World University Rankings by faculty: Arts & Humanities | position | - | 289 |
| 1.1.3 | QS – World University Rankings by subject:Development Studies | position | - | 51-100 |
| 1.1.4 | QS – World University Rankings by subject:Economics & Econometrics | position | - | 151-200 |
| 1.1.5 | QS – World University Rankings by subject:Sociology | position | - | 151-200 |
| 1.1.6 | QS – World University Rankings by subject:Philosophy | position | - | 151-200 |
| 1.1.7 | QS Top 50 under 50 | position | - | 81-90 |
| 1.2 | The Times Higher Education World University Rankings | position | 351-400 | - |
| 1.3. | Social Sciences Research Network (SSRN), rated by total number of cited publications  | position | 51-100 | 112 |
| 1.4. | Research Papers in Economics (RePEc), European countries | position | 51-100 | 51 |
| 2. | Number of articles in Web of Science and Scopus (unduplicated) per faculty member |  |  |  |
| 2.1 | Number of articles in Web of Science per faculty member | units | 0.64 | 0.8 |
| 2.2 | Number of articles in Scopus per faculty member | units | 1 | 1.1 |
| 3 | Average citation index per faculty member in Web of Science and Scopus (unduplicated)  |  |  |  |
| 3.1 | Average citation index per faculty member in Web of Science | units | 0.86 | 1.14 |
| 3.2 | Average citation index per faculty member in Scopus | units | 1.23 | 1.81 |
| 4 | Foreign professors, lecturers, and researchers in the total faculty and staff contingent, including Russian citizens with PhDs from foreign universities | % | 6.7 | 10.15 |
| 5 | Foreign students enrolled in the university's core educational programs (including students from CIS countries), percent of the total student population | % | 5.4 | 7.55 |
| 6 | Average USE score of full-time students admitted to bachelor's and specialist programs whose tuition is covered by the government  | score | 90.86 | 90 |
| 7 | Share of revenues from non-governmental sources in the university's revenue structure | % | 36 | 38.84 |
| **Supplementary Indicators** |  |  |  |
| 8 | R&D revenue per faculty member | thousands of rubles | 1250 | 1261.89 |
| 9 | Full-time master's and PhD students, percent of the total full-time student population  | % | 26 | 28.1 |
| 10 | Credits received by students through participation in research, projects, and innovative activities out of the total number of credits received in core educational programs | % | 17 | 18.7 |
| 11 | English-taught courses (worth more than two credits), percent of the total number of courses (worth more than two credits) | % | 10 | 13 |
| 12 | University expenditures allocated for implementing strategic initiatives (out of total expenditures) | % | 25 | 32.3 |

Most target indicator values have been exceeded with the exception of indicators 1.1 “HSE rank in the QS – World University Rankings,” where HSE still retains the position 501-550, 1.2 “HSE rank in the THE – World University Rankings,” 1.3 “HSE rank in the Social Sciences Research Network (SSRN), rated by total number of cited publications,” and 6 “Average USE score of full-time students admitted to bachelor's and specialist programs whose tuition is covered by the government.”

HSE’s current position in institutional rankings is primarily a result of the general rankings methodology that tends to give preference to classical and technical universities over those operating in social sciences and the humanities due to the natural difference in their academic work features. In 2015, the university demonstrated positive dynamics in all QS – World University Rankings indicators and ranked 507 – 3 positions away from the Top 500 borderline, as 504 universities were mentioned in the 2015 Top 500. Due to changes in the THE – World University Rankings methodology, HSE failed to pass the threshold for publications in 2010 and was not included in the rankings for 2015, however, the university is likely to satisfy all threshold conditions for 2016 rankings.

HSE is currently ranked by SSRN as number 112 for the number of cited publications and as number 20by the number of downloads, a position that is constantly improving.

In 2015, HSE significantly strengthened its position in the QS rankings by field and by subject. In 2014, the university was placed only in one ranking by field; in 2015, HSE entered two QS rankings by field and 4 QS rankings by subject:

* Ranked 161 in Social Sciences & Management (2nd among Russian universities after Lomonosov Moscow State University); in 2014, HSE ranked 232;
* Ranked 289 in Arts & Humanities (3rd among Russian universities after Lomonosov Moscow State University and Saint Petersburg State University);
* Ranked 51-100 in Development Studies (the only Russian university to appear in this category);
* Ranked 151-200 in Economics & Econometrics (the only Russian university to appear in this category);
* Ranked 151-200 in Sociology (the only Russian university to appear in this category);
* Ranked 151-200 in Philosophy (2nd among Russian universities after Lomonosov Moscow State University).

