

STAGE TWO OF THE ROADMAP for the National Research University “Higher School of Economics”, SUMMARY

HSE strategic goal is to become globally recognized research and teaching university, and join the ranks of the world’s leading research universities in social sciences, economics, humanities, computer science and mathematics.

Major challenges identified in 2012:

- *Research and development:* insufficient participation in the global research agenda (HSE’s research is predominantly focused on Russia); insufficient faculty publishing in reputable international journals; low international visibility of the university.
- *Education:* insufficient curriculum flexibility; lack of communication between research and teaching departments; weak promotion of HSE education beyond Russia; lack of recognition of the HSE brand outside Russia; very few programs attractive to international students; as a result, very small international student body.
- *Faculty:* very few internationally recognized experts at HSE; relatively low level of support services for integration of foreign experts in the HSE academic environment; few faculty offer courses in English.

Target indicators and actual results of the Roadmap Stage I:

Target indicators	2013 (target)	2013 (actual)	2014 (target)	2014 (actual)	2016 (target)	2020 (target)
Number of unduplicated articles per faculty/staff in Scopus and Web of Science databases	0.35	0.35	0.45	0.64	0.7	2.0
Average unduplicated citations per faculty/researcher per year calculated from the Web of Science and Scopus databases	0.45	0.56	0.6	0.96	1.3	4.0
Percent of international faculty and researchers including Russian nationals with PhD degrees from international universities	5	5.1	5.5	6.7	7	12
Percent of international students (including CIS students) in HSE programs	3	3.61	4	5.34	6	12
Percent of two plus credit courses taught in English	5	9.7	8	10.0	12	20
Percent of credits received by the students for research and project activities	8	10	9	17.0	12	20
Number of open on-line courses (MOOCs) launched by the HSE on reputable international platforms	3	0	10	14	100	250

Key Targets of Roadmap Stage I:

- To create internationally competitive research teams and educational programs;
- To create university environment consistent with the global university.

Main Achievements of Roadmap Stage I:

– *Enhanced emphasis on socioeconomic sciences* ensured improved rankings: the HSE was included in the QS Social Science & Management (ranked 232) in 2014, moved from 117th in 2013 to 108th in 2014 in the Social Science Research Network (SSRN), ranked number one in Russia and rise up to international rank 55 in 2014 from 155 in 2013 in Research Papers in Economics (RePEc) and ranked 58 in the QS BRICS HSE in 2014.

– *Internationalization strategy with focus on Master's and short-term programs* proved its effectiveness and helped increase the number of international students from 3% in 2012 to 5.3% in 2014. In January 2015, the HSE was awarded the Andrew Heiskell Award¹ for its achievements in internationalization of education; in 2013-2014. Four Master's programs of the HSE School of Management were included in the top 10 Eduniversal Best Masters Ranking for the East European Region.

– *Innovative mechanisms for support and motivation of publishing activity* led to rapid growth in the number of publications in the peer-reviewed international journals (1.5 times per year).

Main Lessons and Challenges of Roadmap Stage I Implementation

1) *The efforts and strategies to promote HSE brand internationally* proved inefficient, and did not succeed in improving HSE's recognition by the international academic community. In order to bring success in this area, a special Strategic Initiative "International Positioning" was included in Stage II of the Roadmap. The Initiative is aimed at improving the HSE's visibility for various target groups: applicants, international academic and expert communities, and global employers.

2) *The existing mechanisms of student recruiting for Master's and PhD programs* appeared to be inadequate; therefore, Stage II will include a comprehensive project involving the expansion of the Master's preparatory department and designing a new Master's – PhD track.

3) *The Structured PhD Program launched during Stage I* proved effective, but has included a small number of areas of PhD students' training so far. Stage II plans to expand the training of PhD students at both research departments and graduate schools.

4) *The limited capacity of HSE physical infrastructure has not allowed any substantial improvement of the working conditions for faculty and researchers during the Stage I*, thus hampering the university to attract the best staff. The situation should be changing with some new HSE buildings being constructed. Their completion will allow HSE to become much more competitive.

HSE Strategic Initiatives (SI): Main Results of Stage I, and Key Steps for Stage II

SI 1: Achieving International Competitiveness of Research & Development and Expert Evaluation and Analysis

The above Strategic Initiative shall be implemented through three main priorities:

1) Develop large research units with a high potential for inclusion in the top global research (mathematics, science and technology studies, foresight studies, educational research, social and economic policy research).

2) Support individual groups engaged in high-end research.

¹ Institute of International Education (IIE) award for Innovation in International Education

3) Encourage quality research and publishing activity of HSE individual employees.

Main objectives of Priority 1:

- Focus the activities of large HSE research centers on priority research areas based on corresponding roadmaps,
- Provide necessary resources for the above centers, including the allocation of funds to invite leading foreign scholars, host international conferences, and enable participation of the HSE scholars in international conferences.

