

**GLOBAL COMPETITIVENESS PROGRAM
OF THE NATIONAL RESEARCH UNIVERSITY
“HIGHER SCHOOL OF ECONOMICS”**

Rector



Yaroslav I. Kouzminov

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Program development team:

Yaroslav I. Kouzminov	Rector
Evgeny G. Yasin	Academic supervisor
Alexander N. Shokhin	President
Leonid M. Gokhberg	First vice-rector
Vadim V. Radaev	First vice-rector
Alexander T. Shamrin	First vice-rector
Lev I. Yakobson	First vice-rector
Andrey B. Zhulin	Vice-rector
Andrey V. Klimenko	Vice-rector
Ksenia D. Muratova	Vice-rector
Alexey V. Novoseltsev	Vice-rector
Sergey Y. Roshchin	Vice-rector
Vladimir A. Samoylenko	Vice-rector
Maria M. Yudkevich	Vice-rector
Irina G. Karelina	Development program director
Olga A. Moshkova	Director for international cooperation
Elena M. Yudina	Finance director
Dmitry S. Semyonov	Assistant to Rector
Zhanna I. Smirnova	Assistant to Rector
Igor S. Chirikov	Deputy first vice-rector

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Support to the HSE application in writing has also been expressed by:

- Sergei Sobyenin, Mayor of Moscow;

- Igor Agamirzian, CEO of the Russian Venture Company;
- Professor Craig Calhoun Director and President, the London School of Economics and Political Science, United Kingdom;
- Professor Luke Georghiou, Vice-President for Research and Innovation, the University of Manchester, United Kingdom;
- Doctor Karl Dittrich, President of the Association of Universities in the Netherlands;

Letters of support are attached to the section «Other documents» of the application.

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Section 1. Strategic Goals and Indicators. Future Model of the University

1. Strategic Goal of the University

National Research University Higher School of Economics (HSE) opened in 1992 as a small master's school in economics. Over the past 20 years, it has become one of Russia's largest universities in economics, social science and humanities and earned reputation of a national leader in higher education. One of its unique features has been its direct involvement in socioeconomic reforms in Russia, which has allowed HSE to develop the model of a "project and research university" where education, fundamental and applied research and "think tank" activities are combined for comprehensive society development.

In its Decree No. 1177-r of August 12, 2008, the Russian Government calls on HSE to improve in order to compete with leading international educational and research institutions in social sciences and economics. The strategic goal of HSE is to achieve the level of research and education that would be recognized globally and to join the world's top research universities in the following fields:

- Economics and social sciences (including law, management, sociology, and political science)
- Humanities and communications
- Mathematics and computer science.

2. Target Model of the University

2.1. Mission Statement

HSE's mission is to advance Russia's global competitiveness through providing high quality education and conducting state of the art research in economics, social science, information and computer science, and humanities. Due to the long-term isolation of the Soviet scholars from the world's most advanced research, it is important now to expedite and intensify Russia's participation in global information, socio-economic and humanities exchange. HSE shall play a key role as a research university integrated into international projects and networks for creation and circulation of knowledge and know-how in the aforementioned fields.

On the global market of educational services, research and development, HSE shall become

- A center for integrating Russia into international networks of knowledge and technology in social sciences and humanities
- A place where the most talented high-school graduates from Russia and other countries can get an education that would be competitive with the world's top universities
- An international leader in research & development on transition economies and societies

HSE sees its present and future role in developing Russian regions and economic sectors as the following:

- A center for converting the results of fundamental studies and applied research into reforms to modernize the country and create public benefits;
- A catalyst for transforming learning environment ensuring education of a high caliber specialists in economics, social sciences, humanities, mathematics and information technologies
- A platform for testing, adapting and implementing world class academic standards and practices into Russian academic community.

2.2. Reference Group of Universities Chosen as Models

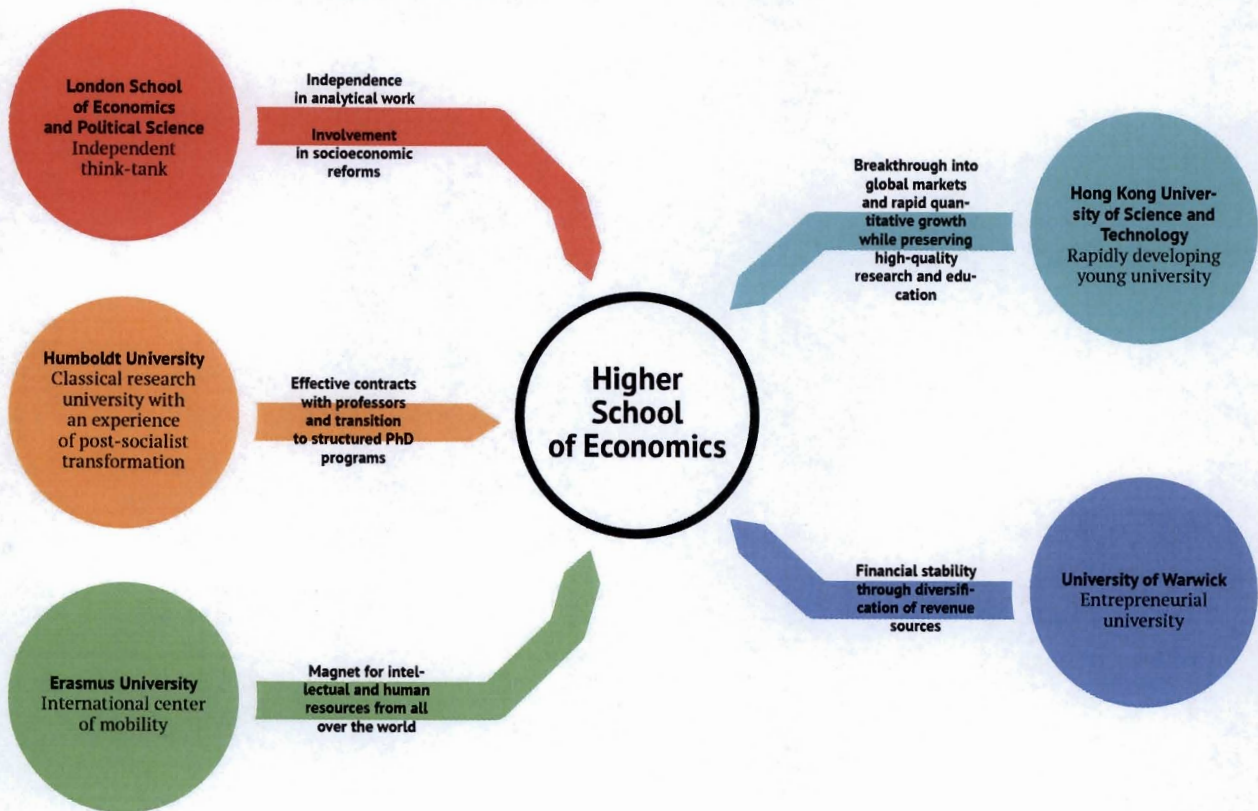
HSE is a young university that was established and developed with methodological support of leading European universities that continue to be its strategic partners today: **the London School of Economics and Political Science, Erasmus University Rotterdam, the Humboldt University of Berlin.**

The development of HSE, which quickly joined the ranks of top Russian universities and is now paving its way to the global academic market, has led it to identify two additional model institutions: young entrepreneurial universities that have managed to become an integral part of the international elite of higher education – **Hong Kong University of Science and Technology and the University of Warwick.**

At the new stage of its development, the Higher School of Economics is redefining its model to include several key characteristics and mechanisms for attaining competitive

advantages that are used by the abovementioned universities. These characteristics are described in Figure 1.

Figure 1. Competitive Advantages of the Universities from the Reference Group That HSE will Use to Attain International Competitiveness



2.3. Marketing Strategy

In virtually all of its fields, HSE is a leader on the Russian markets of research, consulting, and education. Thus, the HSE marketing strategy at its new stage of development aims at university's international competitiveness and building the HSE brand on the global market. Most of the ideas of the new HSE marketing strategy have been tested in some of its projects. The Global Competitiveness Program opens the way to effective implementation of those ideas.

2.3.1. Research

Key elements of HSE strategy in research include enhancing its international activities, investing in advanced most perspective research (research fronts), and developing the research mainstream and centers of excellence. The perspective research is defined in accordance with international standards, giving priority considerations to

comparative research and research conducted by HSE researchers included in international teams. At present, the following research directions are considered as the most productive:

- Socio-economic and historic analysis, institutional design of organizations, markets and economic sectors and the development of new interdisciplinary approaches to institutional analysis;
- Macroeconomic analysis and forecasting; problems of economic growth;
- Theory and practical applications of decision-making, mathematical modeling in social, economic, and political domains;
- Social, economic and cultural aspects of human capital development, demographic and migration processes;
- Financial economics;
- Economics of science and innovations, research, technology and innovation policies and foresight;
- Economics and sociology of education;
- Spatial economics and development of geographical clusters;
- Public administration;
- Role of culture and social structures in socio-economic development;
- Neurolinguistics and cognitive psychology;
- Algebraic geometry and related fields;
- Algorithms and methods for the analysis of big data, networks and graphs;
- Humanitarian foundations of social and economic structure

On the market of **applied research & development**, HSE caters to three main groups of clients: federal and regional government authorities, major public and private corporations, and international and foreign organizations.

The criteria for selecting an applied research project include project's contribution to strategic goals of socio-economic development of Russia, HSE's academic reputation, its potential for commercialization of fundamental research and ability to generate new themes, ideas, and possibilities for new fundamental research and/or HSE education programs.

The marketing strategy for *applied research and targeted research for the government* presumes the diversification of services for "traditional clients" at federal level, and also active engagement at regional and CIS markets.