HSE has also become the first Russian university to be included in the QS Top 50 Under 50 ranking, where its position is in the 81-90 group, demonstrating that the university’s development is showing positive dynamics.

According to the Global Competitiveness Program, the estimated value for the “Average USE score of full-time students admitted to bachelor's and specialist programs whose tuition is covered by the government” was 80, and this USE score ensures a high quality of admitted students. However, it was decided by the Ministry of Education and Science of the Russian Federation to raise this value to 90.86 in order to reconcile it with the actual average USE score in 2014. In 2015, the average score of admitted students slightly decreased (by 0.86 points), which was caused by higher requirements for applicants admitted to HSE based on Olympiad results. At the same time, HSE has been quite successful in attracting the most talented Russian students, placing third among Russian universities by this indicator, only after MGIMO and Moscow Institute of Physics and Technology.

**Strategic Initiative 1: Achieving international competitiveness in research and development and expert evaluation and analysis**

The total revenue of HSE research in 2015 amounted to 2.92 billion rubles, reaching the same level as in 2014, despite the overall economic recession. Based on this indicator, HSE ranks among the top three Russian universities.

In order to further improve the results in the fields of science, where HSE has already achieved a strong academic position, the university has established a network of 20 international laboratories and two large centers of excellence[[1]](#footnote-1), which are not only devoted to research but also offer English-taught Master’s and doctoral programs involving world-class scientists. Four new international laboratories under the supervision and with participation of leading international scholars have been created in the following fields: Intelligent Systems and Structural Analysis, Theoretical Informatics, Information Law, and Theoretical and Historical Studies.

Four international laboratories were closed in 2015 following evaluations. Ninety-nine international experts as well as associated researchers from Europe, South America, North America, and CIS countries are employed by HSE’s international laboratories and centers of excellence. About 300 young researchers are involved in the activities of HSE’s international laboratories, and over 200 HSE undergraduate and graduate students have completed internships at one of the labs.

In addition, HSE has started to launch centers for advanced studies that are devoted to comprehensive basic and applied research in different fields of economics. In 2014, the Institute for Energy Studies was established in cooperation with NOVATEK Company, Russia’s leading independent natural gas producer. The institute forecasts the development of global and regional energy markets. In 2015, the Institute for Transport Economics and Transport Policy Studies, which monitors developments in the national transportation system and deals with strategic planning for transportation, became a center for advanced studies. Fifteen international researchers joined the institute in 2015, which is now involved in educational activities and offers the Urban Development and Spatial Planning Master’s program as well as the Transport Planning CPD program.

HSE’s fundamental research plan is implemented by more than 30 large institutes and 28 laboratories dedicated to study and research. In 2015, 132 research projects were completed, and their outcomes were published in renowned scientific journals such as *The* *Review of Economics and Statistics*, *Acta Mathematica*, *The Journal of Personality and Social Psychology*, *The Lancet*, *IEEE Transactions on Pattern Analysis and Machine Intelligence*, *Nature Genetics*, *The Journal of Political Economy*, *Physical Review Letters*, *The American Economic Review*, *Behavioral and Brain Sciences*, *The Journal of Materials Processing Technology*, *The Annals of Statistics*, and *Communications in Mathematical Physics*.

HSE runs 13 large-scale empirical studies projects in key areas of economic and social development. Several of these projects are implemented in partnership with the OECD, Eurostat, and the UNESCO Institute for Statistics, and they include monitoring the innovation activities of innovation process actors, business trends and entrepreneurial behavior, as well as educational and career tracks. The resulting data and survey findings are used in annual analytical reports, for long-term forecasts of socio-economic development in Russia and its regions, and for strategic planning in education, science, healthcare, and other sectors.

The Joint Economic and Social Data Archive hosted on the HSE website contains data on 182 monitoring research projects. Two thousand seven hundred and fifteen databases are publicly available, about 30,000 individual users have visited the archive’s website, and the total number of page views has reached 340,000. The Joint Economic and Social Data Archive is part of the International Association of Social Science Information Service and Technology and implements joint projects with the Council of European Social Science Data Archives – CESSDA.