At Stage I, the most competitive HSE research units have been identified and received targeted support: two centers of excellence were established (one in statistics and knowledge economy, and another in neuroeconomics and cognitive research).

At Stage II, the new centers of excellence will be established in promising interdisciplinary areas, such as mathematical analysis of economic and social processes; supercomputer analysis of economic and social models; sociology and economics of education; and social policy management.

Main objectives of Priority 2:

- Support the work of established international laboratories,
- Invite post-doctoral fellows and leading foreign scholars under short-term contract arrangement to work in HSE research units thus bringing those units up to the international level,
- Involve both undergraduate and graduate students in research conducted by international laboratories.

At Stage I of the Roadmap implementation, a network of 22 international research laboratories was established. The leading foreign scholars in economics, sociology, management, educational studies, psychology, history, mathematics, computer science and are either leading those laboratories or actively involved in the research.

At Stage II, individual international laboratories will be integrated with educational and research departments to form larger research centers. An additional emphasis will be made on various means of foreign scholars' involvement in research. Laboratories will be encouraged to collaborate with international research centers and Russian Academy of Science (RAS) institutions, including, among all a variety of networks. The key areas of collaboration with the RAS at the next stage will include sociology, economics, and international relations.

Main objectives of Priority 3:

- Motivate scholars to move from national to international standards in their respective research areas,
- Ensure HSE scholars' participation in international research (currently, about 50 percent of scholars are working outside the global research agenda), with the active use of all academic instruments available to the university, including the development of skills of preparing publications in English; introducing HSE research journals into scientific citation indexing service databases Web of Science and bibliographic database Scopus; international expert review of the outcomes of the research projects; posting English preprints of research papers in specialized international repositories (including SSRN, RePEc), etc.

During the first stage an evaluation system of the faculty and researchers' publishing was developed and tested; a project was launched to promote the HSE research journals to the

international level and their inclusion in Scopus and Web of Science (two journals were included, 12 submitted for expert review in Scopus or are currently in process of expert review).

Multiple academic instruments have proved their effectiveness and will continue to be used at Stage II, in particular due to decentralization of research management when the management functions were transferred to the school level with specialized research committees were focused on achieving concrete results in subject areas.

The following will be further implemented in the area of *applied research*:

- Create research centers for comprehensive interdisciplinary projects: in 2014, the HSE, under the RAS Institute for Energy Research and in collaboration with the NOVATEK company established Institute of Energy to implement, among other things, the forecasting of global and regional energy markets, and plan joint activities of BRICS countries; in 2015, it is planned to establish the Institute for Transport Economics and Policy,

- Implement targeted programs to support joint international research, including international comparative studies in collaboration with the OECD, Eurostat and UNESCO.

In the area of *expert and analytical activities*, the HSE has expanded the scope of work for the Government of Russian Federation, federal ministries and agencies; in particular, the expert and analytical support for the Russian anti-crisis policy will become a priority for Stage II. The HSE will become a facilitator of international applied studies on transition economies within the framework of cooperation with BRICS countries.

SI 2. Creating and Promoting Globally Oriented Educational Products

The educational products and technologies used in educational management and organization will be further updated and expanded at Stage II taking into account globally acknowledged standards and trends and emphasizing the following priorities:

- Introduce a new educational model and develop its support mechanisms, including educational program management through the institute of academic leadership and logistic support from the teaching units;

- Expand the line of HSE educational products that will be attractive on the global market;
- Integrate the HSE into the global online educational space.

Using Priority 1 framework, Stage II will complete the implementation of new educational standards (the major-minor study model) providing for individualized students' learning trajectories with flexible adjustment to labor market requirements, tutorial support, development of applied and research competences, and project-based study modes.

Using Priority 2 framework, 13 competitive Master's programs in socioeconomic disciplines, computer science and mathematics taught in English were opened at Stage I, and the number of joint degree programs in cooperation with leading universities from the United Kingdom, Germany, Austria, the U.S.A., France, The Netherlands, Italy, Finland, Luxemburg and China has reached 38 in 2014 from 21 in 2012.

At Stage II, new programs in English will be introduced at Bachelor's, Master's and doctoral levels, and short-term study formats attractive to foreign students will be offered: a summer university, composite programs, and one-year Master's programs. The priority has been given to the following concentrations: computer science, economic and social policy, and management. The proposed educational products' consistency with the requirements of the

global market is continuously monitored by external evaluations, including international accreditation.

Using Priority 3 framework, a process has been launched to integrate HSE into global online educational space which will help promote the university brand: in 2014, HSE offered 14 Coursera-based courses designed by its leading instructors in Russian and English; over 340,000 students from 192 countries have registered for those courses.