The marketing strategy of *applied research services for businesses* assumes continuous cooperation with leading Russian and international companies through joint research and development projects. As a part of this interaction, HSE's brand analytic materials will be promoted, both general and industry specific (e.g., indexes of business development and business climate; technology trends' review). HSE's major partners in this cooperation will be

- Innovative companies looking for analytic materials on science, technology and innovations' development (including foresight research);
- Institutions in charge of technological platforms and territorial innovative clusters;
- Major Russian and foreign companies that will be interested in creating joint research and analytical centers.

HSE is aiming at expanding its niche on the market of *applied research for international organizations* (OECD, World Bank, European Commission, Eurostat, UNIDO, International Energy Agency, etc.) and other foreign clients. Such expansion assumes positioning HSE as a leading analytic and research institution on the problems of socio-economic, science and technology development of Russia, increasing HSE departments' participation in international projects.

2.3.2. Prospective students

The HSE marketing strategy on the market of educational services assumes advancing four key educational levels: bachelor's, master's, PhD, and continuing professional level. HSE focuses on the "elite" group in each of these areas i.e., the most talented and motivated students.

From geographic standpoint, bachelor's students will be primarily recruited from Russia and post-Soviet countries. Master's and PhD students will be recruited from leading Russian universities and universities abroad with the target of admitting at least half of postgraduate students from Russian universities other than HSE and at least ten percent

from foreign countries. The best master's and PhD students will not pay tuition or lodging fees, regardless of their country of origin. They will study for free based on merit only. International students shall also get the attractive possibility to attend a preparatory year or semester before beginning their master's or PhD studies to adapt to the new environment. A way of attracting master's students to applied master's programs, shall be the transition to the credit/module system for continuing professional education and possibility of transferring those credits if the students would like to pursue master's degrees. Continuing education will focus on high-tuition high demand programs and on expanding training services to the corporate sector. The steadily increasing offer of online full and part-time continuing education programs shall facilitate the geographic expansion of the market.

The ways of attracting talents shall be based on the principles of targeting desired groups and high selectivity, which are described in the strategic initiative in Section 3.3.

2.3.3. Employers

The marketing strategy on the employers' market aims at expanding mutually beneficial relations with Russian and international globally oriented employers. This will allow HSE to match the content of its educational programs and consulting and analytic services to the current agenda and corporations' future development plans.

Each program will use the services of the Advisory Council of Employers which will be actively engaged in keeping program curricula updated and making sure that graduates' competencies are in demand at global employment markets.

Special attention will be given to forming and developing partnerships with innovative companies that can commercialize the results of HSE research; another important task will be assisting high potential start-ups in business incubators.

2.4. University Information Infrastructure

The elements of the information infrastructure that are most actively developed by HSE today include:

- A university's web-portal (one of the most visited Internet sites among all Russian universities – 50.000 visitors daily)

- Subscription to the platforms of electronic library resources (one of the largest among European universities – 50 platforms)
- Open access electronic versions of leading scholarly journals and working papers in English
- Federal educational portal "Economics. Sociology. Management"
- Licensed databases of empirical research and a joint economic and social data archive
- Learning management system (LMS).

Subsequently, HSE plans to develop the aforementioned elements of its information and communications infrastructure and create collective open access centers around them. In addition, HSE will

- Develop an information system for supporting core business processes (with incorporated system for effectiveness evaluation)
- Expand the database of monitoring studies focusing on the studies which make possible international comparisons
- Integrate courses by HSE academics into open online courses (MOOCs)
- Internationalize HSE's corporate portal and open access resources

2.5. Faculty and staff

HSE is the only Russian university which was built from scratch and does not have any "unwanted" cadre. HSE is currently the most attractive employer on the academic market in Russia. The main deficiency with cadre is disproportionately high number of teachers versus researchers. Currently only 40 percent of the faculty are part of the global research networks.

The goal is to bring the number of researchers to 60 percent by 2020; another 20 percent will be outstanding professional leaders in their fields (both Russian and international), and 20 percent will be only teaching (mostly foreign languages). Ninety percent of the full time faculty will be fluent in foreign language.

At least 25 percent of faculty and researchers will be competitive in the global academic market (hired through international recruiting companies; have publications in

top journals and will be contracted at the level of leading foreign universities). At least 50% of administrators and 90% of senior administrators will be proficient in English.

2.6. Material and Technical Infrastructure

Major obstacles to HSE's global competitiveness include lack of real campus, distance between classrooms and dormitories and shortage of classrooms and labs.

In Moscow, by 2020, the HSE will build new facilities; receive from the government and convert into university buildings some existing constructions and have some other buildings exchanged to create a "distributed" 350,000 square meters campus (3.8 million square feet). That move will allow to

- Cut the travel time between the HSE classroom buildings to 30 minutes; between classrooms and dormitories to 45 minutes thus making university more attractive to foreign students.
- Enhance opportunity for students to individualize education and take classes at other departments and schools; make it much easier for them to participate in various workshops and seminars; create space for students' individual and group work.
- Comply with international standards (best practices) by providing office space for individual faculty.
- Create state of the art laboratories for computer sciences, engineering, psychology, design and communications.

2.7. Economic and Financial Model

The existing HSE economic model is based on three state-funding and four non-budgetary sources. State funds include:

- State appropriation for educational services rendered within state guaranties. HSE is financed by the government at the level of 10-15 leading Russian universities which allows to maintain high educational standards and highest in Russia proportion of Master's students;
- State appropriation for conducting fundamental and applied research within state research plan set for HSE;
- Funds provided within state targeted programs (since 2006).

Non-budgetary revenues include revenue from:

- Tuition and fees paid by students of higher education programs;
- Applied research commissioned by various clients and research grants;
- Tuition and fees for continuing professional education and MBA programs;
- Fees for pre-college programs for applicants.

The non-budgetary revenues comprise around 35-40% of HSE's total revenue which ranks it third in Russia (in absolute value) after Moscow State Lomonosov University and Moscow State Bauman Technical University and number one among all Russian socio-economic institutions of higher education. It is worth mentioning that unlike other Russian universities HSE does not have any income from renting out its space and facilities (it actually experiences space shortage). Donations to the university are practiced but yet negligible, and the endowment is still small to make a noticeable economic impact to the financial model of the university.

Russian Government invests in HSE around 5 billion rubles (\$160 million) annually for physical infrastructure development.

The HSE's economic model reflects its mission of a research university and is based on the principle of consistently investing resources in fundamental research, high-quality education, high-quality faculty and staff, public initiatives and analytical products. Development expenditures constitute up to 20 percent of the total HSE budget. The investment is implemented by consolidating all funds at a central level, maintaining the development budget and a wide range of university targeted programs (university funds)¹ and the advanced system of economic incentives for research and education activities of the HSE staff.

Due to the current economic decline, the growth of government financial support for leading universities is expected to outperform universities' market income. Although the HSE plans to expand its market share, this trend will lead to a decrease of market income share in the HSE's revenue stream (by 5 percent).

By 2020, the HSE plans to considerably expand the donations program, primarily for the endowment growth (estimated at 2 billion rubles or \$62 million). The tuition

¹ The Academic Fund, the Educational Innovation Fund, the Applied Research Development Fund, the Fund for the Support of Student Initiatives, the Fund for the Support of Innovative Entrepreneurship, the HSE Development Fund, academic mobility support programs, etc.

income will be slightly decreasing due to demographic situation in Russia and the need to improve the quality of applicants; hence it is planned that income from applied research and continuing education will grow faster than tuition income.

Beyond 2020, the HSE is expecting an additional growth of income from non-educational services (as soon as the new campus is ready); intellectual property proceeds, including online courses, electronic journal subscription. However by 2020 these sources will hardly make a substantial economic impact.

The financial model of HSE development to the year 2020 will have the following key characteristics²:

- Overall revenues will triple and reach 37 billion rubles (\$1,2 billion) in 2020
- The share of non-budgetary funding in the total budget will constitute at least 35%
- The student population will grow up to 28 thousand and, the share of master's and PhD students will be about 28%
- The average salary of the HSE faculty will constitute at least 250% of the regional average salary; meanwhile at least 25% of HSE researchers will receive international market level salaries – around 400 thousand rubles (\$13000) per month in current prices;
- The number of the faculty will grow moderately, while its structure will shift significantly towards faculty with high research productivity as well as international specialists.

2.8. Other Characteristics of the Target Model

2.8.1. Managing International Reputation

One of the key elements of HSE's international competitiveness is its international recognition in the academic and professional communities and among potential student applicants and employers. Given that university's reputation develops over a long period of time, the HSE, as a young university, must make a special effort to increase its global visibility.

² Figures for the whole university, including regional campuses in Saint-Petersburg, Nizhniy Novgorod and Perm. The revenue stream is projected with consideration of announced plans by the Ministry of Education and Science to introduce differentiated state support system for leading Russian universities, based on quality of teaching and research and the number of students.

At present, HSE is a leader among research, expert, and educational organizations in Russia. However, high reputation in Russia does not convert into high reputation worldwide. Thus, managing the HSE brand and reputation globally becomes a mandatory goal. By 2020, the HSE international reputation management system shall have the following key elements:

- Globalization of educational programs; active participation in distant learning and online education networks in both Russian and English;
- Broad presence in international expert communities and well-developed cooperation with global media holdings and major national media as a key source of expertise on Russia and the transition economies;
- Partnerships with leading international publishers in disseminating results of research projects;
- Invitation of "academic stars" and development of institute for advanced studies with scholarships for leading researchers;
- A system of involving HSE specialists in research and expert analysis in the fields of high interest for international media and professional communities.

2.8.2. HSE as Engaged University and the Partner of Moscow

HSE is a part of Moscow – a global megalopolis, a city with an active social and cultural life and high demand for research and consulting. HSE's location in Moscow contributes to the university's attractiveness for students and faculty that are interested in international careers.

During the new stage of its development, HSE will strive to implement the model of a university engaged in the city's sociocultural, economic, and educational life.

Key characteristics of implementing the model of the "engaged university":

- HSE is a major expert, analytic, and methodological center that contributes to the intellectual and socioeconomic integration of Moscow into the league of global cities. The university supports a network expert community, initiating the creation of joint, together with other organizations, research groups for analyzing and supporting the development of the megalopolis.