A substantial part of research projects implemented at HSE is related to the ‘traditional’ domains where HSE has already achieved strong academic position, namely economics, social sciences, the humanities, cognitive sciences, mathematics, and computer science. At the same time, the scope of research projects in engineering and technical areas has increased in order to achieve world-level results in the following areas: mathematical modeling of physical processes and phenomena, information management systems, materials in electronic, microsystems and space technology, functional safety of spacecraft and systems, and applied physics. These research projects not only complement HSE’s activity in the ‘traditional domains’ but also serve the interests of Russian defense, space, nuclear, electronics, and radio-electronics industries.

Research projects undergo annual evaluations by international and Russian experts to ensure that a high quality of research is maintained. In 2015, 294 projects passed these evaluations, which are based on unified standards and criteria and followed by recommendations for project adjustments, stimulating competition among HSE researchers and research teams.

In 2015, HSE’s *International Organisations Research Journal* was indexed in the Web of Science. Two other scientific journals published by the university are indexed in international databases: the *Foresight and STI Governance Journal*, whose English version was launched in 2015, is indexed by Scopus (since 2013), and the *Moscow Mathematical Journal*, published in English, is indexed by Web of Science (since 2014). Fourteen other scientific journals meet international standards and requirements, and 12 of them are currently under review in Scopus. Fourteen more scientific journals have been indexed in the Russian Science Citation Index (RSCI), which is hosted on the Web of Science platform.

In order to foster the international circulation of HSE research results, the university issues 15 series of preprints published in English on open databases (Social Science Research Network, RePEc and eLibrary.ru). In 2015 220 preprints were published, and a new preprint series on Urban and Transportation Studies was launched.

The HSE Academic Writing Center, where native English speakers are employed, helps HSE faculty members and researchers to boost their academic writing skills in compiling English texts. In 2015, 466 academic staff members received linguistic support at this center while preparing their articles.

Within the applied research program, HSE has implemented as many as 362 projects with the total cost of more than 1,640 million rubles (on the same level as in 2014) for 195 customers, including 10 surveys for the Presidential Executive Office and 26 projects for the Government of the Russian Federation. In 2015, HSE continued its cooperation with the Eurasian Economic Commission and implemented the following projects for the Commission: a formation system for statistical indicators of the Customs Union and the Common Economic Space; an integrated analysis of global best practices of information support for state (municipal) procurement (including Eurasian Economic Union countries); a comparative analysis of law and law enforcement in the Eurasian Economic Union and World Trade Organization.

HSE runs a special program that aims to support international research partnerships, providing funding to cover HSE researchers’ participation in the activities of OECD commissions, as well as in other events and activities related to the implementation of joint projects with international partners (59 events in 2015). A new system of monitoring for applied research projects and research fund competitions has been introduced. In 2015, HSE research units received information on 315 relevant competitions and took part in 203 competitions. Every second application from HSE was successful.

HSE’s innovation base is growing through various entrepreneurial contests that bring together young entrepreneurs and innovators with venture specialists and investors. In 2015, the university provided infrastructural support to 250 innovative projects.

UBI Global ranked HSE’s business incubator number 14 in the University Associated Business Incubators 2015 rankings, making it the only Russian incubator to appear in the Top 25.

**Strategic Initiative 2: Creating and promoting globally oriented educational products**

In 2015, 678 HSE students joined international academic mobility programs. Most programs were hosted by universities in Germany, France, Norway, the UK, China, South Korea, and Japan.

The number of foreign students participating in HSE academic mobility programs almost doubled compared to 2014 (689 students in 2015). Three hundred sixty incoming participants came from non-CIS countries, most notably from Germany, South Korea, the USA, China, and the UK. Significant growth in the number of foreign students involved in HSE mobility programs was achieved both through student exchange programs in partnership with foreign universities and special short-term educational programs (such as Summer University and Semester in Moscow). One hundred three students from 15 countries representing 29 universities attended HSE’s Summer University program. According to the survey results, 88% of respondents would definitely recommend this program to other international students.