At Stage II, HSE will offer 60 open online courses based on international platforms (mostly in economics, management and sociology). Part of the university integration into the global online educational space includes active use of online products offered by the world's leading universities in the HSE educational process.

SI 3. Attracting Talented Students

This Strategic Initiative includes the following priority areas:

- Attract the most talented Russian schoolchildren into HSE undergraduate programs,
- Attract the most talented graduates of Russian higher education institutions into HSE Master's and doctoral programs,
- Attract eligible international students into all HSE programs.

HSE strategy within Priority 1 has proved to be effective and will be continued with an emphasis on early recruitment of high school graduates and active engagement of schoolchildren. The following forms of work will be used:

- The university's own lyceum and a network of "affiliated" schools across Russia,
- Olympiads for high school students (38,000 participants in 2014, including 4,000 foreign citizens from 20 countries).

Priority 2 will become the SI 3 key priority at Stage II and will include:

- An Olympiad for the applicants to the Master's program in the CIS and Baltic countries (more than 4,500 participants in 2014),
- Summer and winter research and education institutes for Russian and international students in partnership with foreign universities (more than 1,500 participants).

As to the Priority 3 (international student enrollment), the paradigm "*CIS-non former Soviet Union (FSU) countries*" is being replaced by the paradigm "*Russian language programs – English language programs*". HSE is launching an active campaign to promote its educational programs in English both in the CIS and new markets: Central and Eastern Europe, India, China, USA, and Republic of Korea. Simultaneously, it will enter higher education markets in South East Asia (Indonesia, Malaysia, Vietnam), South America (Mexico, Brazil) and Middle East, including Turkey.

At Stage II, the HSE will introduce an international procedure for competitive enrollment into the Master's and doctoral programs, including online applications, portfolio competition, and online interviews in English or in two languages (Russian and English).

The university will increase its scholarship fund for talented international students and open special preparatory programs for international applicants to the Master's program (with an in-depth study of Russian).

At Stage II, the preparatory programs for international students will be opened at all levels of education, including the Bachelor's and Masters' programs, both for those who want to study in Russian and those who want to study in English.

SI 4. Faculty and Staff for a Research University

The HSE personnel policy is being implemented in three areas:

- Active recruitment from the international academic market,
- Enhanced competition and increased requirements when recruiting for faculty positions,
- Personnel professional development.

Using the Priority 1 framework, the university has built a system of faculty and researcher recruitment at the international labor market: over the last two years, 43 faculties have received tenure-track contracts and 29 researchers have been employed as part of the post-doctoral fellowship program. HSE is creating a system to integrate foreign experts into university environment: a common English language information space, a system of English-based services, and social assistance programs have been established.

At Stage II, the post-doctoral fellowship program will be significantly expanded; complete and easily accessible information on all issues related to the employment and work of foreign experts at HSE will be provided, and the share of English speaking administrative staff will increase.

Using the Priority 2 framework, the HSE has been applying international principles of competitive recruitment from the domestic market which includes a large-scale advertising campaign to attract the best non-HSE candidates, a substantive review of submitted research, and presentations made in person by the candidates.

At Stage II, the competition requirements will be gradually increased to bring qualification requirements closer to international standards. A *standard faculty/researcher contract* will be introduced to combine three types of responsibilities of all faculty members: research, teaching and administrative work or community service. Transition to such a model will certainly improve the quality of teaching, research and service.

Using the Priority 3 framework, the university has established a system of professional assistance to and professional development of its faculty (paid for by the university). The system includes a broad range of professional development courses (with an emphasis on the study of the English language, advanced research and teaching methods and educational technology), academic mobility programs, international publication support programs, and assistance in establishing international partnership programs. Those programs as well as professional development programs for administrative staff have proved their effectiveness and will become an integral part of the university's long-term personnel policy.

A special *Young Faculty Support Program* will guarantee the renewal of the faculty and attract the most talented students to academia and research. In addition, the program includes assistance in professional development of young faculty and researchers and programs to recruit teaching assistants and junior researchers (in 2014, about 1,000 young people were recruited under this program).

At Stage II, the university will further develop a leadership reserve program launched in 2014. The program aims to provide professional development of young promising leaders and managers and involve them in reforming the HSE management system. It will become a source for HSE senior management renewal.

SI 5. Creating a Market-oriented Management System

A market-oriented management system guarantees HSE's ability to compete effectively in special professional markets; however, internationalization requires rapid development and effective management of all types of resources.

The HSE management system already has some competitive advantages:

- The university's research and education have been established over the last 10-15 years; thus, they do not have a Soviet "ballast" and from the very beginning have been oriented towards active markets,
- The university implements an aggressive growth strategy, it allocates 30 percent of its budget to development needs, and a high share of external revenue (not coming from the federal budget) supports flexible financial policy.