- HSE is a major information and education platform. Located in downtown Moscow, the university's campus becomes a hotbed of cultural life, a platform for sociopolitical discussion, and a place of interaction for community of experts and creative professionals.
- HSE is a center of open education in the city, catering to both the local community and the HSE students involved in different social experiences. HSE students and faculty participate in work with schools, volunteer activities, and charity work. The university educational environment (including public auditoriums and access to electronic educational resources) is open to a broad range of users.
- HSE as a global university helps international specialists working in Moscow to integrate into the city's cultural and intellectual environment through professional clubs and communication events.

2.8.3. HSE as a Project University for Socioeconomic Modernization

Since 1999, HSE has actively participated in the analysis and design of economic and social policy in Russia as a partner of the Ministry of Economic Development, the Ministry of Finance, and the Ministry of Education and Science and some other key Ministries. Since 2008, the HSE has become a leading think tank for the Russian Government. During the new stage of development, the HSE will bring its expert and consulting work to the level of the world's best think tanks and expand the geography of its projects and experts. The key characteristics of its project and expert activities shall include:

- Participating in the expert evaluation and decision-making on global agenda problems. Its involvement shall be based on cooperation with leading analytic centers and international organizations.
- Converting HSE's accumulated experience to the post-Soviet space, participating in the preparation of expert decisions for the CIS countries.
- Systematizing its experience in expert support during the period of reforms in Russia and developing a global network of expert organizations working in transition economies.

- Participating in international projects on creating global internet resources on humanities and socioeconomic policies.
- Developing new methodologies for consulting and policy advice (including randomized experiments).

3. Analysis of the Main Gaps between Current Characteristics and Target Model, Strategic Initiatives to Enhance Global Competitiveness

The biggest existing gaps between current and target indicator values are connected (directly or indirectly) with the university's young age, its lack of recognition by the international academic and business communities, the misbalance between the university's existing infrastructure and its potential and ambitions, and the specifics of external institutional environment.

At the same time, HSE **does not experience** many of the problems faced by its competitors at the national level, including low faculty salaries, insufficient foreign language skills among students and faculty, and high proportion of outdated programs or those programs in which the university does not have the proper qualifications to provide high quality education.

3.1. The Portfolio of University Programs and Intellectual Products

The portfolio of HSE intellectual products is developed in two interconnected areas: scholarly research and educational programs. Strategic initiatives are proposed in each of these areas for assuring international competitiveness.

3.1.1. Basic and Applied Scholarly Research

Today, HSE's **advantage** in the area of research include

- Leadership at the national level in social science, economics, humanities, computer science and mathematics;
- The highest in Russia dynamics of international integration and publications;
- Experience in implementation of the results of fundamental and applied research into federal, municipal and corporate socio-economic policies;
- Development of unique longitudinal and special databases on socioeconomic development in Russia;
- Large research revenue (2,5 billion rubles or \$80 million in 2012)

A comparison between the current state of HSE and the characteristics of the target research model points to the following development **gaps**:

- Insufficient level of integration into the global research agenda and predominant orientation on Russia rather than on an international audience;
- Insufficient level of international publishing for most faculty;
- Low citation indices of HSE researchers in international journals;
- Poor HSE recognition by the international academic and expert communities.

Strategic initiative:

Enhancing global competitiveness of research & development in social science, economics, humanities, computer science, and mathematics through

- Assessment of research projects and outcomes by the world top experts;
- Concentrating investment and management efforts on priority/breakthrough fields;
- Providing for effective work of the existing 15 international labs led by the leading researchers and starting 15 new international labs;
- Organizing Centers of Excellence and Centers for Advanced Studies on the basis of the best HSE's centers;
- Developing cooperation with leading international educational and research centers, companies and associations (including the implementation of joint projects);
- Encouraging HSE researchers to become editors and reviewers of reputable international research journals; publishing HSE's journals in both English and Russian;
- Developing infrastructure for collective access to unique databases of advanced research in social science, economics and humanities;
- Foresight of advanced areas of research & development and international expert evaluation of research directions;
- Transforming PhD studies into an effective instrument for promoting research productivity by transitioning to the structured PhD model and creation of a combined Master's-PhD programs;

- Implementing the "instructor-researcher" model, which calls for an active involvement of all instructors in research and a developed support infrastructure for academic work.

3.1.2. Educational Products

HSE's **advantage** in the area of the development and promotion of educational products include

- National leadership in the development of bachelor's programs in economics, sociology, and mathematics, business-informatics as well as in the development of master's programs;
- Experience in organizing joint bachelor's and master's programs with London School of Economics and Political Science;
- Experience in developing educational standards for bachelor's and master's programs that are comparable with the standards of the world's best universities;
- Design and implementation of the structured PhD programs in different fields.

A comparison between the current and target models in the development and promotion of educational products identifies the following development **gaps**:

- HSE educational products (including university education, continuing professional education and business education) cater insufficiently to international applicants and students;
- Lack of flexibility of educational programs, preventing student mobility and individualized education (individual trajectories)
- Lack of proper system of online education and university's niche in MOOCs

Strategic initiative:

Creating and promoting globally oriented and internationally recognized educational products by

- Redesign of curricula based on highest international standards and expectations of global companies.
- Expanding the use of English as a language of teaching, learning and communication
- Increasing international mobility of students

- Creating conditions for flexible student educational trajectories including individual study plans and major-minor system;
- Reduction of student classroom work and incorporating research and project activities into their educational experience;
- Bridging the gap between continuing professional education and postgraduate education.

3.2. Attracting and Developing Faculty and Staff

Today, HSE's **advantage** in the area of attracting and developing faculty include

- Attractiveness as an employer on the Russian academic market (including its relatively high salaries)
- Relatively young faculty
- Implementation of a system of incentives aimed at assuring the high quality of research and teaching;
- Implementation of the effective contract model and competitive mechanisms for staff renewal.

A comparison between the HSE current state and target model of attracting and developing university faculty points to the following development **gaps**:

- Only a small fraction of the HSE faculty produce international level research;
- Poor international recognition of most of the faculty;
- International professors, lecturers, and researchers constitute very small fraction of HSE faculty.

Strategic initiative:

Faculty and staff renewal focused at attracting highly productive academics that are integrated into the global research agenda by

- Deploying a large-scale international recruitment system aiming at specialists with PhDs from top universities, leading scientists – heads of research centers, and scholars with high citation indices);
- Optimizing the number and quality of faculty members aiming at high academic productivity;

- Creating a rich academic environment that would integrate international faculty into the university.

3.3. Attracting Talented Undergraduate and Graduate Students

HSE's **advantage** in the area of attracting talented undergraduate and graduate students include

- Attracting most talented students at the national level (HSE applicants have the highest average score on the Unified State Examination for entering students and the highest share of students admitted as the winners of the olympiads);
- One of the highest shares of admitted out-of-town students among Moscow schools;
- The largest number of students admitted to master's programs in Russia.

A comparison between the current state of HSE and the target model in attracting talented undergraduate and graduate students shows the following development **gaps**:

- Weak positioning on the international markets of bachelor's and master's applicants;
- The number of applicants to master's and PhD programs is insufficient to make a selection more competitive.

Strategic initiative:

Entering new geographic markets at all levels of education (the priority for bachelor's programs is CIS countries) and increasing competition at the master's and PhD levels by

- Developing instruments for identifying and supporting talents;
- Creating a preparatory school for master's and PhD programs;
- Creating centers abroad for HSE applicants;
- Creating mechanisms for attracting talents to master's and PhD programs, including special stipends' fund for international students, summer programs, olympiads, etc.

3.4. Concentration of Resources in Priority Areas and Rejecting Ineffective Activities

Today, HSE's **advantage** in developing mechanisms for concentrating resources include

- Absolute majority of research and education programs were developed over the past 10 years, were oriented towards active markets and still relevant;

- The existing practice of allocating considerable resources for financing development projects (up to 20% of the overall budget);
- Flexible financial policy thanks to a high share of non-public revenues;
- HSE has experienced administration and is ready to experiment and implement organizational changes;

A comparison between the HSE current and target models in the development of mechanisms for concentrating resources points to the following development **gaps**:

- The transition from budgeted planning and finance to contemporary corporate performance based management is not yet complete;
- Weak system of project management at departmental level;
- Existing system of research and innovations is not oriented towards resource concentration.

Strategic initiative:

Creating a system of effective methods for managing internal investments and development projects for increasing the effective use of resources and their concentration in priority areas

3.5. The System of University Governance

Today, HSE's **advantage** in the field of the development of the system of governance includes

- Accumulated experience of concentrating resources on developmental targets thanks to the centralized model of administration;
- Contemporary governance structure at the university level that is based on a system of feedback mechanisms; primarily on the results of the HSE institutional research.

A comparison between the HSE current and target models of governance system points to the following development **gaps**:

- Lack of sufficient autonomy and clearly defined leadership at the level of academic departments (schools, departments and institutes);
- Existing organizational barriers between educational programs, fundamental and applied research and continuing professional education;

- Insufficient engagement of a number of stakeholders (students, alumni, employers) in the governance process.

Strategic initiative:

Decentralizing the system of university administration by

- Creating large academic units (competence centers) that would assure the comprehensive well-balanced development of their subject areas and delegating them with the functions of day-to-day management of the major types of activities (personnel, research, educational programs, etc.);
- Switching to a governance model that combines performance-based management at the strategic level with academic autonomy of major centers of excellence.

3.6. Other Areas of Strategic Initiatives

3.6.1. Managing International Reputation

HSE's **advantage** in international reputation management include

- Experience of rapidly building reputation at the national level;
- Recognition of HSE by foreign scholars, researchers and clients as a center of expertise "on Russia".

A comparison between the HSE current state of HSE and the target model in the development of a system of management points to the following development **gaps**:

- Insufficient level of international visibility and recognition;
- Perception of HSE as a single-subject economic university.