The university offers 15 English-taught Master’s programs to Russian and foreign students (vs. 13 in 2014). In the 2015/16 academic year, 568 foreign students were enrolled in these programs. Two more Master’s programs in English (in applied statistics and linguistic theory) have been launched and will welcome their first students in the 2016/17 academic year. Forty one educational programs, including 36 double-degree programs, are implemented in partnership with the leading universities of the UK, Austria, Germany, the Netherlands, Italy, Luxemburg, Finland, the USA, and China. Two additional double-degree programs have been developed and are ready to be launched – a Master’s program in International Business in partnership with the University of South Carolina and a Bachelor’s program in International Relations developed jointly with the University of London.

In the 2014/15 academic year, the share of English-taught courses at HSE went up to 13%, and in 2015/16, it reached 18% (14% in undergraduate programs and 27% in Master’s programs).

In the field of eLearning, two projects facilitate the university’s entry onto the global educational market: collaboration with the Coursera platform and the new National Open Education Platform project. HSE has launched 36 courses on Coursera, five of which are delivered in English. In total, 510,000 learners from 195 countries signed for HSE courses, 1.5 times more compared to 2014. Top 10 countries by the number of learners are Ukraine, Belarus, Kazakhstan, Germany, Latvia, Israel, the USA, the UK, and France. Over 15,000 learners have already completed HSE courses. In 2015, HSE together with 7 leading Russian universities initiated a project aimed to establish a National Open Education Platform in Russia. In 2015, HSE published 14 courses on this platform and 30,000 learners signed up for these courses, representing 20% of the platform’s total users. HSE actively uses eLearning instruments in its own educational programs.

A new major-minor study model was introduced for undergraduate programs in 2015/2016, focusing on personalized learning and expanding research and project components in education. In addition to the core part of the program (major), each undergraduate student is free to choose a minor – a block comprising of 4 courses in the same field. Students selected 17 minors out of the 26 that were offered. Data Mining, Management, Financial Economics, and Psychology were the most popular choices. Project work has been included as an additional element for undergraduate and specialist programs. An electronic “Projects fair” was created, where clients can propose projects, place their offers, and publish vacancies for students. As of late 2015, 127 student projects were in progress and 34 projects were open for students. The research and project component of HSE’s educational programs has increased to 18.7%. To promote personalized learning at the Master’s level, the Magolego program was introduced to allow students to select additional courses from a pool of university-wide courses. Forty four Magolego courses are offered in 2015/16, and each student should opt for at least one additional course.

New standards for doctoral programs have been introduced, and the transition to the doctoral school model has been completed. One hundred nineteen doctoral students were enrolled in full-time doctoral programs in 10 fields of study, with each student supposed to spend from 1 month to a semester doing a research internship at a foreign university.

HSE continues to develop an independent quality assessment system for its educational programs, which includes different types of accreditation and certification, as well as expert review of educational programs, with participation by international experts in some cases. In 2015, 28 educational programs passed independent expert reviews, and 12 of them went through the accreditation procedure.

In the framework of the educational programs management model, a performance evaluation system for academic supervisors and program coordinators has been developed and is now being implemented. The share of coordinators eligible for a bonus based on their level of English language proficiency was 46%.

**Strategic Initiative 3: Attracting talented students**

HSE is actively expanding its partner relations with leading foreign universities, especially those in Asia and Latin America, which are relatively new markets for the university. Sixty eight new agreements on cooperation and student exchanges have been signed, including 22 agreements with 15 universities from Asia and Latin America that rank in Top 300 global rankings. HSE advertising campaigns held in China, the USA, Spain, Turkey, Israel, Mongolia, and in the countries of Eastern and Central Europe reached more than 5,000 people. As a result, there has been significant growth in the number of applications to HSE degree programs from non-CIS countries: from 181 applications in 2014 to 1028 applications in 2015, a third of which came from students in Asia and Latin America.

The total number of international students enrolled in HSE degree programs has increased by 1.5 compared to 2014. In 2015, 1451 international students studied at HSE (vs. 952 in 2014), including 211 from non-CIS countries (vs. 132 in 2014). Seven hundred ninety-five international students were admitted to the university (vs. 468 in 2014), and 142 of them came from non-CIS countries.

International standards of international student recruitment have been introduced for HSE’s English-taught Master’s programs: electronic applications, customer-oriented interaction, portfolio competitions included in entrance examinations. Seven hundred twenty-seven applications have been registered in the recruitment system, and 189 prospective students were recommended for admission.