By now, HSE has established principal elements of the target management system model:

- A change management system is coordinated by the Strategic Management Committee headed by the university Rector,
- Feedback mechanisms are supported by the internal system of monitoring and social research system,
- Resources are concentrated using the university's targeted programs and a system of economic incentives to encourage the productivity of faculty and researchers by means of competitive support mechanisms and external expertise,
- There is a well-developed system of committees and task forces that include researchers, teachers and outside experts,
- Management contracts link remuneration to performance,
- Financial reports are prepared in compliance with international standards and audited by an independent international auditor (PwC).

HSE is evaluated and supported by the country leadership:

- The HSE Supervisory Board is chaired by the First Deputy Chief of President's Administration Mr. V.V. Volodin;
- The Supervisory Board of the Development Program is chaired by the Moscow City Mayor Mr. S.S. Sobyenin;
- The Board of Trustees is chaired by the Sberbank President and Chairman of its Management Board Mr. G.O. Gref;
- The International Advisory Committee is chaired by the Nobel Prize Winner Professor Eric Maskin.

At Roadmap Stage I, the university started establishing large academic units (*megafaculties or megaschools*) combining teaching and research teams working in rather broad fields (economics, social sciences, humanities, arts, computer sciences, law, mathematics, electronics) and integrating all types of activities. In future, such structure will provide an interdisciplinary approach to the development of intellectual products and make the megafaculties the drivers of HSE's growth in the respective knowledge areas. Authority and resources will be delegated to the megafaculty along with the establishment of a system of performance indicators and application of the university-wide management principles.

Management development at Stage II will focus on:

- Separating strategic management into an independent management system, and delegating day-to-day operational management to the level of the megafaculties and research institutes;
- Introducing performance-based management principles at all levels of the organizational structure, including the establishment of performance-based incentive system for managers and administrative staff;
- Continuous upgrading of criteria for resource allocation and modernizing the financial management system, including placing educational programs into special budget;
- Accelerating management decision making by decentralizing and optimizing administrative procedures with the help of IT.

In view of the achieved scale of operation (following a twofold growth over the last five years, HSE has become one of Russia's largest universities by revenue, enrollment and research budget), the university is entering a period of a slower revenue growth, which dictates much higher expectations for its operational effectiveness.

At the same time, prioritizing investment in development, recruiting international faculty and researchers and maintaining high level of personnel salaries are still among HSE's financial policy priorities.

SI 6. University Social Mission

Implementation of the social mission includes three key directions:

- Social and cultural activities in Moscow,
- Development of education in Russia,
- Establishing communication grounds for authorities, experts and society on social and economic development of Russia.

Using Priority 1 framework, HSE has launched a project entitled *A University Open to the City* that includes open lectures of HSE scholars in Moscow museums and culture centers, and organization of cultural programs (in 2014, the audience exceeded 7,000 people). There is a special socio-educational project – *Science without Borders* – which is designed for schoolchildren with disabilities and features monthly lectures for Moscow City boarding school pupils and delivered by HSE faculty. At Stage II, HSE will expand its volunteering and charity programs.

Priority 2 has the following priorities:

- To support the associations of Russian higher education institutions,
- To design and disseminate new educational standards in social and economic disciplines,
- To train teachers from Russian schools and faculty from higher education institutions as well as education managers,
- To support open educational and scientific/research resources.

Stage II assumes the launching of the new teacher training projects, including web-based projects, and active promotion of HSE's own massive online open courses.

Using Priority 3 framework, HSE organizes a wide range of open research and outreach events (over 300 events a year) at which experts, representatives of public authorities and civil society discuss important social and economic policy issues.

At Stage II, HSE will strengthen its role of a competent facilitator between public and municipal authorities in areas such as local government, urban planning, transport, social and economic policy.

SI 7. University International Positioning

HSE will have the following priorities with respect to its international positioning:

- Create and promote HSE’s international brand and, in course of this promotion, position the university’s “young age” as its readiness for innovation. Simultaneously, the accent will be made on HSE’s leadership in socioeconomic sciences in Russia and its rapid development in the fields of mathematics and computer sciences;
- Prepare and promote electronic and printed materials in English describing the university’s key characteristics, distinctive features, and values (unique programs, internationally recognized faculty, corporate code of ethics);
- Promote HSE’s English-language website in social networks, professional communities and in international scientific and educational web-based resources. Use a variety of advertising resources and link them to HSE research publications;
- Promote HSE’s best educational programs in the global market;
- Implement targeted programs to improve HSE’s visibility in the international academic community and among global employers. It will be achieved by building HSE’s active presence among global experts, establishing contacts with foreign media, active participation in reputable international conferences and exhibitions, promoting HSE’s research in specialized research networks, by communicating with the HSE Alumni Association, and developing partnerships with international companies that employ HSE graduates.