Strategic initiative:

Creating mechanisms for promoting HSE abroad as a leading research center on Russia and transition economies and a reliable partner for foreign research institutions and transnational employers by

- Integrating HSE into international networks and consortia, including integration through institutional partnerships with international universities;
- Conducting international communication events at the HSE;
- Developing partnerships with major international publishers
- Assuring the presence in international media, especially on the topics closely related to the HSE research;

- Expanding its representation in professional and social networks, including distance education and MOOCs.

3.6.2. Participation in Enhancement of Global Competitiveness of Moscow

Today, HSE's **advantage** in the field of cooperating with Moscow include

- Active consulting support for the efforts of the Moscow City Government to transform the city into a megalopolis that would be competitive at the international level;
- High concentration of the city's creative communities among HSE students and faculty;
- Most of HSE buildings are located in the historic downtown;
- High share of continuing professional education programs is oriented towards the needs of Moscow residents.

A comparison between the HSE current state and the target model in the cooperation with the city points to the following development **gaps**:

- The university campus is spread throughout the city; the quality and size of its facilities is insufficient for international competitiveness;
- The HSE does not have an infrastructure that would be jointly used with the city;
- The HSE students and faculty are currently not applying social science, economics and humanities models developed at HSE for solving city's problems.

Strategic initiative:

“Engaged university” model implementation by

- Creating a campus in the historic city downtown that would be open to Moscow community;
- Actively implementing educational programs for the city especially for general education school students;
- Creating public platforms to discuss Moscow urban development problems and involving HSE experts;
- Continuing HSE active expert work to promote Moscow as internationally attractive global megalopolis.

3.6.3 HSE as a Project University in the Field of Socioeconomic Modernization

Today, HSE's **advantage** in project activities for socioeconomic modernization include

- Experience in the successful implementation of large-scale expert support projects for modernizing the country (for example, the Socioeconomic Development Strategy for Russia to the Year 2020; the Strategy for Moscow Development);
- Multidisciplinary foundation of expert evaluation (ability to form project teams with specialists from different fields)
- Considerable amount of HSE-initiated and successfully completed research projects which guarantees independence and lack of bias;
- Sufficient international experience thanks to cooperation with international financial organizations and development institutions.

A comparison between the HSE current state and the target model in the field of project work for socioeconomic modernization points to the following development **gaps**:

- Dominance of local research and consultancy issues (90% Russia-related), preventing from the dialogue with the global expert community;
- Insufficient use of the best international consulting and expert practices.

Strategic initiative:

Internationalization of HSE project activities by

- Actively participating in expert evaluation of the problems formulated by international organizations such as OECD, the World Bank, IMF, and the Basel Committee;
- Improving the effectiveness of expert evaluation by introducing the toolkits adopted by the international expert community (including the best practices of international consulting companies such as McKinsey&Co, BCG, and Bain);
- Building or joining international expert teams focused on socio-economic consulting and project designing in the developing countries; also, conducting research which compares country reforms.

4. Managing Change

For effective transformation, the implementation of HSE's development program will be based on a close connection between the decisions taken at HSE and international competitiveness requirements. It will include the following elements of change management:

- Managing the process of transformation on the basis of feedback (data-based decision-making) that shows the university's real progress towards the goal of international competitiveness with the adjustment of organizational, personnel and investment decisions.
- Senior administrators (preferably administrators at all levels) will have experience in managerial practices employed by leading international universities;
- Providing additional incentives for senior university managers by connecting their remuneration to the level of attainment of target development indicators.

The Program implementation will rely on existing mechanisms and experience of managing current HSE Program of development.

[illegible]

Strategic Initiative 1. Enhancing global competitiveness of research & development in social science, economics, humanities, computer science, and mathematics

Activity № 1.1. “Implementing the following activities in research and development plans in accordance with the Program of Fundamental Research in the Russian Federation over the Long Term at Universities and with the priority areas of international basic and applied research:
Research projects headed by top foreign and Russian scholars and/or implemented together with advanced research organizations, including option to create structural units at universities
Research and experimental design projects together with Russian and international high-tech organizations, including option to create structural units at universities”³

1. Action № 1.1.1																	
Creating and developing competitive research teams in the areas of HSE leadership and in new advanced fields, including interdisciplinary studies																	
Number of articles in Web of Science and Scopus (excluding repetitions) per faculty member																	
Target Indicator ⁴		2014		2015		2016		2017		2018		2019		2020			
		0,45		0,55		0,7		0,9		1,2		1,5		1,8			
Mechanisms		- Creating centers of excellence in the following areas: socioeconomic analysis of institutes, education research, economic sociology, studies in research and innovation, fundamental mathematics, big data analysis - Creating international research teams headed by leading scholars - Establishing interdisciplinary centers on issues of the global agenda - Creating a system of grants for international scholars allowing them to continue their research in Russia with HSE specialists - Identification and selective support of the most effective research teams in social science, economics, the humanities, computer science and mathematics - Conducting large-scale empirical studies and creating databases and tools for their global use - Introducing a system for analyzing the productivity of research projects on the basis of independent international expert assessment										Estimated Cost (Total and Subsidies) ⁵		19144		7728	
Year		Main Results										Estimated Cost		Subsidies			

³ The title of this Activity is given according to the Decree No. 211 of March 16, 2013, issued by the Government of Russian Federation

⁴ This action also contributes to the dynamics of the target indicator “Average citation index per faculty member calculated from the total number of articles in Web of Science and Scopus (excluding repetitions)” and the target indicator “R&D budget per faculty member”

⁵ Here and elsewhere in Section 2 all financial data (unless otherwise stated) is listed in millions of rubles

2013	- Creating centers of excellence in 3 areas and providing support for 15 international labs - Support for 4 national empirical studies allowing for international comparisons - Creation of a system of standards and productivity assessment mechanisms for research projects	801	459				
2014	- Support for 3 existing centers of excellence and creation of 3 new centers - Support for 15 existing international labs and creation of 3 new labs - Creation of 2 interdisciplinary centers on global agenda issues: (1) Migration and (2) Urban Studies - Support for 4 national empirical studies allowing for international comparisons - Introduction of a system of assessing researchers ("attestation") on the basis of their publishing results	1238	1027				
2015	- Support for 6 existing excellence centers - Support for 18 existing interdisciplinary labs and creation of 3 new labs - Support for 2 existing interdisciplinary centers on global agenda issues and creation of 2 new interdisciplinary centers - Support for 7 national empiric studies allowing for international comparisons - Creation of infrastructure for collective use of empirical databases	1685	944				
2016-2020	- Creating and supporting at least 6 centers of excellence - Creating and supporting at least 30 international labs - Creating and supporting at least 6 interdisciplinary centers on global agenda issues - Supporting at least 10 national empiric studies allowing for international comparisons	15420	5298				
2. Action № 1.1.2	Conducting integrated applied research and development studies in partnerships with Russian and international companies, including high-tech companies						
Target Indicator ⁶	R&D budget per faculty member						
2013	2014	2015	2016	2017	2018	2019	2020
950	1150	1250	1300	1400	1500	1600	1700
Mechanisms	Monitoring potential market niches for HSE applied research and development through the use of foresight				Estimated Cost (Total and Subsidies)	389	92
	- Creating replicable research products - Creating strategic alliances with major companies which are commissioning R&D work - Creating R&D centers in partnership with large corporations - Developing support systems for innovation entrepreneurship						
Year	Main Results					Estimated Cost	Subsidies
2013	- Total volume of R&D amounted to at least 2,500 million of rubles - Support for 11 strategic alliances with major companies					25	8

⁶ This action also contributes to the dynamics of the target indicator "Share of revenues from non-budgetary sources in the makeup of university revenues"

		- Creation of 1 joint R&D center			
2014		- Total volume of R&D amounts to at least 3,000 million of rubles - Support for 15 strategic alliances with major companies - Support for 2 joint R&D centers - Establishing several expert groups with business representatives on key advanced problems of scientific, technological and innovation development	42		12
2015		- Total volume of R&D amounts to at least 3,800 million of rubles - Support for 20 strategic alliances with major companies - Support for 5 joint R&D centers - Creation of an IT prototyping center	42		12
2016-2020		- By 2020 total volume of R&D amounts to at least 5,000 million of rubles - Support for at least 50 strategic alliances with major companies - Support for at least 10 joint R&D centers	280		60

Activity № 1.2. “Implementing international and domestic academic mobility programs for faculty and researchers in the form of internships, advanced training, professional retraining, etc.”⁷

1. Action № 1.2.1 <i>Implementing international and domestic academic mobility target programs for enhancing international competitiveness of research projects and educational programs</i>						
Target Indicator ⁸	Number of articles in Web of Science and Scopus (excluding repetitions) per faculty member					
2013	2014	2015	2016	2017	2018	2019
0,35	0,45	0,55	0,7	0,9	1,2	1,5
Mechanisms	- Internships at top universities and research centers - Organizing advanced training and retraining programs and seminars for faculty at top universities and research centers - Expanding academic mobility support programs for research (conferences, round tables, seminars) - Participation of HSE staff in international research networks, international organizations, expert groups, and scholarly associations - Implementing a "visiting professor" program for HSE faculty - Sabbatical support program					
					Estimated Cost (Total and Subsidies)	1205
						965
Year	Main Results					Estimated Cost
						Subsidies

⁷ The title of this Activity is given according to the Decree No. 211 of March 16, 2013, issued by the Government of Russian Federation

⁸ This action also contributes to the dynamics of the target indicator "Average citation index per faculty member calculated from the total number of articles in Web of Science and Scopus (excluding repetitions)"