HSE Olympiads and academic contests in all fields of study offered by the university are held throughout Russia, the CIS countries, the Baltic states, and Central and Eastern Europe, and they prove to be an important instrument for attracting talented international and Russian students. Forty-six thousand people took part in HSE’s Olympiads for prospective undergraduate students, including 2,000 international participants. Four thousand three hundred fifty people took part in HSE’s competition for prospective Master’s students, including 880 international participants. The International Youth Competition has been held for international applicants to HSE’s Master’s programs since 2014. In 2015, about 5,000 people from the CIS countries, Baltic states, and Central and Eastern Europe, as well as from Israel, Mongolia, and Georgia, took part in this competition. Twelve winter schools were organized for prospective Master’s students (about 3,200 applications, 527 participants), including a school with English-taught classes for foreign applicants that accommodated 65 participants from Europe, Asia, and North America.

The number of students enrolled at HSE Lyceum (secondary school) has increased from 450 in 2014 to 1123 in 2015. HSE Lyceum builds on the advanced study model, based on a new generation of standards for secondary education, and offers unique courses developed by HSE professors. In 2015, HSE Lyceum ranked number 24 in the Top 500 ranking of best schools in Russia. The concept of a distributed HSE Lyceum that was introduced is based on HSE building network communications with 20 secondary schools in Moscow. Seventy-one special-purpose grades were set up in partner schools, where 1079 school students study in courses developed and implemented with the participation of HSE professors and HSE Lyceum teachers. The total number of HSE partner schools throughout Russia with access to HSE educational resources and methodological support has increased up to 256.

HSE continues to develop services for Russian and international students in the following areas: adaptation, academic support, career development, psychological counseling, student initiatives support, inter-cultural communications, and others. Thanks to support provided by HSE administrators, international students take part in the university teachers’ rankings and are active in HSE extra-curricular events, the Professor Club, and Student Club meetings. According to the results of the annual student survey that included international students, 66% of respondents gave a positive assessment of the university’s services.

**Strategic Initiative 4: Faculty and staff for a research university**

In 2015, 19 faculty members were hired through international recruitment procedures. The selection had been made from 156 candidates out of 488 applications. In all, 290 PhD specialists from foreign universities are employed at HSE on employment contracts (vs. 170 in 2014). The international recruitment initiative is expanding – a call for applications in 2015 has been opened in 17 academic areas.

Within the Post-doctoral Fellowship program, HSE selected and hired 25 researchers (out of 112 applicants) on a one-year contract basis for various HSE departments and international laboratories.

HSE applied the principles of international recruitment to national hiring procedures, including widely announced open calls, competitive selection, sample lectures and interviews, and results expert review. According to competition results in 2015, 827 faculty members were selected. The number of Teaching Assistants amounted to 1374, resulting in an average to 0.8 TA per teaching staff member.

A new system of basic requirements of commitment from HSE academic staff was designed in the form of a single contract, which stipulates mandatory involvement of teachers and researchers in three types of activities: teaching, research, and administrative work. The share of each component may vary, depending on the talents and capabilities of each academic staff member.

The HSE Young Faculty Support Program involves 230 faculty members. The program is targeted at different faculty categories and includes programs of specialized training and advanced training. Young Faculty Support Program participants have an opportunity to receive university grants on a competitive basis (124 in 2015) and take internships at the foreign leading universities.

In 2015, 46 administrative staff members took part in the Administrative Staff Development Program, which focuses on the professional development of managers and on enhancing collaboration between administrative units. Program participants are expected to design and implement a project aimed at improving HSE business processes and university services.

A comprehensive advanced training program is being implemented for HSE faculty and staff. In 2015, 802 faculty members and 463 administrative staff members participated in the program.

HSE continues to work on its result-oriented remuneration system designed for faculty members, which develops mechanisms that stimulate publications in leading international journals, teaching in English, supporting students, etc. Although the efficiency criteria have been gradually raised, the number of faculty members who met the criteria and gained eligibility for additional result-based rewards has grown up to 69% for permanent faculty staff.

In order to stimulate individual and team research productivity, the HSE Scientific Fund provides support to researchers in various forms including travel grants (279 grants in 2015) and individual research grants (149 in 2015), co-financed state research grants (56 projects), and funding to academic and research groups headed by professors with intensive students involvement (30 projects).