2013	- Number of faculty participating in international and domestic mobility programs (including internships, advanced training programs, and other forms of mobility) during the year – 500 - Number of faculty going on sabbaticals – 15	80	63
2014	- Number of faculty participating in international and domestic mobility programs (including internships, advanced training programs, and other forms of mobility) during the year – 750 - Number of faculty going on sabbaticals – 30	96	77
2015	- Number of faculty participating in international and domestic mobility programs (including internships, advanced training programs, and other forms of mobility) during the year – 950 - Number of faculty going on sabbaticals – 40	114	91
2016-2020	- Number of faculty participating in international and domestic mobility programs (including internships, advanced training programs, and other forms of mobility) during the year – 1600 - Number of faculty going on sabbaticals – 100	915	734

Activity № 1.3. “Creating a system for research promotion and support”

Creating a system for expert academic assessment and international promotion of research results									
1. Action № 1.3.1	Average citation index per faculty member calculated from the total number of articles in Web of Science and Scopus (excluding repetitions)							Quantity	
Target Indicator ⁹	2014	2015	2016	2017	2018	2019	2020		
2013	1,0	1,5	2,5	3,5	5,0	6,5	8,0		
0,45									
Mechanisms	- Including HSE journals in Web of Science and Scopus databases - Introducing a system of international expert assessment of research results - Linguistic support for the publication of articles in foreign languages - Providing incentives for faculty working as editors at top international scholarly journals							-	
Year	Main Results							Subsidies	
2013	- 2 journals published by HSE are nominated to be included in Scopus/WoS databases - All HSE faculty can get linguistic support for publishing articles in English							Estimated Cost 122	-
2014	- 4 journals published by HSE are included in Scopus/WoS databases - Percentage of research projects and programs in basic HSE research areas subject to international expert assessment: 100%							128	-
2015	- 8 journals published by HSE are included in Scopus/WoS databases - At least 30 HSE faculty are included in the editorial boards of top international scholarly journals							133	-
2016-2020	- All journals published by HSE since 2010 are included in Scopus/WoS databases							749	-

⁹ This action also contributes to the dynamics of the target indicator “Number of articles in Web of Science and Scopus (excluding repetitions) per faculty member”

		- All HSE scholarly journals are published in Russian and English and meet the formal requirements of international citation systems - 100 HSE faculty are on the editorial boards of top international scholarly journals						
2.	Action № 1.3.2	Diversifying sources of funding for research						
	Target Indicator	R&D budget per faculty member						
	2013	2014	2015	2016	2017	2018	2019	Thousands of rubles
	950	1150	1250	1300	1400	1500	1600	2020
	Mechanisms	- Creating a global fundraising support system in research and development - Creating research consortia with Russian and international universities for pooling resources - Supporting initiative projects through the Academic Fund, the Fundamental Research Center, and the HSE Applied Research Development Fund - Co-financing research projects supported by external organizations - Developing a system of philanthropic support for research teams					2144	-
	Year	Main Results					Estimated Cost	Subsidies
	2013	- Implementation of at least 70 projects through grants from Russian and international programs and foundations - Support of 3 research consortia					64	-
	2014	- Implementation of at least 80 projects through grants by Russian and international programs and foundations - Support of 5 research consortia - Number of research teams receiving philanthropic support for research projects – 3					194	-
	2015	- Implementation of at least 90 projects through grants by Russian and international programs and foundations - Support of 7 research consortia - Number of research teams receiving philanthropic support for research projects – 7					228	-
	2016-2020	- Implementation of at least 150 projects annually through grants by Russian and international programs and foundations - Support of 10 research consortia - Number of research teams receiving philanthropic support for research projects – 10					1658	-

Strategic Initiative 2. Creating and promoting globally oriented and internationally recognized educational products

Activity №2.1 “Developing new joint educational programs with leading international and domestic universities and research organizations”¹⁰

Reforming the structure and technologies of the educational process in order to individualize educational trajectories and increase student engagement; placing the project and research process at the heart of educational programs										
1. Action № 2.1.1		Ratio of credits obtained by students through participation in research, project and innovation activities to the total number of credits in the main educational programs								
Target Indicator		2013	2014	2015	2016	2017	2018	2019	2020	%
	8		9	10	12	14	16	18	20	
Mechanisms		- Introducing a new HSE educational standard allowing students to choose courses along the "major-minor" model and reducing the number of attended courses while raising expectations for student learning outcomes - Creating opportunities for getting bachelor's and master's degrees in "custom-tailored" programs (on the basis of modules independently selected by students) - Organizing a tutor support system for individual educational trajectories and study abroad - Integrating student research and project work (through research seminars, study-and-research and project-and-research groups and labs) into educational process					Estimated Cost (Total and Subsidies)	317	145	
Year		Main Results						Estimated Cost	Subsidies	
2013		- Development of the concept of a new HSE educational standard along the "major-minor" model - Share of elective courses in the structure of educational programs: 20%						12	5	
2014		- New HSE educational standards have been introduced in at least 25% of educational programs - At least 20% of students get tutor support for designing individual educational trajectories - Share of elective courses in the structure of educational programs: 23%						34	10	
2015		- New HSE educational standards have been introduced in at least 50% of educational programs - All students have the opportunity to get tutor support for designing individual educational trajectories - Share of elective courses in the structure of educational programs: 25%						51	20	
2016-2020		- New HSE educational standards have been introduced in all educational programs - Share of elective courses in the structure of educational programs: 50% - Reduction in the number of course hours to 18 hours a week in bachelor's programs and 14 hours a week in master's programs; a number of general education subjects (English, higher mathematics) are brought outside of the framework of educational programs						220	110	
2. Action № 2.1.2		Modernizing existing and creating new educational programs in English (involving leading universities and research organizations)								
Target		Share of courses (with more than two credits) taught in English in the overall number of courses								%

¹⁰ The title of this Activity is given according to the Decree No. 211 of March 16, 2013, issued by the Government of Russian Federation

Indicator ¹¹	2014	2015	2016	2017	2018	2019	2020
2013	8	10	12	13	15	18	20
5							
Mechanisms	- Developing courses, bachelor's and master's programs taught in English - Creating international expert groups for assessing educational programs - Developing international partnerships for student exchange and mutual recognition of courses at the school, department and programs levels - Implementing credit transfer mechanisms for students taking courses at reputable foreign universities and through MOOCs - Developing educational programs for studying Russian as a foreign language and introducing and administering Russian language exams along the model of IELTS, TOEFL, etc.				Estimated Cost (Total and Subsidies)	329	198
Year	Main Results					Estimated Cost	Subsidies
2013	- Students admitted to 7 master's programs taught entirely in English - HSE has at least 45 international partners for student exchange - Development and introduction of a regulatory framework granting credits for courses taken at foreign universities and through MOOCs					20	13
2014	- Students admitted to 10 master's programs taught entirely in English - 2 educational programs have at least 30% of courses taught in English - HSE has at least 50 international partners for student exchange - At least 5% of students have individual study trajectories with courses taken at international universities (including courses taken through study abroad programs or MOOCs) - Pilot exams for Russian as a foreign language are held online; international partners for promoting this service are selected					38	29
2015	- Students admitted to 3 bachelor's programs taught entirely in English - Students admitted to 15 master's programs taught entirely in English - 5 educational programs have at least 30% of courses taught in English - HSE has at least 60 international partners for student exchange - At least 10% of students have individual study trajectories with courses taken at international universities (including courses taken through study abroad programs or MOOCs) - At least 500 people are studying in the online Russian language program; at least 300 of them have taken test to receive a certificate					46	31
2016-2020	- Students admitted to 10 bachelor's programs taught entirely in English					225	125

¹¹ This action also contributes to the dynamics of the target indicator "Share of international students studying in HSE's main educational programs (including students from CIS countries)"

		- Students admitted to 25 master's programs taught entirely in English - 45 educational programs have at least 30% of courses taught in English - HSE has at least 70 international partners for student exchange - At least 20% of students have individual study trajectories with courses taken at international universities (including courses taken through study abroad programs or MOOCs) - At least 2,500 people are studying in the online Russian language program; at least 1,000 of them have taken test to receive a certificate							
3.	Action № 2.1.3	Continuous update of educational programs to give students necessary competencies required by the professional and academic labor markets							
	Target Indicator	Ratio of credits obtained by students through participation in research, project and innovation activities to the total number of credits in the main educational programs							%
	2013	2014	2015	2016	2017	2018	2019	2020	
	8	9	10	12	14	16	18	20	
	Mechanisms	- Monitoring of required analytic and applied skills through the development of partnerships between schools, companies in the field of study and research centers and using them to improve educational programs - Integration into HSE educational programs elective courses taught by working professionals from businesses and research centers - External expert assessment of analytic and applied skills of senior students and (on a voluntary basis) HSE alumni						40	-
	Year	Main Results						Estimated Cost	Subsidies
	2013	- Implementing recommendations on designing and supporting student internships and other educational activities aimed at developing analytic and applied skills						5	-
	2014	- Pilot project for the development and implementation of expert assessment of analytic and applied skills of at least 10% of senior students - At least 25% of educational programs include courses designed to develop of analytic and applied skills and created with the participation of companies in the field and research centers						5	-
	2015	- Expert assessment of analytic and applied skills of at least 30% of senior students - At least 50% of educational programs contain courses designed to develop of analytic and applied skills and created with the participation of companies in the field and research centers						5	-
	2016-2020	- All senior students and (on a voluntary basis) alumni undergo expert assessments of their analytic and applied skills - All educational programs contain courses are designed to develop analytic and applied skills and created with the participation of companies in the field and research centers						25	-

Activity №2.2. “Implementing mechanisms for improving PhD and DSc programs”¹²

1. Action № 2.2.1		Establishing structured PhD programs with international expert assessment of dissertations in all areas of graduate studies					Ratio of students studying in full-time master's and PhD programs to the total number of students studying in full-time bachelor's, specialist, master's, and PhD programs		%	
Target Indicator		2014	2015	2016	2017	2018	2019	2020		
2013	25	25	25	26	26	27	27	28		
Mechanisms		-Creating graduate schools and providing them with educational programs jointly with leading international research centers - Recruiting leading international scholars for teaching and advising graduate students as well as for assessing the results of graduate students' research through a system of "academic workshops" - Creating a series of working papers of research of graduate students in English (SSRN and others) - Organizing research internships at leading international research centers - Assuring the quality of graduate students and stimulating research results among entering graduate students by organizing combined master's-PhD programs and holding research seminars and summer and winter schools for master's students from Russian and international universities involving leading scholars					Estimated Cost (Total and Subsidies)	420	420	
Year		Main Results					Estimated Cost	Subsidies		
2013		Share of students admitted to structured PhD programs annually: 10% Students admitted to structured PhD programs in 7 fields of study Share of PhD students that have published a working paper in English: 3%					32	32		
2014		Share of students admitted to structured PhD programs annually: 30% Students admitted to structured PhD programs in 9 fields of study Share of PhD students that have published a working paper in English: 7% Number of combined master's-PhD programs: 3					43	43		
2015		Share of students admitted to structured PhD programs annually: 50% Students admitted to structured PhD programs in 10 fields of study Share of PhD students that have published a working paper in English: 25% Number of combined master's-PhD programs: 4					46	46		
2016-2020		Share of students admitted to structured PhD programs annually: 100% Students admitted to structured PhD programs in 11 fields of study Number of combined master's-PhD programs: 20					299	299		

¹² The title of this Activity is given according to the Decree No. 211 of March 16, 2013, issued by the Government of Russian Federation

Activity №2.3 “Implementing mechanisms for supporting undergraduate and graduate students, assistants, and young faculty”,¹³

1. Action № 2.3.1	Early involvement of undergraduate and graduate students, assistants and young faculty in teaching and research; providing opportunities for all motivated students to participate in research or project work									%
Target Indicator	Ratio of credits obtained by students through participation in research, project and innovation activities to the total number of credits in the main educational programs									
2013	2014	2015	2016	2017	2018	2019	2020			
8	9	10	12	14	16	18	20			
Mechanisms	- Increasingly attracting senior and graduate students as teaching and research assistants on a remunerative basis (work-study programs) - Expanding the system of study-and-research and study-and- project labs and groups for all HSE programs - Using normative and incentive mechanisms for attracting undergraduate and graduate students to research and consulting projects				Estimated Cost (Total and Subsidies)	4539	4085			
Year	Main Results					Estimated Cost	Subsidies			
2013	Number of teaching and research assistants: 660 students annually Number of supported study-and-research labs and groups: 64 Number of supported study-and-project labs and groups: 14					49	44			
2014	Number of teaching and research assistants: 750 students annually Number of supported study-and-research labs and groups: 70 Number of supported study-and-project labs and groups: 20					246	221			
2015	Number of teaching and research assistants: 1500 students annually Number of supported study-and-research labs and groups: 80 Number of supported study-and-project labs and groups: 25					474	427			
2016-2020	Number of teaching and research assistants: more than 1500 students annually Number of supported study-and-research labs and groups: 100 Number of supported study-and-project labs and groups: 30 50% of senior and master's students and at least 80% of PhD students have participated in study-and-research or study-and-project labs or worked as research and teaching assistants					3770	3393			

¹³ The title of this Activity is given according to the Decree No. 211 of March 16, 2013, issued by the Government of Russian Federation

Strategic Initiative 3. Faculty and staff renewal focused at attracting highly productive academics that are integrated into the global research agenda

Activity №3.1. “Implementing mechanisms for recruiting young academics with research and teaching experience from leading international and Russian universities and research organizations”¹⁴

1. Action № 3.1.1 Attracting talented academics, including recruiting on international academic labor markets									
Target Indicator		Share of international professors, lecturers, and researchers on the HSE faculty, including Russian citizens with PhDs from international universities							
2013		2014	2015	2016	2017	2018	2019	2020	%
5		5,5	6	7	8	9,5	10,5	12	
Mechanisms		- Expanding the practice of hiring academics and recruiting post-docs on the international academic labor market and providing incentives for them to stay at HSE - Recruiting and retaining young instructors and researchers through mechanisms of the cadre reserve and a system of two-year starting grants							
Year		Main Results							
2013		- Number of faculty hired through international recruiting: at least 35 people - Number of recruited post-docs: 35 people							
2014		- Number of faculty hired through international recruiting: at least 60 people - Number of recruited post-docs: 45 people							
2015		- Number of faculty hired through international recruiting: at least 80 people - Number of recruited post-docs: 60 people							
2016-2020		- Number of faculty hired through international recruiting: at least 80 people annually - Number of recruited post-docs: 100 people							
		Estimated Cost (Total and Subsidies)						Estimated Cost	Subsidies
								222	89
								428	171
								556	222
								7005	2802

Activity №3.2. “Reforming faculty structure according to the goals of a research university”

1. Action № 3.2.1 Increasing the share of faculty with high research productivity			
Target Indicator ¹⁵		Number of articles in Web of Science and Scopus (excluding repetitions) per faculty member	
		Quantity	

¹⁴ The title of this Activity is given according to the Decree No. 211 of March 16, 2013, issued by the Government of Russian Federation

¹⁵ This action also contributes to the dynamics of the target indicator “Average citation index per faculty member calculated from the total number of articles in Web of Science and Scopus (excluding repetitions)”, and the target indicator “Share of international professors, lecturers, and researchers on the HSE faculty, including Russian citizens with PhDs from international universities”

	2013	2014	2015	2016	2017	2018	2019	2020
	0,35	0,45	0,55	0,7	0,9	1,2	1,5	1,8
Mechanisms	- Implementing the model of the "effective contract" by raising qualification requirements for faculty and assuring competitive salaries - Assuring academic and administrative support for faculty with high productivity							
Year	Main Results						Estimated Cost	Subsidies
2013	Ratio of average salary of faculty to average salary in region: 147% Share of faculty with a "teacher-researcher contract": 2%						189	-
2014	Ratio of average salary of faculty to average salary in region: not less than 147% Share of faculty with a "teacher-researcher contract": 5%						496	-
2015	Ratio of average salary of faculty to average salary in region: not less than 147% Share of faculty with a "teacher-researcher contract": 10%						690	-
2016-2020	Ratio of salary of faculty to average salary in region increases to 220% Share of faculty with a "teacher-researcher contract": 30%						12619	-

Strategic Initiative 4. Entering new geographic markets at all levels of education (the priority for bachelor's programs is CIS countries) and increasing competition at the master's and PhD levels
Activity №4.1 "Improving instruments for identifying, adapting and developing talented school and university students"

1. Action № 4.1.1	Developing instruments for the target attraction to HSE of talented school and university graduates							
Target Indicator ¹⁶	Average USE scores of students admitted to HSE for full-time bachelor's and specialist studies financed by the federal government						points	
2013	2014	2015	2016	2017	2018	2019	2020	
80	80	80	80	80	80	80	80	
Mechanisms	- Expanding the geography of regional centers in Russia and abroad for preparing students for applying to HSE - Expanding the selection of olympiads and competitions for student and university students, including events held in CIS countries - Creating a grant fund program for tuition-paying students (including international students)						Estimated Cost (Total and Subsidies)	458
								-

¹⁶ This action also contributes to the dynamics of the target indicator "Share of international students studying in HSE's main educational programs (including students from CIS countries)"

Year	Main Results	Estimated Cost	Subsidies				
2013	- Number of olympiads/subjects organized by HSE: 1 - Number of students from CIS countries admitted to bachelor's programs through olympiads: 50	35	-				
2014	- Share of students from CIS countries receiving support through a special program: 10% - Number of resource centers in CIS countries: 6	55	-				
2015	- Number of students from CIS countries admitted to bachelor's programs through olympiads: 100 - Number of olympiads/subjects organized by HSE: 4	57	-				
2016-2020	- Number of resource centers in CIS countries: at least 10 - Number of olympiads/subjects organized by HSE: 5 - Number of students from CIS countries admitted to bachelor's programs through olympiads - at least 120, by quotum – at least 400 Share of students from CIS countries receiving support through a special program: up to 20%	311	-				
1. Action № 4.1.2	Implementing early professional orientation and preparing school and university graduates for HSE bachelor's and master's programs						
Target Indicator	Ratio of students studying in full-time master's and PhD programs to the total number students studying in full-time bachelor's, specialist, master's, and PhD programs						
2013	2014	2015	2016	2017	2018	2019	2020
25	25	25	26	26	27	27	28
Mechanisms	- Preparing a cohort of highly motivated students through a special lyceum at HSE - Developing support mechanism for distance professional orientation and preparation for entering HSE programs; - Developing a system of professional orientation winter and summer schools and other events for students applying to HSE bachelor's and master's programs (including international students) - Creating preparatory (zero-year) divisions preparing students for HSE master's programs				Estimated Cost (Total and Subsidies)	602	-
Year	Main Results					Estimated Cost	Subsidies
2013	- Number of participants in professional orientation events for lyceum and bachelor's graduates: 170 - Number of participants in distance programs for professional orientation and preparation: 15,000					76	-
2014	- Number of participants in professional orientation events for school students and bachelor's graduates: 540 - Number of students in HSE lyceum: 260					75	-
2015	- Number of students in preparatory programs for master's studies: at least 300 - Number of participants in internet schools and distance programs for professional orientation and preparation: 17,000					75	-
2016-2020	- The number of participants in professional orientation events for school students and bachelor's graduates grows by 10% annually					376	-

		- Number of students in preparatory programs for master's programs: at least 330 annually - Number of participants in internet schools and distance programs for professional orientation and preparation by 2020 - 22,000 - Number of students in HSE lyceum by 2020 - 700 people		
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Activity №4.2 “Implementing mechanisms for attracting students from leading international universities to Russian universities, including partner educational programs with international universities and university associations”¹⁷