The scope of administrative and social support services offered to HSE international academic staff in order to facilitate their integration into the university academic environment has been expanded, and according to survey results, 55% of international academic staff gave positive feedback for HSE adaptation services.

As a result of the complex support system available to teachers and researchers, over the last three years HSE has significantly increased its positions in international rankings in the fields of economics, social sciences, and humanities (see above).

**Strategic Initiative 5: Creating a market-oriented management system**

The creation of large academic divisions (mega-faculties) by merging faculties and previously independent educational and scientific units within respective subject fields has been completed, with 10 mega-faculties having been established. The new management structure facilitates cross-disciplinary research in the most promising research areas and ensures close inter-disciplinary interaction in research and educational process.

Former faculties were given the status of departments and schools, and educational programs have become the main management units inside a faculty. Departments concentrate on specific fields of study and are responsible for teaching all courses in their field at all HSE faculties. Heads of educational programs prepare curricula, select teachers, and control the entire educational process. In this way, departments are responsible for their own HR policies with due account for the requirements of the heads of educational programs.

In 2015, financial administrative functions and responsibility for meeting the target indicators were delegated to faculties. A part of the resources (from 40 to 50%) from the all-university academic development funds was allocated to them to be used for the development of education and research. The funds are distributed on a competitive basis by faculty committees.

In order to foster the faculty members’ participation in university administrative activities, HSE is implementing the “shared governance” concept for the administrative processes design. Sixty percent of HSE business processes operate in accordance with this model.

The transition to administration driven by educational programs has been completed: a communication pattern for heads of educational programs, departments, and faculties was finalized, and the budgeting model for educational program was introduced, as well as criteria for performance assessment of academic supervisors and program coordinators. In accordance with the new principles of studies organization, the functionality of electronic systems that support the study process (Learning Management System) has been significantly expanded.

The student self-government system continues to develop, the number of HSE student organizations has increased from 45 to 63, with over 5,000 students participating as members of these organizations. The university provides financial support to student initiatives (including socially important projects, creative and educational projects, projects aimed to create a comfortable university environment, etc.). In 2015, HSE supported 34 student projects.

**Strategic initiative 6: University’s social mission**

In the field of cooperation with the urban community, the University Open to the City project is fully functional, offering open lectures and public events (HSE Day in Gorky Park, cultural and charity events, urban amenities, etc.). In 2015, over 58,000 people attended events hosted by HSE, including 4,500 people who attended open lectures by HSE.

A representative office of IAVE, the largest international volunteer association, was opened at the university.

Free consultations on legal and social matters have been organized for Moscovites: 365 consultations and 5 roundtables were held to bring together Moscow residents and representatives of the city administration to discuss the most relevant issues.

The university assists in the professional development of school teachers: in 2015, 4,600 teachers participated in HSE CPD programs.

HSE is a leading institution involved in coordinating the activities of two Russian universities associations: the Association of Top Universities in Economics and Management and the Global Universities Association, which includes member universities of the 5-100 Project.

HSE initiates discussions on current social, political, and economic issues among representatives of the civil society, government, business, and academic community: in 2015, 52 events dedicated to the development of civil society were held and included the participation of HSE students.

**Strategic initiative 7: University’s international positioning**

Analysis of HSE’s reputation was performed to study awareness of the university brand among different target groups outside Russia. Based on the study results, a comprehensive strategy was developed for the promotion of a newly designed English-language university brand – HSE University – to be promoted internationally through media relations, participation in education fairs, advertising through the English-language educational resources, etc.

As a result of improved communications with international media, the volume of foreign publications that refer to HSE has increased (7,840 publications in 2015).

The number of references to HSE via the university’s official social media accounts has grown by 43.8%, due greatly to the expansion of HSE’s presence on LinkedIn. The number of subscribers to HSE English-language accounts has increased by 65%, and an English-language account was opened on Instagram. Total references to HSE on social media exceeded 250,000 in 2015. HSE ranked second after the Financial University in the Interium ranking of Russian universities by social media audience outreach.

1. One at the HSE Institute for Statistical Studies and Economics of Knowledge and one at HSE Centre for Neuroeconomics and Cognitive Studies (fully equipped with modern software and hardware for experimental activities). [↑](#footnote-ref-1)