1.	Action № 4.2.1	Attracting talented international undergraduate and graduate students										
	Target Indicator	Share of international students studying in HSE's main educational programs (including students from CIS countries)										%
	2013	2014	2015	2016	2017	2018	2019	2020				
	3	4	5	6	8	10	11	12				
	Mechanisms	- Implementing partner educational programs with international universities and university associations (including programs on Russia) - Creating an English-language environment including English-speaking staff and English-language services - Developing new forms for international students attraction in target geographic regions (particularly in CIS countries)					Estimated Cost (Total and Subsidies)	422	379			
	Year	Main Results					Estimated Cost	Subsidies				
	2013	- Number of partner educational programs with foreign universities and university associations: 30 - Number of participants of student research papers contest for CIS students – at least 150					5	4				
	2014	- Number of partner educational programs with foreign universities and university associations: 40 - Number of participants of international conference in CIS country (based on student research papers contest) – at least 250					35	32				
	2015	- Number of partner educational programs with foreign universities and university associations: 50 - Number of participants of student research papers contest for CIS students – at least 300					47	42				
	2016-2020	- Number of partner educational programs with foreign universities and university associations: 60 - Number of participants of international conference in CIS country (based on student research papers contest) – at least 250					335	301				

¹⁷ The title of this Activity is given according to the Decree No. 211 of March 16, 2013, issued by the Government of Russian Federation

Strategic Initiative 5. Creating a system of effective methods for managing internal investments and development projects for increasing the effective use of resources and their concentration in priority areas

Activity № 5.1. Transition to performance-based management and project financing of strategic initiatives

1. Action № 5.1.1 Introducing a system for planning and assessing performance by criteria of attaining international competitiveness									
Target Indicator ¹⁸	Share of university expenditures for implementing strategic initiatives								%
	2013	2014	2015	2016	2017	2018	2019	2020	
17	20	20	22	25	25	25	25	25	25
Mechanisms	- Auditing and closing out areas without international recognition and introducing a system for assessing the potential of research teams on the basis of their compliance with contemporary standards for research and staff qualifications - Turning the university development budget into an instrument of control of the implementation of development projects - Introducing budgeting for educational programs								-
Year	Main Results								Subsidies
2013	- Auditing the research productivity of academic divisions and projects - Formation of regulations of resource planning based on performance indicating global competitiveness achievement								Estimated Cost 24
2014	- Introducing budgeting for educational programs - Elaborating the 2015 HSE operating plan in a new format								35
2015	- Closing out 50% of ineffective research programs and 20% of ineffective education programs								33
2016-2020	- Closing out 100% of ineffective programs - Full-scale transition to performance-based management (including internal assessment and external benchmarking)								170
									-
									-

¹⁸ This action also contributes to the dynamics of the target indicator "Number of articles in Web of Science and Scopus (excluding repetitions) per faculty member" and the target indicator "Average citation index per faculty member calculated from the total number of articles in Web of Science and Scopus (excluding repetitions)"

Strategic Initiative 6. Decentralizing the system of university administration

Activity № 6.1. “Implementing activities for building a cadre reserve for the university's senior management and recruiting senior managers among specialists with relevant experience from leading international and Russian universities and research organizations”¹⁹

1. Action № 6.1.1		Developing mechanisms for effective motivation of senior executives and attracting world-class specialists to senior management and academic administration					Share of revenues from non-budgetary sources in the makeup of university revenues		%	
Target Indicator		2014	2015	2016	2017	2018	2019	2020		
38		37	36	35	35	35	35	35		
Mechanisms		- International recruitment of specialists for filling vacant senior management positions with the help of international recruiting agencies - Introducing key performance indicators (KPI) for measuring the attainment of HSE development targets - Appointing to key administrative positions managers from international organizations and companies with a good command of English					Estimated Cost (Total and Subsidies)	2924	1754	
Year		Main Results					Estimated Cost	Subsidies		
2013		- 3 senior academic managers are hired through international recruiting - 20 administrative positions are filled in by “New Administrators” program					137	83		
2014		- 5 senior academic managers are hired through international recruiting - 60 administrative positions are filled in by “New Administrators” program - Wage of key managerial staff is tied with key performance indicators (KPI) in their contracts					214	128		
2015		- 10 senior academic managers are hired through international recruiting - 100 administrative positions are filled in by “New Administrators” program					275	165		
2016-2020		- At least 50% of administrators and 90% top management speak English fluently - Hiring administrators and academic managers through international recruiting primarily					2298	1378		

Activity № 6.2. “Organizational restructuring aimed to decentralize the university and modernize administrative processes”

1. Action № 6.2.1		Creating major academic units by merging existing competence centers and forming a comfortable working environment	
Target		Share of university expenditures for implementing strategic initiatives	%

¹⁹ The title of this Activity is given according to the Decree No. 211 of March 16, 2013, issued by the Government of Russian Federation

Indicator ²⁰	2014	2015	2016	2017	2018	2019	2020
2013	20	22	25	25	25	25	25
17							
Mechanisms	- Enlarging research and educational units - Involving faculty in the decision-making process at the level of units and the university as a whole (in particular, by creating working groups and commissions from leading scholars) - Transition to professional management of education programs - Introducing professional motivation systems for administrative staff and faculty - Creating a "one-stop shop" support office for undergraduate and graduate students, interns, and young faculty - Creating an integrated program for developing information systems for managing educational, research, and administrative processes				Estimated Cost (Total and Subsidies)	1628	-
Year	Main Results					Estimated Cost	Subsidies
2013	- Formalization of principles for restructuring and enlarging competence centers - Elaboration of development strategies for corporate information systems					84	-
2014	- Number of research and educational units with over 200 faculty : 5 - Share of education programs administered by educational offices: 15% - Launching an annual quality assessment of the work of administrative units - Launching an integrated developmental program for the information environment					182	-
2015	- Number of research and educational units with over 200 faculty : 7 - Creation of a student and faculty support office - Share of education programs administered by educational offices: 25% - Creation of a support environment for information systems for managing educational, research, and administrative processes					222	-
2016-2020	- All education programs are administered by professional managers - Level of satisfaction with the quality of administrative processes among the main internal and external clients: at least 70%					1140	-

Activity № 6.3. "Additional activities included in the requirements of the Open Contest for state funding of leading universities of the Russian Federation for improving competitiveness against leading international research and educational centers"

1. Action	Meeting the requirements of the Open Contest of public grants for leading Russian universities for improving competitiveness against
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²⁰ This action also contributes to the dynamics of the target indicator "Share of international professors, lecturers, and researchers on the HSE faculty, including Russian citizens with PhDs from international universities" and the target indicator "Share of international students studying in HSE's main educational programs (including students from CIS countries)"

Leading international research and educational centers								position	
Position in QS – World University Rankings									
№ 6.3.1	2013	2014	2015	2016	2017	2018	2019	2020	
Target Indicator	501-550	451-500	401-450	301-350	201-250	151-200	101-150	51-100	
Mechanisms	In accordance with the Contest requirements, HSE confirms its readiness to carry out the activities set down in Form 6 of Contest documentation (p. 42)						Estimated Cost (Total and Subsidies)	84	-
Year	Main Results						Estimated Cost	Subsidies	
2013	- If selected, the HSE shall submit the following documents to the Russian Ministry of Education and Science within 60 days after contest results are announced: a) Plan of activities ("roadmap") for implementing the Program for Improving the Competitiveness of HSE developed together with an independent consultant in accordance with the methodological guidelines of the Russian Ministry of Education and Science b) Plan of activities and draft norms and internal regulations that stipulate the following measures within the framework of acting legislation: - Inclusion into the Charter and/or internal regulations of rules on getting the approval of the Russian Ministry of Education and Science for selecting members to the Supervisory Council and the institution director - Introduction of procedures for the competitive selection of candidates for the position of rector before the latter is appointed by the founder (open international competition) - Introduction of amendments to internal HSE regulations and existing labor contracts for vice-rectors stipulating a correlation between salaries and the attainment of indicators set by the HSE development programs and on the assessment of the effectiveness of activities (in particular, with the participation of the founder and the Russian Ministry of Education and Science) (it shall not be necessary to make changes to the rector's labor contract, as the corresponding rules are set in their current version) - The HSE 2013 Financial Report shall be drafted in accordance with international accounting standards and certified by an auditor Note: The activity "Selecting (by late 2013) effectiveness criteria for academic activities and introducing (from 2015 on) a system of fixed-term contracts with faculty that take these criteria into account when prolonging contracts and calculating the variable component of faculty salaries" is implemented in the framework of Goals 1.1.1. u 3.1.2						4	-	
2014	- Financial reports are drafted in accordance with international accounting standards and certified by an auditor						10	-	
2015	- Financial reports are drafted in accordance with international accounting standards and certified by an auditor						15	-	
2016-2020	- Financial reports are drafted in accordance with international accounting standards and certified by an auditor						55	-	

Strategic Initiative 7. Creating mechanisms for promoting HSE abroad as a leading research center on Russia and transition economies and a reliable partner for foreign research institutions and transnational employers
Activity №7.1 Increasing HSE's visibility in the international academic and professional communities

1. Action № 7.1.1		Creating instruments for increasing HSE's visibility in the international academic and professional communities					position	
Target Indicator²¹		Position in QS World University Rankings						
		2014	2015	2016	2017	2018	2019	2020
501-550		451-500	401-450	301-350	201-250	151-200	101-150	51-100
Mechanisms		- Introducing the HSE Publishing House to the international market, by setting up partnerships with leading European academic publishers - Developing partnerships with major international media holdings and disseminating international analytic materials in key competence areas - Attracting "academic stars" to collaboration with HSE - Disseminating HSE educational products in MOOCs channels					862	-
Year		Main Results					Estimated Cost	Subsidies
2013		- At least 3 HSE courses are offered in MOOCs					45	-
2014		- At least 10 HSE courses are offered in MOOCs - HSE have partnered with 2 major international media holdings					68	-
2015		- A joint publishing program is implemented with a leading European publisher - At least 150 pieces of information about HSE are published in reputable foreign media - At least 15 HSE courses are offered in MOOCs					79	-
2016-2020		- The HSE Publishing House is integrated into the international market of academic products in social science and economics - Up to 150 pieces of information about HSE are published in reputable foreign media annually At least 50 HSE courses are offered in MOOCs					670	-

Strategic Initiative 8. "Engaged university" model implementation
Activity №8.1. Engaging the university in city life

1. Action № 8.1.1		Developing practices of cooperation with the government, business and local community for the joint improvement of international competitiveness	
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²¹ This action also contributes to the dynamics of the target indicator "Share of international professors, lecturers, and researchers on the HSE faculty, including Russian citizens with PhDs from international universities" and the target indicator "Share of international students studying in HSE's main educational programs (including students from CIS countries)"

	Share of international students studying in HSE's main educational programs (including students from CIS countries)							%
Target Indicator ²²	2013	2014	2015	2016	2017	2018	2019	2020
	3	4	5	6	8	10	11	12
Mechanisms	- Creating an urban open education center and an intellectual and discussion hub at HSE - Expanding the university's analytical activities in the interests of the city government, business and the local community - Improving the attractiveness of the city environment in HSE development areas					Estimated Cost (Total and Subsidies)	407	-
Year	Main Results						Estimated Cost	Subsidies
2013	- Share of high-school graduates that have attended HSE educational programs (including HSE lyceum students): 2000 - Number of HSE faculty engaged in R&D work for Moscow City Government and city companies and organizations: 400						3	-
2014	- Share of high-school graduates that have attended HSE educational programs (including HSE lyceum students): 2000 - Number of HSE faculty engaged in R&D work for Moscow City Government and city companies and organizations: 600						39	-
2015	- Share of high-school graduates that have attended HSE educational programs (including HSE lyceum students): 2500 - Number of HSE faculty engaged in R&D work for Moscow City Government and city companies and organizations: 800						45	-
2016-2020	- Share of high-school graduates that have attended HSE educational programs (including HSE lyceum students): 14 000 - At least one third of HSE faculty engaged in R&D work for Moscow City Government and city companies and organizations: 400						320	-

Strategic Initiative 9. Internationalization of HSE project activities

Activity №9.1. Internationalization of analytical activities

1. Action	Globalizing HSE expertise, analytical and project activities
№ 9.1.1	
Target Indicator	R&D budget per faculty member
	thousands of rubles

²² This action also contributes to the dynamics of the target indicator "Share of international professors, lecturers, and researchers on the HSE faculty, including Russian citizens with PhDs from international universities" and the target indicator "R&D budget per faculty member"

	2013	2014	2015	2016	2017	2018	2019	2020
	950	1150	1250	1300	1400	1500	1600	1700
Mechanisms	- Establishing partnerships and enhancing cooperation with international organizations and participating in international projects on international issues - Creating international expert teams - Expanding the geography of project and expert analysis activities						954	-
Year	Main Results						Estimated Cost	Subsidies
2013	- Number of projects ordered (or granted) by Russian and international foundations (programs) supporting R&D, and international programs and organizations: at least 90						69	-
2014	- HSE staff members participated as official Russia representatives or experts in at least 12 events						85	-
2015	- Number of projects ordered (or granted) by Russian and international foundations (programs) supporting R&D, and international programs and organizations: at least 100						100	-
2016-2020	- Inclusion in the list of top 30 think tanks of Central and Eastern Europe in institutional reform						700	-

Total Funding Required for the Global Competitiveness Program

Activity	Funding		By Year							
	Total	Including Subsidies	2013		2014		2015		2016-2020	
			Total	Including Subsidies	Total	Including Subsidies	Total	Including Subsidies	Total	Including Subsidies
Activity №1.1.	19 533	7 820	826	467	1 280	1 039	1 727	956	15 700	5 358
Activity №1.2.	1 205	965	80	63	96	77	114	91	915	734
Activity №1.3.	3 276	-	186	-	322	-	361	-	2 407	-
Activity №2.1.	686	343	37	18	77	39	102	51	470	235
Activity №2.2.	420	420	32	32	43	43	46	46	299	299
Activity №2.3.	4 539	4 085	49	44	246	221	474	427	3 770	3 393
Activity №3.1.	8 211	3 284	222	89	428	171	556	222	7 005	2 802
Activity №3.2.	13 994	-	189	-	496	-	690	-	12 619	-
Activity №4.1.	1 060	-	111	-	130	-	132	-	687	-
Activity №4.2.	422	379	5	4	35	32	47	42	335	301
Activity №5.1.	262	-	24	-	35	-	33	-	170	-
Activity №6.1.	2 924	1 754	137	83	214	128	275	165	2 298	1 378
Activity №6.2.	1 628	-	84	-	182	-	222	-	1 140	-
Activity №6.3.	84	-	4	-	10	-	15	-	55	-
Activity №7.1.	862	-	45	-	68	-	79	-	670	-
Activity №8.1.	407	-	3	-	39	-	45	-	320	-
Activity №9.1.	954	-	69	-	85	-	100	-	700	-
TOTAL for all activities	60 467	19 050	2 103	800	3 786	1 750	5 018	2 000	49 560	14 500

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Addendum 1 to the Global Competitiveness Program of HSE

List of Target Indicators, Their Values and Methodologies for Calculating Supplementary Indicators

Main Indicators		Unit	Predicted Indicator Values							
№	Indicator		2013	2014	2015	2016	2017	2018	2019	2020
1.	Position (accurate up to 50 positions) in leading global universities rankings (for universities and educational programs)									
1.1.	QS – World University Rankings	position	501-550	451-500	401-450	301-350	201-250	151-200	101-150	51-100
1.1.1.	QS – World University Rankings by faculty areas, Social Sciences and Management	position	351-400	301-350	251-300	201-250	151-200	101-150	51-100	51-100
1.1.2.	QS – World University Rankings by program, Mathematics	position	-	-	-	-	151-200	151-200	101-150	101-150
1.2.	Times Higher Education – World University Rankings	position	-	-	351-400	301-350	251-300	201-250	201-250	151-200
1.2.1.	Times Higher Education, Social Sciences ²³	position	-	-	-	-	-	-	-	1-50
1.2.2.	Times Higher Education – Top 100 under 50 Universities	position	-	-	-	-	-	51-100	51-100	51-100
1.3.	Social Sciences Research Network, rankings by the overall number of publication citations	position	101-150	101-150	51-100	51-100	51-100	1-50	1-50	1-50
1.4.	Rankings by Research Papers in Economics (RePEc), Europe ²⁴	position	201-250	151-200	151-200	101-150	101-150	51-100	1-50	1-50

²³ Only Top-50 institutions are ranked in THE-Social Sciences

²⁴ This ranking will be used for additional assessment of the quality of HSE publications in Economics.

Main Indicators			Predicted Indicator Values							
Nº	Indicator	Unit	2013	2014	2015	2016	2017	2018	2019	2020
2.	Number of articles in Web of Science and Scopus (excluding repetitions) per faculty member	quantity	0.35	0.45	0.55	0.7	0.9	1.2	1.5	1.8
3	Average citation index per faculty member calculated from the total number of articles in Web of Science and Scopus (excluding repetitions)	quantity	0.45	1.0	1.5	2.5	3.5	5.0	6.5	8.0
4	Share of international professors, lecturers, and researchers on the HSE faculty, including Russian citizens with PhDs from international universities	%	5	5.5	6	7	8	9.5	10.5	12
5	Share of international students studying in HSE's main educational programs (including students from CIS countries)	%	3	4	5	6	8	10	11	12
6	Average USE scores of students admitted to HSE for full-time bachelor's and specialist studies financed by the federal government	points	80	80	80	80	80	80	80	80
7	Share of revenues from non-budgetary sources in the makeup of university revenues	%	38	37	36	35	35	35	35	35
Supplementary Indicators*										
1	R&D budget per faculty member	thousands of rubles	950	1150	1250	1300	1400	1500	1600	1700
2	Ratio of students studying in full-time master's and PhD programs to the total number	%	25	25	25	26	26	27	27	28

Main Indicators			Predicted Indicator Values							
Nº	Indicator	Unit	2013	2014	2015	2016	2017	2018	2019	2020
	students studying in full-time bachelor's, specialist, master's, and PhD programs									
3	Ratio of credits obtained by students through participation in research, project and innovation activities to the total number of credits in the main educational programs	%	8	9	10	12	14	16	18	20
4	Share of courses (with more than two credits) taught in English in the overall number of courses	%	5	8	10	12	13	15	18	20
5	Share of university expenditures for implementing strategic initiatives	%	17	20	22	25	25	25	25	25

*) Methodologies for calculating supplementary indicators are given below

Methodology for Calculating Supplementary Indicator 1

Ratio of the total budget for R&D work during the reporting year to the number of faculty members, in thousands of rubles.

The number of faculty members refers to the average number of HSE researchers and instructors (professors and lecturers) over the reporting year, including part-time faculty members and not counting individuals working on a contract basis.

Methodology for Calculating Supplementary Indicator 2

Percentage ratio of the number of full-time students studying in master's and PhD programs to the total number of full-time students studying in bachelor's, specialist, master's, and PhD programs.

The number of full-time students in bachelor's, specialist, and master's programs is calculated as of October 1 of the reporting year. The number of PhD students is calculated at the end of the reporting year.

Methodology for Calculating Supplementary Indicator 3

Ratio of the number of credits received by students in bachelor's, master's and PhD programs during the academic year ending during the reporting year through their participation in research, project and innovative activities to the total number of credits received in the main educational programs implemented during the academic year ending during the reporting year.

Methodology for Calculating Supplementary Indicator 4

Percentage ratio of the number of subjects with the exception of the subject "Foreign language (English)" taught in English in higher education programs and having more than two credits each to the total number of subjects with more than two credits with the exception of the subject "Foreign language (English)" taught in higher education programs during the reporting year.

Methodology for Calculating Supplementary Indicator 5

Percentage ratio of university expenditures in the framework of the development budget in the section of strategic initiatives of the Program for Improving the Competitiveness of the University to the total university expenditures during the reporting year.